ANTI-BULLYING PROGRAM
AUSTRALIAN PRIMARY AND SECONDARY AGED SCHOOL STUDENTS

Teacher’s Handbook 2011
including classroom activity sheets

An initiative by:
Australian Institute of Professional Counsellors | Australian Institute of Psychology | Mental Health Academy
Australian Institute of Professional Counsellors (AIPC)

www.aipc.edu.au

The Australian Institute of Professional Counsellors (AIPC) is a specialist Counselling educator delivering qualifications at Diploma and Degree level. AIPC is the largest provider of counsellor training in Australia with over twenty years’ experience. AIPC specialises in external training, and its courses are recognised by the Australian Counselling Association, a peak national association of counsellors and psychotherapists.

Australian Institute of Psychology (AIP)

www.aip.edu.au

The Australian Institute of Psychology (AIP) is a private institute of Higher Education specialising in the training of psychologists. AIP programs are accredited by the Australian Psychological Accreditation Council (APAC) and the Psychology Board of Australia as a recognised training path towards psychology registration within Australia.

Mental Health Academy (MHA)

www.mentalhealthacademy.com.au

Mental Health Academy is a leading provider of professional development training for the mental health industry. The diverse range of courses are delivered online for convenient access and content is approved by leading industry associations for Professional Development - including the Australian Counselling Association (ACA), Australian Association of Social Workers (AASW) and Australian Psychological Society (APS).

AIPC, AIP and MHA are committed to addressing the problem of bullying behaviour with school aged children. Bullying behaviour is not a simple problem that requires a simple solution. It is a very complex problem that requires a whole school and community response.

The National Safe Schools Framework (N.A.S.S.F.) was established by the Commonwealth, State and Territory governments, non government school authorities and other key stakeholders within Australia in 2003, with the view to ensure that school communities were safe and supportive environments for children. The Queensland Government's commitment to this issue continued with the February 2010 consultancy report by Dr Ken Rigby, 'Enhancing Responses to Bullying in Queensland Schools'.

Recommendations 1, 7 and 10 of Rigby's report, emphasised the need to educate schools about bullying by informing staff of interventions both proactively and when bullying takes place in order to help staff build on their awareness of current thinking and practices in addressing bullying. Dr Rigby also recommends utilising knowledge and experience from academic institutions and other relevant bodies.

This Anti - Bullying program has been developed partially in response to recommendations of Dr Rigby whereby it is intended to be used as a resource for teachers to assist them in providing a safe and supportive school environment which proactively addresses the issue of bullying behaviour among school students in Australian schools.

Address and Contact details

Street Address:
47 Baxter Street
Fortitude Valley QLD  4006

Postal Address:
Locked Bag 15
Fortitude Valley  QLD  4006

Phone: +61 7 3112 2000
Fax: +61 7 3257 7195
Foreword

Within the school environment, it is unfortunate that negative behaviours such as bullying behaviour exist. However, by enhancing a student’s ability to feel good about themselves there is opportunity to facilitate a process of being able to change behaviours that have negative consequences. This program aims to facilitate such a process through building within students an understanding and appreciation of the connections between thoughts, feelings and behaviours in order to empower students with ‘awareness’ and ‘social tools’, to allow them the opportunity to identify options / choices and as a consequence, the opportunity to review and change their behaviour.

When addressing bullying behaviour, approaches should not be limited to the targeted student, the bully student and the bystander. Approaches should address the whole school. By addressing bullying behaviour from a whole school community approach there is an enabling of stronger ties of ‘connectedness’ for students to the school community and each other. This program attempts to create connectedness by providing opportunities for students to make decisions in relationships based on understanding, respect, listening, being heard, having a voice and trust. By experiencing this in the prescribed activities of the program, students gain skills in effective problem solving which in turn promotes resilience. A resilient promoting childhood has the power to minimise any potential harm toward the mental health of the child now and in their later years as an adult.

From the outset, it should be noted that the program itself was not solely formulated from one theoretical model or approach. Overall, most activities of the program have drawn from the schools of cognitive behavioural theories and social learning theories where students are encouraged to identify key behaviours and factors that influence behaviour, with the aim to increase desired behaviours and decrease undesired behaviours. The foundation of the program sits within a person-centred approach in terms of active listening, empathy, the importance of the ‘self’ and understanding the ‘self’ through the relationships with others; as well as accepting the responsibility to act on decisions. The program has utilised small group work based on humanistic values of the right to belong, be heard, to participate and to be a part of a mutual support system. The program has also utilised a rather eclectic mix of approaches within the activities ranging from mindfulness to strengths to solution focused. The major aim of the program was to create fun participatory learning for students through creative based activities.
## Contents

Introduction to the Anti-Bullying Program 6  
Foundations of the Anti-Bullying Program 7  
Aim of the Anti-Bullying Program 8  
Content Summary of the Anti-Bullying Program 8  
School Age Levels Focused on in the Anti-Bullying Program 9

### Program Content

**Module One - What is bullying?**

Quick Facts and Information 10  
Prevention Activities
  - Summary of Prevention Activities 13  
  - Detailed Description of Prevention Activities 15  
Intervention Activities
  - Summary of Intervention Activities 37  
  - Detailed Description of Intervention Activities 38

**Module Two - What causes bullying?**

Quick Facts and Information 44  
Prevention Activities
  - Summary of Prevention Activities 47  
  - Detailed Description of Prevention Activities 49  
Intervention Activities
  - Summary of Intervention Activities 69  
  - Detailed Description of Intervention Activities 70

**Module Three - Who is involved in bullying?**

Quick Facts and Information 76  
Prevention Activities
  - Summary of Prevention Activities 79  
  - Detailed Description of Prevention Activities 81  
Intervention Activities
  - Summary of Intervention Activities 104  
  - Detailed Description of Intervention Activities 105
## Contents cont.

<table>
<thead>
<tr>
<th>Module Four – Reducing the impact of bullying</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts and Information</td>
<td>111</td>
</tr>
<tr>
<td>Prevention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Prevention Activities</td>
<td>113</td>
</tr>
<tr>
<td>Detailed Description of Prevention Activities</td>
<td>115</td>
</tr>
<tr>
<td>Intervention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Intervention Activities</td>
<td>133</td>
</tr>
<tr>
<td>Detailed Description of Intervention Activities</td>
<td>134</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Five - Self Esteem</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts and Information</td>
<td>140</td>
</tr>
<tr>
<td>Prevention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Prevention Activities</td>
<td>141</td>
</tr>
<tr>
<td>Detailed Description of Prevention Activities</td>
<td>143</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Six – Self Awareness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts and Information</td>
<td>157</td>
</tr>
<tr>
<td>Prevention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Prevention Activities</td>
<td>158</td>
</tr>
<tr>
<td>Detailed Description of Prevention Activities</td>
<td>160</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Seven – Self Assertiveness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts and Information</td>
<td>174</td>
</tr>
<tr>
<td>Prevention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Prevention Activities</td>
<td>175</td>
</tr>
<tr>
<td>Detailed Description of Prevention Activities</td>
<td>177</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Eight – Resilience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Facts and Information</td>
<td>192</td>
</tr>
<tr>
<td>Prevention Activities</td>
<td></td>
</tr>
<tr>
<td>Summary of Prevention Activities</td>
<td>193</td>
</tr>
<tr>
<td>Detailed Description of Prevention Activities</td>
<td>195</td>
</tr>
<tr>
<td>References</td>
<td>210</td>
</tr>
<tr>
<td>Useful Web Sites</td>
<td>216</td>
</tr>
<tr>
<td>Counselling Services</td>
<td>217</td>
</tr>
</tbody>
</table>
Introduction to the Anti-Bullying Program

Bullying behaviour among school students is not unique to any one culture and unfortunately, has been in existence for a long time. As society progressed into the technological age of the 21st century, bullying behaviour shifted from consisting solely of 'sticks and stones'. The level of sophistication for bullying behaviour has grown to incorporate the world of cyber bullying. Research on bullying behaviour has been conducted worldwide since the late 1970’s and 1980’s, with some of the most well respected research conducted by Australian psychologist, Dr Ken Rigby and Dr Dan Olweus, a Scandinavian psychologist.

Bullying behaviour is not a simple, clean cut problem with an easy quick answer. In addressing the issue, it is limiting to only look at the guilty and the innocent when examining bullying behaviour. It is also important to view the situation more along the lines of a role the student is playing in just one scene in one act in a much larger play of life. Students should not be defined through their bullying behaviour. Rather, students should be assisted to rewrite their scripts to allow for healthier alternatives for all involved. Empowering students with choices is a tool they can use not only in bullying situations but in any difficult situation they find themselves in.

One in six students are bullied by their peers each week and about half of Australian school students have experienced some form of bullying behaviour (Rigby, 1999). Bullying behaviour in Australian school aged students tends to increase by the time students commence high school and then begins to decline after that (Rigby, 2002). According to the National Centre Against Bullying, bullying peaks at times of transition in a student’s school life. This is between pre-school and primary school, and then again between primary and high school.

The effects of bullying behaviour on school children have been reported as including a psychological effect on the student’s mental health as well as affecting the student’s physical health with an increase in stress, anxiety, depression, illness and an increased tendency to suicide (Rigby, 1999). Bullying behaviour is the fourth most common reason children phone the Kids Helpline. The National Crime Prevention Branch of the Attorney-General's Department has identified bullying as a risk factor leading to antisocial and criminal behaviour.

In reviewing the methods and approaches to reduce bullying in Australian pre-schools and early primary schools, Rigby (2002) identified that bullying can be reduced by well planned interventions that include:

- providing students with skills and strategies,
- incorporating an anti-bullying program within the school curriculum,
- empowering students by involvement in prevention activities (e.g. being a member of anti-bullying committees) and intervention activities (e.g. utilising conflict resolution skills).
- adopting a whole of school approach which combines supportive relationships between individual, class, school, parent and community.
- commencing interventions early: interventions carried out at pre secondary school level have an even greater chance of success,
- a high level of commitment by staff to actively engage and implement an anti-bullying program.
Foundations of the Anti-Bullying Program

The foundation of this anti-bullying program is based on The National Safe Schools Framework (N.S.S.F.). The framework is supported by 11 guiding principles:

National Safe Schools Framework

1. Affirm the right of all school community members to feel safe at school.
2. Promote care, respect and cooperation, and value diversity.
3. Implement policies, programmes and processes to nurture a safe and supportive school environment.
4. Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
5. Develop and implement policies and programmes through processes that engage the whole school community.
6. Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment, are explicit, clearly understood and disseminated.
7. Recognise the critical importance of pre-service and on-going professional development in creating a safe and supportive school environment.
8. Have a responsibility to provide opportunities for students to learn, through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships.
9. Focus on policies that are proactive and oriented towards prevention and intervention.
10. Regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements.
11. Take action to protect children from all forms of abuse and neglect.


From the guidelines, the N.A.S.S.F. has developed key elements to inform good practice. The selected key elements from the N.A.S.S.F that underpin this anti-bullying program are:

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Key Elements</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,6,7,8,9,11</td>
<td>School values and ethos, student welfare</td>
<td>Encouraging the development of positive trusting relationships within a school community environment that supports diversity</td>
</tr>
<tr>
<td>2,4,5,6,7,9,10,11</td>
<td>Provision of education and training for staff and students</td>
<td>Educating teachers and students on recognising bullying relationships, developing strategies to deal with bullying and taking a pro social preventative approach to minimise potential bullying through enhancing empathy, cooperativeness and respect.</td>
</tr>
<tr>
<td>1,2,3,4,5,8,10,11</td>
<td>Providing support for students, managing incidents of victimisation</td>
<td>Developing early warning detection of bullying and intervention to maintain student connectedness and facilitate early reintegration to minimise harm to all those involved.</td>
</tr>
</tbody>
</table>
Aim of the Anti-Bullying Program

This program is designed to be an adjunct to each individual school’s policy and procedure on the management of bullying behaviour. The program primarily operates from a preventative approach as well as utilising a restorative practice framework to build healthy relationships and school connectedness. This is achieved by encouraging positive peer group pressure and support, as well as fostering a sense of connectedness through effective communication. The aim of the program is to reduce the tendency to be a bully as well as reducing the tendency to be bullied, by increasing all students role as proactive bystanders.

This is achieved by

1. increasing knowledge and awareness of bullying,
2. enhancing interpersonal skills and self esteem of students to deal with bullying,
3. developing strategies which empower students,
4. mobilising students into more effective social networks and
5. promoting resilience.

Content Summary of the Anti-Bullying Program

The program consists of eight (8) modules which can be conducted once a week over 8 weeks or twice weekly over four (4) weeks.

The first four (4) modules contain three (3) prevention activities for each student level/age category. Teachers select which activity would be the most appropriate for the individual class. Each activity lasts for approximately 30 minutes; however there is flexibility for teachers to extend the activities and/or the related discussion time within activities.

The first four modules also contain one (1) intervention activity for each student level/age category. The intervention activities are designed for when a bullying incident has occurred.

The second four modules contain two (2) prevention activities for each student level/age category to also allow teachers to select an activity that is more appropriately suited to the individual class.

An overview of the eight (8) modules for this bully program is listed below:

Module One       What is bullying?
Module Two       What causes bullying?
Module Three     Who is involved in bullying?
Module Four      Reducing the impact of bullying
Module Five      Self Esteem
Module Six       Self Awareness
Module Seven     Assertiveness
Module Eight     Resilience
Each module contains:

- **Quick Facts and Background Information** to enhance teachers’ understanding of bullying behaviour and to provide an evidence-based rationale for the activities provided.

- **Prevention Activities** to increase students’ awareness of their own behaviour and the effect it has on others. Students identify bullying relationships in particular from the role of the bystander, develop strategies to prevent bullying relationships occurring in the first place and how to manage them when they do occur. Various options are provided to allow teachers to select activities that will best meet the needs of individual classes and students. Where required for the activity, student worksheets are provided.

- **Intervention Activities are included in modules one to four.** At the end of the first four (4) modules, an activity is provided for each student level. These intervention activities are designed as an adjunct to individual anti-bullying school policy and procedures.

  The intervention activities are by no means fully comprehensive and are provided merely as an additional tool for teachers to help facilitate clarification and resolution on the various aspects of bullying incidents.

  Bullying incidents should be individually assessed to address the needs of the targeted student and the bully. If the student has been particularly submissive, working on the student’s self esteem and assertiveness would be beneficial. If the student was provocative in the bullying incident then focusing on social skills training may be beneficial.

  Likewise, if the student was aggressive then clear boundary setting about expectations and consequences of behaviour need to be considered. Focusing on proactive healthy behaviour needs to be addressed with all relevant parties including the bully, victim and bystanders, with positive reinforcement and praise for recognised changes in behaviour and attitude.

**All modules in this program address N.A.S.S.F. guidelines: 1,2,3,7,8,9,11.**

**School Age Levels focused on in the Anti-Bullying Program**

Four (4) levels of activities are catered for within the modules:

- **Level A** Prep to Grade 3
- **Level B** Grade 4 to Grade 6/7
- **Level C** Grade 6/7 to Grade 9
- **Level D** Grade 10 to Grade 12

The levels for the activities have been designed as a guide for teachers and certainly teachers should feel free to use their own judgement and professionalism to adapt and modify activities across the age / level spectrum to suit their particular age group of students.
Quick Facts and Information

What is bullying?

There is no universal accepted definition of bullying.

• Olweus (1993) defines bullying as repeated, aggressive behaviour involving a power imbalance between the bully (perpetrator) and the intended bully victim (Olweus and Limber, 2010).

• Rigby (2010) defines bullying as a systematic and repeated abuse of power and identifies three aspects to bullying: 1) a desire to hurt/dominate; 2) an imbalance of power involving unfair action favouring the perpetrator and 3) the target of the action lacks appropriate defence therefore feeling oppressed and humiliated.

Does behaviour have to be repeated behaviour to be considered bullying?

• Generally bullying does consist of repeated encounters between the targeted person and the bully. However, this is not always the case. From the targeted person’s perspective, the effect from a single event can be just as damaging.

What is not bullying?

• Disagreements/arguments/aggression with no imbalance of power.
• Not liking someone.
• Hazing - “acting on behalf of a privileged group to systematically embarrass, humiliate, or degrade someone as a necessary precondition to their acceptance as a member of a group” (Rigby, 2008).

Is teasing the same as bullying?

• No. To draw a defining line between the terms teasing and taunting; teasing is done in fun, has no intention to hurt, is to give both parties some enjoyment and ceases if one person objects or becomes upset. Bullying involves taunting, which is one sided with intent to hurt and continues even if the other person is hurt or upset (Coloroso, 2003).

Is all bullying intentional?

• A child may not realise their behaviour or words may hurt or upset another child. Once the child is made aware of the effect and ceases the behaviour/words, this is referred to as non-malign bullying (Rigby, 2008).

Why is bullying prevalent in schools?

• Schools provide a physical place where children can congregate with opportunities of no adult supervision (Olweus, 1991).
• Schools also provide a collective space containing a wide variance in the differences (size, intellect, verbal skills, physical strength etc..) between children.
Module One    What is Bullying?

Types of Bullying

Physical bullying
Where a person or group uses physical actions e.g.: hitting, poking and pushing, etc. This is usually the least common form of bullying and declines with age (Rigby and Slee, 1999; A.C.B.P.S., 2009).

Verbal bullying
Using systematic name calling, insults, racist remarks, etc. Name calling is generally the most common form of bullying (Rigby and Slee, 1999).

Covert bullying
Any form of aggressive behaviour that is repeated, intended to cause harm, characterised by an imbalance of power and is hidden, out of sight or unacknowledged by adults (A.C.B.P.S., 2009). As students get older, they tend to engage in more covert bullying over overt bullying behaviour (A.C.B.P.S., 2009).

Social and relational bullying
Lying about someone, spreading rumours, excluding someone, mimicking someone, etc.

Psychological bullying
Threatening, manipulating, stalking someone.

Cyber bullying
Using emails, mobile phones, social networking sites etc, to verbally, covertly, psychologically bully.

How often does bullying behaviour occur?
- Approximately once a week for one in six children aged between 7 and 17 years of age (Rigby, 1997).
- General bullying (no specified type) is the highest (32%) among Year 5 students and (29%) among Year 8 students (A.C.B.P.S., 2009).
- There has not been any reported Australian statistics on bullying on children younger than 7 years of age. However based on overseas studies; it is estimated that 18% of kindergarten children are victims of aggressive behaviour. (Kochenderfer and Ladd, 1996).
- Covert bullying is the highest among Year 4 and Year 8 students with hurtful teasing the most prevalent. Covert bullying tends to start in late primary school for girls and early secondary school for boys. Girls more so than boys, tend to engage in covert bullying. Covert bullying tends to occur usually between same genders (A.C.B.P.S., 2009).
- Cyber bullying occurs more through social networking sites than mobile phones. Older students engage in more cyber bullying than younger students. Students from non-government schools tend to engage more in cyber bullying than government school students (A.C.B.P.S., 2009).

Harassing Bullying out of Existence

Bullying has been referred to as a ‘silent epidemic’ (McGrath, 2006). This is even more accurate with cyber bullying. Bullying not only has emotional costs for the student, it also has a financial cost to the school in terms of counselling and time taken to pursue the matter with students, parents and others.
Intervention

- It is vital that teachers intervene in bullying situations - students look to teachers for guidance. This is particularly so for middle school children (Crothers, Kolbert and Barker, 2006).
- In seeking clarification of self identity all children eventually merge from beyond the realms of the family to seeking guidance from peers and teachers.
- There are a number of different intervention methods currently being implemented to address bullying behaviour. No one method or model has a 100% success rate. As schools and students are different, likewise bullying and methods used to deal with bullying are also different. Rigby (2008) discusses five different intervention methods from which a number of programs have been developed.

1. Rules and Consequences Method. This approach has set prescribed rules and consequences for bullying therefore it does not cater for the individualistic nature of the incident, nor does it really support the targeted student or assist the bully.

2. Restorative Justice Method. This approach involves the key players. This includes the bully, the targeted student and parents coming together in a meeting to reinforce the idea that bullying behaviour is wrong. Instead of the straight punitive approach as in Rules and Consequences, this approach supports both the bully and the targeted student with the aim to rehabilitate and to reintegrate the bully back into successful healthy relationships.

3. No Blame Approach Method. This is more of a problem solving approach which empowers students. The bully and selected other students who are sympathetic to the targeted student are informed of the plight of the targeted student. The group is then encouraged to find ways of solving the problem.

4. Method of Shared Concern. This is a multi staged approach which commences with indirectly gathering information about the incident, followed by interviewing the suspected bully, then interviewing the targeted student and finally interviewing other students to culminate in a meeting with all relevant parties to arrive at an agreed solution.

5. Mediation Method. This approach attempts to take a neutral stance towards the problem of bullying with the focus on resolution without punishment. The mediator, usually the teacher, brings the two parties (bully and the targeted student) together seeking mediation.

- Common to all methods is the need to bring bullying out of the silent world in which it thrives. There is a need to support the targeted student not only during the intervention but also ensuring the student is supported after the intervention to monitor any potential payback for the victim. Equally so, support is needed for the bully to allow opportunity for him/her to recognise their own behaviour and change it accordingly.

- Imbalance of power in relationships is not restricted to bullying relationships in children. Power imbalances occur in adult relationships too. It is not necessarily the power that is the problem, it is the behaviour. Behaviour needs to change for the bully, the victim and the bystanders to help encourage future healthy adult relationships and behaviours.
**Prevention Activities**

**AIM:** For students to be able to identify bullying behaviour, be aware of the different types of bullying behaviour and gain a greater awareness of the school’s definition of bullying behaviour.

**Level A – Prep to Grade 3**

*Was Mr Wolf a bully?*

This activity shows students that although some behaviour may initially be seen as bullying behaviour, there could be another explanation for the behaviour. Through storytelling and toys/puppets, students retell the story of The Three Little Pigs providing alternative explanations for Mr Wolf’s behaviour.

*Happy circle*

This activity caters more for the younger students. The aim of this activity is to assist students in interpreting behaviour and feelings by identifying visual cues to help them locate themselves into safe friendship circles. Students identify facial responses (happy and angry) from magazine cut outs and paste them onto a sheet that has a happy section and an unhappy section.

*House rules*

This activity is designed to make students aware that schools have rules about behaviour just like home. This activity introduces the concept of a bully to students and encourages students to understand that bully behaviour is not accepted as part of the school rules. The teacher transcribes the school rule about behaviour in a more age friendly wording. This is placed on the wall of the classroom as a reminder for students.

**Level B – Grade 4 to 6/7**

*12 questions and word search*

This activity consists of two handouts. The first handout provides a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students’ knowledge and awareness of bullying.

*Mind reading and lucky dip*

For this activity, students are encouraged to understand, from visual clues, how to interpret feelings and how other students may interpret their feelings. In order to reduce misunderstandings and avoid potential bullying incidents, students’ awareness of body language needs to be heightened. In this activity, students act out feelings in front of the class for the class members to guess the behaviour.

*The same but different*

This activity explores misunderstandings and bullying. Students find and then share some of the similarities and differences they have with other students. The aim being to help students connect with each other while appreciating their differences.

**Level C - Grade 6/7 to Grade 9**

*Top secret mission (and for upper level B students)*

This activity provides students with a sense of connection by going on a mission together. It increases the students’ awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, in relation to school policy.
Bullying questionnaire

This questionnaire consists of 16 questions which form the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss their school’s definition of bullying compared to their own definition.

Poetry in motion

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour, as well as increasing their awareness of the school policy on bullying.

Level D - Grade 10 to Grade 12

Rapper vs Picasso

For this activity, students are to either devise additional information to add to their school policy definition of bullying or they may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of this exercise is to raise awareness of what constitutes bullying. This activity utilises a more creative/artistic style to articulate student’s knowledge of ‘What is Bullying’ and ‘What is a Misunderstanding’.

What I know now compared to before

This exercise allows students to look at their own perceptions of bullying and their assumptions about the opposite sex’s perceptions of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

Policy makers

To raise students’ awareness of bullying and for the students to take some positive ownership over bullying, this exercise involves students’ creating their own definition of bullying. Students then compare their own definition to the school’s definition. Students are able to rewrite a new definition incorporating the two definitions.
Was Mr Wolf a bully?

This activity shows students although some behaviour may initially be seen as bullying behaviour, there could be another explanation for the behaviour. Through storytelling and toys/puppets, students retell the story of The Three Little Pigs providing alternative explanations for Mr Wolf’s behaviour.

Materials Required

Toys to represent 3 small houses, 3 pigs and 1 wolf
Story book of the Three Little Pigs

Step One

Retell the story of the Three Little Pigs to the students. Use three small houses and four small animal toys (pigs / dolls or other suitable toys) to depict the three pigs and the wolf. Ask the students to move the characters as the story is told. Let the students repeat the well known wolf’s speech, “Little pig, little pig let me in”, with students also responding with the pig’s speech part “Not by the hair of my chinny chin chin”. Tell the story to the end.

Step Two

Ask the students if they think Mr Wolf is a nice wolf or a nasty wolf. Obtain explanations for their answers.

Step Three

Ask the students why they think Mr Wolf might want to get into the pig’s houses. Ask if they thought it was to eat the pigs or maybe the wolf was tired and needed to rest, or maybe the wolf was sick and needed some help, or maybe the wolf was lonely and wanted to play with someone.

Step Four

Choose some of the explanations that the students have suggested or from one suggested in Step Three. Retell the story, with the students again chanting the wolf’s speech. This time have the students reply with “why” instead of the pig’s usual chant. For the wolf’s reply, have the students respond with one of the alternative suggestions nominated from Step Three. Ask the students what the pig should say and do next. Explain sometimes we think someone might be nasty but if we ask the question ‘why’, we might find out that they do not want to be nasty at all. There could be another reason. They could be just lonely or sick.
**Level A - Prep to Grade 3 | Activity 2**

**Happy circle**

This activity caters more for the younger students. The aim of this activity is to assist students in interpreting behaviour and feelings by identifying visual cues to help them locate themselves in safe friendship circles. Students identify facial responses (happy and angry) from magazine cut outs and paste them onto a sheet that has a happy section and an unhappy section.

**Materials Required**

Very large sheet of butchers paper, one marker pen, magazines, scissors and glue

**Step One**

Draw a large circle on a large piece of butcher’s paper. Make sure the circle takes up most of the page - approximately 2/3 of the paper. Write the word HAPPY on the inside the circle. Write the word UNHAPPY (4 times) around the outside of the circle in the four quadrants of the paper. Explain to students that the whole class is going to make a very big picture together.

Sit the students in a large circle around the large piece of butcher’s paper. Ask students to look through the magazines and cut out the pictures where people or animals look happy. For the lower level A students, these pictures may have to be pre-cut for the activity. Ask the students to stick these on the large piece of paper on the inside of the HAPPY circle.

**Step Two**

Ask students to look for pictures where people or animals don’t look happy. Cut these out and glue them on to the outside part of the circle. Again for the younger lower level A students, having pre-cut pictures will save time.

**Step Three**

Prepare small cards with student names written on the card. Ask students to glue their name cards on the part of the picture they would like to be, inside the circle where it is happy or outside the circle where it is unhappy. On completion of this activity have the students turn to their neighbours and smile. Talk about behaviour when we play, when we go to lunch etc., emphasising that we all like to be with people who are happy as that helps us to be happy. We do not want to make people unhappy because that will make our own circle unhappy.
House rules

This activity is designed to make students aware that schools have rules about behaviour just like home. This activity introduces the concept of a bully to students to help them understand that bully behaviour is not accepted as part of the school rules. The teacher transcribes the school rule about behaviour into a more age friendly wording and this is placed on the wall of the classroom as a reminder for students.

Materials Required

Large sheet of cardboard and a pen

Step One

Ask students to explain what some of the rules are that they have at home. For example: one rule might be to put their toys away when they are finished playing with them or putting their shoes away or waiting to take their turn. Then talk about the rules of the classroom and the rules of the school.

Step Two

Explain that the school has rules for all the students whether they are older students or younger students. Then draw attention to a rule the school has which says a student should not bully another student. Ask students what they think the word bully means. Write their responses on the board. State the school rule about bullying behaviour and translate this into a language appropriate to their developmental level. Write this up on a piece of cardboard that can stay attached to the wall of the classroom.
Discussion and word search

This activity consists of two handouts. The first handout encourages a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students’ knowledge and awareness of bullying.

Materials Required

Sufficient photocopies of Wordsearch handout for all students in the class and pens

Step One

Ask students their responses to the following questions.

Questions

1. What is it called when someone who is more powerful than you deliberately hurts you and makes you feel miserable?
   Bullying

2. Is bullying a new problem among school students in schools?
   No

3. Does the school have rules about students bullying other students?
   Yes

4. Telling someone about a bullying situation is not ......?
   Telling Tales

5. What is an example of physical bullying?
   Hitting

6. Using texts and facebook to send nasty messages about someone is called what?
   Cyber Bullying

7. In text talk, ‘We h8U’ means........
   We hate you

8. Approximately one in six students are bullied once a week. Is this true?
   Yes

9. Who can you tell if you are getting bullied?
   Parents, teachers

10. A bully can be an individual or a.......?
    Group

11. Physical bullying is more likely to be experienced by...........
    Boys

12. Bullying behaviour happens more than once, it is ...........?
    Repetitive
Step Two
Hand out to students the Bullying Word Search to complete that is on the other page.

**Bullying Word Search**

<table>
<thead>
<tr>
<th>S</th>
<th>B</th>
<th>G</th>
<th>E</th>
<th>N</th>
<th>E</th>
<th>Y</th>
<th>R</th>
<th>Y</th>
<th>N</th>
<th>U</th>
<th>L</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Y</td>
<td>N</td>
<td>O</td>
<td>T</td>
<td>U</td>
<td>A</td>
<td>L</td>
<td>S</td>
<td>L</td>
<td>Y</td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>L</td>
<td>S</td>
<td>L</td>
<td>L</td>
<td>E</td>
<td>N</td>
<td>T</td>
<td>D</td>
<td>T</td>
<td>T</td>
<td>L</td>
<td>Y</td>
<td>G</td>
</tr>
<tr>
<td>A</td>
<td>T</td>
<td>T</td>
<td>Y</td>
<td>T</td>
<td>B</td>
<td>L</td>
<td>E</td>
<td>N</td>
<td>B</td>
<td>T</td>
<td>U</td>
<td>N</td>
</tr>
<tr>
<td>T</td>
<td>A</td>
<td>T</td>
<td>U</td>
<td>L</td>
<td>O</td>
<td>L</td>
<td>B</td>
<td>O</td>
<td>T</td>
<td>O</td>
<td>O</td>
<td>H</td>
</tr>
<tr>
<td>G</td>
<td>N</td>
<td>L</td>
<td>Y</td>
<td>L</td>
<td>L</td>
<td>U</td>
<td>B</td>
<td>R</td>
<td>E</td>
<td>B</td>
<td>Y</td>
<td>C</td>
</tr>
<tr>
<td>N</td>
<td>D</td>
<td>H</td>
<td>L</td>
<td>E</td>
<td>U</td>
<td>U</td>
<td>B</td>
<td>L</td>
<td>A</td>
<td>Y</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td>L</td>
<td>E</td>
<td>L</td>
<td>T</td>
<td>N</td>
<td>L</td>
<td>P</td>
<td>B</td>
<td>G</td>
<td>C</td>
<td>R</td>
<td>T</td>
<td>L</td>
</tr>
<tr>
<td>L</td>
<td>R</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>E</td>
<td>U</td>
<td>U</td>
<td>V</td>
<td>H</td>
<td>T</td>
<td>A</td>
<td>L</td>
</tr>
<tr>
<td>L</td>
<td>S</td>
<td>S</td>
<td>Y</td>
<td>L</td>
<td>N</td>
<td>A</td>
<td>Y</td>
<td>O</td>
<td>E</td>
<td>B</td>
<td>H</td>
<td>L</td>
</tr>
<tr>
<td>E</td>
<td>V</td>
<td>L</td>
<td>T</td>
<td>A</td>
<td>T</td>
<td>E</td>
<td>P</td>
<td>E</td>
<td>R</td>
<td>P</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>T</td>
<td>N</td>
<td>E</td>
<td>R</td>
<td>A</td>
<td>P</td>
<td>A</td>
<td>E</td>
<td>E</td>
<td>Y</td>
<td>G</td>
<td>W</td>
<td>P</td>
</tr>
<tr>
<td>G</td>
<td>T</td>
<td>A</td>
<td>E</td>
<td>T</td>
<td>N</td>
<td>Y</td>
<td>V</td>
<td>T</td>
<td>T</td>
<td>B</td>
<td>A</td>
<td>L</td>
</tr>
</tbody>
</table>

**Words to Find**

Bully, verbal, telling tales, no, boys, cyber bullying, yes, parent, group, hitting, teacher, repetitive, we hate you, bystanders

**Can you find any other words?**
Mind reading and lucky dip

In order to reduce misunderstandings and avoid potential bullying incidents, students’ awareness of body language needs to be heightened. Therefore, for this activity, students begin to understand from visual clues how to interpret feelings and how other students may interpret their feelings. Students are to act out feelings in front of the class for the class members to guess the behaviour.

Materials Required

One container, photocopy lucky dip card, scissors

Step One

Read the following to the students.

While we can try to read each other’s minds by picking up clues on each other’s faces or how other’s behave, sometimes we get this wrong. So we need to tell each other how we feel, by talking to each other. Otherwise we may be misunderstood. Misunderstandings can happen all the time. While no one gets physically hurt, your feelings can get hurt. This is not bullying, it’s just a misunderstanding. Misunderstandings can occur for all sorts of reasons.

Step Two

Provide a container that will hold at least 6 pieces of paper/cards. On each of the 6 pieces of paper/card, write the nominated feeling (selected from the listed below) and the corresponding description of the feeling. Three spare blank cards are included if teachers wish to provide additional feelings. A hint (visual description of the feeling) is recorded next to the feeling to assist students in acting out the feeling. Without looking into the container, ask a student to select out a card. In front of the class, the student is to then act out what the feeling is written on the card. The class is then to guess the feeling.

