

## 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.

## 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 scenarios to identify the factors that cause a bullying situation.

### *Materials Required*

Nil

### *Step One*

Ask students to form groups of three. Then ask them to think of a scenario they can act out. It has to be acted out twice. The first time students have to act out a bullying situation. The second time they have to do the same scenario but with the addition of changing a sentence or a behaviour which in turn changes the eventual outcome to a positive, rather than negative, outcome for all involved.

### *Step Two*

Groups perform their positive healthy relationship (rose) scenarios in front of the class then perform the negative bully (thorn) scenario.

### *Step Three*

As a large group discuss the factors that changed the whole scenario from roses to thorns.

### CSI and bullying

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

#### *Materials Required*

Sufficient photocopies of bullying scenario and circle handouts plus pens

#### *Step One*

Explain to students that as human beings, while we are biologically the same, our behaviours can be very different and unique. Sometimes these differences stand out when a student tries to bully another student. Students need to discover what causes bullying behaviour.

#### *Step Two*

Ask students the name of four different television shows that involve murder investigations. Divide students into four groups based on which television murder investigation show they liked the most. This will need to be even group memberships so 2nd/3rd preferences will need to be taken into account to ensure groups are divided up evenly.

Then inform students they are to investigate a crime that is not a murder but rather, a bullying incident. Provide handout of bullying scenario to all students.

#### *Step Three*

Students are then asked to find the answers to the following questions, provided to them on the Circle Handout, as they relate to the bully scenario.

1. Why would the bully do this? What would be the motive?
2. What factors are necessary to be a targeted student?
3. What factors in the physical environment were necessary for bullying to occur?

#### *Step Four*

Bring the students back into the large group and have the four (4) groups present their findings to the class group. Then, as a class group, ask what the most popular reason for the cause of the bullying incident.

## Bullying Scenario

Jade catches the same bus every afternoon from school to home. She walks to the train station with her friends from school but then she catches a different train to them. When she gets off the train to catch the bus to her home, there are a number of other students from her school who catch the same bus. While she waits for the bus, a bunch of grade 10 boys often stand near her and they usually muck around being stupid. There have been a couple of times when the boys have wrestled around and fallen on her bag or pushed into her. Jade is unsure if they are deliberately trying to get at her but finds if she stands in a different spot they still seem to be near her.

There are also a couple of grade 12 girls on the bus. They stand away from Jade when they all wait for the bus. They seem to ignore the grade ten boys and their stupid behaviour and didn't even intervene one time when David a really big Grade Ten boy fell on Jade and her bag. The Grade 12 girls just gave a quick glance over and kept talking in their close little circle.

Jade learnt very quickly the first time she caught the bus that she was a 'vegie'. One time when she got on the bus she sat on a vacant seat up the back of the bus. As the grade 12 girls got on the bus, they forcefully told Jade that she was a 'vegie' and vegies sit at the front of the bus.

Jade had no idea what they meant by calling her a vegie but quickly moved as all five of the Grade 12 girls stood in a pack behind the Grade 12 girls who told Jade to move. Jade felt so humiliated walking down to the front of the bus as she could hear one of her Grade 12 girls saying, "who does she think she is, as if she can sit here, oh god look how high she wears her socks", then Jade heard the girls giggling. Fortunately the bus started to take off so Jade heard no more.



Circle handout



### 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.

#### *Materials Required*

Sufficient photocopies of animal card sheet to provide all but one student with one animal card

#### *Step One*

Provide students with a specially marked card that has a name of an animal on it. **They are not to show any one their card.** If there are an odd number of students, the last student is to be the ticket inspector. If not, the last two students can be the ticket inspectors. Have everyone stand up and gather into the centre of the room. Clear chairs and tables so there is free space. Tell students the greatest flood is coming and they need to get on the Ark but the ticket inspector will not let them on by themselves. They need to be in a pair to enter; pairs being two creatures the same.

#### *Step Two*

Students are not allowed to talk to each other and they are not allowed to show each other their animal card. They are to walk around the room and find their partner only by the animal sounds they make. When the creatures believe they have identified themselves as a pair by the sounds they have made, they are to go to the ticket inspector. After they pair up, students still must not reveal their cards to each other or anyone else until the ticket inspector asks for them. After they pair up, students must line up to see the ticket inspector. Upon seeing the ticket inspector, they are to make their sounds, then show the ticket inspector their cards. If the ticket inspector is not convinced they are a pair, they will have to continue searching for their partner animal and then go to the back of the queue for the ticket inspector and try again.

#### *Step Three*

Once all the creatures are onboard, discuss the following:

1. Were there pairs that could not get on board on their first try?
2. Did the ticket inspector have a powerful position?
3. Did the ticket inspector abuse the power position?
4. Did some creatures make fun of other creatures?

#### *Step Four*

As a class group, ask why they think bullies bully and when does something stop being fun and turn into bullying.



*Animal Cards*

Ape	Ape	Bear	Bear
Budgerigar	Budgerigar	Crow	Crow
Cheetah	Cheetah	Chicken	Chicken
Donkey	Donkey	Dog	Dog
Elephant	Elephant	Ewe	Ewe
Frog	Frog	Horse	Horse
Lion	Lion	Pig	Pig
Snake	Snake	Owl	Owl

