

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.

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.

Material Required

Sufficient photocopies of y handout sheet for all students, pens

Step One

Talk to students about feelings. Brainstorm different types of feelings on the board. Feelings tell you what is going on inside you.

You can have lots of feelings at once, or just one. Feelings are not good or bad. People choose whether their feelings lead to actions and it is these actions that are good or bad; helpful or unhelpful.

Step Two

Hand out the 'y' sheet to students. Ask students to take a pen and the handout and put themselves into groups of 4/5 students.

The Y handout contains the letter 'Y' 4 times. Under each 'Y', students need to record a feeling. Along each arm of the Y, students have 2 choices of behaviour. Students need to write down a different behaviour on each arm of the Y. One behaviour is to lead to a good outcome and one behaviour is to lead to a bad outcome. For example, the feeling 'Tired'. There are two choices of behaviour that a student can do with this feeling. Along one arm of the Y they can write the choice of resting or going to bed earlier. Along the second arm of the Y they can write staying up, getting more tired and being cranky the next day.

Step Three

Ask students did they see that anger could have a good response? Anger can be a good feeling. It can tell lots of things about you like

1. How you want to be treated (because when you are not being treated well it makes you feel angry).
2. It can tell you what you think is fair.
3. It can tell you what you think is important.



go to bed

Y

stay up late and be
cranky the next day

tired

Y

Y

Y



What your friends say about you

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Material Required

3 x A4 sheets of paper for each student, pens

Step One

Provide 3 sheets of blank A4 paper to the students. Ask the students to break up into groups of approximately six (6). Ask the students to write on the top of each sheet of paper, the names of three other students in the group they are sitting with (one name per sheet of paper). Hand the paper to the name of the student written on top of the sheet. Ask the students to trace around their own hand outline (including the fingers) on the sheet of paper given to them, then hand it back to the other student.

Step Two

Make sure there are at least two sheets of handprints drawn for each student. Students should now have handprints of other students in the small group but should not have their own handprint. On each finger, students are to write down something special about that student, what feeling the named student represents and what feeling the named student provokes in the student.

For example; on the named sheet for Julie, write the following...

Something special about the student- **I like how Julie does her hair**

The feeling Julie represents –**happy, Julie is always smiling.**

The feeling Julie provokes in me – **relaxed, she's fun to be around.**

Step Three

When completed, give the piece of paper to the student whose name appears on the top of the sheet. If students have completed the special name box activity in the previous module, suggest to students they can keep these handprint sheets in their own name box.