

Prevention Activities

AIM : For students to identify those factors that contribute to a positive relationship and those factors that contribute to a negative relationship.

Level A – Prep to Grade 3

Trees and puppies

This activity is designed to raise students' awareness of their own behaviour towards others by using a craft activity to help facilitate discussion. Students glue wool/string around the outline of a tree and a puppy then identify the positive factors required for growth and happiness for the tree and the puppy as well as the negative factors that hinder growth and happiness.

Thumbody is my new friend

In an effort to make new friends, students can sometimes get themselves in a muddle, as they try hard to be friendly, and thus can end up being less than friendly. This activity is to help students begin new friendships and to help them realise they are not on their own in trying to do this. Students are told the story of Thumbody, an owl who has trouble making new friends. Students offer suggestions on how to make new friends and then complete a finger-painting by placing their fingerprints on each other's owl handout.

Say and catch

This activity introduces students to an awareness of their own behaviour by attempting to highlight the need to 'think before you act'. For this activity, students say the name of an animal then throw the ball in the air and catch it.

Level B – Grade 4 to Grade 6/7

Talk to the hand

This activity is designed to increase students' awareness of why other students exhibit bullying behaviour and to gain an understanding of the types of bullying behaviour that can emerge. Students trace around their hand and provide five reasons for bullying. They are then given magical powers to change one of their nominated reasons. They are to offer an alternative behavioural option for the nominated reason for bullying.

Untangle the tangle

This activity highlights that it is not always easy to decipher why students bully. As a visual medium to show complexity of bullying causes, students sit in a circle passing a ball of string from one student to another. As each student passes the string to another, they give a positive verbal message to the student. The visual end result is a spider's web of string. Students then have to roll the ball of string back up by passing back the ball of string, one student at a time.

FBI decoding exercise

This activity can follow on from Module One Level C exercise however it is not a prerequisite. Students identify information about bullying and offer suggestions on how to stop bullying. By working in pairs and small groups (as FBI agents), students decode secret messages about bullying and then transcribe their solution for bullying back into secret code.

Prevention Activities

Level C – Grade 6/7 to Grade 9

A rose bush - pretty flowers or dangerous thorns

This activity demonstrates how easy a situation can change from a bullying situation to a non bullying situation by simply changing behaviour. Students devise and perform two similar scenarios to identify the factors that cause a bullying situation.

CSI and bullying

This activity is designed for students to identify contributing factors in the bully, the targeted student and the environment that leads to a bullying situation. Students are provided with a scenario, then break into four (4) groups to discover the motives behind a bullying incident.

All Aboard Noah's Ark

In this exercise, students discuss the use of power and feelings. Students partner up as animals to board the Ark where one student acts as the Ticket Inspector and decides if the paired animals can get on board the Ark.

Level D – Grade 10 to Grade 12

E – thos – Me - thos

This activity looks at school ethos as a factor that may affect bullying behaviour. Students are asked to identify the school ethos and determine if this affects bullying behaviour. Students then explore how they can individually contribute to the school ethos.

Three wise monkeys

For this exercise, students identify what some of the most damaging aspect of bullying might be. They also look at what 'change aspects' would have the most dramatic effect on bullying. Students break into three groups - not speaking up and stopping the bullying; pretending not to see the bullying; and actually committing the bullying act. From this, students decide what some of the most damaging aspects of bullying might be.

To fix the problem, do we always have to know the cause?

The aim of this exercise is to show that even without knowing the cause of an action/behaviour, by changing just one aspect of the behaviour elsewhere in the situation it can have an overall effect on the outcome. As a large class exercise, students have to change behaviour in another student (e.g., make the student smile) purely by their own actions.

Trees and Puppies

This activity is designed to raise students' awareness of their own behaviour towards others by using a craft activity to help facilitate discussion. Students glue wool/string around the outline of a tree and a puppy and then are required to identify the positive factors for growth and happiness for the tree and the puppy as well as the negative factors that hinder growth and happiness.

Materials Required

Sufficient photocopies of a tree and owl handout for students, balls of wool /nylon , glue, pens

Step One

Provide the tree picture handout to students along with pieces of wool or string long enough to trace around the tree and glue. Students are to glue around the border of the tree outline then stick the wool along the outline of the tree.

