

## 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.

## Prevention Activities

### *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.

### 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.