

Prevention Activities

AIM: Students need to gain an awareness of the self and its impact on others. To do this, students need an understanding of feelings and possess a vocabulary of feelings. Students also require an understanding of the difference between feelings and behaviour. Most importantly, students need to gain an appreciation of the ability of choice in regards to their behaviour. By becoming more self aware, potential bullying situations may be avoided, targeted students may feel they have resources available to them and bystanders can be empowered to take alternative positive course of action.

Level A – Prep to Grade 3

I'm all ears

This activity is designed to increase the student's awareness of themselves in relation to other students, by having them think of their behaviour and the impact it has on others. Students also become aware of the effect other students' behaviour has on them. This activity involves teamwork to carry out the commands provided by the teacher as well as communication between students as a team working together. The activity is similar to musical chairs in that music is played as students march around markers placed on the ground. When the music stops, students must undertake behaviour as instructed by the teacher.

Old MacDonald's Farm

This activity makes use of the story / lyrics of Old MacDonald's farm. All students in the class are assigned an animal from the farm. The same animal needs to be assigned multiple times as students must locate other students who have been assigned the same animal. Students crawl around the floor with their eyes closed making only the sound of the animal they were assigned. The aim of the activity is to have students listen to each other and work as a team. Students also need to be mindful of each other's physical presence in relation to themselves.

Level B – Grade 4 to Grade 6/7

Getting rid of yucky body feelings

For students to be self aware, they need to be aware of their own feelings. This activity aims to have students focus on the physicality of their feelings as well as providing them with a self control strategy to deal with feelings. The activity makes use of relaxation practice.

Good Messages

The aim of this activity is to highlight to students the importance of giving clear messages to each other when communicating. Students need to think about what they say before they say it. The activity is also designed to highlight the importance of listening to each other. Students play the roles of instructor and robot and must get the robot to draw an object without the robot knowing what the object is.

Level C – Grade 6/7 to Grade 9

What are feelings for

This activity is to encourage within students an awareness of different feelings and to put a label on them. From this, students select four feelings and identify both positive and negative behaviours for each of them. By doing this students are encouraged to see that they have a choice in their behaviour. Students are also encouraged to see how they can separate feelings from behaviour and how feelings are neither good nor bad. The activity is conducted in small groups prior to large group discussion on the students' handwritten comments on behaviours.

Prevention Activities

What your friends say about you.

This activity is designed to help students gain a greater awareness of how other students view them and what feelings are provoked inside of them selves. Students trace around their hand and have special messages recorded on each digit by other students in the class. Students also label feelings that are provoked when they think of the other students. These messages of self awareness can then be placed in the special name box that students may have made on the previous module.

Level D – Grade 10 to Grade 12

YMCA

This activity is a team building activity designed to create a positive feeling between students built on rapport and trust. For light relief, this activity can commence with playing the audio/visual of the song by The Village People, YMCA. Students can stand up and do the well known dance moves, YMCA for the song. This involves raising their arms above their heads to form the corresponding letters.

Lower the bar

This activity is designed to show how working together and communicating positively with each other can have positive and successful outcomes. Students gain an understanding of self in relation to others and also experience the feeling of other people's behaviour towards them. This activity requires the whole class to lower a stick to the ground and is followed by class discussion with set questions provided. A bullying scenario is then read to the class for class discussion about negative outcomes of students' behaviour.

I am all ears

This activity is designed to increase the student's awareness of themselves in relation to other students, by having them think of their behaviour and the impact it has on others. Students also become aware of the effect other students' behaviour has on them. This activity involves teamwork to carry out the commands provided by the teacher as well as communication between students as a team working together. The activity is similar to musical chairs in that music is played as students march around markers placed on the ground. When the music stops, students must undertake behaviour as instructed by the teacher.

Material Required

4 markers

Step One

In a large cleared classroom area or outside place markers in a rectangular shape. Ask the class to line themselves around the markers to form a large rectangle. Divide the students into groups of three (3) by creating spaces between each group. All students need to stand in single file, all facing the same way.

Step Two

Explain that you will play some music. Play music that the students can easily march in time to. As the music is played, the whole class is to march around the markers in a rectangular fashion. When you stop the music, explain to the students you will give them a command to which they must follow. There are only three commands to this activity due to three students per group, however extra commands can be added depending on the number of students per group. For the commands, the first student is always the leading student in the group of three, facing the direction of travel. It may be useful to have a few practice sessions without the music.

Step Three

For three student groups there are three commands:

- Switch** – When the teacher says "switch", the student in the front of the line of three, swaps places with the student in the back of the line of three.
- Change** – When the teacher says "change", the entire group of three turn around and face the opposite way to where they faced before.
- Rotate** – When the teacher says "rotate", the first student must go to the back of the line and the second student moves up to the front and will be the new leader.

If there are 4 students per group an extra command can be:

- Back Rotate** - When the teacher says "back rotate", the last student must go to the front of the line with the rest of the students shuffling back a space to allow for the new leader.

Alternatively, the three command game can be played with 6 students in a group by having a pair of students act as one student.

For the older students, a short class discussion can be held using the activity as an analogy of being aware that one's own behaviour can affect other student's behaviours. What is said to others can also affect behaviour. Sometimes this can be fun but other times it can be confusing. For some students, being confused can make them very unhappy. Students need to be aware of themselves, their feelings and their behaviour so there are less confusing times.

Old MacDonald's Farm

This activity makes use of the story / lyrics of Old MacDonald's farm. All students in the class are assigned an animal from the farm. The same animal needs to be assigned multiple times as students must locate other students who have been assigned the same animal. Students crawl around the floor with their eyes closed making only the sound of the animal they were assigned. The aim of the activity is to have students listen to each other and work as a team. Students also need to be mindful of each other's physical presence in relation to themselves.

Material Required

Nil

Step One

Clear an area in the classroom where children can move around freely without any dangerous objects to bump into. Move chairs for students to sit on outside of the cleared area. Have the students sit in the circle on the floor in the cleared area. Ask the children to think about all the animals that live on Old MacDonald's farm.

Step Two

Assign each of these animals to the students sitting in the circle. There needs to be at least two (and preferably more) students assigned the same animal. Students need to remember which animal they are. Go around the circle asking each student to make the sound of the animal they were selected to be.

Step Three

Tell students they will need to get on their hands and knees and crawl around the room, trying to find another animal the same as them. They are to keep their eyes closed (if it appears safe to do so) as they crawl around. They cannot talk to each other. The only sound they can make is the animal sound of the animal they were selected to be. When they hear another student making the same noise as themselves, they can open their eyes and sit together on the chairs outside the cleared area while they wait until all animals have found each other.

Step Four

Seat the students on the ground and have a discussion about the importance of listening to others and being aware of what it feels like to be physically close to someone. Ask students how they felt when they couldn't find another student making the same sound as them. Ask how they felt when other students bumped into them when they were crawling around. Summarise by saying for all the animals to get along on the farm they need to listen to each other and watch out for each other. This is the same for students.