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Module Four | Reducing the impact of bullying

# Activity One



## 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.

## Materials Required

- ✓ Sufficient photocopies of 'Children's Bill of Rights' handout for all students in class
- ✓ Large sheets of butchers paper/drawing paper, pens

## Step One

Provide students with 'Children's Bill of Rights' handout. Then, as a large class group, brainstorm the following issues. Record these up on the board.

**Children's Rights** What are they, how do children's rights apply to how children treat each other?

**Bullying** What is wrong with bullying?  
 How do children's' rights fit in with bullying?  
 What are the feelings of targeted victim of bullying?  
 Best one liner's to say to bullies.  
 How to stop bullying?

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**Step Two**

Provide students with large sheets of paper that can be taped together to create a large mural piece, coloured pens and paint. Break students into 3 groups with a large mural size sheet of paper for each group. Inform students they have 20 minutes to design a mural that will depict the comments listed from the brainstorming sessions.

**Step Three**

Have each group present their mural to the class saying why they emphasised certain parts. Tape murals to collective student areas where all students of the school can view the murals; e.g. tuck shop areas, toilet block areas etc.



## United Nations Declaration of the Rights of the Child

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
3. You have a right to a name and to be a member of a country.
4. You have a right to special care and protection and to good food, housing and medical services.
5. You have the right to special care if handicapped in any way.
6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
7. You have the right to go to school for free, to play and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

8. You have the right always to be among the first to get help.
9. You have the right to be protected against cruel acts or exploitation, e.g., you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health and your moral and physical development.

10. You should be taught peace, understanding, tolerance and friendship among all people.

\*This plain language version is only given as a guide. For an exact rendering of each principle, refer students to the original.

Source: [https://www.civicsandcitizenship.edu.au/cce/human\\_rights\\_childrens\\_rights\\_up,9458.html](https://www.civicsandcitizenship.edu.au/cce/human_rights_childrens_rights_up,9458.html)

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# Activity Two

## Crazy ideas 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.

## Materials Required

- ✓ Sufficient photocopies of 'Crazy ideas or what' handout to all students
- ✓ Writing paper and pens

## Step One

Provide handout to students on 'Crazy ideas or what'. Ask students to divide themselves into 4 groups. Groups are to present a pervasive speech to class based on the pros and cons of each method listed. Students should present the ideal method at the end of their speech.

## Step Two

Each class is to present their speech to the class.



## Crazy ideas or what?

1. If you have zero tolerance and you expel students for bullying, given the high number of bullying incidents that happen, will there be a school with very few students?
2. The more severe the punishment for bullying becomes, the more it may prevent students from speaking up about bullying.
3. Bullying can lead to more severe behavioural problems as adults and maladaptive coping mechanisms. Pro social role modelling is required rather than punitive approaches.
4. Conflict resolution is not effective as bullying is not conflict it is abuse.
5. Trying to mediate sends a message that the targeted student owns some of the problem as well and the bully student gets off lightly.
6. Sending all students off to a group is only reinforcing their behaviour as they compare their actions.

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# Activity Three

## 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.

### Materials Required

- ✓ Computer to access website for class
- ✓ Sufficient photocopies of 'She's Falling' lyrics and question handouts for all students

## Step One

Read this excerpt from

<http://www.pacer.org/bullying/bpam/educate.asp>

Music is the universal language of emotion and Hayley Reardon, a 13-year-old singer songwriter, expresses herself so eloquently in a bullying awareness video, in which she sings her original composition. Hayley tapped into her talent and gifts to create a poignant, heartfelt song about a friend losing herself due to the unkind words of others. Hayley writes "To me, this song is about not knowing how to help someone who you can see is falling apart."

Although Hayley's song was written about a girl she knew personally, she, like all of us, was moved by the story of Phoebe Prince, a 15-year-old Irish immigrant attending school in Massachusetts, who after months of being subjected to bullying from her peers, committed suicide on January 14, 2010.



