

Level
C

Module Three | Who is Involved in Bullying?

Activity One



Myth busters

This activity raises students' awareness about the role of the bystander and highlights some misconceptions bystanders and students might hold. The Challenging Myths Quiz is used to facilitate this awareness but also to provide some suggestions for strategies students can employ to become more effective bystanders. The activity begins with small group work and ends with a class discussion.

Materials Required

- ✓ Sufficient photocopies of 'Myth buster handouts' for students, pens

Step One

Provide the myth busters handout to students. Ask students to get into groups of three/four and provide group answers to myth busters handout.

Step Two

Hand out answer sheet and have students mark off their answers.

Step Three

During the marking of their sheets the students will have more questions raised in the answer to talk about in the small group.

Step Four

In a large group discuss student responses from the answer sheet. In particular look at answers to question 5 and question 6.



Myth buster handout

Please circle the correct response:

- | | | | |
|---|---|------|-------|
| 1 | 85% of bullying incidents in schools are observed by bystanders. | True | False |
| 2 | When bystanders do intervene, the bullying stops in most of the cases. | True | False |
| 3 | About 43% of primary school students say they would help a student who is being bullied. | True | False |
| 4 | Bystanders are most likely to help a student being bullied if they think their teacher will approve. | True | False |
| 5 | Bystanders do not want to intervene for fear of their own safety and what their friends will think of them. | True | False |
| 6 | Students are most likely to help others in distress when they are in a group rather than by themselves. | True | False |



Answer Sheet for Myth Buster Sheet

Question One

FALSE – Bullying incidents occur in the presence of other students 85% of the time.

Question Two

TRUE – In bullying incidents, when a bystander does intervene, the bullying can stop.

Question Three

TRUE – 43% of students said they would help; but student's intentions don't necessarily match their actions.

Question Four

FALSE – Most students are more concerned about what their friends think than what their teacher would think.

Question Five

TRUE. However, there are a number of reasons why students don't help a targeted student. Ask your group to list some reasons they think students give for not helping.

1

2

3

4

5

6



Answer Sheet for Myth Buster Sheet

Question Six

FALSE

Students think it is some other students' responsibility. In your group think of things you could say to the bully and do if you saw someone getting bullied.

Things to say

E.g.: "What you are doing is bullying".

E.g.: "Calling her names might sound funny but I don't think she likes it."

Things to do

Don't join in on the bullying.

Get help for the student who is being bullied.

What could you say to the targeted person of bullying?

E.g.: "What that student did is wrong; you need to tell someone about this".

E.g.: "Do you want me to come to the office with you to tell the teacher"?

E.g.: "Why don't you come and play with my friends".



Activity Two

Zapped your power

This activity is designed for students to recognise that they can reduce a bully's power. The activity also looks at peer relationships and perceptions of bullying. Students measure the reduction in power by pushing against each other, then repeat the exercise with only one student pushing. This is followed by a group activity where students write comments on bullying scenarios.

Materials Required

- ✓ 3 sheets of butchers paper, pens
- ✓ Sufficient photocopies of 'Bullying Scenarios' handout

Step One

Have students line up in alphabetical order according to their surnames. Have 'A letter' surnames pair off with Z 'letter' surnames; 'B letter' surnames pair off with 'Y letter' surnames; 'C letter' pair off with X, etc. For odd numbers of students, have one grouping of three. Explain to students that in bullying situations, the bully is trying to be more powerful than the targeted student. To reduce bullying incidents, one needs to take power away from bullies. This exercise is a practice session of zapping someone's power so they are not as powerful.

Step Two

Ask students to sit on the ground facing each other. Have both students put up their hands and place their palms against their partner's palms. On the word 'Go', tell the students to push hard against each other's hands. Push as hard as they can. On a scale of 1-10 ask how hard they were pushing. Take a rest.

**Step Three**

Repeat this exercise again except this time, one student has to decide not to push against the other student. The other student is still to push as hard as he/she can. On a scale of 1 to 10, how hard did this student have to push? Repeat this exercise the third time so the other student has a go at not pushing back. On a scale of 1-10, how hard did this student have to push? They now have discovered how to zap the power of the other person, by not pushing back, the other person loses their power to push against you.

