

## Introduction

Twenty-four activities are provided in the Activity Bank. These can be used in a range of ways and at different times by the school, to ensure that **Kia Kaha** and the anti-bullying theme are regularly and consistently presented throughout the year. Activities have been provided which are suitable for all levels of the school. The more complex ones are from Bank Activity 12 onwards. Bank Activities that are suitable for staff awareness raising have been marked \*.

Some suggestions for use are:

- Delivered by form teachers in form time.
- Delivered by subject teachers as part of the curriculum.
- Delivered by peer leaders, supported by teachers.
- Year 13 students facilitate Bank Activities with Years 9-10
- As a special **Kia Kaha** lesson taught across all classes at one time, with the teacher who usually takes the class at that time.
- For staff orientation or awareness raising

## Guidelines for Use

It is important to understand that these activities are to be completed as part of **the whole school approach** to eliminate bullying. Thus they should be undertaken in a safe and supportive atmosphere, where students feel valued and able to share their opinions and feelings without fear of ridicule. Without this, students may not be honest with their answers. At worst, students could be bullied for sharing their views.

Senior management should have made it quite clear to students that:

- **Bullying is unacceptable behaviour.**
- **Bullying will not be tolerated in the school.**
- **Bullying should be reported and that reports of bullying will be acted on.**
- **Bullying is never the victim's fault.**
- **Nobody deserves to be bullied.**

The person facilitating any activity should lay down clear ground rules about respecting the views of others, confidentiality and giving honest answers, and should be clear about how to handle any breaches of these. Also the facilitator should ensure that their own behaviour does not in any way make any member of the group feel unsafe.

***Unless schools can guarantee the safety of their students they should not attempt these activities.***

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## Bank Activity 1

### ***Safe and Unsafe Places in Our School***

#### **Purpose**

Students will identify **places in the school** where there is a high frequency of bullying. It will then be the responsibility of senior management to see that something is done to make these places safer.

#### **Focus**

Form times, or across whole forms within the same time frame.

Mathematics classes could be used to process, analyse and present the data.

#### **Resources**

An A4 map of the school – one for each student

Red and green pens

#### **Activity**

Give each student a map of the school. Tell them that they are being asked to think about places in the school where they feel safe from bullying, and places where they feel unsafe from bullying. Explain that this information will be used to make all places in the school safer. Students should not put their names on the maps to ensure confidentiality.

- Invite each student to colour in green all the places where they feel safe from bullying.
- Invite each student to colour in red all the places where they feel unsafe from bullying.
- Collect completed maps.

#### **Follow-up**

Maths classes at one level of the school can be used to collate and analyse the data and to prepare a report. Results should be given to students at form time or assembly.

Students should be advised in assembly of strategies put into place to make the school a safer place. Parents and caregivers should also be advised of the results and the strategies.



## Bank Activity 2

### ***Safe and Unsafe Places in Our Community***

#### **Purpose**

Students will identify **places in the school community** where they feel safe from bullying and those where they feel unsafe from bullying.

Results will be passed on to the local council for action.

#### **Focus**

Form classes, or across whole forms within the same time frame.

Mathematics classes could be used to process, analyse and present data.

#### **Resources**

An A4 map of the community – one for each student

Red and green pens

#### **Activity**

Give each student a map of the community. Tell them that they are being asked to think about places in their community where they feel safe from bullying, and places where they feel unsafe. Students should not put their names on the maps to ensure confidentiality.

- Invite each student to colour in green all the places where they feel safe from bullying.
- Invite each student to colour in red all the places where they feel unsafe from bullying.
- Collect completed maps.

#### **Follow-up**

Maths classes at one level of the school can be used to collate and analyse the data, and to prepare a report. Results should be given to the students at form time or assembly. Results should also be published in the school newsletter and/or the local newspaper. A copy of the results should be sent to the council for action.

Students and community should be advised of strategies put into place by the council to make the community a safer place.

### ***Safe and Unsafe Times***

#### **Purpose**

Students will be asked to identify **times in their day** when they feel safe from bullying and times when they feel unsafe from bullying. Results can be shared with the community so that the appropriate people can determine why this might be so and what could be done about it.

#### **Focus**

Form time, or across whole forms within the same time frame.

#### **Resources**

**Copysheet A *Safe and Unsafe Times*** page 6 – one for each student

#### **Activity**

Give each student **Copysheet A**. Tell them that they are being asked to think about times of the day when they feel safe from bullying and times when they feel unsafe. Students should not put their names on the sheets to ensure confidentiality.

- Invite each student to colour in green all the hours, or parts of hours, in which they feel safe from bullying.
- Invite each student to colour in red all the hours, or parts of hours, when they feel unsafe from bullying.
- Collect in completed clocks.

#### **Follow-up**

Maths classes at one level of the school can be used to collate and analyse the data, and to prepare a report. According to results, the report should be given to appropriate members of the community, who may be able to help with the problem.

For example:

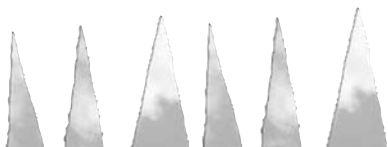
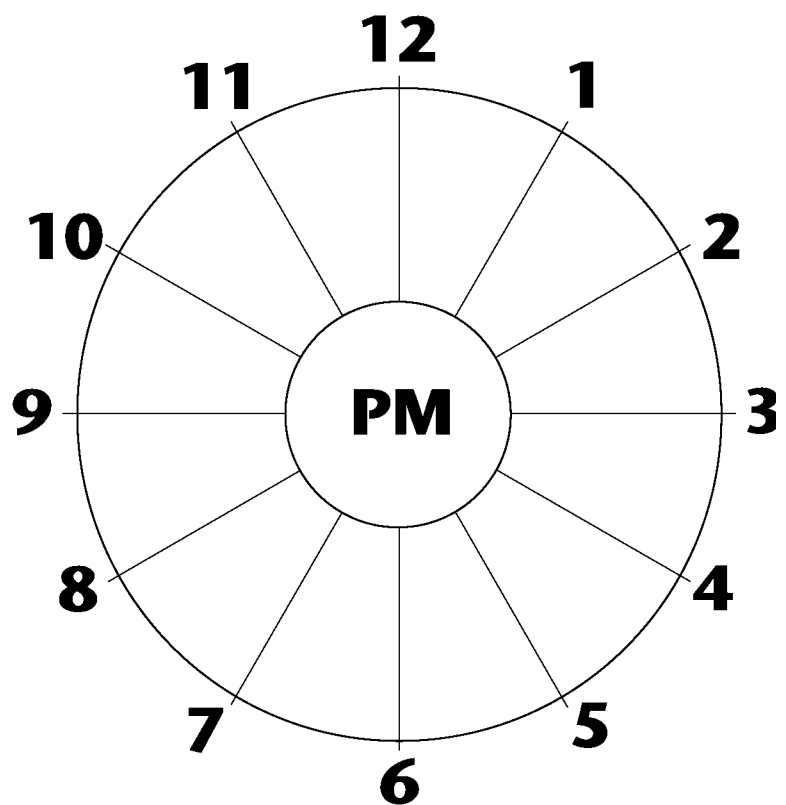
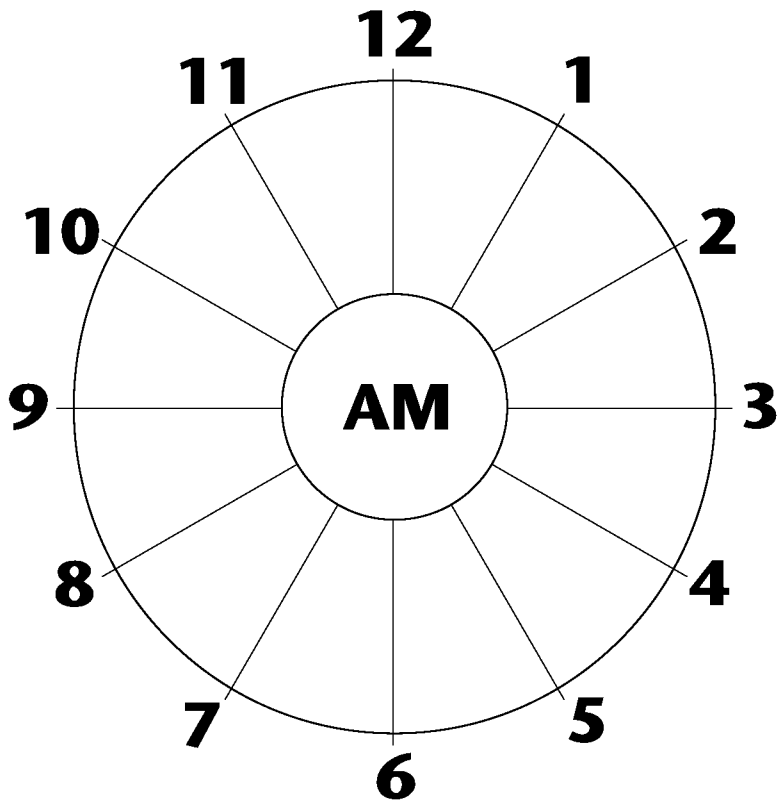
- If the period of time directly after school is a problem time, school and parents will need to consider what students are doing after school, and how they are getting home.
- If there are times at home when students felt unsafe this may need to be investigated.

## Safe and Unsafe Times

### Instructions

Colour in green all the hours, or parts of hours, when you feel safe from bullying.

Colour in red all the hours, or parts of hours, when you feel unsafe from bullying.



### ***Bullying Survey***

#### **Purpose**

To identify types of behaviour, both positive and negative, that students are experiencing at school. This will enable the school to determine the extent of bullying in the school.

