

Bullying-Free NZ Week

13-17 May 2019

Whakanuia

Tōu Āhua Ake!

Celebrating Being Us!



**TOGETHER WE CAN STOP
BULLYING AT OUR SCHOOL**

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Who we are

Bullying-Free NZ Week is coordinated by the Bullying Prevention Advisory Group (BPAG). BPAG is an interagency group of 15 organisations, with representatives from the education, health, justice and social sectors, as well as internet safety and human rights advocacy groups. BPAG members share the strongly held view that bullying behaviour of any kind is unacceptable and are committed to ensuring combined action is taken to reduce bullying in New Zealand schools. Find out more at <https://www.bullyingfree.nz/about-bullying-free-nz/bpag-who-are-we/>

Bullying-Free NZ Week, 13–17 May 2019

Whakanuia Tōu Āhua Ake! Celebrating Being Us!



Nau Mai, Haere Mai / Welcome

Bullying-Free New Zealand Week starts 13 May 2019 and ends with the Mental Health Foundation's Pink Shirt Day on Friday 17 May.

Our theme is **Whakanuia Tōu Āhua Ake! Celebrating Being Us!**

It's a great opportunity for students to celebrate what makes them unique – such as talents, interests, appearance, disability, culture, beliefs, race, gender or sexuality – and to encourage schools to build environments where everyone is welcome, safe and free from bullying.

Schools that encourage respect, celebrate difference, and promote positive relationships make it difficult for bullying behaviour to thrive or be tolerated. To achieve this, it needs everyone – school staff, students, trustees, parents, whānau and communities – working together.

Make sure your school gets involved in Bullying-Free NZ Week. Run some of the fun and easy activities in this pack and get your school community talking about what bullying means to them.

Bullying affects everyone

Bullying can negatively affect children and young people's physical health, mental health, social development and academic achievement. Often dismissed as an unpleasant part of growing up, research shows bullying is a learned behaviour and harmful to the development of all involved – the initiators, targets and bystanders who witness it.

What is bullying?

Bullying is a word that can have a lot of different meanings for different people. Making sure everyone in your school shares the same definition of bullying is important.

- Bullying is deliberate – harming another person intentionally.
- Bullying involves a misuse of power in a relationship.
- Bullying is repeated, or has the potential to be repeated over time.

Bullying can be verbal, physical and/or social. It can happen in person or online. It can be obvious (overt) or hidden (covert).

Not every unkind thing is bullying

Students, especially young children, are still learning how to get along with others. They need parents, teachers and other adults to model kindness, inclusion, conflict resolution and responsibility.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. These behaviours may be just as upsetting and serious, but may need to be dealt with in a different way.

Bullying isn't something that can be resolved in a week. Students and adults need to work on it throughout the year to be effective.

Use the high-quality information and evidence-informed resources from www.bullyingfree.nz in your classroom as an important part of your school's overall approach to preventing bullying.

Bullying-Free NZ Week Competitions



Get involved in our 2019 competitions!

We want children and young people to write, create, make or compose something to celebrate this year's Bullying-Free NZ Week.

The competition is designed for children and young people to create, develop and promote bullying prevention messages through creative media, in line with this year's theme ***Whakanuia Tōu Āhua Ake! Celebrating Being Us!***

It's a chance for students and schools to promote creativity in dealing with bullying behaviour and to showcase the anti-bullying work of young people across Aotearoa.

Closing date for competition entries is Friday, 31 May 2019 (following Bullying-Free NZ Week).

FREE ENTRY

Entries will be considered by a panel of representatives from the Bullying Prevention Advisory Group in three groups:

- Junior (Years 1-6)
- Intermediate (Years 7-8)
- Senior (Years 9-13).

Winning entries will be selected from each year group and will receive **\$500** worth of technology or other resources of their choice for their school. All students involved in the award-winning entries will each receive a Bullying-Free NZ Award Certificate.

The winning entries will be published on the Bullying-Free NZ website. Check out last year's winners for ideas and inspiration!

Further information

If you have any questions about the competition, please email info@bullyingfree.nz

Promote the Bullying-Free NZ Week theme ***Whakanuia Tōu Āhua Ake! Celebrating Being Us!*** by...



Print

Writing an essay: How my school promotes the theme ***Whakanuia Tōu Āhua Ake! Celebrating Being Us!***

500 words maximum.



PowerPoint

Making a PowerPoint slide presentation.
Maximum 2 minutes long.



Performance

Filming a video, composing a song, or creating a rap.
Maximum 2 minutes long.

2019 competition guidelines

Key Dates

Friday 31 May: deadline for entries.

Monday 24 June: winners announced.

Theme: *Whakanuia Tōu Āhua Ake! Celebrating Being Us!*

Who can take part?

Schools can enter the work of individuals, classes or the whole-school community.

The competition is judged in three groups: Junior (Years 1-6), Intermediate (Years 7-8), and Senior (Years 9-13).

How will the competition be judged?

Entries will be judged by a panel of representatives from the Bullying Prevention Advisory Group. Judges will be looking for entries which best promote the theme *Whakanuia Tōu Āhua Ake! Celebrating Being Us!*

Please note that the **judges' decision is final**.

How to submit your entry

A competition entry form (*page 6*) must be submitted with each entry. Work submitted should be your own original work and must not be copied from any other source.

- Make sure you are clear if you are entering work individually or as a class. Please provide names in full, with correct spelling for if certificates are awarded.
- Submit videos via a Youtube or Vimeo link, or send on a USB stick.
- Presentations must be sent as Powerpoint files.
- Songs must be accompanied by a copy of the lyrics.
- Scanned or photographed work should be sent as good quality, high resolution files.

What is the deadline and where do I send competition entries?

Send competition entries by **5.00pm. Friday 31 May** to:

info@bullyingfree.nz or

Bullying-Free NZ Competition, Level 4, Maturanga House, 33 Bowen Street, Wellington 6011.
PO Box 1666, Wellington 6140.

What happens next?

A winner will be selected from each year group. A number of special merit prizes may also be presented. Entries may be used for future bullying prevention campaigns, including on the Bullying-Free NZ website.

Does your school have a Bullying Prevention Superstar ...?



Is there a person or group who have made a real difference to bullying prevention and response in your school?

If so, let us know!!

During Bullying-Free NZ Week 2019 we will celebrate some of the brilliant work schools and others are doing across the country to reduce and prevent bullying.

Nominate a student, staff member or group from your school. Winning entries will receive an award.

Please tell us:

- your name
- which school you are from
- who you are nominating
- why you are nominating them: give details of the work they have been doing.

What is the deadline and where do I send nominations?

Please send nominations by 5.00pm on or before **Friday 31 May** to:

info@bullyingfree.nz or

Bullying-Free NZ 2018 Competition
Level 4, Maturanga House, 33 Bowen Street,
Wellington 6011.

PO Box 1666, Wellington 6140.

Bullying-Free NZ Week Competition entry form 2019



School (name and address)

Contact name

Position

Telephone

Email

Year group

- ☐ Junior: Yrs 1-6 ☐ Intermediate: Yrs 7-8
☐ Senior: Yrs 9-13

Number of students involved

What are you submitting?

- ☐ Print ☐ PowerPoint ☐ Performance

Is this:

- ☐ Individual entry ☐ Whole class entry

- You must complete an entry form for each entry submitted.
- All entries must be original work.
- The judges' decisions are final and no correspondence will be entered into regarding the decision.

- ☐ Please confirm you are happy for students' work to be featured on the BullyingFree.nz website, in future bullying prevention campaigns, and in the media.

Print out and complete this form.

Scan the form and email with your entry to
info@bullyingfree.nz

OR

Send hard copies of the form and your entry to

Bullying-Free NZ Competition, Level 4, Maturanga
House, 33 Bowen Street, Wellington 6011.

PO Box 1666, Wellington 6140.

Please send competition entries by
5.00pm on Friday, 31 May.

If you have any questions about the competition,
please email info@bullyingfree.nz

If you prefer, a fillable version of this form (MS Word
document) is available at www.bullyingfree.nz/bullying-free-nz-week-2019-competitions

Checklist

- ☒ Work submitted own original work (not copied from any other source).
- ☒ Full names on form with correct spelling.
- ☒ Videos submitted via a YouTube or Vimeo link, or sent on a USB stick.
- ☒ Presentations sent as PowerPoint files.
- ☒ Songs accompanied by a copy of the lyrics.
- ☒ Scanned or photographed work sent as good quality, high resolution files.

Fun activities for Bullying-Free NZ Week



School events and whole-school activities help to raise awareness of how to prevent and deal with bullying.

We've included several activities and initiatives that can be used with multiple age and class levels. We encourage you to pick and choose what will work best for you and your students.

Each activity can be used as a stand-alone short task, or you can combine several for a longer session. The activities are designed to explore what bullying is, the types of bullying, and the feelings involved in a bullying incident; plus to help students think about who they can turn to for support. Each activity should promote discussion.

The activities have been compiled especially for schools to use during Bullying-Free NZ Week, but can be used at any time of the year. We hope you will participate in some, if not all, of the activities. You can find more ideas for classroom activities in the schools section on our website

www.BullyingFree.nz.

We look forward to hearing what you choose to do. Post pictures and comments on social media about how your school is bringing more awareness to this very important issue. Use the hashtags:

- **#BullyingFreeNZ**
- **#antibullying,**
- **#PinkShirtDayNZ** for Pink Shirt Day celebrations.

Giving students opportunities to talk about bullying is an essential part of making a positive change. However, talking about bullying can also raise issues that schools may not have been aware of previously, or can sometimes lead to increased bullying for some students. All school staff should be aware of how to respond to reports of bullying and that, where needed, support and appropriate intervention is available to everyone involved.

The New Zealand Curriculum / Te Marautanga o Aotearoa

For maximum impact, bullying prevention approaches should align with good teaching practice and the New Zealand Curriculum / Te Marautanga o Aotearoa – for example, as part of teaching the key competencies:

Managing self – this competency is associated with self-motivation, a can-do attitude and students seeing themselves as capable learners.

Relating to others – this competency is about interacting effectively with a diverse range of people in varying contexts.

Participating and contributing – this competency is about being actively involved in communities.

All the background information to support your planning can be found at www.bullyingfree.nz

Oat the Goat



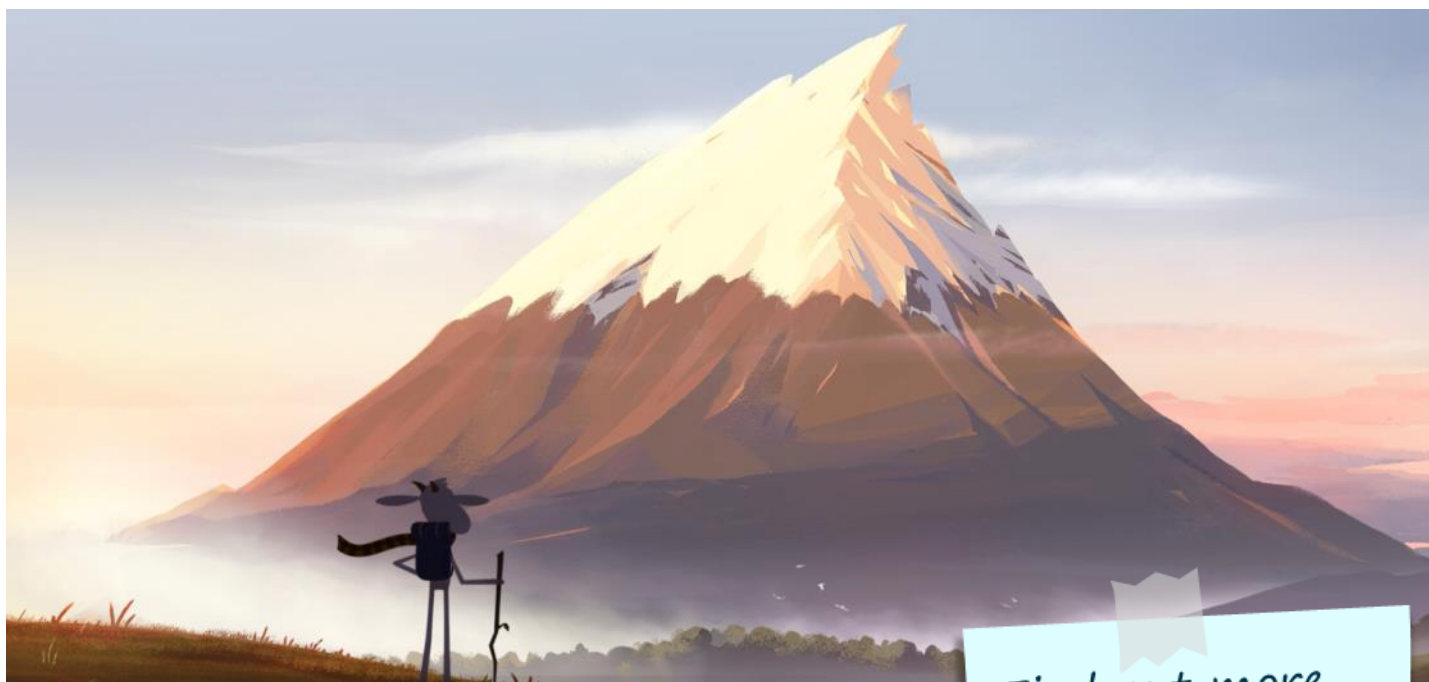
You don't need to use the word 'bullying' to begin to teach young children skills that will prevent bullying.

Oat the Goat is a FREE digital animated story book designed to help 4-7 year olds learn about the power of kindness through a positive interactive experience with parents, whānau, teachers or peers.

