

## 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.

# Prevention Activities

## 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.

### What I have achieved and what I will achieve

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#### *Material Required*

Writing paper and pens

#### *Step One*

Ask the students to sit down and remember all the things they have achieved in their life so far, from being a baby up to now. Ask them to write down all the times that they can remember when they were first able to do things....like tying their shoe laces, riding a bike, first sleep over, first time to the movies with friends and no parents, etc.

#### *Step Two*

Ask students to sit in a large group or two smaller groups and talk about their first experiences. Students may add to their list as a result of this discussion. Have students select the one 'first' that meant the most to them and discuss why it was so special in the large group.

#### *Step Three*

On a separate piece of paper, ask students to write down as many 'firsts' they can think of that they want to achieve in the next five years. Ask the students to select one to talk about in the group.

#### *Step Four*

Provide each student with an envelope and ask them to write on the front the date five years from now. Place in the envelope all their 'firsts' they have achieved so far and the ones they hope to achieve in the next five years. Seal them in the envelope. Students are to take their envelopes home and place them somewhere special to be opened in five years.

## Level D - Grade 10 to Grade 12 | Activity 2

### 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.

#### *Material Required*

Sufficient copies of text talk handout for all students, writing paper and pens

#### *Step One*

Within the large class group, distribute the 'text talk' handout sheet to students. Have students read through the sheet and then ask the class if there are any other abbreviations that could be added. Record these on the bottom of the second page of the handout.

#### *Step Two*

Have the students sit in a circle with their handout, three sheets of paper and a pen. Ask the student to write the name of the student sitting on their left on the top of the blank piece of paper. Using as much text abbreviated speech as possible write on the piece of paper, one positive statement about the student sitting on their immediate left. No negative text talk about the student or any other person will be accepted. Consequences will follow if this is found.

#### *Step Three*

Give the students five minutes to complete the task. Pass the message to the student sitting second on their left. By writing below the text talk, ask that student to decode the message into normal English. That student should be checking the message is positive and then pass the completed positive checked message to the student whose name appears on the top of the paper. With the second piece of paper, write the name of the student sitting on the immediate right of the student then repeat the exercise with them. Again pass the text comment to the second student on the right to decode who also must check the message is positive. Again pass the completed positive message to the student whose name appears on the top of the paper.

#### *Step Four*

Ask the students to write their own name on top of the third piece of paper. On ready, set, go have the students write a positive text message about themselves. As soon as they have completed writing their message, they are to stand up. Once all the students have stood up, they are to read their three positive text messages (the two written by other students and the one written by themselves) to the class.



# Level D - Grade 10 to Grade 12 | Activity 2

## Text Talk

How it reads	What it means
A3	Anytime, anywhere, anyplace
AFAIC	As far as I'm concerned
AFAYC	As far as you're concerned
ATM	At this moment
B/C	Because
BRB	Br right back
BCnU	Be seeing you
BFFL	Best friends for life
BTW	By the way
CDIWY	Couldn't do it without you
CMI	Count me in
CMIIW	Correct me if I'm wrong
CYT	See you tomorrow
DEGT	Don't even go there
DK	Don't know
EM	Excuse me?
F2F	Face to face
GAL	Get a life
GBH	Great big hug
GMTA	Great minds think alike
HAGO	Have a good one
HF	Have fun
IDC	I don't care
IDK	I don't know
IDTS	I don't think so
IMO	In my opinion
IRL	In real life
IYKWIM	If you know what I mean
JC	Just chilling
JIC	Just in case
JK	Just kidding
JP	Just playing
KIT	Keep in touch

How it reads	What it means
KWIM	Know what I mean?
L8R	Later
LMK	Let me know
LOL	Laughing out loud
MMAMP	Meet me at my place
MYOB	Mind your own business
NM	Not much
NP	No problem
NW	No worries
NRN	No response necessary
NT	No thanks
OMG	Oh my gosh
PLZ	Please
PTB	Please text back
QT	Cutie
RINGL8	Running late
RUOK	Are you OK?
SH	Same here
SYT	See you tomorrow
TAFN	That's all for now
TC	Take care
TTLY	Totally
TTYL	Talk to you later
WTG	Talk to you later
WFM	Works for me
WYCM	Will you call me?
YASF	You are so funny
YATB	You are the best
YBS	You'll be sorry