#### **Focus**

It is recommended that all Year 9 students complete the survey at the same time. The data could be processed and analysed by Year 12 and 13 mathematics classes.

This survey could be repeated every year or so.

#### **Resources**

A survey form for all students, such as that on **Copsheet B My Life at School** page 9-10

*Note: The survey on Copsheet A, and the information on scoring the Bullying/General Aggression Index has been taken from **Tackling Bullying in Your School**, edited by Sharp. S and Smith. P. Routledge. London and New York. 1994. Permission has been given for schools to use this survey.*

Alternative surveys can be found in the following places:

- *Questionnaire about School Bullying* page 74-76 **The Anti-Bullying Book**. Sullivan, K. Oxford University Press. Auckland. 2000.
- *The Bullying Questionnaire Page*. Rigby. K  
From the Internet site: [www.indigenet.unisa.au/bullying/questdesrip.htm](http://www.indigenet.unisa.au/bullying/questdesrip.htm)

#### **Activity**

Explain to students that they are going to be asked to complete a survey to show what happens to people at their school. Set some guidelines, such as putting down their own ideas, being honest and working quietly on their own. Hand out the survey forms, and invite students to complete the survey.

Students should not put their names on their papers to ensure confidentiality. Collect completed forms.

#### **Follow-up**

Year 12 and 13 mathematics classes can process the data. The information on the next page will assist them to work out the Bullying Index and the General Aggression Index for the school. Senior management will have the responsibility of putting strategies in place to minimise the bullying and aggressive behaviour, and to reward the positive behaviour.

# Scoring the Bullying/General Aggression Index

## The key items

- Item 4:* Tried to kick me.
- Item 8:* Said they'd beat me up.
- Item 10:* Tried to make me give them money.
- Item 24:* Tried to hurt me.
- Item 37:* Tried to break something of mine.
- Item 39:* Tried to hit me.

The responses to these items will give a quick impression of the extent of bullying in the school.

## The Bullying Index

- Step 1** For each of the six items, count the number of times that a tick was placed under the category 'more than once'. Do this separately for each of the six items listed above.
- Step 2** Divide the scores for each separate item by the number of checklists completed. This will give the percentage of student responses for each item.
- Step 3** Add all the six percentages.
- Step 4** Divide this number by 6. Use two decimal points, e.g. 7.12 or 8.03. This figure is the bullying index for your school.

## The General Aggression Index

- Step 1** For each of the six categories, count the number of times a tick was placed under the category 'more than once'. Do this separately for each of the six items (Items 2, 8, 10, 24, 37, 39).
- Step 2** Divide the scores for each separate item by the number of checklists completed. This will give you the percentage of student responses for each item.
- Step 3** For each of the six items, count the number of times that a tick was placed under the category 'once'. Do this separately for each of the six items.
- Step 4** Divide the scores for each separate item by the number of checklists completed. This will give you the percentage of student responses for each item.
- Step 5** Add all the twelve percentages.
- Step 6** Divide this number by twelve. Use two decimal points, e.g. 15.02 or 20.55. This figure is the "General Aggression Index" for your school.

As well, gender differences can be identified using a wider range of items for comparison.



# My Life in School

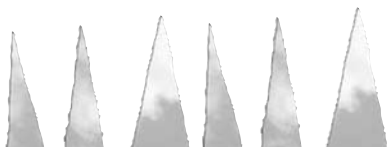
I am female ☐

I am male ☐

For each example in the chart below put a tick in the column that best applies to you.

During this week at school another student:		Not at all	Once	More than once
1	Called me names			
2	Said something nice to me			
3	Was nasty about my family			
4	Sent me an abusive text message			
5	Tried to kick me			
6	Was very nice to me			
7	Sent me a threatening email			
8	Did something to help me			
9	Made an inappropriate comment on my web page			
10	Said they'd beat me up			
11	Questioned my sexuality			
12	Came to my help when I was being bullied			
13	Tried to make me give them money			
14	Tried to frighten me			
15	Asked me a stupid question			
16	Threatened me by email			
17	Lent me something			
18	Stopped me playing a game			
19	Was unkind about something I did			
20	Talked about clothes with me			
21	Harassed me sexually			
22	Told me a lie			
23	Set a gang on me			
24	Tried to make me hurt other people			

During this week at school another student:		Not at all	Once	More than once
25	Smiled at me			
26	Tried to get me into trouble			
27	Helped me carry something			
28	Made fun of my religion			
29	Helped me with an assignment			
30	Made me do something I didn't want to do			
31	Talked about TV with me			
32	Took something off me			
33	Shared something with me			
34	Was rude about the colour of my skin			
35	Shouted abusive terms at me			
36	Played a game with me			
37	Tripped me up			
38	Talked about things I like			
39	Said untrue things about me online			
40	Said they would tell on me			
41	Tried to break something of mine			
42	Spread an untrue rumour about me			
43	Called me names because of my disability			
44	Put down my country			
45	Made me feel I didn't belong			
46	Made me feel uncomfortable			



## Is It Bullying?

### Purpose

Students will be able to identify bullying behaviour.

### Focus

Form classes, peer leader led classes or across whole forms within the same time frame.

### Resources

**Copysheet C *Is It Bullying?*** page 12

**Copysheet D *Bullying Definition*** page 13

### Activity

- 1 Put students into pairs or small groups. Either give each pair **Copysheet C**, or put **Copysheet C** up as an OHP. Each pair or group must discuss each situation and decide if it is bullying or not.
- 2 Put up an OHP of the definition of bullying from **Copysheet D**. Invite students to reconsider their answers to **Copysheet C** in light of the definition and make any necessary changes, in a different colour pen.
- 3 Go over the correct answers.
- 4 Before students leave the class, the following evaluation could be completed, provided proper guidelines for behaviour have been set up. Invite students to place themselves along a continuum line, with one end **Can identify bullying behaviour** and the other end **Cannot identify bullying behaviour**. Ask some students to justify the position they have taken on the line.

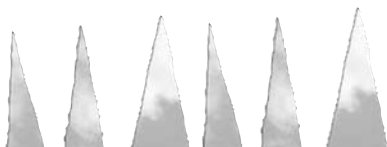
### Suggested Answers for Copysheet C

- 1 *Bullying, because the two older students are exercising power over the others. Also it is deliberate and has happened more than once.*
- 2 *Bullying, because it is deliberate and is damaging to property.*
- 3 *Not bullying, because both boys are using their power against each other. It is, however, violence.*
- 4 *Bullying, because it is threatening behaviour, and the teacher is exercising power over the students.*
- 5 *Not bullying, but violence.*
- 6 *Bullying, if the photo was put up without permission and for a malicious reason.*
- 7 *This could be bullying, if the friend takes things without asking and you can't do anything to stop them. However, if you don't mind the friend using your things and it isn't harming your friendship, it isn't bullying.*
- 8 *Bullying, because your brother is exercising power over you. It is deliberate and occurs over a period of time.*
- 9 *This is bullying, more specifically sexual harassment. It is deliberate, hurtful and the group has more power than you.*
- 10 *Not bullying, because this was an accident and the person didn't mean you to trip over the bag.*
- 11 *Bullying, because it is hurtful, deliberate and occurs over a period of time.*

# Is It Bullying?

Decide whether or not each situation is bullying and put a tick in the appropriate column.

Situation		Is bullying	Is not bullying
1	You are waiting in line at the canteen when two senior students push in front of you. This is the third time this week.		
2	Two students deliberately knock the books out of someone's hands. They walk off laughing.		
3	Two boys are having a fight on the field.		
4	The teacher threatens to keep the whole class in at lunchtime because one student has misbehaved.		
5	Fighting breaks out in the rugby scrum.		
6	Your friend posts on the internet an unflattering photo of you at the school formal.		
7	Your friend is always using your things.		
8	Your brother always chooses which TV channel to watch. If you get the remote he snatches it away.		
9	A group of students push you into the corner and make sexual suggestions.		
10	Someone has left their bag sticking out and you fall over it.		
11	The class laughs every time you give an answer in class.		



## **Bullying Definition**

### **Bullying**

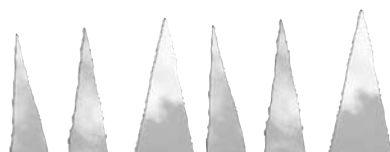
There are six identifying features of bullying:

- It is deliberate, hurtful behaviour.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.
- It may be difficult for those who bully to learn new social behaviours.
- The bully has, and exercises, power inappropriately over the victim.
- Cyberbullying can be anonymous and can be disseminated very quickly to a wide audience.

### **Bullying can take a number of forms:**

- Physical, for example hitting and kicking.
- Emotional or verbal, for example name calling, exclusion, threatening and coercion.
- Cyberbullying, for example on mobile phones and the internet.
- Harassment, for example making a person fear for their own or their families safety.
- Damage to property, for example taking lunches or destroying books.

**All forms of bullying can be damaging to the victim.**



## Bank Activity 6

### True or False

#### Purpose

Students will identify their attitudes and values relating to bullying.

#### Focus

Form classes, peer leader led classes or across whole forms within the same time frame.

#### Resources

**Copysheet E True or False** page 15

#### Activity

1 **Either:** Put students into pairs or small groups. Give each group **Copysheet E True or False**. Invite them to discuss each statement and decide if they think it is true or false. They record their decision in the appropriate column. Go over the correct answers.

**Or:** Walk a continuum line across the classroom, explaining that one end is true and one end is false. Read one of the statements. Invite students to position themselves at either end of the line. If they are unsure they will stand in the middle of the line. Ask some students to explain why they have stood where they have. Give the correct answer.

is Repeat this exercise with other statements from **Copysheet E**, as long as student interest maintained.

