

Prevention Activities

AIM : For students to be able to identify bullying behaviour, be aware of the different types of bullying behaviour and gain a greater awareness of the school's definition of bullying behaviour.

Level A – Prep to Grade 3

Was Mr Wolf a bully?

This activity shows students that although some behaviour may initially be seen as bullying behaviour, there could be another explanation for the behaviour. Through storytelling and toys/puppets, students retell the story of The Three Little Pigs providing alternative explanations for Mr Wolf's behaviour.

Happy circle

This activity caters more for the younger students. The aim of this activity is to assist students in interpreting behaviour and feelings by identifying visual cues to help them locate themselves into safe friendship circles. Students identify facial responses (happy and angry) from magazine cut outs and paste them onto a sheet that has a happy section and an unhappy section.

House rules

This activity is designed to make students aware that schools have rules about behaviour just like home. This activity introduces the concept of a bully to students and encourages students to understand that bully behaviour is not accepted as part of the school rules. The teacher transcribes the school rule about behaviour in a more age friendly wording. This is placed on the wall of the classroom as a reminder for students.

Level B – Grade 4 to 6/7

12 questions and word search

This activity consists of two handouts. The first handout provides a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students' knowledge and awareness of bullying.

Mind reading and lucky dip

For this activity, students are encouraged to understand, from visual clues, how to interpret feelings and how other students may interpret their feelings. In order to reduce misunderstandings and avoid potential bullying incidents, students' awareness of body language needs to be heightened. In this activity, students act out feelings in front of the class for the class members to guess the behaviour.

The same but different

This activity explores misunderstandings and bullying. Students find and then share some of the similarities and differences they have with other students. The aim being to help students connect with each other while appreciating their differences.

Level C - Grade 6/7 to Grade 9

Top secret mission (and for upper level B students)

This activity provides students with a sense of connection by going on a mission together. It increases the students' awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, in relation to school policy.

Prevention Activities

Bullying questionnaire

This questionnaire consists of 16 questions which form the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss their school's definition of bullying compared to their own definition.

Poetry in motion

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour, as well as increasing their awareness of the school policy on bullying.

Level D - Grade 10 to Grade 12

Rapper vs Picasso

For this activity, students are to either devise additional information to add to their school policy definition of bullying or they may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of this exercise is to raise awareness of what constitutes bullying. This activity utilises a more creative/artistic style to articulate student's knowledge of 'What is Bullying' and 'What is a Misunderstanding'.

What I know now compared to before

This exercise allows students to look at their own perceptions of bullying and their assumptions about the opposite sex's perceptions of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

Policy makers

To raise students' awareness of bullying and for the students to take some positive ownership over bullying, this exercise involves students' creating their own definition of bullying. Students then compare their own definition to the school's definition. Students are able to rewrite a new definition incorporating the two definitions.

Level C - Grade 6/7 to Grade 9 | Activity 1

To eradicate **KGB (Kids Getting Bullied)** you need to understand how spies operate. Through your **FBI (Federation of Bullying Investigation)** training you will get to look at emotions under a microscope. You will be able to dissect feelings into its many parts, identify feelings and their uses. You will construct a special code box that will contain highly confidential information about you. You will learn how to give and receive highly detailed messages. As a group you will decide on tactics and strategies used to deal with the **KGB**.

Are you up to the challenge? Are you ready to be an **FBI** agent? Your training commences **NOW**.

Your specialist training officer (in the disguise of your teacher) is awaiting your presence to commence the training. So as not to arouse any suspicion, stand up and acknowledge with the secret **FBI** wave – scratch your head then rub your nose – to confirm you are ready for duty.

Step Two

Ask students to individually complete handout 2 (an example of this handout is below) then discuss the answers as a large class group.

Example of Handout 2

What is the difference between bullying someone and having a fight with someone?

Tick the box for different types of bullying behaviour you have seen or have been told about.

- Hitting or punching someone
- Calling someone names
- Spreading rumours about someone
- Writing nasty things about someone on facebook or sending texts
- Making sure someone is always left out of the group
- Staring and whispering to others about another student
- Another bullying behaviour not listed here (Please write behaviour)

What is bullying behaviour?

Step Three

Inform special agents that you have received from the head of the **FBI** (the Principal) a copy of a document that contains very important information (school document / school policy on bullying). Read out the definition of bullying and (if recorded) types of bullying. Ask special agents who had a definition similar to the school definition.



Handout 1

Top secret mission

Once you have read this document you will need to destroy all evidence of it or at least make a paper plane out of it!

Congratulations

After a thorough assessment of the most capable, intuitive, skilful group of people, your class has been selected to become members of the FBI – (Federation of Bullying Investigation). You will be trained as FBI agents with special skills over the next 8 weeks to equip you with all the necessary armour to deal with a highly dangerous and secretive mission. If you are brave, game or just downright curious – read on.

Mission Statement – to restore law, order and harmony to your school.

Once you have mastered your specialist training you will be sent to a secret location. There are many people at this location. They appear to meet every Monday to Friday from approximately 8.30am to 3pm. To try and confuse you, all the girls wear the same clothing and all the boys wear the same clothing.

Most of the time they appear to go about their business with no problems – no threat to the powers that rule our world. But, sometimes, there are spies among them. These spies will try to coerce you into strange and dangerous activities. Some spies might even try to convert you into joining their spy ring.

We know from previous successful missions in other locations that the spies are linked to the **KGB**. Your mission is to stop the **KGB**. You are to overthrow the KGB. You are to leave no stone unturned – you are to stop **KGB** – you are to stop **Kids Getting Bullied**.

