

Level  
B

Module Four | Reducing the impact of bullying



# Activity One

## M and M's

The purpose of this game is to help students understand the different roles played by people involved in bullying incidents. By working in small groups, students devise actions and words on how to respond to bullying incidents. Students are divided into groups of 6 and a bag of M and M's is required for each group. Each student's response to 'What would you say or do' are recorded on sheets of butchers paper.

## Materials Required

- ✓ One red card, yellow card, green card, blue card and orange card for each group of six students
- ✓ A bag of M and M's for each group of six students, butchers paper and pens

## Step One

Divide students into groups of six (6) and provide a set of cards to each group. Red card is a bully card, Yellow Card is a targeted person card, Green card is a bystander card, Blue card is a teacher card and Orange Card is a friend card. Hand a card to each of the 5 students. The sixth student holds the bag of M and M's. Have 5 large sheets of butcher's paper, one for each role. As the activity is played, responses to: "What would you say or do if involved in a bully incident?" are to be written on the sheets.

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**Step Two**

Provide the scenarios to each of the students and read out the scenario if the reading skills are not sufficient. Student No. 6 is to offer the student sitting on their left to take one M and M from the M and M bag without looking at what colour of the M and M they are selecting.

The coloured M and M taken dictates which student must respond. If a yellow M and M is selected then the student holding the yellow card, the targeted person must respond to the question.

Student No. 6 asks the question, "What would you say or do if involved in a bully incident?" Give the student/group a few minutes to come up with a response.

**Step Three**

Ask each nominated student to give their response and record these on the sheets of butcher's paper. Ask Student No 6 to offer the M and M's to the student who provided the response.

Without looking into the bag, this student then selects another M and M. The colour selected will again depict who will respond. No more than two colours can be selected during the course of the game. If extra colours are selected, they are not to be returned to the bag. They are to be put in the centre of the group on a piece of paper. The student then selects another M and M. Again record the responses on the butcher's paper.

**Step Four**

Continue playing the game until there are responses for all 5 roles. Once all the five roles have at least one response written up, the group that has the highest number of M and M's on the piece of paper in the centre of the group wins.

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# Activity Two

## Stepping Stones

The purpose of this game is help students understand the importance of working together, communicating with each other and identifying potential dangers in bullying incidents. Students play a game where they cross a torrent of water on stepping stones (carpet tiles) to get safely across to the other side. The activity requires communication and strategy planning by the students. It can be played with a whole class group or as smaller teams.

## Materials Required

✓ 16 carpet squares, 2 markers

## Step One

This activity is best played outside. It requires 16 carpet squares if played as two teams or 8 carpet squares if played as one large group. Mark out a start line with markers and approximately 15 metres away mark out the finish line. Explain to students that in between each marker is a raging torrent of water. The students need to cross the torrent of water to get to the other side. They must only step on the stepping stones to get to the other side. The carpet tiles are the stepping stones. To cross the torrent, students must have their feet totally on the carpet squares. If their feet are not on the squares, the whole team must go back to the start and begin again.

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**Step Two**

The game commences with the first student standing behind the start line and throws/places a carpet tile into the current. They must step across to the carpet tile without putting their feet into the water. They can choose to take all the carpet tiles with them or leave them with the team and have the students behind in the team pass the tiles along as the team progresses across the torrent of water. When a carpet tile is placed in the torrent of water, it must always have a student foot on it. If there is a carpet tile without at least one student's foot on it, the team must go back to the start and begin again.

**Step Three**

Before the game begins, the team must decide who will go first and what strategy they will use, i.e. take all the carpet tiles with the leader who will place them one at a time, or have the students pass them along to the leader as they go. If they do this, they must remember not to leave a carpet tile behind the starting line once the last student jumps on to the first carpet tile. Students will also need to think about the consequences if they jump from carpet tile to carpet tile as this can run the risk of the tile sliding and the student placing their foot into the water.

**Step Four**

When a team is required to go back to the start and begin again, a new student starts the crossing. Students need to communicate with each other and other team members can alert the crossing members to dangers and offer suggestions from the sidelines. If played as two teams, the first team across wins. If played as one team, they race against the clock to see if they can do the activity in less than twenty minutes.

**Step Five**

When the game is over, have students sit in a circle and talk about what makes a successful team, e.g., working together, communicating with each other, alerting students to dangers. Compare this to a bullying situation, what should students do? If they were walking past the toilets and heard a student saying mean things to another student, what would they do? How would they work together? How would they communicate the problem and the solution? How would they alert all the students to dangers of a bullying incident?

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# Activity Three

## Be an Upstander

proactive students who work together in. trying to stop bullying. Students devise upstanding techniques and present them in poster format. Posters are displayed around the school to raise awareness on how to stand up to bullying.

## Materials Required

- ✓ 10 large sheets of butchers paper, paints, paintbrushes and pens

### Step One

Inform students that nobody wants anyone to be bullied. We all need to work together to stop bullying. So instead of being a bystander and watching without doing anything about it, we need to be an upstander and do something. Provide students with 10 large sheets of butcher's paper and paints/coloured pens.

### Step Two

Ask students to list 5 ways to be an Upstander. For example, help others who are being bullied, walk with them, be a friend, intervene and do something, stop spreading gossip and rumours, invite the targeted student into your group, inform your friends they need to be upstanders, recognise that being different can be cool.

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**Step Three**

Divide students into ten groups. Ask each group to pick one of the ways from the 5 ways to be an Upstander and write the selected message on the large piece of butcher's paper. Have the students write it in the top third of the paper so they can draw an illustration underneath the words to depict the message. When completed, have students share the message and posters with the class and find suitable public areas in the school grounds for students to display their posters.

**Step Four**

For older students in this level, they could combine this activity with I.T / computer studies and produce a short DVD depicting the messages.