

Prevention Activities

AIM: To provide students with strategies to deal with actual and potential bullying incidents. To increase students' confidence and skills in realising their intervention will have a positive effect and will not negatively affect their social standing within their peer group.

Level A - Prep to Grade 3

Trust walk

Students need to rely on each other and know they have each other for support to prevent potential bullying incidents from occurring as well as dealing with bullying incidents. This activity is conducted in groups of three where each student will take a turn in a) being blindfolded, b) leading a person on a walk, c) informing the student of obstacles along the way.

Cold wind blowing

This activity is designed for students to work together to stop something bad from happening to them. Students in the younger levels can use toys for this activity while the older students can construct the toys using craft materials. Students design a town then build items to stop damage from a big cold wind that is blowing. A discussion is held at the end equating damage that a wind can do to damage a bully can do. Students list statements that can be used to tell a bully to stop the bullying.

Petal Power

This activity is designed to promote the positive aspects of both the student's behaviour and the school environment rather than the negative aspects of bullying. Students complete a picture of a flower and record positive messages on the picture as a way of reinforcing positive behaviour and displaying aspects of the school ethos.

Level B – Grade 4 to Grade 6/7

M and M's

The purpose of this game is to help students understand the different roles played by people involved in bullying incidents. By working in small groups, students devise actions and words on how to respond to bullying incidents. Students are divided into groups of 6 and a bag of M and M's is required for each group. Each student's response to 'What would you say or do' are recorded on sheets of butchers paper.

Stepping Stones

The purpose of this game is to help students understand the importance of working together, communicating with each other and identifying potential dangers in bullying incidents. Students play a game where they cross a torrent of water on stepping stones (carpet tiles) to get safely across to the other side. The activity requires communication and strategy planning by the students. It can be played with a whole class group or as smaller teams.

Be an Upstander

The activity turns bystanders into upstanders. Upstanders are proactive students who work together in trying to stop bullying. Students devise upstanding techniques and present them in poster format. Posters are displayed around the school to raise awareness on how to stand up to bullying.

Prevention Activities

Level C – Grade 6/7 to Grade 9

Giants ,Wizards and Elves

The purpose of this game is to provide students with an opportunity to use force and power to dominate another student and then compare it to diffusing a situation and having a student cooperate. The game played is similar to paper, scissors, rock. At the end of the game, students can discuss whether they feel they could stand up to someone and make a statement to alter the potential or actual bullying situation.

Capture the Flag

This activity is based on the traditional Capture the Flag game which is played by lots of school students. Players are required to capture the opposing team's flag, but in the process can be captured and placed in gaol. For players to be released from gaol, they need the support of their team members. In a bullying situation, a targeted student requires the support from other students to assist him / her. In this game, students support each other and quickly respond when being attacked. The variation from this traditional game occurs when the student in gaol is rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student who tagged them. They must respond with, 'Go pick on someone else, we are not hanging around'; then they are to keep running back to their side. The purpose is to give students confidence to speak up and to speak up quickly.

All about signs

This activity is designed to show students that it is not always easy to detect a bullying situation as well as it is not always easy for a targeted student to ask for help. The activity is played as a large class group where students have to pass on a sign to other students without being noticed. A discussion is held at the end about noticing bullying behaviours in the playground and what they can do about it.

Level D – Grade 10 to Grade 12

It's a mural, Muriel

This activity is for students to identify their behaviour in relation to other students in terms of the Rights of a Child. Students identify the feelings of targeted students and ways to manage bullying incidents. They are to express this in a large mural which can be hung in the school corridors for other students to see as a way of increasing all students' awareness of bullying.

Crazy idea or what?

This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

She's Falling

Using the lyrics, song and question sheet from the Pacer Centre in America for the song She's Falling; students answer questions about bullying, its effects and what they can do about it.

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Material Required

Sufficient photocopies of Bill of Rights handout for all students in class, large sheets of butchers paper/drawing paper, pens

Step One

Provide students with Children's Rights handout. Then, as a large class group, brainstorm the following issues. Record these up on the board.

- Children's Rights - What are they, how do children's rights apply to how children treat each other?
- Bullying - What is wrong with bullying?
 - How do children's' rights fit in with bullying?
 - What are the feelings of targeted victim of bullying?
 - Best one liner's to say to bullies.
 - How to stop bullying?

Step Two

Provide students with large sheets of paper that can be taped together to create a large mural piece, coloured pens and paint. Break students into 3 groups with a large mural size sheet of paper for each group. Inform students they have 20 minutes to design a mural that will depict the comments listed from the brainstorming sessions.

Step Three

Have each group present their mural to the class saying why they emphasised certain parts. Tape murals to collective student areas where all students of the school can view the murals; e.g. tuck shop areas, toilet block areas etc.



United Nations Declaration of the Rights of the Child

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
3. You have a right to a name and to be a member of a country.
4. You have a right to special care and protection and to good food, housing and medical services.
5. You have the right to special care if handicapped in any way.
6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
7. You have the right to go to school for free, to play and to have an equal chance to develop yourself and to learn to be responsible and useful.
8. Your parents have special responsibilities for your education and guidance.
9. You have the right always to be among the first to get help.
10. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health and your moral and physical development.
11. You should be taught peace, understanding, tolerance and friendship among all people.

This text is reprinted from the United Nations website at <http://www.un.org/>.

Crazy ideas or what?

