

## Prevention Activities

**AIM:** For students to be able to identify bullying is not just about the bully and the targeted student but includes all the students. By increasing students' confidence and skills, they will be able to stand up and be proactive bystanders as well as supportive and empathic peers.

### Level A - Prep to Grade 3

#### *Pulse game*

The purpose of this activity is to provide a visual/tactile stimulus for students to see how they can work together to achieve a successful outcome. Students form two lines (teams) and sequentially squeeze hands. When the last hand is squeezed, the student collects a ball/object from a chair and that team wins a point. A discussion at the end of the activity summarises how working as a team can minimise any potential bullying situations. This activity would be more appropriate for the older students of Level A.

#### *Hop in the hoops*

To identify that there are many players involved in bullying, (not just the bully and the targeted person), and therefore there is a need to all be in the same team. This outdoor game involves students hopping into hula hoops. Students need to listen to instructions and work together. At the end of the activity, students form a centipede to put the hoops away. The analogy is raised about the need for the centipede's feet to work together.

#### *Building a rainbow*

In this activity, students learn that taking turns, instead of pushing in, helps relationships between the students. Students paint separate colours on pieces of paper then join the paper together to create a rainbow. On completion of the rainbow, students sing along to the rainbow song.

### Level B – Grade 3 to Grade 6/7

#### *Would you rather work out*

This activity is designed for students to connect with each other through similar interests/beliefs and provide some physical exercise in doing so. A discussion is held with students at the end of the activity about the fact that bullying is not only about the bully and the student they are hurting. Bullying actually involves all students and students have a choice about what they do in the situation. As a group, they can be fit and strong and fight back against bullying by supporting each other.

#### *The science of bullying*

For this activity, to emphasise the importance of bystanders taking action to improve the situation for the targeted person, students conduct an experiment with an egg, water and salt. Students change the positioning of the egg in water by altering the water/salt ratio which in turn is reflected as changing the bystander/bully ratio, in order to alter the bullying incident for the targeted person.

#### *What's in the bag?*

This activity is completed in small groups with a large class discussion at the end. Students identify feelings of a targeted student when they receive helpful behavioural actions, unhelpful behavioural actions and no behavioural action from bystanders. Students break into small groups of six (6) with one student in each group required to identify 6 objects in a paper bag. Other students assist or distract the student from guessing the right object.

## Prevention Activities

### Level C – Grade 6/7 to Grade 9

#### *Myth Busters*

This activity raises students' awareness about the role of the bystander and highlights some misconceptions bystanders and students might hold. The Challenging Myths Quiz is used to facilitate this awareness but also to provide some suggestions for strategies students can employ to become more effective bystanders. The activity begins with small group work and ends with a class discussion.

#### *Zapped your power*

This activity is designed for students to recognise that they can reduce a bully's power. The activity also looks at peer relationships and perceptions of bullying. Students measure the reduction in power by pushing against each other then repeat the exercise with only one student pushing. This is followed by a group activity where students write comments on bullying scenarios.

#### *A novel approach*

This activity combines bullying with other curricular activities. For English, where a novel needs to be completed, the book *Cannily Cannily* by Simon French can be read as the basis for discussion on bullying. Students are provided with a question sheet to complete which can form the basis of class discussion.

### Level D – Grade 10 to Grade 12

#### *Get me out of here*

The aim of this activity is for students to be more effective bystanders by increasing problem solving skills and improving peer relationships. This activity is a physical activity and requires a large area for students. Students hang on to each other's hands in such a way that it becomes a tangled mess of arms and bodies. Students are then required to untangle themselves by observing other student behaviours as well as listening to others. There is discussion at the end of the activity about being effective bystanders.

#### *Stranded on an island*

This activity is designed to highlight how a targeted student would feel when there are other students around who will actually help improve the situation as well as other students who won't help. Students break into small groups and need to decide what important item they will take with them when they are relocated to a stranded island. Teambuilding occurs as students combine their items to increase their survival items. From this, students then try to barter with the larger class group to swap items to improve their chances of survival even further.

#### *Project officer*

This activity is designed for students to look at bullying within the whole school environment while also challenging students to devise solutions to bullying which can then be presented to the Principal. Depending on the solutions suggested, students may be able to implement the whole solution or part of the solution. The activity is designed to empower students to find and fix the problem of bullying directly. Students are given a choice of factors that influence bullying, they are to select one and then develop a proposal to address the issue.

## Pulse game

The purpose of this activity is to provide a visual/tactile stimulus for students to see how they can work together to achieve a successful outcome. Students form two lines (teams) and sequentially squeeze hands. When the last hand is squeezed, the student collects a ball/object from a chair and that team wins a point. A discussion at the end of the activity summarises how working as a team can minimise any potential bullying situations. This activity would be more appropriate for the older students of Level A.

