

AUTONOMIA ALAPITVANY



YOUNG PEOPLE AGAINST BULLYING THROUGH GAMES AND CAMPAIGNS

A CASE STUDY

Young people against bullying through games and campaigns - a case study

This material was created in the framework of the project “Roma Youth Bring Change” (2021-2-HU01-KA210-YOU-000048113) supported by the Erasmus+ Program of the European Union. The project brought together Autonomia Foundation (Hungary), RRoma (North-Macedonia) and ERGO Network to develop and disseminate the methodology of community detective and community campaigns games focusing on social issues – planned and implemented by and targeting Roma and non-Roma young people. We have trained young people in Hungary and North Macedonia as game facilitators and campaign promoters in order to inform their peers and shape their attitudes related to issues relevant to the young people.

Written by Márton Illés and Ágnes Simor

Professional consultant: Anna Hanák

Translated by: Dzsénifer Borsfai

Proofreading by Christine Sudbrock



autonōmia



**Funded by
the European Union**

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

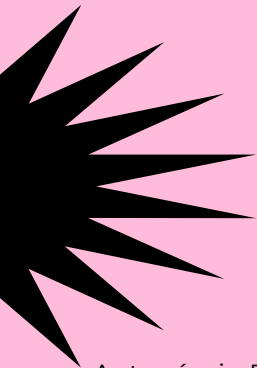
TABLE OF CONTENTS

- 02** Introduction
- 03** We need a group, we need a topic!
- 04** Detective game planning
- 05** Cliques and bullying situations
- 08** Conceptualising the draft of the game
- 10** Characters, points of views, stories
- 13** Small group work and relative disintegration
- 14** Aspects of leading the game
- 17** Debriefing and follow up: Conception of a community campaign
- 21** Preparing and implementing the games and campaigns
- 22** Evaluation and feedback
- 26** The development of the campaign video

INTRODUCTION

With the following material, we would like to share the development process of a social detectivity game and a community campaign, with their methods, results and impacts. The activities were held in Hungary, involving young people with different origins and backgrounds, organised by Autonomía Foundation and Detectivity.

We will introduce a number of tools and aspects to consider, so that these can inspire other youth organisations and youth-workers. We hope that our experience can lead to improvements in non-formal education, gamification or communication.



Autonomía Foundation has been running projects for disadvantaged groups, and especially Roma, for more than 30 years. Cooperating with Detectivity, a pioneer in educational investigation games, it developed several detective games that focused on social issues and were developed with the involvement of the affected groups. The aim of these games was to raise the participants' - usually children and young adults - awareness concerning the given social topics or groups.

We have already published our methodology for social detectivity games (see [here](#)), and a new methodology for community planning of detectivity games has just been published in the framework of the same project (see [here](#)). The “Roma Youth Bring Change” project not only resulted in the development and implementation of the game and community campaign, but also in the formulation of this case study. Through the Erasmus+ (2021-2-HU01-KA210-YOU-000048113) project our Macedonian partner RROMA shared with us their own Community campaign methodology. Based on this methodology, we also implemented a campaign in Hungary. The third partner of the project was ERGO Network, who supported the edition and international dissemination of the results.

WE NEED A GROUP, WE NEED A TOPIC!

In the spirit of community, we found it important not to determine the focus topic of the game and campaign without young people. We recruited a diverse group of young adults and decided on the main aims and themes based on their interests. We shared invitations for Roma and non-Roma youth on social media and sent them directly to young people who were involved in the work of our organisations in the past as qualified or mentored youngsters, interns or even co-workers.

Among the applicants were: young adults with trainer or artistic experience and knowledge; disadvantaged young people with a low education level and little work experience; Roma and non-Roma, men and women from the capital and from the countryside. The final group with 9 members had the opportunity to participate in an international training held by Autonomía Foundation. After the dropout of one person who started working abroad, eight people participated in the 60-hour long training course concerning detectivity games and campaigning, while working out and implementing a concrete game and campaign. Because of interests, living conditions and challenges, not everyone partook in every single step and activity. At the same time, all of them have given an important particle from themselves, their creativity, thoughts and experiences. Without these, the final game and campaign could not have been born.

During the first meetings we organised group building activities and the participants experienced the basic elements of detectivity games. They also already discussed what kind of social issues, themes, groups and questions they were interested to tackle in a detectivity game and campaign targeting their peers.

