

## 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.

### 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.

#### *Materials Required*

Nil

#### *Step One*

Explain to students that you will be asking them a series of questions and they have only a few minutes to decide their answer. There are no right or wrong answers, it is a personal choice. You will ask the students questions in 3 different circuit areas. Students will indicate their response in a physical way not a verbal way as the class will be doing a physical workout at the same time. There will be a circuit of three different physical activities.

The first group of questions asked on the circuit will require the students to do sit ups. The second group of questions will require the students to do running on the spot, the third group of questions will require students to do back stretches like a cat.

#### *Step Two*

Have all the students stand in the centre of the room and clear a large space or alternatively locate an area outside. Have the students lie down on their backs. For circuit one, students will do sit ups.

In answering the questions, if students choose option A, they lie still on their backs. If they choose option B, they will continue with sit ups until the next question is asked.

#### **Circuit One Questions**

Would you rather:

A - always play a game or B- never lose a game?

A - be 1 metre tall or B – 2 metres tall?

A - be an underground miner or B - a rocket scientist?

A - be hairy all over or B - be bald?

A - have x-ray vision or B - bionic legs?

#### *Step Three*

Circuit two questions require students to run on the spot if they choose option A or stand still if they choose option B.

## **Circuit Two Questions**

Would you rather:

A - be rich and ugly or B - poor and good looking?

A - be the most popular or B - the smartest person you know?

A - be stranded in the middle of nowhere or B - with someone you don't like?

A - be born with a pig's tail or B - a lion's mane?

A - meet a ghost or B - travel to outer space

### *Step Four*

For the third circuit, students will get on their hands and knees and stretch like a cat if they chose option A or curl up like a cat on the ground if they choose option B.

## **Circuit Three Questions**

Would you rather:

A - have a kangaroo or B - a koala as your pet?

A - have one wish granted today or B - three wishes granted in 5 years?

A - have a day surfing the internet or B - have a day surfing the ocean?

A - live without music or B - live without TV?

A - have webbed fingers or B - an extra toe?

### *Step Five*

Talk to students about choices and how we all have to make choices every day. Remind them that whenever they see a student not being nice to another student, they have choices about what they can do... for example they can, speak up, tell a teacher etc.

### 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.

#### *Material Required*

Glasses, water, eggs, salt

#### *Step One*

Divide students into four groups. Inform students that they need their scientist caps on as they work out what things they can do to stop or change a bullying incident from occurring. Brainstorm the class's suggestions on the blackboard.

#### *Step Two*

To pinpoint which of these suggestions would be the most beneficial, students need to conduct an experiment. In this experiment, an egg will represent the targeted person, the water will represent the bully, the salt will represent the bystanders and the glass represents the school.

#### *Step Three*

Tell students to fill a glass (the school) half full with water. Next, carefully place an egg (the targeted person) into the water. What happens to the targeted person (the egg)? It sinks. This is because it is denser than the water. If the egg floats it usually means it has gone off. So ensure a fresh egg is used

#### *Step Four*

Ask the students to start adding salt (the bystanders) to the water one tablespoon at a time and gently stir it into the water. Eventually, the egg will start to float. How much salt do you have to add to get your egg to float? Is it just one tablespoon or more?

#### *Step Five*

Ask the students to slowly add a cup of fresh water (the bully) to the same glass with the floating egg. What happens to the egg? It will start to sink back to the bottom. How much fresh water do you have to add to get the egg to sink to the bottom? Is it a little or a lot? (This activity can be combined with a science lesson about molecules).

#### *Step Six*

As a large class group, clarify how the salt, like bystanders to bullying, can make a difference. Then brainstorm ideas about stopping bullying. Name the easy things bystanders could do to help stop the bullying. Then consider one thing the targeted person could also do to change the situation.

### 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.

#### *Material Required*

6 paper bags, 6 small objects x 6, paper and pen

#### *Step One*

Place six small objects (e.g. teaspoon, paperclip, pen, ball etc.) inside a paper bag. Do this for six (6) separate paper bags. Ask students to break into 4 or 5 groups with six (6) students in each group. (Extra students can double up with Student 4 and Student 5 role).

#### *Step Two*

Have each group of students seated in a circle. Then explain the following rules:

**Student 1** in the group needs to be blindfolded.

**Student 2** will pick out an object of the bag and hand it to student 1.

**Student 3** will record how many guesses student 1 makes before he/she guesses the object correctly.

**Student 4** will give unhelpful hints to student 1, such as, if it is a pen, say you clean your teeth with it.

**Student 5** will give helpful hints such as if it is a pen, it is something that you write with.

**Student 6** will roll a die. An even number will mean student 5 will give a hint, an uneven number will mean that student 4 will give a hint. Student 1 can say pass on an object if they don't know what it is.

#### *Step Three*

Give students 15 minutes to complete this activity. At the end of 15 minutes, have student 1 take off the blindfold. Have student 3 tally up the guesses for each object.

#### *Step Four*

After the activity is complete and scores tallied, ask the class:

Which groups managed to guess all six objects?

For student 4 in each group; was it hard to think of unhelpful hints?

For student 5 in each group; was it easy to think of helpful hints?

For student 1 in each group; was it frustrating to be given unhelpful hints?

For students 2, 3 and 6 in each group; was it hard to sit and watch and not be able to help?

## Level B - Grade 4 to Grade 6/7 | Activity 3

### *Step Five*

Relate this to bullying and have a classroom discussion on the following:

If you saw a bullying incident, would it be easy to do something helpful like (speaking up, inviting the targeted person to walk/play with you), or say something unhelpful like, 'he deserves that', 'why should I bother to help'.

Is it easy to watch a bullying incident and do nothing? Or is it hard?

If you were being bullied, what is something helpful you could say to the bully student to stop the bullying?

If your friend spoke up and stopped the bully student from targeting a student, would you think your friend was:

- a) Crazy, the bully will just turn on them.
- b) Strong and courageous as we don't want bullies here.
- c) Boring, now your friend has stopped your fun from watching the bullying.
- d) Just being helpful, we should all stop incidents before they end up getting worse for the targeted student and the bully student.

What is something you could say to targeted person of the bullying to help them.