*Note: If the continuum option is to be used, strict guidelines for behaviour must have been set, so that students feel safe to give honest views without fear of ridicule.*

2 As a conclusion, give the following positive statement to the class, either on a OHP, on the board or as a handout.

***Bullying is never acceptable. Nobody deserves to be bullied. Bullying is never the victim's fault. If you are being bullied, please tell an adult that you trust.***

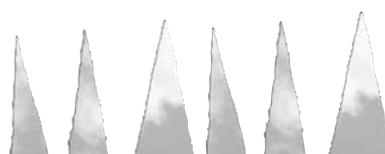
#### Answers

- |    |              |   |
|----|--------------|---|
| 1  | <b>True</b>  | Any form of bullying can hurt.  |
| 2  | <b>False</b> | Bullying does occur while you're growing up, but nobody should have to put up with it.  |
| 3  | <b>True</b>  | Bullying is never the fault of the victim.  |
| 4  | <b>False</b> | People may threaten you to stop you telling. However, telling is the best way to get the bullying stopped. Keep telling until someone does something. |
| 5  | <b>False</b> | All forms of bullying can be harmful.   |
| 6  | <b>False</b> | Nobody deserves to be bullied.  |
| 7  | <b>False</b> | Some adults are responsible for the welfare of young people. However adults shouldn't force young people do so things against their will.             |
| 8  | <b>True</b>  | Bullying is totally unacceptable behaviour.   |
| 9  | <b>False</b> | The use of homophobic language is discriminatory and entirely inappropriate.  |
| 10 | <b>True</b>  | Bullying can happen in families.  |
| 11 | <b>True</b>  | When someone bullies they are exercising power over the other person.   |
| 12 | <b>False</b> | Some people may feel better if they physically stand up to the person bullying them. However, violence is never a good idea.                          |
| 13 | <b>True</b>  | Yes, friends can bully each other.  |
| 14 | <b>False</b> | You should never force a person to do something they don't want to do.  |
| 15 | <b>False</b> | All forms of bullying can be equally damaging.  |

## True or False

Discuss each of the following statements. Decide if you think it is true or false, and tick the appropriate column. Be prepared to justify your choice.

Statement	True	False
1 Bullying is hurtful.		
2 You have to put up with a bit of bullying. It's just part of growing up.		
3 Bullying is never the victim's fault.		
4 If you tell someone the bullying will only get worse.		
5 Being bullied on line is not as harmful as face-to-face bullying.		
6 Some people deserve to be bullied.		
7 It's okay for adults to force young people to do what they want.		
8 Bullying is never acceptable.		
9 It is okay to call someone gay.		
10 Bullying can happen in families.		
11 Bullying is all about power.		
12 The only way to stop bullying is to meet violence with violence.		
13 Sometimes friends bully each other.		
14 Forcing someone to do something is okay so long as they haven't said 'no'.		
15 Verbal bullying is not as hurtful as other forms.		





## Bank Activity 7

### What's in a Name?

#### Purpose

Students will identify name-calling as a form of bullying. They will see that it is not acceptable.

#### Focus

Form classes, peer leader led classes or across whole forms within the same time frame.

#### Resources

**Copysheet F *Four Eyed*** - a story page 17

#### Activity

Read the story ***Four Eyed*** to the class.

Read the following statements to the class and ask for comments after each.

*Name-calling is a form of bullying.*

*Using nicknames can also be bullying.*

*Name-calling can be very hurtful. The hurt can continue long after the name calling stops.*

*Some people justify name-calling as being funny. It is not.*

*This school believes that name-calling is a form of bullying and as such it must stop. Don't do it.*

#### Follow-up

The school should make it clear that name-calling and unkind nicknames will not be tolerated.



## Four Eyed

**“Four eyed”. Man, I hated that name.**

I mean, just because I’ve got glasses and a couple of zits. OK, a lot of zits. He doesn’t have to beat me up all the time.

Oh, I’m just Asteroid McGee and you’ve probably guessed that I get beat up a lot. I mean, just because I’m different. He doesn’t have to beat me up all the time.

You know why no one stands up to him? It’s because he’s bigger, he’s stronger and he’s a lot meaner.

Well, I’d better tell you about my story before I fall asleep.

It all started at Intermediate when my mum said the doctor thinks it would be easier for you to see with some glasses. And you kind of can’t fight with the doctor, so I got glasses.

On the first day of school, a kid named Aaron came up to me and said ‘Hey Four Eyes. Got any money?’

Since it was my first day. I said ‘Yeah’.

So he gave me a wedgie and took my money.

This happened every month, every week, every day. So after only my first week at school, I was too scared to go back. It was always the same “Hey four eyes. Got any money?”

I didn’t want to tell mum because you know how they get. They always make a big deal about it and everyone at school thinks you’re a mummy’s boy and that would make things even worse.

So, I decided not to tell mum.

I don’t know why, but he always seems to pick on the new kids. Is it because he wants to feel big and that he is the boss? And he always seems to think of some unkind name to call them.

I was just thinking about that, when guess who walked up to me and said “Hey Four Eyes. Got any money?”

What a time to say ‘No!’

Just before he was going to slug me, the home bell rang. He still slugged me.

When I got home I couldn’t very well hide a bleeding nose and bruised cheek.

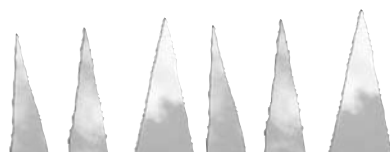
Then the next thing I heard was ‘Oh dear, what happened?’

And out it all came – the name-calling, the wedgies and having my money stolen.

So Mum rang the principal and he talked to Aaron and now I never have to give anyone any money.

Yeah, I guess telling someone was a good idea. So now I’m a bully free kid.

*Adapted from a story by James Mackinlay, John McGlashan College, Dunedin. Printed in **Stop Bullying –A Collection of Children’s Short Stories**. Telecom and New Zealand Police. 1998*





## Bank Activity 8

### It's Illegal

#### Purpose

Students will realise that some bullying behaviour can break the law.

#### Focus

Form classes, peer leader led classes or across whole forms within the same time frame.

As an extension activity for the Health Module.

#### Resources

**Copysheet G It's Illegal** page 19

Police education officer or other police resource person – optional

#### Activity

- 1 Students can work in pairs, or individually for this activity. Give each person, or pair, **Copysheet G It's Illegal**  
  
Invite them to consider each situation and to match it up with the law from the second column that they think it is breaking.
- 2 Either the teacher, or the police education officer, gives the correct answers and explains the penalties that follow if that law is broken.

#### Correct Answers

- 1 *Aggravated Robbery - D*
- 2 *Assault - H*
- 3 *Male Assaults Female - G*
- 4 *Wilful Damage - B*
- 5 *Exhibiting Objectionable Publications to a person Under 18 - F*
- 6 *Intimidation or Threatening behaviour - C*
- 7 *Damaging or Interfering with Computer System - A*
- 8 *Minor Drinking in a Public Place - E*

## It's Illegal

Situation	Law
<b>1</b> At the skateboard ramp, a gang of kids comes up to Wayne, pushes him over and takes his jacket and skateboard.	<b>A.</b> Damaging or interfering with computer system - section 250 Crimes Act 1961 prohibits intentionally or recklessly damaging a computer system or accessing a computer system without authorisation. <b>Maximum penalty</b> 7 years imprisonment or 10 years if he or she knows or ought to know that danger to life is likely to result.
<b>2</b> Yesterday Devi was having a drink, when some kids pushed her head down on to the drinking fountain and cut her lip.	<b>B.</b> Wilful Damage – section 11 Summary Offences Act 1981. <b>Maximum penalty</b> 3 months imprisonment or a fine not exceeding \$2000. Damaging someone else's property is an offence.
<b>3</b> Sam and Page were at a party. Sam said Page was not to dance with anyone but him. When she did, he punched her in the face and knocked her over.	<b>C.</b> Intimidation – section 21 Summary Offences Act 1981. <b>Maximum penalty</b> 3 months imprisonment or a fine not exceeding \$2000. Or: Threatening Behaviour –Section 4 Summary Offences Act 1981.
<b>4</b> Ross has been getting hassled because sometimes he needs a wheel chair. Yesterday the tyres on the wheelchair were slashed.	<b>D.</b> Aggravated Robbery – section 235(1) (b) Crimes Act 1961. <b>Maximum penalty</b> 14 years imprisonment. Two or more people rob any person.
<b>5</b> At work after school, Shona's boss always makes her work in the back room. There he makes her look at pornographic magazines.	<b>E.</b> Minor Drinking in a Public Place – section 38(3) Summary Offences Act 1981. \$300 fine.
<b>6</b> Tana has to walk home the long way because some of the other kids in the class have threatened to give him the bash if he uses the alleyway.	<b>F.</b> Exhibiting Objectionable Publications to a person under 18 – section 127(4) Films, Videos and Publications Classification Act 1993. <b>Maximum penalty</b> 10 year imprisonment for individuals or \$200,000 fine for companies.
<b>7</b> Vicky hacked into Rochelle's Face Book site, posting malicious rumours and hateful remarks.	<b>G.</b> Male Assaults Female – section 194(b) Crimes Act 1961. <b>Maximum penalty</b> 2 years imprisonment for individuals. There is a separate offence for situations where males assault females. It is more serious, penalty wise, than some other assaults.
<b>8</b> Geoff, who is 17, has got a six pack of beer that he wants his girlfriend, Tukasi, to share with him. Tukasi does not want to drink the beer. Geoff says if she doesn't he will tell her friend a secret Tukasi has told him. They stop at a bus shelter and drink the beer.	<b>H.</b> Assault – section 9 Summary Offences Act 1981. <b>Maximum penalty</b> 6 months imprisonment or a \$4000 fine.

