

# BullyEd Anti-Bullying Program

Teacher's Handbook 2022

for Australian Primary & Secondary aged  
school students



Includes  
classroom  
activity sheets

An initiative by





### **Australian Institute of Professional Counsellors (AIPC)**

The Australian Institute of Professional Counsellors (AIPC) is a specialist Counselling educator delivering qualifications at Diploma and Degree level. AIPC is the largest provider of counsellor training in Australia with over twenty years' experience. AIPC specialises in external training, and its courses are recognised by the Australian Counselling Association, a peak national association of counsellors and psychotherapists.

AIPC is committed to addressing the problem of bullying behaviour with school aged children. Bullying behaviour is not a simple problem that requires a simple solution. It is a very complex problem that requires a whole school and community response.

The National Safe Schools Framework (N.A.S.S.F.) was established by the Commonwealth, State and Territory governments, non-government school authorities and other key stakeholders within Australia in 2003, with the view to ensure that school communities were safe and supportive environments for children. The Queensland Government's commitment to this issue continued with the February 2010 consultancy report by Dr Ken Rigby, 'Enhancing Responses to Bullying in Queensland Schools'.

Recommendations 1, 7 and 10 of Rigby's report, emphasised the need to educate schools about bullying by informing staff of interventions both proactively and when bullying takes place in order to help staff build on their awareness of current thinking and practices in addressing bullying. Dr Rigby also recommends utilising knowledge and experience from academic institutions and other relevant bodies.

This Anti - Bullying program has been developed partially in response to recommendations of Dr Rigby whereby it is intended to be used as a resource for teachers to assist them in providing a safe and supportive school environment which proactively addresses the issue of bullying behaviour among school students in Australian schools.

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# Foreword

Within the school environment, it is unfortunate that negative behaviours such as bullying behaviour exist. However, by enhancing a student's ability to feel good about themselves there is opportunity to facilitate a process of being able to change behaviours that have negative consequences. This program aims to facilitate such a process through building within students an understanding and appreciation of the connections between thoughts, feelings and behaviours in order to empower students with 'awareness' and 'social tools', to allow them the opportunity to identify options or choices and as a consequence, the opportunity to review and change their behaviour.

When addressing bullying behaviour, approaches should not be limited to the targeted student, the bully student, and the bystander. Approaches should address the whole school. By addressing bullying behaviour from a whole school community approach there is an enabling of stronger ties of 'connectedness' for students to the school community and each other. This program attempts to create connectedness by providing opportunities for students to make decisions in relationships based on understanding, respect, listening, being heard, having a voice and trust. By experiencing this in the prescribed activities of the program, students gain skills in effective problem solving which in turn promotes resilience. A resilient promoting

childhood has the power to minimise any potential harm toward the mental health of the child now and in their later years as an adult.

From the outset, it should be noted that the program itself was not solely formulated from one theoretical model or approach. Overall, most activities of the program have drawn from the schools of cognitive behavioural theories and social learning theories where students are encouraged to identify key behaviours and factors that influence behaviour, with the aim to increase desired behaviours and decrease undesired behaviours. The foundation of the program sits within a person-centred approach in terms of active listening, empathy, the importance of the 'self' and understanding the 'self' through the relationships with others; as well as accepting the responsibility to act on decisions. The program has utilised small group work based on humanistic values of the right to belong, be heard, to participate and to be a part of a mutual support system. The program has also utilised a rather eclectic mix of approaches within the activities ranging from mindfulness to strengths to solution focused. The major aim of the program was to create fun participatory learning for students through creative based activities.

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# Introduction to the Anti-Bullying Program

Bullying behaviour among school students is not unique to any one culture and unfortunately, has been in existence for a long time. As society progressed into the technological age of the 21st century, bullying behaviour shifted from consisting solely of 'sticks and stones'. The level of sophistication for bullying behaviour has grown to incorporate the world of cyber bullying. Research on bullying behaviour has been conducted worldwide since the late 1970's and 1980's, with some of the most well-respected research conducted by Australian psychologist, Dr Ken Rigby and Dr Dan Olweus, a Scandinavian psychologist.

Bullying behaviour is not a simple, clean-cut problem with an easy quick answer. In addressing the issue, it is limiting to only look at the guilty and the innocent when examining bullying behaviour. It is also important to view the situation more along the lines of a role the student is playing in just one scene in one act in a much larger play of life. Students should not be defined through their bullying behaviour. Rather, students should be assisted to rewrite their scripts to allow for healthier alternatives for all involved. Empowering students with choices is a tool they can use not only in bullying situations but in any difficult situation they find themselves in.

 **16%**

Approximately 16% of Australian school students have experienced some form of bullying every few weeks or more often (Rigby & Johnson, 2016).

Bullying behaviour in Australian school aged students tends to peak during middle primary school and by the time students transition to as well as the first two years of secondary school (Lester et al., 2013).

The effects of bullying behaviour on school children are indispensable – including both short- and long-term effects on their mental and physical health, as well as association with clinical depression and suicidal ideation (Rigby, 2017). Bullying has been a common reason children phone the Kids Helpline, and continues to feature as a frequently visited topic on their website (Kids Helpline, 2021). The National Crime Prevention Branch of the Attorney-General's Department has identified bullying as a risk factor leading to antisocial and criminal behaviour.

In reviewing the anti-bullying interventions in schools, in Australia as well as internationally, the Centre for Education Statistics and Evaluation (2017) finds that effective interventions reduce bullying behaviours by 20-23 percent. Successful anti-bullying interventions share the following features (p. 4):

- ✓ take a holistic, whole-school approach.
- ✓ include educational content that supports students to develop social and emotional competencies, and learn appropriate ways to respond to bullying behaviours.
- ✓ provide support and professional development to teachers and other school staff on how best to maintain a positive school climate.
- ✓ ensure systematic program implementation and evaluation.

# Foundations of the Anti-Bullying Program

The foundation of this anti-bullying program is based on The National Safe Schools Framework (N.S.S.F.). The framework is supported by 11 guiding principles:

## National Safe Schools Framework

- 1** Affirm the right of all school community members to feel safe at school.
- 2** Promote care, respect and cooperation, and value diversity.
- 3** Implement policies, programmes and processes to nurture a safe and supportive school environment.
- 4** Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment.
- 5** Develop and implement policies and programmes through processes that engage the whole school community.
- 6** Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment, are explicit, clearly understood and disseminated.
- 7** Recognise the critical importance of pre-service and on-going professional development in creating a safe and supportive school environment.
- 8** Have a responsibility to provide opportunities for students to learn, through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships.
- 9** Focus on policies that are proactive and oriented towards prevention and intervention.
- 10** Regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements.
- 11** Take action to protect children from all forms of abuse and neglect.

From the guidelines, the N.A.S.S.F. has developed key elements to inform good practice. The selected key elements from the N.A.S.S.F that underpin this anti-bullying program are:

**Key Element: School values and ethos, student welfare**

**Guiding Principles:**

- 1 ●
- 2 ●
- 3 ●
- 4 ●
- 5
- 6
- 7 ●
- 8 ●
- 9
- 10 ●
- 11 ●

**Approach:** Encouraging the development of positive trusting relationships within a school community environment that supports diversity.

**Key Element: Provision of education and training for staff and students**

**Guiding Principles:**

- 1
- 2 ●
- 3
- 4 ●
- 5 ●
- 6 ●
- 7 ●
- 8
- 9 ●
- 10 ●
- 11 ●

**Approach:** Educating teachers and students on recognising bullying relationships, developing strategies to deal with bullying and taking a pro social preventative approach to minimise potential bullying through enhancing empathy, cooperativeness and respect.

**Key Element: Providing support for students, managing incidents of victimisation**

**Guiding Principles:**

- 1 ●
- 2 ●
- 3 ●
- 4 ●
- 5 ●
- 6
- 7
- 8 ●
- 9
- 10 ●
- 11 ●

**Approach:** Developing early warning detection of bullying and intervention to maintain student connectedness and facilitate early reintegration to minimise harm to all those involved.



# Aim of the Anti-Bullying Program

This program is designed to be an adjunct to each individual school's policy and procedure on the management of bullying behaviour. The program primarily operates from a preventative approach as well as utilising a restorative practice framework to build healthy relationships and school connectedness. This is achieved by encouraging positive peer group pressure and support, as well as fostering a sense of connectedness through effective communication. The aim of the program is to reduce the tendency to be a bully as well as reducing the tendency to be bullied, by increasing all students role as proactive bystanders.

**This is achieved by:**

- 1** increasing knowledge and awareness of bullying
- 2** enhancing interpersonal skills and self-esteem of students to deal with bullying
- 3** developing strategies which empower students
- 4** mobilising students into more effective social networks
- 5** promoting resilience

# Content Summary of the Anti-Bullying Program

The program consists of eight (8) modules which can be conducted once a week over 8 weeks or twice weekly over four (4) weeks.

The first four (4) modules contain three (3) prevention activities for each student level/age category. Teachers select which activity would be the most appropriate for the individual class.

Each activity lasts for approximately 30 minutes; however, there is flexibility for teachers to extend the activities and/or the related discussion time within activities.

The first four modules also contain one (1) intervention activity for each student level/age category. The intervention activities are designed for when a bullying incident has occurred.

The second four modules contain two (2) prevention activities for each student level/age category to also allow teachers to select an activity that is more appropriately suited to the individual class.

An overview of the eight (8) modules for this bully program is listed below:

Module One

**What is bullying?**

Module Three

**Who is involved in bullying?**

Module Five

**Self Esteem**

Module Seven

**Assertiveness**

Module Two

**What causes bullying?**

Module Four

**Reducing the impact of bullying**

Module Six

**Self Awareness**

Module Eight

**Resilience**

## Each module contains:

- ✓ **Quick Facts and Background Information** to enhance teachers' understanding of bullying behaviour and to provide an evidence-based rationale for the activities provided.
- ✓ **Prevention Activities** to increase students' awareness of their own behaviour and the effect it has on others. Students identify bullying relationships in particular from the role of the bystander, develop strategies to prevent bullying relationships occurring in the first place and how to manage them when they do occur. Various options are provided to allow teachers to select activities that will best meet the needs of individual classes and students. Where required for the activity, student worksheets are provided.
- ✓ **Intervention Activities are included in modules one to four.** At the end of the first four (4) modules, an activity is provided for each student level. These intervention activities are designed as an adjunct to individual anti-bullying school policy and procedures.

The intervention activities are by no means fully comprehensive and are provided merely as an additional tool for teachers to help facilitate clarification and resolution on the various aspects of bullying incidents.

Bullying incidents should be individually assessed to address the needs of the targeted student and the bully. If the student has been particularly submissive, working on the student's self-esteem and assertiveness would be beneficial. If the student was provocative in the bullying incident then focusing on social skills training may be beneficial.

