

## Prevention Activities

**AIM:** To provide students with strategies to deal with actual and potential bullying incidents. To increase students' confidence and skills in realising their intervention will have a positive effect and will not negatively affect their social standing within their peer group.

### Level A - Prep to Grade 3

#### *Trust walk*

Students need to rely on each other and know they have each other for support to prevent potential bullying incidents from occurring as well as dealing with bullying incidents. This activity is conducted in groups of three where each student will take a turn in a) being blindfolded, b) leading a person on a walk, c) informing the student of obstacles along the way.

#### *Cold wind blowing*

This activity is designed for students to work together to stop something bad from happening to them. Students in the younger levels can use toys for this activity while the older students can construct the toys using craft materials. Students design a town then build items to stop damage from a big cold wind that is blowing. A discussion is held at the end equating damage that a wind can do to damage a bully can do. Students list statements that can be used to tell a bully to stop the bullying.

#### *Petal Power*

This activity is designed to promote the positive aspects of both the student's behaviour and the school environment rather than the negative aspects of bullying. Students complete a picture of a flower and record positive messages on the picture as a way of reinforcing positive behaviour and displaying aspects of the school ethos.

### Level B – Grade 4 to Grade 6/7

#### *M and M's*

The purpose of this game is to help students understand the different roles played by people involved in bullying incidents. By working in small groups, students devise actions and words on how to respond to bullying incidents. Students are divided into groups of 6 and a bag of M and M's is required for each group. Each student's response to 'What would you say or do' are recorded on sheets of butchers paper.

#### *Stepping Stones*

The purpose of this game is to help students understand the importance of working together, communicating with each other and identifying potential dangers in bullying incidents. Students play a game where they cross a torrent of water on stepping stones (carpet tiles) to get safely across to the other side. The activity requires communication and strategy planning by the students. It can be played with a whole class group or as smaller teams.

#### *Be an Upstander*

The activity turns bystanders into upstanders. Upstanders are proactive students who work together in trying to stop bullying. Students devise upstanding techniques and present them in poster format. Posters are displayed around the school to raise awareness on how to stand up to bullying.

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### Level C – Grade 6/7 to Grade 9

#### *Giants ,Wizards and Elves*

The purpose of this game is to provide students with an opportunity to use force and power to dominate another student and then compare it to diffusing a situation and having a student cooperate. The game played is similar to paper, scissors, rock. At the end of the game, students can discuss whether they feel they could stand up to someone and make a statement to alter the potential or actual bullying situation.

#### *Capture the Flag*

This activity is based on the traditional Capture the Flag game which is played by lots of school students. Players are required to capture the opposing team's flag, but in the process can be captured and placed in gaol. For players to be released from gaol, they need the support of their team members. In a bullying situation, a targeted student requires the support from other students to assist him / her. In this game, students support each other and quickly respond when being attacked. The variation from this traditional game occurs when the student in gaol is rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student who tagged them. They must respond with, 'Go pick on someone else, we are not hanging around'; then they are to keep running back to their side. The purpose is to give students confidence to speak up and to speak up quickly.

#### *All about signs*

This activity is designed to show students that it is not always easy to detect a bullying situation as well as it is not always easy for a targeted student to ask for help. The activity is played as a large class group where students have to pass on a sign to other students without being noticed. A discussion is held at the end about noticing bullying behaviours in the playground and what they can do about it.

### Level D – Grade 10 to Grade 12

#### *It's a mural, Muriel*

This activity is for students to identify their behaviour in relation to other students in terms of the Rights of a Child. Students identify the feelings of targeted students and ways to manage bullying incidents. They are to express this in a large mural which can be hung in the school corridors for other students to see as a way of increasing all students' awareness of bullying.

#### *Crazy idea or what?*

This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

#### *She's Falling*

Using the lyrics, song and question sheet from the Pacer Centre in America for the song She's Falling; students answer questions about bullying, its effects and what they can do about it.

## Level B - Grade 4 to Grade 6/7 | Activity 1

### M and M's

The purpose of this game is to help students understand the different roles played by people involved in bullying incidents. By working in small groups, students devise actions and words on how to respond to bullying incidents. Students are divided into groups of 6 and a bag of M and M's is required for each group. Each student's response to 'What would you say or do' are recorded on sheets of butchers paper.

#### *Material Required*

One red card, yellow card, green card, blue card and orange card for each group of six students, a bag of M and M's for each group of six students, butchers paper and pens

#### *Step One*

Divide students into groups of six (6) and provide a set of cards to each group. Red card is a bully card, Yellow Card is a targeted person card, Green card is a bystander card, Blue card is a teacher card and Orange Card is a friend card. Hand a card to each of the 5 students. The sixth student holds the bag of M and M's. Have 5 large sheets of butcher's paper, one for each role. As the activity is played, responses to: "What would you say or do if involved in a bully incident?" are to be written on the sheets.