## Taking Action

### Purpose

Students can identify positive words and actions to stop bullying.

### Focus

Form classes, peer leader led classes or across whole forms within the same time frame.

### Resources

**Copysheet H Taking Action** page 21

### Activity

- 1 Divide students into two groups. One half stands in an outer circle, facing inwards. The other half stands in an inner circle, facing outwards ('Donut'). Explain to the class that they are going to be thinking of things that they could say and do to support the victims of bullying and to stop the bullying.

*Note: If the group is large, two 'donuts' could be formed.*

- 2 Read out one of the statements from **Copysheet H**

**Either:** The person in the inner circle tells the person in the outer circle what they would say and do to stop the bullying. Allow a minute for this. The inner circle then moves on one space, another statement is read and so on. After 6 statements, change roles, so that it is the person in the outer circle who is doing the telling.

**Or:** Each pair (one from the inner circle and one from the outer circle) discuss the statement. They collectively decide what they would say and do to stop the bullying. Allow a minute for this. The inner circle moves on one space, another statement is read out and so on.

- 3 If desired, some pairs could be asked to share the solutions they have come up with.

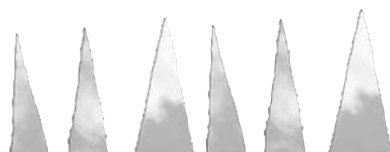
- 4 Conclusion

Remind the class that everyone must share the responsibility for stopping bullying – the person doing the bullying, the people who observe bullying and all those that know about the bullying. It isn't 'just the victim's problem', as many people like to think.

# Taking Action

## Statements

- 1 You see your brother laugh at your little sister's painting.  
*What would you say and do to stop the bullying?*
- 2 You hear your friend's parent tell them yet again that they are useless.  
*What could you say and do to stop the bullying?*
- 3 Someone calls you 'gay' because you are in the school orchestra.  
*What could you say or do to stop the bullying?*
- 4 In town, you see some bigger students that you don't know push someone younger. The person falls over, grazes their knee and start to cry.  
*What could you say or do to stop the bullying?*
- 5 A dog is tied up in the front garden. When some school kids go past, they always throw stones at it.  
*What could you say or do to stop the bullying?*
- 6 Every night at camp you watch some of the kids making fun of the same person in the shower.  
*What could you do or say to stop the bullying?*
- 7 The coach has left the same person sitting on the bench for the last four games.  
*What could you say and do to stop the bullying?*
- 8 When the class laughed at someone's answer, you laughed too.  
*What could you say or do to stop the bullying?*
- 9 Every time I go to the local dairy I make a racial comment directed at the owner. I make my friends do it too.  
*What could you say or do to stop the bullying?*
- 10 Someone sends you a text message which is gossip about someone in your class, and asks you to send it on to all your friends.  
*What could you say or do to stop the bullying?*
- 11 You have a medical condition and have to go to the toilet a lot. People are making nasty remarks.  
*What could you say or do to stop the bullying?*
- 12 Your parent has just lost their job. You can't afford to go on the school trip. The class is giving you a hard time, saying that you think you're too good to go away with them.  
*What could you say or do to stop the bullying?*
- 13 When your mates shut someone in the changing rooms, you help keep the door closed.  
*What could you say or do to stop the bullying?*
- 14 Your friend tells you that at work the boss is always getting too close and making sexual suggestions.  
*What could you say or do to stop the bullying?*
- 15 You are always being hassled by the other kids because of your skin colour. The teacher doesn't do anything to stop it.  
*What could you say or do to stop the bullying?.*
- 16 Someone has posted a mean fake profile on the web. You are thinking about being friends with that fake profile.  
*What could you say or do to stop the bullying?*



## Interviewing Adults

### Purpose

Students will investigate adults' experiences of bullying.

### Focus

A two lesson activity for Year 9-10 English classes

### Activity

- 1 Explain to students that they are going to be interviewing adults to find out their experience of bullying, so that they can compare the adults' experiences with their own. Invite each student to identify someone they would like to interview. This could be a parent or caregiver, a neighbour, a family friend, an older friend, a teacher or a coach.
- 2 Review techniques for interviewing. Work with the class to develop a list of interview questions, that would cover:
  - *Types of bullying experienced*
  - *How they felt about being bullied*
  - *Short term effects of being bullied*
  - *Long term effects of being bullied*
  - *Ways that bullying was resolved.*

Each student will need their own copy of the survey.

- 3 Students interview their chosen person.
- 4 In the next lesson, put students into groups of 5-6. Ask them to process the information that each of them has gathered by putting it into a chart like the one below.

<b>Types of Bullying</b>	<b>Feelings about Bullying</b>	<b>Short term effects of Bullying</b>	<b>Long term effects of Bullying</b>	<b>How bullying was handled</b>

- 5 Bring the groups back together. Use the following questions to help students compare their findings with present day experiences of bullying.

*Ask: How are the bullying incidents the same or different from those today?*

*Were any incidents of bullying using technology reported?*

*How do people's feelings about bullying compare with the feelings of victims today?*

*In what ways are the short term effects different from those today?*

*What have the long term effects been?*

*What sort of strategies were used to overcome bullying.*

*In what ways are these strategies the same or different from those used today?*
- 6 Findings could be published in the school newsletter.

## Creative Writing

### Purpose

Students will have the opportunity to explore their feelings about bullying behaviour through creative writing.

### Focus

Year 9-10 English classes

*Note: This activity could be carried out as a competition across Years 9-10.*

### Resources

**Copysheet I** *The Struggles of a Life Time* page 24-25

**Copysheet J** *No harm Meant* page 26-27

### Activity

- 1 Read one or both of the stories from the copysheets to the class. Discuss how effective these were at getting the message across.
- 2 Explain that each member of the class is going to do some creative writing around the bullying theme. Discuss the possible forms of creative writing they could use, and the various merits of each. They could include:
  - A poem
  - New lyrics for a popular song tune they like
  - A letter to the editor of the local newspaper
  - A short drama that could be performed in assembly
  - Anti-bullying messages to be posted on the school's website or Bebo page
  - A short story
  - A cartoon strip with speech bubbles and captions
  - A Power Point presentation for a parents' evening on the positives and negatives of new ICT
- 3 Students carry out their creative writing.

### Follow-up

Students work could be presented in class, assembly, the school newspaper or local newspaper.

## ***The Struggles of a Life Time***

“Yah, I’m going higher”, my best friend Marcus said, as we put all the energy we had into making ourselves go higher.

“Yeah, well I’m catching up”, I protested, as I swung. It was our daily swinging contest, in which Marcus and I always competed very hard, and, until this day, I was the undefeated champ.

Then out of the blue I noticed that I was slowing down. “Hang on a minute,” I said to myself. “What’s going on here? I shouldn’t be slowing down.”

I was puzzled, but then my questioning turned to fear, as suddenly my whole body went numb. It was like a black wave travelling down my body and I couldn’t control it. It continued sweeping over me. I looked down at my legs and they were locked up and not moving. What was going on? What was happening to me?

I couldn’t control any part of my body – and I was so scared. I didn’t know it at the time, but this was the start of a horrible illness that I would struggle with every day of my life. The illness is arthritis and it will always be the struggle behind my smile.

I am now sixteen, and arthritis has affected all aspects of my life – my physical and social abilities, as well as my emotional well-being.

Over the year, I have missed out on a lot of schooling. Last year, when I was in Year 11, I was having a great deal of trouble keeping up with the work. I found it really hard to grasp concepts in subjects like maths and science, because I wasn’t at school often enough. In the end, I passed and got three subjects out of five. However, it was a struggle to achieve this because of the work missed and the lack of reinforcement of things I had learnt earlier.

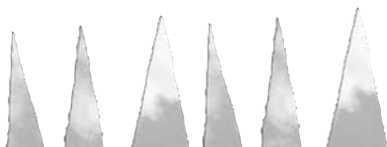
The pain that has come with arthritis is mind-boggling. People who don’t suffer from arthritis think the pain is like glass stabbing into your bones. For me, that is only half of it. The pain that I feel can come in all forms. It can be a stabbing pain; it can be a pain that just won’t go away; it can be a pain that feels like a thousand burning horseshoes, jabbing every few seconds – but always, always it is a pain that hurts. The pain is so much that you just want to burst out crying for the rest of your life. It can hurt so much that you want to rip your whole leg off, or you think you are going insane because it just won’t stop. There have been times when I haven’t been able to walk because the pain is so intense.

I have gone through many different forms of pain relief over the years; cocktails of pain killing drugs; Tens machine; wheat packs; crutches; bed rest; hot baths. I have had many trips to the operating theatre for steroid injections to take the pain away from my hip. I try and forget about it by watching TV, playing Playstation, using the computer and being with my friends and family. But the pain always comes back, and the pain can get so bad that you would die, just to get away from it.

In Year 9, my life came apart. I was told I wasn’t allowed to play any more sport, because of my hip. I was angry at my Arthritis. I was then told that I couldn’t even play games and run around with my friends. I was to stop doing anything physical. This non-participation has been hard, especially at college. My college is very sports-orientated, and I have been criticised by boys who don’t understand my condition or my reasons for not playing sport.

People don’t believe that someone my age can get Arthritis. It seemed that no matter how I explained it to them, they still didn’t click. Because I couldn’t play sport, I was left behind socially. I guess people didn’t want to hang around with someone like me. Through my school years I have struggled with groups, and I have struggled to get acceptance from them. I was seen as an outcast because of my Arthritis and nobody wanted anything to do with me.

