

Prevention Activities

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.

Prevention Activities

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.

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. Almwktivmrk 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. FsxI fscw erh kmvpw ger fi fyppmiw
3. Almwivmrk 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.

