

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.

Getting rid of yucky body feelings

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Material Required

Relaxation music

Step One

Talk to students about feelings. Sometimes it can be confusing to work out our feelings. Being able to talk about them takes a lot of courage and we need to find the right person to talk to. We may not want to share our deepest personal feelings with someone who never keeps a secret and who goes around blabbing everyone's business. What does your body tell you about your feelings? You need to listen to your body to see what it is telling you. Your stomach might be feeling tight, your chest hurting... ? Are your fists clenched? Or you might have a headache. You need to acknowledge the feeling and learn to let go of the feeling.

Step Two

Relaxation music can be played in the background for this part of the activity. Have a large clear area with a comfortable air temperature where students can lie down. Ask the students to find an area on the floor to lie down. They will need to lie on their backs. In a calm relaxing voice, vocalise the next five steps, one at a time with the students. Give time between each of the steps so students can visualise themselves doing what you ask, feel the sensations and listen to the relaxation music.

1. Close your eyes and while staying on your back, place your arms and legs in a comfortable position.
2. Breathe in through your nose and out through your mouth. Count to five as you do this. Breathe in; breathe out, 1, 2, 3, 4, 5.
3. Keeping your eyes closed imagine you are at the beach or on nice soft grass or somewhere else where you feel completely relaxed and safe to lie down on your back and relax. Picture each part of your body leaving its shape in the sand or on the grass – your head, your arms, your legs, your back.
4. Still with your eyes closed, relax your head, your neck, your arms your legs, your whole body. Let the tightness of the muscles run down your body, run away from your body. Let it run out down your arm and out your fingers. Feel the tightness run away down your chest, down your stomach, down your legs and out your toes.
5. Take two more deep breaths. Breathe in, breathe out and count to five. 1,2,3,4,5.
6. When you are ready sit up slowly and open your eyes.

Step Three

Have a discussion on how students feel after doing the exercise. How does it compare to how they felt before they started the exercise? When they feel all bottled up with feelings, perhaps they should try this at home. It will help them to identify what they are feeling, make them feel better which will then provide them with an opportunity to do something about the situation that made their feelings get all jumbled up.

If students prefer to picture themselves in another location for this activity, other suggestions can be used for example a nice place in the forest. The location needs to be where students feel safe, well and happy.

Good messages

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Material Required

Writing paper and pens

Step One

Talk to the students about feelings and behaviour. When we feel good about ourselves it's much easier to give good messages to other people and to say nice things to them. An important part of talking to a person is listening carefully to them. To understand what that person is saying, that person needs to give clear messages. If we don't listen really well and if we don't say what we think and feel, we can get into a muddle. We can accidentally start having a disagreement with a friend.

Step Two

Ask students to form groups of two. They will need a piece of paper and a pen. One student is to be the robot. The robot is given a piece of paper and a pen. The robot understands what a pen is and what a line is; but that is all. Robots must obey instructions at all times. Robots can only do one thing at a time. The other student is the instructor and must tell the robot what to do, step by step. Have all the robots turn around and face the back of the classroom. Hold up a picture of a square for the instructors to see. The robots are not to see or know what they are to draw. As the instructor, the student is to give instructions on what to draw but not tell the robot what they are drawing. For example put your pen on the paper and draw a straight line for 5 centimetres or until I say stop. Give the students ten minutes or less to do the exercise before swapping roles. This time, secretly inform the instructors of the shape to be drawn by showing a picture of a triangle.

Step Three

Talk to the students about the following:

- a). Did they find it hard to give clear messages?
- b). Did they feel they always understood what the other student was saying?
- c). How did they feel when they thought they were doing the right thing?
- d). How did they feel when they thought they were not completing the task correctly or couldn't understand the directions properly?
- e). Can any student think of a time when they thought another student didn't like them? Looking at it now, do they think it may have been a misunderstanding, a communication problem?
- f). Ask the students to give each other a handshake and say something positive to the other student about the activity, like: I enjoyed playing that game with you, you are good at giving good directions, you really listened well, etc.