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B

Module One | What is Bullying?



# Activity One

## Discussion and word search

This activity consists of two handouts. The first handout encourages a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students' knowledge and awareness of bullying.

## Materials Required

- ✓ Sufficient photocopies of Wordsearch handout for all students in the class and pens

## Step One

Ask students their responses to the following questions.

## Questions

1. What is it called when someone who is more powerful than you deliberately hurts you and makes you feel miserable?

## Bullying

2. Is bullying a new problem among school students in schools?

No

3. Does the school have rules about students bullying other students?

Yes

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4. Telling someone about a bullying situation is not .....?

**Telling Tales**

5. What is an example of physical bullying?

**Hitting**

6. Using texts and Facebook to send nasty messages about someone is called what?

**Cyber Bullying**

7. In text talk, 'We h8U' means.....

**We hate you**

8. Approximately one in six students are bullied once a week. Is this true?

**Yes**

9. Who can you tell if you are getting bullied?

**Parents, teachers**

10. A bully can be an individual or a.....?

**Group**

11. Physical bullying is more likely to be experienced by.....

**Boys**

12. If bullying behaviour happens more than once, it is .....?

**Repetitive**

**Step Two**

Hand out to students the Bullying Word Search on the next page.

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## Bullying Word Search

s	b	g	e	n	e	y	r	y	n	u	l	u
e	y	n	o	t	u	a	i	s	l	y	o	n
l	s	i	l	e	n	t	d	t	t	i	y	g
a	t	t	y	t	b	i	e	n	b	t	u	n
t	a	t	u	l	o	l	b	o	t	o	o	h
g	n	i	y	l	l	u	b	r	e	b	y	c
n	d	h	i	e	u	u	b	l	a	y	e	s
i	e	l	t	n	l	p	b	g	c	r	t	l
l	r	i	l	l	e	u	u	v	h	t	a	i
l	s	s	y	i	n	a	y	o	e	b	h	l
e	v	i	t	a	t	e	p	e	r	p	e	e
t	n	e	r	a	p	a	e	e	y	g	w	p
g	t	a	e	t	n	y	v	t	t	b	a	l

## Words to Find

bully

verbal

telling tales

no

boys

cyber bullying

yes

parent

group

hitting

teacher

repetitive

we hate you

bystanders

Can you find any other words?

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# Activity Two

## Mind reading and lucky dip

In order to reduce misunderstandings and avoid potential bullying incidents, students' awareness of body language needs to be heightened. Therefore, for this activity, students begin to understand from visual clues how to interpret feelings and how other students may interpret their feelings. Students are to act out feelings in front of the class for the class members to guess the behaviour.

## Materials Required

- ✓ One container, photocopy lucky dip card, scissors

## Step One

Read the following to the students.

“While we can try to read each other’s minds by picking up clues on each other’s faces or how other’s behave, sometimes we get this wrong. So, we need to tell each other how we feel, by talking to each other. Otherwise, we may be misunderstood.

Misunderstandings can happen all the time. While no one gets physically hurt, your feelings can get hurt.

This is not bullying, it’s just a misunderstanding. Misunderstandings can occur for all sorts of reasons.”


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 Step Two

Provide a container that will hold at least 6 pieces of paper/cards. On each of the 6 pieces of paper/card, write the nominated feeling (selected from the list below) and the corresponding description of the feeling. Three spare blank cards are included if teachers wish to provide additional feelings.

A hint (visual description of the feeling) is recorded alongside the feeling to assist students in acting out the feeling.

Ask a student to select a card (without looking into the container). In front of the class, the student is to then act out what the feeling is written on the card. The class is then to guess the feeling.

### Exercise

Feeling	Behaviours
Sad	looking down, shoulders drooped, mouth drooped, moving slowly
Angry	arms crossed, stomping feet, big eyes
Nervous	clearing your throat, wringing your hands, not looking up in the person's eyes
Happy	big smile, looking at people in the eyes, clapping hands or arms open
Confused	squinting, leaning forward, frowning, tilting the head
Frustrated	short breaths, making 'tsk' sound, rubbing hand through hair

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**SAD**

looking down, shoulders drooped,  
mouth drooped

**ANGRY**

arms crossed, stomping feet,  
big eyes

**NERVOUS**

clearing your throat, wringing your  
hands, not looking in the person's eyes

**CONFUSED**

squinting, leaning forward,  
frowning

**FRUSTRATED**

short breaths, making 'tsk' sound,  
rubbing hand through hair

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# Activity Three

## The same but different

This activity explores misunderstandings and bullying. Students find some of the similarities and differences they share with other students. The aim being to help students connect with each other while appreciating their differences.

## Materials Required

- ✓ Sufficient photocopies of handout for class and pens

### Step One

Talk to students about the difference between bullying and misunderstandings. Explain how misunderstandings can occur when you really don't know someone too well. Discuss how misunderstandings can occur because someone might do something differently to you or looks differently to you. These differences are simply that; differences. It does not mean they are better or worse than you.

### Step Two

Ask the students to take the handout 'Things that make you different to the other person', a pencil and then to find a partner (Student A) that has the same letter in their first name as them.

Have students write their partner's name in the first box on the sheet titled 'Things that make you different'. Then have each student find three things where their partner is different to them. This can be hair colour, eye colour, suburb, street where they live, favourite food, favourite television show, favourite colour etc. They are to write the differences to them in the first, second and third boxes on the top row of boxes.

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**Step Three**

Repeat the exercise except this time, students find a different partner (Student B) who has a first letter the same as in their last name. They then write the student's name in the 2nd row of boxes and record three differences the students have with each other.

**Step Four**

This part is about finding things between students that are the same or where they might like the same thing. Students find a different partner again, (Student C) who is born in the same month as the Student B they worked with in the previous step. They then write Student C's name in the top box under the heading 'Things you like or have the same as the other person' and then find 3 things that Student C likes or has the same as Student B. This can be hair colour, a brother, sister, dog, plays soccer, likes chicken soup, anything. Students repeat this activity with another student they have not already partnered up with. (Student D).

**Step Five**

Sum up by way of discussion, stating the more students get to know about each other, the less chance there is of a muddle or misunderstanding occurring. Ask students what is something 'cool' they didn't know about another student before the activity, but they know now.



**Things that make you different to the other person**

Student A		
Student B		

**Things you like or have the same as the other person**

Student C		
Student D		