Lucky dip exercise

<table>
<thead>
<tr>
<th>FEELINGS</th>
<th>BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>looking down, shoulders drooped, mouth drooped, moving slowly</td>
</tr>
<tr>
<td>angry</td>
<td>arms crossed, stomping feet, big eyes</td>
</tr>
<tr>
<td>nervous</td>
<td>clearing your throat, wringing your hands, not looking up in the person’s eyes</td>
</tr>
<tr>
<td>happy</td>
<td>big smile, looking at people in the eyes, clapping hands or arms open</td>
</tr>
<tr>
<td>confused</td>
<td>squinting, leaning forward, frowning, tilting the head</td>
</tr>
<tr>
<td>frustrated</td>
<td>short breaths, making ‘tsk’ sound, rubbing hand through hair</td>
</tr>
<tr>
<td>Sad</td>
<td>Angry</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>looking down</td>
<td>arms crossed</td>
</tr>
<tr>
<td>shoulders drooped</td>
<td>stomping feet</td>
</tr>
<tr>
<td>mouth drooped</td>
<td>big eyes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nervous</th>
<th>SAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>clearing your throat</td>
<td>looking down</td>
</tr>
<tr>
<td>wringing your hands</td>
<td>shoulders drooped</td>
</tr>
<tr>
<td>not looking in the person’s</td>
<td>mouth drooped</td>
</tr>
<tr>
<td>eyes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confused</th>
<th>Frustrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>squinting</td>
<td>short breaths</td>
</tr>
<tr>
<td>leaning forward</td>
<td>making ‘tsk’ sound</td>
</tr>
<tr>
<td>frowning</td>
<td>rubbing hand through hair</td>
</tr>
</tbody>
</table>
The same but different

This activity explores misunderstandings and bullying. Students find some of the similarities and differences they share with other students. The aim being to help students connect with each other while appreciating their differences.

Materials Required
Sufficient photocopies of handout for class and pens

Step One
Talk to students about the difference between bullying and misunderstandings. Explain how misunderstandings can occur when you really don’t know someone too well. Discuss how misunderstandings can occur because someone might do something differently to you or looks differently to you. These differences are simply that; differences. It does not mean they are better or worse than you.

Step Two
Ask the students to take the handout ‘Things that make you different to the other person’, a pencil and then to find a partner (Student A) that has the same letter in their first name as them.

Have students write their partner’s name in the first box on the sheet titled ‘Things that make you different’. Then have each student find three things where their partner is different to them. This can be hair colour, eye colour, suburb, street where they live, favourite food, favourite television show, favourite colour etc. They are to write the differences to them in the first, second and third boxes on the top row of boxes.

Step Three
Repeat the exercise except this time, students find a different partner (Student B) who has a first letter the same as in their last name. They then write the student’s name in the 2nd row of boxes and record three differences the students have with each other.

Step Four
This part is about finding things between students that are the same or where they might like the same thing. Students find a different partner again, (student C) who is born in the same month as the Student B they worked with in the previous step. They then write Student C’s name in the top box under the heading ‘Things you like or have the same as the other person’ and then find 3 things that student C likes or has the same as student B. This can be hair colour, a brother, sister, dog, plays soccer, likes chicken soup, anything. Students repeat this activity with another student they have not already partnered up with. (Student D).

Step Five
Sum up by way of discussion, stating the more students get to know about each other, the less chance there is of a muddle or misunderstanding occurring. Ask students what is something ‘cool’ they didn’t know about another student before the activity, but they know now.
Things that make you different to the other person

Things you like or have the same as the other person
Top secret mission

This activity provides students with a sense of connection by going on a mission together. It increases the students’ awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, as it relates to school policy.

Materials Required
Sufficient photocopies of handout one and handout two for students in class, pens

Step One
Provide students with handout 1. An example of it is on the following page.

Example of Handout 1

TOP SECRET MISSION

Once you have read this document you will need to destroy all evidence of it or at least make a paper plane out of it!

Congratulations

After a thorough assessment of the most capable, intuitive, skilful group of people, your class has been selected to become members of the FBI – (Federation of Bullying Investigation). You will be trained as FBI agents with special skills over the next 8 weeks to equip you with all the necessary armour to deal with a highly dangerous and secretive mission. If you are brave, game or just downright curious – read on.

Mission Statement – to restore law, order and harmony to your school.

Once you have mastered your specialist training you will be sent to a secret location. There are many people at this location. They appear to meet every Monday to Friday from approximately 8.30am to 3pm. To try and confuse you, all the girls wear the same clothing and all the boys wear the same clothing.

Most of the time they appear to go about their business with no problems – no threat to the powers that rule our world. But, sometimes, there are spies among them. These spies will try to coerce you into strange and dangerous activities. Some spies might even try to convert you into joining their spy ring.

We know from previous successful missions in other locations that the spies are linked to the KGB. Your mission is to stop the KGB. You are to overthrow the KGB. You are to leave no stone unturned – you are to stop KGB – you are to stop Kids Getting Bullied.

The head of the FBI – Person XXXXX (We are unable to print the name in case someone else reads this letter and the head of the FBI will exposed), has a lot of faith in your ability to acquire the necessary skills to carry out this mission. You will be using psychological intelligence work to stamp out KGB. Over the next few weeks you will learn skills to detect deliberate and accidental sabotage which can upset the ordinary citizen. Feelings can get battered and bruised by the activities of KGB. Sometimes even an FBI agent can have their own feelings bashed up.

There are times when KGB attempt to use subliminal messages to make ordinary FBI agents believe things are much worse than they really are.
To eradicate KGB (Kids Getting Bullied) you need to understand how spies operate. Through your FBI (Federation of Bullying Investigation) training you will get to look at emotions under a microscope. You will be able to dissect feelings into its many parts, identify feelings and their uses. You will construct a special code box that will contain highly confidential information about you. You will learn how to give and receive highly detailed messages. As a group you will decide on tactics and strategies used to deal with the KGB.

Are you up to the challenge? Are you ready to be an FBI agent? Your training commences NOW.

Your specialist training officer (in the disguise of your teacher) is awaiting your presence to commence the training. So as not to arouse any suspicion, stand up and acknowledge with the secret FBI wave – scratch your head then rub your nose – to confirm you are ready for duty.

**Step Two**

Ask students to individually complete handout 2 (an example of this handout is below) then discuss the answers as a large class group.

**Example of Handout 2**

What is the difference between bullying someone and having a fight with someone?

_________________________________________________________________________________________

Tick the box for different types of bullying behaviour you have seen or have been told about.

☐ Hitting or punching someone
☐ Calling someone names
☐ Spreading rumours about someone
☐ Writing nasty things about someone on facebook or sending texts
☐ Making sure someone is always left out of the group
☐ Staring and whispering to others about another student
☐ Another bullying behaviour not listed here (Please write behaviour)

What is bullying behaviour?

_________________________________________________________________________________________

**Step Three**

Inform special agents that you have received from the head of the FBI (the Principal) a copy of a document that contains very important information (school document / school policy on bullying). Read out the definition of bullying and (if recorded) types of bullying. Ask special agents who had a definition similar to the school definition.
**Handout 1**

**Top secret mission**

Once you have read this document you will need to destroy all evidence of it or at least make a paper plane out of it!

**Congratulations**

After a thorough assessment of the most capable, intuitive, skilful group of people, your class has been selected to become members of the FBI – (Federation of Bullying Investigation). You will be trained as FBI agents with special skills over the next 8 weeks to equip you with all the necessary armour to deal with a highly dangerous and secretive mission. If you are brave, game or just downright curious – read on.

**Mission Statement – to restore law, order and harmony to your school.**

Once you have mastered your specialist training you will be sent to a secret location. There are many people at this location. They appear to meet every Monday to Friday from approximately 8.30am to 3pm. To try and confuse you, all the girls wear the same clothing and all the boys wear the same clothing.

Most of the time they appear to go about their business with no problems – no threat to the powers that rule our world. But, sometimes, there are spies among them. These spies will try to coerce you into strange and dangerous activities. Some spies might even try to convert you into joining their spy ring.

We know from previous successful missions in other locations that the spies are linked to the **KGB**. Your mission is to stop the **KGB**. You are to overthrow the KGB. You are to leave no stone unturned – you are to stop **KGB** – you are to stop **Kids Getting Bullied**.

The head of the FBI – Person XXXXXX (We are unable to print the name in case someone else reads this letter and the head of the FBI will exposed), has a lot of faith in your ability to acquire the necessary skills to carry out this mission. You will be using psychological intelligence work to stamp out **KGB**. Over the next few weeks you will learn skills to detect deliberate and accidental sabotage which can upset the ordinary citizen. Feelings can get battered and bruised by the activities of **KGB**. Sometimes even an FBI agent can have their own feelings bashed up.

There are times when **KGB** attempt to use subliminal messages to make ordinary FBI agents believe things are much worse than they really are.

To eradicate **KGB** (Kids Getting Bullied) you need to understand how spies operate. Through your FBI (Federation of Bullying Investigation) training you will get to look at emotions under a microscope. You will be able to dissect feelings into its many parts, identify feelings and their uses. You will construct a special code box that will contain highly confidential information about you. You will learn how to give and receive highly detailed messages. As a group you will decide on tactics and strategies used to deal with the **KGB**.

Are you up to the challenge? Are you ready to be an FBI agent? Your training commences **NOW**.

Your specialist training officer (in the disguise of your teacher) is awaiting your presence to commence the training. So as not to arouse any suspicion, stand up and acknowledge with the secret FBI wave – scratch your head then rub your nose – to confirm you are ready for duty.
Handout 2

What is the difference between bullying someone and having a fight with someone?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Tick the box for different types of bullying behaviour you have seen or have been told about.
☐ Hitting or punching someone
☐ Calling someone names
☐ Spreading rumours about someone
☐ Writing nasty things about someone on facebook or sending texts
☐ Making sure someone is always left out of the group
☐ Staring and whispering to others about another student
☐ Another bullying behaviour not listed here (Please write behaviour)

What is bullying behaviour?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Questionnaire

This questionnaire consists of 16 questions which forms the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss the school definition of bullying compared to their own definition.

Materials Required

Sufficient photocopies of questionnaire handout for students in class and pens

Step One

Hand out the questionnaire sheet and ask the class to complete, An example of the questionnaire is below.

Questionnaire:

Write your answers to the following:

1. Describe in your own words, what is bullying behaviour?
2. If someone won’t let you be part of a group anymore, is that bullying?
3. If someone always trips another person over, is that bullying?
4. If one person always calls another person a name, is that bullying?
5. If someone gets hurt once, is that bullying?
6. Do you think anyone deserves to be bullied?
7. Do you think bullying happens at this school?
8. Do you think bullying exists in: (answer yes or no)
   - Preschool/Prep - Grade 5 -  Grade 10 -
   - Grade 1 -  Grade 6 -  Grade 11 -
   - Grade 2 -  Grade 7 -  Grade 12 -
   - Grade 3 -  Grade 8 -
   - Grade 4 -  Grade 9 -
9. Does bullying occur only amongst kids or can adults be a bully?
10. Does bullying occur in the classroom, in the playground or anywhere else?
11. How do teachers treat bullies at school?
12. Why do you think some people bully others?
13. How do you think someone feels when they are bullied?
14. How could you help someone if they were being bullied?
15. Who could help you if you were bullied?
16. How do you think bullying can be stopped?
Step Two

Have a classroom discussion about the student’s responses.

In particular, ask students;

(a) if they thought they should change their definition after answering questions 2-5.

(b) if a lot of students reported bullying in all grades or particular grades.

(c) to compare the school definition of bullying behaviour with their own individual responses to this question.
Questionnaire

Write your answers to the following:

1. Describe in your own words, what is bullying behaviour?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. If someone won’t let you be part of a group anymore, is that bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. If someone always trips another person over, is that bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. If one person always calls another person a name, is that bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

5. If someone gets hurt once, is that bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

6. Do you think anyone deserves to be bullied?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
7. Do you think bullying happens at this school?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

8. Do you think bullying exists in: (answer yes or no)

<table>
<thead>
<tr>
<th>Preschool/Prep</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
</table>

9. Does bullying occur only amongst kids or can adults be a bully?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

10. Does bullying occur in the classroom, in the playground or anywhere else?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

11. How do teachers treat bullies at school?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

12. Why do you think some people bully others?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
13. How do you think someone feels when they are bullied?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

14. How could you help someone if they were being bullied?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

15. Who could help you if you were bullied?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

16. How do you think bullying can be stopped?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Poetry in motion

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour as well as increasing their awareness of the school policy on bullying.

Materials Required
A pad of butchers paper and pens/markers

Step One
Divide students into three groups. The first group will be asked to write a limerick poem about bullying. Each student in the first group is to have a final copy of the poem. The poem can be about different types of bullying or what is wrong about bullying. The second group will be provided with the school policy on bullying. Ask students in the second group to pick a song that all or most of them know. They will be singing the song but replacing the words with the words/sentences from the school policy. The third group will need sheets of large paper and markers. They will need to draw a cartoon style strip about bullying.

Step Two
The three groups will need to perform their poems in front of the entire class. For the limerick poem, have one student group member at a time, stand up and read one line from the limerick. For the school policy singing group, all students in the group need to perform at once. For the drawing group, each group member will need to hold up the drawings one at a time but in quick procession.
Rapper vs Picasso

For this activity, students may devise additional information to be added to the school policy definition of what constitutes bullying or may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of the exercise is to raise awareness of what constitutes bullying. This activity utilises a more creative/artistic style to articulate student’s knowledge of ‘What is Bullying’ and ‘What is a Misunderstanding’.

Materials Required
A pad of butcher’s paper and marker pens

Step One
Select four students to scribe on sheets of butcher’s paper the class responses to the following two questions, "What is Bullying" and the question, "What is a Misunderstanding". Have a piece of butcher's paper for each question and for each scribe. Have each of the four selected scribes, record the class responses on each of the two pieces of paper. Responses can be words, images or scenarios.

Step Two
Inform students that they will need to place themselves into four (4) equally numbered groups with each of the scribes. Two groups are to be a music group known as Rappers and the other two groups are to be an artist group known as Picasso.

Step Three
For rapper group one - Using the words / images on the butchers paper in relation to the question 'What is Bullying', ask them (either in smaller groups or as one large group) to devise a rap about bullying. Students are to include all the group members whether they are the rappers or beat boxers.

For rapper group two - Use the words / images on the butchers paper in relation to the question ‘What is a Misunderstanding’, ask them (either in smaller groups of as one large group) to devise a rap about misunderstandings. Students are to include all the group members whether they are the rappers or beat boxers.

Step Four
For Picasso group one – using the words / images from the question ‘What is Bullying’ (recorded on the butchers paper), have the small group create a freeze frame that depicts the answer to this question.

For Picasso group two – using the words / images from the question ‘What is a Misunderstanding’ (recorded on the butchers paper), have the small group create a living mural that depicts the answer to this question.

Step Five
Have the four groups report back to the large group and perform their completed task.
What I know now compared to before.

This exercise allows students to look at their own perceptions of bullying and their assumptions about the opposite sex’s perception of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

Materials Required
Writing paper and pens

Step One
Divide the class into male and female students. Ask the students to list the different types of bullying that exist rating them in order of the one that occurs the most to the one that occurs the least. Have each group do two lists, one for boys and one for girls.

Step Two
Have students think back to the end of primary school / beginning of high school. Write up the list for the different types of bullying behaviour that occurred then from the most amount of bullying to the least for both male and female students. Do they think the order of the different bullying types for male and female students was the same back then, as it is now?

Step Three
In the large class group, compare the prepared list with the two male lists for now and the two male lists for starting high school, as well as comparing the two lists for female students too.
Policy Makers

To raise students’ awareness of bullying and for the students to take some positive ownership over bullying, this exercise involves students’ creating their definition of bullying. Students then compare their own definition to the school’s definition. Students are able to rewrite a new definition incorporating the two definitions.

Materials Required
A pad of butcher’s paper and marker pens

Step One
As a large class group, brainstorm all the words students can think of when they hear the word ‘bullying’. Record these on the class blackboard/whiteboard. Then divide students into small groups of around 4-5.

Ask each small group to select a scribe. Have the scribe for each small group write down on a piece of butcher paper, the small group’s answer to the question - What is bullying behaviour?

After 5 minutes, hand out the school policy definition of bullying to each group. Ask each small group if the school policy definition is different to the individual group definition. On the school definition sheet, have each group circle the items common to the small group’s definition and underline the differences. Decide as a small group if the school definition should have any of the ‘differences’ added to the school definition.

Step Two
As a large class group exercise, on butcher’s paper, write a sentence that incorporates the school and the small groups’ definition of bullying behaviour.

Step Three
Decide as a class group if the new definition should be sent to the principal to have the student definition added to school policy, or sent to student body/committee if one exists in the school.
AIM: For students involved 1) to identify bullying behaviour and the feelings attached to the incident, 2) to gain an understanding of the impact of the incident on the targeted student by the bully and 3) to seek a resolution for alternative behaviour that is not detrimental to any student.

Level A – Prep to Grade Three

Behaviour and Feeling Box
This activity involves the students identifying the behaviour as bullying behaviour and focuses on students gaining an understanding of the feeling this behaviour provokes. Students undertake a solution focused approach by rehearsing more appropriate behaviour through a role play.

Level B – Grade 4 to 6/7

Saving Face in the Code of Conduct.
This activity has the bully acknowledge how the behaviour breaches the school rules while also providing the bully with an opportunity to understand why the behaviour occurred. The bully and the targeted student are exposed to the notion that the intent may not have been to bully but the behaviour was bullying. The bully is provided with more appropriate alternatives to achieve the real intent.

Level C - Grade 6/7 to Grade 9

What would your friends say about that?
This exercise uses the influence of peer support groups by involving not only the bully and the targeted student but also the bystanders. The aim is for the targeted student and peer group to gain different perspectives on the bully's behaviour as well as the bully and the peer group to gain an understanding of the effect of bullying behaviour.

Level D - Grade 10 to Grade 12

Super Nanny meets Judge Judy
This activity directs students towards what is appropriate behaviour and inappropriate behaviour. Students are then asked to look at the consequences of inappropriate behaviour. This activity also allows students to question the appropriateness of the school's response to bullying behaviour.
Level A - Prep to Grade 3    Activity 1

Behaviour and Feelings Box
This activity involves the students identifying the behaviour as bullying behaviour and focuses on students gaining an understanding of the feeling this behaviour provokes. Students undertake a solution focused approach by rehearsing more appropriate behaviour through a role play.

Materials Required
A small box labelled behaviour and feeling box, and cut outs of the bullying handout and feelings handout

Step One
Inside a box labelled Behaviour and Feeling Box, place 3 cards with the different types of bullying behaviour (Physical, Verbal and Social) that are recorded on the card in written word format as well as a pictorial version.

Also have cards with different feelings depicted on them in the box too cut – using cut outs from the feelings handout.

Step Two
Sit with the students involved in the bullying incident and explain that what occurred was not right and together they all need to work out how to change things so it doesn’t happen again. Ask the student who was the recipient of the bullying behaviour to pick out a card that represents the bullying behaviour they felt they experienced. Ask the bully to also choose a card that would best describe the bully behaviour. If other children witnessed the event (bystanders) ask them to choose a card too.

Step Three
Ask the targeted student to choose a card to describe how he/she felt when this behaviour occurred. Ask the bully to choose a card that depicted how they felt. Again repeat this exercise asking the targeted student to choose a card how they thought the bully felt when they did the behaviour. Repeat this with the bully choosing a card how they thought the targeted student felt. Discuss and realign the interpretation to match what the actual response was.

Step Four
Explain that all students need to feel safe and happy at school so how could they change what had happened to make everyone happy. Lead this with an apology from the bully to the targeted student and devise a new response the bully could have utilised. Role play this response in front of the students then ask the bully to role play to the targeted student. Praise the bully in his/her attempt as well as praising the victim’s response to the bully’s role play.

Step Five
Thank the students for helping sort out the problem explaining that they are smart and courageous to be able to talk about the problem and be able to find a solution. Explain to the students that you are watching how all children behave with each other. Ask the bully to surprise you by showing this new behaviour again (whether that be that day or the next). Even suggest the targeted student might like to try the new behaviour if they have not done so before.
Bullying Cards

**Verbal Bullying**

**Physical Bullying**

**Social Bullying**
Level A - Prep to Grade 3  Activity 1

Feeling Cards

- Hurt
- Frightened
- Sad
- Lonely
- Angry
- Happy
- Confident
- Strong
Saving Face in the Code of Conduct

This activity has the bully acknowledge how the behaviour breaches the school rules but also provides the bully with an opportunity to understand why the behaviour occurred. The bully and the targeted student are exposed to the notion that the intent may not have been to bully but the behaviour was bullying. The bully is provided with more appropriate alternatives to achieve the real intent.

Materials Required

Nil

Step One

Talk to the bully and the victim separately to gain a clear account from each, their perspective of the bullying incident. State the school definition for the particular type of bullying and recant the behaviour clearly identified by the student from the incident. Reinforce that the behaviour is bullying.

Step Two

Ask the bully what his/her intent was. A student’s behaviour may be bullying but this could be more a reflection of the student’s poor social and communication skills than intent. Have the bully acknowledge that the behaviour was bullying and as such there are school consequences. Also recognise that the intent may have misguided the behaviour and talk to the bully about more appropriate ways to behave. Ask the targeted student what he/she thought was the bully’s intent. Discuss how there can be different ways to achieve things and that the bully had chosen the wrong way.

Step Three

With the bully recognising the bullying behaviour being wrong, convene a meeting for the bully and the targeted student to meet to summarise what occurred and why. In the meeting discuss how the situation could have been handled differently by the bully.
What would your friends say about that?

This exercise uses the influence of peer support groups by involving not only the bully and the targeted student but also the bystanders. The aim is for the targeted student and peer group to gain different perspectives on the bully’s behaviour as well as the bully and the peer group to gain an understanding of the effect of bullying behaviour.

Materials Required

Copy of the school policy and definition of bullying

Step One

Involve the bully, the targeted student and bystanders in this activity. Begin with the targeted student and any bystanders who are friends of the targeted student. If there were no bystanders, ask the targeted student if they would like any school friends present when you talk with them.

Step Two

Clarify with the targeted student and friends/bystanders what happened. Ask them if they thought this was bullying and not just a disagreement. Confirm the school’s definition of bullying. Ask the group if they thought (1) the bully intended the outcome to happen from the outset, or (2) the bully had another purpose, or (3) there was no plan, the bully just didn’t think. Then ask the group how they think the bully will feel when faced with the consequences of breaking school rules.

Step Three

Meet with the bully and any bystanders who are friends of the bully. If there were no bystanders, ask the student if he/she would like friends present when discussing the incident. Then clarify what happened. Explain how the behaviour itself breached school rules.

Seek the group’s response to what other options were available so the bully would not have breached school rules. Choose an appropriate option and then ask if a student two grades above them treated them in that way (new option), how they would feel? Repeat the question substituting the new option with the bullying behaviour that occurred. The purpose is to understand the impact of different behaviours and actions.

Step Four

Bring the two groups together and explain all behaviour has consequences. Discuss how certain behaviour constitutes bullying and how there is a penalty not only in the school for bullying behaviour but also in other areas of life too; e.g., in the adult workplace. Discuss how the groups were able to come up with options. Different options come from different choices of behaviour. Nominate the new option previously discussed in step three as an alternative which would have changed the whole event for everyone involved.
Super Nanny meets Judge Judy

This activity directs students towards a greater understanding of what is appropriate behaviour and inappropriate behaviour. Students are then asked to look at the consequences of inappropriate behaviour. This activity also allows students to question the appropriateness of the school’s response to bullying behaviour.

Materials required
Copy of school policy on bullying including consequences for breaches of behaviour

Step One
Meet with each of the respected students involved, including the bully, the targeted student and the bystanders (separately) and ascertain an account of the incident. Reinforce school rules of what is acceptable behaviour and what is not acceptable behaviour.

Step Two
Ask each student their interpretation of the consequences for breaking school rules in regard to this incident. Confirm or enlighten students with corrections. Do they consider the consequences appropriate? What alternative consequences could they suggest? When consequences are decided upon and acted upon, review the students’ relationships on at least two occasions to ensure there is no payback behaviour.

Step Three
Possibly offer students suggestions as part of the school’s anti-bullying behaviour management process.
Quick Facts and Information

Bullying behaviour is a complex issue and research in the area does not identify the supremacy of any one cause of bullying. Below is a summary overview of key factors that are considered to contribute in various ways, to the likelihood of bullying behaviours. The information below is not a complete list of all factors. They do represent major categories of focus with examples of predominant factors of influence within each.

Environmental Factors

Physical violence in the media may contribute to bullying (Berkowitz, 1984; Smith and Donnerstein, 1998). This is a difficult area to generalise about as some students can watch a lot of violence in the media and not be affected while other students can display higher levels of aggression from watching a lot of violence in the media.

Social factors

• Dysfunctional families - Children who bully are 3 times more likely to have family or parental problems (Stephenson and Smith, 1989). Children who have positive relationships with their parents are less likely to bully (Rigby, 1993; Bowers et al.; 1992).

Bystander Factors

• The presence of bystanders can contribute to the bullying (Olweus, 2001). Bystanders can be passive which condones the bullying incident or can prevent others from intervening (Salmivalli, 2001).

• Cairns and Cairns (1994) identified the influence of peer groups. While individuals more than groups, exhibit bullying behaviour (Rigby and Slee, 1999), around 85% of bullying incidents happen within peer groups (Atlas and Pepler, 1997). A study on bullying incidents in playgrounds found although bystanders were present in 88% of bullying incidents, they only intervened in 19% of cases (Hawkins, Pepler and Craig, 2001).

Individual factors

• The bully’s own predisposition. Children who bullied have been reported as being low in empathy and therefore not being sensitive to the plight of others (Enderesen and Olweus, 2001; Menesini et al.; 1997). Students themselves gave the following reasons for bullying (Rigby, 2008):
  1. The other child annoyed them
  2. To get even
  3. For fun
  4. Others were doing it too
  5. Because they were wimps
  6. To show how tough I am
  7. To get things or money
Theoretical Explanations for Bullying Behaviour

- Rigby (2004) puts forth a number of different theoretical explanations as to the potential cause of the bullying behaviour. A summary of these ideas are presented below in a diagram and accompanied explanation of each factor presented in the diagram.

Bullying as the outcome of individual differences

- This approach suggests bullying results from the differing level of personal power between each student. These differences are either physically or psychologically based.
  1. Bullies tend to be physically stronger than the average student and from a personality perspective, tend to be more aggressive, manipulative and low in empathy (Olweus, 1993).
  2. Victims tend to be physically weaker, introverted with low self esteem (Slee and Rigby, 1993).

- School programs based on this perspective tend to focus on changing behaviour of bullies through counselling and/or discipline as well as looking at changing behaviour of victims through social skills and assertiveness training.

Bullying as a developmental process

- This approach is based on the belief that there is a natural instinct to dominate, in terms of social dominance, to ensure survival of the species.
  Initially children engage in more physically direct means of bullying but as they progress developmentally, they adopt less socially offensive means of bullying by replacing them with more indirect means (Rigby, 1997).

- This perspective leads schools to adopt programs that positively foster the developmental growth of students and challenges schools to address the subtle changes in bullying as students mature.
Bullying as a socio-cultural phenomenon

- This approach takes a broader societal perspective when identifying the cause of bullying behaviour. Bullying is seen as a consequence of the power differential between various social groups in our society based on gender, race, social class, etc.
  1. Bullying is more often initiated by boys than girls (Olweus, 1993; Smith and Sharp, 1994).
  2. Boys are more likely to bully girls than vice versa (Rigby, 1997).

School programs adopting this perspective develop programs that address prejudice and discrimination and attempt to increase the cultural sensitivity by introducing a collective and cooperative approach. The Australian web site http://www.bullyingnoway operates from this perspective.

Bullying as a response to peer pressures within the school

- This perspective sees bullying as a group phenomenon. Groups are not necessarily tied to race, gender, etc. but exist through a common interest or purpose. Within a school environment, the peer group will often bully another group or individual for a reason (real or imagined) or simply just to have fun.
  1. Bullies have admitted to acting as part of a group for half of the bullying incidents they have been involved in (Rigby, 2002).
  2. Bullying by individuals is more commonly conducted with the support of a group (Pepler and Craig, 1995, 2007).

School programs working from this perspective focus on groups attempting to utilise the peer pressure of the group to positively influence responsible individual action. The Method of Shared Concern (a staff training resource for bullying) works from this perspective.

Bullying from the perspective of restorative justice

- This approach takes an individualistic view of the bully and sees bullying behaviour as a result of the specific and unique psychological and emotional characteristics of the bully. It views bullies as not being able to self regulate with feelings of shame.
  1. Bullies are considered not to have pride in their school nor integrate well into their community (Morrison, 2002). Programs based on this approach believe the school community and significant others should support the bullies as they are provided with opportunity to expose their wrongdoing in a caring environment not a punitive environment. The primary aim is to restore positive relationships among the bully and victim and the whole community.
**AIM:** For students to identify those factors that contribute to a positive relationship and those factors that contribute to a negative relationship.

**Level A – Prep to Grade 3**

*Trees and puppies*

This activity is designed to raise students’ awareness of their own behaviour towards others by using a craft activity to help facilitate discussion. Students glue wool/string around the outline of a tree and a puppy then identify the positive factors required for growth and happiness for the tree and the puppy as well as the negative factors that hinder growth and happiness.

*Thumbody is my new friend*

In an effort to make new friends, students can sometimes get themselves in a muddle, as they try hard to be friendly, and thus can end up being less than friendly. This activity is to help students begin new friendships and to help them realise they are not on their own in trying to do this. Students are told the story of Thumbody, an owl who has trouble making new friends. Students offer suggestions on how to make new friends and then complete a finger-painting by placing their fingerprints on each other’s owl handout.

*Say and catch*

This activity introduces students to an awareness of their own behaviour by attempting to highlight the need to ‘think before you act’. For this activity, students say the name of an animal then throw the ball in the air and catch it.

**Level B – Grade 4 to Grade 6/7**

*Talk to the hand*

This activity is designed to increase students’ awareness of why other students exhibit bullying behaviour and to gain an understanding of the types of bullying behaviour that can emerge. Students trace around their hand and provide five reasons for bullying. They are then given magical powers to change one of their nominated reasons. They are to offer an alternative behavioural option for the nominated reason for bullying.

*Untangle the tangle*

This activity highlights that it is not always easy to decipher why students bully. As a visual medium to show complexity of bullying causes, students sit in a circle passing a ball of string from one student to another. As each student passes the string to another, they give a positive verbal message to the student. The visual end result is a spider’s web of string. Students then have to roll the ball of string back up by passing back the ball of string, one student at a time.

*FBI decoding exercise*

This activity can follow on from Module One Level C exercise however it is not a prerequisite. Students identify information about bullying and offer suggestions on how to stop bullying. By working in pairs and small groups (as FBI agents), students decode secret messages about bullying and then transcribe their solution for bullying back into secret code.
Level C – Grade 6/7 to Grade 9

*A rose bush - pretty flowers or dangerous thorns*

This activity demonstrates how easy a situation can change from a bullying situation to a non-bullying situation by simply changing behaviour. Students devise and perform two similar scenarios to identify the factors that cause a bullying situation.

*CSI and bullying*

This activity is designed for students to identify contributing factors in the bully, the targeted student and the environment that leads to a bullying situation. Students are provided with a scenario, then break into four (4) groups to discover the motives behind a bullying incident.

*All Aboard Noah’s Ark*

In this exercise, students discuss the use of power and feelings. Students partner up as animals to board the Ark where one student acts as the Ticket Inspector and decides if the paired animals can get on board the Ark.

Level D – Grade 10 to Grade 12

*E – thos – Me - thos*

This activity looks at school ethos as a factor that may affect bullying behaviour. Students are asked to identify the school ethos and determine if this affects bullying behaviour. Students then explore how they can individually contribute to the school ethos.

*Three wise monkeys*

For this exercise, students identify what some of the most damaging aspect of bullying might be. They also look at what ‘change aspects’ would have the most dramatic effect on bullying. Students break into three groups - not speaking up and stopping the bullying; pretending not to see the bullying; and actually committing the bullying act. From this, students decide what some of the most damaging aspects of bullying might be.

*To fix the problem, do we always have to know the cause?*

The aim of this exercise is to show that even without knowing the cause of an action/behaviour, by changing just one aspect of the behaviour elsewhere in the situation it can have an overall effect on the outcome. As a large class exercise, students have to change behaviour in another student (e.g., make the student smile) purely by their own actions.
Trees and Puppies

This activity is designed to raise students’ awareness of their own behaviour towards others by using a craft activity to help facilitate discussion. Students glue wool/string around the outline of a tree and a puppy and then are required to identify the positive factors for growth and happiness for the tree and the puppy as well as the negative factors that hinder growth and happiness.

Materials Required

Sufficient photocopies of a tree and owl handout for students, balls of wool /nylon , glue, pens

**Step One**

Provide the tree picture handout to students along with pieces of wool or string long enough to trace around the tree and glue. Students are to glue around the border of the tree outline then stick the wool along the outline of the tree.

**Step Two**

Ask students, “In order to make the tree grow big and strong, what does the tree need?” Expected responses include: sunshine, water, dirt, etc. As each item is suggested, have students draw / write these on the tree picture handout.

**Step Three**

Hand out the puppy picture with lengths of wool or string long enough to trace around the puppy. Ask the students to glue wool / string around the boundary of the shape. Ask the students “What does the puppy need to make them happy?” Expected responses from students include; food, water, sleep, cuddles, play, etc. Have the students draw / write these on the puppy when each is suggested.

**Step Four**

Ask the students the following questions:

What would happen if someone was to chop off all the branches or kicked the tree over? Would the tree grow big and strong?

If someone did not play with the puppy, would the puppy be happy?

If someone did not say nice things to the puppy or yelled at the puppy, would the puppy be happy?

**Step Five**

Discuss with the students that in order to be happy and grow up to be big and strong, we all need to play nicely and not yell or kick.
Thumbody is my new friend

This activity aims to help students begin new friendships and to realise that they are not on their own in trying to do this. In an effort to make new friends, students can sometimes get themselves in a muddle as they try hard to be friendly but end up being less than friendly. Students are told the story of Thumbody, an owl who has trouble making new friends. Students offer suggestions on how to make new friends then are required to complete a finger-painting by placing their fingerprints on each other’s owl handout.