Through personal conversations, brainstorming sessions and other practices it became clear that the young adults were interested in different social groups and topics (e.g. the Roma, migrants, religious minorities, LGBTQI, women, or people with mental health problems or body image disturbances).

Therefore they agreed to focus on several social groups and issues all at once. At the same time, they agreed that a too wide topic would not be beneficial. The game and the campaign needed a central topic that could not incorporate all their ideas. Finally, they chose bullying from the suggested themes, because it can involve all the aforementioned groups, and which - based on their personal stories - in one way or another affected every group member in the past.

DETECTIVE GAME PLANNING

Autonómia and Detectivity have previous experiences in planning and implementing detectivity games. Their previous games include some with more than 10 characters and complex settings, which did not prove to be sustainable. So we laid down one single rule for the participants: they had to plan a detectivity game that could be facilitated by only two characters/facilitators, and that did not require many complex tools and settings. These criteria were well-founded in order to maintain the game after the project would end, and to make it appealing for other youth communities and institutions (e.g. schools) to order even for a youth exchange.

With these in mind - together with the young participants - we answered the following questions (which are crucial in every detectivity games' planning):

- **How long should the game be?** 90 minutes, because it could fit in the frame of school education very easily.
- **Where should the story take place?** A school classroom, available anywhere.
- **What should be the main focus and topic of the game?** Bullying in school.

We had already fixed the topic of school bullying affecting different groups. In the second step, we had decided that the story would focus on a diverse class (consisting of members of vulnerable groups). The aim of the game would be the solving of a crime and secret that happened during a class party.





While solving the crime, participants could get to know their classmates and their relations, and the different bullying situations. In social detectivity games it is always important to bring closer to the participants different social issues and groups in an indirect way during the investigation.

At last, we fixed these points in the first step, so the young planner participants could introduce these ideas to their Macedonian peers during the international course.

CLIQUEs AND BULLYING SITUATIONS

After the young participants determined the topic of bullying and participated in our international training course, we put emphasis on exploring the topic further. During the next meeting, we introduced theoretical knowledge about the theme. Because bullying usually happens in the class between different cliques of students, we shared knowledge with the participants about cliques' characteristics and operations. We explained the difference between cliques and groups of friends. A group of friends is based on equality and its members accept each other as they are. They do not expect from each other anything not based on consensus. If you constantly experience that you do not agree with the opinion of your friends or feel a constant, frustrating urge for adequacy to your friends or "best friend", you have to think about whether you are in a clique instead of a group of friends.

After that, they developed four cliques in the imagined class during a small group task. They emphasized the characteristics of the cliques, how they relate to other cliques' members, and what the group members think of themselves and their peers. They formed groups of:

-  "Nerds", who are good students;
-  "Cool kids", who wear fashionable clothes;
-  "Finks", who are disadvantaged and like to party
-  "Weirdos", who do not fit in any of the other groups.

We identified the reasons why someone can be a victim of bullying: these can be any group membership - like origins, religion, sexuality -, or even outlook, taste, and how they dress.

Bullying can be verbal, physical, sexual, or manifest in ignoring a person. It can happen openly or covert (like sending bullying letters), offline or online.

Beside the victim, in every bullying situation we can recognise a perpetrator and witnesses. The latter can support the perpetrator - by not intervening when bullying happens around them - or the victim by standing up for them privately or when others are around. The fourth role is the power (e.g. parent, teacher, policeman or CEO), who can stand against bullying because of their position. We found that throughout our lives, there are moments when most of us take each of these roles during a bullying situation, and sometimes we are not even conscious about it.

When participants shared their personal bullying stories, we asked them not only in what cases and when they were victims of bullying, but also about their experiences in other roles. These conversations served as an ice breaker, helping participants to get to know each other and increase their level of trust. An important aspect here is that the facilitators also shared their personal stories to inspire the participants to honesty. The discussed stories were also an inspiration for the later game planning: the group used some of the elements of their stories for building the plot of the game.

Finally, we also brought of the topic of open and hidden identity. Many youngsters - sometimes exactly because of their fear of bullying - do not openly show parts of their identity (e.g. ethnicity, sexual orientation or religion). In order to process this topic, we brought up different situations, where somebody takes on their identity proudly, and stands up for their vulnerable or bullied peers. Discussing these situations, the participants recited a number of pro and contra points to why one can be open about or hide their identity. We decided that in the game we would incorporate some student characters who are open, and some who prefer to hide some of their group memberships.

