

Prevention Activities

AIM: For students to be able to identify bullying is not just about the bully and the targeted student but includes all the students. By increasing students' confidence and skills, they will be able to stand up and be proactive bystanders as well as supportive and empathic peers.

Level A - Prep to Grade 3

Pulse game

The purpose of this activity is to provide a visual/tactile stimulus for students to see how they can work together to achieve a successful outcome. Students form two lines (teams) and sequentially squeeze hands. When the last hand is squeezed, the student collects a ball/object from a chair and that team wins a point. A discussion at the end of the activity summarises how working as a team can minimise any potential bullying situations. This activity would be more appropriate for the older students of Level A.

Hop in the hoops

To identify that there are many players involved in bullying, (not just the bully and the targeted person), and therefore there is a need to all be in the same team. This outdoor game involves students hopping into hula hoops. Students need to listen to instructions and work together. At the end of the activity, students form a centipede to put the hoops away. The analogy is raised about the need for the centipede's feet to work together.

Building a rainbow

In this activity, students learn that taking turns, instead of pushing in, helps relationships between the students. Students paint separate colours on pieces of paper then join the paper together to create a rainbow. On completion of the rainbow, students sing along to the rainbow song.

Level B – Grade 3 to Grade 6/7

Would you rather work out

This activity is designed for students to connect with each other through similar interests/beliefs and provide some physical exercise in doing so. A discussion is held with students at the end of the activity about the fact that bullying is not only about the bully and the student they are hurting. Bullying actually involves all students and students have a choice about what they do in the situation. As a group, they can be fit and strong and fight back against bullying by supporting each other.

The science of bullying

For this activity, to emphasise the importance of bystanders taking action to improve the situation for the targeted person, students conduct an experiment with an egg, water and salt. Students change the positioning of the egg in water by altering the water/salt ratio which in turn is reflected as changing the bystander/bully ratio, in order to alter the bullying incident for the targeted person.

What's in the bag?

This activity is completed in small groups with a large class discussion at the end. Students identify feelings of a targeted student when they receive helpful behavioural actions, unhelpful behavioural actions and no behavioural action from bystanders. Students break into small groups of six (6) with one student in each group required to identify 6 objects in a paper bag. Other students assist or distract the student from guessing the right object.

Prevention Activities

Level C – Grade 6/7 to Grade 9

Myth Busters

This activity raises students' awareness about the role of the bystander and highlights some misconceptions bystanders and students might hold. The Challenging Myths Quiz is used to facilitate this awareness but also to provide some suggestions for strategies students can employ to become more effective bystanders. The activity begins with small group work and ends with a class discussion.

Zapped your power

This activity is designed for students to recognise that they can reduce a bully's power. The activity also looks at peer relationships and perceptions of bullying. Students measure the reduction in power by pushing against each other then repeat the exercise with only one student pushing. This is followed by a group activity where students write comments on bullying scenarios.

A novel approach

This activity combines bullying with other curricular activities. For English, where a novel needs to be completed, the book *Cannily Cannily* by Simon French can be read as the basis for discussion on bullying. Students are provided with a question sheet to complete which can form the basis of class discussion.

Level D – Grade 10 to Grade 12

Get me out of here

The aim of this activity is for students to be more effective bystanders by increasing problem solving skills and improving peer relationships. This activity is a physical activity and requires a large area for students. Students hang on to each other's hands in such a way that it becomes a tangled mess of arms and bodies. Students are then required to untangle themselves by observing other student behaviours as well as listening to others. There is discussion at the end of the activity about being effective bystanders.

Stranded on an island

This activity is designed to highlight how a targeted student would feel when there are other students around who will actually help improve the situation as well as other students who won't help. Students break into small groups and need to decide what important item they will take with them when they are relocated to a stranded island. Teambuilding occurs as students combine their items to increase their survival items. From this, students then try to barter with the larger class group to swap items to improve their chances of survival even further.

Project officer

This activity is designed for students to look at bullying within the whole school environment while also challenging students to devise solutions to bullying which can then be presented to the Principal. Depending on the solutions suggested, students may be able to implement the whole solution or part of the solution. The activity is designed to empower students to find and fix the problem of bullying directly. Students are given a choice of factors that influence bullying, they are to select one and then develop a proposal to address the issue.

