



Activity One

A rose bush- pretty flowers or dangerous thorns

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

Materials Required

✓ Nil

Step One

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

Step Two

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

Step Three

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



Activity Two

CSI and bullying

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

Materials Required

- ✓ Sufficient photocopies of 'Bullying scenario' and 'Circle Handouts' plus pens

Step One

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

Step Two

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

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



Module Two | What causes Bullying?

Step Three

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

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

Step Four

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



Bullying Scenario

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

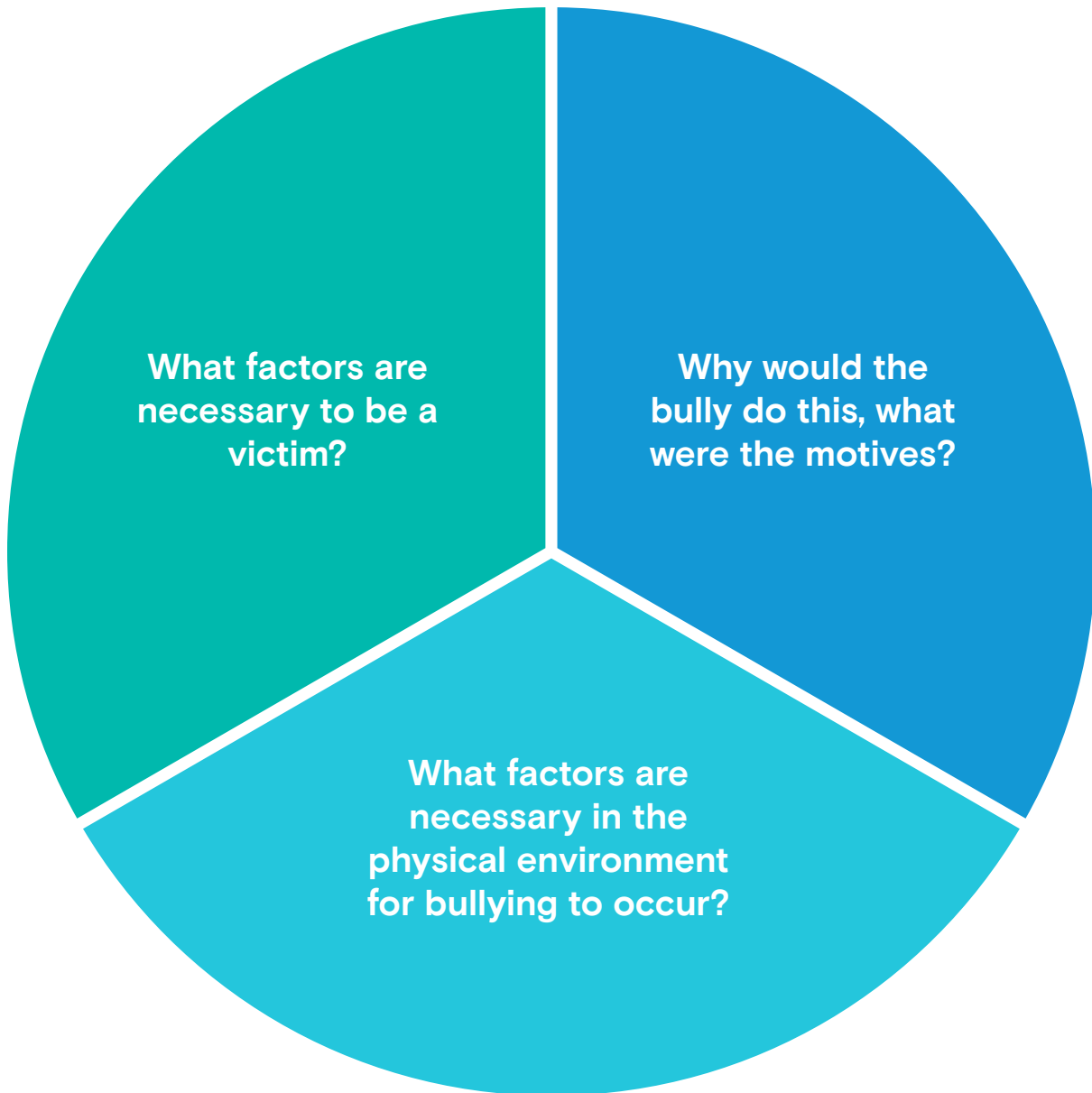
There are also a couple of grade 12 girls on the bus. They stand away from Jade when they all wait for the bus. They seem to ignore the grade ten boys and their stupid behaviour and didn't even intervene one time when David a really big Grade Ten boy fell on Jade and her bag. The Grade 12 girls just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

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

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



Circle Handout





Activity Three

All Aboard Noah's Ark

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

Materials Required

- ✓ Sufficient photocopies of 'Animal Cards' sheet to provide all but one student with one animal card

Step One

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



Module Two | What causes Bullying?

Step Two

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

Step Three

Once all the creatures are onboard, discuss the following:

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

Step Four

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



Animal Cards

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