Step Two

Ask students, "In order to make the tree grow big and strong, what does the tree need?" Expected responses include: sunshine, water, dirt, etc. As each item is suggested, have students draw / write these on the tree picture handout.

Step Three

Hand out the puppy picture with lengths of wool or string long enough to trace around the puppy. Ask the students to glue wool / string around the boundary of the shape. Ask the students "What does the puppy need to make them happy?" Expected responses from students include; food, water, sleep, cuddles, play, etc. Have the students draw / write these on the puppy when each is suggested.

Step Four

Ask the students the following questions:

What would happen if someone was to chop off all the branches or kicked the tree over? Would the tree grow big and strong?

If someone did not play with the puppy, would the puppy be happy?

If someone did not say nice things to the puppy or yelled at the puppy, would the puppy be happy?

Step Five

Discuss with the students that in order to be happy and grow up to be big and strong, we all need to play nicely and not yell or kick.





Thumbody is my new friend

This activity aims to help students begin new friendships and to realise that they are not on their own in trying to do this. In an effort to make new friends, students can sometimes get themselves in a muddle as they try hard to be friendly but end up being less than friendly. Students are told the story of Thumbody, an owl who has trouble making new friends. Students offer suggestions on how to make new friends then are required to complete a finger-painting by placing their fingerprints on each other's owl handout.

Materials required

Sufficient photocopies of owl handout, paints

Step One

Talk to children about friendships. One of the exciting things about coming to school is being able to play with friends. Sometimes this can be a scary thing to do. It is not always easy making friends. Sometimes students get into a muddle and get mixed up when trying to make new friends and end up being nasty when all they wanted to be is friendly.

Tell the story of Thumbody the Owl. Thumbody was an owl. One day his parents said they had to move to another part of the forest. Thumbody was lonely because he did not know any other owls and had no owls to play with. He wanted to make new owl friends but didn't know how. He tried flying up very quickly to surprise other owls but this just scared them off. He tried to show the other owls how loudly he could say "Who, Who" but this just made some owls cry. Ask the class what are some of the things that Thumbody could do to make friends.

Step Two

For younger students, the teacher needs to write the names of all the students in the class on the bottom of the owl handout before photocopying copies for the exercise. Write each student's name on the top of the owl sheet handout. The older students would be able to write their own name on the owl sheet. Prepare different coloured pots of paint.

For the younger students you may want to get the students to place their owl sheets on a row of tables with paint pots among the owl handouts. Students can then move along in a line to put their thumb print on the owl handouts.

Step Three

Ask student to place their thumb in a coloured pot of paint and place their thumb (once) on the body of the owl to form a thumbprint. Repeat this but instead of the student putting their thumb on their own owl, they need to place their thumb on the next student's owl sheet. Continue this until all owls have one fingerprint from each student. The effect will look like the owl's feathers. For older students they can also write their name on the bottom of the handout page.

Step Four

Ask students what things could they do in class and play time to make friends with all the students named on their picture of Thumbody.



Thumbody is my new friend



Say and catch

This activity introduces students to an awareness of their behaviour by attempting to highlight the need to 'think before you act'. Students say the name of an animal then throw the ball in the air and catch it.

Materials required

Ball for catching

Step One

Talk to students about friendships. Explain sometimes we might do something to upset our friends and we don't realise why. We need to try and think about what we do and say because if we don't, we might upset our friends. For example, we shouldn't push our way in front of a line or say nasty things to other students. We need to think first before we do and say things.

Step Two

To get some practice of thinking before doing, take the students to a large area where they can toss up balls. Have the students stand in a large circle. Tell students that in order to play the game they need to put on their thinking caps.

Step Three

Explain to the students the rules of the game. When a ball is thrown to them, they must catch the ball and then say a name of an animal. Once they say the animal, they must throw the ball up in the air (not too high) and catch it. Then they must throw the ball to another student in the circle. Once they have thrown the ball, the first student then needs to sit down. The next student repeats this exercise and sits down when they have had their turn. Once a student has sat down, he / she can help one of their classmates by suggesting the name of an animal if the classmate doesn't know one to name. Different categories can be used for this activity besides animals, for example, letters of the alphabet, numbers between 1 and 50.

Step Four

Ask students if they found the activity easy or hard to do. Was it easy some of the time and harder at other times? Explain that thinking before we do things is something we all have to practice as we grow up.