Likewise, if the student was aggressive then clear boundary setting about expectations and consequences of behaviour need to be considered. Focusing on proactive healthy behaviour needs to be addressed with all relevant parties including the bully, victim and bystanders, with positive reinforcement and praise for recognised changes in behaviour and attitude.

All modules in this program address N.A.S.S.F. guidelines: 1,2,3,7,8,9,11.

# School Age Levels focused on in the Anti-Bullying Program

Four (4) levels of activities are catered for within the modules

PREP



GRADE 1



GRADE 2



GRADE 3



GRADE 4



GRADE 5



GRADE 6



GRADE 7



GRADE 8



GRADE 9



GRADE 10



GRADE 11



GRADE 12



The levels for the activities have been designed as a guide for teachers and certainly teachers should feel free to use their own judgement and professionalism to adapt and modify activities across the age / level spectrum to suit their particular age group of students.

Module One

# What is Bullying?

12 Quick Facts and Information

16 Prevention Activities

20 Intervention Activities

## Quick Facts and Information

### What is Bullying?

There is no universally accepted definition of bullying.

- Olweus (1993, as cited by Olweus and Limber, 2010) defines bullying as repeated, aggressive behaviour involving a power imbalance between the bully (perpetrator) and the intended bully victim.
- Rigby (2010) defines bullying as a systematic and repeated abuse of power and identifies three aspects to bullying: 1) a desire to hurt/dominate; 2) an imbalance of power involving unfair action favouring the perpetrator and; 3) the target of the action lacks appropriate defence therefore feeling oppressed and humiliated.
- The national definition of bullying for Australian schools is (Department of Education and Training, 2015):

*Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical,*

*social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).*

*Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.*

*Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.*

### Does Behaviour Have to Be Repeated Behaviour to Be Considered Bullying?

- Generally bullying does consist of repeated encounters between the targeted person and the bully. However, this is not always the case. From the targeted person's perspective, the effect from a single event can be just as damaging.

## Quick Facts and Information

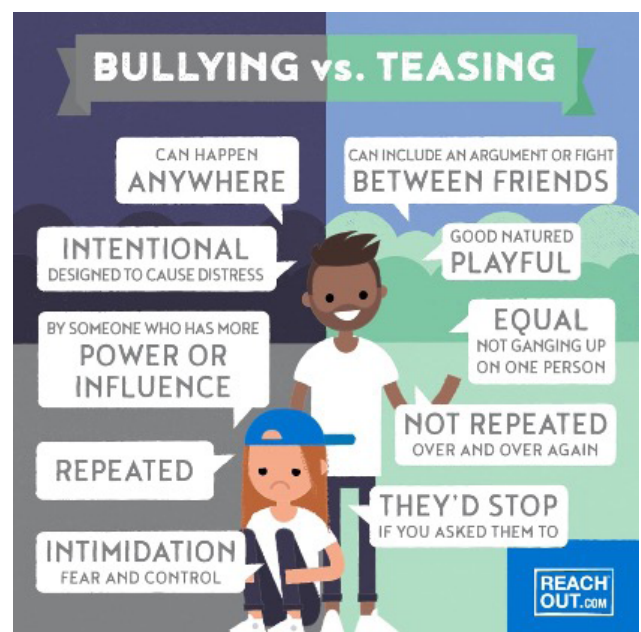
### What is Not Bullying?

- Disagreements, arguments, or aggression with no imbalance of power.
- Not liking someone.
- Hazing – “acting on behalf of a privileged group to systematically embarrass, humiliate, or degrade someone as a necessary precondition to their acceptance as a member of a group” (Rigby, 2008).
- “Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved” (Australian Government Department of Education and Training, 2016, cited by Centre for Education Statistics and Evaluation, 2017, p.2)

### Is Teasing the Same as Bullying?

- No. To draw a defining line between bullying and teasing: *teasing* is done in fun, has no intention to hurt, is to give both parties some enjoyment and ceases

if one person objects or becomes upset. Bullying, however, is one sided with intent to hurt and continues even if the other person is hurt or upset (Coloroso, 2003). The following infographic created by Reachout (2022) illustrates the key differences between bullying and teasing:



### Is All Bullying Intentional?

- A child may not realise their behaviour or words may hurt or upset another child. Once the child is made aware of the effect and ceases the behaviour/words, this is referred to as non-malign bullying (Rigby, 2008).

## Quick Facts and Information

### Why is Bullying Prevalent in Schools?

- Schools provide a physical place where children can congregate with opportunities of no adult supervision (Olweus, 1991).
- Schools also provide a collective space containing a wide variance in the differences (size, intellect, verbal skills, physical strength etc.,) between children.

### Types of Bullying

- **Physical bullying**  
“Poking, hitting, punching, kicking, spitting, tripping or pushing someone, breaking someone’s things, pulling faces or making rude hand signals” (Kids Helpline, 2022).
- **Verbal bullying**  
“Name calling, teasing, putting someone down, threatening to cause someone harm” (Kids Helpline, 2022).
- **Covert bullying**  
Any form of aggressive behaviour that is repeated, intended to cause harm, characterised by an imbalance of power and is hidden, out of sight or

unacknowledged by adults (Cross et al., 2009). As students get older, they tend to engage in more covert bullying over overt bullying behaviour (Cross et al., 2009).

- **Social and relational bullying**  
“Lying, spreading rumours, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public” (Kids Helpline, 2022).
- **Cyberbullying**  
“Using technology to hurt someone else by sending hurtful messages, pictures or comments” (Kids Helpline, 2022).

### How Often Does Bullying Behaviour Occur?

- According to a national study in 2009 (Bullying No Way, 2021):
  - Approximately **one in four** Year 4 to Year 9 Australian students reported being bullied every few weeks or more often.
  - Approximately **one in five** young school students reported experiencing online bullying in any one year.





## Quick Facts and Information

- o Hurtful teasing was the most common bullying behaviour reported, followed by having hurtful lies told about them.
- o 84% of students who were bullied online were also bullied in person.
- Approximately **one in five** children experience cyberbullying in any year (Katz et al., 2014).
- Approximately 16% of Australian school students have experienced some form of bullying every few weeks or more often (Rigby & Johnson, 2016).
- Bullying behaviours tends to peak around transitional periods, such as during middle primary school and by the time students transition to as well as the first two years of secondary school (Lester et al., 2013).
- Nevertheless, prevalence of bullying does vary across student age ranges, times of the year, and willingness to report.

### Harassing Bullying Out of Existence

- Bullying has been referred to as a 'silent epidemic' (McGrath, 2006). This is even more accurate with cyber bullying.

Bullying not only has emotional costs for the student, but it also has a financial cost to the school in terms of counselling and time taken to pursue the matter with students, parents.

- The cost of bullying is estimated to be \$525 million given the short- and long-term negative consequences experienced during school years and thereafter (PricewaterhouseCoopers Consulting, 2018).

### Intervention

- It is vital that teachers intervene in bullying situations – students look to teachers for guidance. This is particularly so for middle school children (Crothers, Kolbert, & Barker, 2006). As such, a key focus of anti-bullying interventions is on enhancing positive teacher-student relationship as well as teachers' competence and self-efficacy in managing bullying (Bullying No Way, 2021)
- In seeking clarification of self-identity all children eventually merge from beyond the realms of the family to seeking guidance from peers and teachers.

## Quick Facts and Information

- There are a number of different intervention methods currently being implemented to address bullying behaviour. No one method or model has a 100% success rate. As schools and students are different, likewise bullying and methods used to deal with bullying are also different. In general, there are five different intervention approaches from which a number of programs have been developed (Centre for Education Statistics and Evaluation, 2017):

1. **Direct sanctions.** This approach has set prescribed rules and consequences (e.g., suspension, verbal reprimands, detentions) for students responsible for bullying. Rigby and Johnson (2016) found that such method was widely used in most Australian schools, however the rate of use varied between very often to not at all. This approach does not cater for the individualistic nature of the incident, nor does it really support the targeted student or assist the person who bullied.

2. **Restorative practice.** Based on the restorative justice principles, this approach focuses on repairing harm done to relationships involving the key

players (e.g., the person who bullied, the student who was bullied and parents coming together in a meeting to reinforce the idea that bullying behaviour is wrong). The use of such approach is increasing in Australian schools, and were considered a highly effective approach among these five approaches (Rigby & Johnson, 2016).

3. **Mediation.** This approach attempts to take a neutral stance towards the problem of bullying with the focus on resolution without punishment. The mediator, usually the teacher, brings the two parties (bully and the targeted student) together seeking possible ways to resolve conflict. Rigby and Johnson (2016) found that mediation was given high rating for its effectiveness on resolving cases of bullying, which is contrary to their belief that mediation may not be suitable to most cases of bullying given that it is a deliberate act to cause harm from one person to the other.

4. **Support Group Method.** This approach begins with interviewing the student being bullied, followed by a meeting with the students responsible for



## Quick Facts and Information

bullying and some students who will be supporters of the student being bullied. Students involved will be required to indicate what they will do to help or improve the situation. This strategy was less popular among Australian schools (Rigby & Johnson, 2016).

**5. Method of Shared Concern.** This is a non-punitive, multi-staged approach that involves a trained practitioner. It usually commences with a series of interviews students suspected of bullying, in which the goal was not to accuse but to seek acknowledgment on how bullying was affecting the student being bullied, and possible ways to improve the situation. Then all students involved meet to plan possible resolution and how to reduce distress in the student being bullied. Finally, a meeting between those responsible for bullying and the student being bullied will be held so the proposals can be put forward. More than half of the schools in Rigby & Johnson (2016) study had implemented this method

- Common to all methods is the need to **bring bullying out of the silent world** in which it thrives. There is a need to support the targeted student not only during the intervention but also ensuring the student is supported after the intervention to monitor any potential **payback** for the victim. Equally so, support is needed for the bully to allow opportunity for him/her to recognise their own behaviour and change it accordingly.
- Imbalance of power in relationships is not restricted to bullying relationships in children. Power imbalances occur in adult relationships too. **It is not necessarily the power that is the problem, it is the behaviour.** Behaviour needs to change for the bully, the victim and the bystanders to help encourage future healthy adult relationships and behaviours.

## Prevention Activities

### Prevention Activities Overview

**AIM:** For students to be able to identify bullying behaviour, be aware of the different types of bullying behaviour and gain a greater awareness of the school's definition of bullying behaviour.

#### Level A Prep to Grade 3

##### Was Mr Wolf a bully?

This activity shows students that although some behaviour may initially be seen as bullying behaviour, there could be another explanation for the behaviour. Through storytelling and toys/puppets, students retell the story of The Three Little Pigs providing alternative explanations for Mr Wolf's behaviour.

##### Happy circle

This activity caters more for the younger students. The aim of this activity is to assist students in interpreting behaviour and feelings by identifying visual cues to help them locate themselves into safe friendship circles. Students identify facial responses (happy and angry) from magazine cut outs and paste them onto a sheet that has a happy section and an unhappy section.