### *Material Required*

Chairs for all students and toy / ball

### *Step One*

Talk to students about the importance of working together. When everyone plays well together, everyone enjoys themselves. If someone is not playing well, it can spoil things. Therefore, its important to remember that all students can try to help change the situation. Explain that they will play a game where they all need to work together.

### *Step Two*

Have the class of students form two lines of equal size with the two lines facing each other. Ask students in each line to hold hands. At the end of each line, place a chair with a ball or a soft toy on the chair.

### *Step Three*

Ask the students to sit while you explain the rules of the game. You will toss a coin and once you have caught the coin, the team captains (student on the ends of the lines opposite the chair) squeeze the hand of the next student in line. Then that student squeezes the hand of the next student. When the last student's hand is squeezed, the last student races to get the ball/object off the chair. The first student to get the ball/object wins a point for the team. For the next round, rotate the team captains so each student gets a chance of being team captain as well as the last student in the line.

### *Step Four*

Keep a tally of the points. If you throw a head, then the first team to pick up the ball/object gets the point. If you throw tails then the point goes to the other team. Let the students know what you threw after they have collected the ball/object. The team with the highest points wins. Highest point can be preset at a level suitable to achievement level of students. Younger students will require a lower point score to win.

## Hop in the hoops

To identify that there are many players involved in bullying, (not just the bully and the targeted person), and therefore there is a need to all be in the same team. This outdoor game involves students hopping into hula hoops. Students need to listen to instructions and work together. At the end of the activity, students form a centipede to put the hoops away. The analogy is raised about the need for the centipede's feet to work together.

### *Material Required*

Coloured hoops, drum

### *Step One*

Place different coloured hoops on the ground in an open area. Have the students walk around the outside of the hoops in a large circle without touching the hoops.

### *Step Two*

Explain to the children that you will beat a drum and while you beat the drum, the students are to walk around the hoops. When you stop beating the drum, you will give the students instructions. After the instruction, you will beat the drum again and the students must walk around the hoops in a large circle again listening for the next instruction. Students can help each other if they get a bit mixed up and don't know what to do.

### *Step Three*

**Instruction One:** Stand in the red hoop in groups of four.

**Instruction Two:** Stand in any colour hoop on your own.

**Instruction Three:** Stand in any colour hoop with another student so there are two of you in a hoop.

**Instruction Four:** Find a red hoop and put five fingers in a red hoop.

**Instruction Five:** Find a green hoop or a blue hoop and place your left foot in the hoop

**Instruction Six:** Place your right foot in a red hoop, your left foot in a blue hoop and see if you can hang on hands with another student.

**Instruction Seven:** Everyone stand in a hoop by themselves and pick up the hoop and put it around their waist and do the 'hula'.

### *No beating of the drum, inform students of the next instruction*

**Instruction Eight:** Everyone pick up a hoop with one hand and hang on to another student's hula hoop with your other hand. Having a long body with lots of legs, what insect might you be? A centipede! Staying as a centipede, walk back to the area to have the students put the hoops away.

### *Step Four*

Talk to students about how having fun and playing games means sometimes you might have to help another student with the game. Helping can be fun, being left out of a game and not knowing what to do is not fun. Like the centipede, all the legs have to walk together and help each other to make the centipede walk. As students, its important to help each other so everyone can all have fun and where no one needs to be left out.

## Building a rainbow

In this activity, students learn that taking turns, instead of pushing in, helps relationships between the students. Students paint separate colours on pieces of paper then join the paper together to create a rainbow. On completion of the rainbow, students sing along to the rainbow song

### *Material Required*

Paper, paints (rainbow colours), brushes

### *Step One*

Talk to students about rainbows. Who has seen one in the sky? Explain that rainbows are special as they don't come out every day. Tell the students that they are going to paint their own rainbow. Provide each student with a sheet of paper, paint (one paint colour) and a paint brush. Ensure that paint colours are the colours of the rainbow. Ask the student to paint the piece of paper so there are no white bits showing. Have 3-4 students paint the same colour on their piece of paper or alternatively have a very long piece of paper that 3-4 students can paint together.

### *Step Two*

Once the paint is dry connect the paper to form a rainbow.

### *Step Three*

Seat the students in a circle and sing the Rainbow Song with the children. When you sing the colour the students painted, they need to stand up then sit down before you sing the next colour. For extra fun, you can sing the song faster each time as students get used to hearing their colour.

### **Rainbow Song**

Red and yellow and pink and green  
Purple and orange and blue  
I can sing a rainbow,  
sing a rainbow,  
sing a rainbow too.

### *Step Four*

Talk to the students about playing together, and how helping each other can be fun. Imagine if they painted just one colour instead of all the colours of the rainbow. Their painting wouldn't be as pretty. Imagine singing a song about one colour, they wouldn't take turns standing as they did when they sang the rainbow song. Taking turns is important. Sometimes when students don't want to wait for their turn, they try to push in and be a bully. This can spoil things. Being nice to each other, taking turns can make every day special like a rainbow.