This exciting story follows Oat the Goat as he embarks upon the adventure of his life through native, animated New Zealand landscapes, meeting

some surprising new friends along the way. The music, featuring the New Zealand Symphony Orchestra, and eye-catching animation brings the story to life.

Oat the Goat helps you talk to the children about the choices they have when they see someone being bullied and how they can make the right decision. Should they laugh? Ignore them? Or include and be kind to them? Oat the Goat shows that being kind always wins in the end.



Find out more...
Experience the book in te reo Māori www.otitenanekoti.co.nz
Experience the book in English www.oatthegoat.co.nz
Discover Oat the Goat resources and activities at www.bullyingfree.nz/schools/activities-and-events/oat-the-goat/

The same and different

Objective:

For students to build awareness and understanding of diversity in their classroom through identifying, discussing and forming connections regarding their

Materials:



□ Felt pens



□ A3 copies of Venn diagram template (see page 10)



Source: *Celebrating Diversity: Ready to Use Student Activities*, Classroom Connections, Canada (www.classroomconnections.ca/en/celdiversity.php)

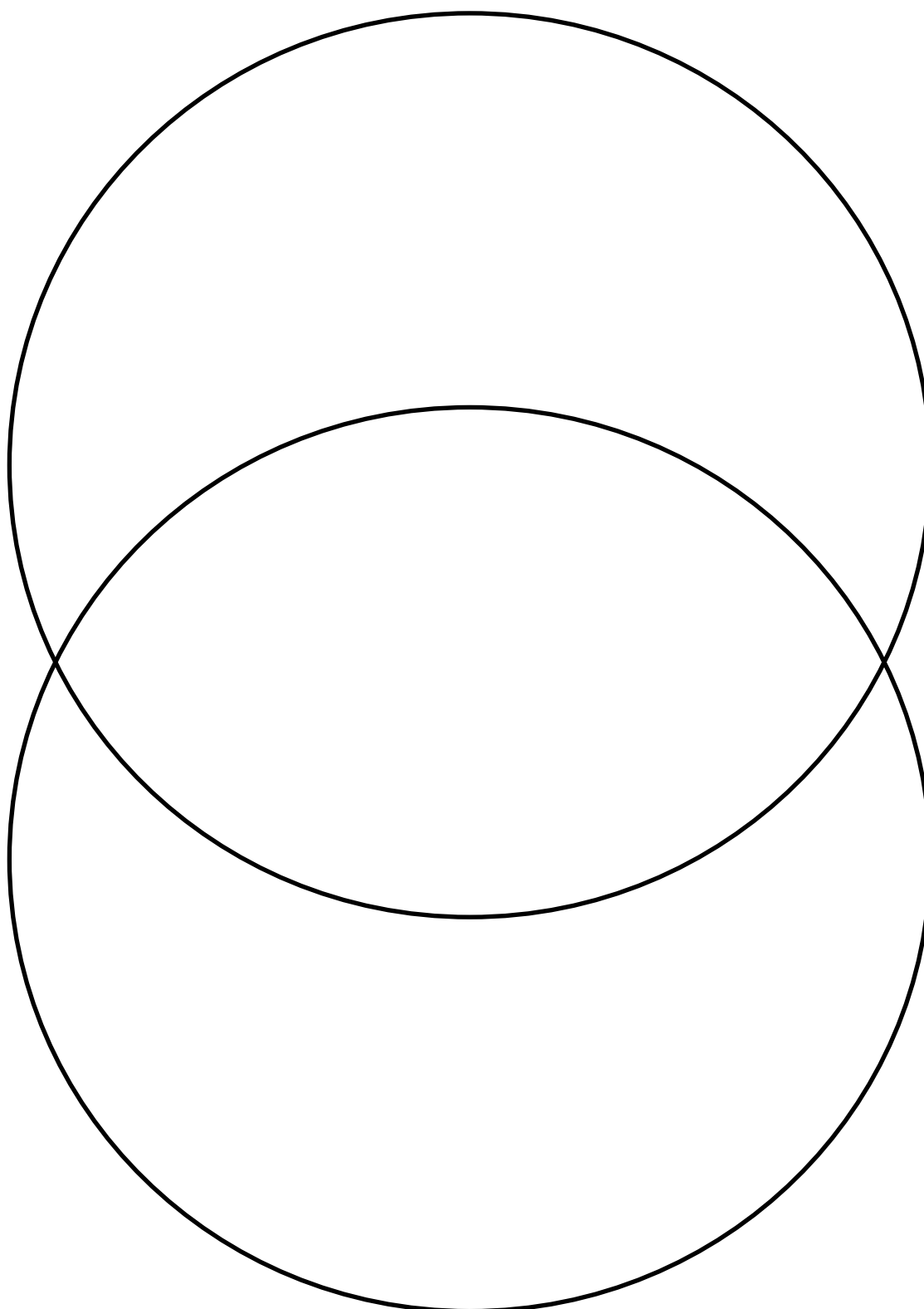
Students may need to be (re)introduced to Venn Diagrams with an example. It is important to consider how students are paired for this activity. Students will need to feel comfortable and safe with their partner.

Method:

- Ask students to think about and write down words or characteristics to describe themselves. Let them know they will be sharing their list with another student.
- Pair students up. Give each pair of students a sheet of A3 paper with a Venn diagram on it.
- Get each student to write their name above one of the circles.
- Ask partners to take turns sharing their lists of personal characteristics. Get students to identify characteristics that they have in common and write these in the overlapping section of the diagram. Characteristics that are unique to them are recorded in the non-overlapping section of their circle.
- Get students to categorise their characteristics—e.g. draw circles around those related to appearance, rectangles around those related to personality, and a star next to those they have no control over (e.g. hair colour).
- Have each pair share and discuss their diagram with another pair.
- Gather the class back together and have a discussion using some of the questions:
 - Did you have more similarities or differences? What did you think of that?
 - Do you think you are exactly like anybody else? What would that be like?
 - How many characteristics relate to appearance? Personality? Which are the most important characteristics to look for in a friend? Why?
 - How many relate to things you can change? Would you change them if you could? Why?
 - Bullying often targets things about people that they cannot change. What do you think it's like for people to be bullied or made fun of about things they can't or don't want to change?
 - How might your diagram look if you did it with someone from another school or country?
 - What are the things all people share no matter where they live or what they do?

Name: _____

Name: _____



Manaaki

Objective:

It's important students know that they are not alone if they're experiencing bullying.

Take time to create your students' support network. This activity is designed to help students think about who they can turn to if they need to talk about bullying.

Materials:


☐ Felt pens

☐ Scissors

☐ Pieces of paper


Method:

- Get every student to draw around their hand on a piece of paper and cut it out.
- Have your students think about who they would be able to talk to if they had a problem or if they needed to ask for help.
- Discuss what kind of people these might be and what the important qualities are, such as trust, honesty, someone who will listen, etc.
- On the cut-out hand, ask students to write one name on each finger.

These could be:

Mum	Dad
Aunt	Best Friend
Gran	Grandad
Uncle	Favourite Teacher
Brother	Sister
Police	Support Service (e.g. Kidsline)

Or if it helps you to talk about it, write it down!

Find out more...
Information for
students...
[www.bullyingfree.nz/
information-for-
students/](http://www.bullyingfree.nz/information-for-students/)

Objective:

To help students understand the harmful effects of bullying.

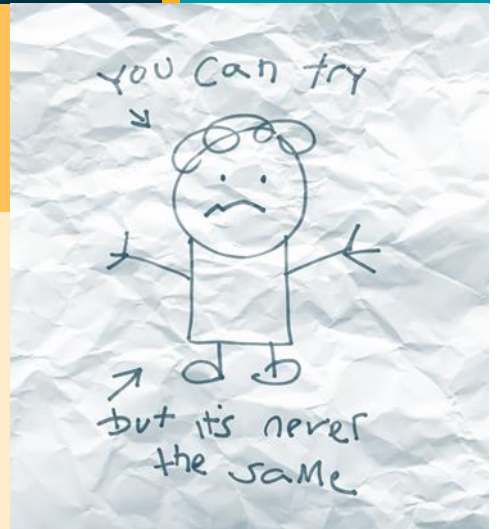
Materials:



☐ Felt pens



☐ Pieces of paper



Method:

- Have each student draw a quick picture of themselves on a piece of paper.
- Ask students to swap their picture with another student.
- Have students crumple up the picture they have been given.
- Pretend that you have made a mistake and ask students to un-scrunch each piece of paper and get rid of the creases.
- Their piece of paper will still have creases in it. This represents what bullying does to someone.
- Talk about how bullying can affect people – you can't undo bullying, and saying sorry won't remove the impact of the bullying behaviour.

Watch...

Nathan Goldsmith,
Special Merit Award
winner, Bullying-Free
NZ Awards 2017
[short film category.](#)



Web of compliments

Objective:

To encourage students to actively consider what they can do to help prevent bullying in their school environment.

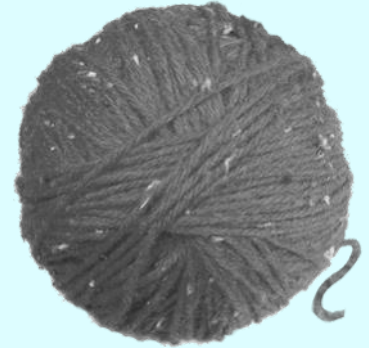
Materials:



□ Large ball of wool or string



□ A large space



Method:

- Stand your class in a circle.
- Ask the first student in the circle to wrap the wool or string around their finger three times so it doesn't come off.
- The first student then passes the ball of wool or string to anyone else in the circle. As each student passes the wool or string to the next person they give them a compliment.
- Repeat this until everyone in the circle has their finger in the wool or string 'web of compliments'.
- Now for the really fun part! Try and untangle your web of compliments.
- As each student unties the piece of wool or string from around their finger, they have to say one thing about themselves that is unique and something they will do to prevent bullying.



Photo credit: Students from Class 3F, Endike Primary School, Hull, UK with their compliments web activity.

Bruised & beautiful apples

Objective:

To illustrate the harmful effects of bullying.

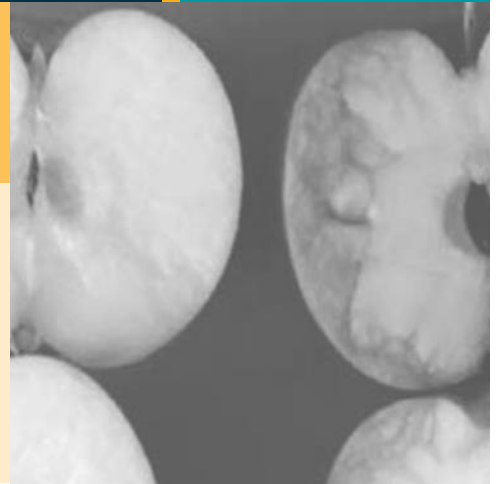
Materials:



☐ Two apples,
same size
and colour



☐ Apple template
sheet
(see page 16)



The apple story in this activity is adapted from a Facebook post by user [Relax Kids Tamworth](#).

Method:

- Before the lesson, repeatedly drop one of the apples on the floor to make sure it is bruised. You shouldn't be able to see this damage – both apples should look perfect.
- Introduce your students to the two apples. Talk about how the apples look the same: both are red, are of similar size and look juicy enough to eat.
- Pick up the apple you dropped on the floor and tell the students how you dislike this apple, that you think it's disgusting, it's a horrible colour and the stem is just too short. Tell them that because you don't like it, you don't want them to like it either, so they should call it names too.
- Pass the apple around the circle calling it names – for example, 'you're a smelly apple', 'you're the wrong colour', 'you don't taste as good as other apples', 'you look weird', 'you've probably got worms inside you', etc.
- Then pass the other apple around, but say only kind words to it, for example, 'You're a lovely apple', 'Your skin is beautiful', 'What a beautiful colour you are', etc.
- Hold up both apples and again talk about their similarities and differences.
- Then cut the apples open. The apple the class has been kind to is clear, fresh and juicy inside. The apple the class said unkind words to is bruised and all mushy inside.

Extended activity:

- Why does the apple look so different on the inside compared to the other apple?
When people say things that hurt, they often can't see the damage they're doing on the inside. The person may appear fine on the outside, but be really hurt on the inside.
By contrast, kind words can be used to build someone up and make them feel good on the inside.
- Reflect with your students:
 - What could we have done differently to stop the apple from becoming so bruised?
 - If someone had stood up and said we should stop being so mean to the apple, would it have become so bad?
 - Now that the bullied apple is so damaged, is there anything we can do to make it clear again?
- No matter how many kind words we say to this apple now, we cannot make those bruises go away. In the same way, we can make a person who has been bullied feel better, but they will always have the memories of the hurtful things that were said to them.
This is a good time to introduce (or reinforce) the term 'empathy', or seeing things from another person's point of view.
- Ask your students:
 - How would it have felt to be the bullied apple?
 - How would it have felt to be the beautiful apple?
 - What are some ways we can show each other empathy every day?
- Hand out an Apple Template (*on page 16*) to each student and have them write their name at the top of the page.