##### House rules

This activity is designed to make students aware that schools have rules about behaviour just like home. This activity introduces the concept of a bully to students and encourages students to understand that bully behaviour is not accepted as part of the school rules. The teacher transcribes the school rule about behaviour in a more age friendly wording. This is placed on the wall of the classroom as a reminder for students.

#### Level B Grade 4 to 6/7

##### 12 questions and word search

This activity consists of two handouts. The first handout provides a factual awareness about bullying, while the second handout consists of a word search on bullying. Both are designed to increase students' knowledge and awareness of bullying.

**Mind reading and lucky dip**

For this activity, students are encouraged to understand, from visual clues, how to interpret feelings and how other students may interpret their feelings. In order to reduce misunderstandings and avoid potential bullying incidents, students' awareness of body language needs to be heightened. In this activity, students act out feelings in front of the class for the class members to guess the behaviour.

**The same but different**

This activity explores misunderstandings and bullying. Students find and then share some of the similarities and differences they have with other students. The aim being to help students connect with each other while appreciating their differences.

**Level C Grade 6/7 to Grade 9****Top secret mission (and for upper-level B students)**

This activity provides students with a sense of connection by going on a mission together. It increases the students' awareness of bullying behaviour particularly when it is not happening to them and clarifies what bullying behaviour is, in relation to school policy.

**Bullying questionnaire**

This questionnaire consists of 16 questions which form the basis of classroom discussion. There is a particular focus for students to identify the prevalence of bullying at different school age stages. Students also comment on and discuss their school's definition of bullying compared to their own definition.

**Poetry in motion**

For this activity, students utilise their artistic skills with limericks, singing and artwork to show their understanding of bullying behaviour, as well as increasing their awareness of the school policy on bullying.

**Level D Grade 10 to Grade 12****Rapper vs Picasso**

For this activity, students are to either devise additional information to add to their school policy definition of bullying or they may simply rewrite the school policy definition in a language that is more teenage friendly. The purpose of this exercise is to raise awareness of what constitutes bullying.

## Prevention Activities

This activity utilises a more creative/artistic style to articulate student's knowledge of 'What is Bullying' and 'What is a Misunderstanding'.

### What I know now compared to before

This exercise allows students to look at their own perceptions of bullying and their assumptions about the opposite sex's perceptions of bullying. It also asks students to look at the most prevalent type to the least prevalent type of bullying behaviour.

### Policy makers

To raise students' awareness of bullying and for the students to take some positive ownership over bullying, this exercise involves students' creating their own definition of bullying. Students then compare their own definition to the school's definition. Students are able to rewrite a new definition incorporating the two definitions.

## Download prevention activities



### Module 1

● Level A | Prep to Grade 3

Download

● Level B | Grade 4 to 6/7

Download

● Level C | Grade 6/7 to Grade 9

Download

● Level D | Grade 10 to Grade 12

Download

## Intervention Activities Overview

**AIM:** For students involved 1) to identify bullying behaviour and the feelings attached to the incident, 2) to gain an understanding of the impact of the incident on the targeted student by the bully and 3) to seek a resolution for alternative behaviour that is not detrimental to any student.

### Level A Prep to Grade 3

#### Behaviour and Feeling Box

This activity involves the students identifying the behaviour as bullying behaviour and focuses on students gaining an understanding of the feeling this behaviour provokes. Students undertake a solution focused approach by rehearsing more appropriate behaviour through a role play.

### Level B Grade 4 to 6/7

#### Saving Face in the Code of Conduct

This activity has the bully acknowledge how the behaviour breaches the school rules while also providing the bully with an opportunity to understand why the

behaviour occurred. The bully and the targeted student are exposed to the notion that the intent may not have been to bully but the behaviour was bullying. The bully is provided with more appropriate alternatives to achieve the real intent.

### Level C Grade 6/7 to Grade 9

#### What would your friends say about that?

This exercise uses the influence of peer support groups by involving not only the bully and the targeted student but also the bystanders. The aim is for the targeted student and peer group to gain different perspectives on the bully's behaviour as well as the bully and the peer group to gain an understanding of the effect of bullying behaviour.

## Intervention Activities

### Level D Grade 10 to Grade 12

#### Super Nanny meets Judge Judy

This activity directs students towards what is appropriate behaviour and inappropriate behaviour. Students are then asked to look at the consequences of inappropriate behaviour. This activity also allows students to question the appropriateness of the school's response to bullying behaviour.

## Download intervention activities

### Module 1

● Level A | Prep to Grade 3

Download 

● Level B | Grade 4 to 6/7

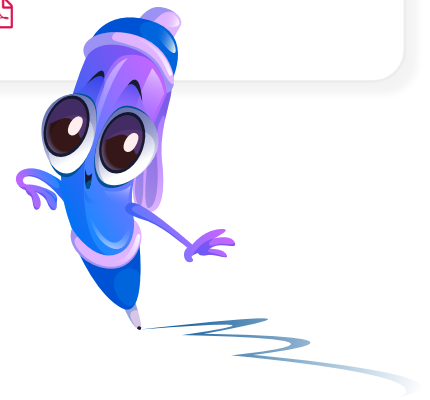
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● Level C | Grade 6/7 to Grade 9

Download 

● Level D | Grade 10 to Grade 12

Download 





## Module Two

# What Causes Bullying?

26 Quick Facts and Information

30 Prevention Activities

33 Intervention Activities

## Quick Facts and Information

Bullying behaviour is a complex issue and research in the area does not identify the supremacy of any one cause of bullying. Below is a summary overview of key factors that are considered to contribute in various ways, to the likelihood of bullying behaviours. The information below is not a complete list of all factors. They do represent major categories of focus with examples of predominant factors of influence within each.

### Environmental Factors

- Physical violence in the media may contribute to bullying (Berkowitz, 1984; Smith and Donnerstein, 1998). This is a difficult area to generalise about as some students can watch a lot of violence in the media and not be affected while other students can display higher levels of aggression from watching a lot of violence in the media.

### Social Factors

- Dysfunctional families – Children who bully are 3 times more likely to have family or parental problems (Stephenson and Smith, 1989). Children who have positive relationships with their parents are less likely to bully (Rigby & Slee, 1993; Bowers et al.; 1992).

- Children who experienced family conflict, punishment by adults, poor peer relationships, and developmental trauma or victimisation are also more likely to engage in bullying behaviours (Government of South Australia, 2019).

### Bystander Factors

- Research suggests that bystanders can contribute to instances of bullying and, hence, should be a key target in anti-bullying intervention (Centre for Education Statistics and Evaluation, 2017). The lack of intervention from bystanders can unintentionally reinforce the behaviours of bullying as it conveys verbal or nonverbal message that such behaviours are acceptance, or somewhat entertaining.
- Cairns and Cairns (1994) identified the influence of peer groups. While individuals more than groups, exhibit bullying behaviour (Rigby and Slee, 1999), around 85% of bullying incidents happen within peer groups (Atlas and Pepler, 1997). A study on bullying incidents in playgrounds found although bystanders were present in 88% of bullying incidents, they only intervened in 19% of cases (Hawkins, Pepler, & Craig, 2001).



## Quick Facts and Information

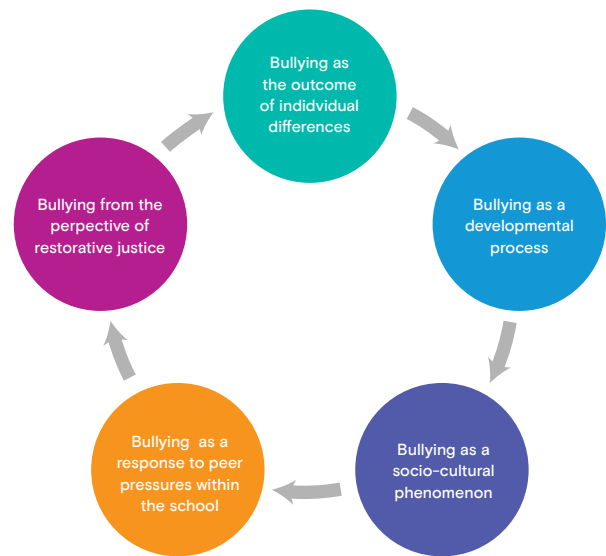
### Individual Factors

- Children who bullied have been reported as being low in empathy and therefore not being sensitive to the plight of others (Enderesen and Olweus, 2001; Menesini et al.; 1997). Students themselves gave the following reasons for bullying (Rigby, 2008):
  - The other child annoyed them.
  - To get even.
  - For fun.
  - Others were doing it too.
  - Because they were wimps.
  - To show how tough I am.
  - To get things or money.
- Enhancing social status is commonly identified as a key motivator for bullying others among young people (Department of Education and Training, 2015).

### Theoretical Explanations for Bullying Behaviour

- Rigby (2004) puts forth a number of different theoretical explanations as to the potential cause of the bullying

behaviour. A summary of these ideas are presented below in a diagram and accompanied explanation of each factor presented in the diagram.



### Bullying as the outcome of individual differences

- This approach suggests bullying results from the differing level of personal power between each student. These differences are either physically or psychologically based.
  - Students who bullied tend to be physically stronger than the average student and from a personality perspective, tend to be more aggressive, manipulative and low in empathy (Olweus, 1993).

## Quick Facts and Information

- o Students who experienced bullying tend to be physically weaker, introverted with low self-esteem (Rigby & Slee, 1993).
- School programs based on this perspective tend to focus on changing behaviour of bullies through counselling and/or discipline as well as looking at changing behaviour of victims through social skills and assertiveness training.

### Bullying as a developmental process

- This approach is based on the belief that there is a natural instinct to dominate, in terms of social dominance, to ensure survival of the species.
- Initially children engage in more physically direct means of bullying but as they progress developmentally, they adopt less socially offensive means of bullying by replacing them with more indirect means (Rigby, 1997).
- This perspective leads schools to adopt programs that positively foster the developmental growth of students and challenges schools to address the subtle changes in bullying as students mature.

### Bullying as a socio-cultural phenomenon

- This approach takes a broader societal perspective when identifying the cause of bullying behaviour. Bullying is seen as a consequence of the power differential between various social groups in our society based on gender, race, social class, etc.
  - o Bullying is more often initiated by boys than girls (Olweus, 1993; Smith and Sharp, 1994).
  - o Boys are more likely to bully girls than vice versa (Rigby, 1997).
- School programs adopting this perspective develop programs that address prejudice and discrimination and attempt to increase the cultural sensitivity by introducing a collective and cooperative approach. The Australian web site [Bullying No Way](#) operates from this perspective.