Materials required
Sufficient photocopies of owl handout, paints

Step One
Talk to children about friendships. One of the exciting things about coming to school is being able to play with friends. Sometimes this can be a scary thing to do. It is not always easy making friends. Sometimes students get into a muddle and get mixed up when trying to make new friends and end up being nasty when all they wanted to be is friendly.

Tell the story of Thumbody the Owl. Thumbody was an owl. One day his parents said they had to move to another part of the forest. Thumbody was lonely because he did not know any other owls and had no owls to play with. He wanted to make new owl friends but didn’t know how. He tried flying up very quickly to surprise other owls but this just scared them off. He tried to show the other owls how loudly he could say "Who, Who" but this just made some owls cry. Ask the class what are some of the things that Thumbody could do to make friends.

Step Two
For younger students, the teacher needs to write the names of all the students in the class on the bottom of the owl handout before photocopying copies for the exercise. Write each student’s name on the top of the owl sheet handout. The older students would be able to write their own name on the owl sheet. Prepare different coloured pots of paint.

For the younger students you may want to get the students to place their owl sheets on a row of tables with paint pots among the owl handouts. Students can then move along in a line to put their thumb print on the owl handouts.

Step Three
Ask student to place their thumb in a coloured pot of paint and place their thumb (once) on the body of the owl to form a thumbprint. Repeat this but instead of the student putting their thumb on their own owl, they need to place their thumb on the next student’s owl sheet. Continue this until all owls have one fingerprint from each student. The effect will look like the owl’s feathers. For older students they can also write their name on the bottom of the handout page.

Step Four
Ask students what things could they do in class and play time to make friends with all the students named on their picture of Thumbody.
Thumbody is my new friend
Say and catch

This activity introduces students to an awareness of their behaviour by attempting to highlight the need to ‘think before you act’. Students say the name of an animal then throw the ball in the air and catch it.

Materials required

Ball for catching

Step One

Talk to students about friendships. Explain sometimes we might do something to upset our friends and we don’t realise why. We need to try and think about what we do and say because if we don’t, we might upset our friends. For example, we shouldn’t push our way in front of a line or say nasty things to other students. We need to think first before we do and say things.

Step Two

To get some practice of thinking before doing, take the students to a large area where they can toss up balls. Have the students stand in a large circle. Tell students that in order to play the game they need to put on their thinking caps.

Step Three

Explain to the students the rules of the game. When a ball is thrown to them, they must catch the ball and then say a name of an animal. Once they say the animal, they must throw the ball up in the air (not too high) and catch it. Then they must throw the ball to another student in the circle. Once they have thrown the ball, the first student then needs to sit down. The next student repeats this exercise and sits down when they have had their turn. Once a student has sat down, he / she can help one of their classmates by suggesting the name of an animal if the classmate doesn’t know one to name. Different categories can be used for this activity besides animals, for example, letters of the alphabet, numbers between 1 and 50.

Step Four

Ask students if they found the activity easy or hard to do. Was it easy some of the time and harder at other times? Explain that thinking before we do things is something we all have to practice as we grow up.
Talk to the hand

This activity is designed to increase students’ awareness of why some students exhibit bullying behaviour and also to gain an understanding of different types of bullying behaviour. Students trace around their hand and provide five reasons for bullying. They are then given magical powers to change one of their nominated reasons. They are to offer an alternative behavioural option for the nominated reason.

Materials Required
A4 paper for students, pens

Step One
Hand out blank pieces of paper and ask students to trace around their hand then cut out the hand shape.

Step Two
On each digit, ask students to write why they think bullies bully other students. Have a classroom discussion about student responses. What is the most common response students have suggested? What do they consider to be the top three (3) worst reasons for bullying and what would be the bottom three (3) worst reasons for bullying.

Step Three
Explain to students that they now have magical powers but it will only last for a short time. They have just enough time to change one of the reasons why bullies bully. With their magical powers, they will be able to help the bully change his / her behaviour so he / she won’t bully anymore. Ask the students to pick one of the reasons they listed on the front page of the hand, then write down what the bully could do instead so there was no more bullying behaviour.

Step Four
Discuss as a class group, student responses.
Untangle the tangle

This activity highlights that it is not always easy to decipher why students bully. As a visual medium to show complexity of bullying causes, students sit in a circle passing a ball of string from one student to another which ends up in a complex web. In doing so, each student must give a positive verbal message to another student. Students then have to roll the ball of string back up in to a ball one student at a time.

Material Required

An extremely large ball of wool/string

Step One

Explain to students that the school wants everyone in the school to feel safe and happy. Unfortunately though, sometimes a student might bully another student, causing them to feel unsafe and unhappy. It is not always easy to work out why a student might bully. Sometimes there are lots of reasons. Other times there might just be one reason. Because there are lots of reasons why someone might bully, it can be very confusing trying to work it out. Then explain that the more students are nice to each other, the less chance of bullying behaviour occurring and the simpler everything can be.

Step Two

To see how hard it can be at times to untangle the reasons why someone does someone wrong, explain to the students that they will be doing an activity where they will be getting into a tangle and then have to try and get themselves out of it. Ask the students to sit in a large circle. Have a very, very large ball of wool/string/ribbon.

Step Three

Explain the following rules for the activity.

The first student takes the ball of wool/string/ribbon and chooses another student sitting in the circle. The first student is to say the second student’s name then say something nice, something positive about the student, e.g. I like your hair, I think you are funny, I think you are a very good runner, you are good at spelling, you have a cool lunch box, etc.

The first student then throws the ball of wool to the chosen student making sure they are still hanging on to the end of the string. Once the ball of wool/string has been thrown to the second student, the second student repeats the process until all students are hanging on to the wool/string. The end result should be a spider web effect of the wool/string. Students can only throw to someone who is not holding onto the string. As the activity is played, a student might end up throwing the ball of wool to a student they don’t know too well. This is where the other students, who know the chosen student well, can offer positive suggestions to help the student holding the ball of wool / string.

Step Four

When the wool / string is thrown to the last student, that student must start to roll up the string by passing their end of the string to the second last student. The second last student then rolls the wool / string to the third last student and so on. The end result is a wound up ball of wool / string.
FBI decoding exercise

This activity can follow on from Module One Level C exercise; however it is not a prerequisite. In this activity students identify information about bullying and offer suggestions on how to stop bullying. By working in pairs and small groups (as FBI agents), students decode secret messages about bullying and then transcribe their solution for bullying back into secret code.

Materials Required

Sufficient photocopies of decoder handout and decoder wheel handout for students, scissors, split pins, pens and paper

Step One

Activity 1 in Module One Level C is not a prerequisite for this activity but could be beneficial. Equally so, this activity can be conducted for the Level C students as well. Inform the students that the Federation of Bullying Intelligence has asked the class for assistance. The students need to decode secret messages that have been sent around the school. The students will need to decode these messages and then work out how they can stop these messages from appearing again. Tell students that you have activated the cone of silence in the classroom so no one outside of the classroom can hear what is being discussed.

Step Two

Provide handout of the secret decoder (a secret decoder wheel) and secret messages. Then ask students to break into pairs to decode the messages using the secret decoder wheel.

Step Three

Ask one pair of students to join another pair of students so there are now four (4) students in each group (numbers permitting). Students need to come up with a short sentence that suggests how to stop bullies from bullying. Write these up on the board.

Step Four

The class votes on the best suggestion. Then have a race to see who can write the best suggestion back into code. Transpose this on to a sheet of paper that can be adhered to on the wall as a reminder for students.

Secret Messages for Teacher Reference

Coded Messages to give to students

1. Fyppmiw pmoi xs tywl erh wlszi e psx
2. Fsxl fscw erh kmvpw ger fi fyppmiw
3. Almwtivmrk efsyx wsqisri filmrh xlimv fego mw fyppcmrk
4. Epaecw qeomrk wyvi wsqisri gerx nsmr xli kvsyt mw fyppcmrk

Messages after being decoded

1. Bullies like to push and shove a lot
2. Both boys and girls can be bullies
3. Whispering about someone behind their back is bullying
4. Always making sure someone can’t join the group is bullying
Decoder handout for Special Agents

**Messages to decode**
1. Fyppmiw pmoi xs tywl erh wlszi e psx
2. Fsxl fscw erh kmvpw ger fi fyppmiw
3. Almwtivmrk efsyx wsqisri filmrh xlimv fego mw fyppcmrk
4. Epaecw qeomrk wyvi wsqisri gerx nsmr xli kvsyt mw fyppcmrk

**Instructions on how to use the Decoder Wheel**
1. Cut around the two wheels and place the smaller wheel on top of the larger wheel.
2. Secure with a pin in the middle.
3. Line up the A's then offset (move) the inside circle by four letters.
4. Rotate the outside ring and substitute the letters in your message found on the outside ring with the letters found directly below on the inside ring.
A rose bush- pretty flowers or dangerous thorns

This activity demonstrates how easy a situation can change from a bullying situation to a non bullying situation by simply changing behaviour. Students devise and perform two scenarios to identify the factors that cause a bullying situation.

Materials Required
Nil

Step One
Ask students to form groups of three. Then ask them to think of a scenario they can act out. It has to be acted out twice. The first time students have to act out a bullying situation. The second time they have to do the same scenario but with the addition of changing a sentence or a behaviour which in turn changes the eventual outcome to a positive, rather than negative, outcome for all involved.

Step Two
Groups perform their positive healthy relationship (rose) scenarios in front of the class then perform the negative bully (thorn) scenario.

Step Three
As a large group discuss the factors that changed the whole scenario from roses to thorns.
CSI and bullying

This activity is designed to help students identify contributing factors in the bully, the targeted student and the environment that lead to a bullying situation. Students are provided with a scenario and are then asked to break into four (4) groups to discover the motives for a bullying incident.

Materials Required

Sufficient photocopies of bullying scenario and circle handouts plus pens

Step One

Explain to students that as human beings, while we are biologically the same, our behaviours can be very different and unique. Sometimes these differences stand out when a student tries to bully another student. Students need to discover what causes bullying behaviour.

Step Two

Ask students the name of four different television shows that involve murder investigations. Divide students into four groups based on which television murder investigation show they liked the most. This will need to be even group memberships so 2nd/3rd preferences will need to be taken into account to ensure groups are divided up evenly.

Then inform students they are to investigate a crime that is not a murder but rather, a bullying incident. Provide handout of bullying scenario to all students.

Step Three

Students are then asked to find the answers to the following questions, provided to them on the Circle Handout, as they relate to the bully scenario.

1. Why would the bully do this? What would be the motive?
2. What factors are necessary to be a targeted student?
3. What factors in the physical environment were necessary for bullying to occur?

Step Four

Bring the students back into the large group and have the four (4) groups present their findings to the class group. Then, as a class group, ask what the most popular reason for the cause of the bullying incident.
Bullying Scenario

Jade catches the same bus every afternoon from school to home. She walks to the train station with her friends from school but then she catches a different train to them. When she gets off the train to catch the bus to her home, there are a number of other students from her school who catch the same bus. While she waits for the bus, a bunch of grade 10 boys often stand near her and they usually muck around being stupid. There have been a couple of times when the boys have wrestled around and fallen on her bag or pushed into her. Jade is unsure if they are deliberately trying to get at her but finds if she stands in a different spot they still seem to be near her.

There are also a couple of grade 12 girls on the bus. They stand away from Jade when they all wait for the bus. They seem to ignore the grade ten boys and their stupid behaviour and didn’t even intervene one time when David a really big Grade Ten boy fell on Jade and her bag. The Grade 12 girls just gave a quick glance over and kept talking in their close little circle.

Jade learnt very quickly the first time she caught the bus that she was a ‘vegie’. One time when she got on the bus she sat on a vacant seat up the back of the bus. As the grade 12 girls got on the bus, they forcefully told Jade that she was a ‘vegie’ and vegies sit at the front of the bus.

Jade had no idea what they meant by calling her a vegie but quickly moved as all five of the Grade 12 girls stood in a pack behind the Grade 12 girls who told Jade to move. Jade felt so humiliated walking down to the front of the bus as she could hear one of her Grade 12 girls saying, “who does she think she is, as if she can sit here, oh god look how high she wears her socks”, then Jade heard the girls giggling. Fortunately the bus started to take off so Jade heard no more.
Level C - Grade 6/7 to Grade 9 | Activity 2

Circle handout

What factors are necessary to be a victim.

Why would the bully do this, what were the motives?

What factors are necessary in the physical environment for bullying to occur?
All Aboard Noah’s Ark

In this exercise, students discuss the use of power and feelings. Students partner up as animals to board the Ark where one student acts as the ticket inspector and decides if the paired animals can get on board the Ark.

Materials Required

Sufficient photocopies of animal card sheet to provide all but one student with one animal card

Step One

Provide students with a specially marked card that has a name of an animal on it. They are not to show anyone their card. If there are an odd number of students, the last student is to be the ticket inspector. If not, the last two students can be the ticket inspectors. Have everyone stand up and gather into the centre of the room. Clear chairs and tables so there is free space. Tell students the greatest flood is coming and they need to get on the Ark but the ticket inspector will not let them on by themselves. They need to be in a pair to enter; pairs being two creatures the same.

Step Two

Students are not allowed to talk to each other and they are not allowed to show each other their animal card. They are to walk around the room and find their partner only by the animal sounds they make. When the creatures believe they have identified themselves as a pair by the sounds they have made, they are to go to the ticket inspector. After they pair up, students still must not reveal their cards to each other or anyone else until the ticket inspector asks for them. After they pair up, students must line up to see the ticket inspector. Upon seeing the ticket inspector, they are to make their sounds, then show the ticket inspector their cards. If the ticket inspector is not convinced they are a pair, they will have to continue searching for their partner animal and then go to the back of the queue for the ticket inspector and try again.

Step Three

Once all the creatures are onboard, discuss the following:

1. Were there pairs that could not get on board on their first try?
2. Did the ticket inspector have a powerful position?
3. Did the ticket inspector abuse the power position?
4. Did some creatures make fun of other creatures?

Step Four

As a class group, ask why they think bullies bully and when does something stop being fun and turn into bullying.
### Animal Cards

<table>
<thead>
<tr>
<th>Ape</th>
<th>Ape</th>
<th>Bear</th>
<th>Bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgerigar</td>
<td>Budgerigar</td>
<td>Crow</td>
<td>Crow</td>
</tr>
<tr>
<td>Cheetah</td>
<td>Cheetah</td>
<td>Chicken</td>
<td>Chicken</td>
</tr>
<tr>
<td>Donkey</td>
<td>Donkey</td>
<td>Dog</td>
<td>Dog</td>
</tr>
<tr>
<td>Elephant</td>
<td>Elephant</td>
<td>Ewe</td>
<td>Ewe</td>
</tr>
<tr>
<td>Frog</td>
<td>Frog</td>
<td>Horse</td>
<td>Horse</td>
</tr>
<tr>
<td>Lion</td>
<td>Lion</td>
<td>Pig</td>
<td>Pig</td>
</tr>
<tr>
<td>Snake</td>
<td>Snake</td>
<td>Owl</td>
<td>Owl</td>
</tr>
</tbody>
</table>
E - Thos – Me - Thos

This activity looks at the school ethos in the context of being a factor that may affect bullying behaviour. Students are asked to identify the school ethos and determine if this affects bullying behaviour. Students then explore how they can each, individually, contribute to the school ethos.

Material Required
Sufficient copies of handout one for all students and pens

Step One
Explain to the students that the school is more than bricks and mortar and more than teachers and students. The school has its own culture or ethos. Ask the students their interpretation of the word – ethos. If the school has the school ethos recorded on any documentation provide this for the activity. Explain it is the school culture / ethos that is one of the factors that can influence the amount of bullying occurring in the school. Obviously a caring, respectful school where students feel supported and connected contributes to the safety and well being of students.

Step Two
Divide the students into small groups and provide Handout 1 for students to complete. Once completed discuss answers as a large class group.

Handout 1 questions are below for your reference:
1. Does the school have a strong sense of nurturing, inclusiveness and community feeling?
2. Give examples of the things that help display this?
3. How could the school increase the level of nurturing, inclusiveness and community feeling?
4. Would these activities help reduce bullying?
5. What activity could you do as an individual student that would contribute to the school ethos?
Handout 1

1. Does the school have a strong sense of nurturing, inclusiveness and community feeling?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. Give examples of the things that help display this?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. How could the school increase the level of nurturing, inclusiveness and community feeling?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. Would these activities help reduce bullying?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

5. What activity could you do as an individual student that would contribute to the school ethos?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
The three wise monkeys

For this exercise, students identify what the most damaging aspect of bullying can be and then look at what behaviours around the bully behaviour could have the most dramatic effect. Students break into three groups and decide what is the most damaging part of bullying - not speaking up and stopping the bullying, pretending not to see the bullying or actually committing the bullying act.

Materials Required
Nil

Step One
Divide students into three groups. The first group is ‘see no evil’, the second group is ‘say no evil’ and the third group is ‘do no evil’.

Step Two
Each group is to answer the question - what causes bullying? They must derive their answer purely from their own group perspective. For example, the ‘see no evil’ group might typically answer by saying, “Bullying is done where no one can see; teachers and other students turn a blind eye”.

The ‘say no evil’ group might identify that no one speaks up; not the victim, or the bystanders; to stop the bullying behaviour.

The ‘do no evil’ group might suggest that bullying is only done by the bully, not the other people in the group.

Step Three
Ask the group, which behaviour is the most damaging - the doing, the not saying or the not seeing and gain explanations of why they believe this to be so.

Then, to the whole class group, ask the following question;

"If only one monkey group could change, which group would have the biggest effect on reducing bullying?"

Give the three monkey groups ten minutes to devise a response that represents the monkey perspective of the group; i.e., not seeing, not saying or not doing.

After they have spent 10 minutes to devise an answer to this question have each group present their argument to the larger class.

Step Four
Ask the class - Who was the wisest monkey of them all or were there 3 wise monkeys?
To fix the problem, do we always have to know the cause?

The aim of this exercise is to show that even without knowing the cause of an action/behaviour, one change elsewhere in the situation, can have an overall effect on the outcome. As a large class exercise, students have to change behaviour in another student (make the student smile) purely by their own actions.

**Materials Required**

Nil

**Step One**

Inform the students that: In trying to work out how to stop bullying, people look at why students bully. The presumption is, that if the cause is identified, then supposedly that will lead to the solution and there will be no more bullying in schools. Ask students if they can think of something in their lives that has been fixed without the actual cause being totally clear. One example may include, the computer freezing - sometimes turning the computer off then turning it on again can fix the problem without you even knowing what caused the problem. We change something - in this case the computer by doing something different ourselves, i.e. the action of turning the computer off and on. In the case of bullying, without knowing what causes the bully to act the way they do, changing our own behaviour can change the outcome.

**Step Two**

Ask the students to sit in one large circle. Select one student to commence the game by being the student to sit in the middle of the circle. This student in the middle chooses a student on the outside of the circle by saying their name. The student in the middle then has to try and change the behaviour of the student they have selected, who is sitting on the outside circle. Specifically, the student on the inside of the circle has to try to get the student on the outside of the circle to laugh.

**Step Three**

The student on the inside of the circle says to the student on the outside of the circle:

"Honey if you love me, you’ll smile."

The student on the outside must respond without smiling or laughing saying,

"Honey, I love you but I just can’t smile."

The person in the middle can do various things, ensuring they don’t touch anyone, to get the selected student to smile. If the student does smile then they will become the centre person and the game continues on.

If the person on the outside of the circle does not smile (usually after a set time frame of one or two minutes), the student in the middle then moves on to the next person and repeats the exercise until eventually a person on the outside smiles.
**AIM:** To help students identify that there can be many causes to bullying, some of which are not even clearly understood by the bullying student themselves. Attempting to clarify what causes a particular incident for the bully student, the aim is to open up conversations about other positive options the bully student could have chosen. The activities are by no means fully comprehensive and are provided as an additional tool for teachers when they do intervene to help facilitate clarification of the problem and in aiming for resolution.

**Level A – Prep to Grade Three**

*I wanted it*

This intervention is designed for the bully student to gain an understanding of the cause of the incident. By breaking the incident up into three components - before, during and after, the student can be helped to see there were choices of behaviour available at each stage along the process. The intervention involves a re-enactment for the bully student with a new option of behaviour.

**Level B – Grade Four to Grade 6/7**

*A piece of cake*

Often bullying incidents can occur from misguided interpretations of behaviour. Using a cake diagram, it is illustrated how there are many sides to a story and therefore there can be different causes to a bullying incident. This activity involves the bully student, the targeted student and the bystanders giving their explanation of what occurred and why. The purpose is to have the students realise they need to question their own actions before making quick judgements.

**Level C – Grade 6/7 to Grade 9**

*Find the red smarties*

Sometimes the cause of bullying behaviour can occur without the bully student giving it much thought or planning. Equally so, the bystanders can be oblivious to what is really going on. This activity is to get the students to identify their behaviour and why they behaved in the way they did. This activity has the bully student, the targeted student and the bystanders (where appropriate) sitting down together with a large plate in front of them, full of smarties for an exercise to draw attention to different ways of behaving.

**Level D – Grade 10 to Grade 12**

*Do the means ever justify the end?*

It is important for the bully to become fully aware of why they chose to do the behaviour they did. In doing so, the bully student may identify that the bullying incident was not a straightforward positive situation for them, and in fact they may come to realise that there were very real negative aspects for them, as the bully, too. The bully student is asked to answer a series of ‘why’ questions which leads them to weighing up if the behaviour was justified or whether alternative behaviour may have been more beneficial.
I wanted it

This intervention is designed for the bully student to gain an understanding of the cause of the incident. By breaking the incident up into three components - before, during and after, the student can be helped to see there were choices of behaviour available at each stage along the process. The intervention involves a re-enactment for the bully student with a new option of behaviour.

Materials Required
Sheet of A3 paper, pen

Step One
Talk with the student who has instigated the bullying incident to clarify why they chose the method they did in order to seek an outcome. Ascertain if anything was happening to the bully student before the bullying took place.

Step Two
Separate the incident into 3 stages (before the bullying incident, during the bullying incident and after the bullying incident). Draw the three sections on a piece of paper.

For ‘before the bullying incident’, record what the student was feeling at that time and what they wanted to do. For ‘during the bullying incident’, record how they felt at the time, how they thought the targeted student felt and what they wanted at that time. For ‘after the bullying incident’ ask how they felt, how they thought the targeted child felt and did they get what they wanted.

Step Three
Discuss with the bully student ways they could have behaved differently and still obtained what they wanted.

Step Four
Re-enact the different option, role playing the improved version to the student, then have the bully student practice the different option themselves.

Step Five
Ask the targeted child if they could help by being part of the re-enactment. Inform the targeted student that the bully student and you, as the teacher/supervisor, have worked out another way the situation could have gone without the targeted person getting hurt. Practice the new option with the bully student and the targeted student.
A piece of cake

Often bullying incidents can occur from misguided interpretations of behaviour. A cake diagram will be used to illustrate that there are many sides to a story; therefore there can be different causes of bullying. This activity involves the bully student, the targeted student and the bystanders giving their explanation of what occurred and why. The purpose is to have the students realise they need to question their actions before making quick judgements.

Materials Required
Board and chalk/marker

Step One
Have the bully student, the targeted student and bystanders all together. Explain that you will need to get the story of the incident from each student.

Ask each student what happened and why. Record this on the board.

Step Two
On the board, draw a large circle and divide the circle into segments (like slices of a cake) according to how many students are involved. In each slice of the cake, write the students account of the incident and why.

Step Three
Look at the different perspectives given as to why the bullying incident took place. Is there more than one reason for the incident?

Step Four
With more than one reason given for the cause of the incident, suggest there is more than one way of behaving. Be clear that the behaviour that occurred was wrong, ask students what could have been done differently that did not involve the targeted student getting hurt and would have stopped the bully student from getting into trouble for bullying behaviour.
Find the red smarties

Sometimes the cause of bullying behaviour can occur without the bully student giving it much thought or planning. Equally so, the bystanders can be oblivious to what is really going on. This activity is to get the students to identify their behaviour and why they behaved in the way they did. This activity has the bully student, the targeted student and the bystanders (where appropriate) sitting down together with a large plate in front of them, full of smarties for an exercise to draw attention to different ways of behaving.

**Materials Required**
Blindfold, M and M’s, plate

**Step One**
Explain to the students that you want to do an exercise to help them understand bullying behaviour. Sit students down on chairs around a table that has a plate in the middle, and then blindfold them. Pour a lot of smarties or M and M’s on to the plate. Inform students that shortly they will take their blindfolds off; but first you will explain the rules. When students are told to take off their blindfolds, they must pick up 3 red, 3 blue and 3 green smarties in 20 seconds. To start the activity you will count down aloud from ten and when you say zero, students can take off their blindfolds and begin to collect the smarties. Give the students 10 seconds of think time before you start the countdown.

**Step Two**
Start counting down to zero. Inform the students to take off their blindfolds if they have not done so after reaching zero. After the 20 second time period for collecting the smarties, see if students had collected the required amount of each colour. Ask students if anyone thought of a plan to obtain the smarties or did they just jump in. Could they have done it differently so that all students obtained the correct colours and quantities? Did smarties end up off the plate due to students trying to grab the smarties? Did someone push in hard to pick up the smarties? If they worked together could it have been a more successful outcome?

**Step Three**
Ask students if their behaviour in the activity had any similarities with the bullying incident? Did students think of everyone else involved in the incident at the time or just themselves? Was there someone trying to show they were more powerful than the others? Was this the same person as the bully in the bullying incident? What did students think of the person for trying to be powerful? Was there something different they could have done?

**Step Four**
Ask the students, what could the bystanders have done differently to support the targeted student? What could the bystanders have done to help stop the bully student from doing the bullying? Ask the bully, if they had time to think the whole situation through, what would they have done differently?
Do the means ever justify the end?

It is important for the bully to become fully aware of why they chose to do the behaviour they did. In doing so, the bully student may identify that the bullying incident was not a straightforward positive situation for them, and in fact they may come to realise that there were very real negative aspects for them, as the bully, too. The bully student is asked to answer a series of ‘why’ questions which leads them to weighing up if the behaviour was justified or whether alternative behaviour may have been more beneficial.

Material Required
Sufficient photocopies of why handout for all students, pens

Step One
Provide the ‘Why’ handout to the bully student to complete.

‘Why’ handout includes the following questions:
1. Why did the bully incident occur?
2. Why did it occur that day at that time?
3. Why did it occur with that particular targeted student?
4. Why did the bully student choose to do that specific thing instead of something else?
5. Did the bully student expect the outcome that happened as a result of their bully behaviour?
6. Why did the bully student choose to break the school rules on bullying and suffer the consequences?
7. Why did the bully student choose to punish himself / herself (as a result of consequences for breaking rules) to achieve the outcome?
8. Has the whole incident been worth it to be where they are now?
9. Have they lost control over their situation?
10. Due to their behaviour, are other people (e.g., teachers, school, parents) now in control of them and the outcome?
11. If they could take it all back, what would they have done instead?

Step Two
With the option of having the targeted student present, have the bully student provide their answers to the handout.
Why handout

1. Why did the bully incident occur?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. Why did it occur that day at that time?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. Why did it occur with that particular targeted student?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. Why did the bully student choose to do that specific thing instead of something else?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

5. Did the bully student expect the outcome that happened as a result of their bully behaviour?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

6. Why did the bully student choose to break the school rules on bullying and suffer the consequences?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
7. Why did the bully student choose to punish himself / herself (as a result of consequences for breaking rules) to achieve the outcome?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

8. Has the whole incident been worth it to be where they are now?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

9. Have they lost control over their situation?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

10. Due to their behaviour, are other people (e.g., teachers, school, parents) now in control of them and the outcome?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

11. If they could take it all back, what would they have done instead?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Quick Facts and Information

There has been a shift in the original thinking about bullying. Bullying was initially portrayed as existing between an aggressive bully in a dyadic relationship with a submissive victim. Bullying is now viewed from a much broader perspective involving the social context in which it occurs. The social context involves a triadic relationship including bystanders and peer influences that have been reported to have a significant effect on bullying incidents. In this context, bullying should be viewed, in part, as a group phenomenon.

The Bystander

- 85% of those involved in bullying incidents are bystanders (Rigby, 2001). Although most peer groups don’t support bullying, very few bystanders actually take action to try and stop it (Pepler, Smith and Rigby 2004). Bystanders are less likely to intervene when those around do not intervene.
- From a study undertaken by Hawkins, Pepler and Craig (2001), 57% of interventions by bystanders were effective in stopping the bullying. In Australia, Rigby (1996) reported that 43% of primary school aged children usually tried to stop bullying. In England, 49% (Boulton and Underwood, 1992); New Zealand, 54% (Adair, 1999); Belgium 62% (Vettenburg, 1999) and Canada 67%. While it has been suggested that some of these figures are somewhat over-rated because self reporting data does rate helping behaviours higher than if the person was objectively observed, it does highlight the important role of bystanders.
- Bystanders do not want to intervene for fear of the affect on their own safety and their social status in the school (Stevens, DeBourdeaudhuij and Van Oost, 2000). This may indicate why students report higher as effective bystanders on self assessment reports than actual observation reports. According to Rigby and Johnson (2004) students ignore bullying because they:
  1. Do not consider it part of their business,
  2. Fear the consequences for themselves if they did intervene,
  3. Believe the responsibility lies with the targeted student to stop the bullying,
  4. Believe doing something would only be useless,
  5. Think it is fun to watch,
  6. Admire the bully, or
  7. Have general feelings of hostility.
- As students age, there is less chance of bystanders intervening to support targeted students (Henderson and Hymel, 2002; Salmivalli, 1999).
- Students standing around watching and/or laughing encourages and prolongs the bullying (Craig and Pepler, 1997).
- Although bystanders’ behaviour makes a difference in bullying, unfortunately only a low level of reinforcement is needed by classmates to exacerbate the risk of bullying while a high level of defending the targeted student is needed to protect the victim (Karna, Voeten, Poskiparta and Salmivalli, 2010).
- Karna, Voeten, Poskiparta and Salmivalli (2010) put forth an interesting analogy on the influence of peers over bullying. It is generally understood that bullying is partly motivated by power within a peer group (Salmivalli et al., 2005, Veenstra et al., 2007) and the level of power can be deduced from the level of peer reinforcement. Therefore, the peers’ dislike of a child could lead to bystanders further victimising the child. This being the case, it is proposed that the opposite could also be true, whereby if bullies suffered negative consequences from peers it would reduce the perceived sense of power obtained from them for committing the bully act. Therefore, if peers defend the targeted student and inform the bully of their dislike towards the bully behaviour, some bullies may reduce their behaviour rather than lose their social ranking among their peer group.
Module Three | Who is involved in Bullying?

- Bystanders who defend targeted students have been reported as having high levels of friendliness, with supporters of bullies reported as having low levels of friendliness (Tani, Greenman, Fiddell and Schneider, 2003).
- According to Weins and Dempsey (2009), changing the attitudes and actions of bystanders will cause children to participate in other dominance establishing behaviour as the power will be removed from bullies.
- The most important factor in determining if students will be effective bystanders appears to be determined by the influence of peers. While teachers are unlikely to have a direct influence they can have an effective influence through indirect ways e.g., helping students understand the plight of others and finding effective and safe ways to communicate disapproval of bullying (Rigby and Johnson, 2004).

Theoretical models to understand actions of bystanders

- At the time a bullying incident occurs, it may not be exactly clear to the bystander what is happening. In 1969, Latane and Darley (1969) developed a model on bystanders that applied equally to adults as well as students. This model identifies the complex judgements that are required in emergency situations and still stands true today. The 5 step model consists of:
  1. Noticing that something is happening,
  2. Interpreting that the situation requires intervention,
  3. Assuming personal responsibility for intervening,
  4. Deciding what to do,
  5. Possessing the necessary skills and resources to act.

- Bystanders can be side tracked at any stage because they could easily misperceive, misinterpret, avoid responsibility or lack a plan of action or the skills and resources to carry it out.
- In reviewing the Health Belief Model (Strecher and Rosenstock, 1997) with bullying and bystanders actions, Black, Weinles and Washington (2010) make the point that people will take action when:
  1. they have confidence in their own ability,
  2. they believe their actions will actually be effective, and
  3. their actions will outweigh any potential or actual barriers.

- Students need to be able to interpret at the time: 1) that the incident was a bullying incident which specifically requires action by themselves, 2) what that action should be, 3) how to effectively carry out the action and 4) the action will not have a detrimental effect on their own social standing within the peer group.

The Bully Student

- Bullies tend to have a strong need to dominate. They tend to be very impulsive and aggressive not only towards their own peers but also towards their teachers or parents. They tend to have little empathy for their victims and, particularly for boys, tend to be physically stronger than other students, especially the targeted student.
- Boys more so than girls tend to be perpetrators of bullying (Olweus, 1993; Crick, Bigbee and Howes, 1996).
- Bullies tend to belong to a network of children who bully which fuels further bullying (Cairns and Cairns, 1994).
- In a study by Holt et al. (2007), bully – victims (those who bully other students but are also targeted students themselves), had the highest rates of bullying and the highest rates of victimisation.
- There tends to be a general consensus that bully students share characteristics that include; hot temperament, less fortunate family background and a view of relationships that values aggression and bullying as a means of achieving power (Olweus, 1999). There is some dispute over the research that supports the view that bullies are very insecure under their tough exterior (Olweus, 1997; O’Moore, 2000).
The Targeted Student

1. There is debate as to whether students who are more psychologically disadvantaged and suffering from poor social networks are more likely to be bullied or whether being bullied has this effect on a student. Either way, bullying behaviour is a significant health issue that adversely affects our school students of today and our adults of tomorrow. Therefore it is a problem that needs to be addressed now.

2. The passive/submissive targeted student tends to be the more common type of targeted student. These students generally tend to be sensitive, quiet, cautious, anxious, and insecure, have low self esteem and do not view their situation in a positive light (Olweus, 1994).

3. Targeted students tend to be rejected by their peers (Salmivalli and Isaacs, 2005).

4. Boys tend to be targeted students more than girls: one in five boys compared to one in ten girls (Rigby, 1991).

5. One of the most damaging effects of bullying is that it can happen to the same child over several years (Boulton and Smith, 1994; Camodeca, Goossens, Meerum Terwogt and Scheuengel, 2002; Olweus, 1978).

