

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.

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.