CONCEPTUALISING THE DRAFT OF THE GAME

After discussing the theoretical background, sharing the participants' personal stories, and outlining the class' cliques, we had to define the case. A too simple problem might not enthuse the players, while a too serious crime may traumatize and distance them from the realness of the game. Therefore, we ruled out murder and suicide. In the framework of the international training course, some of the participants had already developed a short game. In that game the crime was the disappearance of an object during a house party, and the attendees immediately blamed their Roma peer for stealing. This is not a rare case, and grasps the social prejudices that the affected young people have to face many times.

Using this already developed plan and thinking through a number of aspects and opportunities, we decided that the setting for the theft will be a house party hosted by a "cool" girl. The idea emerged that the object should be one with a personal importance (a painting portfolio, with which she would like to enroll to university), or one with an objective value (a laptop).

We ensured common decision making and voting throughout the process, as we did this time. The members could choose from the two suggestions; we only facilitated the process with questions and bringing up different aspects to think about. Finally the group chose the portfolio as the stolen object. We bore in mind that a sole financial motivation for the stealing (e.g., a laptop could be sold very easily) could in this way be ruled out. The thief's motivations were emotional in nature, which narrowed the number of suspects. We respected the final decision, and because we considered this plot as a realistic base of the story, we proceeded in the planning.







Beside the main crime it was important to already fix the two characters of the actors/facilitators. These would be played by two of the inventor participants who would be personally attending during the game. We also had to decide on the roles of the players and the

skeleton of the game. Considering that we planned the game primarily for schools, we decided that the players would be members of an investigation class that has to solve the crime. If they don't manage to do so in a few hours, the parents of the victim would inform the police about the case, and the police officers would question and suspect all the classmates. In this way, the investigation has got a time frame as well as a stake.

Because of the setting, it was straightforward that one of the facilitators should be the teacher of the investigation class, who has authority to instruct the players and to give them clues. The other character is a classmate, who had not attended the house party (therefore cannot be a suspect), does not belong to any of the cliques (thus not biased) and has extra information about the class (which, if needed, would be useful to aid the investigation). Because more members (with different ages and origins) of the planner group wanted to participate as facilitators in the game later on, we had to form this character basic enough to fit all of them.

CHARACTERS, POINTS OF VIEW, STORIES

The next step was to fill the people in the plot with original personalities: there would be 4 cliques with 3 people each, among them the victim. The characters were elaborated in small groups and through individual planning. For that, the participants thought through the following aspects:

-  Who are you?
-  What are you doing?
-  Who likes you, who do you like?
-  Do you belong to any vulnerable group?
-  What relates you to the victim?
-  Who do you think stole the portfolio, and why?

While putting together the different stories, characters and options, we tried to clear out possible contradictions, leaving those parts which had too much similarities. At last we drew a picture of a class with these 12 students, with their names and relations, and events that happened before or during the house party.

At this time, these youngsters had no face yet. Because of sustainability, we only wanted to include 2 “live” characters who would be the facilitators - this would enable us to implement the game later on when not the whole group would be available anymore.

The other classmates had to be introduced in a different way. Even though we could get information about them from the facilitator playing the non-biased classmate and from written clues, without attaching a face to somebody, it is difficult to identify with them - but this identification is very important for changing attitudes and raising awareness.

So we decided that these class members would appear in videos. We only needed to involve them during the planning process, but not later on in the game implementation. Some of the videos contain confessions of the imaginary headmaster in front of the investigation class. In these, class members explain what happened at the house party, who they suspect and why. Other videos were recorded at the house party, where the attendees took videos of one another. Through the videos, the players will be introduced to the class members in a formal and informal setting, and they can get lots of information directly from them. We included the drama group's members of a school (Burattino in the outskirts of Budapest) in the video making, asking them to play the different characters. We shot the scenes and took photos with them, so they contributed with their own creativity to the game. The shooting and photo works were organized and implemented by two of our planning group members, whose interests are video making, photography and directing.

