

Level
B

Module Four | Reducing the impact of bullying



Activity One

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.

Materials 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.

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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?