The head of the **FBI** – Person **XXXXXX** (We are unable to print the name in case someone else reads this letter and the head of the **FBI** will be exposed), has a lot of faith in your ability to acquire the necessary skills to carry out this mission. You will be using psychological intelligence work to stamp out **KGB**. Over the next few weeks you will learn skills to detect deliberate and accidental sabotage which can upset the ordinary citizen. Feelings can get battered and bruised by the activities of **KGB**. Sometimes even an **FBI** agent can have their own feelings bashed up.

There are times when **KGB** attempt to use subliminal messages to make ordinary **FBI** agents believe things are much worse than they really are.

To eradicate **KGB (Kids Getting Bullied)** you need to understand how spies operate. Through your **FBI (Federation of Bullying Investigation)** training you will get to look at emotions under a microscope. You will be able to dissect feelings into its many parts, identify feelings and their uses. You will construct a special code box that will contain highly confidential information about you. You will learn how to give and receive highly detailed messages. As a group you will decide on tactics and strategies used to deal with the **KGB**.

Are you up to the challenge? Are you ready to be an **FBI** agent? Your training commences **NOW**.

Your specialist training officer (in the disguise of your teacher) is awaiting your presence to commence the training. So as not to arouse any suspicion, stand up and acknowledge with the secret **FBI** wave – scratch your head then rub your nose – to confirm you are ready for duty.



Handout 2

What is the difference between bullying someone and having a fight with someone?

Tick the box for different types of bullying behaviour you have seen or have been told about.

- Hitting or punching someone
- Calling someone names
- Spreading rumours about someone
- Writing nasty things about someone on facebook or sending texts
- Making sure someone is always left out of the group
- Staring and whispering to others about another student
- Another bullying behaviour not listed here (Please write behaviour)

What is bullying behaviour?



Questionnaire

This questionnaire consists of 16 questions which forms the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss the school definition of bullying compared to their own definition.

Materials Required

Sufficient photocopies of questionnaire handout for students in class and pens

Step One

Hand out the questionnaire sheet and ask the class to complete, An example of the questionnaire is below.

Questionnaire:

Write your answers to the following:

1. Describe in your own words, what is bullying behaviour?
2. If someone won't let you be part of a group anymore, is that bullying?
3. If someone always trips another person over, is that bullying?
4. If one person always calls another person a name, is that bullying?
5. If someone gets hurt once, is that bullying?
6. Do you think anyone deserves to be bullied?
7. Do you think bullying happens at this school?
8. Do you think bullying exists in: (answer yes or no)

Preschool/Prep -	Grade 5 -	Grade 10 -
Grade 1 -	Grade 6 -	Grade 11 -
Grade 2 -	Grade 7 -	Grade 12 -
Grade 3 -	Grade 8 -	
Grade 4 -	Grade 9 -	
9. Does bullying occur only amongst kids or can adults be a bully?
10. Does bullying occur in the classroom, in the playground or anywhere else?
11. How do teachers treat bullies at school?
12. Why do you think some people bully others?
13. How do you think someone feels when they are bullied?
14. How could you help someone if they were being bullied?
15. Who could help you if you were bullied?
16. How do you think bullying can be stopped?

Step Two

Have a classroom discussion about the student's responses.

In particular, ask students;

- (a) if they thought they should change their definition after answering questions 2-5.
- (b) if a lot of students reported bullying in all grades or particular grades.
- (c) to compare the school definition of bullying behaviour with their own individual responses to this question.



Questionnaire

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3. If someone always trips another person over, is that bullying?

4. If one person always calls another person a name, is that bullying?

5. If someone gets hurt once, is that bullying?

6. Do you think anyone deserves to be bullied?



Level C - Grade 6/7 to Grade 9 | Activity 2

7. Do you think bullying happens at this school?

8. Do you think bullying exists in: (answer yes or no)

Preschool/Prep -

Grade 5 -

Grade 10 -

Grade 1 -

Grade 6 -

Grade 11 -

Grade 2 -

Grade 7 -

Grade 12 -

Grade 3 -

Grade 8 -

Grade 4 -

Grade 9 -

9. Does bullying occur only amongst kids or can adults be a bully?

10. Does bullying occur in the classroom, in the playground or anywhere else?

11. How do teachers treat bullies at school?

12. Why do you think some people bully others?





Level C - Grade 6/7 to Grade 9 Activity 2

13. How do you think someone feels when they are bullied?

14. How could you help someone if they were being bullied?

15. Who could help you if you were bullied?

16. How do you think bullying can be stopped?



Poetry in motion

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour as well as increasing their awareness of the school policy on bullying.

Materials Required

A pad of butchers paper and pens/markers

Step One

Divide students into three groups. The first group will be asked to write a limerick poem about bullying. Each student in the first group is to have a final copy of the poem. The poem can be about different types of bullying or what is wrong about bullying. The second group will be provided with the school policy on bullying. Ask students in the second group to pick a song that all or most of them know. They will be singing the song but replacing the words with the words/sentences from the school policy. The third group will need sheets of large paper and markers. They will need to draw a cartoon style strip about bullying.

Step Two

The three groups will need to perform their poems in front of the entire class. For the limerick poem, have one student group member at a time, stand up and read one line from the limerick. For the school policy singing group, all students in the group need to perform at once. For the drawing group, each group member will need to hold up the drawings one at a time but in quick procession.