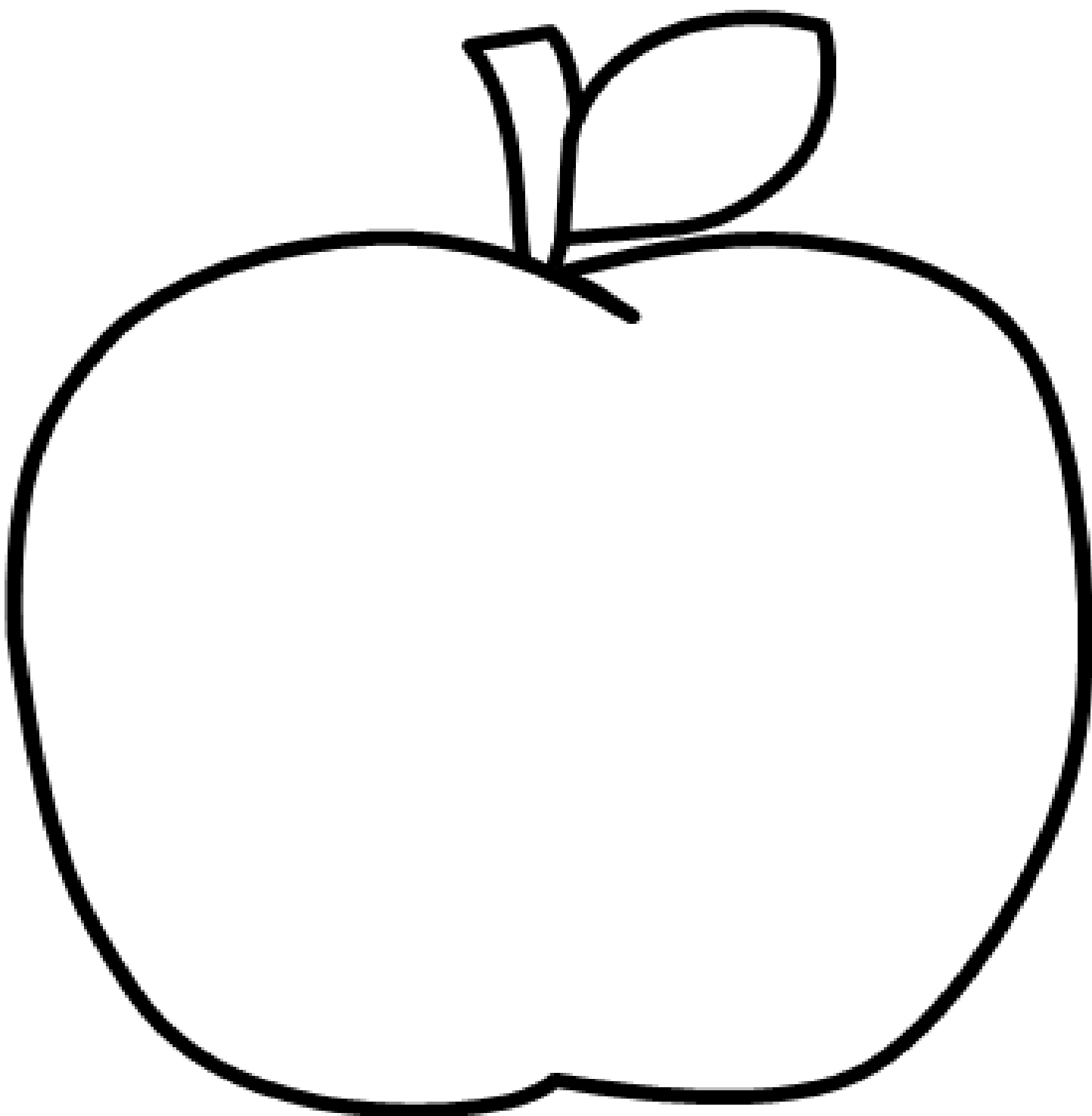
Ask your students to pass their apple sheet around the class.

Each classmate will write a word or short sentence inside the apple describing what they like about the student whose name is at the top.

Whanganui East School's Room 2 with the unhappy apple.



Name: _____



Stereotypes and stories

6

Objective:

For students to build their awareness of stereotypes and the impact they have using fairy tales as a safe context.

Materials:



☐ Pens



☐ Paper



Source: *Celebrating Diversity: Ready to Use Student Activities, Classroom Connections, Canada* (www.classroomconnections.ca/en/celdiversity.php)

Method:

- Using notebooks or paper, ask students to listen closely to the following statements and write down words to fill in the blanks. Work through quickly to encourage immediate responses.

Princesses are _____. They live in _____. Their hair is _____ and their skin is _____.

Witches are _____. Their hair is _____ and they dress in _____.

The All Blacks are _____.

Owls are _____.

Wolves are _____.

Donkeys are _____.

Pigs are _____.

Spiders are _____.

Three friendly animals are _____, _____ and _____.
- Review the responses with the class, asking students which word they selected and why.

Discussion:

- Did many of you come up with the same or similar answers? Why? Why not?
- Where do you think these ideas came from? (pick an example)
- Can you think of any exceptions to these ideas in stories you've heard? (E.g. the spider in *Charlotte's Web*, Hermione Granger in *Harry Potter*.) How do we explain these exceptions?
- Do you know any true facts about these animals and characters? Do these match with what you've written down? (E.g. wolves are very social animals; pigs are considered very intelligent.)
- Do you think we sometimes make ideas about people? How might this affect how you treat them? How might using ideas or stereotypes hurt people and cause problems?

Portraits of us

Objective:

An interactive way for students to look for things they have in common with each other and to reflect on the importance of looking beyond what they can see.

Materials:



Felt pens



Paper



Timer



Method:

- Have students draw a quick picture of their face.
- Ask students to write facts about themselves that aren't necessarily obvious from looking at them e.g. number of siblings, place of birth, culture, favourite food, likes, dislikes, suburb, favourite music, hobbies, sport, musical skills. Model this for them on the board. Let them know they will be sharing these with others.
- Have students meet for around 30 seconds with every other member of the class to find out how they might be similar.
- Students can use their pictures and write the name of another student underneath each of the words around their face.
- Have students regroup.
 - Call on students to share something surprising they had in common with someone else, someone they know well, someone they don't know well.
 - Ask students if they learned something new about someone.
 - Was it easy to find similarities? Why? Why not?
 - What was it like trying to find things in common with people you don't really know? Why?
 - Why might it be important to look for things you have in common with other people?
- Ask students to think of an inventive way to display their portraits in the classroom or around the school.

Paper chains

8

Objective:

To link students, schools and communities to create a powerful visual statement about uniting against bullying.

Materials:☐ Felt pens☐ Strips of paper☐ Tape or staples**Method:**

- Cut a piece of paper up into strips.
- Ask each student to write on one of the strips of paper what they will do to help prevent and/or respond to bullying behaviour.
- Stick the strips together to make a paper chain.
- At the end of the term/year, take the paper chain down to see whether each student achieved what they wrote down.

**More ideas for Whakanuia Tōu Āhua Ake! Celebrating Being Us!**

- Students write what they will do to help prevent and respond to bullying against students who appear different, e.g. because of their talents, interests, appearance, disability, culture, beliefs, race, gender or sexuality.
- Students write what makes them unique—the paper chain becomes a celebration of what makes everyone special.

Is it bullying?

9

Objective:

To help students understand more about what bullying behaviour is in everyday situations.

Materials:



☐ Pens



☐ Paper or student worksheet (see page 21)



Method:

Work in small groups or as a whole class.

- Remind students of the definition of bullying:
 - *Bullying is when someone:*
 - *Keeps picking on you again and again and tries to make you feel bad.*
 - *Says or does lots of mean things that upset you.*
 - *Makes fun of you a lot.*
 - *Tries to stop you from joining in or make others not like you.*
 - *Keeps hurting you (like hitting or punching you).*
 - *Bullying can happen in person or online. It might be something people can see or it might be hidden.*
 - *If someone behaves in a mean or violent way on one occasion it isn't bullying, even though it's not right. It is also not bullying if you sometimes fight with a friend and you sort it out.*
- Either read out the scenarios on the worksheet (page 21) or provide students with copies to complete.
- Explain to students that they need to decide if each action is bullying or not.
- Some examples may raise discussion and disagreement. Ask students to explain to others why they think a specific action fits in a column and invite further discussion.

Answers:

- | | | | | |
|--------|--------|-------|--------|--------|
| 1. Yes | 2. Yes | 3. No | 4. Yes | 5. Yes |
| 6. No | 7. Yes | 8. No | 9. Yes | 10. No |

Student worksheet:

Is it bullying? YES / NO

1	You want to sit next to Jill at lunchtime. Jill tells you that she doesn't want to. She calls you names, tells you you're ugly, and tells everyone else not to sit next to you.	YES NO
2	Every day you see a kid taking your friend's snack. Your friend is scared to tell because the kid says he'll beat him up after school if he tells.	YES NO
3	You and your sister fight over clothes. Your Mum tells you to work it out.	YES NO
4	A new girl just joined your class from another country. Your friends say rude things to her, make fun of her English and tell her to go back home. Now she sits alone at lunchtime.	YES NO
5	A friend starts teasing you because you have a reading problem. Every time you read aloud, he laughs and makes fun of you.	YES NO
6	Your brother has been trying to play flight with you lately.	YES NO
7	At the bus stop some kids have been teasing a boy that he looks like a 'girl' and doesn't play rugby. Now you notice that boy no longer catches the bus.	YES NO
8	Your sister called you a mean name because you took something of hers without asking. Later she says sorry. You say sorry too and promise not to take her stuff without asking.	YES NO
9	Each day at the bus stop an older student takes lunch money from a younger student. The older kid has threatened the younger kid more than once.	YES NO
10	Your friend has a new toy that he brings to school. You really want to play with it, but he doesn't let you.	YES NO

Junior/Intermediate activities

What can I do?

Activity

10

Objective:

This activity will help develop students' understanding of the role of the bystander in bullying. It also explores why students should report any bullying behaviour they are aware of rather than ignoring it.

Materials:



☐ Scenario



☐ Pens



☐ Paper



Method:

- Read out the scenario below.
- In groups, ask students to consider the role of the bystander and to think about what choices they have when they witness or are aware of bullying (see page 23).
- Ask them to write down what they could do and then ask for feedback on their discussions.
- Discuss the advantages and disadvantages of each type of response. Identify an action plan they could use if they witness bullying behaviour.

Scenario:

Ben is a new member of the school's football team. Ben wears a hearing aid and is very quiet. Some of the team members don't really like him and often yell orders and putdowns when he has the ball.

One day at practice you notice that the team captain (the most popular member of the team) snatches Ben's footy bag and kicks it over the school wall. He shouts at Ben, "That was a stupid thing to do! You had better jump over the wall before your mum yells at you for losing your boots."

Ben looks upset. Another player shouts, "Are you going to cry, Ben?" Some of the others join in chanting, "Oh, he's gonna cry!"

Ben walks away. He goes straight to the changing room looking really annoyed and sad. What can you do?

Some examples include:

1. To step-in on behalf of the person being bullied while it is happening.

Advantages

Immediately helps stop the bullying.
Will give a strong message to the initiator.

Disadvantages

Difficult to do.
Need to be brave.
Repercussions later.
Out-numbered.
Fear of the person bullying.
Might make situation worse.
Only a short-term solution.

2. To offer support to the person being bullied.

Advantages

They will feel less isolated.
You can check with them how they want it to be dealt with.
Fewer risks involved.

Disadvantages

The person bullying gets away with their actions.
Slow response.
Target may have been hurt.
May not stop the bullying.

3. To tell a school staff member.

Advantages

They can investigate and deal with the initiator and the target.
No risks to you.
They can help to stop bullying for good.
Low-key. Can be done discreetly.

Disadvantages

If responded to appropriately there are few disadvantages.

4. Challenge the person doing the bullying later.

Advantages

Might stop the bullying.
Will give strong message to initiator.

Disadvantages

Difficult to do.
Need to be brave.
Repercussions later.
Might not work.
Might make situation worse and leave you isolated.

Be a private detective

Objective:

This activity will help students understand the important aspects and various forms of bullying.