The School

- School connectedness predicted physical aggression towards peers whereby being bullied by school peers is related to lower school connectedness (Raskauskas, 2007; Wilson, 2004).
- A positive classroom climate enhances empathy while at the same time increases pro-social behaviour which in turn reduces bullying (Raskauskas, Gregory, Harvey, Rifshana and Evans, 2010).
- Bullying is higher among schools where teachers are ineffective in maintaining order and where students defied teachers (Kasen et al., 2004).
- In addressing the decline in secondary students becoming positively involved as a bystander, Rigby and Johnson (2004) suggest schools develop a more mutually supportive ethos, the kind that is often prevalent in primary schools.
**Prevention Activities**

**AIM:** For students to be able to identify bullying is not just about the bully and the targeted student but includes all the students. By increasing students’ confidence and skills, they will be able to stand up and be proactive bystanders as well as supportive and empathic peers.

**Level A - Prep to Grade 3**

*Pulse game*

The purpose of this activity is to provide a visual/tactile stimulus for students to see how they can work together to achieve a successful outcome. Students form two lines (teams) and sequentially squeeze hands. When the last hand is squeezed, the student collects a ball/object from a chair and that team wins a point. A discussion at the end of the activity summarises how working as a team can minimise any potential bullying situations. This activity would be more appropriate for the older students of Level A.

*Hop in the hoops*

To identify that there are many players involved in bullying, (not just the bully and the targeted person), and therefore there is a need to all be in the same team. This outdoor game involves students hoping into hula hoops. Students need to listen to instructions and work together. At the end of the activity, students form a centipede to put the hoops away. The analogy is raised about the need for the centipede’s feet to work together.

*Building a rainbow*

In this activity, students learn that taking turns, instead of pushing in, helps relationships between the students. Students paint separate colours on pieces of paper then join the paper together to create a rainbow. On completion of the rainbow, students sing along to the rainbow song.

**Level B – Grade 3 to Grade 6/7**

*Would you rather work out*

This activity is designed for students to connect with each other through similar interests/beliefs and provide some physical exercise in doing so. A discussion is held with students at the end of the activity about the fact that bullying is not only about the bully and the student they are hurting. Bullying actually involves all students and students have a choice about what they do in the situation. As a group, they can be fit and strong and fight back against bullying by supporting each other.

*The science of bullying*

For this activity, to emphasise the importance of bystanders taking action to improve the situation for the targeted person, students conduct an experiment with an egg, water and salt. Students change the positioning of the egg in water by altering the water/salt ratio which in turn is reflected as changing the bystander/bully ratio, in order to alter the bullying incident for the targeted person.

*What’s in the bag?*

This activity is completed in small groups with a large class discussion at the end. Students identify feelings of a targeted student when they receive helpful behavioural actions, unhelpful behavioural actions and no behavioural action from bystanders. Students break into small groups of six (6) with one student in each group required to identify 6 objects in a paper bag. Other students assist or distract the student from guessing the right object.
Level C – Grade 6/7 to Grade 9

**Myth Busters**
This activity raises students’ awareness about the role of the bystander and highlights some misconceptions bystanders and students might hold. The Challenging Myths Quiz is used to facilitate this awareness but also to provide some suggestions for strategies students can employ to become more effective bystanders. The activity begins with small group work and ends with a class discussion.

**Zapped your power**
This activity is designed for students to recognise that they can reduce a bully’s power. The activity also looks at peer relationships and perceptions of bullying. Students measure the reduction in power by pushing against each other then repeat the exercise with only one student pushing. This is followed by a group activity where students write comments on bullying scenarios.

**A novel approach**
This activity combines bullying with other curricular activities. For English, where a novel needs to be completed, the book Cannily Cannily by Simon French can be read as the basis for discussion on bullying. Students are provided with a question sheet to complete which can form the basis of class discussion.

Level D – Grade 10 to Grade 12

**Get me out of here**
The aim of this activity is for students to be more effective bystanders by increasing problem solving skills and improving peer relationships. This activity is a physical activity and requires a large area for students. Students hang on to each other’s hands in such a way that it becomes a tangled mess of arms and bodies. Students are then required to untangle themselves by observing other student behaviours as well as listening to others. There is discussion at the end of the activity about being effective bystanders.

**Stranded on an island**
This activity is designed to highlight how a targeted student would feel when there are other students around who will actually help improve the situation as well as other students who won’t help. Students break into small groups and need to decide what important item they will take with them when they are relocated to a stranded island. Teambuilding occurs as students combine their items to increase their survival items. From this, students then try to barter with the larger class group to swap items to improve their chances of survival even further.

**Project officer**
This activity is designed for students to look at bullying within the whole school environment while also challenging students to devise solutions to bullying which can then be presented to the Principal. Depending on the solutions suggested, students may be able to implement the whole solution or part of the solution. The activity is designed to empower students to find and fix the problem of bullying directly. Students are given a choice of factors that influence bullying, they are to select one and then develop a proposal to address the issue.
Pulse game

The purpose of this activity is to provide a visual/tactile stimulus for students to see how they can work together to achieve a successful outcome. Students form two lines (teams) and sequentially squeeze hands. When the last hand is squeezed, the student collects a ball/object from a chair and that team wins a point. A discussion at the end of the activity summarises how working as a team can minimise any potential bullying situations. This activity would be more appropriate for the older students of Level A.

Material Required
Chairs for all students and toy / ball

Step One
Talk to students about the importance of working together. When everyone plays well together, everyone enjoys themselves. If someone is not playing well, it can spoil things. Therefore, its important to remember that all students can try to help change the situation. Explain that they will play a game where they all need to work together.

Step Two
Have the class of students form two lines of equal size with the two lines facing each other. Ask students in each line to hold hands. At the end of each line, place a chair with a ball or a soft toy on the chair.

Step Three
Ask the students to sit while you explain the rules of the game. You will toss a coin and once you have caught the coin, the team captains (student on the ends of the lines opposite the chair) squeeze the hand of the next student in line. Then that student squeezes the hand of the next student. When the last student’s hand is squeezed, the last student races to get the ball/object off the chair. The first student to get the ball/object wins a point for the team. For the next round, rotate the team captains so each student gets a chance of being team captain as well as the last student in the line.

Step Four
Keep a tally of the points. If you throw a head, then the first team to pick up the ball/object gets the point. If you throw tales then the point goes to the other team. Let the students know what you threw after they have collected the ball/object. The team with the highest points wins. Highest point can be preset at a level suitable to achievement level of students. Younger students will require a lower point score to win.
Hop in the hoops

To identify that there are many players involved in bullying, (not just the bully and the targeted person), and therefore there is a need to all be in the same team. This outdoor game involves students hoping into hula hoops. Students need to listen to instructions and work together. At the end of the activity, students form a centipede to put the hoops away. The analogy is raised about the need for the centipede’s feet to work together.

Material Required
Coloured hoops, drum

Step One
Place different coloured hoops on the ground in an open area. Have the students walk around the outside of the hoops in a large circle without touching the hoops.

Step Two
Explain to the children that you will beat a drum and while you beat the drum, the students are to walk around the hoops. When you stop beating the drum, you will give the students instructions. After the instruction, you will beat the drum again and the students must walk around the hoops in a large circle again listening for the next instruction. Students can help each other if they get a bit mixed up and don’t know what to do.

Step Three
Instruction One: Stand in the red hoop in groups of four.
Instruction Two: Stand in any colour hoop on your own.
Instruction Three: Stand in any colour hoop with another student so there are two of you in a hoop.
Instruction Four: Find a red hoop and put five fingers in a red hoop.
Instruction Five: Find a green hoop or a blue hoop and place your left foot in the hoop
Instruction Six: Place your right foot in a red hoop, your left foot in a blue hoop and see if you can hang on hands with another student.
Instruction Seven: Everyone stand in a hoop by themselves and pick up the hoop and put it around their waist and do the ‘hula’.

No beating of the drum, inform students of the next instruction

Instruction Eight: Everyone pick up a hoop with one hand and hang on to another student’s hula hoop with your other hand. Having a long body with lots of legs, what insect might you be? A centipede! Staying as a centipede, walk back to the area to have the students put the hoops away.

Step Four
Talk to students about how having fun and playing games means sometimes you might have to help another student with the game. Helping can be fun, being left out of a game and not knowing what to do is not fun. Like the centipede, all the legs have to walk together and help each other to make the centipede walk. As students, its important to help each other so everyone can all have fun and where no one needs to be left out.
Building a rainbow

In this activity, students learn that taking turns, instead of pushing in, helps relationships between the students. Students paint separate colours on pieces of paper then join the paper together to create a rainbow. On completion of the rainbow, students sing along to the rainbow song.

Material Required

Paper, paints (rainbow colours), brushes

Step One

Talk to students about rainbows. Who has seen one in the sky? Explain that rainbows are special as they don’t come out every day. Tell the students that they are going to paint their own rainbow. Provide each student with a sheet of paper, paint (one paint colour) and a paint brush. Ensure that paint colours are the colours of the rainbow. Ask the student to paint the piece of paper so there are no white bits showing. Have 3-4 students paint the same colour on their piece of paper or alternatively have a very long piece of paper that 3-4 students can paint together.

Step Two

Once the paint is dry connect the paper to form a rainbow.

Step Three

Seat the students in a circle and sing the Rainbow Song with the children. When you sing the colour the students painted, they need to stand up then sit down before you sing the next colour. For extra fun, you can sing the song faster each time as students get used to hearing their colour.

Rainbow Song

Red and yellow and pink and green
Purple and orange and blue
I can sing a rainbow,
sing a rainbow,
sing a rainbow too.

Step Four

Talk to the students about playing together, and how helping each other can be fun. Imagine if they painted just one colour instead of all the colours of the rainbow. Their painting wouldn’t be as pretty. Imagine singing a song about one colour, they wouldn’t take turns standing as they did when they sang the rainbow song. Taking turns is important. Sometimes when students don’t want to wait for their turn, they try to push in and be a bully. This can spoil things. Being nice to each other, taking turns can make every day special like a rainbow.
Would you rather work out

This activity is designed for students to connect with each other through similar interests/beliefs and provide some physical exercise in doing so. A discussion is held with students at the end of the activity about the fact that bullying is not only about the bully and the student they are hurting. Bullying actually involves all students and students have a choice about what they do in the situation. As a group, they can be fit and strong and fight back against bullying by supporting each other.

Materials Required
Nil

Step One

Explain to students that you will be asking them a series of questions and they have only a few minutes to decide their answer. There are no right or wrong answers, it is a personal choice. You will ask the students questions in 3 different circuit areas. Students will indicate their response in a physical way not a verbal way as the class will be doing a physical workout at the same time. There will be a circuit of three different physical activities.

The first group of questions asked on the circuit will require the students to do sit ups. The second group of questions will require the students to do running on the spot, the third group of questions will require students to do back stretches like a cat.

Step Two

Have all the students stand in the centre of the room and clear a large space or alternatively locate an area outside. Have the students lie down on their backs. For circuit one, students will do sit ups.

In answering the questions, if students choose option A, they lie still on their backs. If they choose option B, they will continue with sit ups until the next question is asked.

Circuit One Questions

Would you rather:

A - always play a game or B- never lose a game?
A - be 1 metre tall or B – 2 metres tall?
A - be an underground miner or B - a rocket scientist?
A - be hairy all over or B - be bald?
A - have x-ray vision or B - bionic legs?

Step Three

Circuit two questions require students to run on the spot if they choose option A or stand still if they choose option B.
Circuit Two Questions

Would you rather:

A - be rich and ugly or B - poor and good looking?
A - be the most popular or B – the smartest person you know?
A - be stranded in the middle of nowhere or B – with someone you don’t like?
A - be born with a pig’s tail or B - a lion’s mane?
A - meet a ghost or B - travel to outer space

Step Four

For the third circuit, students will get on their hands and knees and stretch like a cat if they chose option A or curl up like a cat on the ground if they choose option B.

Circuit Three Questions

Would you rather:

A - have a kangaroo or B – a koala as your pet?
A - have one wish granted today or B - three wishes granted in 5 years?
A - have a day surfing the internet or B – have a day surfing the ocean?
A - live without music or B - live without TV?
A - have webbed fingers or B - an extra toe?

Step Five

Talk to students about choices and how we all have to make choices every day. Remind them that whenever they see a student not being nice to another student, they have choices about what they can do... for example they can, speak up, tell a teacher etc.
The science of bullying

For this activity, to emphasise the importance of bystanders taking action to improve the situation for the targeted person, students conduct an experiment with an egg, water and salt. Students change the positioning of the egg in water by altering the water/salt ratio which in turn is reflected as changing the bystander/bully ratio, in order to alter the bullying incident for the targeted person.

Material Required
Glasses, water, eggs, salt

Step One
Divide students into four groups. Inform students that they need their scientist caps on as they work out what things they can do to stop or change a bullying incident from occurring. Brainstorm the class’s suggestions on the blackboard.

Step Two
To pinpoint which of these suggestions would be the most beneficial, students need to conduct an experiment. In this experiment, an egg will represent the targeted person, the water will represent the bully, the salt will represent the bystanders and the glass represents the school.

Step Three
Tell students to fill a glass (the school) half full with water. Next, carefully place an egg (the targeted person) into the water. What happens to the targeted person (the egg)? It sinks. This is because it is denser than the water. If the egg floats it usually means it has gone off. So ensure a fresh egg is used.

Step Four
Ask the students to start adding salt (the bystanders) to the water one tablespoon at a time and gently stir it into the water. Eventually, the egg will start to float. How much salt do you have to add to get your egg to float? Is it just one tablespoon or more?

Step Five
Ask the students to slowly add a cup of fresh water (the bully) to the same glass with the floating egg. What happens to the egg? It will start to sink back to the bottom. How much fresh water do you have to add to get the egg to sink to the bottom? Is it a little or a lot? (This activity can be combined with a science lesson about molecules).

Step Six
As a large class group, clarify how the salt, like bystanders to bullying, can make a difference. Then brainstorm ideas about stopping bullying. Name the easy things bystanders could do to help stop the bullying. Then consider one thing the targeted person could also do to change the situation.
What’s in the bag?

This activity is completed in small groups with a large class discussion at the end. Students identify feelings of a targeted student when they receive helpful behavioural actions, unhelpful behavioural actions and no behavioural action from bystanders. Students break into small groups of six (6) with one student in each group required to identify 6 objects in a paper bag. Other students assist or distract the student from guessing the right object.

Material Required
6 paper bags, 6 small objects x 6, paper and pen

Step One
Place six small objects (e.g. teaspoon, paperclip, pen, ball etc.) inside a paper bag. Do this for six (6) separate paper bags. Ask students to break into 4 or 5 groups with six (6) students in each group. (Extra students can double up with Student 4 and Student 5 role).

Step Two
Have each group of students seated in a circle. Then explain the following rules:

Student 1 in the group needs to be blindfolded.

Student 2 will pick out an object of the bag and hand it to student 1.

Student 3 will record how many guesses student 1 makes before he/she guesses the object correctly.

Student 4 will give unhelpful hints to student 1, such as, if it is a pen, say you clean your teeth with it.

Student 5 will give helpful hints such as if it is a pen, it is something that you write with.

Student 6 will roll a die. An even number will mean student 5 will give a hint, an uneven number will mean that student 4 will give a hint. Student 1 can say pass on an object if they don’t know what it is.

Step Three
Give students 15 minutes to complete this activity. At the end of 15 minutes, have student 1 take off the blindfold. Have student 3 tally up the guesses for each object.

Step Four
After the activity is complete and scores tallied, ask the class:

Which groups managed to guess all six objects?

For student 4 in each group; was it hard to think of unhelpful hints?

For student 5 in each group; was it easy to think of helpful hints?

For student 1 in each group; was it frustrating to be given unhelpful hints?

For students 2, 3 and 6 in each group; was it hard to sit and watch and not be able to help?
Step Five

Relate this to bullying and have a classroom discussion on the following:

If you saw a bullying incident, would it be easy to do something helpful like (speaking up, inviting the targeted person to walk/play with you), or say something unhelpful like, ‘he deserves that’, ‘why should I bother to help’.

Is it easy to watch a bullying incident and do nothing? Or is it hard?

If you were being bullied, what is something helpful you could say to the bully student to stop the bullying?

If your friend spoke up and stopped the bully student from targeting a student, would you think your friend was:

  a) Crazy, the bully will just turn on them.

  b) Strong and courageous as we don’t want bullies here.

  c) Boring, now your friend has stopped your fun from watching the bullying.

  d) Just being helpful, we should all stop incidents before they end up getting worse for the targeted student and the bully student.

What is something you could say to targeted person of the bullying to help them.
Myth busters

This activity raises students’ awareness about the role of the bystander and highlights some misconceptions bystanders and students might hold. The Challenging Myths Quiz is used to facilitate this awareness but also to provide some suggestions for strategies students can employ to become more effective bystanders. The activity begins with small group work and ends with a class discussion.

Material Required

Sufficient photocopies of myth buster handouts for students, pens

Step One

Provide the myth busters handout to students. Ask students to get into groups of three/four and provide group answers to myth busters handout.

Step Two

Hand out answer sheet and have students mark off their answers.

Step Three

During the marking of their sheets the students will have more questions raised in the answer to talk about in the small group.

Step Four

In a large group discuss student responses from the answer sheet. In particular look at answers to question 5 and question 6.
Myth buster handout

Myth Busters

Please circle the correct response

1. 85% of bullying incidents in schools are observed by bystanders. True or False

2. When bystanders do intervene, the bullying stops in most of the cases. True or False

3. About 43% of primary school students say they would help a student who is being bullied. True or False

4. Bystanders are most likely to help a student being bullied if they think their teacher will approve. True or False

5. Bystanders do not want to intervene for fear of their own safety and what their friends will think of them. True or False

6. Students are most likely to help others in distress when they are in a group rather than by themselves. True or False
Answer sheet

Myth Busters

Question One
FALSE – Bullying incidents occur in the presence of other students 85% of the time.

Question Two
TRUE – In bullying incidents, when a bystander does intervene, the bullying can stop.

Question Three
TRUE – 43% of students said they would help; but student’s intentions don’t necessarily match their actions.

Question Four
FALSE – Most students are more concerned about what their friends think than what their teacher would think.

Question Five
True. However there are a number of reasons why students don’t help a targeted student. Ask your group to list some reasons they think students give for not helping.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________
Question Six
False

Students think it is some other students’ responsibility. In your group think of things you could say to the bully and do if you saw someone getting bullied.

E.g. Things to say

"What you are doing is bullying”.

"Calling her names might sound funny but I don’t think she likes it.”

Things to do

Don’t join in on the bullying.
Get help for the student who is being bullied.

What could you say to the targeted person of bullying?

E.g. "What that student did is wrong; you need to tell someone about this”.

"Do you want me to come to the office with you to tell the teacher”?

"Why don’t you come and play with my friends”.
Zapped your power

This activity is designed for students to recognise that they can reduce a bully’s power. The activity also looks at peer relationships and perceptions of bullying. Students measure the reduction in power by pushing against each other then repeat the exercise with only one student pushing. This is followed by a group activity where students write comments on bullying scenarios.

Material Required

3 sheets of butchers paper, pens, sufficient photocopies of bullying scenario handout

Step One

Have students line up in alphabetical order according to their surnames. Have 'A letter' surnames pair off with Z 'letter' surnames; 'B letter' surnames pair off with 'Y letter' surnames; 'C letter' pair off with X, etc. For odd numbers of students, have one grouping of three. Explain to students that in bullying situations, the bully is trying to be more powerful than the targeted student. To reduce bullying incidents, one needs to take power away from bullies. This exercise is a practice session of zapping someone's power so they are not as powerful.

Step Two

Ask students to sit on the ground facing each other. Have both students put up their hands and place their palms against their partner's palms. On the word 'Go', tell the students to push hard against each other's hands. Push as hard as they can. On a scale of 1-10 ask how hard they were pushing. Take a rest.

Step Three

Repeat this exercise again except this time, one student has to decide not to push against the other student. The other student is still to push as hard as he/she can. On a scale of 1 to 10, how hard did this student have to push? Repeat this exercise the third time so the other student has a go at not pushing back. On a scale of 1-10, how hard did this student have to push? They now have discovered how to zap the power of the other person, by not pushing back, the other person loses their power to push against you.

Step Four

Hand out 3 sheets of butchers paper and marker pens to students and have them get into 3 equal groups. Provide them with the Bullying Scenarios Handout, an example of which is below:

1. David is always calling everybody names, everyone is getting sick of it because when he walks past you he always hits you.

2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.

3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn't get into trouble but a lot kids tease her by calling her goody two shoes.

Step Five

Ask each group to select one problem and answer the following questions on the butchers paper.

1. If this happened to a friend of yours what would you do?

2. If your friend was the bully student what would you do or say to your friend?

3. How could you zap the power of the bully student.
Bullying Scenarios

1. David is always calling everybody names; everyone is getting sick of it because when he walks past you he always hits you.

2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.

3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn’t get into trouble yet a lot kids tease her by calling her goody two shoes.

Additional Questions

1. If this happened to a friend of yours what would you do?

2. If your friend was the bully student what would you do or say to your friend?

3. How could you zap the power of the bully student?
A novel approach

This activity combines bullying with other curricular activities. For English, where a novel needs to be completed, the book Cannily Cannily by Simon French can be read as the basis for discussion on bullying. Students are provided with a question sheet to complete which can form the basis of class discussion.

Material Required

Sufficient photocopies of Cannily, Cannily - Whodunnit handout for all students, pens

Step One

Combine required novel reading by choosing a novel about bullying to raise classroom discussion. Questions on handout sheet, Cannily Cannily - Whodunit can be grouped and answered by a group of students or alternatively each student can be allocated a question to answer or all children answer all questions.

Step Two

Provide students with the handout, Cannily, Cannily - Whodunit Exercise.

Step Three

Have a class discussion with everyone’s completed responses; alternatively pin up a whodunit sheet on the wall. As students read and find responses have them write the answers on the question sheet pinned to the wall. When completed, have a class discussion.
Cannily Cannily by Simon French
A Whodunit exercise

Q1 Who do you think was the bully in the book Cannily, Cannily?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Q2 Was there more than one bully?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Q3 What things did the bully do?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Q4 Which of these reasons do you think explains why the bully did what he did to Trevor? (Please circle)
a. doesn’t think it really hurts
b. because it’s just a fun thing to do
c. because he likes hurting other kids
d. so the rest of the group thinks he’s cool
e. because he doesn’t want to get into trouble
f. so he doesn’t get picked on

Q5 Were there any other people around when Trevor was getting bullied? What did they do or not do?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Q6 How do you think Trevor felt over the bullying?

On the list below, with your highlighter pen, highlight what you think Trevor felt:
Lonely, don’t belong, isolated, hated, unwanted, unwelcome, alone, left out, worthless, hurt, small, poor me, lack of confidence, upset, vulnerable, discouraged, weak, miserable, sad, stupid, fed up, powerless, embarrassed, helpless, angry, bad, scared, afraid.

Q7 What could Trevor have done to get rid of his angry feelings? What were the good and bad choices he could have made?
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
Q8 Was Trevor ever sad? How did you know he was sad?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q9 What did Trevor do that might have helped the bully do the nasty things to him?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q10 Do you think Trevor’s bag, clothing or his hair had anything to do with being the target of bullying?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q11 Can adults bully kids? Was Mr Fuller a bully or was he just nasty?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q12 Trevor had a real stubborn streak to his personality, did this help or hinder his situation?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q13 What was Trevor’s way of handling the bullying situation?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q14 Was Martin being a bully at the movies or was Trevor just too sensitive?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

Q15 What skills was Martin trying to show Trevor on how to be accepted by the group?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
Q16 Do you think the group bullied someone else before Trevor started at the school?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q17 What was Martin’s explanation of why Trevor was getting bullied?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q18 Was it important to be accepted into this one big boys group?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q19 Were there any other victims of bullying in the story. How were the girls in the class treated?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q20 Why do you think the other kids in the team decided to fake their injuries to allow the reserves on?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q21 What misunderstanding occurred between Trevor and Martin? How could this be prevented?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q22 What things could Trevor have done differently that would have stopped the bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q23 Who were Trevor’s friends? Did any of them do anything to help Trevor with the bullying problem?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Q25 What do you think caused the bullying problem for Trevor?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q26 Which people listed in the story could have possible allies for Trevor?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q27 Was Trevor finally accepted into the group? Do you think Trevor’s attitude changed, did he see the group differently, did he react differently when he knew he was going to be leaving?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q28 Were there things happening in the school before Trevor got there that allowed a lot of teasing and bullying?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Q29 If you were Trevor what would you have done differently?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Get me out of here

The aim of this activity is for students to be more effective bystanders by increasing problem solving skills and improving peer relationships. This activity is a physical activity and requires a large area for students. Students hang on to each other’s hands in such a way that it becomes a tangled mess of arms and bodies. Students are then required to untangle themselves by observing other student behaviours as well as listening to others. There is discussion at the end of the activity about being effective bystanders.

Material Required

Nil

Step One

Inform the students there is a news flash. The Prime Minister wants bullying eliminated from all students’ behaviour by the end of the year. The Prime Minister has entrusted this very class to lead the way in unravelling the very complex issue of bullying. This class was selected due to their extreme problem solving skills. As a warm up for this extremely important work, the class will undertake a warm up exercise.

Step Two

Have all students clear an area of objects (desks etc) and form two or more groups, depending on the size of the class group. Have each group of students stand in a circle, facing each other. Have them all raise their left arm, reach across and take the left hand of someone else in the circle. Do not hold hands with someone next to you. Then ask everyone to repeat the same movement with the right hand.

Step Three

Give the students 15 minutes to see if they can untangle themselves without letting go of each other’s hands. This will require effective communication, problem solving and creative thinking. Exactly what is required to solve bullying? This can be repeated with a larger group if successful with the smaller size groups.

Step Four

Discuss with students, what were the frustrating parts of the exercise, what worked really well, was everybody listening, was everybody watching out for each other, what did it feel like when you work together as a team.

Relate this to bullying.

1. How would the targeted person feel when other students ignored what was going on and pretended not to hear?
2. Does the targeted person get hurt?
3. What is the least thing you can do for the targeted person?
4. What is one thing you will definitely do if you see a bullying incident?
5. How do you prevent bullying occurring before it even starts?
Stranded on an Island

This activity is designed to highlight how a targeted student would feel when there are other students around who will actually help improve the situation as well as other students who won’t help. Students break into small groups and need to decide what important item they will take with them when they are relocated to a stranded island. Teambuilding occurs as students combine their items to increase their survival items. From this, students then try to barter with the larger class group to swap items to improve their chances of survival even further.

Material Required
A4 paper and pens

Step One
Divide students into groups of 5 or 6. Inform them that they will have to leave where they are currently living and move to a deserted island for an indefinite period of time. Each student is allowed to take one thing with them to the island. Give the students 5 minutes to think of what they will bring. Have the students write down on individual pieces of paper what they will bring.

Step Two
Have the students explain to their own group what they will bring and why. Write up on the board the individual items of each student.

Step Three
Now ask each group of 5-6 students to combine their items to see if they can increase their chances of survival as a group on the island. Give the students 10 minutes to see what creative things they can come up with. Present these ideas to the large group.

Step Four
Students will now be able to trade an item with another group if they believe the other group has an item which will increase their survival chances further. Have each group look at the items listed on the board to see if there is an item they would like to obtain from another group and an item from their own group they are willing to trade to obtain the item.

Give the students 5 minutes to trade.

Step Five
For those students who could trade, what do they now have that has increased their survival further?
For students who could not trade, do they think they will survive longer than those who have traded?

Step Six
Compare this to a bullying incident.
Does anyone think they would survive being on their own?
How would a targeted person feel on their own?
Does having extra people around always mean they will be helpful?
What is the most amount of help you can offer a targeted person to survive?
**Project officer**

This activity is designed for students to look at bullying within the whole school environment while also challenging students to devise solutions to bullying which can then be presented to the Principal. Depending on the solutions suggested, students may be able to implement the whole solution or part of the solution. The activity is designed to empower students to find and fix the problem of bullying directly. Students are given a choice of factors that influence bullying, they are to select one and then develop a proposal to address the issue.

**Material Required**

Sufficient photocopies of Factors in School Environment handout, pens

**Step One**

Inform students that they have been selected to be project officers for one lesson. They have been given a project to work on to make schools safer environments for all school children. In particular, their project is to focus on addressing the bullying problem among school students at their school.

**Step Two**

Provide students with a handout on Factors in the School Environment. Ask students to select one issue from the handout and devise a plan to overcome the problem. They can do this individually or within a group. They have twenty minutes to devise a solution to the issue they have picked. Provide the proposal handout sheet for the individual or group to record their proposal on. They will use this to present their concept to the class.

**Step Three**

Students present their findings to the entire class group. As a class they are then required to decide which solution would have the most effect at their school in reducing bullying incidents. With class permission, send a copy of this proposal to the Principal and Year Level Co-ordinator for their consideration. Depending on students’ solutions, they may be able to progress their solutions even further.
Factors in the School Environment Handout

1. Students not treated and valued as individuals.
2. Unclear standards of behaviour.
3. Inappropriate punishment for bullying.
4. No clear procedures for reporting and dealing with bullying.
5. Crowded locker areas.
6. Discouraging students from telling on others.

School Factor selected

_________________________________________________________________________________________

Proposal

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
AIM: For students to identify that bullying often consists of more than the bully and the targeted student. Everyone who witnessed the incident has some responsibility in the incident. Students who bully need to be aware of the impact their behaviour has on others. Targeted students need to realise they can be strong and bystanders need to support both the bully student and the targeted student by taking action.

Level A – Prep to Grade Three

I wanted to say
This activity focuses on the targeted student and the bystanders. It allows for the targeted student to gain some confidence in learning a new response for the bullying situation that occurred. The activity is conducted in the presence of the bystanders to provide support to the targeted student as well as to increase the bystanders’ knowledge of what to do if it happened to them.

Level B – Grade 4 to Grade 6/7

Why Me?
This activity is to help the bully student and the targeted student identify bully characteristics and targeted student characteristics. It also provides an opportunity for both students to look at changing their behaviour as well as learn a new interpretation for behaviours.

Level C – Grade 6/7 to Grade 9

Pepsi or Coke?
If a student is different in some way it can make him/her more visible as a target for bullying. This age group begins to define themselves by their differences and can also use the concept of being different as a tool in bullying. This activity is designed for a bullying incident where a student is targeted due to his/her differences. The bully student, the targeted student, a support student for the targeted student and the bystanders can all take part in the activity.

Level D – Grade 10 to Grade 12

Remember me?
This activity is to assist students involved in the incident to identify the behaviour, who is involved, who is affected and how the incident will be remembered. Students need to recognise the behaviour purely for what it is; as bullying, and not power dominance by popular students. The bully student and the bully student support group are provided with questions to answer in regards to this.
I wanted to say

This activity focuses on the targeted student and the bystanders. It allows for the targeted student to gain some confidence in learning a new response for the bullying situation that occurred. The activity is conducted in the presence of the bystanders to provide support to the targeted student as well as to increase the bystanders’ knowledge of what to do if it happened to them.

**Material Required**

Nil

**Step One**

Ask the targeted child to retell the bullying incident with an emphasis on what each party involved (the bully student and the targeted student) actually said.

**Step Two**

For the targeted student who did not respond verbally at the time, list some suggestions as to what the student could have said to the bully student to make the bully student stop or aware the targeted student did not like the behaviour.

For example: I don’t like that, if you want to have a turn I am nearly finished, doing that is like what a bully does, I am going now, etc.

For the targeted student who did verbally respond but to no effect, what else could they have done in terms of their behaviour? For example, walked away since the bully student wasn’t listening, called out to a friend to come over, called out to the teacher, etc.

**Step Three**

Ask the targeted student to practice what they could have said or how they could have behaved.

**Step Four**

Ask the bystanders if they knew there was bullying occurring. Could they have said or done something differently so it stopped the bullying from occurring? Ask the bystanders if the targeted student could practice saying / doing the new behaviour with the bystanders present.

The object is to give the targeted student some confidence to speak up in the safety of their peers and with the teacher present as well as the secondary effect of the bystanders learning what to say or do if they are bullied.
Why Me?

This activity is to help the bully student and the targeted student identify bully characteristics and targeted student characteristics. It also provides an opportunity for both students to look at changing their behaviour as well as learn new interpretations for a behaviour.

Material Required
A4 paper and pens

Step One
Ask the bully student to list 1–4 reasons why they chose that particular student to bully. Ask the targeted student to list 1–4 reasons why they think the bully student chose them. Make sure you ask them separately and have them write their answers down to show you and to discuss.

Step Two
Compare the two lists; were there any similarities or differences? Reframe any common items on the list that are written as negative features into positive strengths.

For example, ‘because she wears daggy socks’ could be reframed into clarifying that leading fashion designers of the world create clothing that is different and clothing that can be worn differently.

Perhaps the targeted student will grow up to be a leading fashion designer.

Or as another example; “she won’t let me play with the group” to perhaps the targeted student might be very good at playing the game and the bully student might be afraid the targeted student would be better than the bully student.

Step Three
Ask the bully student if they want to be known as the bully student or by some other label. Suggest that the behaviours listed on the list provided by the targeted student highlights what a bully is. If a student continues to exhibit these behaviours, they may well be remembered in a negative light as the school bully. Perhaps looking at more positive behaviour such as helping, being friendly, supportive, funny, etc. might be better.

Step Four
Ask the targeted student if they would want to be known as the student who gets picked on. By looking over the list provided by the bully, would there be any behaviour the targeted student could change so that the student wouldn’t be such an easy target?
Coke or Pepsi?

Just because a student is different, it can make them more visible as a target for bullying. This age group begins to define themselves by their differences and can also use the concept of being different as a tool in bullying. This activity is designed for a bullying incident where a student is targeted due to his / her differences. The bully student, the targeted student, a support student for the targeted student and the bystanders can all take part in the activity.

Material Required

3 sheets of A4 paper per student, pens

Step One

On three separate pieces of paper, ask students to write a list of all the different brands of soft drinks on the market. Prepare another list of all the different chocolates on the market. Make a third list for all the energy drinks on the market. Pass the three lists among the students so they all get a chance to write on the list. Try not to double up.