When I started college I was introduced to a new reaction to my Arthritis. This new response was bullying, and it hit me full on. In my first year of college I experienced it all – teasing, jokes at my



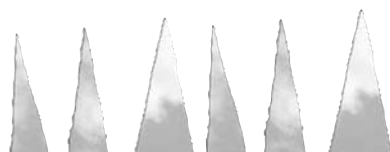


expense, and sometimes people would kick my crutches out from under me. However, the friends that I have made have been very caring and supportive, and they have accepted me for who I am. They have been my true friends, and I cherish their friendship.

Strangely enough, I have gained so much from having Arthritis. I have received so much support and love from family and friends, and this has helped me get through the worst times. And I am so thankful for it. I have gained courage, courage to go through operations and other scary things I have had to face. Courage to cope with the taunts and unkindness of some. I have gained maturity. I have had to grow up quickly in order to cope. I have gained self-confidence throughout the hard times, such as starting college, and have been able to persevere to Year 12.

It has been a struggle of a life so far – but I have made it.

*Abridged version of the true story by Philip Grace*



# No Harm Meant

by David Hill

It starts on the first day.

He comes in through the school's front gate. His bag is new and all wrong. Nobody else has one you carry by the handle. He'd asked his mother for one he can wear on his back, but she'd said 'Nonsense, you need one to protect your books properly.'

Just inside the gate, a voice hails him. "Hey, turd! You a turd former? You look like a turd." A group of older boys - Year 10 probably - are watching him.

Later, he thinks of what he should have done. If he'd just grinned and kept going, or if he'd toughed it out, told them to stuff off, it might have been all right. Whatever....

Instead, he hears himself mumble, "Shut up." Instantly, they're at him.

"Watch your mouth, turd!".... "Look at his bag, boy!" another calls. "That's a poof's bag!"

Hands grab the bag from him, toss it backwards and forwards. "Don't catch it, Jarrod!" a voice yells. "You'll turn into a poof, too!" The bag goes skidding across the concrete.

Next morning, he's moving from Maths to Art along still-unfamiliar corridors. A shoulder rams him from behind; he staggers, trips over bags. "Watch it, dick!" a girl complains. He thuds into the corridor wall, grunts "Oof!" Two of yesterday's bag-slingers are smirking at him. "Oof from a poof!" one laughs.

He has lunch on a bank beside the sportsfields, with two guys from his form. He's only just met them, but they seem OK.

When a voice calls, "Hey, you guys poofs, too?" The other two look bewildered. The Year 10 boys are standing behind them. They don't do anything except jeer, but next day, the two guys from his form head off to eat lunch with other kids.

Why doesn't he tell a teacher? Because.....well, you just don't do that. Anyway, would a teacher do anything? Even if they did, the year 10 guys would just go underground for a while, then they'd be worse than ever.

Why doesn't he tell his mother? She can see there's something wrong; she fusses over him. He pictures her arriving at school to complain. No, it's impossible.

Two weeks go by. Then another two. It doesn't get any better.

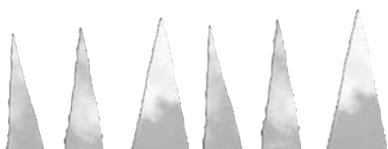
One interval in the school canteen, he's pushed out of the queue by a fat, stubble-headed guy from the Year 10 gang. "Turd formers at the back!" the fat guy sneers. Some girls laugh. So do the two boys from his form.

it isn't always shoves and pushes. A lot of the time it's just jeers and insults. Looks, even. He's come to know that words can bully, too.

The fifth week is nearly over when he comes out of Science at the end of morning lessons and sees the Year 10 kids waiting.

He keeps his head down, tries to walk past. It's working! They aren't taking any notice of him!

Then a jet of water hits his bent head, plastering hair to skull. He looks up, startled, and sees one of the boys pointing a plastic drink bottle at him. "You're bloody wet, poof!" the boy laughs.



A second squirt hits him from another bottle, all across the front of his shorts. "Aw, couldn't poof wait to go to the toilet?" the fat boy's voice crows. A group of passing girls burst out giggling.

Two more bottles send water spraying over him. His shirt is soaked, too. "Jeez, you're a drip!" voices tell him.

Hands grip his elbows. "You can't go back into class like that, poof. You'll have to dry out." He's marched out to the sports field, pushed towards the grass. "Run round, eh? That'll dry you."

He turns on them, starts to say something. Fists and faces meet him. "You bloody run, poof!"

So he runs. Round the sports field. And round again. The Year 10 boys stand on the sideline, yelling at him to keep going. A couple head across to the far side, to make sure he can't escape that way.

By the end of lunchtime, his face is red and streaming; breath rasps in his lungs. His clothes are still damp; sweat has replaced anything that's dried out.....

He drags himself to afternoon lessons. He drags himself home. He shrinks a little more each week. He could have been someone. Instead, he tries to make himself nothing - unnoticeable; invisible. He spends his school life trying to find somewhere to hide.

He's a victim now, locked into his part. The Year 10 guys are locked into their parts, too. Maybe they'll see that, some day. For now, though, there doesn't seem to be any escape.

## Notes for the Facilitator

**1** The ending of this story portrays, unfortunately, the only option that victims often think is open to them. They have to put up with the bullying because nothing can be done to stop it.

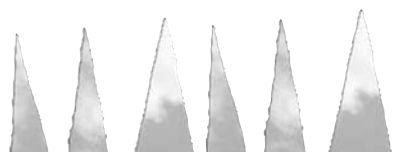
It is very important that the person reading the story makes it quite clear to students that at this school there are other options. We suggest you say the following:

*The boy in this story was a victim of severe bullying. He did not deserve this, and should not have had to put up with it. He took the only option that he thought was available to him – that was to try to make himself invisible and to put up with the bullying. It was tragic that he didn't feel that there was anyone who could help him.*

*Things are different in this school. There are people here who will listen and act when you tell them you have been bullied. If you are a victim of bullying, tell someone today. It could be (me, your teacher, the principal, the guidance counsellor....). It doesn't matter who, just tell someone. And we will do something to make this bullying stop.*

**2** The boy in the story is bullied because he is perceived as being different – and this has been translated as being 'gay'. Homophobia is common in schools, especially secondary schools. Boys, especially, often fear that they may be homosexual, or have a fear of homosexuality based on ignorance, or heterosexist prejudice and so they counter this by making homophobic jokes and ridiculing anything they perceive as being linked to homosexuals.

*This is a difficult issue for a school to deal with, but it does need to be dealt with. After reading the story it is important to make a strong statement about how the school respects and values diversity in its students, whether that is religion, skin colour, sexual orientation, academic ability or any other difference.*



## Pick the Person

### Purpose

Students will identify desirable personal qualities.

### Focus

Form classes, or Year 13 facilitate with Years 9 or 10.

### Resources

**Copysheet K** *Pick the Person* page 29

### Activity

- 1 Students could work in pairs or individually for this activity. Give each student **Copysheet K**. Go over any terms that may be unfamiliar.

Invite them to tick the following, in the appropriate column:

- a) Tick the qualities that they think a good leader would have.
- b) Tick the qualities that they think a person who bullies might have.
- c) Tick the qualities that they think best describe themselves.

★

- 2 At the bottom of this page a symbol is given for each quality on **Copysheet K**. Read these out and ask students to record them in the blank left hand column of the chart on **Copysheet K**.

Tell students that the qualities with a '★' are most likely to be the qualities of a leader. The qualities with a 'X' are most likely to be the qualities of a person who bullies others. The qualities with a '!' could be either, or neither.

Ask students to check the choices they have made.

Ask: *What have you learnt about yourself?*

*Do you think this is fair?*

*Is there anything you want to change about yourself?*

*Who could help you with this?*

*Note: It may be safer to ask students to write or think about answers to these last questions, rather than to get them to share their responses.*

#### Symbols

1 ★, 2 X, 3 ★, 4 ★, 5 X, 6 X, 7 !, 8 ★, 9 ★, 10 ★, 11 X, 12 !, 13 ★, 14 !, 15 !, 16 X, 17 !, 18 ★, 19 ★, 20 X, 21 X, 22 ★, 23 !, 24 !, 25 X, 26 !, 27 X, 28 X, 29 X, 30 ★, 31 ★, 32 ★, 33 !, 34 !, 35 ★, 36 X, 37 X, 38 ★, 39 X, 40 X, 41 !, 42 !, 43 !, 44 ★.

## Pick the Person

- 1 Tick the qualities that you think a good leader would have. Do this in the column headed **A Leader**.
- 2 Tick the qualities that you think someone who bullies might have. Do this in the column headed **Someone who bullies others**.
- 3 Tick the qualities that you think best describe you. Do this in the column headed **You**.

Symbol	Quality	A Leader	Someone who bullies others	You
	1 good listener			
	2 control others			
	3 kind			
	4 gives time			
	5 tough			
	6 sly			
	7 popular			
	8 trustworthy			
	9 genuine			
	10 problem solver			
	11 frightening			
	12 clever			
	13 sense of humour			
	14 strong			
	15 cool			
	16 aggressive			
	17 cheeky			
	18 truthful			
	19 thoughtful			
	20 cruel			
	21 insensitive			
	22 loyal			
	23 happy go lucky			
	24 submissive			
	25 dominating			
	26 inclusive			
	27 weak			
	28 unkind			
	29 manipulative			
	30 compassionate			
	31 sensitive			
	32 supportive			
	33 generous			
	34 punctual			
	35 sensible			
	36 macho			
	37 dishonest			
	38 decision maker			
	39 arrogant			
	40 sneaky			
	41 shy			
	42 cautious			
	43 cheerful			
	44 wise			

## Snakes and Ladders

### Purpose

Students will identify examples of bullying and strategies to overcome it. They will assist other students to come to the same understandings.