Materials:



☐ Copy of *What is bullying?* Wheel (page 25)



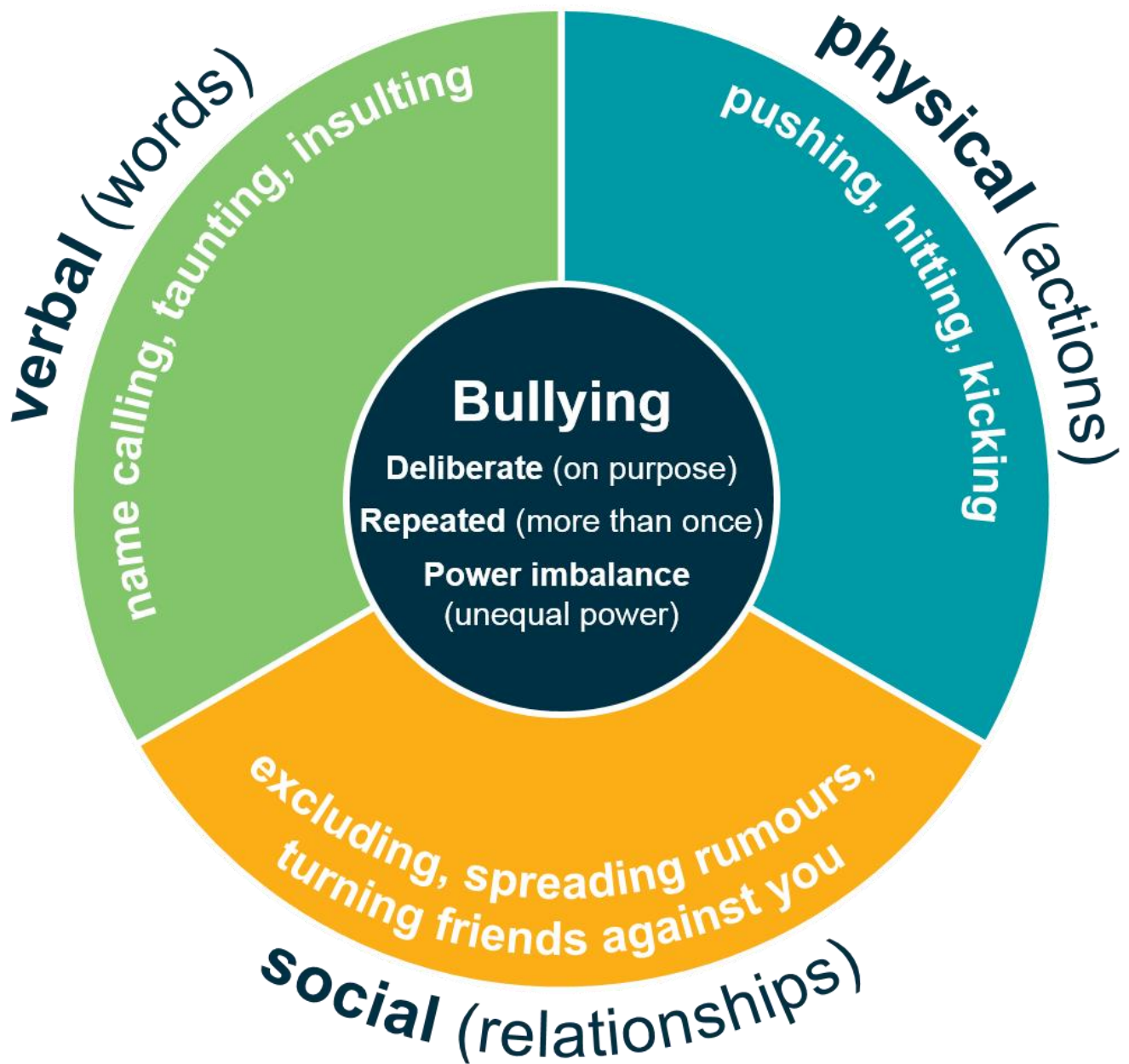
Source: Adapted from the Education Development Center's *Eyes on Bullying* (Storey, K., Slaby, R., Adler, M., Minotti, J. & Katz, R., 2008, 2013).

Method:

- Make an A3 copy of the *What is Bullying?* wheel.
- Look at the examples on the wheel and ask your students to add their own. Encourage them to include both actions and words that are delivered face-to-face (directly) and behind people's backs (indirectly).
- Suggest reasons why someone may be bullied, such as their interests, talents, appearance, disability, culture, beliefs, race, gender or sexuality.
- Add their answers to the wheel in the appropriate areas.
- Explain that not all these behaviours will lead to bullying (but that doesn't mean they're acceptable either).
- Explain that a behaviour is considered bullying when done on purpose (deliberately), more than once (repeatedly – or has the potential to be repeated), and by someone who uses power unfairly (power imbalance).
- Explain that by recognising bullying-related behaviours early, they can help to stop them before they turn into bullying.
- Ask your class why some students might not want to report bullying.
- Discuss strategies adults and students can use to make it easier for reporting bullying. Suggestions might include helping students and adults take the problem seriously, and ensuring confidentiality.

Find out more...
Read about different
types of bullying
[www.bullyingfree.nz/
different-types-of-
bullying/](http://www.bullyingfree.nz/different-types-of-bullying/)

What's bullying wheel:



Objective:

An opportunity for students to spend time thinking about and acknowledging the diverse strengths of their classmates.

Materials:

☐ List of students' names
or set of students' photos



☐ Pens



☐ List or set of cards of students'
strengths and talents

**Preparation:**

- Have students identify one skill, interest, passion or general strengths.
- Make these into cards or a single page with words or images. Make enough sets or copies so that there is one per pair of students.

Method:

- Have students work in pairs. Give each pair a set of strengths and a class list.
- Ask students to match the strengths to students. Emphasise that there is one strength for each student.
- When ready, gather the class together and take turns to present one strength to another member of the class. Every student should have the chance to present a strength, and every student should receive one. Students could use a sentence like, "(Name) we think one of your strengths is (strength/interest)."

Discussion:

- Was it difficult matching the cards with classmates? Why?
- Did you learn anything new about your classmates? Were there any surprises? Why?
- What was it like having people identify a strength of yours?
- What was it like telling people about strengths you thought they had?
- Why might it be important to look for or find out about peoples strengths and interests?
- What are some of the different ways we most like to have our strengths acknowledged?
- Do people's strengths and interests ever change? Have yours changed in over time?
- Why might it be important to remind ourselves that our strengths can change?

Take a step

13

Objective:

Students will recognise appropriate and inappropriate behaviours.

Materials:



☐ Take a Step statements
(see below)



☐ Rope or masking tape



Method:

- Discuss the meaning of when something 'crosses the line' – this means any inappropriate behaviours, words, tone of voice or actions.
- Place the rope on the floor. Ask the students to line up, side-by-side, with both feet on one side of the rope.
- Explain that you will read sample behaviours that the students might see or hear others do or say. If they think the behaviour is 'wrong', ask the students to step over the rope.
- Let the students know that they can make their own choice of what they think crosses the line.
- Have the students go back to their original positions before you read the next example.

Sample statements:

1. Saying, "There's room at our table. Sit here."
2. Saying, "Sorry, this seat is saved and it's not for you!"
3. Saying, "I really like the shirt you are wearing."
4. Saying, "Wow. Did you really mean to wear that ugly shirt with those horrible pants?"
5. Saying, "Only someone who is good at it can play this game with us."
6. Saying, "Sure, everyone can play. You just need to wait your turn."
7. Passing a note about someone in your class.
8. Helping someone pick up something they have dropped.
9. Whispering about one of your classmates in the hallway.
10. Telling an adult that someone called you or another student mean names.
11. Laughing at the losing team on sports day.
12. Laughing at a sexist, racist or homophobic joke a classmate tells.
13. Mimicking a classmate with a stutter.

What if?

14

Objective:

To help students understand the different ways bullying can happen.

Materials:

☐ Scenarios (see page 29)

**Method:**

In this activity students are presented with scenarios describing various bullying behaviour (physical, verbal and social); their task is to discuss and practise the best response to each situation.

Children are more likely to think of and use their problem-solving skills in bullying situations if they can first practise them with adult guidance.

- After reading each scenario, ask your students to think of several responses that the target and bystanders could give and the likely consequences of each response. Have students choose the best responses.
- Conduct role plays in which **the teacher plays the role of a child who bullies**, and students practise using the responses they've identified as effective.
- Make sure that students have a chance to play both targets and bystanders, and that the responses include asking an adult for help.

Social bullying may be a new concept for students. Talk to your students about how telling a classmate that they can't play or telling other children not to play with you is a form of bullying when it's done intentionally and repeatedly to hurt someone.

It's important to clarify that children don't need to include everyone in their play and activities every single time. There may be occasions when it's really not a good time for someone else to join them. Practise how to say no, kindly and sensitively. For example, they could say, "Sorry, we're right in the middle of doing this, but we're almost finished – you can play with us as soon as we finish this."

Scenarios:

Scenario 1: Physical bullying

Whenever James sits on his favourite bench in the playground, Hunter tells his friends, "Watch this". Hunter walks over to the bench and sits right next to James. Then he uses his body to push James off the end of the bench and on to the ground. Hunter and his friends laugh at James, and James tries not to cry.

Scenario 2: Verbal bullying

Emily went to the zoo last weekend. When she went to school she started calling the children in her class by animal names. Emily called Sophie, "Elephant". Sophie's face got red, and she left the group to play by herself. Now, whenever Sophie tries to rejoin the group, Emily and some of the other kids call out, "Sophie is an elephant," which makes Sophie very unhappy.

Scenario 3: Social bullying

Ella told her friends to stay away from Hana because, "Hana isn't cool". Now, whenever Hana tries to play with Ella or one of her friends, they say, "No, we're too busy". Hana feels left out and doesn't know why they won't play with her.



More ideas for Whakanuia Tōu Āhua Ake! Celebrating Being Us!

Try adapting the scenarios above or creating your own to fit with the theme. Think of situations you've experienced in your class where students have been bullied because of their talents, interests, appearance, disability, culture, beliefs, race, gender or sexuality.

Role Play:

Role playing is an effective strategy for allowing students to learn and practise new skills, to understand the motivations behind certain types of behaviour, and to address real-life problems through action. The role playing should emphasise appropriate responses to bullying behaviours, both for students who are bullied and students who observe bullying.

Depending on the students' level of maturity and experience with role playing, teachers will need to play a facilitative role in:

- Assigning roles (note that students should **NOT** be asked to portray the role of the person who bullies).
- Coaching students as they explore the scenario and develop their responses.
- Setting time limits.
- Providing a context for observation and feedback as students present their role plays.
- Debriefing and discussing the activity.
- Helping students summarise and assimilate their learning.

Objective:

This is a great way to get students to understand what bullying is and ways to respond.

Materials:

Pens / pencils



School Quiz Worksheet (page 31)

**Method:**

- Hand out the School Quiz Worksheet (page 31) – answers provided below.
- Ask students to complete the quiz quietly in pairs.
- When everyone has finished, go through each item asking pairs or the class as a whole to indicate their answers. Ask students to explain why they answered the way they did.

Quiz answers:

- | | |
|--|------------|
| 1. People who bully are mean on purpose over and over again. | YES |
| 2. Some kids who are different in some way deserve to be teased or called names. | NO |
| 3. It is everybody's responsibility to stop bullying. | YES |
| 4. It's OK to watch or film on your phone a kid being bullied. | NO |
| 5. It's funny when people who look or talk differently are bullied. | NO |
| 6. The best way to deal with someone who is bullying you is by fighting back. | NO |
| 7. If you or someone you know is being bullied, you should tell an adult you trust. | YES |
| | |
| 8. Being a good FRIEND can help you keep bullies away. | |
| 9. If you witness someone being bullied, you are a BYSTANDER . | |
| 10. Spreading a RUMOUR is a form of bullying. | |
| 11. If you see someone being bullied, you should tell an ADULT as soon as possible. | |
| 12. Bullying can make kids who are bullied feel physically SICK . | |

Bullying-Free New Zealand

School quiz



Your name: _____ class: _____ date: _____

YES or NO

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. People who bully are mean on purpose over and over again. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some kids deserve to be teased or called names. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is everybody's responsibility to stop bullying. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It's OK to watch a kid being bullied. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It's funny when other people are bullied. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The best way to deal with someone who is bullying you is by fighting back. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If you or someone you know is being bullied, you should tell an adult you trust. | <input type="checkbox"/> | <input type="checkbox"/> |

COMPLETE THE SENTENCE

Fill in the blanks with words from the box below:

8. Being a good _____ can help you keep bullies away.
9. If you witness someone being bullied, you are a _____.
10. Spreading a _____ is a form of bullying.
11. If you see someone being bullied, you should tell an _____ as soon as you can.
12. Bullying can make kids who are bullied feel physically _____.

adult

friend

bystander

sick

rumour

Objective:

These two activities will enable students to take a stand, speak up and get involved – helping to make their school a bullying-free environment.

Materials:



□ Art supplies or computer software



Students who have a clear understanding of what bullying is, what it looks like, and how it effects students are more likely to refrain from bullying behaviour and to take action to stop it when they see it.

Method:

- **Design your own poster** or use the Bullying-Free NZ Week poster template. Make it unique to your school community by adding your school's logo, bullying prevention message and picture.
- **Create and decorate flags** with markers, paint, stickers and other simple craft materials. Challenge students to brainstorm, research and design slogans that support bullying prevention.
- Ask students to think of the theme **Whakanuia Tōu Āhua Ake! Celebrating Being Us!** It might be a design that recognises and celebrates diversity, or promotes a school culture where everyone feels welcome and valued.

Make your own...

Download the
DIY BFNZ Poster at
[www.bullyingfree.nz/
bullying-free-nz-](http://www.bullyingfree.nz/bullying-free-nz-)



All ages activities

School map

Activity

2

Objective:

To enable students to safely identify areas where bullying takes place, and jointly develop with school staff solutions for reducing bullying in these areas.

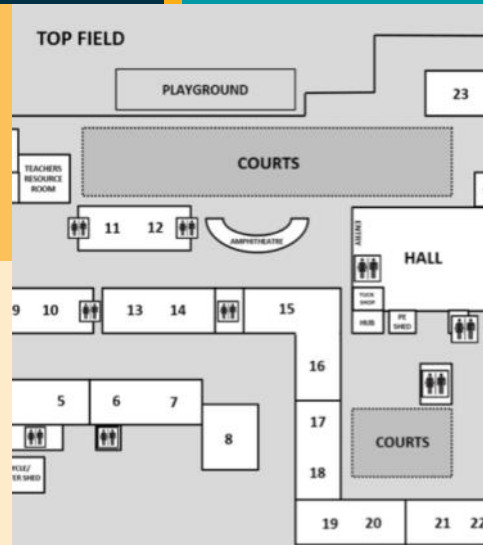
Materials:



□ Map of school



□ Three packs coloured (dots) stickers (red, orange, green)



There are certain places in school where bullying occurs the most, frequently in areas where adults are not around. Students are often present, and know where bullying happens, when it happens and lots more information.

Part 1:

Each class is given a map of their school or they make maps of their school grounds. Students can pick two stickers each and identify on the map:

Red feels unsafe

Orange feels mostly OK, but sometimes not

Green feels safe.