## Quick Facts and Information

### Bullying as a response to peer pressures within the school

- This perspective sees bullying as a group phenomenon. Groups are not necessarily tied to race, gender, etc. but exist through a common interest or purpose. Within a school environment, the peer group will often bully another group or individual for a reason (real or imagined) or simply just to have fun.
  - Students who bully have admitted to acting as part of a group for half of the bullying incidents they have been involved in (Rigby, 2002).
  - Bullying by individuals is more commonly conducted with the support of a group (Pepler & Craig, 1995, 2007).
- School programs working from this perspective focus on groups attempting to utilise the peer pressure of the group to positively influence responsible individual action. The Method of Shared Concern (a staff training resource for bullying) works from this perspective.

### Bullying from the perspective of restorative justice

- This approach takes an individualistic view of the students who bully and sees bullying behaviour as a result of the specific and unique psychological and emotional characteristics of the person who bullied. It views them as not being able to self-regulate with feelings of shame.
- Students who bully are considered not to have pride in their school nor integrate well into their community (Morrison, 2002). Programs based on this approach believe the school community and significant others should support the bullies as they are provided with opportunity to expose their wrongdoing in a caring environment not a punitive environment. The primary aim is to restore positive relationships among the bully and victim and the whole community.

## Prevention Activities

### Prevention Activities Overview

**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 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.

## 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.

## Prevention Activities

### 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.

## Download prevention activities



### Module 2

● Level A | Prep to Grade 3

Download

● Level B | Grade 4 to 6/7

Download

● Level C | Grade 6/7 to Grade 9

Download

● Level D | Grade 10 to Grade 12

Download



## Intervention Activities Overview

**AIM:** To help students identify that there can be many causes to bullying, some of which are not even clearly understood by the bullying student themselves. Attempting to clarify what causes a particular incident for the bully student, the aim is to open up conversations about other positive options the bully student could have chosen. The activities are by no means fully comprehensive and are provided as an additional tool for teachers when they do intervene to help facilitate clarification of the problem and in aiming for resolution.

### Level A Prep to Grade 3

#### I wanted it

This intervention is designed for the bully student to gain an understanding of the cause of the incident.

By breaking the incident up into three components – before, during and after, the student can be helped to see there were choices of behaviour available at each stage along the process. The intervention involves a re-enactment for the bully student with a new option of behaviour.

### Level B Grade 4 to 6/7

#### A piece of cake

Often bullying incidents can occur from misguided interpretations of behaviour.

Using a cake diagram, it is illustrated how there are many sides to a story and therefore there can be different causes to a bullying incident.

This activity involves the bully student, the targeted student and the bystanders giving their explanation of what occurred and why. The purpose is to have the students realise they need to question their own actions before making quick judgements.

### Level C Grade 6/7 to Grade 9

#### Find the red smarties

Sometimes the cause of bullying behaviour can occur without the bully student giving it much thought or planning. Equally so, the bystanders can be oblivious to what is really going on. This activity is to get the students to identify their behaviour and

## Intervention Activities

why they behaved in the way they did. This activity has the bully student, the targeted student and the bystanders (where appropriate) sitting down together with a large plate in front of them, full of smarties for an exercise to draw attention to different ways of behaving.

### Level D Grade 10 to Grade 12

#### Do the means ever justify the end?

It is important for the bully to become fully aware of why they chose to do the behaviour they did. In doing so, the bully student may identify that the bullying incident was not a straightforward positive situation for them, and in fact they may come to realise that there were very real negative aspects for them, as the bully, too. The bully student is asked to answer a series of 'why' questions which leads them to weighing up if the behaviour was justified or whether alternative behaviour may have been more beneficial.

## Download intervention activities

### Module 2

#### ● Level A | Prep to Grade 3

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#### ● Level B | Grade 4 to 6/7

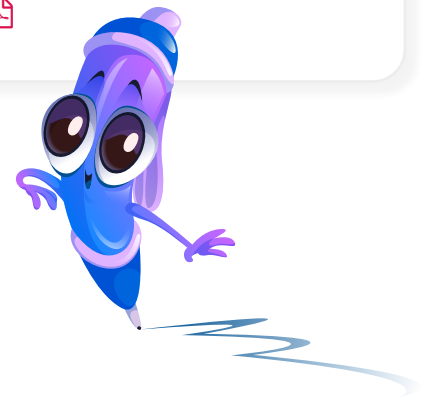
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#### ● Level C | Grade 6/7 to Grade 9

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#### ● Level D | Grade 10 to Grade 12

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## Module Three

# Who is Involved in Bullying?

36 Quick Facts and Information

41 Prevention Activities

45 Intervention Activities

## Quick Facts and Information

There has been a shift in the original thinking about bullying. Bullying was initially portrayed as existing between an aggressive bully in a dyadic relationship with a submissive victim. Bullying is now viewed from a much broader perspective involving the social context in which it occurs. The social context involves a triadic relationship including bystanders and peer influences that have been reported to have a significant effect on bullying incidents. In this context, bullying should be viewed, in part, as a group phenomenon. Importantly, bullying can be harmful for all involved in bullying – including those who are bullied, those bullying others, as well as the bystanders.

In addition, bullying is highly dynamic across different interactions or social and physical contexts. An individual can play varying and multiple roles in each context. As such, it is now considered inappropriate, and potentially damaging, to use rigid labels (e.g., ‘bully’, ‘victim’) to describe students involved in bullying behaviours; instead, it is preferred to use descriptions of behaviours (e.g., ‘student who bullies others’ or ‘student who experiences bullying’) (Centre for Education Statistics and Evaluation, 2017).

## The Bystander

- 85% of those involved in bullying incidents are bystanders (Rigby, 2001). Whilst students commonly believe that bullying is wrong, most will not intervene when such behaviour is witnessed, which unintentionally provide approval for the behaviours (Bullying No Way, 2021)
- From a study undertaken by Hawkins, Pepler and Craig (2001), 57% of interventions by bystanders were effective in stopping the bullying. In Australia, Rigby (1996) reported that 43% of primary school aged children usually tried to stop bullying. In England, 49% (Boulton and Underwood, 1992); New Zealand, 54% (Adair, 1999); Belgium 62% (Vettenburg, 1999) and Canada 67%. While it has been suggested that some of these figures are somewhat over-rated because self-reporting data does rate helping behaviours higher than if the person was objectively observed, it does highlight the important role of bystanders.
- Bystanders do not want to intervene for fear of the effect on their own safety and their social status in the school (Stevens, DeBourdeaudhuij and Van Oost, 2000; Bullying No Way, 2021).



## Quick Facts and Information

“Bystanders consider a number of factors in making a decision to act, including their relationship to those involved, the apparent seriousness and emotional impact, the social hierarchy, the perceived ‘contributing’ role of the student being bullied, and the social roles and responsibilities of everyone present” (Bullying No way, 2021).

- Although bystanders’ behaviour makes a difference in bullying, unfortunately only a low level of reinforcement is needed by classmates to exacerbate the risk of bullying while a high level of defending the targeted student is needed to protect the victim (Karna, Voeten, Poskiparta and Salmivalli, 2010).
- Karna, Voeten, Poskiparta and Salmivalli (2010) put forth an interesting analogy on the influence of peers over bullying. It is generally understood that bullying is partly motivated by power within a peer group (Salmivalli et al., 2005a, Veenstra et al., 2007) and the level of power can be deduced from the level of peer reinforcement. Therefore, the peers’ dislike of a child could lead to bystanders further victimising the child. This being the case, it is proposed that the opposite could also be true, whereby if bullies suffered negative consequences from peers it would reduce the perceived sense of power obtained from them for committing the bully act. Therefore, if peers defend the targeted student and inform the bully of their dislike towards the bully behaviour, some bullies may reduce their behaviour rather than lose their social ranking among their peer group.
- The most important factor in determining if students will be effective bystanders appears to be determined by the influence of peers. While teachers are unlikely to have a direct influence they can have an effective influence through indirect ways e.g., helping students understand the plight of others and finding effective and safe ways to communicate disapproval of bullying (Rigby and Johnson, 2004).
- Current research suggests that bystanders are key to stopping bullying – anti-bullying interventions that focuses on providing bystanders with skills and support to safely intervene can be more effective than those that targets students who bully or who experience bullying (Bullying No Way, 2021).

## Quick Facts and Information

### Theoretical models to understand actions of bystanders

- At the time a bullying incident occurs, it may not be exactly clear to the bystander what is happening. In 1969, Latane and Darley (1969) developed a model on bystanders that applied equally to adults as well as students. This model identifies the complex judgements that are required in emergency situations and still stands true today. The 5-step model consists of:

1. Noticing that something is happening.
2. Interpreting that the situation requires intervention.
3. Assuming personal responsibility for intervening.
4. Deciding what to do.
5. Possessing the necessary skills and resources to act.

- Bystanders can be side tracked at any stage because they could easily misperceive, misinterpret, avoid responsibility or lack a plan of action or the skills and resources to carry it out.
- In reviewing the Health Belief Model (Strecher and Rosenstock, 1997) with

bullying and bystanders' actions, Black, Weinles and Washington (2010) make the point that people will take action when:

1. they have confidence in their own ability,
  2. they believe their actions will actually be effective, and
  3. their actions will outweigh any potential or actual barriers.
- Students need to be able to interpret at the time:
    1. that the incident was a bullying incident which specifically requires action by themselves,
    2. what that action should be,
    3. how to effectively carry out the action and
    4. the action will not have a detrimental effect on their own social standing within the peer group.

### The Student Who Bullies

- Students who bully tend to have a strong need to dominate. They tend to be very impulsive and aggressive not only



## Quick Facts and Information

towards their own peers but also towards their teachers or parents. They tend to have little empathy for their victims and, particularly for boys, tend to be physically stronger than other students, especially the targeted student.

- Boys more so than girls tend to be perpetrators of bullying (Olweus, 1993; Crick, Bigbee, & Howes, 1996).
- Students who bully tend to belong to a network of children who bully which fuels further bullying (Cairns and Cairns, 1994).
- In a study by Holt et al. (2007), bully – victims (those who bully other students but are also targeted students themselves), had the highest rates of bullying and the highest rates of victimisation.
- There tends to be a general consensus that students who bullied share characteristics that include; hot temperament, less fortunate family background and a view of relationships that values aggression and bullying as a means of achieving power (Olweus, 1999). There is some dispute over the research that supports the view that they are very insecure under their tough exterior (Olweus, 1997; O'Moore, 2000).

## The Targeted Student

- There is debate as to whether students who are more psychologically disadvantaged and suffering from poor social networks are more likely to be bullied or whether being bullied has this effect on a student. Either way, bullying behaviour is a significant health issue that adversely affects our school students of today and our adults of tomorrow. Therefore, it is a problem that needs to be addressed now.
- The passive/submissive targeted student tends to be the more common type of targeted student. These students generally tend to be sensitive, quiet, cautious, anxious, and insecure, have low self-esteem and do not view their situation in a positive light (Olweus, 1994).
- Targeted students tend to be rejected by their peers (Salmivalli & Isaacs, 2005b).
- One of the most damaging effects of bullying is that it can happen to the same child over several years (Boulton and Smith, 1994; Camodeca, Goossens, Meerum Terwogt & Scheuengel, 2002; Olweus, 1978).