#### *Step Two*

Provide the scenarios to each of the students and read out the scenario if the reading skills are not sufficient. Student No. 6 is to offer the student sitting on their left to take one M and M from the M and M bag without looking at what colour of the M and M they are selecting.

The coloured M and M taken dictates which student must respond. If a yellow M and M is selected then the student holding the yellow card, the targeted person must respond to the question. Student No. 6 asks the question, "What would you say or do if involved in a bully incident?" Give the student/group a few minutes to come up with a response.

#### *Step Three*

Ask each nominated student to give their response and record these on the sheets of butcher's paper. Ask Student No 6 to offer the M and M's to the student who provided the response. Without looking into the bag, this student then selects another M and M. The colour selected will again depict who will respond. No more than two colours can be selected during the course of the game. If extra colours are selected, they are not to be returned to the bag. They are to be put in the centre of the group on a piece of paper. The student then selects another M and M. Again record the responses on the butcher's paper.

#### *Step Four*

Continue playing the game until there are responses for all 5 roles. Once all the five roles have at least one response written up, the group that has the highest number of M and M's on the piece of paper in the centre of the group wins.

### Stepping Stones

The purpose of this game is help students understand the importance of working together, communicating with each other and identifying potential dangers in bullying incidents. Students play a game where they cross a torrent of water on stepping stones (carpet tiles) to get safely across to the other side. The activity requires communication and strategy planning by the students. It can be played with a whole class group or as smaller teams.

#### *Material Required*

16 carpet squares, 2 markers

#### *Step One*

This activity is best played outside. It requires 16 carpet squares if played as two teams or 8 carpet squares if played as one large group. Mark out a start line with markers and approximately 15 metres away mark out the finish line. Explain to students that in between each marker is a raging torrent of water. The students need to cross the torrent of water to get to the other side. They must only step on the stepping stones to get to the other side. The carpet tiles are the stepping stones. To cross the torrent, students must have their feet totally on the carpet squares. If their feet are not on the squares, the whole team must go back to the start and begin again.

#### *Step Two*

The game commences with the first student standing behind the start line and throws/places a carpet tile into the current. They must step across to the carpet tile without putting their feet into the water. They can choose to take all the carpet tiles with them or leave them with the team and have the students behind in the team pass the tiles along as the team progresses across the torrent of water. When a carpet tile is placed in the torrent of water, it must always have a student foot on it. If there is a carpet tile without at least one student's foot on it, the team must go back to the start and begin again.

#### *Step Three*

Before the game begins, the team must decide who will go first and what strategy they will use, i.e. take all the carpet tiles with the leader who will place them one at a time, or have the students pass them along to the leader as they go. If they do this they must remember not to leave a carpet tile behind the starting line once the last student jumps on to the first carpet tile. Students will also need to think about the consequences if they jump from carpet tile to carpet tile as this can run the risk of the tile sliding and the student placing their foot into the water.

#### *Step Four*

When a team is required to go back to the start and begin again, a new student starts the crossing. Students need to communicate with each other and other team members can alert the crossing members to dangers and offer suggestions from the sidelines. If played as two teams, the first team across wins. If played as one team, they race against the clock to see if they can do the activity in less than twenty minutes.

#### *Step Five*

When the game is over, have students sit in a circle and talk about what makes a successful team, e.g., working together, communicating with each other, alerting students to dangers. Compare this to a bullying situation, what should students do? If they were walking past the toilets and heard a student saying mean things to another student, what would they do? How would they work together? How would they communicate the problem and the solution? How would they alert all the students to dangers of a bullying incident?

### Be an Upstander

The activity turns bystanders into upstanders. Upstanders are proactive students who work together in trying to stop bullying. Students devise upstanding techniques and present them in poster format. Posters are displayed around the school to raise awareness on how to stand up to bullying.

#### *Material Required*

10 large sheets of butchers paper, paints, paintbrushes and pens

#### *Step One*

Inform students that nobody wants anyone to be bullied. We all need to work together to stop bullying. So instead of being a bystander and watching without doing anything about it, we need to be an upstander and do something. Provide students with 10 large sheets of butcher's paper and paints/coloured pens.

#### *Step Two*

Ask students to list 5 ways to be an Upstander. For example, help others who are being bullied, walk with them, be a friend, intervene and do something, stop spreading gossip and rumours, invite the targeted student into your group, inform your friends they need to be upstanders, recognise that being different can be cool.

#### *Step Three*

Divide students into ten groups. Ask each group to pick one of the ways from the 5 ways to be an Upstander and write the selected message on the large piece of butcher's paper. Have the students write it in the top third of the paper so they can draw an illustration underneath the words to depict the message. When completed, have students share the message and posters with the class and find suitable public areas in the school grounds for students to display their posters.

#### *Step Four*

For older students in this level, they could combine this activity with I.T / computer studies and produce a short DVD depicting the messages.