Part 2:

Ask students:

- What could they do to help make those areas safer?
- What could the school / staff do to make those areas safer?

Extension Activity:

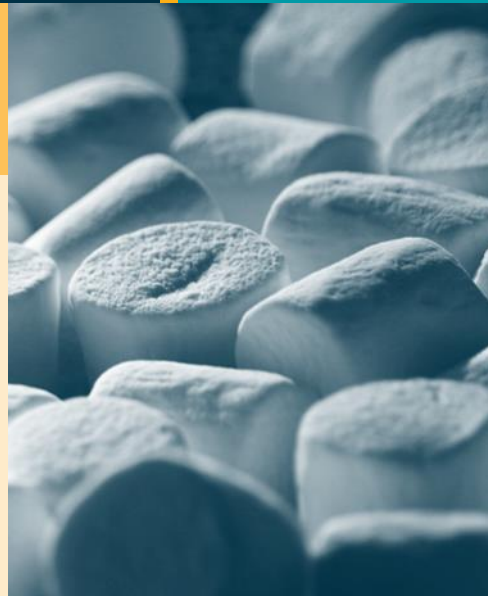
Teachers and/or students discuss and determine:

- The design of a school environment survey and how it will be undertaken.
- How the data will be collated, analysed and presented – either within a class, to other classes or across the whole school.
- The process for identifying and implementing solutions to increase the safety in areas where bullying issues are identified.
- The process for monitoring/evaluating the effectiveness of the solutions implemented.

Marshmallow challenge

Objective:

To encourage students to recognise each others' strengths and the importance of working together as a team.

Materials:☐ Marshmallows☐ Spaghetti☐ String☐ Sticky tape☐ Timer☐ Tape measure**Method:**

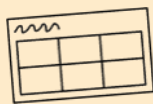
- Have students work in groups of 3 or 4.
- Provide each group with:
 - 20 sticks of spaghetti
 - 1 marshmallow
 - 1 metre of string
 - sticky tape
- Tell students they have only 18 minutes to work in their groups to build the tallest tower/structure possible with the marshmallow on top using only what is provided. The tower will be measured to the top of the marshmallow.
- Make sure everyone understands what to do.
- Use the timer to periodically let students know how much time is left.
- When the time is up, measure all structures that are standing. Structures need to be able to stand upright without anyone holding them.
- The team with the tallest freestanding tower wins.

Reflective questions:

- Were there any surprises in completing this task?
- What particular skills and contributions did you like or notice from your group members?
- What made it hard for your group to build a structure that stood up?
- What would you do differently next time?

Objective:

To help students display positive social skills towards each other and develop a sense of a community working together.

Materials:☐ Felt pens☐ Kindness table
(see page 36)**OR**☐ Scissors☐ compliments sheet
(see page 37)**Method 1:**

- Give a copy of the kindness table (page 36) to each student at the start of the week.
- Have students colour in the squares as they complete each act of kindness.
- Challenge your students to see if they can get all 20 completed in one week!

Method 2:

- Ask students to think of kind things they could say to others in the school.
- Make these into compliment sheets or copy the Kindness Matters compliments sheet (page 37) and cut so that the compliments can be torn off.
- Compliment sheets can then be put up around the school and in classrooms. Students, staff, parents and whānau can take compliments to give to each other and any other person in their life.
- At the end of the week, the whole school could celebrate how many compliments they gave to each other and talk about what it felt like to give and receive a compliment.

kindness matters

Give someone a nice compliment.	Hold the door open for another person.	Learn to say thank you in a new language.	Ask someone about their day.	Let someone go in front of you in line.
Wave to a friend.	Help someone with their work.	Say 'Hi' to someone new.	Write a positive note to someone.	Find something you have in common with a classmate.
Make someone smile.	Give someone a high five.	Share a snack with someone who doesn't have one.	Make a thank you note for someone.	Write down three reasons you are proud of yourself.
Sit with someone new at lunchtime.	Create your own kind deed.	Greet a staff member: ask how their day is going.	Cheer someone up who is having a bad day.	Help someone before they ask.

Take one and
pass it on...

 kindness matters

 kindness matters

I appreciate what you do



You're someone who works hard



You amaze me



You stand up for other people



Keep being who you are



You're someone I trust



Your ideas matter



You keep going when it gets tough



You're creative



You make a difference to me



You're inspiring



You think about solutions, not problems.



You're kind



I like to hear you laugh

Agree or disagree?

Objective:

To enable students to examine how they view bullying, challenge their thinking, and encourage discussion.



Method:

- Draw a line on the floor, real or virtual, and place the words **AGREE** at one end and **DISAGREE** at the other end.
- Read a set of statements out to the class and ask the students to position themselves on the line depending on whether they agree or disagree with the statement.
- Ask students to volunteer their reasons for their choice; they are allowed to move along the line if they are persuaded by other people's opinions.
- Remind your students that there are no wrong answers and that respecting the opinions of others is important.
- Below are some suggested statements, or you can develop your own to suit your setting or to address particular issues:
 - Spreading rumours about someone is bullying.
 - Getting bullied is a natural part of growing up; it's character building.
 - Bullying doesn't happen in my class / school.
 - Forwarding pictures or texts that upset people is bullying.
 - Always making fun of someone's hair is just banter.
 - It's their fault for not standing up for themselves.
 - A diverse student group is more interesting and better for learning about life than a group where everyone is the same.
 - There's no point in students challenging other students who frequently use name-calling, racist or sexist slurs and/or personal insults.
 - Most people who bullied are asking for it.
 - Sometimes people who think they are being bullied just can't take a joke.
 - Taking the mickey out of the way someone speaks, how they look, walk or dress is only bullying if they get upset about it.

Objective:

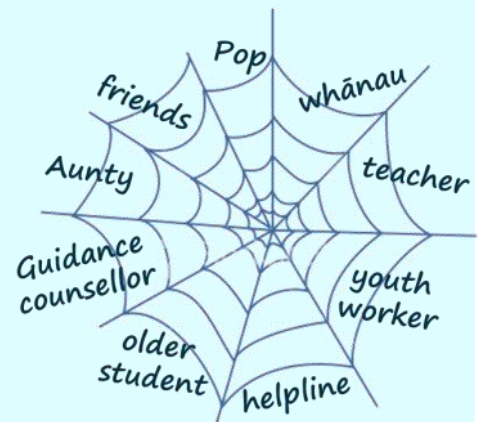
To identify helpful resources in formal and informal student networks, and to strengthen awareness and help-seeking behaviour in problem situations.

Materials:

Flip-chart paper



Marker pens

**Method:**

- Ask your students to write their name in the centre of a sheet of paper.
- Encourage your students to think about all the different people, groups, services or organisations they could go to or contact when in a difficult situation.
- Ask them to draw lines from their name. At the end of each line, get them to write down the name of the person, group or service they can ask for help and support.
- As a result a map of help is created by each student, which looks like a spider's web.
- Next, ask the students to form pairs and discuss their maps.
- At the end ask the pairs to present their maps, drawing on flip-chart paper one common map of help for the whole class, adding all new ideas and helpful resources.
- Place the map of help in a visible spot in the classroom and refer to it in difficult situations.

Find out more...
Organisations that
can help

[www.bullyingfree.nz/
students-need-
help-now/](http://www.bullyingfree.nz/students-need-help-now/)

Match the bullying behaviour

Objective:

There are three types of bullying behaviour. This activity will help students understand when bullying is physical, verbal and/or social, or if it's not actually bullying.

Materials:



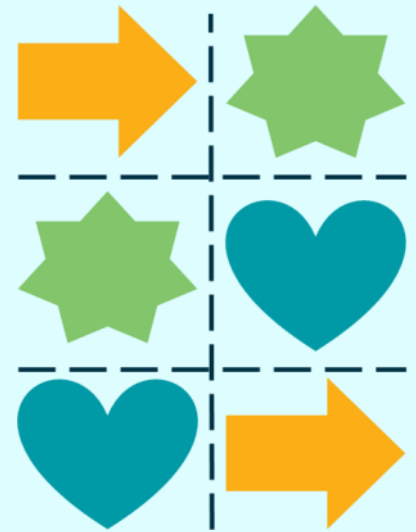
☐ Bullying behaviour cards
(see page 41)



☐ Pens



☐ Worksheet (see page 42)



Method:

Work in small groups or as a whole class.

- Remind students of the definition of bullying:
 - Bullying is deliberate – harming another person intentionally.*
 - Bullying involves a misuse of power in a relationship.*
 - Bullying is repeated, or has the potential to be repeated over time.*
 - Bullying can be verbal, physical and/or social.*
 - Bullying can happen in person or online; and it can be obvious or hidden.*
 - If someone behaves in a mean or violent way on one occasion it isn't bullying, even though it's not right. It is also not bullying if you sometimes fight with a friend and you sort it out.*
- Read out the bullying behaviours (page 41) to the class or provide students with the behaviour cards (printed and cut out) to place on the worksheet. You can print A4 for group work or A3 for whole class discussion.
- Some examples of behaviours may raise discussion and disagreement. For any behaviour, the context, power imbalance and repetition are all important in establishing if the behaviour is bullying (e.g. saying mean things may be bullying if a power imbalance and repetition exist, but may not be bullying if it happens between equals and only once).

Behaviour cards:

Repeatedly hitting or punching someone.	Spreading rumours or lies about someone.	Talking (that is meant to be overheard) about how someone looks.
Coming up with an offensive nickname for someone and getting others to use it.	Everyday poking the same student in the back of the head with a pencil.	Taking an unflattering picture of someone without their permission, then distributing it.
Pushing someone out of line most mornings.	Not liking someone who is in your group.	Labelling someone as gay (whether they are or not) and then relentlessly insulting them.
Refusing to let another student sit with your group at lunch even though there's plenty of room at the table.	Regularly teasing someone during PE because they "throw like a girl".	Continually picking on someone to make them feel bad (e.g. calling a student 'fat boy' whenever he passes).
Being rude to someone once, but then realising you're wrong.	Making fun of someone to others, like "Hey you, give me that ball. You can't play, you're a freak!"	Calling someone names because of the colour of their skin.
Damaging someone's prized artwork or other property.	Saying or doing lots of mean things to upset someone.	Being annoyed with someone who has taken your things.
Telling others not to be friends with another student.	Saying you disagree with someone's comment online.	Pushing a student against the wall and threatening to do it again if the pushed student tells.
Arguing about who sits where in class.	Sending nasty messages to someone online.	Getting others to agree with you and be 'against' another student.
Forcing someone to 'give' their belongings.	Threatening online to hurt someone in person.	Not sharing your things with someone.
Joking with someone that they always forget their sports gear.	Spreading gossip to be accepted in a group.	Constantly making fun of another student because they have a disability.

Student worksheet:

Physical bullying	Behaviour
Verbal bullying	Behaviour
Social bullying	Behaviour
Not bullying	Behaviour

Answer guide for matching types of bullying behaviour:

Physical bullying	Behaviour <ul style="list-style-type: none"> Repeatedly hitting or punching someone. Everyday poking the same student in the back of the head with a pencil. Pushing someone out of line most mornings. Forcing someone to 'give' their belongings. Damaging someone's prized artwork or other property. Pushing a student against the wall and threatening to do it again if the pushed student tells. Threatening online to hurt someone in person .
Verbal bullying	Behaviour <ul style="list-style-type: none"> Talking (that is meant to be overheard) about how someone looks. Coming up with an offensive nickname for someone and getting others to use it. Labelling someone as gay (whether they are or not) and then relentlessly insulting them. Regularly teasing someone during PE because they "throw like a girl". Calling someone names because of the colour of their skin. Saying or doing lots of mean things to upset someone. Sending nasty messages to someone online. Continually picking on someone to make them feel bad (e.g. calling a student 'fat boy' whenever he passes). Constantly making fun of another student because they have a disability.
Social bullying	Behaviour <ul style="list-style-type: none"> Spreading rumours or lies about someone. Taking an unflattering picture of someone without their permission and then distributing it. Refusing to let another student sit with your group at lunch even though there's plenty of room at the table. Making fun of someone to others, like "Hey you, give me that ball. You can't play, you're a freak!" Telling others not to be friends with another student. Getting others to agree with you and be 'against' another student. Spreading gossip to be accepted in a group.
Not bullying	Behaviour <ul style="list-style-type: none"> Not liking someone who is in your group. Being rude to someone once, but then realising you're wrong. Being annoyed with someone who has taken your things. Saying you disagree with someone's comment online. Arguing about who sits where in the classroom. Not sharing your things with someone. Joking with someone that they always forget their sports gear.

Who are you?

Objective:

To enable students to examine the different roles in bullying and to identify different ways to respond and behave. Bystanders responding appropriately (by discouraging, intervening in or reporting bullying) can be very effective in limiting the impacts of, and even preventing, bullying behaviour.

Materials:

☐ Writing materials



☐ Copies of scenario (see page 45)

**Method:**

- Print out the scenarios (page 45) and ask your students to identify the different roles that the characters play.
- Ask the students to identify the following roles:
 - the initiator/s (bully/bullies)
 - the target
 - the bystanders.
- Ask them what each of the characters might be feeling.
- Ask the students to describe what could be done differently.

Scenario 1:

It is lunch time and Charlotte is looking for her money to buy a drink. Sophie walks past and picks up Charlotte's bag, 'accidentally' emptying everything in the bag on to the floor.

Sophie sneers at Charlotte, saying, "You'd better pick that up before someone breaks something", and then stands on Charlotte's phone, saying, "Oops – sorry didn't see that there."

Maia notices that Charlotte is upset and tries to help her pick up her things.