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Material Required

Nil

Step One

Inform the students there is a news flash. The Prime Minister wants bullying eliminated from all students' behaviour by the end of the year. The Prime Minister has entrusted this very class to lead the way in unravelling the very complex issue of bullying. This class was selected due to their extreme problem solving skills. As a warm up for this extremely important work, the class will undertake a warm up exercise.

Step Two

Have all students clear an area of objects (desks etc) and form two or more groups, depending on the size of the class group. Have each group of students stand in a circle, facing each other. Have them all raise their left arm, reach across and take the left hand of someone else in the circle. Do not hold hands with someone next to you. Then ask everyone to repeat the same movement with the right hand.

Step Three

Give the students 15 minutes to see if they can untangle themselves without letting go of each other's hands. This will require effective communication, problem solving and creative thinking. Exactly what is required to solve bullying? This can be repeated with a larger group if successful with the smaller size groups.

Step Four

Discuss with students, what were the frustrating parts of the exercise, what worked really well, was everybody listening, was everybody watching out for each other, what did it feel like when you work together as a team.

Relate this to bullying.

1. How would the targeted person feel when other students ignored what was going on and pretended not to hear?
2. Does the targeted person get hurt?
3. What is the least thing you can do for the targeted person?
4. What is one thing you will definitely do if you see a bullying incident?
5. How do you prevent bullying occurring before it even starts?

Stranded on an Island

This activity is designed to highlight how a targeted student would feel when there are other students around who will actually help improve the situation as well as other students who won't help. Students break into small groups and need to decide what important item they will take with them when they are relocated to a stranded island. Teambuilding occurs as students combine their items to increase their survival items. From this, students then try to barter with the larger class group to swap items to improve their chances of survival even further.

Material Required

A4 paper and pens

Step One

Divide students into groups of 5 or 6. Inform them that they will have to leave where they are currently living and move to a deserted island for an indefinite period of time. Each student is allowed to take one thing with them to the island. Give the students 5 minutes to think of what they will bring. Have the students write down on individual pieces of paper what they will bring.

Step Two

Have the students explain to their own group what they will bring and why. Write up on the board the individual items of each student.

Step Three

Now ask each group of 5-6 students to combine their items to see if they can increase their chances of survival as a group on the island. Give the students 10 minutes to see what creative things they can come up with. Present these ideas to the large group.

Step Four

Students will now be able to trade an item with another group if they believe the other group has an item which will increase their survival chances further. Have each group look at the items listed on the board to see if there is an item they would like to obtain from another group and an item from their own group they are willing to trade to obtain the item.

Give the students 5 minutes to trade.

Step Five

For those students who could trade, what do they now have that has increased their survival further?

For students who could not trade, do they think they will survive longer than those who have traded?

Step Six

Compare this to a bullying incident.

Does anyone think they would survive being on their own?

How would a targeted person feel on their own?

Does having extra people around always mean they will be helpful?

What is the most amount of help you can offer a targeted person to survive?

Project officer

This activity is designed for students to look at bullying within the whole school environment while also challenging students to devise solutions to bullying which can then be presented to the Principal. Depending on the solutions suggested, students may be able to implement the whole solution or part of the solution. The activity is designed to empower students to find and fix the problem of bullying directly. Students are given a choice of factors that influence bullying, they are to select one and then develop a proposal to address the issue.

Material Required

Sufficient photocopies of Factors in School Environment handout, pens

Step One

Inform students that they have been selected to be project officers for one lesson. They have been given a project to work on to make schools safer environments for all school children. In particular, their project is to focus on addressing the bullying problem among school students at their school.

Step Two

Provide students with a handout on Factors in the School Environment. Ask students to select one issue from the handout and devise a plan to overcome the problem. They can do this individually or within a group. They have twenty minutes to devise a solution to the issue they have picked. Provide the proposal handout sheet for the individual or group to record their proposal on. They will use this to present their concept to the class.

Step Three

Students present their findings to the entire class group. As a class they are then required to decide which solution would have the most effect at their school in reducing bullying incidents. With class permission, send a copy of this proposal to the Principal and Year Level Co-ordinator for their consideration. Depending on students' solutions, they may be able to progress their solutions even further.