Step Two

Explain that all items will not be available to the general public and some will have to be taken off the shelves. While across the world many people will have a particular preference for a particular item, it will be these students in this room who will have the power to determine if a product remains available on the shelves for purchase or not. Using a pen, ask the bystanders to put a line through the chocolates, soft drinks and energy drinks listed that they don’t like. Discuss if this was an easy task to do as a group considering the individual differences.

Step Three

Using the eliminated list from the bystanders, ask the bully student if it is a fair list or are there some items the bully student would have liked to still be included. Have the bully student circle the items that should have remained on the list.

Step Four

Have the targeted student and their support person make a decision of either:

a) Only having the items they like on the list,

b) Only having the items that the bully likes,

c) Only having the items the bystanders like,

d) Having everything on the list.

Step Five

If there was a product on the list that only one student liked, ask that student if they think it is fair to treat a student differently just because no one else in the immediate vicinity likes the same thing. Relate this to the previous exercise. A student may like a product and although no one else in the group likes the product, other people in the broader community may like the product.

Ask the bully, although you may not like all students, why can’t all students go about their business without another student causing them grief just because they are different?

If this activity went well, celebrate with a range of chocolates!
Remember me?
This activity is to assist students involved in the incident to identify the behaviour, who is involved, who is affected and how the incident will be remembered. Students need to recognise the behaviour purely for what it is; as bullying, and not power dominance by popular students. The bully student and the bully student support group are provided with questions to answer in regards to this.

Material Required
Sufficient photocopies of Remember me handout for all students, pens

Step One
Provide the handout that has the following questions and ask the bully and the bully support group to complete.

1. Is bullying a good thing or a bad thing?
2. Identify the behaviour that caused the incident.
3. Is the incident seen as a bullying incident according to school rules?
4. Did the targeted group/student do things to aggravate the situation?
5. What are the characteristics of a targeted student generally?
6. Describe the characteristics of the targeted student involved in this incident?
7. Did the bully / bully group do things to aggravate the situation?
8. Identify all the people this incident has affected.
9. Was this the intent of the bullying behaviour?
10. Ten years from now, looking back on this situation, who do you think will remember this incident and who may be still affected by the incident?
11. Ten years from now, who will the school community remember as a bully?

Step Two
Have the group discuss the answers to the questions.
Remember me? Handout

1. Is bullying a good thing or a bad thing?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

2. Identify the behaviour that caused the incident.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

3. Is the incident seen as a bullying incident according to school rules?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

4. Did the targeted group/student do things to aggravate the situation?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

5. What are the characteristics of a targeted student generally?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

6. Describe the characteristics of the targeted student involved in this incident?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

7. Did the bully/bully group do things to aggravate the situation?

_________________________________________________________________________________________
_________________________________________________________________________________________
8. Identify all the people this incident has affected.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

9. Was this the intent of the bullying behaviour?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

10. Ten years from now, looking back on this situation, who do you think will remember this incident and who may still be affected by the incident?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

11. Ten years from now, who will the school community remember as a bully?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Quick Facts and Information

Bullies are made not born

Behaviour of students in schools is merely a reflection of our broader society. Our society functions on a hierarchical structure based on money, power and skills. Unfortunately students only have limited skills, education and resources. In many instances Bullies can be defined are ‘wannabe’ leaders with henchmen in toe, while targeted students are merely students who threaten the bully’s social structure or are simply building blocks for the bully’s lower social structure. Students need to be educated on how to be and feel successful without the use of harmful force (Black and Jackson, 2007).

Warning Signs of Bullying

Although students may experience any of the behaviours/issues listed below, they are not necessarily confirmation of bullying. They do however, alert adults to pay closer attention to the student’s life and communicate their concerns with the student. Some of the warning signs as listed by Beane (2008) are:

- Difficulty concentrating in class and easily distracted.
- Wanting to take a different route to school.
- Sudden lost of interest in school activities.
- Sudden drop in grades.
- Possessions often lost or damaged without explanation.
- Becomes overly aggressive and unreasonable.
- Talks about running way.
- Frequently asks for extra money.
- Carries protective devices.
- Sudden loss of respect for authority figures.

Psychosocial Effects of Bullying

All students involved in bullying scenarios can experience psychosocial health problems (Lamb, Pepler and Craig, 2009). For example:

- Targeted students can experience headaches, stomach aches, bedwetting, difficulty sleeping,
- Students who bully other students are more likely to report alcohol and substance abuse and delinquent behaviour.
- Both students who bully as well as the targeted students can experience depression, suicide ideation and loneliness.

Factors that influence students to take action against bullying

Students tend not to be motivated by academic difficulties resulting from bullying, health issues, social isolation or public education campaigns to take action against bullying. Students tend to be motivated more by their own;

1) need to take control,
2) need and drive to be assertive,
3) desire to prevent further escalation of the bullying behaviour, and
4) desire to ensure the bullying does not remain a constant feature in their life (Craig et al., 2007).
In a study by Frisen, Jonsson and Persson (2007), it was found that adolescents tend to believe that standing up for your self is what makes bullying stop. However from the study, very few victims of bullying incidents responded with this as a strategy. Interestingly, adolescents in the study also believed that the reason why students bullied was due to low self esteem. This, however, is disputed in current research at present.

What strategies do students use to stop bullying?

- A lot of students will do nothing. As students’ age, they tend to use more avoidance strategies. Of the actual strategies implemented, girls tend to use relational strategies such as telling a friend and find this to be effective as opposed to boys who tend to use more confrontational strategies such as physical aggression. While boys believe this to be effective, these tactics can aggravate the situation further (Mahady-Wilton et al., 2000).

Teachers as Agents of Change

- The relationship between a student and teacher can optimise the experience a student receives from their schooling. From an Owens et al., (2004) study, it was found that students, particularly older students, were reluctant to report bullying. It is this relationship between the teacher and the student that needs to be a trusting, strong, positive, supportive relationship (Murray-Harvey and Slee, 2010) as well as a positive classroom climate that will reduce bullying (Yoneyama and Rigby, 2006).

- It was reported in Davidson and Demaray’s (2007) study on social support as a moderator between victimisation and distress, adults can act as a buffer for victims of bullying by helping them from internalising their distress to bullying. Adults, whether parents, teachers or school support can have a positive influence on the lives of students.

- Students, require social skills lessons on how to ask for help when they are being bullied.

Utilising peer power

- In addressing bullying from a peer group perspective, 3 steps have been put forward by Salmivalli, Kaukiainen and Voeten (2005):
  1. raising awareness with the whole class on what bullying is, to help students gain an understanding of what it feels like to be bullied and to help them realise the impact of group behaviour on individual decision making and how group impact can cause a discrepancy between intent and behaviour.
  2. encouraging self reflection in terms of what their role is when bullying occurs.
  3. commitment to anti-bullying behaviours by finding ways to reduce/end bullying as individuals and as a group.

Useful Tactics

- Wong (2004) suggests the following as practical ways to deal with bullying:
  1. Encourage the targeted student to tell the truth and develop strong character. Students may feel a sense of failure in themselves for not being able to resolve the bullying problem and this in turn can increase their reluctance to fully inform others of the bullying. Tactic: teach assertiveness skills
  2. Some students unintentionally bully because they lack the social skills to regulate their emotions and therefore create further communication problems. Tactic: teach social skills and effective communication.
  3. Use restorative principles where bullies have the opportunity to realise that what they have done is wrong. Tactic: incorporate positive shaming techniques, understand the impact their actions have on the targeted student, provide opportunity for an apology to the targeted student and restore student relationships, where possible, to a healthy level.
AIM: To provide students with strategies to deal with actual and potential bullying incidents. To increase students’ confidence and skills in realising their intervention will have a positive effect and will not negatively affect their social standing within their peer group.

Level A - Prep to Grade 3

Trust walk
Students need to rely on each other and know they have each other for support to prevent potential bullying incidents from occurring as well as dealing with bullying incidents. This activity is conducted in groups of three where each student will take a turn in a) being blindfolded, b) leading a person on a walk, c) informing the student of obstacles along the way.

Cold wind blowing
This activity is designed for students to work together to stop something bad from happening to them. Students in the younger levels can use toys for this activity while the older students can construct the toys using craft materials. Students design a town then build items to stop damage from a big cold wind that is blowing. A discussion is held at the end equating damage that a wind can do to damage a bully can do. Students list statements that can be used to tell a bully to stop the bullying.

Petal Power
This activity is designed to promote the positive aspects of both the student’s behaviour and the school environment rather than the negative aspects of bullying. Students complete a picture of a flower and record positive messages on the picture as a way of reinforcing positive behaviour and displaying aspects of the school ethos.

Level B – Grade 4 to Grade 6/7

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 students response to ‘What would you say or do’ are recorded on sheets of butchers paper.

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.

Be an Upstander
The activity turns bystanders into upstanders. Upstanders are 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.
Prevention Activities

Level C – Grade 6/7 to Grade 9

Giants, Wizards and Elves
The purpose of this game is to provide students with an opportunity to use force and power to dominate another student and then compare it to diffusing a situation and having a student cooperate. The game played is similar to paper, scissors, rock. At the end of the game, students can discuss whether they feel they could stand up to someone and make a statement to alter the potential or actual bullying situation.

Capture the Flag
This activity is based on the traditional Capture the Flag game which is played by lots of school students. Players are required to capture the opposing team’s flag, but in the process can be captured and placed in gaol. For players to be released from gaol, they need the support of their team members. In a bullying situation, a targeted student requires the support from other students to assist him/her. In this game, students support each other and quickly respond when being attacked. The variation from this traditional game occurs when the student in gaol is rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student who tagged them. They must respond with, ‘Go pick on someone else, we are not hanging around’; then they are to keep running back to their side. The purpose is to give students confidence to speak up and to speak up quickly.

All about signs
This activity is designed to show students that it is not always easy to detect a bullying situation as well as it is not always easy for a targeted student to ask for help. The activity is played as a large class group where students have to pass on a sign to other students without being noticed. A discussion is held at the end about noticing bullying behaviours in the playground and what they can do about it.

Level D – Grade 10 to Grade 12

It's a mural, Muriel
This activity is for students to identify their behaviour in relation to other students in terms of the Rights of a Child. Students identify the feelings of targeted students and ways to manage bullying incidents. They are to express this in a large mural which can be hung in the school corridors for other students to see as a way of increasing all students’ awareness of bullying.

Crazy idea or what?
This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

She’s Falling
Using the lyrics, song and question sheet from the Pacer Centre in America for the song She’s Falling; students answer questions about bullying, its effects and what they can do about it.
Trust walk

Students need to rely on each other and know they have each other for support to prevent potential bullying incidents from occurring as well as dealing with bullying incidents. This activity is conducted in groups of three where each student will take a turn in a) being blindfolded, b) leading a person on a walk, c) informing the student of obstacles along the way.

Material Required

For each group of three, a blindfold, a sheet of paper and a soft toy

Step One

Arrange students into groups of three. In a large cleared area, have students in defined segments of the area so they will not bump into each other and where they will be able to hear what other students in their group are saying to them.

Step Two

Give each group of students a piece of paper and a soft toy. Ask the students to place these on the ground near the students, making sure they place them side by side. Explain the rules of the activity. One student will be blindfolded. The second student will hang on to the first student’s hand and will be the eyes for the first student to ensure the student does not injure himself / herself. Student one and two stand in front of the objects on the ground. The third student verbally directs the first student to walk around the objects to get to the other side by saying, for example, ‘go sideways’; ‘take a little step’.

Step Three

Repeat this activity so each student has a turn at being blindfolded. When completed, have the students sit in a circle and talk about friendships and when friendships can sometimes get into a muddle. Explain that we need to trust each other and also behave in a way that is trusting and if we see that a student might be hurt or about to be hurt we should step in and help the student. Also, when someone is trusting us we should not go about intentionally hurting them, for example by giving a direction that might have them trip over the toy. So when someone might be getting bullied, we need to step in and help.
Cold wind blowing

This activity is designed for students to work together to stop something bad from happening to them. Students in the younger levels can use toys for this activity while the older students can construct the toys using craft materials. Students design a town then build items to stop damage from a big cold wind that is blowing. A discussion is held at the end equating damage that a wind can do to damage a bully can do. Students list statements that can be used to tell a bully to stop the bullying.

Material Required
Small boxes, sheets of paper, miniature figurines of houses, trees, craft materials, fan

Step One
Students need to be divided into small groups of 4 to 5 students. Explain to students that they are to make a village/town out of toys, blocks/cardboard, etc. The town will need things like houses, trees and people.

Step Two
Inform students that the weatherman has just announced that a big cold wind is coming. This wind is very destructive and will be as strong as a cyclone. It will harm and injure things in its way. The students need to work out how they can protect the town. Give the students 15 minutes to construct things. Allow free discussion and highlight to the class some of the things each group is constructing.

Step Three
When the time is up, ask each group to explain what they did to protect the town. Turn on a fan to see how each town holds up.

Step Four
Have a discussion with the students about bullying. Explain that bullying can be hurtful and damaging to someone just like a cold strong wind can damage things. What we need to do is to protect each other so we don’t get hurt. Working together is a way of protecting each other. Helping each other is another way. Telling other students about dangers also protects each other. Explain that a big strong wind is a bit like a bully. Ask the students what is one thing they could say to a bully to stop the bully from hurting them or some other students. List these suggestions on a large sheet of paper that can be hung up on the wall as a reminder for students.
Petal Power

This activity is designed to promote the positive aspects of both the student’s behaviour and the school environment rather than the negative aspects of bullying. Students complete a picture of a flower and record positive messages on the picture as a way of reinforcing positive behaviour and displaying aspects of the school ethos.

Material Required
Large sheets of butchers paper, paints, paintbrushes, pens

Step One
Provide students with a large sheet of butchers paper or cardboard. Provide paints and pens. Draw on the paper a large flower consisting of a straight stem and a circle for the centre of the flower. Inform the students that they will need to paint their own petals on the flower.

Step Two
Have each student paint their own petal on the flower and then write their name on the petal. For those students who cannot write, please provide assistance with this.

Step Three
Pin up the painting on the wall. Ask the students what special things they like about their school, the students at the school, the special things that make up a good friendship. Record these on the picture.
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.

Material 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.

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.
Stepping Stones

The purpose of this game is to 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.

Material 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.

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?
Be an Upstander

The activity turns bystanders into upstanders. Upstanders are 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.

Material 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.

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.
Giants, Wizards and Elves

The purpose of this game is to provide students with an opportunity to use force and power to dominate another student and then compare it to diffusing a situation and having a student cooperate. The game played is similar to paper, scissors, rock. At the end of the game, students can discuss whether they feel they could stand up to someone and make a statement to alter the potential or actual bullying situation.

Material Required
Nil

Step One
This game is based on the basic principles of the paper, scissors, rock, game. The game requires an indoor room with enough space for the class to stand collectively in the centre of the room. Explain that the students will have to choose whether they are a giant, elf or a wizard. Like the paper scissors, rock game they can have their choice of character with each game.

Step Two
Teach the students how to be the characters.

For Giants, students must stand up on their toes, raise their arms up high and make a loud ‘roar’ sound.
For Wizards, students hunch shoulders over, move fingers like casting a spell and make a ‘Wooo’ sound.
For Elves, they are to crouch down low, cup their hands around their ears and make a ‘Eee’ sound.

Step Three
Explain the rules of the game,

Rules of the Game
1. Giants defeat Elves
2. Elves defeat Wizards
3. Wizards defeat Giants
4. Identical characters are a draw - no one wins.

Steps in playing the game
1. Divide students into two groups A and B.
2. Each group must decide which character they are going to be without the other team hearing.
3. Have two groups face each other in 2 lines about 1.5 meters apart.
4. As the teacher says, ‘Ready, Set, Go’ – each team must act out the character when they hear the word ‘Go’.
5. As soon as the character is acted out, the winner grabs the loser and pulls them across to the winner’s side of the line before the teacher says ‘Stop’. Keep a score on the board for each team that wins.
6. Repeat the exercise again. Do the best of 5 to see who the winning side might be.
Step Four
Repeat the game except this time, the winner does not pull the loser across the line to the winning side. This time, the loser must say to the winner, ‘where are you talking to me, I didn’t quite hear you, I’ve got to catch up with my friends, and you can come along with me if you like’. Then the winner steps across to the loser’s side. Keep a score on the board for each team that loses. Best of five wins.

Step Five
Have the students sit in a large circle and talk about what they felt like when they were the loser in the first part of the game compared to the second part of the game.

Ask the students if they felt they could speak up against another student and say something similar to what was said in the game. Do they have suggestions for other statements they could have made instead?
Capture the Flag

This activity is based on the traditional Capture the Flag game which is played by lots of school students. Players are required to capture the opposing team’s flag, but in the process can be captured and placed in gaol. For players to be released from gaol, they need the support of their team members. In a bullying situation, a targeted student requires the support from other students to assist him / her. In this game, students support each other and quickly respond when being attacked. The variation from this traditional game occurs when the student in gaol is rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student who tagged them. They must respond with, ‘Go pick on someone else, we are not hanging around’; then they are to keep running back to their side. The purpose is to give students confidence to speak up and to speak up quickly.

Material Required

2 flags, markers

Step One

Divide the class into two teams. Determine the boundaries of the playing field, the location of the two gaols, the boundary line between the two markers and the placement of the flags. Have everyone practice saying the response, ‘Go pick on someone else, we are not hanging around’.

Step Two

For the student unfamiliar with the game, explain the basic rules:

Each team is to capture the flag from the opposing team and place it in their flag circle. When this occurs, the team who successfully captures the flag wins a point. The game restarts after the flag is captured. The highest scoring side wins.

When a player crosses over to the other team’s side of the field, if they are tagged they go to the opposing team’s gaol. They can be rescued by one of their own team players from gaol by them going to where they are in gaol and then hanging on to the hand of the gaoled player until they reach their own team side.

The variation from this traditional game occurs when the student in gaol is being rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student who tagged them. They must respond with, ‘Go pick on someone else, we are not hanging around’ then keep running back to their side. If they are tagged the second time before they get back to their side, they will both go to gaol and have to wait until another team member tries to save them.

This game is held outdoors and requires markers to be placed on the playing field for a dividing line between the teams and team coloured vests for two teams and two flags.

Step Three

A point is scored each time the flag is successfully captured. The highest scoring side wins.
All about signs

This activity is designed to show students that it is not always easy to detect a bullying situation as well as it is not always easy for a targeted student to ask for help. The activity is played as a large class group where students have to pass on a sign to other students without being noticed. A discussion is held at the end about noticing bullying behaviours in the playground and what they can do about it.

Material Required
Nil

Step One
Have the class sit in a large circle facing each other. Students must choose a sign/signal, be that a movement or some form of move that is unique to each student in the game. The sign can’t be something big and obvious that everyone can see but still needs to be noticed by another person. Ask one student to leave the room. That student will be the guesser. While the guesser is out of the room, the group must choose one movement on the list that they will pass on to each other. Place up on the board the list of movements provided below and add any additional movements suggested by the class. Some suggestions of movements include the following:

- Rubbing your left ear
- Rubbing your right ear
- Rubbing your nose
- Rubbing your chin
- Rubbing your forehead
- Scratching your head
- Playing with your hair
- Doing a thumbs up
- Winking your left eye
- Winking your right eye
- Sticking out your tongue
- Rolling your eyes
- Patting your knee twice
- Folding your arms

Step Two
Before the guesser returns to the room, a student needs to be nominated to start the movement when the game commences. The student selected to start the movement will make eye contact with another student and do the movement. The second student then repeats this by selecting a third student and so on. In the meantime other students in the group must do some of the other movements listed on the board (but not the one selected) to confuse the guesser as to what the movement actually is that he/she must guess. The other students only do the specially selected movement when it has been passed on to them and not at any other time during the game. Once they have passed on the movement, they do not do the movement again in that round of the game.

Step Three
Have the guesser come back to the room and stand in the middle of the circle. The start student tries to pass on the sign to another student without being caught by the guesser. Meanwhile the other students need to be doing other movements. The guesser must constantly be turning around in the circle trying to see if they can guess what the nominated sign is that’s being passed on by the students. When the guesser thinks he/she knows the sign, they point to a player who last did the sign and say ‘do you have the sign’. If that student answers ‘yes’, the guesser then says the sign. If correct, a new round with a new guesser is selected. If the guesser is wrong on their first try, they have one more chance before another student is selected to be the guesser. The nominated movement sign will have to change with the new guesser.
Step Four

When the rounds are finished, discuss with the students whether they found it easy or hard to see the nominated movement straight up. Compare this to a bullying incident. Sometimes it is hard to see if it is a bullying incident or just students mucking around. Ask students how they think they can see if it’s a bullying incident or not. Direct student responses to involve communication as a means through which to find out if it is a bully situation or not; e.g. Could you ask the student ‘Are you OK, do you want to come with me to the library?’ Do students think they could have a secret code in case they were too scared to speak up? Could they scratch their ear to let the bystander student know they do not like what is going on and please help to stop it? What should bystanders do? Like the game where you pass the same thing on to another student should they just do the same as the bully or should they pretend not to see or should they do a different movement? For example, telling a teacher, getting friends to all voice to stop it, taking the targeted person away from the situation.
It’s a mural, Muriel

This activity is for students to identify their behaviour in relation to other students in terms of the Rights of a Child. Students identify the feelings of targeted students and ways to manage bullying incidents. They are to express this in a large mural which can be hung in the school corridors for other students to see as a way of increasing all students’ awareness of bullying.

Material Required
Sufficient photocopies of Bill of Rights handout for all students in class, large sheets of butchers paper/drawing paper, pens

Step One
Provide students with Children’s Rights handout. Then, as a large class group, brainstorm the following issues. Record these up on the board.

Children’s Rights - What are they, how do children’s rights apply to how children treat each other?

Bullying – What is wrong with bullying?

How do children’s’ rights fit in with bullying?

What are the feelings of targeted victim of bullying?

Best one liner’s to say to bullies.

How to stop bullying?

Step Two
Provide students with large sheets of paper that can be taped together to create a large mural piece, coloured pens and paint. Break students into 3 groups with a large mural size sheet of paper for each group. Inform students they have 20 minutes to design a mural that will depict the comments listed from the brainstorming sessions.

Step Three
Have each group present their mural to the class saying why they emphasised certain parts. Tape murals to collective student areas where all students of the school can view the murals; e.g. tuck shop areas, toilet block areas etc.
United Nations Declaration of the Rights of the Child

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.

2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3. You have a right to a name and to be a member of a country.

4. You have a right to special care and protection and to good food, housing and medical services.

5. You have the right to special care if handicapped in any way.

6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7. You have the right to go to school for free, to play and to have an equal chance to develop yourself and to learn to be responsible and useful.

8. Your parents have special responsibilities for your education and guidance.

9. You have the right always to be among the first to get help.

10. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

   You should not work before a minimum age and never when that would hinder your health and your moral and physical development.

11. You should be taught peace, understanding, tolerance and friendship among all people.

This text is reprinted from the United Nations website at http://www.un.org/.
Crazy ideas or what?

This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

Material Required
Sufficient photocopies of crazy ideas or what handout to all students, writing paper and pens

Step One
Provide handout to students on 'Crazy ideas or what'. Ask students to divide themselves into 4 groups. Groups are to present a pervasive speech to class based on the pros and cons of each method listed. Students should present the ideal method at the end of their speech.

Step Two
Each class is to present their speech to the class.
Crazy ideas or what?

1. If you have zero tolerance and you expel students for bullying, given the high number of bullying incidents that happen, will there be a school with very few students?

2. The more severe the punishment for bullying becomes, the more it may prevent students from speaking up about bullying.

3. Bullying can lead to more severe behavioural problems as adults and maladaptive coping mechanisms. Pro social role modelling is required rather than punitive approaches.

4. Conflict resolution is not effective as bullying is not conflict it is abuse.

5. Trying to mediate sends a message that the targeted student owns some of the problem as well and the bully student gets off lightly.

6. Sending all students off to a group is only reinforcing their behaviour as they compare their actions.
She’s Falling

Using the lyrics, song and question sheet from the Pacer Centre in America for the song She’s Falling; students answer questions about bullying, its effects and what they can do about it.

Material Required

Computer to access website for class, sufficient photocopies of She’s Falling lyrics and question handouts for all students

Step One

Read this excerpt from http://www.pacer.org/bullying/bpam/educate.asp

Music is the universal language of emotion and Hayley Reardon, a 13 year old singer songwriter, expresses herself so eloquently in a bullying awareness video, in which she sings her original composition. Hayley tapped into her talent and gifts to create a poignant, heartfelt song about a friend losing herself due to the unkind words of others. Hayley writes “To me, this song is about not knowing how to help someone who you can see is falling apart.”

Although Hayley’s song was written about a girl she knew personally, she, like all of us, was moved by the story of Phoebe Prince, a 15 year old Irish immigrant attending school in Massachusetts, who after months of being subjected to bullying from her peers, committed suicide on January 14, 2010.

Hayley has dedicated this song in Phoebe’s memory. She has agreed to share “She’s Falling” in the hopes others will be touched by the message, inspired to take action, and motivated to share in the process of creating a world in which no one feels alone.

Step Two

Provide handout of song lyrics to students and play the song either as an mp3 version or from the web site for a visual and auditory version.

“She’s Falling” – Original Song Dedicated to the Memory of Phoebe Prince

Lyrics and Music by Hayley Reardon

For video version so students have visual as well as auditory go to:
“She’s Falling”

Lyrics and Music by Hayley Reardon
©2010 Hayley Reardon Music (ASCAP)

When words are thrown out without thinking,
She can’t believe the thought out ones are true
And the lies, they’re getting more familiar
But honestly there’s nothing she can do
She’s trying to ignore the pain
It’s no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can’t breathe
She’s falling

You Better catch her while she’s falling
Faking smiles, and dried out tears
You’re quite the mess for so little years
And for a girl who used to shine so bright
I look at you and see a losing fight

She’s trying to ignore the pain
It’s no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can’t breathe
She’s falling

Gotta catch her while she’s falling
Falling
She’s trying to ignore the pain
It’s no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can’t breathe
She’s falling

When words are thrown out without thinking,
She can’t believe the thought out ones are true
And the lies, they’re getting more familiar
But honestly there’s nothing she can do
Questions to Answer in relation to key words of the song

When words are thrown out without thinking
1. Do you think that the students who bullied Phoebe were thinking about how she felt? Were their actions intentional or were they random? How do "words" (include gossip, talking behind someone’s back, rude postings on facebook) hurt someone?

She can’t believe the thought out ones are true
2. Does it ever happen that people start to believe that they deserve to be bullied?

And the lies, they’re getting more familiar
3. Do you think that kids who bully are consciously aware that their actions are hurting someone?

But honestly there’s nothing she can do
4. How does one person defend themselves? How different would Phoebe’s story be if someone had spoken out on her behalf? How different would Phoebe’s story be if MANY PEOPLE had spoken out on her behalf?

She’s trying to ignore the pain
5. Do you think people you see every day could be feeling this pain without you knowing? Do you think “ignoring” bullying is a good idea?

It’s no wonder she only wants to leave this place
6. What are some of the things that kids do in response to being bullied?

And their words and lies and memories
7. What does self-esteem mean to you?

Are spinning round and she can’t breathe
8. Do you think that if someone is being bullied CONSTANTLY can they focus on anything else?

She’s falling
9. Do you think when people aren’t attacking the target that the target continues to attack himself/herself?

Gotta catch her while she’s falling
10. How would you respond if it was your friend being bullied versus another classmate that you didn’t know that well?

Faking smiles, and dried out tears
11. What do you think it might feel like pretending everything is ok, when it actually isn’t? When there is no one who knows or understands how hurt you might really feel?

12. Which is more painful—emotional bullying or physical bullying—and why? Do you think passing on a rumour is harmless?

You’re quite the mess for so little years
13. At what ages is bullying at its worst? Do you think adults assume kids have it easy?

And for a girl who used to shine so bright
14. What can be the reasons that people get targeted by bullying? What ways can the target help themselves?

I look at you and see a losing fight
15. Do you think students feel helpless to prevent bullying? What can be done to empower people to feel supported to take action? Do you think bullying can affect someone’s self-esteem beyond high school?

AIM: To encourage students to realise the negative effects of bullying and to join as a collective force to minimise harm through; older students using their school years and maturity to assist younger students; less confident students realising they can speak up; students exhibiting bullying behaviour realising change is possible and confirming to all students that schools should be safe and supportive environments.

Level A – Prep to Grade 3

Traffic Lights
This activity is designed for the targeted student. The purpose is to increase their awareness of their ability to exert choice and obtain some control over a bullying incident. The student is to identify their thoughts and actions at each stage of the bullying incident and possible strategies that could have been employed to minimise harm.

Level B – Grade 4 to Grade 6/7

One up one down
In this activity the bully student gains an understanding of how it feels to be in a less powerful position. This activity also enlists the help of bystanders or support students of the targeted student to encourage them to use their power in a healthy way as opposed to ignoring the influence of their power.

The bystanders sit in a circle with the bully and pass around the circle a secret message to the bully who acts out the message. A discussion is held about not knowing what to do when information is confusing. Bystanders then verbalise what actions and words they could have undertaken in the bullying incident.

Level C – Grade 6/7 to Grade 9

Table top
This activity requires all students involved in the bullying incident to participate (the more the merrier!). It will need the targeted student/s and at least four (4) of their support students, the bully student/s and at least four (4) of their support students and any bystanders involved. Students are to problem solve as a group by devising how they can position their bodies to create a large table. At the end of the activity, bully students, the support students for the bully and the bystanders are to problem solve the bullying incident. They are to devise at least two suggestions for alternative actions that could have been taken so there was no bullying incident. The bully then presents these alternative actions to the targeted student/s and the targeted student/s support group. This group is to acknowledge the feasibility of the suggestions.

Level D – Grade10 to Grade 12

Back to the future
Students involved in the bullying incident that includes: the targeted student, the bully and the bystanders are asked to look in to the future to when they are grandparents. As an old frail grandparent, they will not be able to physically play with their grandchild but will have wisdom from their years of living to pass on to their grandchild.

The students are told as grandparents their grandchild comes to them telling them about a bullying incident that the grandchild was involved in. The incident is very similar to the incident the students find themselves in today. The students are asked as a grandparent to advise their grandchild of what they could do to handle the situation. The purpose of the activity is to attempt to psychologically remove the student from the immediate bullying incident by placing the student into the future to enable a broader perspective of the problem and solution.
Traffic Lights

This activity is designed for the targeted student. The purpose is to increase the student’s awareness of their ability to exert choice and therefore obtain some control in a bullying incident. The student is to identify their thoughts and actions at each stage of the bullying incident and possible strategies that could have been employed to minimise harm.

Material Required

Sufficient photocopies of traffic light handouts for all students

Step One

Talk to the targeted student about traffic lights. Explain how they are there to help keep drivers safe on the roads. Traffic lights can also help students whereby green means everything is good and there are no worries. Like a driver on the road, it means the driver can still keep driving but it doesn’t mean the driver should not pay attention to other things that might happen on the road. For example; the car might need to stop due to a dog running out on the road or someone stepping in front of a car.

The yellow light on the road means to slow down otherwise there will be something dangerous ahead. It tells the driver to slow down because soon the driver will have to do something different on the road. The red light means the driver will have to stop. This now means the driver has to do something totally different. He can’t make the car move forward; he has to make sure the car does not move at all.

Step Two

Provide the traffic light handout. Ask for the student’s verbal responses or, if appropriate, ask them to write their responses on a separate piece of paper. An example of the handout questions/information is below.

Green Question
What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

Yellow Question
When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

Red Question
When the bullying was occurring, what did you do? How did you feel, happy, sad or scared? Who was with you or near you?
Step Three

Explain to the student, even though the driver has to obey the traffic lights, the driver also needs to know when to put on the brakes, swerve around something on the road or honk the horn of the car. On the traffic light handout discuss with the student, the following:

**Green Question**  
**Horn Response**  
Did you notice the bullying student was heading towards you? Could you have asked a friend nearby to come and play with you?

**Swerve Response**  
Could you have gone over to the friend or packed up your things and went and sat near a teacher?

**Brake Response**  
Could you think, ‘I am going to be strong and say something to the bully student?’

**Yellow Question**  
**Horn Response**  
Could you ask your friends with you to help you or sing out to a student nearby to come over to you?

**Swerve Response**  
Could you leave the area?

**Brake Response**  
Could you state to the bully ‘you are being a bully by doing that?’

**Red Question**  
**Horn Response**  
Could you sing out to a friend / student to help or find a teacher?

**Swerve Response**  
Could you leave the area where the bully was?

**Brake Response**  
Could you state to the bully to stop what they are doing?
Traffic Light Handout

Green Light
What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

Horn Response: Did you notice the bullying student was heading towards you? If so could you have asked a friend nearby to come and play with you?

Swerve Response: Could you have gone over to the friend or packed up your things and went and sat near a teacher.

Brake Response: Could you think, 'I am going to be strong and say something to the bully student?'

Yellow Light
When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

Horn Response: Could you ask friends with you to help you or sing out to a student nearby to come over to you?

Swerve Response: Could you leave the area?

Brake Response: Could you state to the bully 'You are being a bully by doing that'.

Red Light
When the bullying was occurring what did you do? How did you feel, happy, sad or scared? Who was with you or near you?

Horn Response: Could you sing out to a friend / student to help or find a teacher?

Swerve Response: Could you leave the area where the bully was?

Brake Response: Could you state to the bully to stop what they are doing?
One up one down

In this activity the bully student gains an understanding of how it feels to be in a less powerful position. This activity also enlists the help of bystanders or support students of the victim to encourage them to use their power in a healthy way as opposed to ignoring the influence of their power. The bystanders sit in a circle with the bully and pass around the circle a secret message to the bully who acts out the message. A discussion is held about not knowing what to do when information is confusing. Bystanders then verbalise what actions and words they could have undertaken in the bullying incident.

Material Required

Nil

Step One

Ask the bully student to sit in a circle with the bystanders. Nominate the student on the left of the bully student as the first student and the student sitting on the right of the bully student as the second last student.