In this case study we do not intend to describe every single detail of the game, or reveal who the thief was. However, it is important to share some examples in order to help those who are interested in planning their own investigation games. As we noted earlier, cliques exist in most classes and bullying happens almost everywhere. That is why throughout the game, when listening to class members, the participants get stereotypical pictures about different cliques. **If they would not be stereotypical, it would not bring closer to the players the phenomena of stereotyping, and would not make them reflect their own stereotypes.**

Moreover, **it is also crucial to counteract the stereotypes. That is why we incorporated contradicting situations to show that the characteristics of a clique are not always true to its all members.**

For example a nerd girl with good grades can sometimes get drunk; or an envied “cool” classmate’s life is not as happy as it may seem. Members of different cliques can form friendships or fall in love with each other. Bullying can affect members of different groups, and it can manifest in different forms. Who is a victim in a certain situation can be a perpetrator or a bystander in another. Being open or hidden about being part of a vulnerable group is often very difficult for the children, and induces a big dilemma. Because of that, in the story some students are very open about their identity, and one classmate keeps their identity a secret because they fear social consequences. Only later, after resisting blackmailing, they tell their peers about it.

In investigation games the group usually finds out who committed the crime. As our stories are about social topics and vulnerable groups, at some points stereotypes of participants can emerge, and hate speech can happen. The most important thing is that, at the end, the criminal is not from a vulnerable group, and does not affirm stereotypes. If possible, the perpetrator should be from a privileged group, with motivations and circumstances that do not strengthen stereotypes, and bring the particular group’s situation and challenges into a new perspective.

Introducing different characters, situations and relations is crucial in order for participants to recognize their peers' diversity, and become more open towards each other. Besides, it makes it possible for every participant to find a character with whom they can identify. This makes the reflection in the debriefing section easier and allows participants to better relate to the game. While discussing the emerging clues, intentions and suspects, the players have the opportunity to take a look at the same situation from different points of view. They have to cooperate, debate and argue, and make common decisions. All of these strengthen complex, self-reflective and critical thinking.

SMALL GROUP WORK AND RELATIVE DISINTEGRATION

During the international training course and community planning we combined in varied ways plenary, small group and individual work with verbal, logical, dramatic and motion tasks. The planners with different skills and interests could all be involved, enjoy the process and experience achievements.

However, community planning always means relatively long and complex conversations as well as logical, dramaturgic and narrative challenges. Not all members of the planner group were similarly dedicated to the mainly verbal methods, which were essential to decide on the main details. The relatively short timeframe of the planning process (60 hours) gave only limited opportunities to use activity-based, energizing and dramatic elements in a ratio that some of the members would have liked. The biggest challenge may have been to find out the proper ratio in the methods, without slowing down the planning process.

After the skeleton of the game had been fixed, we decided on the main stages, tasks, clues and the content of the videos. The work proceeded in three small working groups, whose members overlapped. One group dealt with shooting and editing videos (the hearings with the headmaster of the class, and the videos recorded at the houseparty) and photos (taken by a security camera during the party). Another produced the clues, such as writing letters, drawing and making objects. However, in this group some challenges emerged.

These participants were not very active in the process because of hardships in their private life and workplace.

This meant that a lot of work had to be taken over by the facilitator. During the nearly half year long planning process many new situations emerged in the life of these participants, which temporarily or permanently made their involvement impossible.

A lesson was for us that maybe a shorter but more intensive process would be more efficient and bearable for the planners. However, those who were enrolled in a university or had regular work could not participate in a two week long intensive process.

After the challenges and possible lessons learnt, let us get back to the work of small groups. The third group was open to those who wanted to later on facilitate the game - either as the "leader of the investigation class" or as the "student". They participated in a course focusing on general trainer and facilitator skills, and on the facilitation of the game's particular modules, respectively.

ASPECTS OF LEADING THE GAME

It is important to speak clearly and resolutely with a proper volume. Facilitators should have an open attitude, and communicate non-verbally, introducing the common activities in a motivational tone.

We are saying activity instead of game since we would like participants to take the experience seriously. From the very first moment we call the players "participants of the investigation class", and collect the parameters of a good investigation and cooperation together with them. We also ask for their consent of a "group contract" with rules of cooperation, and for their acceptance to participate in the investigation.

As we do not call the investigation a game, it is also crucial for the facilitators to speak from their characters' role. They must not leave their role and the game's reality even if the players question their personal whereabouts (like, what do you do for a living? Do other groups usually do better?).

