

Prevention Activities

AIM: The activities in this module are designed to enhance student's self esteem by students providing positive messages to each other. In positively recognising the specific traits, skills and features that make each student unique, students can place a higher regard to their value of self worth. Fostering self worth and self esteem within classroom activities assist in providing a barrier around a student. A student may not be as susceptible to the effects of bullying, confidently choose a more effective strategy to manage a bullying situation, or may reduce the tendency to bully.

Level A – Prep to Grade 3

Feeling proud of myself

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their 'self' to highlight their self esteem.

Read aloud

There are many books written especially for this age where children can begin to develop an understanding of self and self esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

Level B – Grade 4 to Grade 6/7

It's all about me

This activity is designed to facilitate students in giving positive messages to each other as well as learn some positive aspects about each other. The activity culminates with each student painting a self portrait and attaching the positive comments made by the other students to their self portrait.

Post it shirt

Students in this activity identify their strengths and skills as well as these features in other students. They record these on post it notes. The teacher verbalises the skills and positive attributes of each student in the class which reinforces positive messages to each student as well as increase each student's personal awareness of each other.

Level C – Grade 6/7 to Grade 9

Out of all the millions and millions of kids in the world, do you know how special you are?

This activity is for students to give positive messages to each other as well as for encouraging students to appreciate the differences that make each student unique. They are required to construct a treasure box and then place their unique messages about themselves in it, as well as give positive messages to other students to place in their own treasure box.

What's in a name?

This activity is designed to help students gain an overall awareness of their positive personality traits as perceived by the class group. Other students write positive personality traits within the letters of the student's name. The activity is initially completed in small groups and then each student reads out their completed name sheet in the larger class. The students gain a positive perception of how other students view them which enhances their self esteem.

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Level D – Grade 10 to 12

What I have achieved and what I will achieve

This activity is to remind students of all the things they have achieved in their lives no matter how big or small. This activity does not primarily focus on the high achieving students who have major academic or sporting achievements.

It focuses on the achievements common to all students. Students share in their achievements by way of discussion within the large class group. This public arena provides an opportunity to boost their self esteem. Students then look at what they want to achieve in the next five years.

Text talk

This activity uses the language from a social communication medium that is heavily used by this age level of student - texting.

Students are given a handout on 'text talk' and as a first step have the opportunity to add additional text language to the handout. Students then complete positive statements about two other students in the class using text talk and have a race to see who is the fastest at writing a positive text talk statement about themselves. This exercise enhances the group support of each student as well as boosting the self esteem of each student.

Feeling proud of myself

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their 'self' to highlight their self esteem.

Material Required

Large sheets of paper the length of a student and pens

Step One

Provide students with extra large sheets of paper that is equivalent to the height of the student. Have the students pick a partner. Ask the first student in the pair to place their piece of paper on the ground and lie down on their back on top of the paper. Have the other student trace around the body outline of the student.

Reciprocate this with the other student so both students have a drawing of their body outline. For younger students who cannot read and write, this activity can be undertaken with their 'buddy'. Some schools adopt a buddy system where students in the top level of primary school are allocated a buddy in prep or grade 1. The buddy can act as the tracer and scribe.

Step Two

Ask the students to write their name on the top of the body outline. Next, ask students to write down all the things they can do that they are proud of. Buddies will act as scribes and prompt the younger students for this part of the activity. For example, I can tie my shoelace, I can do up my buckles on my shoes, I can count to ten, I can run really fast, etc. Write all these accomplishments on the body outline. Provide paints or colouring pencils for students to add personal features on the body outlines. If no scribes are available students can draw those things they can do that they are proud of. For example, if they can tie their shoelaces then a drawing of shoelaces on the feet can communicate this.

Step Three

Have each student hold up their pieces of paper to show the class and read out the things the students are most proud of.

Read aloud

There are many books written especially for this age where children can begin to develop an understanding of self and self esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

Material Required

Suitable reading books-see below

Step One

Read to the children a pre-selection of books you have chosen, on feelings. For example; 'When I'm feeling Kind' and 'When I'm feeling Angry' by Trace Moroney (2006, Five Mile Press, Victoria). These types of books help students identify their feelings. Moroney's books are easy to read and have easy to understand messages for children with delightful illustrations.

Mooney's books depict a rabbit who explains how the feeling 'feels' and what behaviour is associated with that feeling. These books also inform readers of strategies that can be used to deal with the feeling. Seek assistance from your librarian in locating these books or similar books.

Step Two

After reading the story to students, ask the students to brainstorm all the feelings they can think of. Write these on the board and/or draw faces on the board that depict the feeling. This is a task in itself as this age level can have difficulty in differentiating between behaviour and feeling. So clarifying feelings can help to differentiate them from behaviours that can be a consequence or response to the feeling.