The first student passes on a secret message by whispering in the ear of the student sitting next to them (not the bully student). This continues up to the second last student. The secret message must be one sentence long. The sentence must be about five (5) animals. Not just listing five (5) animals but a sentence about five (5) animals. When the message is passed onto the second last student they then whisper into the ear of the bully student. The bully student must stand up and act out the five (5) animals in front of the group of students.

Step Two

Student 1 says if the animals acted out are correct. If the students are having trouble guessing the animal, the bully can ask for help from the student sitting next to them. That student says aloud one clue as to how to act out one animal. If the animal still cannot be guessed, the next student along the circle can assist with one clue. This continues until all animals are guessed.

Step Three

The bully is informed that it must have been difficult to act out an animal when the information was not clearly given. This can be difficult and confusing to know what to do in this situation. When the bully upset /hurt the targeted student, that targeted student would not really know what to do as there is no justified reason for anyone to bully another person. The bystanders must have been equally confused as they did not do what they should have done. The bystanders should have intervened in some way to stop the bullying.

Step Four

Ask the bystanders, if the bullying incident were to occur again in the next five minutes what would they do differently this time. What would they say to the bully? What action would they take?
Table top

This activity requires all the students involved in the bullying incident to participate (the more the merrier!). It will need the targeted student/s and at least 4 of their support students, the bully student/s and at least 4 of their support students and the bystanders involved. Students are to problem solve as a group by devising how they can all position their bodies to create a large table. At the end of the activity, bully students, the support students for the bully and the bystanders are to problem solve the bullying incident. There are to devise at least two suggestions for alternative actions that could have been taken so there was no bullying incident. The bully is then to present these to the targeted student/s and the targeted student/s support group. This group is to acknowledge the feasibility of the suggestions.

Material Required

Nil

Step One

Inform all students that they will need to work together by problem solving to reach a solution. The challenge is for the students to position themselves in a way that creates a large model table with their bodies. Give the students 15 minutes to devise and complete this activity. After 5 minutes you may need to give a hint - each student is a support for the other. After 10 minutes, you may need to give another hint – their legs and arms are the legs of the table. Students can be told to think of circus acts where circus entertainers build human pyramids.

Step Two

To achieve the table effect, student 1 lies on their back on the floor. By bending their knees, they push themselves up so their torso is at right angle to their knees. Their arms also support their torso off the floor. Student 2 comes behind student 1 and positions themselves in the same way. Student 1 should be able to rest their head on the knees of student 2. This continues with student 2 resting their head on knees of student 3 and so on. The shape the students form overall should be a square (requires a minimum of 4 students).

Step Three

On accomplishing the task (even with teacher assistance), inform the students they will need to problem solve again. Ask the bully student, the bully support students and the bystanders how they can change the bullying situation into a non bullying situation. What could have been done differently so that the targeted student/s did not end up getting hurt? They have 10 minutes to come up with at least 2 other alternatives that the bully will present to the targeted student and the targeted student support group.

Step Four

After the bully presents alternatives, have the targeted student and the targeted student support group determine the feasibility of the alternatives.
My last will and testament

Students involved in the bullying incident: the targeted student, the bully and the bystanders are asked to look in the future for when they are grandparents. As an old frail grandparent, they will not be able to physically play with their grandchild but will have wisdom from their years of living to pass on to their grandchild. The students are told as grandparents their grandchild comes to them telling them about a bullying incident the grandchild was involved in. The incident is very similar to the incident the students find themselves in today. The students are asked as a grandparent to advise their grandchild of what to do to handle the situation. The purpose of the activity is to attempt to psychologically remove the student from the immediate bullying incident by placing the student into the future to enable a broader perspective of the problem and solution.

Material required
Nil

Step One
Inform the students that to seek a resolution to a problem, sometimes we can be too close to see the solution. Distance is sometimes required. A bullying problem has occurred and a resolution needs to be sought. A student/s has been hurt/injured in the bullying process; a student must face the consequences of breaking the rules and other students were aware what was happening need to know how they could have intervened in the situation to minimise harm. To attempt to find some resolution to this problem, you are going to create distance. You will advance time and place the students 80 years from now. This will make the students old, frail grandparents and possibly great grandparents. Their mobility is extremely limited so they can’t move around very well but their mind is still very much intact. One of their grandchildren comes to them telling them about a bullying incident at school. The incident the grandchild recants is very similar to the incident that has just occurred with this group of students. As grandparents, they need to think about how they can best help their grandchild.

Step Two
1. What will you tell your grandchild to do if:
   a) The grandchild is the bully student,
   b) The grandchild is the targeted student,
   c) The grandchild is the bystander.
2. Your grandchild asks you if the bullying can permanently affect the targeted student. What do you reply?
3. Your grandchild asks what should happen to the students involved as a consequence of the incident.
4. Your grandchild asks you what could happen to stop this bullying problem from occurring again in the future.

Step Three
Bring the students back from the future to today. Ask the students, what they think should happen as a consequence of the bullying incident and what should they do to prevent the incident from occurring again?
Quick Facts and Information

Definition of self esteem

Developing self esteem
Self esteem is developed through: whom one associates with, what one does and what one hears about oneself (Searcy, 2007).

Transition periods and self esteem
Transitioning from primary school to high school, young people become vulnerable and their self esteem can drop dramatically (Bos et al. 2006).

Gender and self esteem

Depression and self esteem.
Depression and self esteem has a strong negative correlation (Rosenberg, Schooler and Schoenbach, 1989) whereby individuals with high levels of self esteem appear to cope better with depression (Orth, Robins and Meier, 2009).

Connectedness and self esteem
Positive connections decrease risk taking behaviour. A sense of positive school, peer and family connectedness protects youth from engaging in negative health behaviour. Positive peer relationships are important to the development and maintenance of mental well being and self esteem.

School and self esteem
Self esteem is increased in safe school environments that offer intervention programs based on encouragement, support, empowering activities and specific guidelines for appropriate behaviour (King, Vidourek, Davis and McClellan, 2002).

Bullies and self esteem
Olweus (1989) argues that bullies have high self esteem while Rigby and Slee, (1993) found no relationship between bullying and self esteem. Salmivalli (1998) found bullies hold more positive views of themselves regarding their popularity and physical attractiveness but viewed themselves negatively in regard to their academic and emotional levels.

Targeted students and self esteem
The more frequently the targeted student is bullied, the lower their self esteem (O'Moore and Kirkham, 2001).
Prevention Activities

**AIM:** The activities in this module are designed to enhance student’s self esteem by students providing positive messages to each other. In positively recognising the specific traits, skills and features that make each student unique, students can place a higher regard to their value of self worth. Fostering self worth and self esteem within classroom activities assist in providing a barrier around a student. A student may not be as susceptible to the effects of bullying, confidently choose a more effective strategy to manage a bullying situation, or may reduce the tendency to bully.

**Level A – Prep to Grade 3**

*Feeling proud of myself*

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their ‘self’ to highlight their self esteem.

*Read aloud*

There are many books written especially for this age where children can begin to develop an understanding of self and self esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

**Level B – Grade 4 to Grade 6/7**

*It’s all about me*

This activity is designed to facilitate students in giving positive messages to each other as well as learn some positive aspects about each other. The activity culminates with each student painting a self portrait and attaching the positive comments made by the other students to their self portrait.

*Post it shirt*

Students in this activity identify their strengths and skills as well as these features in other students. They record these on post it notes. The teacher verbalises the skills and positive attributes of each student in the class which reinforces positive messages to each student as well as increase each student’s personal awareness of each other.

**Level C – Grade 6/7 to Grade 9**

*Out of all the millions and millions of kids in the world, do you know how special you are?*

This activity is for students to give positive messages to each other as well as for encouraging students to appreciate the differences that make each student unique. They are required to construct a treasure box and then place their unique messages about themselves in it, as well as give positive messages to other students to place in their own treasure box.

*What’s in a name?*

This activity is designed to help students gain an overall awareness of their positive personality traits as perceived by the class group. Other students write positive personality traits within the letters of the student’s name. The activity is initially completed in small groups and then each student reads out their completed name sheet in the larger class. The students gain a positive perception of how other students view them which enhances their self esteem.
Level D – Grade 10 to 12

What I have achieved and what I will achieve

This activity is to remind students of all the things they have achieved in their lives no matter how big or small. This activity does not primarily focus on the high achieving students who have major academic or sporting achievements.

It focuses on the achievements common to all students. Students share in their achievements by way of discussion within the large class group. This public arena provides an opportunity to boost their self esteem. Students then look at what they want to achieve in the next five years.

Text talk

This activity uses the language from a social communication medium that is heavily used by this age level of student - texting.

Students are given a handout on ‘text talk’ and as a first step have the opportunity to add additional text language to the handout. Students then complete positive statements about two other students in the class using text talk and have a race to see who is the fastest at writing a positive text talk statement about themself. This exercise enhances the group support of each student as well as boosting the self esteem of each student.
Feeling proud of myself

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their ‘self’ to highlight their self esteem.

Material Required
Large sheets of paper the length of a student and pens

Step One
Provide students with extra large sheets of paper that is equivalent to the height of the student. Have the students pick a partner. Ask the first student in the pair to place their piece of paper on the ground and lie down on their back on top of the paper. Have the other student trace around the body outline of the student.

Reciprocate this with the other student so both students have a drawing of their body outline. For younger students who cannot read and write, this activity can be undertaken with their ‘buddy’. Some schools adopt a buddy system where students in the top level of primary school are allocated a buddy in prep or grade 1. The buddy can act as the tracer and scribe.

Step Two
Ask the students to write their name on the top of the body outline. Next, ask students to write down all the things they can do that they are proud of. Buddies will act as scribes and prompt the younger students for this part of the activity. For example, I can tie my shoelace, I can do up my buckles on my shoes, I can count to ten, I can run really fast, etc. Write all these accomplishments on the body outline. Provide paints or colouring pencils for students to add personal features on the body outlines. If no scribes are available students can draw those things they can do that they are proud of. For example, if they can tie their shoelaces then a drawing of shoelaces on the feet can communicate this.

Step Three
Have each student hold up their pieces of paper to show the class and read out the things the students are most proud of.
Read aloud

There are many books written especially for this age where children can begin to develop an understanding of self and self esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

Material Required

Suitable reading books-see below

Step One

Read to the children a pre-selection of books you have chosen, on feelings. For example; 'When I’m feeling Kind’ and ‘When I’m feeling Angry’ by Trace Moroney (2006, Five Mile Press, Victoria). These types of books help students identify their feelings. Moroney’s books are easy to read and have easy to understand messages for children with delightful illustrations.

Mooney’s books depict a rabbit who explains how the feeling ‘feels’ and what behaviour is associated with that feeling. These books also inform readers of strategies that can be used to deal with the feeling. Seek assistance from your librarian in locating these books or similar books.

Step Two

After reading the story to students, ask the students to brainstorm all the feelings they can think of. Write these on the board and/or draw faces on the board that depict the feeling. This is a task in itself as this age level can have difficulty in differentiating between behaviour and feeling. So clarifying feelings can help to differentiate them from behaviours that can be a consequence or response to the feeling.
It's all about me

This activity is designed to facilitate students in giving positive messages to each other as well as learn some positive aspects about each other. The activity culminates with each student painting a self portrait and attaching the positive comments made by the other students to their self portrait.

Material Required
Sufficient photocopies of All about me handout for all students, pens, butchers paper, paints, paintbrushes

Step One
Sit down with all the students and explain that everyone is going to paint a portrait. First they will need to obtain information from the other students to help them paint the portrait. Provide the handout sheet ‘all about me’ to the students.

Step Two
Ask students to write their name on the top of the ‘all about me’ worksheet. Have the students form two rows (A and B) side by side. Ask the students in row A to swap their handout sheet with the student opposite them in row B.

Step Three
Ask question one on the teacher sheet handout. Student A is to record a response on Student B’s paper about student B and Student B is to record a response on student A’s handout about student A.

Step Four
Upon completion of question 1, have students hand the papers back to each other so they know have their own worksheets. Ask the first student at the top of row A to stand up and rejoin row A at the end of the row. Ask all students in row A to shuffle along one spot so they are now sitting opposite a new student in row B. Ask question two from the teacher handout. Once students have completed the question, have the student sitting at the top of row A stand up and rejoin the row at the end of the row. Repeat this activity until all questions have been answered.

Step Five
Provide all students with a sheet of paper and some paints and paintbrushes. Ask the students to paint a picture of themselves at their favourite place. This might be at home, at the beach, or somewhere they haven’t been but would love to go.

Step Six
Provide scissors and ask students to cut out their responses that were written down on the ‘all about me’ and stick each of the comments on their own self portraits. These can then be hung in the classroom or taken home.
Teacher sheet handout

All about me

Ask the students to complete these questions on the handout sheet

1. My hair colour is?

2. I’m a good friend because?

3. My friends think I am really good at...

4. In my class, I am the shortest, tallest, about middle size height. Ask students to circle the answer which best describes the student.

5. I sit next to................. in class

6. At lunch, I sit at lunch with....

7. Two words to describe me are.............

8. What this class will remember me for this year is.............

9. My favourite subject at school is.............

10. If I could win an award at school, it would be for...........

11. If the students in the class had to choose an animal that would best represent me, they would choose..................

12. Of all the games we play at school, I’m the best at..........
All about me

1. My hair colour is

2. I’m a good friend because

3. My friends think I am really good at

4. In my class, I am the shortest, tallest, about middle size height

5. I sit next to..................in class
6. At lunch I sit at lunch with

7. Two words to describe me are

8. What this class will remember me for this year is

9. My favourite subject at school is

10. If I could win an award at school, it would be for

11. If the students in the class had to choose an animal that I would best represent me, they would choose

12. Of all the games we play at school, I’m the best at
Post it shirt

Students in this activity identify their strengths and skills as well as these features in other students. They record these on post it notes. The teacher verbalises the skills and positive attributes of each student in the class which reinforces positive messages to each student as well as increase each student’s personal awareness of each other.

Material Required

Pad of post it notes for each student, pens

Step One

Provide each student with a pad of post it notes and a pen. Divide students into groups of 4/5. Give each group a number, i.e., group 1, group 2 etc.

Step Two

Give each group 5 minutes to write down on 3 separate post it notes 3 things they think they are good at. They can talk amongst themselves for this part of the activity.

Step Three

The students will now need to write down two comments on each student in their small group. Students need to write on the post it note: (1) something they really like about the student and (2) something that student does well. Each student then hands their completed post it notes to the relevant student in the group.

Step Four

Have all the students sit together in a large circle and stick their post it notes on the front of their uniform. Ask Group 1 to come up to the front of the classroom with their post it notes stuck to their uniforms. Have the rest of the class turn around and face the back of the room. Inform the students that you are going to read out the comments written on the post it notes from each group and the students facing the back of the room have to guess the names of each of the students in the group.

Step Five

Read out the comments made on the post it notes from the first student in Group 1. The students facing the back of the room are not allowed to turn around to the front of the classroom until all the students in each group have been guessed by the students facing the back wall. Once this has been completed, have Group 1 sit down with the rest of the class, then call up Group 2 and repeat the activity.
Out of all the millions and millions of kids in the world, do you know how special you are?

This activity is for students to give positive messages to each other as well as for encouraging students to appreciate the differences that make each student unique. They are required to construct a treasure box and then place their unique messages about themselves in it, as well as give positive messages to other students to place in their own treasure box.

Material Required

Sufficient photocopies of box handout sheet for all students, scissors, glue, pen, sufficient photocopies of the handouts ‘things that make you different’ and ‘things that you like about the other person’.

Step One

Students require the ‘box handout’ sheet, scissors, glue and a pen. Students need to write their name on the last square of the handout. Then have the students cut out the shape, folding the shape into a box and gluing the flaps.

Step Two

Ask the students to divide into groups of 3 or 4, taking their named box, pen and a pair of scissors. Provide students with the handouts titled; ‘things that make you different to the other person’ and ‘things you like about the other person’. Have students complete these handouts in their groups.

Step Three

Ask students to cut out each of the comments. Place the comments about themselves (things that are different) in their special box. Give the comments about the other students (things you like about the student) to each of the students in the small group so they can add this to their special box. Inform students whenever anyone says anything nice about them, something they have done well, they can write it on a piece of paper and put it in their name box. From time to time, they can open up their name box and remember just how special they are.
Things that make you different to the other person

Things you like or have the same as the other person
What’s in a name?

This activity is designed to help students gain an overall awareness of their positive personality traits as perceived by the class group. Other students write positive personality traits within the letters of the student’s name. The activity is initially completed in small groups and then each student reads out their completed name sheet in the larger class. The students gain a positive perception of how other students view them which enhances their self esteem.

Material Required

A4 sheet of paper for each student, sufficient photocopies of word sheet for all students, pens

Step One

Provide students with a blank piece of paper and ask them to write their first name in a vertical line down the left hand side of the page (referred to as a name sheet). Allow a few lines gap between each letter.

Step Two

Provide the handout list of words to each of the students. Students will be asked in step three to select a word that commences with each letter of a student’s name and write a sentence about that student incorporating the word in a sentence on the student’s name sheet.

For example

A - always appreciates what her friends do
N - nurtures and cares for all her friends
N – she is a number one friend

Step Three

Ask students to get into groups of 4/5 taking with them, their named sheet, list of words, a pen/pencil and rubber. Within each group, ask students to swap name sheets so a student does not have their own name sheet. Ask each student to complete one sentence for one letter and then swap sheets within the group to complete another sentence for another letter of the student’s name. Due to the variance in the length of student names, students can assist each other within the group in order to ensure a named sheet is completed with sentences for each student in the group.

Step Four

Have each student stand up and read out to the class their completed name sheet. Suggest to students that they keep their completed named sheets in a place they look at frequently, for example, in a diary, on a bedroom wall etc., to remind them how special they are.
<table>
<thead>
<tr>
<th>Words</th>
<th>Words</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affection</td>
<td>Appreciation</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Beauty</td>
<td>Believable</td>
<td>Brave</td>
</tr>
<tr>
<td>Caring</td>
<td>Curious</td>
<td>Courageous</td>
</tr>
<tr>
<td>Daring</td>
<td>Delightful</td>
<td>Dainty</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Enjoyment</td>
<td>Eager</td>
</tr>
<tr>
<td>Fun</td>
<td>Forgiving</td>
<td>Fair</td>
</tr>
<tr>
<td>Gentle</td>
<td>Generous</td>
<td>Grateful</td>
</tr>
<tr>
<td>Honest</td>
<td>Happiness</td>
<td>Harmony</td>
</tr>
<tr>
<td>Insight</td>
<td>Indulgent</td>
<td>Interesting</td>
</tr>
<tr>
<td>Joy</td>
<td>Jewel</td>
<td>Joker</td>
</tr>
<tr>
<td>Kindness</td>
<td>Knowledge</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Loyal</td>
<td>Laughter</td>
<td>Leader</td>
</tr>
<tr>
<td>Musical</td>
<td>Magical</td>
<td>Marvellous</td>
</tr>
<tr>
<td>Nurturing</td>
<td>Nice</td>
<td>Number one</td>
</tr>
<tr>
<td>Openness</td>
<td>Obedient</td>
<td>Observant</td>
</tr>
<tr>
<td>Power</td>
<td>Peaceful</td>
<td>Patient</td>
</tr>
<tr>
<td>Quiet</td>
<td>Quirky</td>
<td>Quick thinking</td>
</tr>
<tr>
<td>Respect</td>
<td>Radiant</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Sincere</td>
<td>Strength</td>
<td>Spontaneous</td>
</tr>
<tr>
<td>Truthful</td>
<td>Tolerant</td>
<td>Trust</td>
</tr>
<tr>
<td>Understanding</td>
<td>Umpire</td>
<td>Unify</td>
</tr>
<tr>
<td>Value</td>
<td>Versatile</td>
<td>Vibrant</td>
</tr>
<tr>
<td>Willingness</td>
<td>Warm</td>
<td>Wonderful</td>
</tr>
<tr>
<td>Xerox</td>
<td>X-ray</td>
<td>Xylophone</td>
</tr>
<tr>
<td>Yippee</td>
<td>Yap</td>
<td>Youthful</td>
</tr>
<tr>
<td>Zany</td>
<td>Zest</td>
<td>Zillion</td>
</tr>
</tbody>
</table>

Other appropriate words can be substituted for any of the words above.
What I have achieved and what I will achieve

This activity is to remind students of all the things they have achieved in their lives no matter how big or small. This activity does not primarily focus on the high achieving students who have major academic or sporting achievements. It focuses on the achievements common to all students. Students share in their achievements by way of discussion within the large class group. This public arena provides an opportunity to boost their self esteem. Students then look at what they want to achieve in the next five years.

Material Required
Writing paper and pens

Step One
Ask the students to sit down and remember all the things they have achieved in their life so far, from being a baby up to now. Ask them to write down all the times that they can remember when they were first able to do things....like tying their shoe laces, riding a bike, first sleep over, first time to the movies with friends and no parents, etc.

Step Two
Ask students to sit in a large group or two smaller groups and talk about their first experiences. Students may add to their list as a result of this discussion. Have students select the one ‘first’ that meant the most to them and discuss why it was so special in the large group.

Step Three
On a separate piece of paper, ask students to write down as many ‘firsts’ they can think of that they want to achieve in the next five years. Ask the students to select one to talk about in the group.

Step Four
Provide each student with an envelope and ask them to write on the front the date five years from now. Place in the envelope all their ‘firsts’ they have achieved so far and the ones they hope to achieve in the next five years. Seal them in the envelope. Students are to take their envelopes home and place them somewhere special to be opened in five years.
Text Talk

This activity uses the language from a social communication medium that is heavily used by this age level of student - texting. Students are given a handout on ‘text talk’ and as a first step have the opportunity to add additional text language to the handout. Students then complete positive statements about two other students in the class using text talk and have a race to see who is the fastest at writing a positive text talk statement about themself. This exercise enhances the group support of each student as well as boosting the self esteem of each student.

Material Required
Sufficient copies of text talk handout for all students, writing paper and pens

Step One
Within the large class group, distribute the ‘text talk’ handout sheet to students. Have students read through the sheet and then ask the class if there are any other abbreviations that could be added. Record these on the bottom of the second page of the handout.

Step Two
Have the students sit in a circle with their handout, three sheets of paper and a pen. Ask the student to write the name of the student sitting on their left on the top of the blank piece of paper. Using as much text abbreviated speech as possible write on the piece of paper, one positive statement about the student sitting on their immediate left. No negative text talk about the student or any other person will be accepted. Consequences will follow if this is found.

Step Three
Give the students five minutes to complete the task. Pass the message to the student sitting second on their left. By writing below the text talk, ask that student to decode the message into normal English. That student should be checking the message is positive and then pass the completed positive checked message to the student whose name appears on the top of the paper. With the second piece of paper, write the name of the student sitting on the immediate right of the student then repeat the exercise with them. Again pass the text comment to the second student on the right to decode who also must check the message is positive. Again pass the completed positive message to the student whose name appears on the top of the paper.

Step Four
Ask the students to write their own name on top of the third piece of paper. On ready, set, go have the students write a positive text message about themselves. As soon as they have completed writing their message, they are to stand up. Once all the students have stood up, they are to read their three positive text messages (the two written by other students and the one written by themselves) to the class.
## Text Talk

<table>
<thead>
<tr>
<th>How it reads</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>A3</td>
<td>Anytime, anywhere, anyplace</td>
</tr>
<tr>
<td>AFAIC</td>
<td>As far as I’m concerned</td>
</tr>
<tr>
<td>AFAYC</td>
<td>As far as you’re concerned</td>
</tr>
<tr>
<td>ATM</td>
<td>At this moment</td>
</tr>
<tr>
<td>B/C</td>
<td>Because</td>
</tr>
<tr>
<td>BRB</td>
<td>Br right back</td>
</tr>
<tr>
<td>BCnU</td>
<td>Be seeing you</td>
</tr>
<tr>
<td>BFFL</td>
<td>Best friends for life</td>
</tr>
<tr>
<td>BTW</td>
<td>By the way</td>
</tr>
<tr>
<td>CDIWY</td>
<td>Couldn’t do it without you</td>
</tr>
<tr>
<td>CMI</td>
<td>Count me in</td>
</tr>
<tr>
<td>CMIIW</td>
<td>Correct me if I’m wrong</td>
</tr>
<tr>
<td>CYT</td>
<td>See you tomorrow</td>
</tr>
<tr>
<td>DEGT</td>
<td>Don’t even go there</td>
</tr>
<tr>
<td>DK</td>
<td>Don’t know</td>
</tr>
<tr>
<td>EM</td>
<td>Excuse me?</td>
</tr>
<tr>
<td>F2F</td>
<td>Face to face</td>
</tr>
<tr>
<td>GAL</td>
<td>Get a life</td>
</tr>
<tr>
<td>GBH</td>
<td>Great big hug</td>
</tr>
<tr>
<td>GMTA</td>
<td>Great minds think alike</td>
</tr>
<tr>
<td>HAGO</td>
<td>Have a good one</td>
</tr>
<tr>
<td>HF</td>
<td>Have fun</td>
</tr>
<tr>
<td>IDC</td>
<td>I don’t care</td>
</tr>
<tr>
<td>IDK</td>
<td>I don’t know</td>
</tr>
<tr>
<td>IDTS</td>
<td>I don’t think so</td>
</tr>
<tr>
<td>IMO</td>
<td>In my opinion</td>
</tr>
<tr>
<td>IRL</td>
<td>In real life</td>
</tr>
<tr>
<td>IYKWIM</td>
<td>If you know what I mean</td>
</tr>
<tr>
<td>JC</td>
<td>Just chilling</td>
</tr>
<tr>
<td>JIC</td>
<td>Just in case</td>
</tr>
<tr>
<td>JK</td>
<td>Just kidding</td>
</tr>
<tr>
<td>JP</td>
<td>Just playing</td>
</tr>
<tr>
<td>KIT</td>
<td>Keep in touch</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How it reads</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWIM</td>
<td>Know what I mean?</td>
</tr>
<tr>
<td>LBR</td>
<td>Later</td>
</tr>
<tr>
<td>LMK</td>
<td>Let me know</td>
</tr>
<tr>
<td>LOL</td>
<td>Laughing out loud</td>
</tr>
<tr>
<td>MMAMP</td>
<td>Meet me at my place</td>
</tr>
<tr>
<td>MYOB</td>
<td>Mind your own business</td>
</tr>
<tr>
<td>NM</td>
<td>Not much</td>
</tr>
<tr>
<td>NP</td>
<td>No problem</td>
</tr>
<tr>
<td>NW</td>
<td>No worries</td>
</tr>
<tr>
<td>NRN</td>
<td>No response necessary</td>
</tr>
<tr>
<td>NT</td>
<td>No thanks</td>
</tr>
<tr>
<td>OMG</td>
<td>Oh my gosh</td>
</tr>
<tr>
<td>PLZ</td>
<td>Please</td>
</tr>
<tr>
<td>PTB</td>
<td>Please text back</td>
</tr>
<tr>
<td>QT</td>
<td>Cutie</td>
</tr>
<tr>
<td>RINGL8</td>
<td>Running late</td>
</tr>
<tr>
<td>RUOK</td>
<td>Are you OK?</td>
</tr>
<tr>
<td>SH</td>
<td>Same here</td>
</tr>
<tr>
<td>SYT</td>
<td>See you tomorrow</td>
</tr>
<tr>
<td>TAFN</td>
<td>That’s all for now</td>
</tr>
<tr>
<td>TC</td>
<td>Take care</td>
</tr>
<tr>
<td>TTLY</td>
<td>Totally</td>
</tr>
<tr>
<td>TTYL</td>
<td>Talk to you later</td>
</tr>
<tr>
<td>WTG</td>
<td>Talk to you later</td>
</tr>
<tr>
<td>WFM</td>
<td>Works for me</td>
</tr>
<tr>
<td>WYCM</td>
<td>Will you call me?</td>
</tr>
<tr>
<td>YASF</td>
<td>You are so funny</td>
</tr>
<tr>
<td>YATB</td>
<td>You are the best</td>
</tr>
<tr>
<td>YBS</td>
<td>You’ll be sorry</td>
</tr>
</tbody>
</table>
Quick Facts and Information

• Significant findings from Rigby (2006) suggests that, where students hold a more positive attitude towards the targeted student and where potential bullies expect that their friends would want them to be more supportive towards the targeted student, the potential bully would be less likely to bully others. This suggests that pro social activities may help to reduce bullying incidents. While empathetic responses and being self conscious of emotions are pivotal factors in prompting pro social behaviour, heightened self awareness in even very young children has also been found to have a positive effect on pro social behaviour (Ross, Anderson and Campbell, 2011). Generally, students will often use aggressive responses when they have a poor self concept and a low level of interpersonal skills (DeRosier, 2004).

• To gain the full benefits of pro social activities, bully students need to be self aware as well as possess an awareness of others. To help students develop their interpersonal awareness and self control, they need to be assisted in these emotional processes by applying verbal names to emotions, encouraging perspective taking and by empathetically identifying with others.

• Exposing students to appropriate stories, discussions and responses helps to promote self reflection and emotional awareness by offering opportunity to build a complex understanding of what is happening. Combined with their own experiences and emotions it can validate and enhance their own self awareness (Barton and Booth, 1990).

• A study undertaken by Ross, Anderson and Campbell (2011) highlighted that even children as young as 3 and 4 years of age, showed more commitment to socially acceptable behaviour when their sense of self was made more obvious through the use of mirrors.

• Self awareness is part of a student’s emotional development. Emotional development is the gradual growth in the ability to recognise and respond to feelings which is learnt through repeated interactions with others (Henniger, 1999).

• Students who are able to perceive and understand emotions tend to be more accepted by their peers (Cassidy et al., 1992). The ability to use emotions allows students to control their instinctive reactions in stressful conditions and be better able to communicate their emotional state (Elias and Weisberg, 2000).

• Learning to listen to and harness personal emotions, makes them an ally, and being able to use emotions to make intelligent behavioural choices is one of the basic tenets of emotional intelligence (Brown, 2003). Daniel Goleman (1995) believes emotional intelligence is not a fixed entity and can be strengthened and developed as a child develops.

• Emotional intelligence can be developed by educating students’ on basic emotional abilities such as expressing, understanding managing emotions to deal with everyday social problems in their school life (Ulutas and Omeroglu, 2007).

• According to Shonkoff and Phillips (2000), students thrive in environments where relationships provide love, nurturance, security, responsive interaction and encouragement for exploration. When schools systematically attend to students’ social and emotional skills, the incidence of problem behaviours decreases (Slavin and Madden, 2001).

• Self awareness is a lifelong process and with thought and effort, teachers can help students develop the kind of self awareness necessary for them to make positive changes to their behaviour (Baum and King, 2006).
AIM: Students need to gain an awareness of the self and its impact on others. To do this, students need an understanding of feelings and possess a vocabulary of feelings. Students also require an understanding of the difference between feelings and behaviour. Most importantly, students need to gain an appreciation of the ability of choice in regards to their behaviour. By becoming more self aware, potential bullying situations may be avoided, targeted students may feel they have resources available to them and bystanders can be empowered to take alternative positive course of action.

Level A – Prep to Grade 3

I’m all ears
This activity is designed to increase the student’s awareness of themselves in relation to other students, by having them think of their behaviour and the impact it has on others. Students also become aware of the effect other students’ behaviour has on them. This activity involves teamwork to carry out the commands provided by the teacher as well as communication between students as a team working together. The activity is similar to musical chairs in that music is played as students march around markers placed on the ground. When the music stops, students must undertake behaviour as instructed by the teacher.

Old MacDonald’s Farm
This activity makes use of the story / lyrics of Old MacDonald’s farm. All students in the class are assigned an animal from the farm. The same animal needs to be assigned multiple times as students must locate other students who have been assigned the same animal. Students crawl around the floor with their eyes closed making only the sound of the animal they were assigned. The aim of the activity is to have students listen to each other and work as a team. Students also need to be mindful of each other’s physical presence in relation to themselves.

Level B – Grade 4 to Grade 6/7

Getting rid of yucky body feelings
For students to be self aware, they need to be aware of their own feelings. This activity aims to have students focus on the physicality of their feelings as well as providing them with a self control strategy to deal with feelings. The activity makes use of relaxation practice.

Good Messages
The aim of this activity is to highlight to students the importance of giving clear messages to each other when communicating. Students need to think about what they say before they say it. The activity is also designed to highlight the importance of listening to each other. Students play the roles of instructor and robot and must get the robot to draw an object without the robot knowing what the object is.

Level C – Grade 6/7 to Grade 9

What are feelings for
This activity is to encourage within students an awareness of different feelings and to put a label on them. From this, students select four feelings and identify both positive and negative behaviours for each of them. By doing this students are encouraged to see that they have a choice in their behaviour. Students are also encouraged to see how they can separate feelings from behaviour and how feelings are neither good nor bad. The activity is conducted in small groups prior to large group discussion on the students’ handwritten comments on behaviours.
Prevention Activities

What your friends say about you.
This activity is designed to help students gain a greater awareness of how other students view them and what feelings are provoked inside of them selves. Students trace around their hand and have special messages recorded on each digit by other students in the class. Students also label feelings that are provoked when they think of the other students. These messages of self awareness can then be placed in the special name box that students may have made on the previous module.

Level D – Grade 10 to Grade 12

YMCA
This activity is a team building activity designed to create a positive feeling between students built on rapport and trust. For light relief, this activity can commence with playing the audio/visual of the song by The Village People, YMCA. Students can stand up and do the well known dance moves, YMCA for the song. This involves raising their arms above their heads to form the corresponding letters.

Lower the bar
This activity is designed to show how working together and communicating positively with each other can have positive and successful outcomes. Students gain an understanding of self in relation to others and also experience the feeling of other people’s behaviour towards them. This activity requires the whole class to lower a stick to the ground and is followed by class discussion with set questions provided. A bullying scenario is then read to the class for class discussion about negative outcomes of students’ behaviour.
I am all ears

This activity is designed to increase the student’s awareness of themselves in relation to other students, by having them think of their behaviour and the impact it has on others. Students also become aware of the effect other students’ behaviour has on them. This activity involves teamwork to carry out the commands provided by the teacher as well as communication between students as a team working together. The activity is similar to musical chairs in that music is played as students march around markers placed on the ground. When the music stops, students must undertake behaviour as instructed by the teacher.