Ruby, who is standing next to Sophie, says to Maia, "Huh! Feeling sorry for old no-mates are you? You two could be each other's new best friend." Maia feels embarrassed, gets up and walks away.

A group of Charlotte's and Sophie's classmates are watching what happens, but decide not to step in.

Mrs Pritchard comes over and asks what is going on. Sophie and Ruby make a show of helping Charlotte pick up her things and asking if she is alright. Charlotte tells Mrs Pritchard that everything is OK.

Scenario 2:

Rata notices her friends don't say 'hi' when she arrives in class. They tell her to meet them at the canteen at lunchtime.

When she gets to the canteen, none of her friends are there, so she spends lunchtime alone.

Later in class they are whispering, giggling and showing each other images on their phone.

Rata asks them what's funny. Jason says, "oh nothing...did you have a fun time at lunch?"

"Yeah 'with all your friends?'" said Kim.

Rata said, "Where were you guys?"

"Dunno...where were we again?", says Hoane in mock wonder to his friend.

Rata checks her phone and sees in her feed a small video of herself looking around the canteen with the words 'Loser?' underneath it.

What is a bystander?

In any bullying situation there is usually:

- the person being bullied (**target**)
- the person/s bullying (**initiator/s**) and
- '**bystanders**' (other people who watch or are nearby at the time the bullying takes place).

Students may have been a bystander if they have:

- cheered the person bullying
- stood and watched in silence
- laughed or walked away from the situation
- forwarded an offensive image, post or text message to someone
- asked the person bullying to stop.

If bystanders are confident to take safe and effective action, there is a greater chance that the bullying will stop. An active bystander will use words and/or actions that can help someone who is being bullied.

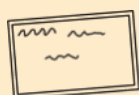
Bystanders count

Objective:

Bullying situations usually also involve bystanders – those who watch bullying happen or hear about it. Bystanders rarely play a completely neutral role. Depending on how bystanders respond, they can either contribute to the problem or the solution.

This activity will help students understand that as a bystander they have the power to play a key role in preventing or stopping bullying.

Materials:



☐ Flip-chart paper or whiteboard



☐ Post-It notes



☐ Pens



☐ Scenarios
(see page 48)



☐ Response cards
(see page 49)



Method:

Work in small groups or as a whole class.

- Remind students of the definition of bullying:

Bullying is when someone uses 'power' they have over you to try to hurt or upset you again and again.

Activity A: What is a bystander?

- Ask students to think of other words to describe a bystander.

Examples are witness, onlooker, observer, passer-by, spectator, eye-witness.

Activity B: Would you support the bullied person?

- Split your students into small groups. Provide each group with a scenario (see page 48) illustrating a bullying incident.
- Ask the groups to consider reasons why they would not support the person being bullied in the scenario and write these on post-it notes. These should be placed on flip-chart paper or a whiteboard under the heading 'No Support'.
- Discuss the reasons students have given as to why they would not support the person being bullied.
- Next, ask the groups to consider reasons why they should intervene. Ask them to write these on post-it notes and put them under a heading 'Support'.
- Discuss the reasons the students have given for supporting the person being bullied.

Activity C: What could you do?

This activity is to give students some responses they could use to stop a person being bullied.

- In small groups ask the students to order the 10 statements provided (see page 49), based on their likely effectiveness.
- Facilitate a discussion on why the groups have decided that some strategies may be more effective than others.
- Discuss with students that bullying research¹ shows 85% of bullying takes place with bystanders present and that the reasons students said they found it difficult to intervene were:
 - They think, "It's none of my business".
 - They fear getting hurt or becoming another target.
 - They feel powerless to stop the person bullying.
 - They don't like the target, or believe the target 'deserves' it.
 - They think that telling adults won't help or it may make things worse.
 - They don't know what to do.
- Bystanders can have a powerful effect on either encouraging or preventing bullying behaviour. There are four main types of bystander: followers, supporters, defenders and outsiders.



¹Craig, W. M. & Pepler, D. (1997). Observations of bullying and victimization in the school yard. *Canadian Journal of School Psychology*, 13(2): 41–60.

Scenarios

Jack and Tom

Jack is one of the excellent students in your class. Other students ask him for his homework so they can copy it, but he always refuses. Jack has asthma and this makes it difficult for him to participate in sporting activities. Recently you saw Jack have an asthma attack while playing football. Jack's team mates make fun of him every day and call him a 'weakling'. Tom pushed him to his knees in the mud and took a photo of him on his phone. Later on, Tom asked you to have a look at his Facebook page. He had uploaded the photo of Jack with the caption, 'This is what failure looks like'. Tom told you that several students in the class had 'liked' the photo already. He asked you to tell as many people as possible to 'like' the photo.

- How do you think Jack's classmates made him feel?
- What do you think of Tom's behaviour? What was Tom trying to achieve?
- How do you view the behaviour of other people involved (all the people who called Jack a 'weakling' and 'liked' the Facebook photo)? What were they trying to achieve?
- Would you define Jack's experience as bullying?
- What do you think Jack should do now?
- What would you do / say if you were Jack's friend?
- What would you do / say if you were Tom's friend?

Liam and Ella

Liam is in your class at school. Another classmate, Ella, asked Liam out, but he wasn't interested. Since then, Ella and her friends laugh at Liam every time he walks past them. They ask him loudly whether he 'prefers boys to girls' so that everyone can hear them. Some of the teachers also overheard them saying this, but they ignored the comments. A week after this Ella and her friends left information leaflets about gay rights and support organisations on Liam's desk.

- How do you think Ella and her friends made Liam feel?
- What do you think of Ella's behaviour? What was she trying to achieve?
- How do you view the behaviour of Ella's friends and the teachers who ignored the comment? What were they trying to achieve?
- Would you define Liam's experience as bullying?
- What do you think Liam should do now?
- What would you do / say if you were Liam's friend?
- What would you do / say if you were Ella's friend?

Response cards:

Tell an adult.

Tell an older person.

Encourage the person
being bullied to tell
someone.

Show the person bullying
you don't approve.

Walk away and ignore
the bullying.

Tell the person bullying to
stop, if it's safe to do so.

Use violence against the
person bullying to make
them stop.

Go and get a group of
friends to help you stop
the bullying.

Make friends with the
person being bullied so
they're not isolated.

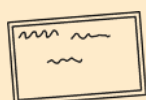
Ask the person being
bullied if they are OK.

Sticks and stones

Objective:

To highlight the power that everyone has to intervene in bullying situations.

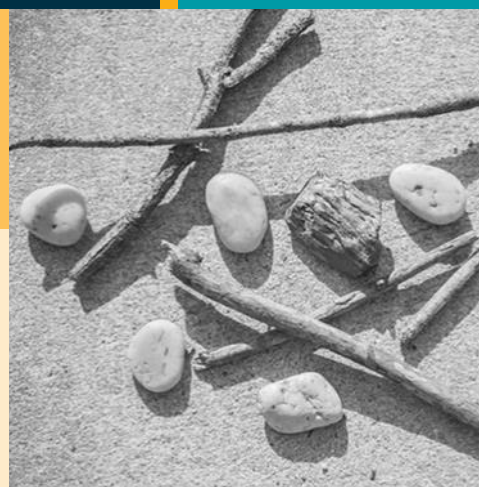
Materials:



☐ Whiteboard or
Flip-chart paper



☐ Marker pens



Source: Adapted from Animus Association (2016). *LISTEN! What children have to tell us about bullying and safety at school. Produced in the frame of the EU Daphne project "Early identification and prevention of bullying in school setting, JUST/2013/DAP/ AG/5372.*

Method:

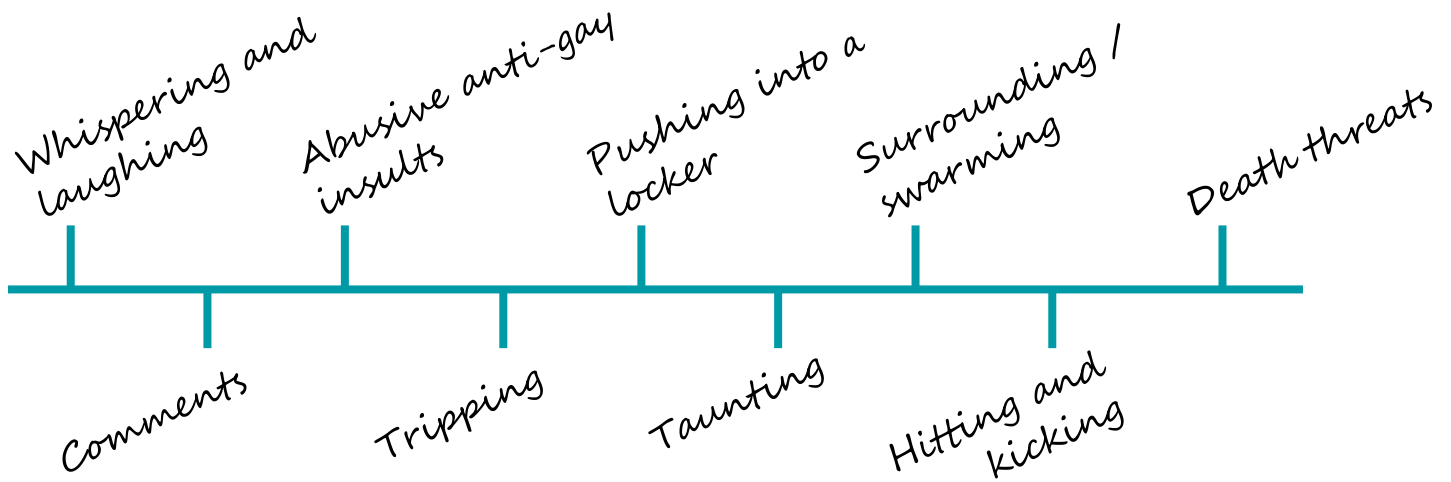
- Read the following case study to students:

At school, a group of students began whispering and laughing about a boy in the school who they thought was gay. They began making comments when they walked past him. Soon they started using abusive anti-gay insults.

By the end of the month they had taken their harassment to another level, tripping him when he walked by and pushing him into a locker while they taunted him. Over the next month they increased the seriousness of their attacks – they surrounded him and two boys held his arms while the others hit and kicked him.

Eventually one of the boys threatened to kill the boy. At this point another student overheard the threat and the police were contacted.

- Ask your students if something similar could happen at their school? How do they think a situation like this could affect the entire school?
- Tell the students that they have been discussing a situation that started out as 'whispering and laughing' and became more intense, escalating to violence.
- Draw a straight line on flip-chart paper or a whiteboard. Put 'whispering and laughing' at one end and 'death threats' at the other end (see diagram on page 51).



- Write the following questions on the whiteboard :
 1. Why do you think this situation, which at first might have seemed harmless, progressed into violence?
 2. At what point on the continuum do you think it would be easiest for someone to intervene?
 3. What would be some possible ways to intervene at different points on the continuum?
- Divide students into groups to answer the three questions.

Find out more...
involving other agencies
[www.bullyingfree.nz/
involving-other-
agencies-and-media/](http://www.bullyingfree.nz/involving-other-agencies-and-media/)

What does it feel like?

Objective:

This activity will encourage students to think more deeply about bullying behaviour – Who is participating in it? What role do they play? How do they feel?

Materials:



☐ Bullying scenario



☐ Marker pens



☐ Flip-chart



Bullying is defined as behaviour that is repeated (or has the potential to be repeated), harmful and is directed toward those perceived to have less power. Perceived power can come from a variety of sources – social networks, money, intelligence, size and strength, etc.

Shifting the power dynamic in a bullying situation is an effective way to reduce bullying. Bystanders—students who witness bullying—may be the most powerful people in a bullying situation. Their actions can encourage or discourage the person initiating the bullying.

Throughout this activity, students will discover that they not only are capable of putting an end to bullying, but they may be the best fit for the job.

Method:

- Place students in groups.
- Ask students to discuss how each person in the scenario might feel – the initiator, the recipient, and the bystanders.
- Next, discuss the concept of power in relationships. Each person in a bullying situation has a certain degree of power – what makes bullying ‘bullying’ is that the initiator has more perceived power than the target (e.g. more friends, is physically bigger, is perceived to be smarter, etc).
- Discuss the power of the bystander – their reactions and behaviour can encourage or discourage the initiator.
- In their groups, have students come up with two ways that the bystander(s) could have changed their behaviour that would have resulted in stopping the bullying. If time permits, allow the students to share their ideas with the rest of the class.

Find out more...

The effects of bullying
www.bullyingfree.nz/about-bullying/the-effects-of-bullying/

Scenarios

Kara and Tai

Kara and Tai have been friends for many years, but recently Kara has felt left out from the things that Tai organises with their friends.

The other day, Kara sent Tai a text asking if he was upset with her for some reason. She didn't get a reply. Later that night, Kara was working on a project with Ari, another friend from school. Ari logged on to his Facebook and Kara saw on his newsfeed that Tai posted that he found Kara annoying. There were comments from other friends. Ari quickly turned off his Facebook. When Kara checked her own Facebook, she realised that Tai had changed his settings so that she couldn't see his posts.

John

John was in a new maths class. John had always found maths challenging, but he usually tried his best. Often, he didn't quite get what he was supposed to do, and the teacher didn't seem to realise how lost he was.

In his old class, when John was really stuck, he could always ask his classmates to explain how they did it. But John didn't know anyone in his new maths class.

One day, John tried to figure out an algebra problem by looking at what Alan was doing. Alan covered his work with his arm and called out, "Mr! Mr! John's trying to hug me! Ewww! Get away from me John!" Another boy chimed in, "Yeah do your own work, John".