## Quick Facts and Information

- However, more recent research focusses less on characteristics that makes certain students more likely targets of bullying. It was suggested there is an increased risk of experiencing bullying in those who 'stands out' – presents with any nonnormative characterist that sets a child apart from the group (Department of Education and Training, 2015).
- There is a strong association between positive teacher–student relationship with lower levels of bullying and increased sense of safety in students.
- There is also a strong relationship between adult behaviours (e.g., teachers, other staff and parents and carers) and the frequency of student bullying.

### The School

- Bullying is higher among schools where teachers are ineffective in maintaining order and where students defied teachers (Kasen et al., 2004).
- In addressing the decline in secondary students becoming positively involved as a bystander, Rigby and Johnson (2004) suggest schools develop a more mutually supportive ethos, the kind that is often prevalent in primary schools.
- Positive school culture and climate are important to the effectiveness of any school anti-bullying interventions (Department of Education and Training, 2015):
  - Explicit teaching of values to students has been shown to promote a positive school climate, which is associated with lower levels of bullying. School climate significantly impact on the social interactions that take place in school, including bullying.



## Prevention Activities Overview

**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.

## Prevention Activities

### Level B Grade 4 to 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.

### 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.



## Prevention Activities

### 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

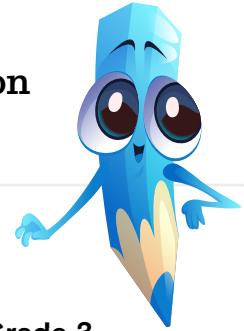
## Prevention Activities

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.

## Download prevention activities



### Module 3

● Level A | Prep to Grade 3

Download 

● Level B | Grade 4 to 6/7

Download 

● Level C | Grade 6/7 to Grade 9

Download 

● Level D | Grade 10 to Grade 12

Download 

## Intervention Activities Overview

**AIM:** For students to identify that bullying often consists of more than the bully and the targeted student. Everyone who witnessed the incident has some responsibility in the incident. Students who bully need to be aware of the impact their behaviour has on others. Targeted students need to realise they can be strong and bystanders need to support both the bully student and the targeted student by taking action.

### Level A Prep to Grade 3

#### I wanted to say

This activity focuses on the targeted student and the bystanders. It allows for the targeted student to gain some confidence in learning a new response for the bullying situation that occurred. The activity is conducted in the presence of the bystanders to provide support to the targeted student as well as to increase the bystanders' knowledge of what to do if it happened to them.

### Level B Grade 4 to 6/7

#### Why Me?

This activity is to help the bully student and the targeted student identify bully characteristics and targeted student

characteristics. It also provides an opportunity for both students to look at changing their behaviour as well as learn a new interpretation for behaviours.

### Level C Grade 6/7 to Grade 9

#### Pepsi or Coke?

If a student is different in some way it can make him / her more visible as a target for bullying. This age group begins to define themselves by their differences and can also use the concept of being different as a tool in bullying. This activity is designed for a bullying incident where a student is targeted due to his / her differences. The bully student, the targeted student, a support student for the targeted student and the bystanders can all take part in the activity.

## Intervention Activities

### Level D Grade 10 to Grade 12

#### Remember me?

This activity is to assist students involved in the incident to identify the behaviour, who is involved, who is affected and how the incident will be remembered. Students need to recognise the behaviour purely for what it is; as bullying, and not power dominance by popular students. The bully student and the bully student support group are provided with questions to answer in regards to this.

### Download intervention activities

#### Module 3

● Level A | Prep to Grade 3

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● Level B | Grade 4 to 6/7

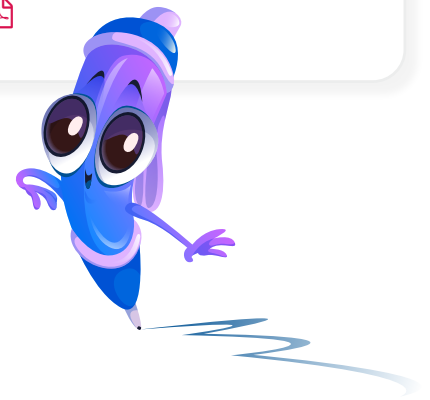
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Module **Four**

# Reducing the Impact of bullying?

**48** Quick Facts and Information

**52** Prevention Activities

**55** Intervention Activities

## Quick Facts and Information

### Bullies Are Made Not Born

Behaviour of students in schools is merely a reflection of our broader society. Our society functions on a hierarchical structure based on money, power and skills. Unfortunately, students only have limited skills, education and resources. In many instances students who bully can be defined as ‘wannabe’ leaders with henchmen in toe, while students who experience bullying are merely students who threaten the perpetrator’s social structure or are simply building blocks for their lower social structure. Students need to be educated on how to be and feel successful without the use of harmful force (Black and Jackson, 2007).

- Sudden loss of interest in school activities.
- Sudden drop in grades.
- Possessions often lost or damaged without explanation.
- Becomes overly aggressive and unreasonable.
- Talks about running away.
- Frequently asks for extra money.
- Carries protective devices.
- Sudden loss of respect for authority figures.

### Warning Signs of Bullying

Although students may experience any of the behaviours/issues listed below, they are not necessarily confirmation of bullying. They do however, alert adults to pay closer attention to the student’s life and communicate their concerns with the student. Some of the warning signs as listed by Beane (2008) are:

- Difficulty concentrating in class and easily distracted.
- Wanting to take a different route to school.

### Psychosocial Effects of Bullying

All students involved in bullying scenarios can experience psychosocial health problems (Lamb, Pepler and Craig, 2009). For example:

- Targeted students can experience headaches, stomach aches, bedwetting, difficulty sleeping,
- Students who bully other students are more likely to report alcohol and substance abuse and delinquent behaviour.





## Quick Facts and Information

- Both students who bully as well as the students being bullied can experience depression, suicide ideation and loneliness.

### Factors that influence students to take action against bullying

- Students tend not to be motivated by academic difficulties resulting from bullying, health issues, social isolation or public education campaigns to take action against bullying. Students tend to be motivated more by their own:
  1. need to take control,
  2. need and drive to be assertive,
  3. desire to prevent further escalation of the bullying behaviour and
  4. desire to ensure the bullying does not remain a constant feature in their life (Craig et al., 2007).
- In a study by Frisen, Jonsson and Persson (2007), it was found that adolescents tend to believe that standing up for your self is what makes bullying stop. However, from the study, very few victims of bullying incidents responded with this as a strategy. Interestingly,

adolescents in the study also believed that the reason why students bullied was due to low self-esteem. This, however, is disputed in current research at present.

- Rigby (2017) suggested that students who experienced bullying were more inclined to perceive their peer relationships at school negatively, felt unsafe in their environment, and less likely to see teachers' intervention as helpful. These views may affect their help-seeking behaviours, making them more reluctant to inform or take action when they were bullied.

### What Strategies do Students Use to Stop Bullying?

- A lot of students will do nothing. As students' age, they tend to use more avoidance strategies. Of the actual strategies implemented, girls tend to use relational strategies such as telling a friend and find this to be effective as opposed to boys who tend to use more confrontational strategies such as physical aggression. While boys believe this to be effective, these tactics can aggravate the situation further (Mahady-Wilton et al., 2000).

## Quick Facts and Information

### Teachers as Agents of Change

- The relationship between a student and teacher can optimise the experience a student receives from their schooling. From an Owens et al. (2004) study, it was found that students, particularly older students, were reluctant to report bullying. It is this relationship between the teacher and the student that needs to be a trusting, strong, positive, supportive relationship (Murray-Harvey and Slee, 2010) as well as a positive classroom climate that will reduce bullying (Yoneyama & Rigby, 2006).
- It was reported in Davidson and Demaray's (2007) study on social support as a moderator between victimisation and distress, adults can act as a buffer for victims of bullying by helping them from internalising their distress to bullying. Adults, whether parents, teachers or school support can have a positive influence on the lives of students.
- Students, require social skills lessons on how to ask for help when they are being bullied.

- Professional development about countering bullying and genuine support from the school and administration are critical for enhancing the teachers' ability to respond appropriately to bullying (Department of Education and Training, 2015). Research on Australian school staff revealed a lack of confidence and skills in dealing with online and covert bullying, suggesting a strong need to provide support and training for school staff in anti-bullying programs (Rigby & Johnson, 2016; Centre for Education Statistics and Evaluation, 2017).

### Utilising Peer Power

- In addressing bullying from a peer group perspective, 3 steps have been put forward by Salmivalli, Kaukiainen and Voeten (2005c):
  1. raising awareness with the whole class on what bullying is, to help students gain an understanding of what it feels like to be bullied and to help them realise the impact of group behaviour on individual decision making and how group impact can cause a discrepancy between intent and behaviour.



## Quick Facts and Information

2. encouraging self-reflection in terms of what their role is when bullying occurs.
  3. commitment to anti-bullying behaviours by finding ways to reduce/end bullying as individuals and as a group.
- Patterson (2016) also suggests that developing strong collective norms that endorse positive bystander behaviours should be incorporated into interventions to discourage moral disengagement in bystander students.
3. Use restorative principles where bullies have the opportunity to realise that what they have done is wrong. Tactic: incorporate positive shaming techniques, understand the impact their actions have on the targeted student, provide opportunity for an apology to the targeted student and restore student relationships, where possible, to a healthy level.
- In addition, recent research indicates two important aspects that classroom-based anti-bullying program should incorporate: developing students' social and emotional competencies, and encouraging positive bystander behaviour (Centre for Education Statistics and Evaluation, 2017).

### Useful Tactics

- Wong (2004) suggests the following as practical ways to deal with bullying:
  1. Encourage the targeted student to tell the truth and develop strong character. Students may feel a sense of failure in themselves for not being able to resolve the bullying problem and this in turn can increase their reluctance to fully inform others of the bullying. Tactic: teach assertiveness skills
  2. Some students unintentionally bully because they lack the social skills to regulate their emotions and therefore create further communication problems. Tactic: teach social skills and effective communication.

## Prevention Activities

### Prevention Activities Overview

**AIM: To provide students with strategies to deal with actual and potential bullying incidents. To increase students' confidence and skills in realising their intervention will have a positive effect and will not negatively affect their social standing within their peer group.**

#### Level A Prep to Grade 3

##### Trust walk

Students need to rely on each other and know they have each other for support to prevent potential bullying incidents from occurring as well as dealing with bullying incidents. This activity is conducted in groups of three where each student will take a turn in a) being blindfolded, b) leading a person on a walk, c) informing the student of obstacles along the way.