Material Required

4 markers

Step One

In a large cleared classroom area or outside place markers in a rectangular shape. Ask the class to line themselves around the markers to form a large rectangle. Divide the students into groups of three (3) by creating spaces between each group. All students need to stand in single file, all facing the same way.

Step Two

Explain that you will play some music. Play music that the students can easily march in time to. As the music is played, the whole class is to march around the markers in a rectangular fashion. When you stop the music, explain to the students you will give them a command to which they must follow. There are only three commands to this activity due to three students per group, however extra commands can be added depending on the number of students per group. For the commands, the first student is always the leading student in the group of three, facing the direction of travel. It may be useful to have a few practice sessions without the music.

Step Three

For three student groups there are three commands:

- **Switch** – When the teacher says “switch”, the student in the front of the line of three, swaps places with the student in the back of the line of three.

- **Change** – When the teacher says “change”, the entire group of three turn around and face the opposite way to where they faced before.

- **Rotate** – When the teacher says “rotate”, the first student must go to the back of the line and the second student moves up to the front and will be the new leader.

If there are 4 students per group an extra command can be:

- **Back Rotate** - When the teacher says “back rotate”, the last student must go to the front of the line with the rest of the students shuffling back a space to allow for the new leader.

Alternatively, the three command game can be played with 6 students in a group by having a pair of students act as one student.

For the older students, a short class discussion can be held using the activity as an analogy of being aware that one’s own behaviour can affect other student’s behaviours. What is said to others can also affect behaviour. Sometimes this can be fun but other times it can be confusing. For some students, being confused can make them very unhappy. Students need to be aware of themselves, their feelings and their behaviour so there are less confusing times.
Old MacDonald’s Farm

This activity makes use of the story / lyrics of Old MacDonald’s farm. All students in the class are assigned an animal from the farm. The same animal needs to be assigned multiple times as students must locate other students who have been assigned the same animal. Students crawl around the floor with their eyes closed making only the sound of the animal they were assigned. The aim of the activity is to have students listen to each other and work as a team. Students also need to be mindful of each other’s physical presence in relation to themselves.

Material Required

Nil

Step One

Clear an area in the classroom where children can move around freely without any dangerous objects to bump into. Move chairs for students to sit on outside of the cleared area. Have the students sit in the circle on the floor in the cleared area. Ask the children to think about all the animals that live on Old MacDonald’s farm.

Step Two

Assign each of these animals to the students sitting in the circle. There needs to be at least two (and preferably more) students assigned the same animal. Students need to remember which animal they are. Go around the circle asking each student to make the sound of the animal they were selected to be.

Step Three

Tell students they will need to get on their hands and knees and crawl around the room, trying to find another animal the same as them. They are to keep their eyes closed (if it appears safe to do so) as they crawl around. They cannot talk to each other. The only sound they can make is the animal sound of the animal they were selected to be. When they hear another student making the same noise as themselves, they can open their eyes and sit together on the chairs outside the cleared area while they wait until all animals have found each other.

Step Four

Seat the students on the ground and have a discussion about the importance of listening to others and being aware of what it feels like to be physically close to someone. Ask students how they felt when they couldn’t find another student making the same sound as them. Ask how they felt when other students bumped into them when they were crawling around. Summarise by saying for all the animals to get along on the farm they need to listen to each other and watch out for each other. This is the same for students.
Getting rid of yucky body feelings

For students to be self aware, they need to be aware of their own feelings. This activity aims to have students focus on the physicality of their feelings as well as providing them with a self control strategy to deal with feelings. The activity makes use of relaxation practice.

Material Required

Relaxation music

Step One

Talk to students about feelings. Sometimes it can be confusing to work out our feelings. Being able to talk about them takes a lot of courage and we need to find the right person to talk to. We may not want to share our deepest personal feelings with someone who never keeps a secret and who goes around blabbing everyone’s business. What does your body tell you about your feelings? You need to listen to your body to see what it is telling you. Your stomach might be feeling tight, your chest hurting…? Are your fists clenched? Or you might have a headache. You need to acknowledge the feeling and learn to let go of the feeling.

Step Two

Relaxation music can be played in the background for this part of the activity. Have a large clear area with a comfortable air temperature where students can lie down. Ask the students to find an area on the floor to lie down. They will need to lie on their backs. In a calm relaxing voice, vocalise the next five steps, one at a time with the students. Give time between each of the steps so students can visualise themselves doing what you ask, feel the sensations and listen to the relaxation music.

1. Close your eyes and while staying on your back, place your arms and legs in a comfortable position.
2. Breathe in through your nose and out through your mouth. Count to five as you do this. Breathe in; breathe out, 1, 2, 3, 4, 5.
3. Keeping your eyes closed imagine you are at the beach or on nice soft grass or somewhere else where you feel completely relaxed and safe to lie down on your back and relax. Picture each part of your body leaving its shape in the sand or on the grass – your head, your arms, your legs, your back.
4. Still with your eyes closed, relax your head, your neck, your arms your legs, your whole body. Let the tightness of the muscles run down your body, run away from your body. Let it run out down your arm and out your fingers. Feel the tightness run away down your chest, down your stomach, down your legs and out your toes.
5. Take two more deep breaths. Breathe in, breathe out and count to five. 1,2,3,4,5.
6. When you are ready sit up slowly and open your eyes.

Step Three

Have a discussion on how students feel after doing the exercise. How does it compare to how they felt before they started the exercise? When they feel all bottled up with feelings, perhaps they should try this at home. It will help them to identify what they are feeling, make them feel better which will then provide them with an opportunity to do something about the situation that made their feelings get all jumbled up.

If students prefer to picture themselves in another location for this activity, other suggestions can be used for example a nice place in the forest. The location needs to be where students feel safe, well and happy.
Good messages

The aim of this activity is to highlight to students the importance of giving clear messages to each other when communicating. Students need to think about what they say before they say it. The activity is also designed to highlight the importance of listening to each other. Students play the roles of instructor and robot and must get the robot to draw an object without the robot knowing what the object is.

Material Required
Writing paper and pens

Step One
Talk to the students about feelings and behaviour. When we feel good about ourselves it's much easier to give good messages to other people and to say nice things to them. An important part of talking to a person is listening carefully to them. To understand what that person is saying, that person needs to give clear messages. If we don't listen really well and if we don't say what we think and feel, we can get into a muddle. We can accidentally start having a disagreement with a friend.

Step Two
Ask students to form groups of two. They will need a piece of paper and a pen. One student is to be the robot. The robot is given a piece of paper and a pen. The robot understands what a pen is and what a line is; but that is all. Robots must obey instructions at all times. Robots can only do one thing at a time. The other student is the instructor and must tell the robot what to do, step by step. Have all the robots turn around and face the back of the classroom. Hold up a picture of a square for the instructors to see. The robots are not to see or know what they are to draw. As the instructor, the student is to give instructions on what to draw but not tell the robot what they are drawing. For example put your pen on the paper and draw a straight line for 5 centimetres or until I say stop. Give the students ten minutes or less to do the exercise before swapping roles. This time, secretly inform the instructors of the shape to be drawn by showing a picture of a triangle.

Step Three
Talk to the students about the following:

a). Did they find it hard to give clear messages?

b). Did they feel they always understood what the other student was saying?

c). How did they feel when they thought they were doing the right thing?

d). How did they feel when they thought they were not completing the task correctly or couldn’t understand the directions properly?

e). Can any student think of a time when they thought another student didn’t like them? Looking at it now, do they think it may have been a misunderstanding, a communication problem?

f). Ask the students to give each other a handshake and say something positive to the other student about the activity, like: I enjoyed playing that game with you, you are good at giving good directions, you really listened well, etc.
What are feelings for?

This activity is to encourage within students an awareness of different feelings and to put a label on them. From this, students select four feelings and identify both positive and negative behaviours for each of them. By doing this students are encouraged to see that they have a choice in their behaviour. Students are also encouraged to see how they can separate feelings from behaviour and how feelings are neither good nor bad. The activity is conducted in small groups prior to large group discussion on the students’ handwritten comments on behaviours.

Material Required

Sufficient photocopies of ‘y’ handout sheet for all students, pens

Step One

Talk to students about feelings. Brainstorm different types of feelings on the board. Feelings tell you what is going on inside you.

You can have lots of feelings at once, or just one. Feelings are not good or bad. People choose whether their feelings lead to actions and it is these actions that are good or bad; helpful or unhelpful.

Step Two

Hand out the ‘y’ sheet to students. Ask students to take a pen and the handout and put themselves into groups of 4/5 students.

The Y handout contains the letter ‘Y’ 4 times. Under each ‘Y’, students need to record a feeling. Along each arm of the Y, students have 2 choices of behaviour. Students need to write down a different behaviour on each arm of the Y. One behaviour is to lead to a good outcome and one behaviour is to lead to a bad outcome. For example, the feeling ‘Tired’. There are two choices of behaviour that a student can do with this feeling. Along one arm of the Y they can write the choice of resting or going to bed earlier. Along the second arm of the Y they can write staying up, getting more tired and being cranky the next day.

Step Three

Ask students did they see that anger could have a good response? Anger can be a good feeling. It can tell lots of things about you like

1. How you want to be treated (because when you are not being treated well it makes you feel angry).
2. It can tell you what you think is fair.
3. It can tell you what you think is important.
go to bed

stay up late and be cranky the next day

tired
What your friends say about you

This activity is designed to help students gain a greater awareness of how other students view them and what feelings are provoked inside of them selves. Students trace around their hand and have special messages recorded on each digit by other students in the class. Students also label feelings that are provoked when they think of the other students. These messages of self awareness can then be placed in the special name box that students may have made on the previous module.

Material Required
3 x A4 sheets of paper for each student, pens

Step One
Provide 3 sheets of blank A4 paper to the students. Ask the students to break up into groups of approximately six (6). Ask the students to write on the top of each sheet of paper, the names of three other students in the group they are sitting with (one name per sheet of paper). Hand the paper to the name of the student written on top of the sheet. Ask the students to trace around their own hand outline (including the fingers) on the sheet of paper given to them, then hand it back to the other student.

Step Two
Make sure there are at least two sheets of handprints drawn for each student. Students should now have handprints of other students in the small group but should not have their own handprint. On each finger, students are to write down something special about that student, what feeling the named student represents and what feeling the named student provokes in the student.

For example; on the named sheet for Julie, write the following...

Something special about the student: **I like how Julie does her hair**
The feeling Julie represents – **happy, Julie is always smiling.**
The feeling Julie provokes in me – **relaxed, she's fun to be around.**

Step Three
When completed, give the piece of paper to the student whose name appears on the top of the sheet. If students have completed the special name box activity in the previous module, suggest to students they can keep these handprint sheets in their own name box.
YMCA

This activity is a team building activity designed to create a positive feeling between students built on rapport and trust. For light relief, this activity can commence with playing the audio/visual of the song by The Village People, YMCA. Students can stand up and do the well known dance moves, YMCA for the song. This involves raising their arms above their heads to form the corresponding letters.

Material Required
Sufficient copies of question handout sheet for all students, 4 sheets of butchers paper and pens

Step One
Have all the students stand in a circle. Explain to them that they will now perform their own YMCA routine. Have everyone stand in a circle and dance to the song for fun.

Step Two
Now explain the rules of the game. Choose player number one. This can be the student who had the best dance moves to the song YMCA.

Player one selects a student in the circle by looking at them and saying "Y" then doing the arm movements for Y. That student looks at another student in the circle and says "M". That student looks at another student in the circle and says "C" while doing the arm movements at the same time with then another student selected by saying "A". On the first round only students Y and C do the arm movements. On the second round, students M and A do the arm movements. The arm movements are alternated on each round thereafter.

Step Three
Once all the students have had a turn, sit down and discuss whether it was an easy activity to do. Did students sometimes struggle with successfully completing the activity by getting confused on whether or not to do the arm movement? Trying to determine your own behaviour can be difficult due to demands of people’s behaviour on you. Compare to a bullying situation, it is hard to know what to do when you are trying to read the behaviours of others.

Step Four
Divide students into 4 groups: Y.M.C.A. Provide the question handout sheet to the students in the groups. Provide each group with butchers paper and a pen. Give the students 10 minutes to brainstorm answers to the question that corresponds with the letter of their group.

Step Five
Have each group present their answers to the large class group.
YMCA Question Handout Sheet

Y – What do bystanders feel when they do not intervene in a bullying incident? Provide any real situations students may be aware of.

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

M – Many feelings are involved with bullying, what do students think are the most damaging types of feelings - damaging for whom?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

C – Can anyone feel sorry for a bully? Who has the problem, the bully, the targeted student or the bystanders who do not intervene?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

A – Are there simple solutions to bullying behaviour? What is one quick fix this class could undertake to reduce bullying or potential bullying?

_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
Lower the bar

This activity is designed to show how working together and communicating positively with each other can have positive and successful outcomes. Students gain an understanding of self in relation to others and also experience the feeling of other people's behaviour towards them. This activity requires the whole class to lower a stick to the ground and is followed by class discussion with set questions provided. A bullying scenario is then read to the class for class discussion about negative outcomes of students' behaviour.

Material Required

One long thin lightweight stick/rod, photocopy of each scenario for each group, pens

Step One

Have students line up into 2 rows facing each other about a metre apart. Ask them to hold their arms out in front of their body. Students then need to bend their arms at the elbows and point their index fingers out in front of them; palm facing up.

Explain to the students you will be placing a lightweight thin rod on their index fingers so they will need to ensure their index fingers are basically in a side by side position. They are not required to touch each finger. When given the instruction by the teacher, their task will be to lower the stick to the ground. Everyone's index finger must always be in contact with the rod. The rod can only rest on the index fingers, the rod cannot be held by the fingers.

Step Two

Place a long thin lightweight rod on top of the student's fingers. Students will need to adjust their finger height to make sure the stick is level (horizontal) and all fingers are touching it.

Step Three

Start the challenge for the students of lower the rod all the way to the ground. Emphasise that if a student is found not to have the rod resting on the index finger only, the task of lowering the rod will have to start again.

Note:

1. At the beginning, the rod attempts to magically float up rather than lower down. The group will have to work out strategies to overcome this to complete the task.

2. Make sure students lower the rod all the way to the ground.

3. If the group is succeeding with this task too quickly, add a large washer to each end of the rod. Inform the students the washers are not allowed to fall off the rod, otherwise it's a restart.

Step Four

Once completed, ask the students to sit on the floor and discuss the following:

1. What was the group’s initial reaction to the task?

2. How did the group members cope with different ideas/suggestions to complete the activity?

3. What roles did students play?

4. What did each student learn about himself/herself?
Step Five

Divide the class into three groups. Provide Group 1 with Scenario 1, Group 2 with Scenario 2 and Group 3 with Scenario 3. Ask the students to read the scenario and answer as a group the questions listed below the scenario. Group 3 will break into two smaller groups after they read the scenario – see handout.

After the class discussion regarding the groups’ answers to the scenario questions,

1. Determine if the class has a different value stance when one student is the targeted student compared to a group of students being the targeted students.

2. Compare student responses when the group is best friends with the ‘bullies’ as opposed to being best friends with the targeted student.

3. Ask the students what they can do in the real world to stop bullying in the cyber world.
Group 1 Scenario

My Space

Two students from a private girl’s school went on to My Space and wrote some personal messages about one of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with not just one named boy but with several boys all on the one night. The messages also contained a lot of negative comments about the classmate as a person. The authors of the messages suggested everyone should steer clear of the classmate, because while she pretends to be nice (but she is really sucking up to people). It was alleged, the named student turns on people when she doesn’t get what she wants from them, she uses people. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmate was approached in public by a number of boys she did not know and suddenly was dropped off certain party invite lists.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among private school students as well as public school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girl named on My Space felt?
10. Do you think the girl named suffered any long term harm?
11. What should happen to the girl who was named in My Space?
12. Do you think the family of the named girl would be affected from the messages posted on My Space?
13. Who should police My Space, - The executives from My Space, Parents, Teachers, Students, No One?
Group 2 Scenario

My Space

Two students from a private girl’s school went on to My Space and wrote some personal messages about 5 of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with each other as well as with several boys all on the one night. The messages also contained a lot of negative comment about the classmates as people. The authors of the messages suggested everyone should steer clear of the classmates because they pretend to be nice (but they are really sucking up to other students). It was alleged that the named students turn on other students when they don’t get what they want from them and bully them. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmates were approached in public by a number of young people who they did not know who made lewd comments to them. The 5 named students were not invited to parties and gatherings once the messages were posted.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among public school students as well as private school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girls named on My Space felt?
10. Do you think the girls named suffered any long term harm?
11. What should happen to the girls who were named in My Space?
12. Do you think the families of the named girls would be affected from the messages posted on My Space?
13. Who should police My Space, - The bosses of My Space, Parents, Teachers, Students, No One?
Group 3 Scenario

My Space

Two students from a private girl’s school went on to My Space and wrote some personal messages about one of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with not just one named boy but with several boys all on the one night. The messages also contained a lot of negative comment about the classmate as a person. The authors of the messages suggested everyone should steer clear of the classmate, because she pretends to be nice (but she is really sucking up to people). It was alleged, the named student turns on people when she doesn’t get what she wants from them, she uses people. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmate was approached in public by a number of boys she did not know and suddenly was dropped off certain party invite lists.

Group 3 now needs to split into two further groups (Group 3A and Group 3B) before answering the questions below. One group represents the good friends of the girls who posted the messages on My Space. The other group is to be good friends of the targeted student.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among private school students as well as public school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girl named on My Space felt?
10. Do you think the girl named suffered any long term harm?
11. What should happen to the girl who was named in My Space?
12. Do you think the family of the named girl would be affected from the messages posted on My Space?
13. Who should police My Space, - The executives from My Space, Parents, Teachers, Students, No One?
Quick Facts and Information

- Although dated, one of the simplest definitions of assertiveness is put forth by O’Malley (1977) who describes assertiveness as thoughts, feelings and behaviours that assist a child to obtain personal goals in a socially acceptable way.
- Findings on the effects of assertiveness skills in preventing bullying behaviour was first documented as early as 1937 from the work of Lois Murphy and from Theresa Petersen (1938) who both found that independent autonomous students often assumed responsibility for the welfare of other students. Barrett and Yarrow (1977) found that assertiveness was positively and significantly linked to pro social behaviour.
- In teaching students how to be assertive, Rapee, Wignall, Spence, Cobham and Lynham (2008), suggested the need to address a number of components/skills. These are:
  1. **Body language skills** – eye contact, posture, facial expression.
  2. **Voice quality skills** – tone and pitch, volume, rate and clarity
  3. **Conversation skills** – holding conversations.
  4. **Friendship skills** – offering help, expressing affection, giving compliments.
- A student’s ability to relate in a socially assertive way has been found to affect other areas of the student’s life, in particular social adjustment (Rotheram et al, 1982).
- It has also been found that improved changes in a student’s social behaviour leads to improvements in thinking skills within the context of interpersonal problem situations.
- Rapee, Wignall, Spence, Cobham and Lynham, (2008) found that anxious students performed poorly in the use of social skills compared to other students. This was attributed to two factors: 1) anxious students are too afraid to use their social skills and 2) anxious students may have had less opportunity to experience and practice their social skills with other students. For targeted students who are anxious, gaining skills in assertiveness will assist them in dealing with any potential and actual bullying incident.
Prevention Activities

**AIM:** The activities in this module are designed to enhance students’ awareness of assertiveness skills and to provide an opportunity for students to rehearse these skills. Improving students pro social behaviour by being assertive not only reduces the potential opportunities to be bullied or to be a bully, it also enhances the social skill set of the student for lifelong effective functioning in all aspects of their social life as they grow and mature.

**Level A – Prep to Grade 3**

*Are you as tiny as a mouse or as tall as a giraffe?*

This activity is a drama activity. Students select an animal that they consider to be small and weak, an animal that is big and strong and an animal that is loud and cranky. Students act out and verbalise prescribed words according to the strength and weakness of the animal they are portraying. The activity allows students the practical and experiential means of expressing themselves through passive, aggressive and assertive behaviour and then comparing each emotion accordingly as experienced and acted out.

*Aim for the stars*

This activity is more for the younger students of this age level. The students colour a star shape then complete a physical activity and a speaking activity. As a step to increase confidence, students are to speak in front of the whole class.

Students are then rewarded with a gold star on completion of these activities to add to their star shape. The overall aim of the activity is to provide students with a preliminary awareness of being assertive.

**Level B – Grade 4 to Grade 6/7**

*Nursery rhymes are powerful*

This activity makes use of old fashioned nursery rhymes as a script for students to recite in three different styles - shy, cranky and confident. Students experience delivering and receiving messages (nursery rhymes) to gain an understanding of the difference between all three styles. The aim of the activity is to: assist potential targeted students in speaking up for themselves; having potential bullies experience negative, aggressive speech and behaviour from another and provide potential bystanders with the confidence to speak up.

*Belly Watchers*

This activity is conducted with the entire class and will need a large area for the students to walk around in a circle. Students compare two different communication styles – a timid style (belly watchers) with an assertive style. Students exhibit the two different styles, comparing the verbal and physical behaviours of each style as they walk around in a large circle. This is then followed by a short discussion about how the students felt about each style. Students are encouraged to adopt a more assertive behaviour by being observant of what is going on in the playground and speaking up when they see something that is not right.
Prevention Activities

Level C – Grade 6/7 to Grade 9

Stand up for yourself
This activity helps students explore how they treat themselves in comparison to how they treat others. The activity helps students to stand up for themselves and assert their own needs. Students complete a questionnaire pertaining to their friends then repeat the same questionnaire for themselves. The repetition of the questionnaire opens up the student’s awareness of self assertiveness.

Practice makes perfect
This activity uses dice to demonstrate, when undertaking a new skill it is not always achieved on the first try. In small group work, students throw a dice a number of times and record the frequency of the numbers thrown. The activity also highlights that in demonstrating new skills, failures are required before total successes can be fully achieved. Overall this activity provides students with positive reinforcement to encourage persistence when undertaking a new skill such as being assertiveness.

Level D – Grade 10 to Grade 12

Dealer’s Choice
This exercise uses the maturity of the older students as a component of assertiveness in itself. The students devise posters to be displayed around the school which inform the younger grades of what to do and say in an assertive manner if they are in a bullying situation. By older students completing this task, it reinforces to the student community that from within their own ranks, bullying is not acceptable behaviour.

Positions vacant
This activity consists of two parts. The first part of the activity makes use of an employment advertisement. The students devise an advertisement for the job of an effective and assertive bystander. Students identify through the construction of the advertisement, assertive skills required to reduce bullying. This activity is conducted in small groups. For the second part of the activity, students gain an experiential lesson on assertiveness by having to confidently inform the interview panel (the small groups) they have the necessary skills to be assertive and get the job.
Are you as tiny as a mouse or as tall as a giraffe?

This activity is a drama activity. Students select an animal that they consider to be small and weak, an animal that is big and strong and an animal that is loud and cranky. Students act out and verbalise prescribed words according to the strength and weakness of the animal they are portraying. The activity allows students the practical and experiential means of expressing themselves through passive, aggressive and assertive behaviour and then comparing each emotion accordingly as experienced and acted out.

**Material Required**
Selection of picture books and toys

**Step One**
Have all the students sit down in a circle. Talk to students about the features of three different types of behaviour.

1. shy and quiet behaviour,
2. cranky and loud behaviour, and
3. confident and strong behaviour.

**Step Two**
Ask the students to select from pictures in books and/or toys in the room, animals that are

1. shy and quiet animals,
2. cranky and loud animals,
3. confident and strong animals.

Have the students place the pictures from the books or the toy animals into three designated areas on the floor in the centre of the circle. Where one pile is for animals that are shy and quiet, one pile for animals that are cranky and loud and one pile for the confident, strong animals.

**Step Three**
Select an animal from the first pile (shy and quiet pile) and ask the students:

1. to make the sound the animal makes.
2. to act out how the animal stands or moves.

Ask the children to stand up and show how a person who is quiet and shy would stand. Comment on the appropriate postures (hunched over, belly watching and lack of eye contact). Ask the students to keep the pose and say “I don’t like that”. (Voice would be very quiet and eyes looking down).
**Step Four**

Pick up an animal from the second pile (loud and cranky pile) and ask the students

1. to make the sound the animal makes.
2. to act out how the animal stands or moves.

Ask the students to stand up and to show how a person who is loud and cranky would stand. Comment on the appropriate postures (big open arms, pointed finger) and large eye contact. Ask the students to keep the pose and say “I don’t like that”. (Voice would be very loud and eyes would wide open as they look into the face of another person.)

**Step Five**

Pick up an animal from the third pile (strong and confident pile) and ask the students

1. to make the sound the animal makes.
2. to act out how the animal stands or moves.

Ask the students to stand up and to show how a person who is strong and confident would stand. Comment on the appropriate postures (standing straight and tall) and eye contact. Ask the students to keep the pose and say “I don’t like that” (Normal speaking volume in voice and friendly eyes looking into the face of somebody).

**Step Six**

Talk to the students about the best way to behave when another student does something that they don’t like. This is not in a shy and quiet way, not in a loud and cranky way but in a strong and confident way. Ask the students what they think would happen if they responded in a shy and quiet way, would the other person stop? Act this out using a large toy as the recipient of your message. Ask what the students think would happen if they responded in a loud and aggressive way. What might the other student do?

Using a domino effect select a student in the group turn to the student sitting on their left and in a strong and confident way say “I don’t like that.” Then ask the next student to say it to the student on their left until all students in the class circle have had an opportunity of saying it.

Compliment the students on speaking nicely and confidently to each other.
Aim for the Stars

This activity is more for the younger students of this age level. The students colour a star shape then complete a physical activity and a speaking activity. As a step to increase confidence, students are to speak in front of the whole class. Students are then rewarded with a gold star on completion of these activities to add to their star shape. The overall aim of the activity is to provide students with a preliminary awareness of being assertive.

Material Required

Sufficient photocopies of Star handouts for all students, scissors, container, photocopy of Things I do really well handout

Step One

Provide the star handout for students and ask them to colour the star in with their favourite colours. Ask the students to cut out the star shape.

Step Two

Have a container with various behaviours written on separate pieces of paper - See 'Things I do really well’ handout. Behaviours listed are: can stand on one foot, can hop, can tie shoe laces, can jump high, can skip, can sit very still, can clap 5 times, can stand up very straight, can curl up like a ball. Inform the students that they will be coming up to the front of the class one at a time with their star. They will be selecting one of the pieces of paper from the container. The student must then undertake the task. Place a gold star on the student’s star for performing the task very well.

Step Three

After the student completes the behaviour, ask the student to select the next student to come up by saying “I would like (student’s name) to come up next.” Again give the student another gold star for being able to stand tall and talk up in front of the whole class. The first student then sits down with their star and the process is repeated with the next student until all students have completed the behaviour and have spoken in front of the class.
Things I can do really well

I can stand on one foot

I can hop

I can tie shoe laces

I can jump high

I can skip

I can sit very still

I can clap 5 times

I can stand up very straight

I can curl up like a ball
Nursery Rhymes are powerful

This activity makes use of old fashioned nursery rhymes as a script for students to recite in three different styles - shy, cranky and confident. Students experience delivering and receiving messages (nursery rhymes) to gain an understanding of the difference between all three styles. The aim of the activity is to: assist potential targeted students in speaking up for themselves; having potential bullies experience negative, aggressive speech and behaviour from another and provide potential bystanders with the confidence to speak up.

Material Required
Blackboard

Step One
Have the students list all the nursery rhymes they can remember and record these on the board.

Step Two
Ask students to break up onto groups of 2/3. Students are to select one of the nursery rhymes from the list to recite a few lines from it.

Step Three
In their normal speaking voice ask the children to stand up in their group and to take turns in reciting a nursery rhyme to each other.

Step Four
Now ask the entire class if you were a very shy and quiet student, how would you look? How would you sound? How would you behave? How would you move your body? Ask the students to stand up in their groups and say the nursery rhymes being a shy and quiet student.

Step Five
Now ask the entire class if you were the crankiest person in the world how would you stand? How would you look? How would you sound? How would you behave? How would you move your body? Now ask the students to repeat their nursery rhymes being a cranky person.

Step Six
Now ask the students how does a person stand and talk when they are feeling confident. Ask the students to repeat the same nursery rhyme again but this time they need to stand and talk as if they were the most confident student in the world.

Step Seven
Have a discussion with the students about which feeling: i.e., quiet, cranky, confident was the best for them. Was this when they were saying the nursery rhyme or when they were listening to the nursery rhyme. Help students connect this with how they relate to each other in the classroom and the playground.
Belly watchers

This activity is conducted with the entire class and will need a large area for the students to walk around in a circle. Students compare two different communication styles – a timid style (belly watchers) with an assertive style. Students exhibit the two different styles, comparing the verbal and physical behaviours of each style as they walk around in a large circle. This is then followed by a short discussion about how the students felt about each style. Students are encouraged to adopt a more assertive behaviour by being observant of what is going on in the playground and speaking up when they see something that is not right.

Material Required

Nil

Step One

Talk to students about being assertive. How one stands tall, makes eye contact to people they are talking to and other people who are around. They talk in a confident voice and listen to others who are talking to them. Tell the students about belly watchers. Explain that these types of people have a lot of trouble being assertive.

Step Two

Look at the features of belly watchers. These are people who don’t look up an awful lot. They usually have there head down looking at their belly and often mumble to themselves about how bad they feel, blaming themselves for all their troubles. Ask the students to stand up and walk around in one big circle (they can go in different directions) being belly watchers. Do this for 5 minutes or so then have the students sit down in the circle.

Step Three

Ask the students what it was like being a belly watcher. Did they sometimes bump into each other because they were not looking up? Did the students miss observing a possible danger situation ahead, like a desk or a cupboard etc? What was it like not talking to others?

Step Four

Ask the students who has played Marco Polo. Like belly watchers, the person who is ‘it’ in Marco Polo misses out by seeing who is around them. In the game Marco Polo, the person who is ‘it’ must listen very carefully to find the other players. This is when a person has to rely on feedback from others to know what to do. Do you think belly watchers rely on feedback from others or are they too focused on themselves? Do you think this might mean that belly watchers could possibly avoid dangers like a potential bullying situation if they were to look up and listen to what was being said or done around them?

Step Five

Ask the students ‘how does someone look when they are being assertive?’. How do they hold their body? What do they sound like? Do they listen to others or speak over the top of them? Do they use a loud, quiet or a medium sounding voice?’ Ask the students to stand again and walk around the room in a large circle. This time they need to walk like an assertive person, their eyes need to be looking at students around them, they need to be listening to others and be able to speak up for themselves. As the students walk around ask them to say to each other, “Excuse me, I need to get past you”, have the other student reply “of course” and step aside. Ask the first student to respond, with “Thank you”.

Step Six

Ask the students whether they preferred to walk around as belly watchers or assertive students. Congratulate the students on graduating from belly watchers to assertive students. Suggest to the students, next time they go for lunch or recess / little lunch, they should think about watching what is going on around them and speaking up when they see something is not right.
Stand up for yourself

This activity helps students explore how they treat themselves in comparison to how they treat others. The activity helps students to stand up for themselves and assert their own needs. Students complete a questionnaire pertaining to their friends then repeat the same questionnaire for themselves. The repetition of the questionnaire opens up the student’s awareness of self assertiveness.

Material Required

Sufficient photocopies of Aren’t you nice handout for all students as well as scoring sheets, pens

Step One

Provide students with the ‘Aren’t you nice’ handout and ask them to complete it. Provide the students with the scoring sheet. When completed have a discussion about the scores and questions, presumably most students will score higher in the c and d range (see answer sheet).

Step Two

Provide students with the ‘How nice are you?’ handout and ask them to complete it.

Step Three

After the students have scored themselves, compare their scores to the first handout. Did the students mostly get c’s and d’s. Are they as nice to themselves as they are to their friends? If not, why not? Perhaps it’s time to stand up for themselves.
Aren’t you nice? Handout sheet

Please circle the response that best represents what you would do?

1. At lunchtime, your friend is drawing a cartoon picture when a group of older kids grab your friend’s pencil case and race off with it. A few moments later, the older students walk back. One of the students in the group says the pencil case is down one of the boys’ toilets. Do you?
   a) Go to the toilet block and push the button on the toilet.
   b) Ask your friend what he had done to the older students for them to do this him.
   c) Say the older students are jerks and suggest forgetting what happened.
   d) Go to the toilet block, find the pencil case and go tell the teachers.

2. At recess, your friend is mouthing off about the teacher because he thinks the teacher was picking on him in class. Do you?
   a) Laugh at him telling him he deserved it.
   b) Tell him he is stupid for getting upset over something little.
   c) Say the teacher’s is crazy and stupid.
   d) Encourage the friend to come and play a game to forget about it for a while. If it is still bugging him after that, tell him to talk to someone like his parents or the school counsellor.

3. You have noticed lately that a couple of your friends in your group are not inviting one of the other students, who is your friend too, to the movies. Also, when you are at lunch time, they don’t seem to include her in the conversations anymore. Do you?
   a) Think that she has been a bit of a dork and start not hanging around her as much.
   b) You don’t want the group to drop you so you will go along with them and just text her later to say you are sorry and really still her friend.
   c) Pretend you haven’t even noticed what has been happening.
   d) Decide since she has been your friend since grade 1, you will stay friends with her even if that means the group will drop you.

4. Yesterday after school when one of your friends was going home, some other kids from another school picked a fight with your friend. They grabbed her mobile phone and broke it and she hurt her arm trying to grab the phone. Do you?
   a) Stop being friends with her in case those other kids try to bash you up or take your phone.
   b) Say it’s her fault because she should not have got her phone out when they were walking past because everyone knows what those kids are like.
   c) Send her a get well text when she gets a new phone.
   d) Call around her place with a DVD to watch.
Aren’t you nice answer sheet

*Were your answers mostly*

**a’s**
Wow, I think you need to have a big think about what it means to be a friend. Is it that you know what it means to be a friend but it is too hard or scary to stand up for your friends?

**b’s**
You are a little nicer as a friend than the ‘a’ person but you need to work on this a bit more. Perhaps like the ‘a’ person maybe you might need some practice at standing up for what you believe in.

**c’s**
You are a pretty good friend to have around. Perhaps things could be even a little bit better if you were more assertive.