Step Four

Hand out 3 sheets of butchers paper and marker pens to students and have them get into 3 equal groups. Provide them with the Bullying Scenarios Handout, an example of which is below:

1. David is always calling everybody names; everyone is getting sick of it because when he walks past you he always hits you.
2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.
3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn't get into trouble but a lot kids tease her by calling her goody two shoes.

Step Five

Ask each group to select one problem and answer the following questions on the butchers paper.

1. If this happened to a friend of yours what would you do?
2. If your friend was the bully student what would you do or say to your friend?
3. How could you zap the power of the bully student.



Bullying Scenarios

1. David is always calling everybody names; everyone is getting sick of it because when he walks past you, he always hits you.
2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.
3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn't get into trouble yet a lot kids tease her by calling her goody two shoes.

Additional Questions

1. If this happened to a friend of yours what would you do?
2. If your friend was the bully student what would you do or say to your friend?
3. How could you zap the power of the bully student?

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Activity Three

A novel approach

This activity combines bullying with other curricular activities. For English, where a novel needs to be completed, the book *Cannily Cannily* by Simon French can be read as the basis for discussion on bullying. Students are provided with a question sheet to complete which can form the basis of class discussion.

Materials Required

- ✓ Sufficient photocopies of 'Cannily, Cannily - Whodunnit Exercise'.
- ✓ Handout for all students, pens

Step One

Combine required novel reading by choosing a novel about bullying to raise classroom discussion. Questions on handout sheet, *Cannily Cannily - Whodunit* can be grouped and answered by a group of students or alternatively each student can be allocated a question to answer or all children answer all questions.

Step Two

Provide students with the handout, *Cannily, Cannily - Whodunit Exercise*.

Step Three

Have a class discussion with everyone's completed responses; alternatively pin up a whodunit sheet on the wall. As students read and find responses have them write the answers on the question sheet pinned to the wall. When completed, have a class discussion.



Cannily Cannily by Simon French - A Whodunit Exercise

1. Who do you think was the bully in the book *Cannily, Cannily*?

2. Was there more than one bully?

3. What things did the bully do?

4. Which of these reasons do you think explains why the bully did what he did to Trevor?

(Please circle)

a doesn't think it really hurts

d so the rest of the group thinks he's cool

b because it's just a fun thing to do

e because he doesn't want to get into trouble

c because he likes hurting other kids

f so he doesn't get picked on

5. Were there any other people around when Trevor was getting bullied? What did they do or not do?



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6. How do you think Trevor felt over the bullying? On the list below, with your highlighter pen, highlight what you think Trevor felt:

Lonely don't belong isolated hated unwanted unwelcome alone left out
worthless hurt small poor me lack of confidence upset vulnerable
discouraged weak miserable sad stupid fed up powerless embarrassed
helpless angry bad scared afraid

7. What could Trevor have done to get rid of his angry feelings? What were the good and bad choices he could have made?

8. Was Trevor ever sad? How did you know he was sad?

9. What did Trevor do that might have helped the bully do the nasty things to him?

10. Do you think Trevor's bag, clothing or his hair had anything to do with being the target of bullying?



11. Can adults bully kids? Was Mr Fuller a bully or was he just nasty?

12. Trevor had a real stubborn streak to his personality, did this help or hinder his situation?

13. What was Trevor's way of handling the bullying situation?

14. Was Martin being a bully at the movies or was Trevor just too sensitive?

15. What skills was Martin trying to show Trevor on how to be accepted by the group?

16. Do you think the group bullied someone else before Trevor started at the school?



17. What was Martin's explanation of why Trevor was getting bullied?

18. Was it important to be accepted into this one big boys group?

19. Were there any other victims of bullying in the story. How were the girls in the class treated?

20. Why do you think the other kids in the team decided to fake their injuries to allow the reserves on?

21. What misunderstanding occurred between Trevor and Martin? How could this be prevented?

22. What things could Trevor have done differently that would have stopped the bullying?



23. Who were Trevor's friends? Did any of them do anything to help Trevor with the bullying problem?

24. What do you think caused the bullying problem for Trevor?

25. Which people listed in the story could have possible allies for Trevor?

26. Was Trevor finally accepted into the group? Do you think Trevor's attitude changed, did he see the group differently, did he react differently when he knew he was going to be leaving?

27. Were there things happening in the school before Trevor got there that allowed a lot of teasing and bullying?

28. If you were Trevor, what would you have done differently?