At the same time, in order for the game leaders to feel comfortable and be able to act authentically in their roles, they must be somewhat similar to them. For example, they should use their real first name in order not to call each other differently in the game, or, if one of them is still a high schooler, they should act as the “student”, while others approaching 30 should act as the leader of the investigation class.

It is important to catch the players’ attention, attendance and endorsement at the beginning of the investigation. If they do not pay attention in the first few minutes and the game does not draw them in, we will have a difficult time later on. Energetic, expressive, and friendly communication is crucial at the beginning.

The game leaders start conversations with the group, asking questions about the investigation’s course or giving information (the investigation class leader gives clues, while the student shares information about classmates. It is crucial that tools and clues are prepared carefully and given at the proper time. For the video screening, we needed a laptop, a projector and speakers properly adjusted and tested. We also had to put up the flipchart with the photos of the 12 classmates on the wall, and put other clues to the right places. Some clues were replaced from game to game according to the particular players. For example, we always wrote the order of the investigation for the particular school’s name, signed by the director to seem more authentic. Moreover, producing the map of the school needed to be done on the spot as well. For this preparation, facilitators should arrive at the location preferably one hour before the game’s actual beginning. Facilitators not only facilitate, but also have important logistical tasks, for which they should be prepared beforehand.

The most crucial aspect of facilitation - besides precise and understandable communication of information, questions and summaries - is that facilitators should aid the players with proceeding the investigation to a proper extent.

If they are stuck at one task, facilitators can ask helping questions, or if they memorize an information wrongly, facilitators can query if it's right (e.g., *are you sure that they left at 11pm? No, they left earlier already!*). The investigation should neither be too difficult, nor too easy, and players don't want to receive too much help from the facilitators. In order to prepare for that, we have discussed possible situations and their answers with the planners in the preparation phase. For example, what do you do if a player identifies the perpetrator at the very beginning? It is important not to be puzzled, not to deflect the word immediately, and at the same time, not to give too much significance to the guess. For example, *Why do you think that? I see. What other student could be suspected?*

Because vulnerable groups are part of the game, and bullying can also happen among the players, it is important to say that every opinion is welcome and could be important during the investigation. Players should approach each other with respect and openness. Don't talk about this as an ethical consideration (e.g., they must not be prejudiced towards the members of vulnerable groups), because this often generates revulsion in the players, but a professional one (e.g., the good investigator puts their personal feelings aside and approaches the clues objectively). Mostly this also convinces those students who usually question and violate the rules and values of the school. Similarly, **if players bully each other during the game, facilitators should react in their roles and the profession of investigation, not as a teacher** (e.g., "We don't have much time left, is it not the most important thing to find the perpetrator?" "Every aspect can lead to a successful investigation, so there is no need for laughing at each other.")

During the course of the game, situations or statements from the players can emerge that should be addressed only after solving the crime, in the framework of the debriefing and follow-up session, during which we also planned a community campaign.

DEBRIEFING AND FOLLOW-UP: CONCEPTION OF A COMMUNITY CAMPAIGN

In the first phase of planning we had already agreed that after playing the game with students, we would like to reflect the game with the players and support them in following up on what they learned. Not only the reflections about the game should take place, but about the topic of bullying as well: we will share information, personal stories and possible solutions, and collect messages of the players to their bullied peers. As we planned the actual game to be 90 minutes long, this session would last for 45 minutes. According to our original plan, players would have to draw words in a camera, which would then have been the basis of a campaign video - in the end it didn't happen this way.

The draft of the 45 minutes discussion as it was planned by the participants:

Introduction - 2 minutes

The facilitators step out of their roles as the head of the investigation class and as the student, introduce themselves and share a few words about how the game was developed (young adults' common planning, organized by Autonomía Foundation and Detectivity).

Reflection about the game - 10 minutes

What kind of experience was it to play the game? Were you surprised about yourself or your teammates? Did you feel any similarity between your own life and the class in the game? (We listen to a few speakers, but not too many. We thank them for the feedback, positive and negative. If they relate to the topic, we can already proceed with discussing it. If they don't speak, we can ask a few more questions, such as "how was it to cooperate, what surprised you about the class in the game?, etc.).