### Focus

Year 13 students, who then trial the game with Year 9 students.

### Resources

**Copysheet L *Snakes and Ladders*** page 31

### Activity

- 1 Students, working individually or in pairs, complete the Snakes and Ladders board by adding:

- a) Snakes which describe examples of bullying
- b) Ladders which describe positive strategies to overcome bullying

Ask students to set the game in any or all of the following contexts:

*Work place, playground, classroom, student boarding house, cyberspace, community, home, sports field*

- 2 Each student, or pair, trials their game with a small group of Year 9 students. Modifications should be made as required. The completed games can now become part of the Activity Bank.

# Snakes and Ladders

A Snakes and Ladders board is provided below. Some examples have been given.

Complete the Snakes and Ladders Board by adding more snakes and ladders. Remember that:

- Each snake has an example of bullying at its head.
- Each ladder has a way to overcome bullying at its bottom.

48 <b>FINISH</b>	47	46	45 Your father constantly shouts at you	44	43
37	38	39	40	41	42
36	35	34	33	32	31
25 You listen when a friend tells you about being bullied	26	27	28	29	30
24	23	22	21	20	19
13	14	15	16	17	18
12	11	10	9	8	7
1 <b>START</b>	2	3	4	5	6

## Safety in Numbers

### Purpose

Students will understand that it may initially be difficult for people with different backgrounds to work together. They will explore ways of overcoming this.

### Focus

Health Lesson

Year 12-13 form time

*Note: Remind students of class guidelines for behaviour before beginning this activity. It is advisable to pick strong, confident students to be Zygons, as they are less likely to be upset by this role. Debrief them carefully afterwards. Set clear safety guidelines before beginning this activity.*

### Activity

- 1 Put students into small groups. The information given to each group should be kept confidential.

- a) Give all groups except one the following brief.

*You are a group of teenagers at this school. Make a list of your characteristics*

- b) Give the remaining group a different brief.

*You are Zygons. You have the following characteristics:*

- *You are always moving to avoid human contamination.*
- *You have no sense of time or morality.*
- *You turn your backs on people you are speaking to.*
- *You answer 'zalk' to all questions.*
- *You hum as a means of conversation.*

*Talk about the implications of these characteristics.*

- 2 Regroup the class, making sure that there is at least one Zygon in each group. Remind the students to keep in role. Give each group the following task to complete.

*You are to plan an activity that your group could carry out in the next form time. You have \$50 to spend. This will only happen if you reach a consensus within your group.*

- 3 Observe the behaviour of the groups as they set about the task. Allow sufficient time for groups to discover the difficulties of working together when there are differences within the group and when not all members understand one another. Bring the groups back together. Take students out of role.

*Ask: Did any group manage the task successfully?*

*What did you do to achieve this?*

*If you didn't, why didn't you?*

*What difficulties did the Zygons face during this task?*

*Why was this?*

*What difficulty did the teenagers of this school have during this task?*

*Why was this?*

*What could have been done to make it possible to work together?*

Put some ideas from the group up on the board.

- 4 Put students back into their groups, in role. Ask them to try some of the ideas listed on the board, to see how successful they are.



# What Sort of Bullying?

### Purpose

Students will identify and label different types of bullying.

### Focus

Health Class

Form time

### Resources

**Copysheet M Bullying Situations** pages 34-35 –cut up and made into sets for group work

### Activity

- 1 Put students into small groups. Give each group a set of cards made from **Copysheet M**. Ask the students to group the situations into like types of bullying. They then give each grouping a label, such as racial discrimination, cyberbullying or homophobic bullying. Students could add one example they know of to each of their groupings.

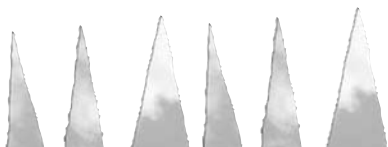
Students can share their groupings if desired. Set clear safety guidelines before beginning. This is particularly important as some of the members of the class may be either the victims or perpetrators of some of the examples on bullying given here.

- 2 Ask:  
*Which of these types of bullying is worst?*  
(Answer: All types of bullying can be equally damaging.)  
*Are any of these types of bullying acceptable? Why or why not?*  
(Answer: Bullying is never acceptable.)  
*Is there any excuse for any of these examples of bullying?*  
(Answer: Bullying is never justifiable.)  
*Do any of these people deserve to be bullied?*  
(Answer: Bullying is never the victim's fault.)

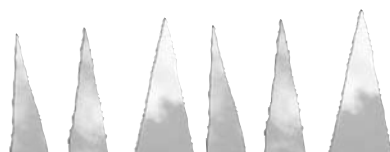


## Bullying Situations

A car salesperson refuses credit to a new immigrant.	Christian group members are teased by their peers.
Susan's boyfriend is pressuring her to have sex. He says everyone else is doing it and he will drop her if she refuses.	A young, gay student is preached at constantly by fundamentalist Christians who can't accept this person's sexual orientation.
James' friends pressure him to drink alcohol and take drugs at parties on the weekend.	A small group of girls are spreading malicious rumours about a teacher and have posted these on the school's Bebo page.
Crystal is ignored because she is going out with a boy from the wrong school.	Year 10 students carry out initiation ceremonies with new Year 9 students.
The in-group decides what's fashionable and what's not. They will only allow certain kids to wear the cool stuff.	Foreign, fee-paying students are taunted for getting preferential treatment because of the money they have paid.
The school has banned Mark, because he insists on wearing long pants to school, instead of the regulation shorts. He has a deformed leg, which he wants to conceal.	One of the sports coaches really gives the girls a hard time. He is always making them run round the field as 'punishment, or getting them to do push-ups while he watches.
The girls in the class are tired of the remarks that some of the boys make about their bodies on IM.	The boss gives the newcomers all the crap jobs. They are forced to work late with no extra pay.
Robbie is very conscious about the size of his ears. One older student in particular always gives one of Robbie's ears a twist when he is passing.	Senior students demand money to protect juniors at the canteen.
Some of the Year 13's have refused to let some Asian students into the common room. They say it is for New Zealanders only.	Julie is called a 'dumb blonde' if she ever gets an answer wrong in class.



John, who has restricted vision, is called 'blind bat' by other students. This is very hurtful, as he is going blind.	Senior students are forcing younger ones to steal food from the local dairy.
Somebody keeps leaving Tyrone text messages telling him how useless he is and what this person is going to do to him.	Nui is sick of hearing other kids 'that's so gay.'
Someone has hacked into the school data base and has altered a student's exam results to a fail mark.	Shane's parents are constantly putting him down and telling him how much smarter his little brother.
Cathy refuses to have sex with her boss. She is given her notice a week later, the reason given being that she is unreliable.	A female student (Maori) complains about a teacher who refuses to accept her assignment because it was a day late. She knows he has accepted late assignments from other students.
Dad makes all the decisions in the family. Mum has to go along with them, no matter what she thinks, because she is too scared to do otherwise.	A group of kids give another student the bash after school. They say the same thing will happen tomorrow if anyone is told about this.
Vijay works in a fast food outlet at the weekend. Some of the older staff are making his life a misery, pushing him around, and trying to get him into trouble.	One of Tim's friends says he'll post a rude picture of Tim unless he hands over the password to a high level character Tim has in an online game.
One of the teachers calls Brian 'thicko' and encourages the other students to laugh when he gets something wrong.	Nobody at the school will report bullying for fear of reprisals by those who bully.





## Bank Activity 16

### What's Hot, What's Not

#### Purpose

Students will consider the way that they are manipulated into behaving in certain ways by media and advertising.

#### Focus

Form time or across whole forms in the same time frame.

#### Resources

**Copysheet N** *What's Hot, What's Not*. page 37

Alternatively, this could be put up on the board for students to copy.

#### Activity

- 1 Give each student **Copysheet N**. Ask them to complete this, considering such categories as clothing, music, food, movies, hair, actors, accessories, electronic gear, shoes, entertainment.

- 2 Results of this could be graphed on the board, to determine the similarity of students' responses.

*Note: Care will need to be taken to ensure that all students feel safe during this activity, particularly those who may not be considered 'hot' by the others. It needs to be stressed that young people who are individuals and don't feel the need to conform in the way above are to be admired.*

Ask:     *Why are these things hot?*  
          *Who says so?*  
          *Why do you believe them?*  
          *Why will some of these things become 'not hot' in the future?*  
          *What do you think of people who don't do 'what's hot?'*  
          *Why do you think this?*

- 3 In small groups invite students to discuss the following statement:

*The media bullies young people into wanting certain things. Young people bully their parents into letting them have these things. Young people bully each other to conform.*

## What's Hot, What's Not

Write down what you think is hot and what you think isn't. Consider music, clothes, actors, movies, food, hair, accessories, electronic gear, shoes, and entertainment.

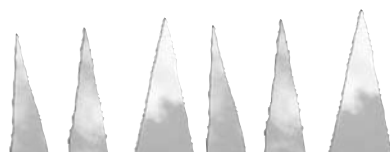
You can write as many items under each heading as you like.

### What's Hot

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### What's Not

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## The Abuse Cycle

### Purpose

Students can explain the cycle of abuse that exists in some families.

### Focus

A full lesson, perhaps in Health and Physical Education or in English.