This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

Material Required

Sufficient photocopies of crazy ideas or what handout to all students, writing paper and pens

Step One

Provide handout to students on 'Crazy ideas or what'. Ask students to divide themselves into 4 groups. Groups are to present a persuasive speech to class based on the pros and cons of each method listed. Students should present the ideal method at the end of their speech.

Step Two

Each class is to present their speech to the class.



Crazy ideas or what?

1. If you have zero tolerance and you expel students for bullying, given the high number of bullying incidents that happen, will there be a school with very few students?
2. The more severe the punishment for bullying becomes, the more it may prevent students from speaking up about bullying.
3. Bullying can lead to more severe behavioural problems as adults and maladaptive coping mechanisms. Pro social role modelling is required rather than punitive approaches.
4. Conflict resolution is not effective as bullying is not conflict it is abuse.
5. Trying to mediate sends a message that the targeted student owns some of the problem as well and the bully student gets off lightly.
6. Sending all students off to a group is only reinforcing their behaviour as they compare their actions.



She's Falling

Using the lyrics, song and question sheet from the Pacer Centre in America for the song She's Falling; students answer questions about bullying, its effects and what they can do about it.

Material Required

Computer to access website for class, sufficient photocopies of She's Falling lyrics and question handouts for all students

Step One

Read this excerpt from <http://www.pacer.org/bullying/bpam/educate.asp>

Music is the universal language of emotion and Hayley Reardon, a 13 year old singer songwriter, expresses herself so eloquently in a bullying awareness video, in which she sings her original composition. Hayley tapped into her talent and gifts to create a poignant, heartfelt song about a friend losing herself due to the unkind words of others. Hayley writes "To me, this song is about not knowing how to help someone who you can see is falling apart."

Although Hayley's song was written about a girl she knew personally, she, like all of us, was moved by the story of Phoebe Prince, a 15 year old Irish immigrant attending school in Massachusetts, who after months of being subjected to bullying from her peers, committed suicide on January 14, 2010.

Hayley has dedicated this song in Phoebe's memory. She has agreed to share "She's Falling" in the hopes others will be touched by the message, inspired to take action, and motivated to share in the process of creating a world in which no one feels alone.

Step Two

Provide handout of song lyrics to students and play the song either as an mp3 version or from the web site for a visual and auditory version.

"She's Falling" – Original Song Dedicated to the Memory of Phoebe Prince Lyrics and Music by Hayley Reardon

**For video version so students have visual as well as auditory go to:
<http://www.pacer.org/bullying/bpam/pdf/hayleysLyrics.pdf>**



“She’s Falling”

Lyrics and Music by Hayley Reardon

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When words are thrown out without thinking,
She can't believe the thought out ones are true
And the lies, they're getting more familiar
But honestly there's nothing she can do
She's trying to ignore the pain
It's no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can't breathe
She's falling

You Better catch her while she's falling
Faking smiles, and dried out tears
You're quite the mess for so little years
And for a girl who used to shine so bright
I look at you and see a losing fight

She's trying to ignore the pain
It's no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can't breathe
She's falling

Gotta catch her while she's falling
Falling
She's trying to ignore the pain
It's no wonder she only wants to leave this place
And their words and lies and memories
Are spinning round and she can't breathe
She's falling

When words are thrown out without thinking,
She can't believe the thought out ones are true
And the lies, they're getting more familiar
But honestly there's nothing she can do



Questions to Answer in relation to key words of the song

When words are thrown out without thinking

1. Do you think that the students who bullied Phoebe were thinking about how she felt? Were their actions intentional or were they random? How do “words” (include gossip, talking behind someone’s back, rude postings on facebook) hurt someone?

She can’t believe the thought out ones are true

2. Does it ever happen that people start to believe that they deserve to be bullied?

And the lies, they’re getting more familiar

3. Do you think that kids who bully are consciously aware that their actions are hurting someone?

But honestly there’s nothing she can do

4. How does one person defend themselves? How different would Phoebe’s story be if someone had spoken out on her behalf? How different would Phoebe’s story be if MANY PEOPLE had spoken out on her behalf?

She’s trying to ignore the pain

5. Do you think people you see every day could be feeling this pain without you knowing? Do you think “ignoring” bullying is a good idea?

It’s no wonder she only wants to leave this place

6. What are some of the things that kids do in response to being bullied?

And their words and lies and memories

7. What does self-esteem mean to you?

Are spinning round and she can’t breathe

8. Do you think that if someone is being bullied CONSTANTLY can they focus on anything else?

She’s falling

9. Do you think when people aren’t attacking the target that the target continues to attack himself/herself?

Gotta catch her while she’s falling

10. How would you respond if it was your friend being bullied versus another classmate that you didn’t know that well?

Faking smiles, and dried out tears

11. What do you think it might feel like pretending everything is ok, when it actually isn’t? When there is no one who knows or understands how hurt you might really feel?
12. Which is more painful—emotional bullying or physical bullying—and why? Do you think passing on a rumour is harmless?

You’re quite the mess for so little years

13. At what ages is bullying at its worst? Do you think adults assume kids have it easy?

And for a girl who used to shine so bright

14. What can be the reasons that people get targeted by bullying? What ways can the target help themselves?

I look at you and see a losing fight

15. Do you think students feel helpless to prevent bullying? What can be done to empower people to feel supported to take action? Do you think bullying can affect someone’s self-esteem beyond high school?

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