

Level
D

Module One | What is Bullying?



Activity One

Rapper vs Picasso

For this activity, students may devise additional information to be added to the school policy definition of what constitutes bullying or may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of the 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'.

Materials Required

- ✓ A pad of butcher's paper and marker pens

Step One

Select four students to scribe on sheets of butcher's paper the class responses to the following two questions, "What is Bullying" and the question, "What is a Misunderstanding". Have a piece of butcher's paper for each question and for each scribe. Have each of the four selected scribes, record the class responses on each of the two pieces of paper. Responses can be words, images or scenarios.

Step Two

Inform students that they will need to place themselves into four (4) equally numbered groups with each of the scribes. Two groups are to be a music group known as Rappers and the other two groups are to be an artist group known as Picasso.

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Step Three

For rapper group one - Using the words / images on the butchers paper in relation to the question 'What is Bullying', ask them (either in smaller groups or as one large group) to devise a rap about bullying. Students are to include all the group members whether they are the rappers or beat boxers.

For rapper group two - Use the words / images on the butcher's paper in relation to the question 'What is a Misunderstanding', ask them (in smaller groups or as one large group) to devise a rap about misunderstandings. Students are to include all the group members whether they are the rappers or beat boxers.

Step Four

For Picasso group one - using the words / images from the question 'What is Bullying' (recorded on the butchers paper), have the small group create a *freeze frame* that depicts the answer to this question.

For Picasso group two - using the words / images from the question 'What is a Misunderstanding' (recorded on the butchers paper), have the small group create a *living mural* that depicts the answer to this question.

Step Five

Have the four groups report back to the large group and perform their completed task.

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Activity Two

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 perception of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

Materials Required

- ✓ Writing paper and pens

Step One

Divide the class into male and female students. Ask the students to list the different types of bullying that exist rating them in order of the one that occurs the most to the one that occurs the least. Have each group do two lists, one for boys and one for girls.

Step Two

Have students think back to the end of primary school / beginning of high school. Write up the list for the different types of bullying behaviour that occurred then from the most amount of bullying to the least for both male and female students. Do they think the order of the different bullying types for male and female students was the same back then, as it is now?

Step Three

In the large class group, compare the prepared list with the two male lists for now and the two male lists for starting high school, as well as comparing the two lists for female students too.

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Activity Three

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 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.

Materials Required

- ✓ A pad of butcher's paper and marker pens

Step One

As a large class group, brainstorm all the words students can think of when they hear the word 'bullying'. Record these on the class blackboard/whiteboard. Then divide students into small groups of around 4-5.

Ask each small group to select a scribe. Have the scribe for each small group write down on a piece of butcher paper, the small group's answer to the question - What is bullying behaviour?

After 5 minutes, hand out the school policy definition of bullying to each group. Ask each small group if the school policy definition is different to the individual group definition. On the school definition sheet, have each group circle the items common to the small group's definition and underline the differences. Decide as a small group if the school definition should have any of the 'differences' added to the school definition.

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Step Two

As a large class group exercise, on butcher's paper, write a sentence that incorporates the school and the small groups' definition of bullying behaviour.

Step Three

Decide as a class group if the new definition should be sent to the principal to have the student definition added to school policy, or sent to student body /committee if one exists in the school.