18

The next questions are about cliques and bullying. What kind of groups was the class made up of? The answer is “cliques”. If they use another word for it, accept it, and then introduce the term ‘clique’. You can ask:

- What makes a clique different from a group of friends?
- Do friends accept it if you have friends outside the group, or if you listen to other music, if you do different things than other group members do?

The rules of cliques are strong, and if you don’t follow them, you can be easily kicked out. It is worthwhile to think about whether you have real friends or whether you have to measure up to a clique’s expectations.

For what kind of characteristics were members of this class bullied? (If they don’t say anything, we should ask for every character separately.)

- Ethnic identity
- Religious identity
- Sexual orientation
- Physical appearance
- Success, wealth, beauty

However, bullying can affect all of us for any reason or difference.








What forms can bullying take?

It can be physical and verbal, open or hidden. Bullying can be done by ignoring someone, when others never talk to them.

Introducing the phenomenon of bullying - 8 minutes

Definition of bullying: systematic, deliberate and conscious row of acts, which happen over a long period of time, and the power relations of those involved are imbalanced.

What are the roles in every bullying situation? Ask the participants and add the missing ones.

-  Perpetrator
-  Victim
-  Bystander
 -  Assisting the perpetrator (e.g. laughing with them at the victim);
 -  Assisting the victim (e.g., stand by them in the situation or supports them outside the situation);
 -  Passive - doesn't act or react on neither behalf.
-  Representative of power

From situation to situation, the same person can have different roles.

Sharing of personal stories - 8 minutes

The facilitators both share a personal bullying experience. One story should be from a victim's perspective, the other of a perpetrator, bystander or representative of power.

The facilitators should agree beforehand what stories they will share. They should choose stories that the players can relate to and don't cause too much emotional distress. They should show that it is possible to move on, and to step out of the role of victim or bully.

After sharing these stories, facilitators should open the possibility for the players to share their own experiences. We should not force them - there may be actual bullying among them or they may not feel comfortable speaking about these kinds of experiences. If someone shares something, facilitators should value it and thank them. If they feel that they are able to properly reflect on it, they should do so.

Campaign and closure - 10 minutes

We think that it is important to speak about bullying and conceptualize other messages to young people who may be a victim or a perpetrator. In this section, facilitators should collect some short messages from the players to their peers affected by bullying in any role. They can also send messages to their younger selves. If they don't say any ideas out loud, facilitators should come up with some proposals. They should write every message on a flipchart and not evaluate them, following the rules of brainstorming.

Then facilitators should thank the players for all the important aspects and ideas they came up with. Then they can ask them to use these in a campaign video in order to reach other young people. The video would later be shared with them.

PREPARING AND IMPLEMENTING THE GAMES AND CAMPAIGNS

We issued a public call for groups to participate, and sent it directly to possibly interested schools. These institutions accepted the offer for one or several of their classes, in the school or at other places provided by them. The interested schools could apply through an online application form. They had to give fundamental operative information (e.g., the possible time of implementation, technical characteristics, number and age of the participants) and describe their expectations and motivation for the game. Finally, we implemented the program in 5 out of the 6 schools that applied. One became impossible because of problems with timing: we couldn't fit in the closing discussion, and without this section the experience wouldn't be complete for the players.

All activities were implemented between 30th of March and 5th of April, 2023. In most schools, we ran the activity with two groups. Between the two we needed one hour to change the setting and technique, and have a little break. Among the schools, we had one providing continuing education for adults; one jewish foundational; a private high school; a foundational with disadvantaged children (where the videos and photos were made by the theatrical class). It was unfortunate that only very few state schools applied for the program. However, we recognised positively that we could try out the developed program with children from different age groups, social backgrounds and religious denominations.

Before we finally tried the games in practice, we ran them with the to-be-facilitators, on a two days long training in late March. They practiced facilitating the distinct modules, and got feedback from their peers and leaders of the training on their strengths and on things to be improved. They practiced using and repairing all the different tools and clues, as well as the videos, draft and visual clues. At the end of the training, they held the game and follow-up for a

test group. The latter's members were the employees of the two organizations, who, as professionals, could ensure support and advice for the advancement of the young people. After the lessons of the test-game, we introduced some mild changes, and proceeded with the end product.