##### Cold wind blowing

This activity is designed for students to work together to stop something bad from happening to them. Students in the younger levels can use toys for this activity while the older students can construct the toys using craft materials. Students design a town then build items to stop damage from a big cold wind that is blowing. A discussion

is held at the end equating damage that a wind can do to damage a bully can do. Students list statements that can be used to tell a bully to stop the bullying.

##### Petal Power

This activity is designed to promote the positive aspects of both the student's behaviour and the school environment rather than the negative aspects of bullying. Students complete a picture of a flower and record positive messages on the picture as a way of reinforcing positive behaviour and displaying aspects of the school ethos.

#### Level B Grade 4 to 6/7

##### M and M's

The purpose of this game is to help students understand the different roles played by people involved in bullying

incidents. By working in small groups, students devise actions and words on how to respond to bullying incidents. Students are divided into groups of 6 and a bag of M and M's is required for each group. Each student's response to 'What would you say or do' are recorded on sheets of butcher paper.

### Stepping Stones

The purpose of this game is to help students understand the importance of working together, communicating with each other and identifying potential dangers in bullying incidents. Students play a game where they cross a torrent of water on stepping stones (carpet tiles) to get safely across to the other side. The activity requires communication and strategy planning by the students. It can be played with a whole class group or as smaller teams.

### Be an Upstander

The activity turns bystanders into upstanders. Upstanders are proactive students who work together in trying to stop bullying. Students devise upstanding techniques and present them in poster format. Posters are displayed around the school to raise awareness on how to stand up to bullying.

## Level C Grade 6/7 to Grade 9

### Giants, Wizards and Elves

The purpose of this game is to provide students with an opportunity to use force and power to dominate another student and then compare it to diffusing a situation and having a student cooperate. The game played is similar to paper, scissors, rock. At the end of the game, students can discuss whether they feel they could stand up to someone and make a statement to alter the potential or actual bullying situation.

### Capture the Flag

This activity is based on the traditional Capture the Flag game which is played by lots of school students. Players are required to capture the opposing team's flag, but in the process can be captured and placed in gaol. For players to be released from gaol, they need the support of their team members. In a bullying situation, a targeted student requires the support from other students to assist him / her. In this game, students support each other and quickly respond when being attacked. The variation from this traditional game occurs when the student in gaol is rescued by their own team member. If they are tagged in trying to get back to their side, they have two seconds to verbally respond to the student

## Prevention Activities

who tagged them. They must respond with, 'Go pick on someone else, we are not hanging around'; then they are to keep running back to their side. The purpose is to give students confidence to speak up and to speak up quickly.

### All about signs

This activity is designed to show students that it is not always easy to detect a bullying situation as well as it is not always easy for a targeted student to ask for help. The activity is played as a large class group where students have to pass on a sign to other students without being noticed. A discussion is held at the end about noticing bullying behaviours in the playground and what they can do about it.

### Level D Grade 10 to Grade 12

### It's a mural, Muriel

This activity is for students to identify their behaviour in relation to other students in terms of the Rights of a Child. Students identify the feelings of targeted students and ways to manage bullying incidents. They are to express this in a large mural which can be hung in the school corridors for other students to see as a way of increasing all students' awareness of bullying.

### Crazy idea or what?

This activity involves students presenting persuasive arguments on the pros and cons of dealing with bullying behaviour. Students present the ideal method at the end of their speech. The focus is on students looking at the broader picture of bullying.

### She's Falling

Using the lyrics, song and question sheet from the Pacer Centre in America for the song She's Falling; students answer questions about bullying, its effects and what they can do about it.

## Download prevention activities



### Module 4

#### ● Level A | Prep to Grade 3

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#### ● Level B | Grade 4 to 6/7

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#### ● Level C | Grade 6/7 to Grade 9

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#### ● Level D | Grade 10 to Grade 12

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## Intervention Activities Overview

**AIM:** To encourage students to realise the negative effects of bullying and to join as a collective force to minimise harm through: older students using their school years and maturity to assist younger students; less confident students realising they can speak up; students exhibiting bullying behaviour realising change is possible and confirming to all students that schools should be safe and supportive environments.

### Level A Prep to Grade 3

#### Traffic Lights

This activity is designed for the targeted student. The purpose is to increase their awareness of their ability to exert choice and obtain some control over a bullying incident. The student is to identify their thoughts and actions at each stage of the bullying incident and possible strategies that could have been employed to minimise harm.

### Level B Grade 4 to 6/7

#### One up one down

In this activity the bully student gains an understanding of how it feels to be in a less powerful position. This activity also enlists the help of bystanders or support students of the targeted student to encourage them

to use their power in a healthy way as opposed to ignoring the influence of their power.

The bystanders sit in a circle with the bully and pass around the circle a secret message to the bully who acts out the message. A discussion is held about not knowing what to do when information is confusing. Bystanders then verbalise what actions and words they could have undertaken in the bullying incident.

### Level C Grade 6/7 to Grade 9

#### Table top

This activity requires all students involved in the bullying incident to participate (the more the merrier!). It will need the targeted student/s and at least four (4) of their support students, the bully student/s and at least four (4) of their support students and

## Intervention Activities

any bystanders involved. Students are to problem solve as a group by devising how they can position their bodies to create a large table. At the end of the activity, bully students, the support students for the bully and the bystanders are to problem solve the bullying incident. They are to devise at least two suggestions for alternative actions that could have been taken so there was no bullying incident. The bully then presents these alternative actions to the targeted student/s and the targeted student/s support group. This group is to acknowledge the feasibility of the suggestions.

**Level D Grade 10 to Grade 12**

**Back to the future**

Students involved in the bullying incident that includes: the targeted student, the bully and the bystanders are asked to look in to the future to when they are grandparents. As an old frail grandparent, they will not be able to physically play with their grandchild but will have wisdom from their years of living to pass on to their grandchild.

The students are told as grandparents their grandchild comes to them telling

them about a bullying incident that the grandchild was involved in. The incident is very similar to the incident the students find themselves in today. The students are asked as a grandparent to advise their grandchild of what they could do to handle the situation. The purpose of the activity is to attempt to psychologically remove the student from the immediate bullying incident by placing the student into the future to enable a broader perspective of the problem and solution.

### Download intervention activities

#### Module 4

● Level A | Prep to Grade 3

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● Level B | Grade 4 to 6/7

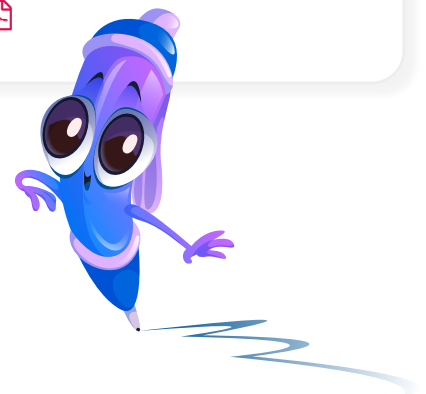
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● Level C | Grade 6/7 to Grade 9

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● Level D | Grade 10 to Grade 12

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Module **Five**

# Self-Esteem

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## Quick Facts and Information

### Definition of self-esteem

Self-esteem is the way we view and think about ourselves and the value we place on ourselves as a person (Centre for Clinical Interventions, 2019). Self-esteem is not quite the same as self-confidence; confidence relates to a person's ability in a particular area of life. You can have low self-esteem while achieving confidence in a particular area of life.

### Developing self-esteem

Self-esteem is developed through relationships and experiences. Our early life experiences, such as relationships in family of origin, schools and with our peers, often impact on our thoughts and beliefs about ourselves.

### Transition periods and self-esteem

Transitioning from primary school to secondary school, young people become vulnerable and their self-esteem can drop dramatically (Bos et al. 2006; Coelho & Romao, 2016; Onetti et al., 2019).

### Gender and self-esteem

Heaven and Ciarrochi, (2008) report self-esteem in female adolescents declines more rapidly than males during this time. However Dixon and Kurpius (2008) report there are no gender differences.

### Health and self-esteem

Low self-esteem has been associated with higher risk of developing depression and anxiety (Sowislo & Orth, 2013, as cited by Lilienfeld et al., 2019). Other health issues that may be associated with low self-esteem include eating disorders, social phobia, attention deficit disorder and substance abuse (Health direct, 2021).

### Connectedness and self-esteem

Positive connections decrease risk taking behaviour. A sense of positive school, peer and family connectedness protects youth from engaging in negative health behaviour. Positive peer relationships are important to the development and maintenance of mental wellbeing and self-esteem.



## Quick Facts and Information

### School and self-esteem

Self-esteem is increased in safe school environments that offer intervention programs based on encouragement, support, empowering activities and specific guidelines for appropriate behaviour (King, Vidourek, Davis, & McClellan, 2002).

### Bullies and self-esteem

Olweus (1991) argues that those who bully have high self-esteem while Rigby and Slee (1993) found no relationship between bullying and self-esteem. Salmivalli (1998) found that people who bully hold more positive views of themselves regarding their popularity and physical attractiveness but viewed themselves negatively in regard to their academic and emotional levels. Nevertheless, Fanti and Henrich (2015, cited in Lilienfeld et al., 2019) suggested that it was not self-esteem alone, but the combination of narcissism (i.e., personality trait that features extreme self-centredness) and high self-esteem that increases risk for engaging in bullying among young adolescents.

### Targeted students and self-esteem

The more frequently the targeted student is bullied, the lower their self-esteem (O'Moore and Kirkham, 2001).

## Prevention Activities

### Prevention Activities Overview

**AIM:** The activities in this module are designed to enhance student's self-esteem by students providing positive messages to each other. In positively recognising the specific traits, skills and features that make each student unique, students can place a higher regard to their value of self-worth. Fostering self-worth and self-esteem within classroom activities assist in providing a barrier around a student. A student may not be as susceptible to the effects of bullying, confidently choose a more effective strategy to manage a bullying situation, or may reduce the tendency to bully.

#### Level A Prep to Grade 3

##### Feeling proud of myself

This activity involves the younger students gaining assistance from the older students (buddy) to help complete the task. Students trace around their bodies to produce a life-size drawing of themselves. On the drawing, they record some of the accomplishments they have achieved so far; for example, tying up shoelaces. The activity is to give the younger student a more visual picture of their 'self' to highlight their self-esteem.

##### Read aloud

There are many books written especially for this age where children can begin to

develop an understanding of self and self-esteem. This activity requires teachers to select appropriate books that focus on the self and related feelings as well as helping students to differentiate between feelings and behaviour.

#### Level B Grade 4 to 6/7

##### It's all about me

This activity is designed to facilitate students in giving positive messages to each other as well as learn some positive aspects about each other. The activity culminates with each student painting a self-portrait and attaching the positive comments made by the other students to their self-portrait.

**Post it shirt**

Students in this activity identify their strengths and skills as well as these features in other students. They record these on post it notes. The teacher verbalises the skills and positive attributes of each student in the class which reinforces positive messages to each student as well as increase each student's personal awareness of each other.

