

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.

Myth busters

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Material Required

Sufficient photocopies of myth buster handouts for students, pens

Step One

Provide the myth busters handout to students. Ask students to get into groups of three/four and provide group answers to myth busters handout.

Step Two

Hand out answer sheet and have students mark off their answers.

Step Three

During the marking of their sheets the students will have more questions raised in the answer to talk about in the small group.

Step Four

In a large group discuss student responses from the answer sheet. In particular look at answers to question 5 and question 6.



Myth buster handout

Myth Busters

Please circle the correct response

1. 85% of bullying incidents in schools are observed by bystanders. True or False
2. When bystanders do intervene, the bullying stops in most of the cases. True or False
3. About 43% of primary school students say they would help a student who is being bullied. True or False
4. Bystanders are most likely to help a student being bullied if they think their teacher will approve. True or False
5. Bystanders do not want to intervene for fear of their own safety and what their friends will think of them. True or False
6. Students are most likely to help others in distress when they are in a group rather than by themselves. True or False



Answer sheet

Myth Busters

Question One

FALSE – Bullying incidents occur in the presence of other students 85% of the time.

Question Two

TRUE – In bullying incidents, when a bystander does intervene, the bullying can stop.

Question Three

TRUE – 43% of students said they would help; but student’s intentions don’t necessarily match their actions.

Question Four

FALSE – Most students are more concerned about what their friends think than what their teacher would think.

Question Five

True. However there are a number of reasons why students don’t help a targeted student. Ask your group to list some reasons they think students give for not helping.

1.

2.

3.

4.

5.



Question Six

False

Students think it is some other students' responsibility. In your group think of things you could say to the bully and do if you saw someone getting bullied.

E.g. Things to say

"What you are doing is bullying".

"Calling her names might sound funny but I don't think she likes it."

Things to do

Don't join in on the bullying.

Get help for the student who is being bullied.

What could you say to the targeted person of bullying?

E.g. "What that student did is wrong; you need to tell someone about this".

"Do you want me to come to the office with you to tell the teacher"?

"Why don't you come and play with my friends".

Zapped your power

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Material Required

3 sheets of butchers paper, pens, sufficient photocopies of bullying scenario handout

Step One

Have students line up in alphabetical order according to their surnames. Have 'A letter' surnames pair off with Z 'letter' surnames; 'B letter' surnames pair off with 'Y letter' surnames; 'C letter' pair off with X, etc. For odd numbers of students, have one grouping of three. Explain to students that in bullying situations, the bully is trying to be more powerful than the targeted student. To reduce bullying incidents, one needs to take power away from bullies. This exercise is a practice session of zapping someone's power so they are not as powerful.

Step Two

Ask students to sit on the ground facing each other. Have both students put up their hands and place their palms against their partner's palms. On the word 'Go', tell the students to push hard against each other's hands. Push as hard as they can. On a scale of 1-10 ask how hard they were pushing. Take a rest.

Step Three

Repeat this exercise again except this time, one student has to decide not to push against the other student. The other student is still to push as hard as he/she can. On a scale of 1 to 10, how hard did this student have to push? Repeat this exercise the third time so the other student has a go at not pushing back. On a scale of 1-10, how hard did this student have to push? They now have discovered how to zap the power of the other person, by not pushing back, the other person loses their power to push against you.

Step Four

Hand out 3 sheets of butchers paper and marker pens to students and have them get into 3 equal groups. Provide them with the Bullying Scenarios Handout, an example of which is below:

1. David is always calling everybody names, everyone is getting sick of it because when he walks past you he always hits you.
2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.
3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn't get into trouble but a lot kids tease her by calling her goody two shoes.

Step Five

Ask each group to select one problem and answer the following questions on the butchers paper.

1. If this happened to a friend of yours what would you do?
2. If your friend was the bully student what would you do or say to your friend?
3. How could you zap the power of the bully student.



