



## alone, together guide

a tool for watching the film  
and discussion

This film was developed to encourage self-reflection about witnessing, surviving, or instigating violence and harassment. Through understanding and sharing our experiences, we can better confront them and act to transform our environment.

### Guide for individuals

Watch the film. Reflect on as many or as few of the questions included on page \_\_\_ as you wish. Then create something in response. You can write your own narrative, essay, poem, rap, short story or skit; make a dance, piece of music, or a drawing, painting, or sculpture—whatever speaks most to you. The process of creating something helps translate your thoughts into an action.

*Pressed for time?  
Consider haikus, useful  
Short and to the point*

### Guide for group facilitation

An outline of one format for group discussion follows. The group may modify this outline to suit their needs, but it's very important that a climate of respect and tolerance be maintained.

The facilitators' role is to establish a safe environment for discussion and ensure that everyone gets a chance to speak. In the spirit of participation, it is recommended that facilitators consider sharing their own responses to the questions in this guide.

Before screening the film, the facilitator should go through the ice breaker exercises and lay out ground rules for the discussion.

#### Ice Breakers

- If group members don't know one another, you should introduce yourselves
- Share one thing about yourself that no one would ever guess at first glance. This helps to dispel stereotypes and can make people feel more comfortable.

## Basic Rules/Guidelines

- Maintain a climate of respect and tolerance. The process should be respectful of outcome--to help stop bullying, violence and disrespect.
- Let people finish talking before you speak.

Depending on the questions your group chooses to address, you may want to establish confidentiality for the discussion. This is especially recommended if your group responds to the questions about their own actions.

- Don't mention anything that was said outside of group discussion. Wait for that person to approach you with what they said, rather than coming to them about it.

The facilitator may wish to provide "red cards" that people can show if they are feeling extremely uncomfortable with the discussion. The discussion should stop until the concern of the person displaying the red card is addressed. This provides a structure of protection and enables the facilitator to differentiate between someone who wishes to speak next and someone who is feeling unsafe.

Especially in an institutional (school) setting, the facilitator should arrange for someone to be available for additional emotional support to be available if someone needs to talk more after the group.

After the opening exercises, screen the film. Allow a few moments for people to absorb what they've seen. There are many different ways to approach the discussion. You might have people write their own narratives, or write or draw their responses to the film and the discussion questions, and then share them. Alternatively you may choose to move directly into discussion. We suggest breaking into small groups of about three people for the discussion.

## Reflection questions

- Which stories are you most drawn to, and why?
- Did these stories make you look at others differently?
- Have you heard of similar situations in your own surroundings?
- Do you feel safe? If so, why? If not, what would make you feel safe?
- Have you witnessed, instigated or experienced an act of bullying? How did it make you feel?
- Regardless of your role, what do you think would have helped you in the bullying situation? What could someone have done or said to improve things?
- Are administrators in your school aware of bullying? Do they take an active role in preventing and responding to bullying? Do you feel their actions are effective?

- Would you feel safe reporting an incident of bullying or asking for help?

## Discussion questions

- Why do we hurt each other?
- Why do we judge?
- Why do we exclude?
- Why do we struggle for power?
- When does difference matter?
- How do we show respect?
- Add your own questions or thoughts on the film.

## Guide for group narrative exercise

Write your own narrative about an experience you had as a witness, survivor, or instigator of bullying.

### Narrative writing prompts:

- Have you ever been the subject of cruelty by your peers?
- Have you ever witnessed an act of cruelty by your peers but were reluctant to speak up?
- Have you ever intentionally hurt a peer?
- How did you deal with these instances of cruelty?
- How did you wish these instances were solved or dealt with?
- What would have helped you in dealing with instances of cruelty?

### Ways of sharing narratives:

For a classroom-based or other face-to-face group facilitator:

Provide a “mailbox” for participants to put their narratives in anonymously. Then collect them and display in a format that speaks to your group. You can use these narratives to create your own play, film or make a visual ‘quilt’ of people’s experiences.

For an online group:

Create a blog or online group (like postsecret or livejournal communities) where people can post their narratives anonymously.

For all participants:

Consider making a postcard of your narrative and posting it in a “mail box” provided by your facilitator. (This can be either online or a physical box, depending on your group.)

After watching the film, another possible way to approach the film is to do the exercises in our curriculum as a group!

*"It is not the violence of the few that scares me, it is the silence of the many."*

*-Martin Luther King JR*