**Level C Grade 6/7 to Grade 9**

**Out of all the millions and millions of kids in the world, do you know how special you are?**

This activity is for students to give positive messages to each other as well as for encouraging students to appreciate the differences that make each student unique. They are required to construct a treasure box and then place their unique messages about themselves in it, as well as give positive messages to other students to place in their own treasure box.

**What's in a name?**

This activity is designed to help students gain an overall awareness of their positive

personality traits as perceived by the class group. Other students write positive personality traits within the letters of the student's name. The activity is initially completed in small groups and then each student reads out their completed name sheet in the larger class. The students gain a positive perception of how other students view them which enhances their self-esteem.

**Level D Grade 10 to Grade 12****What I have achieved and what I will achieve**

This activity is to remind students of all the things they have achieved in their lives no matter how big or small. This activity does not primarily focus on the high achieving students who have major academic or sporting achievements.

It focuses on the achievements common to all students. Students share in their achievements by way of discussion within the large class group. This public arena provides an opportunity to boost their self-esteem. Students then look at what they want to achieve in the next five years.

## Prevention Activities

### Text talk

This activity uses the language from a social communication medium that is heavily used by this age level of student – texting.

Students are given a handout on ‘text talk’ and as a first step have the opportunity to add additional text language to the handout. Students then complete positive statements about two other students in the class using text talk and have a race to see who is the fastest at writing a positive text talk statement about themselves. This exercise enhances the group support of each student as well as boosting the self-esteem of each student.

### Download prevention activities



#### Module 5

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● Level B | Grade 4 to 6/7

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● Level C | Grade 6/7 to Grade 9

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● Level D | Grade 10 to Grade 12

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Module Six

# Self Awareness

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## Quick Facts and Information

- Significant findings from Rigby (2006) suggests that, where students hold a more positive attitude towards the targeted student and where potential bullies expect that their friends would want them to be more supportive towards the targeted student, the potential bully would be less likely to bully others. This suggests that pro social activities may help to reduce bullying incidents. While empathetic responses and being self-conscious of emotions are pivotal factors in prompting pro social behaviour, heightened self-awareness in even very young children has also been found to have a positive effect on pro social behaviour (Ross, Anderson and Campbell, 2011). Generally, students will often use aggressive responses when they have a poor self-concept and a low level of interpersonal skills (DeRosier, 2004).
- To gain the full benefits of pro social activities, bully students need to be self-aware as well as possess an awareness of others. To help students develop their interpersonal awareness and self-control, they need to be assisted in these emotional processes by applying verbal names to emotions, encouraging perspective taking and by empathetically identifying with others.
- Exposing students to appropriate stories, discussions and responses helps to promote self-reflection and emotional awareness by offering opportunity to build a complex understanding of what is happening. Combined with their own experiences and emotions it can validate and enhance their own self-awareness (Barton and Booth, 1990).
- A study undertaken by Ross, Anderson and Campbell (2011) highlighted that even children as young as 3 and 4 years of age, showed more commitment to socially acceptable behaviour when their sense of self was made more obvious through the use of mirrors.
- Self-awareness is part of a student's emotional development. Emotional development is the gradual growth in the ability to recognise and respond to feelings which is learnt through repeated interactions with others (Henniger, 1999).





## Quick Facts and Information

- Students who are able to perceive and understand emotions tend to be more accepted by their peers (Cassidy et al., 1992). The ability to use emotions allows students to control their instinctive reactions in stressful conditions and be better able to communicate their emotional state (Elias and Weisberg, 2000).
- Learning to listen to and harness personal emotions, makes them an ally, and being able to use emotions to make intelligent behavioural choices is one of the basic tenets of emotional intelligence (Brown, 2003). Daniel Goleman (1995) believes emotional intelligence is not a fixed entity and can be strengthened and developed as a child develops.
- Emotional intelligence can be developed by educating students' on basic emotional abilities such as expressing, understanding managing emotions to deal with everyday social problems in their school life (Ulutas & Omeroglu, 2007).
- According to Shonkoff and Phillips (2000), students thrive in environments where relationships provide love, nurturance, security, responsive interaction and encouragement for exploration. When schools systematically attend to students' social and emotional skills, the incidence of problem behaviours decreases (Slavin & Madden, 2001).
- Self-awareness is a lifelong process and with thought and effort, teachers can help students develop the kind of self-awareness necessary for them to make positive changes to their behaviour (Baum and King, 2006).

## Prevention Activities

### Prevention Activities Overview

**AIM:** Students need to gain an awareness of the self and its impact on others. To do this, students need an understanding of feelings and possess a vocabulary of feelings. Students also require an understanding of the difference between feelings and behaviour. Most importantly, students need to gain an appreciation of the ability of choice in regards to their behaviour. By becoming more self-aware, potential bullying situations may be avoided, targeted students may feel they have resources available to them and bystanders can be empowered to take alternative positive course of action.

#### Level A Prep to Grade 3

##### I'm all ears

This activity is designed to increase the student's awareness of themselves in relation to other students, by having them think of their behaviour and the impact it has on others. Students also become aware of the effect other students' behaviour has on them. This activity involves teamwork to carry out the commands provided by the teacher as well as communication between students as a team working together. The activity is similar to musical chairs in that music is played as students march around markers placed on the ground. When the music stops, students must undertake behaviour as instructed by the teacher.

##### Old MacDonald's Farm

This activity makes use of the story / lyrics of Old MacDonald's farm. All students in the class are assigned an animal from the farm. The same animal needs to be assigned multiple times as students must locate other students who have been assigned the same animal. Students crawl around the floor with their eyes closed making only the sound of the animal they were assigned. The aim of the activity is to have students listen to each other and work as a team. Students also need to be mindful of each other's physical presence in relation to themselves.

## Prevention Activities

### Level B Grade 4 to 6/7

#### Getting rid of yucky body feelings

For students to be self-aware, they need to be aware of their own feelings. This activity aims to have students focus on the physicality of their feelings as well as providing them with a self-control strategy to deal with feelings. The activity makes use of relaxation practice.

#### Good Messages

The aim of this activity is to highlight to students the importance of giving clear messages to each other when communicating. Students need to think about what they say before they say it. The activity is also designed to highlight the importance of listening to each other. Students play the roles of instructor and robot and must get the robot to draw an object without the robot knowing what the object is.

### Level C Grade 6/7 to Grade 9

#### What are feelings for?

This activity is to encourage within students an awareness of different feelings and to

put a label on them. From this, students select four feelings and identify both positive and negative behaviours for each of them. By doing this, students are encouraged to see that they have a choice in their behaviour. Students are also encouraged to see how they can separate feelings from behaviour and how feelings are neither good nor bad. The activity is conducted in small groups prior to large group discussion on the students' handwritten comments on behaviours.

#### What your friends say about you

This activity is designed to help students gain a greater awareness of how other students view them and what feelings are provoked inside of themselves. Students trace around their hand and have special messages recorded on each digit by other students in the class. Students also label feelings that are provoked when they think of the other students. These messages of self-awareness can then be placed in the special name box that students may have made on the previous module.

## Prevention Activities

### Level D Grade 10 to Grade 12

#### YMCA

This activity is a team building activity designed to create a positive feeling between students built on rapport and trust. For light relief, this activity can commence with playing the audio/visual of the song by The Village People, YMCA. Students can stand up and do the well-known dance moves, YMCA for the song. This involves raising their arms above their heads to form the corresponding letters.

#### Lower the bar

This activity is designed to show how working together and communicating positively with each other can have positive and successful outcomes. Students gain an understanding of self in relation to others and also experience the feeling of other people's behaviour towards them. This activity requires the whole class to lower a stick to the ground and is followed by class discussion with set questions provided. A bullying scenario is then read to the class for class discussion about negative outcomes of students' behaviour.

## Download prevention activities



### Module 6

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● Level B | Grade 4 to 6/7

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● Level C | Grade 6/7 to Grade 9

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● Level D | Grade 10 to Grade 12

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Module **Seven**

# Self Assertiveness

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## Quick Facts and Information

- Although dated, one of the simplest definitions of assertiveness is put forth by O'Malley (1977) who describes assertiveness as thoughts, feelings and behaviours that assist a child to obtain personal goals in a socially acceptable way.
- Findings on the effects of assertiveness skills in preventing bullying behaviour was first documented as early as 1937 from the work of Lois Murphy and from Theresa Petersen (1938) who both found that independent autonomous students often assumed responsibility for the welfare of other students. Barrett and Yarrow (1977) found that assertiveness was positively and significantly linked to pro social behaviour.
- More recent studies also reported positive impacts of assertiveness training on students who experienced bullying, including improvements in self-esteem, adaptation, self-efficacy and social efficacy, as well as reduction of bullying and academic performance (Melhem, 2021).
- In teaching students how to be assertive, Rapee, Wignall, Spence, Cobham and Lyneham (2008), suggested the need to address a number of components/skills. These are:
  1. Body language skills – eye contact, posture, facial expression.
  2. Voice quality skills – tone and pitch, volume, rate and clarity
  3. Conversation skills – holding conversations.
  4. Friendship skills – offering help, expressing affection, giving compliments.
- A student's ability to relate in a socially assertive way has been found to affect other areas of the student's life, in particular social adjustment (Rotheram et al, 1982).
- It has also been found that improved changes in a student's social behaviour leads to improvements in thinking skills within the context of interpersonal problem situations.



## Quick Facts and Information

- Rapee, Wignall, Spence, Cobham and Lynham, (2008) found that anxious students performed poorly in the use of social skills compared to other students. This was attributed to two factors:
  - 1) anxious students are too afraid to use their social skills and
  - 2) anxious students may have had less opportunity to experience and practice their social skills with other students. For targeted students who are anxious, gaining skills in assertiveness will assist them in dealing with any potential and actual bullying incident.
- The cause and effect in the relationship between assertive social behaviour and being bullied is, however, unclear. It may be that a student is more likely to experience bullying when they use less assertive social skills, at the same time, experiencing bullying may also lead to lower assertiveness in the student over time.

## Prevention Activities

### Prevention Activities Overview

**AIM:** The activities in this module are designed to enhance students' awareness of assertiveness skills and to provide an opportunity for students to rehearse these skills. Improving students' pro social behaviour by being assertive not only reduces the potential opportunities to be bullied or to be a bully, but it also enhances the social skill set of the student for lifelong effective functioning in all aspects of their social life as they grow and mature.

#### Level A Prep to Grade 3

**Are you as tiny as a mouse or as tall as a giraffe?**

This activity is a drama activity. Students select an animal that they consider to be small and weak, an animal that is big and strong and an animal that is loud and cranky. Students act out and verbalise prescribed words according to the strength and weakness of the animal they are portraying. The activity allows students the practical and experiential means of expressing themselves through passive, aggressive and assertive behaviour and then comparing each emotion accordingly as experienced and acted out.

#### Aim for the stars

This activity is more for the younger students of this age level. The students colour a star shape then complete a physical activity and a speaking activity. As a step to increase confidence, students are to speak in front of the whole class.