**d’s**
Wow, you are a great friend to have around and you know when to stand up for your friends and assert yourself. Well done.
How nice are you ? Handout sheet

Let’s do the quiz again to see how nice you are to yourself.

Please circle the response that best represents what you would do?

1. At lunchtime, you are drawing a cartoon picture when a group of older kids grab your pencil case and race off with it. A few moments later, the older students walk back. One of the students in the group says the pencil case is down one of the boys’ toilets. Do you?
   - a) Wish your life could be picked up and flushed down a toilet.
   - b) Be angry at yourself because you knew you shouldn’t have annoyed the boys by sitting near them on the bus to school this morning.
   - c) Realise it takes all types to make up this world, jerks and all.
   - d) Go to the toilet block, find the pencil case and go tell the teachers.

2. You are really annoyed because today in class, the teacher was seriously having a go at you. Do you?
   - a) Think he probably had a right to do because you never do anything right.
   - b) Get even more frustrated with yourself at still being annoyed over the incident.
   - c) Say the teacher is crazy and stupid.
   - d) Just put it down to one simple little incident and decide not to let it spoil your day.

3. You have noticed lately that when a couple of your friends go to the movies on the weekend and they have not been inviting you like they used to. Do you?
   - a) Think it’s probably due to the fact that you are really not as cool as them, they have better clothes and they are really popular at school, unlike you.
   - b) Wish your parents would buy you the new iphone because they all thought Kate was cool when she got hers.
   - c) Don’t even bother thinking about it.
   - d) Text some of your other friends and see if they want to hang out this weekend.

4. Yesterday after school when you were on your way home, some other kids from another school picked a fight with you. As they tried to grab your mobile phone, it broke and you hurt your arm trying to save it. Do you?
   - a) Think nothing good ever happens to you. You are the unluckiest kid in the world.
   - b) Should have listened to your mother who has always said to keep your phone in your pocket unless you need to use it.
   - c) Forget it and avoid those kids in the future.
   - d) Realise it could have been worse; you could have broken your arm. On the bright side, you have managed to score a day off school.

Score yourself from the answer sheet previously given out.
Practice makes perfect

This activity uses dice to demonstrate, when undertaking a new skill it is not always achieved on the first try. In small group work, students throw a dice a number of times and record the frequency of the numbers thrown. The activity also highlights that in demonstrating new skills, failures are required before total successes can be fully achieved. Overall this activity provides students with positive reinforcement to encourage persistence when undertaking a new skill such as being assertiveness.

Material Required

Sufficient photocopies of Practice makes perfect handout for students, pens, dice (one die per group of 5-6 students)

Step One

Tell the students that people are not necessarily born assertive and need time to develop these skills. Like anything it takes a bit a practice.

Ask the students to think back to when they first got on a push bike. Could they ride perfectly the first time they got on the bike? Did it take some practice? Ask the students - who plays a musical instrument or learns a form of dancing. Ask the students when they are learning a new song to play or a new dance routine, when they finally get it right, do they do it right every single time after that. Learning a new way of relating to others, being assertive is no different. It takes practice and sometimes you fail before you succeed.

Step Two

Begin this activity by organising the students into groups of 5 to 6. Each group will need one dice, the ‘practice makes perfect’ handout and a pen.

Step Three

Provide each group with the dice handout. On the left hand side of the piece of paper is listed the words: round 1, round 2, round 3, round 4 and round 5. For round one, one student throws the dice ten times. Each time the dice is thrown, the number is recorded on the sheet next to round 1 by one of the students in the group. For round two, another student throws the dice ten times while one of the other students records the number thrown next to round 2 on the handout sheet. This continues for all 5 rounds. It does not matter who throws the dice, but it is important that the numbers are recorded for each throw in each round.

Step Four

At the end of each round, ask students how many sixes they rolled. How many ones did they get?

Explain that on the law of averages, you should get 1-2 sixes in ten throws. From the total of the 5 rounds, ask the students how many sixes they got. Again from the law of averages, they should get 6-8 sixes. Ask the students after 10 throws, how many times they got number 1 on the dice and then how many times after 50 throws. Presumably the number of times a six was thrown was approximately the same frequency as the number of times a one was thrown.

Step Five

Ask students what’s the best number to throw in a dice when you are playing a game. Often this is considered to be 6. What are students’ thoughts on if they throw a 1 on the dice? Is it generally seen to be a good number to throw? Think of a six as being successfully being assertive and a one as learning to be assertive. From the law of averages, we know that you can only be successful (throwing a six) by having some not so successful moments (throwing a one). You may not always be spot on at being assertive but according to the law of averages, you will certainly get it right some of the time.
Practice makes perfect handout

Round 1

_____    _____    _____    _____

_____    _____    _____    _____

Round 2

_____    _____    _____    _____

_____    _____    _____    _____

Round 3

_____    _____    _____    _____

_____    _____    _____    _____

Round 4

_____    _____    _____    _____

_____    _____    _____    _____

Round 5

_____    _____    _____    _____

_____    _____    _____    _____

How many sixes in 10 throws?
How many sixes in 50 throws?
How many ones in 10 throws?
How many ones in 50 throws?
Dealer’s Choice

This exercise uses the maturity of the older students as a component of assertiveness in itself. The students devise posters to be displayed around the school which inform the younger grades of what to do and say in an assertive manner if they are in a bullying situation. By older students completing this task, it reinforces to the student community that from within their own ranks, bullying is not acceptable behaviour.

Material Required

Paints, paintbrushes, marker pens, large sheets of paper or rubber back curtain backing

Step One

Inform the students that as senior leaders of the school, they possess the knowledge and skills from all their schooling years to provide positive strength messages to the younger students of the school. These messages will be depicted in a large poster format which will be displayed around the school.

Step Two

For group one, ask the students what they understand about the meaning of assertiveness. Have the students write this down on a sheet of paper. Ask the group to state what would a targeted student say and do in a bullying incident if they made a choice to become assertive. Have the students write this down on a piece of paper. For example:

- Use body language that is calm, aware, and confident.
- Make eye contact. When you want people to listen to you, it usually works best to look into their eyes without staring rudely and without looking away.
- Have a facial expression that is consistent with the message you are verbally giving. This means having a neutral face if you are;
- telling someone to stop or a friendly face if you are asking someone to do something for you. Move closer to someone who you want something from.
- Using polite language that is both definite and respectful, such as, "Excuse me!" "Please stop!" "I need your help!" "I'd like to sit here too." "I'd like to join the game." Try some humour to defuse the situation.

Step Three

Provide students with art material so they can create a poster which depicts the way an assertive student deals with bullying. Have the students’ think of a saying and a theme for the poster for example: Dealer’s Choice-deal with bullying by changing the game plan.

Step Four

Have the groups present and explain their posters to the class. Once completed students then hang the posters in highly trafficked areas around the school.
Positions Vacant

This activity consists of two parts. The first part of the activity makes use of an employment advertisement. The students devise an advertisement for the job of an effective and assertive bystander. Students identify through the construction of the advertisement, assertive skills required to reduce bullying. This activity is conducted in small groups. For the second part of the activity, students gain an experiential lesson on assertiveness by having to confidently inform the interview panel (the small groups) they have the necessary skills to be assertive and get the job.

Material Required

Selections of pages from job advertisements, poster sheets of paper for each student group, pens

Step One

Present to students a number of job advertisements from the paper. Then have students break into groups of 3 to 4 and disseminate the employment advertisements among the smaller groups.

Step Two

In regards to bullying incidents, ask students their thoughts about bystanders and whether or not they should always intervene? Ask if they think bystanders lack assertiveness skills when they do not intervene. What assertiveness skills should a bystander possess?

Ask each group to devise an advertisement for employing an effective and assertive bystander. Students should complete this on large sheets of paper which later will be displayed around the classroom or other school areas.

Step Three

Students need to consider the actual job description. They will need to state clearly what skills a bystander requires to effectively carry out their employment. Students are to be encouraged to be as creative as possible in the design of the employment advertisement.

Step Four

Once the posters are complete, ask the small groups to be an interview panel for the employment of the bystander. One student in each group will need to be the person seeking the position. Give students five to ten minutes for the panel to think of what questions to ask the potential employee and for the potential employee to think of some examples which would show that they are the right person for the position.
Quick Facts and Information

- Although there is no universally accepted definition of resilience, it can be broadly defined as the ability to bounce back from adversity, the ability to manage stress with all the physical and psychological pressures without causing any dysfunction (Goldstein and Brooks, 2006). There is some debate among researchers as to whether resilience is a concept, theory or process (Naglieri and Le Buffe, 2006).
- Garmezy (1991) identified three key aspects that influence resilience. These are: 1) intelligence and temperament, 2) support provided by family and 3) support provided to the child and the family from others outside of the family. Similarly Werner (1989) identified 3 components: 1) personality characteristics, 2) emotional integration within the family and 3) the amount of outside support a child and family receives.
- The two individual characteristics of resilient children are: high intelligence / cognition and easy temperament (Condly, 2006). The higher level of intelligence allows 1) the child the ability to understand what is going on, 2) know the difference between what is in their control and what is not, 3) what to do to cope and 4) what to alter in the environment to make it more supportive.
- However, Luthar, Doernberger and Zigler (1993) found that high intelligent resilient children suffer with more emotional distress and depression. The high intelligence is an advantage to finding solutions but is a disadvantage in the fact that these children are more sensitive to their environment.
- The role and effect of the family in the development of resilience in students tends to decline in importance as the student ages (Condly, 2006).
- Seccombe (2002) argues that resilience is actually a quality of the environment as well as the individual. It is not simply about ‘beating the odds’ but also ‘changing the odds’. This is supported by Gilligan (2001).
- As schools are places where students spend a lot of time, they are ideal places to support and assist students to overcome stressors in their environments (Ross, Smith, Casey and Slavin, 1995). Schools do have a major effect on a student’s development (Johnson, Schwartz, Livingston and Slate, 2000).
- According to Katz (1997), the way to develop resiliency in children is by providing them with opportunities - opportunities to provide refuge from their hostile environment, opportunities to safely explore and opportunities to dream.
- Kandel et al. (1988) and White et al. (1989) found where students held a high regard for the school’s community, there was a decrease the instances of antisocial and delinquent behaviour.
- Taub and Pearrow (2006) found the programs to enhance resilience and decrease aggression and violence are most effective when they target the younger students from preschool years to early/mid primary school. These effective programs are aimed at the awareness and expression of feelings as well as cognitively based problem solving.
- Brooks (2006) puts forth the following characteristics and skills of the mindset of resilient students:
  1. Feel special and appreciated, recognise their strong points and abilities,
  2. Set realistic goals and expectations of self,
  3. Believe in their ability to solve problems and view mistakes as challenges,
  4. Rely on effective coping strategies that promote their growth and not strategies that are self defeating,
  5. Have effective interpersonal skills with their peers and adults which enables them to seek assistance in an appropriate manner,
  6. Ability to define the difference between aspects of their life they have control over and to focus time and energy on that aspect, as opposed to focusing on areas they have little to no control / influence over.
**AIM:** As our society races ahead in leaps and bounds, it can become very confusing for young people who are trying to interpret the world and develop skills to grow into healthy functional adults. With bullying having an effect on a student’s mental health, skills and awareness are needed to minimise the impact of such events and reduce the potential bullying from occurring. Students need effective communication skills, problem solving skills, self discipline and connectedness to act as a buffer and help build resilience.

**Level A – Prep to Grade 3**

*Post a Letter*

This activity is designed to help students gain a common awareness of what is expected from them as a class group and what to expect from each other. As the student gains an understanding on what is expected of them, the more confident the student becomes. Knowing what to expect from others also helps a student to decipher situations that might just be a simple misunderstanding or when it might be more of a bullying problem. For this activity, students identify behaviours and place them into either the important letterbox or the not very important letter box.

*Taking time to think.*

This activity uses some principles from mindfulness by having students begin to focus on their thinking and breathing as a strategy; a tool to help them with their thoughts. This will assist the students on a psychological level if they are involved in a bullying incident as well as assisting the student to think before a potential incident, thereby preventing a potential bullying incident or a misunderstanding. The activity demonstrates clarity through an experiment conducted by the teacher and then has the students complete an exercise where they hop on the spot and recite a nursery rhyme.

**Level B – Grade 4 to Grade 6/7**

*Close your eyes and hold tight*

Students are to choose an activity they would like to do on the weekend and devise the steps they will need to take to make it happen. Students also need to identify obstacles to achieving the activity and finding solutions around these obstacles. This activity is to help students identify and define what they have some control and influence over and what they can’t change. Separating the control allows students to differentiate between what is their responsibility and what is not. The activity also provides for shared experiences of problem solving in small groups.

*I am not alone*

This activity provides students with a concrete visualisation of the support networks in the student’s lives.

This is done to reinforce to students the fact that they are not alone and have people around to assist them when they are troubled by events in their lives. In this activity, students draw a picture of themselves and either record or draw people who are important to them into three separate circles. These circles represent the different levels of intimacy or closeness they have with the people selected. Students then cut out these circles and glue the circles onto the picture of themselves.
Level C – Grade 6/7 to Grade 9

Pull me ups and put me downs

This activity helps students separate their thoughts into those that are helpful and those that are unhelpful. The activity highlights to students the power of positive thinking. In small groups, students select a particular event or situation and then devise three (3) helpful and three (3) unhelpful thoughts about it. A whole class group discussion is held at the end.

Tower of Strength

The aim of this activity is to show students that while negative events can happen to them, there are also many positive events that can happen as well. Students record on the handout sheet, positive events that have occurred over their 9/10 years of schooling and 1 negative event. This handout sheet is then folded in half and placed on the desk. The students then have a race to see who can be the fastest at blowing over the folded handout sheet to knock over the bad situation/circumstance.

Level D – Grade10 to Grade 12

Pieces of the Pie

The aim behind this activity is: 1) to increase students’ awareness of possible alternatives to their initial thought processes, and 2) for students to reframe events from a negative interpretation to a positive interpretation. Students are provided with three scenarios from which they must identify five (5) possible interpretations of the events. Students discuss in small groups the range of possibilities which are then presented to the larger class group.

Getting through the hard times

This activity is designed to highlight the importance of having support from others and how such support makes adversity more tolerable and easier to cope with. Trying to decipher the best course of action requires much thought and discussion. The activity involves small group work with students being stranded at sea and having to prioritise salvaged items that are critical for their survival.
Post a letter

This activity is designed to help students gain a common awareness of what is expected from them as a class group and what to expect from each other. As the student gains an understanding on what is expected of them, the more confident the student becomes. Knowing what to expect from others also helps a student to decipher situations that might just be a simple misunderstanding or when it might be more of a bullying problem. For this activity, students identify behaviours and place them into either the important letterbox or the not very important letter box.

Material Required

2 small boxes (shoe box size), photocopy of activity handout sheets for each student in the class, scissors

Step One

Collect two small boxes, the size of a household post box. Cover the boxes in paper and cut out an opening slot so mail can be posted. Label one postal box - very important mail and label the other postal box - not important mail.

Step Two

Photocopy the activity handout sheet for each student in the class. Depending on the age and development of the students, you may pre cut the labelled activities from the Activity Sheet handout or have the students cut these out themselves.

Step Three

Hold up one of the activity labels and ask the students to see if they can find the same activity label. Ask the students if the activity is very important or not important at all. With the older students in this age level, a discussion can be held about why they think the activity is or is not important. For the younger students, informing the students that for everyone to get on well with each other and to be happy, we all need to know what is important so we don’t get caught up and have a misunderstanding. It is a bit like playing a game. If you don’t know the rules of the game, it is hard to play and the other players can get cranky with you.

Step Four

When the students have decided what the correct post box is, ask each of the students to post the activity label in the correct postal box. Repeat step three until all activity labels have been posted.

Step Five

Time and facilities permitting, the students can collectively paint or draw the two letterboxes to make the boxes unique to the class.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking really loudly</td>
<td>Having good manners</td>
</tr>
<tr>
<td>Being helpful to other students</td>
<td>Eating healthy foods</td>
</tr>
<tr>
<td>Doing what the teachers say</td>
<td>Having friends</td>
</tr>
<tr>
<td>Having money</td>
<td>Being at the front of the line</td>
</tr>
<tr>
<td>Listening to each other</td>
<td>Always being first</td>
</tr>
</tbody>
</table>
Taking the time to think.

This activity uses some principles from mindfulness by having students begin to focus on their thinking and breathing as a strategy; a tool to help them with their thoughts. This will assist the students on a psychological level if they are involved in a bullying incident as well as assisting the student to think before a potential incident, thereby preventing a potential bullying incident or a misunderstanding. The activity demonstrates clarity through an experiment conducted by the teacher and then has the students complete an exercise where they hop on the spot and recite a nursery rhyme.

Material Required

Large clear glass or jug, small objects such as paper clips etc, baking soda

Step One

Explain to students you will show them an experiment. Explain you want to show the students how sometimes we get upset and when that happens, sometimes it can be hard for our minds to think clearly.

We will often need to stop and rest and then our minds will be able to think clearly again. Ask the students to sit or stand around a table. Place a clear glass or plastic jar full of water on the table. Place some small objects around the jar. These can be pens, paper clips, small blocks, toys etc. Ask the students to look through the water in the jar and ask them what they see on the table. Students should be able to see the objects lying on the table. Suggest this is like when you go to the beach and the water is calm and there are no big waves churning up the sand in the water, you can see to the bottom.

Step Two

Place a cupful of baking soda into the glass / plastic container. With the lid on, shake the container. Now ask the students again what they can see when they look through the container. Students can no longer see clearly as the baking soda will initially make the water cloudy.

Step Three

Wait a few minutes for the baking soda to settle and the water becomes clear again. Ask students if they can look through the water again and see the objects on the table.

Step Four

Talk to the students about the fact that sometimes we can get so busy with what we are doing that we don’t see what is really happening around us. This can mean that sometimes we might upset other students and be upset ourselves because our thoughts in our head are not clear. From time to time, we will need to take the time to slow down and rest our brains so we can think clearly.

Step Five

Inform the students they can have a practice at this. Ask them all to hop on the spot and recite a nursery rhyme aloud. When they have finished, ask the students if they were aware how fast they were breathing when they spoke. Tell the students this was a hard question to answer because their minds were having lots of thoughts. Their minds had to remember the rhyme, say it and know how to hop on the spot. So there were lots of thoughts going around in their minds. Now ask the students to sit and close their eyes for a minute. With eyes closed, ask the students if their breathing is very fast or slow. The point being, when they are still, they are able to think more clearly and notice things that they might not have noticed otherwise.
Close your eyes and hold tight

Students are to choose an activity they would like to do on the weekend and devise the steps they will need to take to make it happen. Students also need to identify obstacles to achieving the activity and finding solutions around these obstacles. This activity is to help students identify and define what they have some control and influence over and what they can't change. Separating the control allows students to differentiate between what is their responsibility and what is not. The activity also provides for shared experiences of problem solving in small groups.

Material Required

Nil

Step One

Divide students into small groups of 3 or 4. Ask each student to think of three things they would like to do on the weekend. Have the groups discuss each of the students’ ideas then ask the groups to select the top idea of what to do on the weekend.

Step Two

Ask each group to stand up and voice the activity they would like to do. (Keep a mental note of what each group suggests as their activity). When all students are seated, ask the students to close their eyes and picture themselves doing their activity. After a few seconds ask the students to open their eyes.

Step Three

Ask the students did they really do the activity. The answer being, it was imagined not real. To make it real, involve more than closing your eyes and wishing it will happen. There are certain things students will need to do to make this happen.

Step Four

As a small group ask the students to list the things they will need to do to make it happen. See if they can do this in at least three steps. For example if the activity was going to the beach. Step One: ask parents if they can go to the beach on the weekend, Step Two: pack towels and swimming costume, Step Three: drive/walk to the beach. Give the students time to discuss this then ask a representative from each group to present to the class their activity and the steps they need to take.

Step Five

Ask the students to think of an obstacle that might get in the way of them doing their activity. Is this something they can change themselves or is it something they have no control over? For example, Obstacle One: The weather forecast might predict thunderstorms and dangerous seas. They cannot change the weather. Obstacle Two: Some jobs /chores need to be done around the house.

They change this by doing the jobs each afternoon after school so they are all done by the weekend. Again have the groups discuss this and then present to the class.

Step Six

Talk to the students about what things they can have some control over in their life and what things they don’t have control over. Sometimes we can be very hard on ourselves trying to change something we have no control over. For example we can’t change the weather. Rather than getting upset and angry over not going to the beach that weekend, we can plan alternatives, for example: what to take and do next time you are able to go to the beach, what inside activities to do instead of going to the beach.
I am not alone

This activity provides students with a concrete visualisation of the support networks in the student’s lives. This is done to reinforce to students the fact that they are not alone and have people around to assist them when they are troubled by events in their lives. In this activity, students draw a picture of themselves and either record or draw people who are important to them into three separate circles. These circles represent the different levels of intimacy or closeness they have with the people selected. Students then cut out these circles and glue the circles onto the picture of themselves.

Material Required

Large sheets of butchers paper, paints, paint brushes, scissors, pens, marking pens

Step One

Provide each of the students with a large piece of butchers paper, paints, coloured sheets of paper, scissors and pens/markers. Ask the students to write their name on the top of the butchers paper then draw a picture of themselves in the middle of the butchers paper.

Step Two

Ask the students to think about all the people in their lives. This is friends, family, teachers, neighbours etc. Ask the students to take three different pieces of paper and draw a large circle on each sheet of paper. For the first sheet, in the circle ask students to write (or draw pictures if they are having difficulties spelling) all the people who are really close to them. On the second sheet, have the students write down or draw the people who are close but not as close as the people in the first circle and on the third sheet record the people who are important in their life but they are not as close.

Give an example to the students. I would put my partner, my children, my best friend, my parents in the first circle for people who are really close to me. These are people I see or talk to a lot. In the second circle I might put people who are important but I don't see or talk to as much. This might be cousins, friends from where I used to work, people at church, etc. On the third sheet are people who I care about but are not as close to me. For example, Mr Jones who works at the corner shop that I have been going to for years, relatives I have not seen or spoken to for a long time. Explain to students, there is no right or wrong circle people should be placed into. They just need to work out for themselves depending on the level of closeness, in which circle to write or draw the people.

Step Three

Ask students to cut out the circles from the 3 sheets of paper and glue them onto the butchers paper. Suggest to the students if they are having difficulties with another student at school, or they are not feeling happy, they have all these people in their world that they can talk to.
Pull me ups and put me downs

This activity helps students separate their thoughts into those that are helpful and those that are unhelpful. The activity highlights to students the power of positive thinking. In small groups, students select a particular event or situation and then devise three (3) helpful and three (3) unhelpful thoughts about it. A whole class group discussion is held at the end.

Material Required

Blackboard, sufficient photocopies of pick me ups and put me down handouts for all students, pens

Step One

In one large group ask students to brainstorm some of the things people their age worry about. Record these up on the blackboard. This list could include things like not doing well at school, not being invited to a party, not looking like a dork.

Step Two

Provide students with the handouts: ‘Pick me ups’ and ‘Put me downs’ and pens to write with. Ask students to form groups of 4 to 5 students taking the handouts and pens with them.

Step Three

Ask the groups to pick one of the worries listed on the blackboard. Try to ensure that all groups don’t pick the same worry. Ask each group to write down on the Pull me down handout, three (3) unhelpful thoughts about the worry. For example, for the worry not doing well at school, three (3) unhelpful thoughts might be: I am hopeless, I will never be able to understand this work and the other kids are smarter than me.

Step Four

Ask the students to complete three (3) helpful thoughts on the Pull me up handout for the same worry they used in the previous handout. For example, stay back for extra tute classes, talk to the teacher, ask a friend to help explain it to you.

Step Five

Ask each group to stand up and read out the worry they selected and the unhelpful and helpful thoughts. Ask what was easier to do, unhelpful thoughts or helpful thoughts? Was it easier to think of helpful thoughts when you were trying to help someone with the same worry compared to trying to think of helpful thoughts for yourself? Suggest next time they have a worry, it might be useful to separate thoughts into helpful and unhelpful thoughts as it will provide some positive solutions to their worries.
1. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Tower of Strength

The aim of this activity is to show students that while negative events can happen to them, there are also many positive events that can happen as well. Students record on the handout sheet, positive events that have occurred over their 9/10 years of schooling and 1 negative event. This handout sheet is then folded in half and placed on the desk. The students then have a race to see who can be the fastest at blowing over the folded handout sheet to knock over the bad situation/circumstance.

Material Required
Sufficient photocopies of Tower of strength handout for all students, pens

Step One

Provide the handout – Tower of Strength – to every student in the class. Ask the students to think about all the things that have happened to them (good and bad) since they first started school. Have the students write down on the back of the handout sheet something that has happened at school that they didn’t like. This could have been in any year of their school life.

Step Two

Have the students flip over the handout sheet so the picture of the tower of strength is on top. On each year level of the tower, ask the students to write down something positive and good that occurred to them or their class in each year level. These could be things like school camp, making something in art, getting out of school early, something funny that happened etc.

Step Three

Explain to the students that even though bad things can happen to our lives, there are still a lot of good things that happen to get us through the bad times. For example people helping each other out in natural disasters like cyclones and earthquakes. Suggest to students to fold the handout in half so the bad time is on the inside of the fold. Sit the folded piece of paper on the student’s desk like a billboard. Ask the students to stand behind their desk with their hands behind their backs. Inform the students they will knock their bad times over with just one breath. On the count of three (3), ask students to blow with their mouths towards the folded handout. Students are not to use their hands only their breath to knock over the folded piece of paper. You will need very quick eyes to see who the winner is.
Tower of Strength

Grade 9

Grade 8

Grade 7

Grade 6

Grade 5

Grade 4

Grade 3

Grade 2

Grade 1

Prep
Pieces of the pie

The aim behind this activity is: 1) to increase students’ awareness of possible alternatives to their initial thought processes, and 2) for students to reframe events from a negative interpretation to a positive interpretation. Students are provided with three scenarios from which they must identify five (5) possible interpretations of the events. Students discuss in small groups the range of possibilities which are then presented to the larger class group.

Material Required
3 photocopies of Pieces of the pie handout for each student, pens

Step One
Talk to students about how easy it is to judge something without knowing all the facts. Sometimes we can be biased in our judgement so that we see only one side of the story. At times we can be so tough on ourselves that we only see one aspect of a problem and the reason we can find it hard to work out a solution is due to the fact we have blinkers on.

Step Two
Ask students to divide into groups of 4 to 5 and then provide the 3 copies of the ‘Pieces of the Pie’ handout to each group. Read out scenario 1 to the class and ask the groups to record in each segment of the pie a possible interpretation of the event. Use one handout sheet for each scenario. Read out the scenarios one at a time and allow group discussion and recording on the pie handout for each scenario.

Scenario 1 - Jodie, a year 10 student is standing in line at the tuckshop and someone pushes into her.

Scenario 2 – Josh has received 5 texts from someone he doesn’t know saying the same thing.

Scenario 3 – Sara was organising the stretch Hummer for the formal and now Jess and Luke are not going.

Step Four
Have each group present their interpretations to the class. As the interpretations are presented, count up on the board how many interpretations are negative and how many are positive. Have a discussion about who felt they were very limited in their thoughts and who felt that looking at a number of alternatives came naturally. Ask the students, ‘Do people naturally lean towards more positive interpretations than negative interpretations? What do you think that tells us about people?’
Pieces of the pie
Getting through the hard times

This activity is designed to highlight the importance of having support from others and how such support makes adversity more tolerable and easier to cope with. Trying to decipher the best course of action requires much thought and discussion. The activity involves small group work with students being stranded at sea and having to prioritise salvaged items that are critical for their survival.

Material Required

Sufficient photocopies of Lost at Sea handout, Ranking sheet handout, Coast Guard handout for all students, pens

Step One

Provide the handout - lost at sea - for students. Read the handout aloud to the class and then ask the students to divide into groups of 4 to 5.

Step Two

Hand out the ‘lost at sea ranking chart’ to every student. Ask each of the students to rank the order of importance for each item listed on the ranking sheet. Give students 10 minutes to complete this task. Then ask the small groups to discuss the rankings and come up with a group ranking for the items. Ask each student to record the group ranking on the handout sheet.

Step Three

Inform the students that according to the experts such as the US Coast Guard, if someone is stranded mid ocean the priorities in terms of basic supplies need to attract attention and aid survival until rescue arrives. There is no point using items to help navigate because you could not store sufficient water and food in a little raft for the time it would take to reach land. The only hope of being spotted and rescued is with signalling devices. Provide coastguard handout sheet.

Step Four

For each item, mark the number of points that your score differs from the Coastguard ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better your score. Read out to the class the following:

With a score of

0 - 25 Excellent. You demonstrated great survival skills. Rescued!
26 - 32 Good. Above average results. Good survival skills. Rescued!
33 - 45 Average. Seasick, hungry and tired. Rescued!
46 - 55 Fair. Dehydrated and barely alive. It was tough, but rescued!
56 - 70 Poor. Rescued, but only just in time!
71 - 112 Very poor. Oh dear, your empty raft is washed up on a beach, weeks after the search was called off.

Step Five

Ask the students if the group rankings gave them a greater chance of survival than their individual rankings. Presumably this is so. Discuss with the students that to increase their survival and happiness in life generally and specifically to work against bullying among school students we need to work together.
Lost at Sea Handout

You have chartered a yacht with three friends, for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and two-person crew. Unfortunately in the mid Atlantic, a fierce fire breaks out in the ship’s galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational and radio equipment has been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest land. You and your friends have managed to save 15 items, undamaged and intact after the fire. In addition, you have salvaged a four man rubber life craft and a box of matches. Your task is to rank the 15 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important, and so on through to number 15 for the least important.

<table>
<thead>
<tr>
<th>Salvaged items</th>
<th>My ranking</th>
<th>Team ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sextant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaving mirror</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mosquito netting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 litre container of water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A case of army rations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps of the Pacific Ocean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A floating seat cushion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 litre can of oil/ petrol mixture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small transistor radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 square metres of opaque plastic sheeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A can of shark repellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One bottle of 160 per cent proof Rum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5 metres of nylon rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 boxes of chocolate bars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A fishing kit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LOST AT SEA www.insight.typepad.co.uk
Coast Guard Handout

The list below is the ranking order of the items according to their importance to your survival:

<table>
<thead>
<tr>
<th>Items</th>
<th>Coastguard ranking</th>
<th>Coastguard reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sextant</td>
<td>15</td>
<td>Useless without the relevant tables and a chronometer.</td>
</tr>
<tr>
<td>Shaving mirror</td>
<td>1</td>
<td>Critical for signaling.</td>
</tr>
<tr>
<td>Mosquito netting</td>
<td>14</td>
<td>There are NO mosquitoes in the middle of the Atlantic Ocean and the netting is useless for anything else.</td>
</tr>
<tr>
<td>25 litre container of water</td>
<td>3</td>
<td>Vital to restore fluids lost through perspiration.</td>
</tr>
<tr>
<td>A case of army rations</td>
<td>4</td>
<td>This is your basic food intake</td>
</tr>
<tr>
<td>Maps of the Pacific Ocean</td>
<td>13</td>
<td>Worthless without navigation equipment.</td>
</tr>
<tr>
<td>A floating seat cushion</td>
<td>9</td>
<td>Useful as a life preserver if someone fell overboard.</td>
</tr>
<tr>
<td>10 litre can of oil/ petrol mixture</td>
<td>2</td>
<td>Critical for signaling. The mixture will float on water and could be ignited using the matches.</td>
</tr>
<tr>
<td>Small transistor radio</td>
<td>12</td>
<td>You would be out of range of any radio station.</td>
</tr>
<tr>
<td>2 square metres of opaque plastic sheeting</td>
<td>5</td>
<td>Can be used to collect rain water and shelter from the wind and waves.</td>
</tr>
<tr>
<td>A can of shark repellent</td>
<td>10</td>
<td>To repel sharks, of course!</td>
</tr>
<tr>
<td>One bottle of 160 per cent proof Rum</td>
<td>11</td>
<td>Contains 80% alcohol, which means it can be used as an antiseptic for any injuries, otherwise of little value. It would cause dehydration if drunk.</td>
</tr>
<tr>
<td>4.5 metres of nylon rope</td>
<td>8</td>
<td>Could be used to lash people or equipment together to prevent being washed overboard in a storm.</td>
</tr>
<tr>
<td>2 boxes of chocolate bars</td>
<td>6</td>
<td>Your reserve food supply</td>
</tr>
<tr>
<td>A fishing kit</td>
<td>7</td>
<td>Ranked lower than the chocolate as there is no guarantee you will catch any fish.</td>
</tr>
</tbody>
</table>

LOST AT SEA www.insight.typepad.co.uk
References


Berkowitz, L. (1984), Some thoughts on anti and pro social influences on media events-A cognitive association analysis, Psychological Bulletin, (95) pp 410-427


Black, S., Weinles, D. and Washington, E. (2010), Victim strategies to stop bullying, Youth Violence and Juvenile Justice, 8 (2) pp 138-147


Crothers, L., Kolbert, J., and Barker, W (2006), Middle School Students' Preferences for Anti-Bullying Interventions, School Psychology International, 27 (4) pp475-487
DeRosier, M., (2004), Building relationships and combating bullying: Effectiveness of school-based social skills group intervention, Journal of Clinical Child and Adolescent Psychology, (33), pp196-201


Latane, B. and Darley,J., (1969), Bystander "apathy", American Scientist, 57, pp 244-268


Rigby K (1997), Bullying in schools-and what to do about it, London: Jessica Kingsley


Seccombe, K. (2002). Beating the odds versus Changing the odds: Poverty, resilience and family policy. Journal of Marriage and Family. 64 (2) ,pp 384-394

She's falling http://www.pacer.org/bullying/bpam/pdf/hayleysLyrics.pdf


Useful websites

http://www.takeastandtogether.gov.au
http://au.reachout.com/find/articles/bullying-what-it-is
http://www.netsafe.org.nz/
http://www.pacer.org/
http://www.schoolclimate.org/bullybust/students/upstander/
Counselling Services

Please discuss with your school counsellor/guidance officer as to the most appropriate counselling services to recommend in your area. National telephone counselling services available from:

**Kids Helpine: 1800 55 1800**

(Also offer email counselling -counsellor@kidshelp.com.au and web counselling – see web site)

**Lifeline: 131114**