When the teacher came over to help John, two boys called out "Jooooohn" in very slow way that made John feel embarrassed and dumb. The teacher told the boys to cut it out. "Just jokes Mr!", they replied.

For the next month the same group of boys sat behind John in maths, making the same slow "Jooooohn" noise or saying "did you get that Jooooohn?" every time he asked for help, answered a question or sometimes for no reason at all. Mostly it was too quiet for the teacher to hear. One day, they started hassling him before class, saying things like "are you in the right class Jooooohn? ...hey don't they have a cabbage class for you Jooooohn?"

Some of his classmates laughed. Most just seemed to ignore it. Once, Lisa, who he didn't really know, said, "leave him alone Alan, don't be a stink guy."

One day when John was buying a pie at the canteen, the boys started hassling John again, saying, "Have you got the right money John? Did your mum have to count your money for you?" He heard a group of girls standing nearby giggle — one of them said, "oh my god, I feel so sorry for that guy."

John began to get a tight feeling in his stomach before school each day. Sometimes he would stay in the toilets instead of going to maths. After a few months, he felt so nervous about school he would stay home, sometimes for days at a time.

What's the impact?

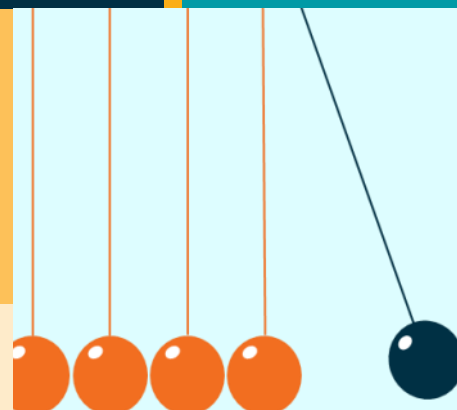
Objective:

Students discuss bullying and how they would respond to different scenarios to deepen their understanding of the types of bullying and identify different responses.

Materials:



☐ Bullying scenarios (see page 55)



The bullying scenarios in this activity are adapted from *Compasito: Manual on Human Rights Education for Children, Volume 918*.

Preparation:

- Use the scenarios provided (page 55) or write some that are relevant to your students.
- Mark the four corners of the room as numbers 1 to 4 – students should be able to move freely from one corner to another.

Method:

- Remind your students of the definition of bullying:
Bullying is hurtful or harmful behaviours, actions or words that are intentional, have an imbalance of power and are often repeated. Targets of bullying frequently have a difficult time standing up for themselves. Bullying is different to conflict in that conflicts involve two people of equal power, each with a different point of view. Bullying can be physical, verbal or social.
- Read the first scenario. Each has three possible responses. A fourth response is left open for students to provide their own answer.
- Each corner of the room is numbered. After you have read the bullying scene and the responses, the students go to the corner that represents what they think they would do in the situation.
- Once the students have taken their position, ask a few in each corner why they chose that response and some of its advantages and disadvantages. Allow those students who chose their own answer to explain their response.

Bullying scenarios:

A. Your friends start calling you names, making hurtful comments about how you look, and posting. You don't feel good when these things happen. What should you do?

1. Nothing. You must have done something wrong to make your friends act like that.
2. Start calling them names in return and threaten them.
3. Speak to your parents / whānau or teacher and tell them what is happening.
4. Something else.

B. A group of older kids from another school like to pick on younger students from your school. They hang around to catch a student walking home or waiting for the bus alone, surround them, and take their money, food or belongings. They also throw rocks and threaten to do worse. What should you do?

1. Be very careful and make sure you go to and from school in a group.
2. Tell adults in your school about what is happening and ask for help.
3. Carry rocks to protect yourself.
4. Something else.

C. A group of students in your class are spreading hurtful rumours about you. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true. What should you do?

1. Nothing. No one will believe you if everyone thinks the rumours are true.
2. Start spreading bad rumours about the other kids.
3. Tell everyone the rumours are untrue.
4. Something else.

D. A new boy in your class is a refugee. Your friends always say racist things to him, make fun of his English and tell him to go back home. What should you do?

1. Join in. He's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying racist things to him.
3. Offer to give him English lessons when you're not playing with your friends to help him fit in.
4. Something else.

E. You notice your friend David is teasing and making fun of a student in your class with a learning disability. David has also started taking things from him. What should you do?

1. Tell an adult what is happening without letting your friend know.
2. Help your friend to take things from the younger students in case he starts to take things from you.
3. Tell your friend you think that what he is doing is wrong and that he should leave the younger students alone.
4. Something else.

F. You've been teasing one of your friends because they are really bad at reading and writing, and you noticed that recently they've started to sit alone. Once you noticed tears in your friend's eyes. What should you do?

1. Nothing. Your friend is probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him/her about why they are crying.
3. Tell your friend that you won't tease him/her anymore, but that he/she really is stupid and should get some extra lessons.
4. Something else.

Expose the myths

Objective:

To challenge and dispel myths, and to reinforce information that is factual, reliable and valid.

Materials:

- ☐ Myths and Facts statements (see page 57 & 58)

**Method:**

- Explain this activity deals with 'biased information' and 'myths' about bullying. Clarify that 'myth' refers to untrue information that is passed around like a fact. Some myths may contain some accurate information, but generally they are not true.
- Divide the room into two parts with an invisible line – the left part is for myths and fiction; the right one is for facts and reality.
- Read the statements to your students – ask those that think the statement is a myth, to move to the left part; and those who take it as real, move to the right.
- After all the students have made their decision, take some time to discuss why they chose to stand where they are.
- Following discussion on each statement, explain to the students whether a statement is true or a myth.

Find out more...

All about bullying

[www.bullyingfree.nz/
about-bullying/](http://www.bullyingfree.nz/about-bullying/)

Myths and Facts statements:

1	Bullying is a normal part of growing up.	MYTH Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt or abused is never normal or acceptable.
2	Bullying often resolves itself when you ignore it.	MYTH Bullying reflects an imbalance of power that happens again and again. Ignoring the bullying teaches students who bully that they can bully others without consequences. Adults and other students need to stand up for children and young people who are bullied, and ensure they are protected and safe.
3	Students with disabilities are at greater risk of being bullied.	FACT Students with disabilities (including physical, learning, developmental, intellectual, emotional and sensory disabilities) are at greater risk of being bullied.
4	All bullies have low self-esteem; that's why they pick on people.	MYTH Many people who bully are popular and have average or better than average self-esteem. They often take pride in their aggressive behaviour and control over the people they bully. People who bully may be part of a group that thinks bullying is okay. Some people who bully may also have poor social skills and experience anxiety or depression. For them, bullying can be a way to gain social status.
5	Bullying is usually something done by males.	MYTH A number of studies have shown that females bully equally as often as males. Often, females engage in more social bullying than males. This involves spreading rumours, excluding someone from a group or other harmful methods of bullying that humiliate the person within their social group.
6	Bullying is not only a school problem.	FACT Bullying occurs wherever people gather to live, learn, work or play. Although bullying tends to occur in school, we know that bullying is a community problem, not just a school problem.

Myths and Facts statements:

7	People are born bullies.	MYTH Bullying is a learned behaviour and these behaviours can be changed.
8	Children and young people who are bullied will almost always tell an adult.	MYTH Adults are often unaware of bullying – in part because many students don't report it. On average only a third of students who are bullied talk to an adult about the bullying. Targets may fear retaliation. They also may fear that adults won't take their concerns seriously, or will deal with it inappropriately.
9	Excluding someone from a group or spreading rumours can be as harmful as physical violence.	FACT Although the impact differs for different people, it may be at least as harmful to be excluded from a group or to have rumours spread about you. Many young people report that the daily psychological abuse of this type of bullying behaviour has long-lasting effects and is worse than physical violence.
10	It is easy to spot the signs of bullying.	MYTH It is not always easy to spot the signs of bullying as it is not always physical and obvious. Social and verbal bullying can often leave scars that people don't see.
11	Bullying usually occurs when there are no other students around.	MYTH Bullying incidents are typically public (rather than private) events that have witnesses. Studies based on playground observations have found that in most bullying incidents at least 4 other students were present. Although 9 out of 10 students say there is bullying in their schools, adults rarely see it even if they are looking for it.
12	Students grow out of bullying.	FACT Some students engage in bullying for a short time only and then stop, either because they realise it's wrong or they learn more appropriate behaviour. A small group of students continue to bully others. Unless someone intervenes, the bullying will likely continue and, in some cases, grow into violence and other serious problems.

How do you feel?

10

Objective:

To demonstrate how difficult it can be to understand what people feel by judging body language, and how easy it can be to hide true feelings.

Materials:



☐ Large jar or container



☐ Felt pens



☐ Paper



Method:

- Ask students to think of as many words as they can that describe feelings and emotions, both positive and negative.
- Cut up the words into individual slips of paper and put them in the jar or container.
- Ask students to pick from the jar and mime the word on the paper. The group then have to guess what feeling or emotion is being mimed.
- The idea is to show how easy it is to misunderstand what people are feeling by just looking at their body language and facial expressions, and how easy it can be to hide true feelings.
- Ask students:
 - What emotions what emotions/ and feelings were easy to spot? Why?
 - Which emotions were difficult to tell? Why?
 - What was it like when others couldn't guess the emotion you were trying to show?
 - What can we do on a daily basis to better understand how people are feeling?

Working against racism

11

Objective:

Students are able to identify different kinds of racism and plan actions to challenge racism at school.

Materials:



☐ Racism scenarios sheet (see page 62)



☐ Cards/copies with types of racism



☐ Post-it Notes



Source: *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*, by Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel; NZCER Press. www.nzcer.org.nz/nzcerpress/mental-health-education

Method:

You may want to provide access to the background information (see page 61). The detailed definitions might be useful for some students, while others will prefer the simpler definitions in the boxes (page 63).

- Discuss definitions and content above with the class and explain what racism is .
- In groups, look at the different scenarios below and the three types of racism described. Arrange each scenario under the type of racism you think it is (see scenarios and types below). Provide students with Post-it notes so that they can create their own examples if they want.
- Discuss with the class (or each group in turn) each situation and clarify why each one is an example of racism. Point out that often these things are not a person's direct fault; they are often about incorrect assumptions and stereotypes. The key thing is to be aware and challenge them when you see them. Ask for scenarios they thought fell into more than one type.
- In groups, choose one of the scenarios below that happens at some schools. Explain why it is a problem. Discuss:
 - How do you think racism and bullying are connected?
 - What could you do? What could teachers do? What could students do?
 - Outline a plan your school could carry out to challenge this kind of racism.

Background information and definitions:

The purpose of these activities is to explore the many different forms that racism takes. This is often unconscious and institutionalised. Schools can either reinforce or challenge racism.

The terms “race” and “ethnicity” have different meanings. While “racism” does exist, the idea that there are distinct “races” in the world (biologically) is a myth. The word “race” does, however, have social meaning and some people use it to talk about their identity.

“Ethnicity” is a slightly broader term that refers to a person’s heritage. It can include whakapapa, cultural group, heredity. While people from some ethnicities may share particular characteristics (such as skin colour), there is also a great deal of diversity and mixture when it comes to ethnic affiliations.

For more discussion, see the book: *Rocha, Z. L., & Webber, M. (Eds.). (2018). Mana Tangatarua: Mixed heritages, ethnic identity and biculturalism in Aotearoa New Zealand. New York: Routledge.*

What is racism?

Dictionary.com defines racism as:

- a belief or doctrine that inherent differences among the various human races determine cultural or individual achievement, usually involving the idea that one’s own race is superior and has the right to rule others.
- a policy, system of government, etc., based upon or fostering such a doctrine: discrimination
- hatred or intolerance of another race or other races.

Jones (2000) provides a theoretical framework consisting of three types of racism.

Personally-mediated (interpersonal) racism

Racist attitudes and lower expectations from one person to another, racist comments, accusations, and similar behaviours. Prejudice in this manner is defined as differential assumptions about abilities, motives, and intentions based on notions of race and racism. Discrimination is defined as differential actions towards others of a different ethnicity or cultural/ religious background.

Interpersonal racism is what most people think of when they consider what racism is. Examples of personally-mediated racism include: racial stereotyping (both positive and negative), a lack of respect, suspicion (in shops, for example), avoidance, protection of personal items, distancing in public spaces (such as public transport). Personally-mediated racism can be both intentional and unintentional through acts of commission or omission, consequently maintaining structural barriers and

acceptance through societal norms. These types of racist behaviours are also often described as racist “microaggressions”, most often towards those who are not white, which are often experienced on a daily basis.

Institutionalised racism

Racism as a result of institutional processes such as access to healthcare, education, goods, services, and employment opportunities. This form of racism is often seen as societal norms and often “codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator” (*Jones, 2000, p. 1212*). Institutionalised racism manifests through structural barriers, societal inaction in the face of need, societal norms, biological determinism, and unearned privilege. Examples of institutionalised racism in education might include the disproportionate numbers of Māori male students who are suspended/ excluded from New Zealand schools, or, where schools still stream, the often-higher proportions of non-Pākehā students in lower streamed classes.

Internalised racism

Acceptance and justification about negative messages about one’s own/others’ worth; explaining away differences according to personal traits. Internalised racism involves believing or accepting the racist/negative views that others have of you. This might include accepting perceived academic limitations, lowering one’s dreams and goals, reducing acts of self-expression. It can often be seen as comparing oneself unfavourably to whiteness, including rejection of other people of colour, self-devaluation such as accepting slurs as nicknames or rejection of one’s ancestry, resignation and helplessness such as not voting, dropping out of school, or engaging in potentially unhealthy practices (smoking, unprotected sex). Internalised racism therefore reflects and reinforces existing systems of privilege, societal values, undermines collective action, and diminishes an individual’s sense of value.