Students are then rewarded with a gold star on completion of these activities to add to their star shape. The overall aim of the activity is to provide students with a preliminary awareness of being assertive.



**Level B Grade 4 to 6/7****Nursery rhymes are powerful**

This activity makes use of old-fashioned nursery rhymes as a script for students to recite in three different styles - shy, cranky and confident. Students experience delivering and receiving messages (nursery rhymes) to gain an understanding of the difference between all three styles. The aim of the activity is to: assist potential targeted students in speaking up for themselves; having potential bullies experience negative, aggressive speech and behaviour from another and provide potential bystanders with the confidence to speak up.

**Belly Watchers**

This activity is conducted with the entire class and will need a large area for the students to walk around in a circle. Students compare two different communication styles - a timid style (belly watchers) with an assertive style. Students exhibit the two different styles, comparing the verbal and physical behaviours of each style as they walk around in a large circle. This is then followed by a short discussion about how the students felt about each style. Students are encouraged to adopt a more assertive behaviour by

being observant of what is going on in the playground and speaking up when they see something that is not right.

**Level C Grade 6/7 to Grade 9****Stand up for yourself**

This activity helps students explore how they treat themselves in comparison to how they treat others. The activity helps students to stand up for themselves and assert their own needs. Students complete a questionnaire pertaining to their friends then repeat the same questionnaire for themselves. The repetition of the questionnaire opens the student's awareness of self-assertiveness.

**Practice makes perfect**

This activity uses dice to demonstrate that when undertaking a new skill, it is not always achieved on the first try. In small group work, students throw a dice a number of times and record the frequency of the numbers thrown. The activity also highlights that in demonstrating new skills, failures are required before total successes can be fully achieved. Overall, this activity provides students with positive reinforcement to encourage persistence when undertaking a new skill such as being assertiveness.

## Prevention Activities

### Level D Grade 10 to Grade 12

#### Dealer's Choice

This exercise uses the maturity of the older students as a component of assertiveness in itself. The students devise posters to be displayed around the school which inform the younger grades of what to do and say in an assertive manner if they are in a bullying situation. By older students completing this task, it reinforces to the student community that from within their own ranks, bullying is not acceptable behaviour.

#### Positions vacant

This activity consists of two parts. The first part of the activity makes use of an employment advertisement. The students devise an advertisement for the job of an effective and assertive bystander. Students identify through the construction of the advertisement, assertive skills required to reduce bullying. This activity is conducted in small groups. For the second part of the activity, students gain an experiential lesson on assertiveness by having to confidently inform the interview panel (the small groups) they have the necessary skills to be assertive and get the job.

### Download prevention activities



#### Module 7

● Level A | Prep to Grade 3

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● Level B | Grade 4 to 6/7

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● Level C | Grade 6/7 to Grade 9

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● Level D | Grade 10 to Grade 12

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Module Eight

# Resilience

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## Quick Facts and Information

- Although there is no universally accepted definition of resilience, it can be broadly defined as the ability to bounce back from adversity, the ability to manage stress with all the physical and psychological pressures without causing any dysfunction (Goldstein & Brooks, 2006). There is some debate among researchers as to whether resilience is a concept, theory or process (Naglieri and Le Buffe, 2006).
- Garmezy (1991) identified three key aspects that influence resilience. These are: 1) intelligence and temperament, 2) support provided by family and 3) support provided to the child and the family from others outside of the family. Similarly, Werner (1989) identified 3 components: 1) personality characteristics, 2) emotional integration within the family and 3) the amount of outside support a child and family receives.
- The two individual characteristics of resilient children are: high intelligence, and cognition and easy temperament (Condly, 2006). The higher level of intelligence allows 1) the child the ability to understand what is going on, 2) know the difference between what is in their control and what is not, 3) what to do to cope and 4) what to alter in the environment to make it more supportive.
- However, Luthar, Doernberger and Zigler (1993) found that high intelligent resilient children suffer with more emotional distress and depression. The high intelligence is an advantage to finding solutions but is a disadvantage in the fact that these children are more sensitive to their environment.
- The role and effect of the family in the development of resilience in students tends to decline in importance as the student ages (Condly, 2006).
- Seccombe (2002) argues that resilience is actually a quality of the environment as well as the individual. It is not simply about 'beating the odds' but also 'changing the odds'. This is supported by Gilligan (2001).
- As schools are places where students spend a lot of time, they are ideal places to support and assist students to overcome stressors in their environments (Ross, Smith, Casey, & Slavin, 1995). Schools do have a major effect on a student's development (Johnson, Schwartz, Livingston and Slate, 2000).



## Quick Facts and Information

- According to Katz (1997), the way to develop resiliency in children is by providing them with opportunities – opportunities to provide refuge from their hostile environment, opportunities to safely explore and opportunities to dream.
- Kandel et al. (1988) and White et al. (1989) found where students held a high regard for the school's community, there was a decrease the instances of antisocial and delinquent behaviour.
- Taub and Pearrow (2006) found the programs to enhance resilience and decrease aggression and violence are most effective when they target the younger students from preschool years to early/mid primary school. These effective programs are aimed at the awareness and expression of feelings as well as cognitively based problem solving.
- Brooks (2006) puts forth the following characteristics and skills of the mindset of resilient students:
  - Feel special and appreciated, recognise their strong points and abilities,
  - Set realistic goals and expectations of self,
  - Believe in their ability to solve problems and view mistakes as challenges,
  - Rely on effective coping strategies that promote their growth and not strategies that are self-defeating,
  - Have effective interpersonal skills with their peers and adults which enables them to seek assistance in an appropriate manner,
  - Ability to define the difference between aspects of their life they have control over and to focus time and energy on that aspect, as opposed to focusing on areas they have little to no control / influence over.

## Prevention Activities

### Prevention Activities Overview

**AIM:** As our society races ahead in leaps and bounds, it can become very confusing for young people who are trying to interpret the world and develop skills to grow into healthy functional adults. With bullying having an effect on a student's mental health, skills and awareness are needed to minimise the impact of such events and reduce the potential bullying from occurring. Students need effective communication skills, problem solving skills, self-discipline and connectedness to act as a buffer and help build resilience.

#### Level A Prep to Grade 3

##### Post a Letter

This activity is designed to help students gain a common awareness of what is expected from them as a class group and what to expect from each other. As the student gains an understanding on what is expected of them, the more confident the student becomes. Knowing what to expect from others also helps a student to decipher situations that might just be a simple misunderstanding or when it might be more of a bullying problem. For this activity, students identify behaviours and place them into either the important letterbox or the not very important letter box.

##### Taking time to think

This activity uses some principles from mindfulness by having students begin to focus on their thinking and breathing as a strategy; a tool to help them with their thoughts. This will assist the students on a psychological level if they are involved in a bullying incident as well as assisting the student to think before a potential incident, thereby preventing a potential bullying incident or a misunderstanding. The activity demonstrates clarity through an experiment conducted by the teacher and then has the students complete an exercise where they hop on the spot and recite a nursery rhyme.

**Level B Grade 4 to 6/7****Close your eyes and hold tight**

Students are to choose an activity they would like to do on the weekend and devise the steps they will need to take to make it happen. Students also need to identify obstacles to achieving the activity and finding solutions around these obstacles. This activity is to help students identify and define what they have some control and influence over and what they can't change. Separating the control allows students to differentiate between what is their responsibility and what is not. The activity also provides for shared experiences of problem solving in small groups.

**I am not alone**

This activity provides students with a concrete visualisation of the support networks in the student's lives.

This is done to reinforce to students the fact that they are not alone and have people around to assist them when they are troubled by events in their lives. In this activity, students draw a picture of themselves and either record or draw people who are important to them into

three separate circles. These circles represent the different levels of intimacy or closeness they have with the people selected. Students then cut out these circles and glue the circles onto the picture of themselves.

**Level C Grade 6/7 to Grade 9****Pull me ups and put me downs**

This activity helps students separate their thoughts into those that are helpful and those that are unhelpful. The activity highlights to students the power of positive thinking. In small groups, students select a particular event or situation and then devise three (3) helpful and three (3) unhelpful thoughts about it. A whole class group discussion is held at the end.

**Tower of Strength**

The aim of this activity is to show students that while negative events can happen to them, there are also many positive events that can happen as well. Students record on the handout sheet, positive events that have occurred over their 9/10 years of schooling and 1 negative event. This handout sheet is then folded in half and

## Prevention Activities

placed on the desk. The students then have a race to see who can be the fastest at blowing over the folded handout sheet to knock over the bad situation/circumstance

### Level D Grade 10 to Grade 12

#### Pieces of the Pie

The aim behind this activity is: 1) to increase students' awareness of possible alternatives to their initial thought processes, and 2) for students to reframe events from a negative interpretation to a positive interpretation. Students are provided with three scenarios from which they must identify five (5) possible interpretations of the events. Students discuss in small groups the range of possibilities which are then presented to the larger class group.

#### Getting through the hard times

This activity is designed to highlight the importance of having support from others and how such support makes adversity more tolerable and easier to cope with. Trying to decipher the best course of action requires much thought and discussion. The activity involves small group work with students being stranded at sea and having to prioritise salvaged items that are critical for their survival.

## Download prevention activities



### Module 6

● Level A | Prep to Grade 3

Download 

● Level B | Grade 4 to 6/7

Download 

● Level C | Grade 6/7 to Grade 9

Download 

● Level D | Grade 10 to Grade 12

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# Useful web sites

## **Bullying No Way!**

<https://bullyingnoway.gov.au/>

## **Reachout.com**

<https://au.reachout.com/bullying>

## **NetSafe (NZ)**

<https://www.netsafe.org.nz/>

## **Pacer's National Bullying Prevention Center**

<https://www.pacer.org/bullying/>

## **Stop Bullying.gov (US)**

<https://www.stopbullying.gov/>

## **Student Wellbeing Hub**

<https://studentwellbeinghub.edu.au/>

## **Kids Helpline**

<https://kidshelpline.com.au/teens/issues/bullying>

## **National Centre Against Bullying**

<https://www.ncab.org.au/>



## Counselling Services

Please discuss with your school counsellor/guidance officer as to the most appropriate counselling services to recommend in your area.

National telephone counselling services available from:




Kids Helpline: 1800 55 1800

(Kids Helpline also offers email counselling: [counsellor@kidshelp.com.au](mailto:counsellor@kidshelp.com.au) and web counselling – visit their [website](#) for more information)



Lifeline: 131114






## Australian Institute of Professional Counsellors

 47 Baxter Street,  
Fortitude Valley Qld 4006

### Student Enquiries

 [www.aipc.net.au](http://www.aipc.net.au)  
 [headoffice@aipc.net.au](mailto:headoffice@aipc.net.au)  
 1800 657 667 (Toll Free)  
 +61 7 3112 2000

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