### Resources

**Copysheet O Profiles** page 39

### Activity

- 1 Put students into 6 groups each representing one of the following people:  
*Johnny, Mum, Dad, Principal, Dean, Counsellor*  
  
Give each group the appropriate profile card and ask them to work out a little more detail for their 'person'.
- 2 Explain that a meeting has been called because Johnny has been getting into trouble at school. Each group can send one representative to the meeting. Invite the group to spend some time deciding what they want their 'person' to say, or how they want them to behave, at the meeting. The objective of the meeting is to find a solution to the problem.
- 3 The representatives come together and the meeting takes place. Ask each member of the meeting what they think about the outcome and why they think this. Ask the same question of the rest of the class. Take everyone out of role.  
*Ask: Do you think Johnny is a 'bad' kid? Why or why not?*  
*Why do you think this family is caught up in abuse?*  
*What do you think a long-term solution might be?*

# Profiles

## Johnny

I'm in Year 9. I've got two little brothers and I spend a lot of time looking after them, getting them off to school and getting their tea and stuff. The problem is that Dad drinks too much. When he is like that he hits Mum and shouts at all of us. Mum mostly lives with Gran because she feels safe there. Then she thinks its okay and comes home and it all starts again. I don't get any time for homework. I spend most of my time cleaning up after Dad and watching out for the others. I'm too tired, and anyway who cares about school with all this going on.

## Dad

I'll be okay when I get work. I'm just going through a bit of a bad patch right now. I know I get on the booze a bit, but what else is there. Yes, sure I give the wife the odd tune-up – just like my old man had to do with my Mum. It keeps them in line. I do want the best for my kids . That Johhny's a bit of a loser though – always in trouble at school. I don't know what's the matter with him.

## Mum

I've got nowhere to go really. I can't leave home altogether because of the kids and money's tight when I stay with my Mum. I know Bruce doesn't mean it when he hits me. I probably deserve it, because I am stupid sometimes, just like he says. Anyway I know he loves me really. The kids are good kids. I rely on Johnny – lean on him too much really. I don't know why the school has to pick on a boy like him. Just stirring things up.

## Principal

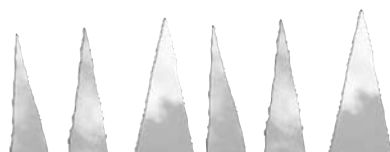
I've asked the Dean to call this meeting and to chair it. It's hard to know what to do for the best. This family has always had its problem – the father's always out of work and money is really tight. The counsellor tells me the father is free with his fists when he's drinking. Let's hope we can come to some solution about young Johnny. I don't think he's a bad kid at heart.

## Counsellor

I'm really worried about Johnny. That poor kid has got so much on his plate. He just boils over at school sometimes and lashes out. And who can blame him. He's having to take on responsibility beyond his years. I've had a talk with CYF about the family, but I don't want to break them up – or to lost touch with Johnny. He's just starting to open up to me and to think he has at least one friend in the world and I don't want to lose that. I suppose the father will come in all aggressive – probably give young Johnny a hiding as well as his mum afterwards.

## Dean

I've had enough of that kid. I've got everyone on my back about him. Teachers grizzling that he's cheeky and late for school, never does his homework. They're a rough lot that family from what I've heard. Now the principal has asked me to call this meeting, and to chair it. I can't see it doing much good really. It's pretty hard to change ingrained behaviour.





## Bank Activity 18

# Stopping the Bullying

### Purpose

Students will attempt to find solutions to bullying problems.

### Focus

Form time.

### Resources

**Copysheet P *Stopping the Bullying*** page 41

### Activity

Give each student **Copysheet P *Stopping the Bullying***. Ask them to complete both columns for each situation. After sufficient time, ask individuals to team up into small groups to share, and add to their copysheet.

Ask: *Do any of these bullying situations occur at our school?*

*Would the solutions you have put down work here? Why or why not?*

*What could you do to help?*

**Remind students that in this school it is safe to tell. The first step is stopping bullying is telling someone about it.**



# Stopping Bullying

Bullying Situation	This could be prevented by...	But if it still happened, you could..
Violence is an accepted form of behaviour in School A, on the sports fields and in the classrooms. It is a tradition of the school.		
School B is a very multi cultural school. Many of the different races will not tolerate each other. This includes not being in the same group, eating together or working together. This spills over into racial hatred and bullying.		
The first fifteen is the pride of School C. Team members are treated like heroes. They have the reputation of getting any girl they want. This is done by coercion and force.		
Students at School D control each other by manipulation and malicious rumour. You toe the line or you're in the firing line.		
Those who are academically bright are scorned in School E. So everyone tries to be average. No-one wants to do well. Tall poppies are cut down.		



## Activity 19

# You've got the Look

### Purpose

Students can explain that teenagers have strong influences to dress and act in certain ways.

### Focus

Health class, Art class or Year 13 facilitates with Year 9.

### Resources

**Copysheet Q You've got the Look** page 43

Alternatively students could draw their own figures.

### Activity

Students can work individually, in pairs or in groups for this activity. Hand out **Copysheet Q You've got the Look**. Alternatively, students could draw their own figures, if the copysheet is unsuitable.

Invite students to dress and label the male and female figures to show what the current trendy way to look is. This should include hairstyles, clothes, accessories.

*Note: Care will need to be taken during this activity to ensure that all students feel safe, including those who it may be considered 'don't have the look'. It needs to be stressed that students who are individuals, and don't feel the need to conform are to be admired.*

When the drawings are completed, ask:

*Who decides that this is the look?*

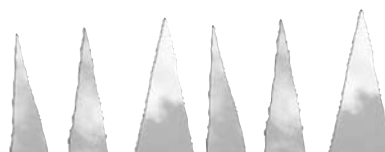
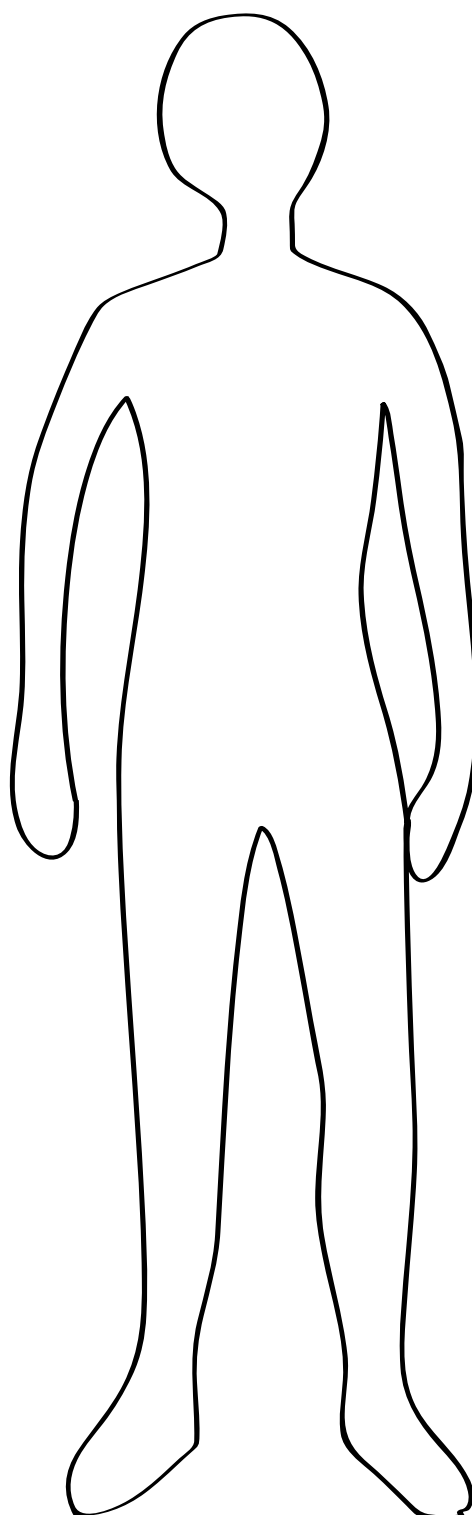
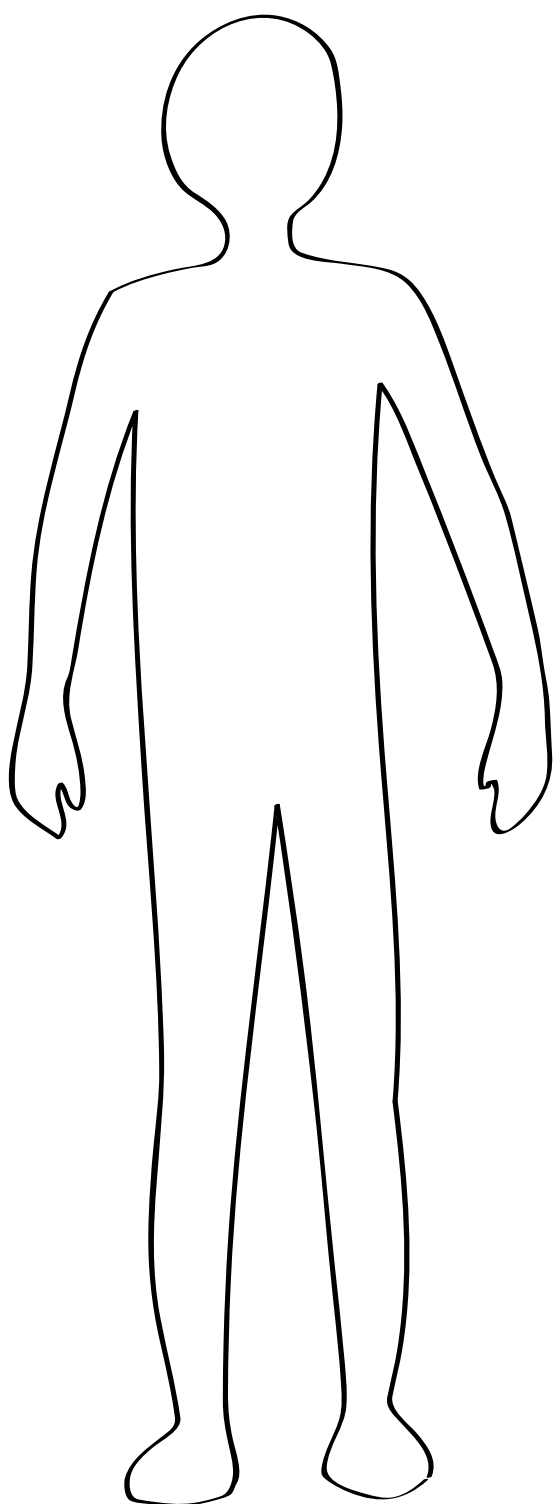
*What do you think of people who don't have the look? Why do you think this?*

*What will make the 'in' look change?*

*Who is bullying who?*

## You've got the Look.

'Dress' the people below to show what the current 'in' look is. You can include clothes, shoes, hair and accessories. You can use labels to describe things if you like.