We scheduled in advance which facilitators were going to which school, and which role they were going to take. Everyone should facilitate at least two, maximum three games. In that way they could try both roles if they wanted to, and could visit those schools that motivated them the most for whatever reason.

We arrived at the schools one hour before the start of the game to prepare technically and mentally. Finding the exact place and contact person of the school, ensuring the technical conditions, arranging the clues and tuning in required this time. Especially if there were technical problems, or a receptionist didn't want to let us in, this time was very useful. In every case, two professionals from Autonomía or Detectivity ushered the two facilitators, helped with technical assistance, or supported the facilitation if it was needed. For most facilitators the first occasion meant stepping outside of their comfort zone, especially if the players weren't too open and supportive for the program. However, facilitating the second time around was smoother for all.

EVALUATION AND FEEDBACK

After the 90 minutes long game and a little break, the 45 minutes debriefing and follow-up session went mostly smoothly. However, on some occasions the game took more time, so the reflection section became shorter. In some schools, where the students usually have breakfast after the first class, it would have been beneficial to have a 10 minutes long break after the 90 minute block for eating. At the same time, the investigation always drew the players in, and those who at first took their distance from the situation were also well involved.

We collected the players' cellphone before starting the game, in order for their attention not to be drawn by the temptation to use them. We introduced this rule as a part of the investigation class: it was necessary because any information which they acquire should remain between the walls of the classroom, none of it must leak.

During the debriefing and follow up discussions, many shared deep, personal stories related to bullying. There were however also groups - probably because of a lack of confidential atmosphere among the classmates -, where the players weren't keen on discussing these topics. We didn't force the players to share something by all means, we only asked - after we had told our own stories - if they had any similar experience that they wanted to share. It is crucial to emphasize that discussing these sensitive topics is not a forced expectation from the game holders. There were on the other hand groups where the players shared their own stories without asking, and even an otherwise very quiet and shy girl told her own bullying story in front of her classmates.

The facilitators did not propose solutions to these shared bullying situations without having been asked for it. For some, it was useful to ask for help, for others, it would have been an aggravation. Some were ostracized because of standing for bullied others, others could attain respect because of that. It was relieving and reassuring for them to gain knowledge and new aspects about the theme, and to have the opportunity to speak openly about their experiences in different roles. Moreover, it was also important for them to learn that the facilitators - who were only a few years older than them - went through similar situations, and could leave their roles - be that a bully or a victim.

In the beginning we had planned to record videos with some of the players, in which they would share their thoughts about bullying with their affected peers. But we realized that this would have been an undue expectation from the young people who we had met for the first time. So we contented ourselves with collecting their

messages on a flipchart. As we had planned, later on our facilitators made a video inspired by these collected messages. This was a much better solution because it respected the personality rights and safety of the players.

At the end of the debriefing and follow-up session, we also asked for **feedback** from the players in the form of anonymous questionnaires. These were very short - as we didn't want it to be a burden for them after the long program -, and contained quantitative and qualitative sections. 43% of the 149 players who gave us feedback thought that the program was very interesting and exciting, and another 42% said that it was interesting and exciting. So more than 85% of the respondents gave us better than moderate feedback. However, our aim was not only to entertain them, but to raise their awareness of bullying and vulnerable groups. For this aspect, 40% answered with the most positive response, and another 37% said that participating in the program gave them new insights into the topic. Those who gave the most negative response for both questions were under 5%. We interpret these as positive results, especially if we bear in mind that teenagers tend to word their opinion more negatively than it actually is.

The **qualitative questions** addressed what they liked the most about the game and campaign. Here, many mentioned the investigation, the physical clues and objects, the videos, and the whole construction, course and complexity of the game. Many respondents also mentioned cooperation with each other, which is a fundamental part of the game's methodology, and often missing from formal education. Moreover, we have got much positive feedback about the discussions in the debriefing and follow-up session and the development of the community campaign.

We can't highlight any aspect of the game that needs to be improved according to more than 4 respondents. However, the sound quality of the videos should be improved in the future, and we should be aware to hold the game only in quiet places.

A few respondents suggested that the game would be more enjoyable if more small group tasks would be incorporated. We also agree with the idea that with groups of 4 or 7-8 members (in a 15 capita class) players would be able to be more involved in the investigation or any cooperative activity, than in a class with 30 students. Only one group of players mentioned that the game should be shorter. That may be because that game was held in the afternoon, and players were already tired. All in all, most respondents would not change anything about the game.

