

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.

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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.

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.