

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 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.

Prevention Activities

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.

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.

Material Required

Nil

Step One

This game is based on the basic principles of the paper, scissors, rock, game. The game requires an indoor room with enough space for the class to stand collectively in the centre of the room. Explain that the students will have to choose whether they are a giant, elf or a wizard. Like the paper scissor, rock game they can have their choice of character with each game.

Step Two

Teach the students how to be the characters.

For Giants, students must stand up on their toes, raise their arms up high and make a loud 'roar' sound.

For Wizards, students hunch shoulders over, move fingers like casting a spell and make a 'Wooo' sound.

For Elves, they are to crouch down low, cup their hands around their ears and make a 'Eee' sound.

Step Three

Explain the rules of the game,

Rules of the Game

1. Giants defeat Elves
2. Elves defeat Wizards
3. Wizards defeat Giants
4. Identical characters are a draw - no one wins.

Steps in playing the game

1. Divide students into two groups A and B.
2. Each group must decide which character they are going to be without the other team hearing.
3. Have two groups face each other in 2 lines about 1.5 meters apart.
4. As the teacher says, 'Ready, Set, Go' – each team must act out the character when they hear the word 'Go'.
5. As soon as the character is acted out, the winner grabs the loser and pulls them across to the winner's side of the line before the teacher says 'Stop'. Keep a score on the board for each team that wins.
6. Repeat the exercise again. Do the best of 5 to see who the winning side might be.

Step Four

Repeat the game except this time, the winner does not pull the loser across the line to the winning side. This time, the loser must say to the winner, 'where are you talking to me, I didn't quite hear you, I've got to catch up with my friends, and you can come along with me if you like'. Then the winner steps across to the loser's side. Keep a score on the board for each team that loses. Best of five wins.

Step Five

Have the students sit in a large circle and talk about what they felt like when they were the loser in the first part of the game compared to the second part of the game.

Ask the students if they felt they could speak up against another student and say something similar to what was said in the game. Do they have suggestions for other statements they could have made instead?

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 goal. For players to be released from goal, 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 goal 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.

Material Required

2 flags, markers

Step One

Divide the class into two teams. Determine the boundaries of the playing field, the location of the two goals, the boundary line between the two markers and the placement of the flags. Have everyone practice saying the response, 'Go pick on someone else, we are not hanging around'.

Step Two

For the student unfamiliar with the game, explain the basic rules:

Each team is to capture the flag from the opposing team and place it in their flag circle. When this occurs, the team who successfully captures the flag wins a point. The game restarts after the flag is captured. The highest scoring side wins.

When a player crosses over to the other team's side of the field, if they are tagged they go to the opposing team's goal. They can be rescued by one of their own team players from goal by them going to where they are in goal and then hanging on to the hand of the goalied player until they reach their own team side.

The variation from this traditional game occurs when the student in goal is being 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 keep running back to their side. If they are tagged the second time before they get back to their side, they will both go to goal and have to wait until another team member tries to save them.

This game is held outdoors and requires markers to be placed on the playing field for a dividing line between the teams and team coloured vests for two teams and two flags.

Step Three

A point is scored each time the flag is successfully captured. The highest scoring side wins.

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.

Material Required

Nil

Step One

Have the class sit in a large circle facing each other. Students must choose a sign/signal, be that a movement or some form of move that is unique to each student in the game. The sign can't be something big and obvious that everyone can see but still needs to be noticed by another person. Ask one student to leave the room. That student will be the guesser. While the guesser is out of the room, the group must choose one movement on the list that they will pass on to each other. Place up on the board the list of movements provided below and add any additional movements suggested by the class. Some suggestions of movements include the following:

- Rubbing your left ear
- Rubbing your right ear
- Rubbing your nose
- Rubbing your chin
- Rubbing your forehead
- Scratching your head
- Playing with your hair
- Doing a thumbs up
- Winking your left eye
- Winking your right eye
- Sticking out your tongue
- Rolling your eyes
- Patting your knee twice
- Folding your arms

Step Two

Before the guesser returns to the room, a student needs to be nominated to start the movement when the game commences. The student selected to start the movement will make eye contact with another student and do the movement. The second student then repeats this by selecting a third student and so on. In the meantime other students in the group must do some of the other movements listed on the board (but not the one selected) to confuse the guesser as to what the movement actually is that he/she must guess. The other students only do the specially selected movement when it has been passed on to them and not at any other time during the game. Once they have passed on the movement, they do not do the movement again in that round of the game.

Step Three

Have the guesser come back to the room and stand in the middle of the circle. The start student tries to pass on the sign to another student without being caught by the guesser. Meanwhile the other students need to be doing other movements. The guesser must constantly be turning around in the circle trying to see if they can guess what the nominated sign is that's being passed on by the students. When the guesser thinks he/she knows the sign, they point to a player who last did the sign and say 'do you have the sign'. If that student answers 'yes', the guesser then says the sign. If correct, a new round with a new guesser is selected. If the guesser is wrong on their first try, they have one more chance before another student is selected to be the guesser. The nominated movement sign will have to change with the new guesser.

Step Four

When the rounds are finished, discuss with the students whether they found it easy or hard to see the nominated movement straight up. Compare this to a bullying incident. Sometimes it is hard to see if it is a bullying incident or just students mucking around. Ask students how they think they can see if it's a bullying incident or not. Direct student responses to involve communication as a means through which to find out if it is a bully situation or not; e.g. Could you ask the student 'Are you OK, do you want to come with me to the library?' Do students think they could have a secret code in case they were too scared to speak up? Could they scratch their ear to let the bystander student know they do not like what is going on and please help to stop it? What should bystanders do? Like the game where you pass the same thing on to another student should they just do the same as the bully or should they pretend not to see or should they do a different movement? For example, telling a teacher, getting friends to all voice to stop it, taking the targeted person away from the situation.