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Hayley has dedicated this song in Phoebe's memory. She has agreed to share "She's Falling" in the hope others will be touched by the message, inspired to take action, and motivated to share in the process of creating a world in which no one feels alone.

**Step Two**

Provide handout of song lyrics to students and play the song either as an mp3 version or from the web site for a visual and auditory version.

"She's Falling" – Original Song Dedicated to the Memory of Phoebe Prince  
Lyrics and Music by Hayley Reardon

Press control and click to follow link to listen to She's Falling (mp3 version)

 [Download - She's Falling \(mp3\)](#)

For video version so students have visual as well as auditory go to:

<https://www.pacer.org/bullying/classroom/middle-highschool/student/pdf/shesFallingLyricsDiscussion.pdf>



## “She’s Falling”

Lyrics and Music by Hayley Reardon

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When words are thrown out without thinking,  
She can't believe the thought-out ones are true  
And the lies, they're getting more familiar  
But honestly there's nothing she can do  
She's trying to ignore the pain  
It's no wonder she only wants to leave this place  
And their words and lies and memories  
Are spinning round and she can't breathe  
She's falling  
  
You Better catch her while she's falling  
Faking smiles, and dried out tears  
You're quite the mess for so little years  
And for a girl who used to shine so bright  
I look at you and see a losing fight





She's trying to ignore the pain

It's no wonder she only wants to leave this place

And their words and lies and memories

Are spinning round and she can't breathe

She's falling

Gotta catch her while she's falling

Falling

She's trying to ignore the pain

It's no wonder she only wants to leave this place

And their words and lies and memories

Are spinning round and she can't breathe

She's falling

When words are thrown out without thinking,

She can't believe the thought-out ones are true

And the lies, they're getting more familiar

But honestly there's nothing she can do



### Questions to Answer in relation to key words of the song...

When words are thrown out without thinking,

- 1) Do you think that the students who bullied Phoebe were thinking about how she felt? Were their actions intentional or were they random? How do “words” (include gossip, talking behind someone’s back, rude postings on Facebook) hurt someone?

She can’t believe the thought-out ones are true

- 2) Does it ever happen that people start to believe that they deserve to be bullied?

And the lies, they’re getting more familiar

- 3) Do you think that kids who bully are consciously aware that their actions are hurting someone?

But honestly there’s nothing she can do

- 4) How does one person defend themselves? How different would Phoebe’s story be if someone had spoken out on her behalf? How different would Phoebe’s story be if MANY PEOPLE had spoken out on her behalf?



**She's trying to ignore the pain,**

5) Do you think people you see every day could be feeling this pain without you knowing? Do you think "ignoring" bullying is a good idea?

**It's no wonder she only wants to leave this place**

6) What are some of the things that kids do in response to being bullied?

**And their words and lies and memories**

7) What does self-esteem mean to you?

**Are spinning round and she can't breathe**

8) Do you think that if someone is being bullied CONSTANTLY can they focus on anything else?

**She's falling**

9) Do you think when people aren't attacking the target that the target continues to attack himself/herself?

**Gotta catch her while she's falling**

10) How would you respond if it was your friend being bullied versus another classmate that you didn't know that well?

**Faking smiles, and dried out tears**

11) What do you think it might feel like pretending everything is ok, when it actually isn't? When there is no one who knows or understands how hurt you might really feel?

12) Which is more painful—emotional bullying or physical bullying—and why? Do you think passing on a rumour is harmless?

**You're quite the mess for so little years**

13) At what ages is bullying at its worst? Do you think adults assume kids have it easy?

**And for a girl who used to shine so bright**

14) What can be the reasons that people get targeted by bullying? What ways can the target help themselves?

**I look at you and see a losing fight**

15) Do you think students feel helpless to prevent bullying? What can be done to empower people to feel supported to take action? Do you think bullying can affect someone's self-esteem beyond high school?

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