Considering the experience and thoughts they took home after the program, most of them stressed the game and the investigation. Others mentioned the importance of citizenship, of standing up for ourselves and our peers, and of respecting each other. Highlighting some of the quotes:

“There is always a solution and help, I am not alone with my problems.”

“Together we are able to do much more.”

“Help the weak!”

“There is always another side of the coin.”

“One mustn’t judge unbeknownst.”

After the aggregation of the evaluations of respondents, we discussed the activities with the facilitators. They were glad that they as one could be proud of what they had brought together, and felt the process’ impact on themselves. They shared their insights and experiences in a video. The facilitators declared that they would like to participate in leading games in the future.

On their request, we implemented two games during a festival in the summer. These were the proof that even in a sensory overloaded festival, detective games and the reflection afterwards can engage young adults for a longer time, who after the end of the game proceeded with their conversation about the program's topic.

THE DEVELOPMENT OF THE CAMPAIGN VIDEO

As we said earlier, we didn't record videos with the respondents. However, we collected their messages to their peers, which formed the basis of a video. The message's recipients are the people in different roles of bullying.

Here, you can read the collected list of these messages (without selection and censure):

For the victim:

- Get straight finally!
- Don't let others beat you down!
- Learn to defend yourself!
- Don't shatter!
- Stand for yourself, not on the roof!
- Don't give up!
- Ask for help!
- It isn't a shame to ask for help.
- Be brave to speak up!
- Be brave to tell your story!
- Look for someone to share your problem with!
- The best defense is attacking.
- Be purposeful - bullying can make you stronger!
- Let it in at one ear and out from the other!
- Don't be afraid to step out of your role as a bullied!
- Don't let those who hurt you influence you!
- Don't care about what others say about you!
- Don't give up!
- Be yourself!
- Be brave to call BlueLine!
- Solve it!
- Defend yourself!
- Cling to your friends! If you don't have any, cling to the gym!
- Everybody has problems!

For the bully:

- Look at yourself in the mirror!
- Take it back!
- You could be in the opposite position!
- Imagine yourself in the other's place!
- Don't be a d...head!
- You're just the same!
- Think before you act!
- I spit in your face.
- You won't be more, nor lesser, if you spare your quips!
- Bullying is like weed, you won't be any cleverer from it!

For the teacher:

- If you smell trouble, go after it!

For the bystander:

- Don't keep quiet!
- Stand up for others!
- Interrupt!
- Help the weak!
- Think it through before you interrupt!
- If you help others, it will be easier to help yourself too!
- Be brave to ask the other honestly how they are!

General:

- All coins have two sides.
- Bullies may have suffered bullying, too.
- Be brave to take a positive step!
- The upper dog fucks the underdog.

Not all planners wanted to participate in the video-making. We were glad that one dropout girl, who had left for a new job, came back for this phase. She had been unemployed for a long time before that - the program may have had an impact on her confidence.

She writes poems, so she should wrote a poem inspired by the collected messages. Afterwards, the poem was spoken on video by her and another boy from the group, who was open for shooting a campaign video.

You can read the poem below and watch the video [here](#).

Bullying affects everybody

Are you a victim?

Sometimes you find it difficult what to say?

If they quip you, let it go in one ear and out of the other!

Don't let those who hurt you influence you!

Don't let yourself beat down!

Get straight!

Be purposeful

Be brave to speak up, because you are brave and strong.

It's not a shame to ask for help!

Cling to your friends!

You don't have any? Then cling to the gym!

You have to believe in yourself, and always be yourself!

Stand up for yourself! But not on the roof!

You bully others?

Imagine yourself sometimes in the place of others,

and feel their pain biting their souls,

Take yourself back!

You won't be any more or less, if you spare your quips!

Look at yourself in the mirror,

and think before you act,

you could be on the opposite side, too!

You're just the same as other people!

You are a bystander?

Don't rush further, help the weak.

Don't rush further, arise the fallen.

Help the weak, give your hand.

Don't keep quiet, so you can save lives.

If you help others, it will be easier to help yourself, too!



Autonomia Foundation
1137 Budapest, Pozsonyi út 14. II/9.
Phone: +36 70 491 1033
Email: autonomia@autonomia.hu