Bullying Scenarios

1. David is always calling everybody names; everyone is getting sick of it because when he walks past you he always hits you.
2. Jason was always getting teased about his family name, his surname. The boys would tease him about it at recess and lunch. He stopped going to the lunch areas and would just sit alone away from everyone.
3. Casey is a new kid at school who has been trying to do well in her schoolwork and she is always staying back talking to the teachers about her work. She doesn't get into trouble yet a lot kids tease her by calling her goody two shoes.

Additional Questions

1. If this happened to a friend of yours what would you do?
2. If your friend was the bully student what would you do or say to your friend?
3. How could you zap the power of the bully student?



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.

Material Required

Sufficient photocopies of *Cannily, Cannily - Whodunnit* handout for all students, pens

Step One

Combine required novel reading by choosing a novel about bullying to raise classroom discussion. Questions on handout sheet, *Cannily Cannily - Whodunnit* can be grouped and answered by a group of students or alternatively each student can be allocated a question to answer or all children answer all questions.

Step Two

Provide students with the handout, *Cannily, Cannily - Whodunnit Exercise*.

Step Three

Have a class discussion with everyone's completed responses; alternatively pin up a whodunit sheet on the wall. As students read and find responses have them write the answers on the question sheet pinned to the wall. When completed, have a class discussion.



Cannily Cannily by Simon French

A Whodunit exercise

Q1 Who do you think was the bully in the book *Cannily, Cannily*?

Q2 Was there more than one bully?

Q3 What things did the bully do?

Q4 Which of these reasons do you think explains why the bully did what he did to Trevor? (Please circle)

- a. doesn't think it really hurts
- b. because it's just a fun thing to do
- c. because he likes hurting other kids
- d. so the rest of the group thinks he's cool
- e. because he doesn't want to get into trouble
- f. so he doesn't get picked on

Q5 Were there any other people around when Trevor was getting bullied? What did they do or not do?

Q6 How do you think Trevor felt over the bullying?

On the list below, with your highlighter pen, highlight what you think Trevor felt:

Lonely, don't belong, isolated, hated, unwanted, unwelcome, alone, left out, worthless, hurt, small, poor me, lack of confidence, upset, vulnerable, discouraged, weak, miserable, sad, stupid, fed up, powerless, embarrassed, helpless, angry, bad, scared, afraid.

Q7 What could Trevor have done to get rid of his angry feelings? What were the good and bad choices he could have made?



Level C - Grade 6/7 to Grade 9 | Activity 3

Q8 Was Trevor ever sad? How did you know he was sad?

Q9 What did Trevor do that might have helped the bully do the nasty things to him?

Q10 Do you think Trevor's bag, clothing or his hair had anything to do with being the target of bullying?

Q11 Can adults bully kids? Was Mr Fuller a bully or was he just nasty?

Q12 Trevor had a real stubborn streak to his personality, did this help or hinder his situation?

Q13 What was Trevor's way of handling the bullying situation?

Q14 Was Martin being a bully at the movies or was Trevor just too sensitive?

Q15 What skills was Martin trying to show Trevor on how to be accepted by the group?



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Q16 Do you think the group bullied someone else before Trevor started at the school?

Q17 What was Martin's explanation of why Trevor was getting bullied?

Q18 Was it important to be accepted into this one big boys group?

Q19 Were there any other victims of bullying in the story. How were the girls in the class treated?

Q20 Why do you think the other kids in the team decided to fake their injuries to allow the reserves on?

Q21 What misunderstanding occurred between Trevor and Martin? How could this be prevented?

Q22 What things could Trevor have done differently that would have stopped the bullying?

Q23 Who were Trevor's friends? Did any of them do anything to help Trevor with the bullying problem?



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Q25 What do you think caused the bullying problem for Trevor?

Q26 Which people listed in the story could have possible allies for Trevor?

Q27 Was Trevor finally accepted into the group? Do you think Trevor's attitude changed, did he see the group differently, did he react differently when he knew he was going to be leaving?

Q28 Were there things happening in the school before Trevor got there that allowed a lot of teasing and bullying?

Q29 If you were Trevor what would you have done differently?