## What's Your View?

### Purpose

Students clarify their thinking about bullying. They consider opinions that may differ from their own.

### Focus

Form time

### Activity

- 1 Explain to students that you are going to give them some statements about bullying. They are going to have to decide if they agree or disagree with these, and work out why they hold that opinion.

*Note: This activity could be done as a physical continuum line along the floor, by a show of hands or by students holding up cards on which agree or disagree is written. The advantage of the physical continuum is that it allows students to be at different positions, rather than be in absolute agreement or disagreement. However, for some students this may be more threatening. The teacher needs to consider what method would suit the class best, and should ensure that safety guidelines are in place.*

- 2 Read out one statement. Ask students to indicate if they agree or disagree with it. Ask some students to explain their viewpoint. Allow discussion around the topic.

Repeat the process with some or all of the other statements.

### Statements

*Bullying makes a man of you.*

*Cyberbullying is a feature of many young people's lives.*

*Bullying is all about power.*

*You shouldn't try to change the culture of the school.*

*Homophobia can hurt anyone regardless of their sexual orientation.*

*Girls don't bully.*

*Punishment is the only thing that bullies understand.*

# When Relationships Go Wrong.

### Purpose

Students identify behaviour that they think is acceptable or unacceptable.

### Focus

Year 13 students to facilitate with Year 9.

### Resource

**Copysheet R When Relationships Go Wrong** page 46

### Activity

Students can work individually, in pairs or small groups. Hand out **Copysheet R When Relationships go Wrong**. Students discuss each situation and decide if it is acceptable or unacceptable behaviour.

Take reports back from each group. After each situation:

Ask: *Was there any additional information you would have liked to know to help you make your decision?*

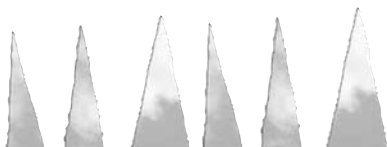
*Why do the people doing the bullying behave this way?*

*How does this make the person being bullied feel and behave?*

## When Relationships go Wrong

Consider each situation. Decide if it is acceptable or unacceptable behaviour and tick the appropriate column.

Situation	Acceptable Behaviour	Unacceptable Behaviour
The teacher orders students to remove rubbish from the classroom.		
After going out for 6 months one partner says it's all over if we don't have sex tonight.		
When a girl's relationship with her boyfriend breaks down she posts abusive, threatening comments about him on the Bebo page.		
Mum always decides what the family has for tea, regardless of what everyone else thinks.		
One friend always decides what the group will do on the weekend.		
Ben only ever gets half a game.		
The boss favours some of the workers over others.		
Dad refuses to allow Mum's mother to come to stay.		
The school councillor tells Mandy to get over it when she complains that other students call her 'lezzie'.		
The coach always gets Carl to put away the gear bag.		
Nan always gives one brother good birthday presents, while the other gets underwear or handkerchiefs.		
Johnno always gives his mates 'dead arms'.		
Kids in the class call one girl 'coconut'.		
They wolf whistle every time Mandy gets into her PE gear.		
When anything goes wrong, the other workers gang together and say it was the newest worker who did it.		



# Workplace Bullying

### Purpose

Students identify workplace bullying that they know about.

### Focus

All classes at form time.

### Resources

**Copysheet S Workplace Bullying Survey** page 48

Alternatively the questions could be put on the board.

*Note: If this survey was conducted right across the school, it would give a fair indication of the sorts of bullying that are happening to students in their out of school jobs. It could highlight the need to:*

- ensure that the whole community understands the approach that the school is taking against bullying.
- identify a need for students to have information about handling workplace bullying. A useful reference could be **Leave Me Alone! At School and Work** by Linda Gilbert, for Youth Law/Tino Rangatiratana Taitamariki, Auckland. 2000

### Activity

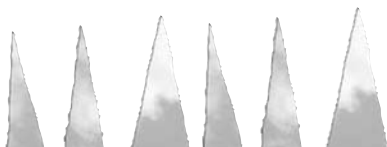
Individually students complete **Copysheet S Workplace Bullying Survey**.

These could be collected and the data collated and analysed by a Year 10 Maths class. Results could be published in a community newspaper.

# Workplace Bullying Survey

To answer the following questions you will need to think about any out of school jobs you have, or to recall workplace experiences that other students have told you about.

- 1**     *Have you, or any young person you know, ever had a hard time at work?*
  
- 2**     *If yes, what actually happened?*
  
- 3**     *Do you think this is bullying? Why or Why not?*
  
- 4**     *How might this have affected the person getting the hard time?*
  
- 5**     *How might it have affected the employing organisation?*
  
- 6**     *How might it affect other workers?*
  
- 7**     *What could the individual do about it?*
  
- 8**     *What could the organisation do about it?*







## Bank Activity 23

### Ivan

#### Purpose

Students can identify bullying and how it makes the victim feel and analyse strategies for overcoming it.

#### Focus

Media Studies, Information and Technology, Social Studies or English classes.

#### Resources

DVD *Ivan*

Video equipment

Computer

#### Activity

- 1 Introduce the DVD *Ivan* to the class. Explain that it has been made by Gabe Page, a Year 12 student at Onslow College in Wellington.

Show the video to the class.

Put students into groups to discuss the following questions:

*Does this sort of bullying happen at our school?*

*How does it make Ivan feel?*

*What does Sara think of the bullying?*

*What does she do about it?*

*Do you think this is an effective way of dealing with bullying? Explain your answer.*

*What message do you think Gabe Page was trying to get across?*

(Sample answers could be: *Bullying is unacceptable behaviour; No-one deserves to be bullied; Everyone has a responsibility to stop bullying; Get to know a person before making a judgement about them.*)

Bring the class back together and take responses from some groups.

- 2 Work with the class to brainstorm some other strategies that could be used to overcome bullying. Discuss how safe and effective these would be. Each student now prepares a script or a short story outlining case of bullying and how it is successfully stopped.

#### Extension

Ask: *Do you think Gabe Page has succeeded in getting his anti-bullying message across?*

*Do you think the video is effective?*

*What things would you do differently?*

*What things would you do the same?*

Working in groups, the class produce their own anti-bullying DVDs or CD ROMs. These should be checked at the script stage to ensure that the messages are in line with those of **Kia Kaha**.

Completed DVDs could be shown to other classes, parents and families, or the Board of Trustees.

## Cyberbullying

### Purpose

Students can identify positive and negative use of various forms of Information and Communication Technology.

### Focus

ICT

### Resources

#### **Copysheet T Information and Communication Technology**

##### *Notes*

*To prevent and manage mobile bullying:*

- *Never give your number to anyone you don't know, especially online.*
- *Ignore a message from an unknown number - don't reply.*
- *Do not reply to texts that are mean or make you feel uncomfortable.*
- *Keep all messages, or take a note of time, date and content.*
- *Talk to your mobile phone company; they may be able to warn the person bullying or block them from the phone network or give you a new number.*
- *Report the bullying to a trusted adult. Contact Police if the person bullying is making harmful threats.*
- *Talk to NetSafe about how to get your phone company to stop the person texting you.*

*To prevent and manage online bullying:*









- *Have a strong password, one that no one (even friends) would be able to guess eg not the name of your pet.*
- *Don't have something obvious as an answer to a secret question eg your favourite food*
- *You can block people who are bullying on social networking sites, msn or email. NetSafe can help you with this.*
- *Keep your password to your self. Only give your personal website address to trusted friends.*
- *Don't retaliate.*
- *Use the online report abuse button.*
- *Save or photograph offending messages, pictures or online conversations as evidence.*
- *Tell a trusted adult and report to the provider of the service.*

### Activity

- 1 Explain that there are many ways that teenagers communicate with each other. Ask for suggestions from the class and list these on the white board.
- 2 Put students into groups and give each group **Copysheet T**. They work together to decide on positive and negative uses of each form of technology. They record their answers in the appropriate column.
- 3 Ask: *If you were a victim of cyberbullying what should you do? (Don't reply, save the message and report it.)*  
*If you receive an inappropriate message about someone else what should you do? (Don't pass it on to anyone else.)*  
*If you are about to send or post a malicious message what should you do? (Think before you act.)*

Ensure that students are all aware of how to handle mobile phone or online bullying. See 'Notes' above.

# Information and Communication Technology

The Technology	Great for:	Examples of Misuse
<p>Mobile Phone</p> 		
<p>Instant Messenger (IM)</p> 		
<p>Chatrooms and message boards</p> 		
<p>Email</p> 		
<p>Webcam</p> 		
<p>Social networking sites</p> 		
<p>Video hosting sites</p> 		
<p>Virtual learning Environments</p> 		
<p>Gaming sites, consoles and virtual worlds</p> 