

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.

Level D - Grade 10 to Grade 12 | Activity 1

YMCA

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Material Required

Sufficient copies of question handout sheet for all students, 4 sheets of butchers paper and pens

Step One

Have all the students stand in a circle. Explain to them that they will now perform their own YMCA routine. Have everyone stand in a circle and dance to the song for fun.

Step Two

Now explain the rules of the game. Choose player number one. This can be the student who had the best dance moves to the song YMCA.

Player one selects a student in the circle by looking at them and saying "Y" then doing the arm movements for Y. That student looks at another student in the circle and says "M". That student looks at another student in the circle and says "C" while doing the arm movements at the same time with then another student selected by saying "A". On the first round only students Y and C do the arm movements. On the second round, students M and A do the arm movements. The arm movements are alternated on each round thereafter.

Step Three

Once all the students have had a turn, sit down and discuss whether it was an easy activity to do. Did students sometimes struggle with successfully completing the activity by getting confused on whether or not to do the arm movement? Trying to determine your own behaviour can be difficult due to demands of people's behaviour on you. Compare to a bullying situation, it is hard to know what to do when you are trying to read the behaviours of others.

Step Four

Divide students into 4 groups: Y.M.C.A. Provide the question handout sheet to the students in the groups. Provide each group with butchers paper and a pen. Give the students 10 minutes to brainstorm answers to the question that corresponds with the letter of their group.

Step Five

Have each group present their answers to the large class group.



YMCA Question Handout Sheet

Y - What do bystanders feel when they do not intervene in a bullying incident? Provide any real situations students may be aware of.

M - Many feelings are involved with bullying, what do students think are the most damaging types of feelings - damaging for whom?

C - Can anyone feel sorry for a bully? Who has the problem, the bully, the targeted student or the bystanders who do not intervene?

A - Are there simple solutions to bullying behaviour? What is one quick fix this class could undertake to reduce bullying or potential bullying?

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.

Material Required

One long thin lightweight stick/rod, photocopy of each scenario for each group, pens

Step One

Have students line up into 2 rows facing each other about a metre apart. Ask them to hold their arms out in front of their body. Students then need to bend their arms at the elbows and point their index fingers out in front of them; palm facing up.

Explain to the students you will be placing a lightweight thin rod on their index fingers so they will need to ensure their index fingers are basically in a side by side position. They are not required to touch each finger. When given the instruction by the teacher, their task will be to lower the stick to the ground. Everyone's index finger must always be in contact with the rod. The rod can only rest on the index fingers, the rod cannot be held by the fingers.

Step Two

Place a long thin lightweight rod on top of the student's fingers. Students will need to adjust their finger height to make sure the stick is level (horizontal) and all fingers are touching it.

Step Three

Start the challenge for the students of lower the rod all the way to the ground. Emphasise that if a student is found not to have the rod resting on the index finger only, the task of lowering the rod will have to start again.

Note:

1. At the beginning, the rod attempts to magically float up rather than lower down. The group will have to work out strategies to overcome this to complete the task.
2. Make sure students lower the rod all the way to the ground.
3. If the group is succeeding with this task too quickly, add a large washer to each end of the rod. Inform the students the washers are not allowed to fall off the rod, otherwise it's a restart.

Step Four

Once completed, ask the students to sit on the floor and discuss the following:

1. What was the group's initial reaction to the task?
2. How did the group members cope with different ideas/suggestions to complete the activity?
3. What roles did students play?
4. What did each student learn about himself/herself?

Step Five

Divide the class into three groups. Provide Group 1 with Scenario 1, Group 2 with Scenario 2 and Group 3 with Scenario 3. Ask the students to read the scenario and answer as a group the questions listed below the scenario. Group 3 will break into two smaller groups after they read the scenario – see handout.

After the class discussion regarding the groups' answers to the scenario questions,

1. Determine if the class has a different value stance when one student is the targeted student compared to a group of students being the targeted students.
2. Compare student responses when the group is best friends with the 'bullies' as opposed to being best friends with the targeted student.
3. Ask the students what they can do in the real world to stop bullying in the cyber world.



Group 1 Scenario

My Space

Two students from a private girl's school went on to My Space and wrote some personal messages about one of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with not just one named boy but with several boys all on the one night. The messages also contained a lot of negative comments about the classmate as a person. The authors of the messages suggested everyone should steer clear of the classmate, because while she pretends to be nice (but she is really sucking up to people). It was alleged, the named student turns on people when she doesn't get what she wants from them, she uses people. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmate was approached in public by a number of boys she did not know and suddenly was dropped off certain party invite lists.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among private school students as well as public school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girl named on My Space felt?
10. Do you think the girl named suffered any long term harm?
11. What should happen to the girl who was named in My Space?
12. Do you think the family of the named girl would be affected from the messages posted on My Space?
13. Who should police My Space, - The executives from My Space, Parents, Teachers, Students, No One?



Group 2 Scenario

My Space

Two students from a private girl's school went on to My Space and wrote some personal messages about 5 of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with each other as well as with several boys all on the one night. The messages also contained a lot of negative comment about the classmates as people. The authors of the messages suggested everyone should steer clear of the classmates because they pretend to be nice (but they are really sucking up to other students). It was alleged that the named students turn on other students when they don't get what they want from them and bully them. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmates were approached in public by a number of young people who they did not know who made lewd comments to them. The 5 named students were not invited to parties and gatherings once the messages were posted.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among public school students as well as private school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girls named on My Space felt?
10. Do you think the girls named suffered any long term harm?
11. What should happen to the girls who were named in My Space?
12. Do you think the families of the named girls would be affected from the messages posted on My Space?
13. Who should police My Space, - The bosses of My Space, Parents, Teachers, Students, No One?



Group 3 Scenario

My Space

Two students from a private girl's school went on to My Space and wrote some personal messages about one of their classmates. These messages contained information about alleged drug use and alcohol use, alleged sexual activities with not just one named boy but with several boys all on the one night. The messages also contained a lot of negative comment about the classmate as a person. The authors of the messages suggested everyone should steer clear of the classmate, because she pretends to be nice (but she is really sucking up to people). It was alleged, the named student turns on people when she doesn't get what she wants from them, she uses people. The messages took up nearly two pages on My Space and were on My Space for a number of weeks. The nominated classmate was approached in public by a number of boys she did not know and suddenly was dropped off certain party invite lists.

Group 3 now needs to split into two further groups (Group 3A and Group 3B) before answering the questions below. One group represents the good friends of the girls who posted the messages on My Space. The other group is to be good friends of the targeted student.

Questions

1. Is this bullying?
2. Why?
3. Does this only happen with girls or do boys bully in cyber land as well?
4. Do you think this happens equally among private school students as well as public school students?
5. Do you think posting messages like the alleged statements above should be available to be read on My Space or anywhere else in cyber land?
6. What does more damage – bullying in cyber land or bullying in the real world?
7. Should any legal action be taken against the girls who posted the information?
8. Should the girls who posted this information face any retribution within the school environment?
9. How do you think the girl named on My Space felt?
10. Do you think the girl named suffered any long term harm?
11. What should happen to the girl who was named in My Space?
12. Do you think the family of the named girl would be affected from the messages posted on My Space?
13. Who should police My Space, - The executives from My Space, Parents, Teachers, Students, No One?