The notion of **unconscious bias** is also relevant here.

Unconscious bias, sometimes referred to as implicit bias or implicit cognition, has been recognised in cognitive science and social psychology for decades. Unconscious bias is an automatic tendency for humans to perceive people, situations and events in stereotypical ways. These attitudes and stereotypes, in turn, affect our understandings, actions and decisions unconsciously. (Blank, Houkamau, & Kingi, 2016)

See the report: Blank, A., Houkamau, C., & Kingi, H. (2016). *Unconscious bias and education: A comparative study of Māori and African American students. Oranui.* <http://hautahi.com/static/docs/BlankHoukamouKingi.pdf>

Scenarios:

\$5 goes missing in class and the teacher accuses a Māori student of stealing it.	Service stations insisting that people with brown skin prepay for petrol.	Disproportionate numbers of Pākehā students gain entry to university.
Assuming a person dressed in a hoodie is threatening or dangerous.	A teacher comments: "Yes, the Pacific Island students are just naturally talented at sport."	You notice in your school that the top-streamed Years 9 and 10 classes are all Pākehā and Asian students while the Māori and Pacific Island students are all in the
In 2012, 51% of prisoners were Māori (compared with 15% of the total population).	A student in your class comments: "Well I'm pretty much just good at PE and not at anything else. It's because I'm a practical kind of person."	People assuming South Auckland is a dangerous place.
People label schools in wealthy areas as "good" schools and those in poor areas as "bad".	A rugby journalist argues that a Pacific Island player should not captain the All Blacks because Islanders have flair but no discipline.	A teacher comments: "Yes, well, all the Asian students are good at Maths and playing musical instruments."
A teacher comments: "All those refugee students just keep to themselves, they don't mix with others."	A teacher comments: "Now we Pacific Islanders, we are not good at writing so we have to work harder at it."	A student in your class mocks a Chinese student when his last name is read out in assembly to collect a prize.
A teacher sees a Māori student getting a sports prize and comments afterwards: "You shouldn't look so proud, all you can do is sports, you should work harder in real classes."	A Tongan student is told that she shouldn't take chemistry for NCEA Level 2 but should do PE instead.	The school principal convinces five Māori students to repeat Year 13 so they can keep playing for the First XV.

Types of racism cards (definitions for students):

Interpersonal racism:

Racism from one person to another.
Lower expectations, racist comments,
assumptions, accusations, etc.

Institutionalised racism:

Racism in the way an institution, system or process works.
Often can be seen in differences in wealth, income, education, housing,
health, the courts, and other processes.

Internalised racism:

Accepting and justifying negative thoughts about
your own or other people's worth.
Explaining away differences according to personal traits,
for example, all white people are like that,
all Samoans are good at sport.

Challenging assumptions

12

Objective:

Students are able to identify the assumptions they make about other people.

Materials:



☐ Pictures of people



☐ Pens



☐ Statement cards
(see page 65)



☐ Paper



Source: *Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing*, by Katie Fitzpatrick, Kat Wells, Gillian Tasker, Melinda Webber, and Rachel Riedel; NZCER Press. www.nzcer.org.nz/nzcerpress/mental-health-education

Method:

- Collect nine pictures of people (e.g. from magazines or photos online) of varying bodies (gender, size, muscle definition, race, etc.). Make sure none is a person students can identify.
- Print out the statement cards, enough for one set per group of four (see page 65)/
- Organise the class into groups of four. Give each group a set of pictures and statement cards.
- Ask each group to discuss their set of pictures and statements, and try to match each statement to a picture.
- Ask each group to report back to the class about a card that required an assumption to be made, or a card the group couldn't easily match.
- Now ask each group to select one of the pictures and write a scenario for the person's life for the next 10 years. They should avoid stereotypes and unwarranted assumptions.
- Ask each group to read their scenario aloud, and have the class vote on the one with the least assumptions.
- Discuss the way the assumptions people make can affect their expectations of others. Ask:
 - To what extent do people 'live down' or 'live up' to people's expectations of them?
 - How can we use this awareness of the assumptions people make to be more positive in relating to other people in our community?
 - What barriers do assumptions create?
 - How can these barriers be overcome? How might assumptions and the barriers they create lead to or maintain bullying behaviours?

Statements:

Copy this page then cut out and give to groups

I don't like relying on other people.

I think looks are very important

I don't care what other people think about me.

Most people around here seem selfish.

You have to look like this to survive.

I think it is important that parents are strict with children.

Friendships are really important.

How people speak is important.

Looking after other people is important.

See me, hear me

13

Objective:

To raise awareness of the impacts of bullying from the perspectives of young people with disabilities.

Materials:☐ TV / projector☐ Computer / Internet access**Method:**

- Open with a brief discussion to gauge students' knowledge and experience of disability. This could include physical or learning disabilities, or disabilities related to injuries or mental health.
- Ask students if they think people with disabilities might be more vulnerable to bullying.
- Watch the TKI [video](http://www.bullyingfree.nz/students-with-disabilities/) (www.bullyingfree.nz/students-with-disabilities/) as a class.
- Ask the students to make note of:
 - the way they have been treated because of their disability
 - how being treated like this affected them.
- Discuss with the class if they can think of any real life examples of disability-based bullying they might have witnessed or heard about.
- If the people in the video had attended our school would their experiences have been different? In what way? Why?
- What are we doing (or what else could we be doing) in our school to make sure all students feel safe, valued and included?

Why be 'normal'?

14

Objective:

To provide students with an opportunity to explore the notion of 'normal' and recognise the value of being themselves.

Materials:


☐ TV / projector

☐ Computer / Internet access


This activity involves watching the [TED Talk by Rosie King](https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself#t-248477), How Autism freed me to be myself (www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself#t-248477).

Method:

- Give students one minute to work in pairs to come up with a definition of "Normal".
- Briefly have students feedback their ideas.
- Play [TED Talk by Rosie King](https://www.ted.com/talks/rosie_king_how_autism_freed_me_to_be_myself#t-248477), *How Autism freed me to be myself*.
- Use the following questions to hold a class discussion or have students answer these in pairs/small groups and feedback to the whole class.
 - What stereotype does Rosie mention regarding autism?
 - What does Rosie say people are afraid of?
 - What are some of the strengths Rosie has?
 - What kind of challenges does Rosie experience?
 - How do you think it would be for Rosie at this school?
 - What are some of Rosie's strengths and achievements ?
 - What does Rosie think of the idea of "Normal" ? What reasons does she give?
 - How does the idea of being "normal" effect us at school or in our day to day lives?
 - What are some of the risks of going against the norm?
 - What message do you take from Rosie's talk?
 - What message would you have for Rosie if you met her?

Find out more...

About autism at:

www.inclusive.tki.org.nz/asd-and-learning/

The Tag Game

Objective:

For students to explore ideas and patterns regarding social categories, their impacts and the value of diverse perspectives and experiences

Materials:



- Coloured tags or stickers of different shapes, colours and sizes enough for each student to have one.



Source: *Training across cultures: What intercultural trainers bring to diversity training.* Sandra M. Fowler, *International Journal of Intercultural Relations*, Volume 30, Issue 3, May 2006.

Method:

- Distribute tags to class members randomly and ask students to stick them on their top.
- Without giving specific instructions, ask students to form groups without talking.
- Once groups have formed ask students to break up and form new groups.
- Repeat this process at least four times.

Students will usually form groups based on shapes, colours or sizes. It's unusual for groups to be formed based on diversity of shapes colours or sizes of tags, or for students to look beyond the tags as a way to organise themselves.

- Gather the class together for a discussion. Possible discussion points include:
 - What kind of groups were formed? Why?
 - Are there are other ways you could have grouped yourselves but didn't? Why?
 - Did any groups form with a mixture of sizes and shapes? Why? Why not?
 - What advantages would a more diverse group have?
 - How do we form groups in our everyday lives?
 - How do the groups we form impact on the way we think about other groups?
 - Why might some people not be included in a group? What might this be like?

Extension:

After the last group is formed, ask the groups to give themselves and other groups a score out of 10, based on how much they contribute to the class, how 'cool' they are etc.

- What did you rate the other groups on? Why?
- How does this compare with how you rated your own group?
- How do you think being in a group changes the way you see another group?

More activity ideas



Kind Hearts

Put up a large heart in the school.

Each week ask students to put a post-it note on it stating what they have done that week to be kind to someone.



Pink Shirt Day

Check out the Pink Shirt Day resources and toolkits for ideas and activities that can be used to celebrate diversity, spread atawhai/kindness and make a positive impact on your school by building and sustaining a positive culture where all tauira/students can flourish, free from bullying! Visit: www.pinkshirtday.org.nz

Create a list of top tips

Ask students to work in pairs or small groups to come up with their top 10 tips on how to overcome bullying and share with the class.

You may find there is repetition and overlap – record the most commonly suggested tips and use them to produce a classroom charter.

More than Four from InsideOut

More than Four is a video and poster resource from InsideOut exploring the identities and experiences of and beyond 'LGBT' identities. Check it out at www.insideout.org.nz/more-than-four/

Report it!

How easy is it for students to **report bullying**? Invite students to suggest ways to make it easier to report bullying to staff — what obstacles do students perceive and how can you address these? Collate the suggestions and present.

Stepping Stones

What small actions could we take to make our school a happy and safe place for everyone? Talk in class or in small groups and ask each student to name one small action they will

Motto Competition

Hold a competition in your school to come up with the best bullying prevention motto. Put the winning competition up in your school.

Bullying Prevention Pledge

Create an anti-bullying pledge and ask all students to sign it. Display it clearly in the school. Refer back to it when incidents of bullying arise.



Create and perform



Create an **anti-bullying graffiti wall or chalk mural** where everyone in the school community can sign or write a message on.

Create a **picture board** with students about what makes them unique.

Create a **school mural** or other artwork of positive messages about your students' contributions to making their school safe and supportive.

Create a **bullying prevention emblem**. Hold a competition to design an emblem which represents your school's efforts to tackle bullying.

Make a **bullying prevention collage**. Write out a short slogan related to stopping bullying in large bubble writing. Ask your students to write one word that makes them think about bullying. Stick these inside the writing to make a bullying prevention collage with a high impact.

Make a **video** about dealing with bullying, or about the theme ***Whakanuia Tōu Āhua Ake! Celebrating Being Us!*** Check out last year's Bullying-Free NZ Week [competition winners](#) and the [NZ Police Bullying-Free NZ channel](#) on YouTube for ideas and inspiration.

Make a **video collage** of acts of kindness with a soundtrack and post on social media.

Hold a Bullying-Free NZ Week school event where students **showcase theatre, song, dance or other performances** they have developed in class – invite parents, whānau and community members to attend.

Students could create their own **bullying prevention podcast** or tell a story with an anti-bullying message.

Write a **song or rap** about how someone has successfully managed bullying record it and ask the local community radio station to play it for the community to hear.

Create lyrics to reflect ***Whakanuia Tōu Āhua Ake! Celebrating Being Us!*** Or pro-kindness lyrics to sing or rap over the tune of a popular song. Share with other classes or the whole school.

Take an aerial photo of students organised in the playground or on the school field to spell out a key bullying prevention message – for example, 'Stop Bullying', 'NO Bullying At Our School'.



Rathkeale College took to the skies to show their support for Bullying-Free NZ Week 2018.

JOIN THE MOVEMENT FOR CHANGE!

**CELEBRATE PINK SHIRT DAY
ON FRIDAY 17 MAY 2019**

**KŌRERO MAI, KŌRERO ATU, MAURI TŪ, MAURI ORA
- SPEAK UP, STAND TOGETHER, STOP BULLYING!**

Pink Shirt Day aims to reduce bullying by supporting schools to celebrate diversity, spread kindness and be safe, supportive, welcoming and inclusive of all students.

Many studies show that young people/rangatahi who are bullied are more likely to experience mental health issues, such as depression, anxiety and even suicidal thoughts.

Rangatahi who identify as lesbian, gay, bisexual, transgender, queer, intersex, asexual and other sexuality and gender diverse identities (LGBTQIA+) experience higher rates of bullying. Pink Shirt Day started because students wanted to stop homophobic, biphobic and transphobic bullying in their school, and this remains a strong focus of Pink Shirt Day in Aotearoa.

Pink Shirt Day's Teacher and Student [Toolkits](#) and [campaign resources](#), launching in March, will help you to:

- Engage the whole school
- Promote the mental health and wellbeing of rangatahi
- Celebrate diversity, acceptance and inclusion
- Raise awareness and understanding of bullying
- Support student-led action.

Once again, Bullying-Free NZ Week is back on 13–17 May and will end on Pink Shirt Day!

TRANSFORM YOUR SCHOOL INTO A SEA OF PINK!

**TO GET YOUR SCHOOL INVOLVED,
VISIT WWW.PINKSHIRTDAY.ORG.NZ/REGISTER**



Getting noticed



Promoting your school's BFNZ Week activity

To promote the positive bullying prevention work in your school you could:

1. Invite your local newspaper to attend your Bullying-Free NZ Week school or community events.

2. Take photos of Bullying-Free NZ Week events to include on your website.

3. Write to people in your local community to invite them to participate in your Bullying-Free NZ Week school event.

You could ask kaumātua, local council and businesses, high profile individuals and local media representatives.

4. Get Active Online! Last year we were able to reach thousands of people through social media. You can do this by:

- supporting the campaign by sharing videos and photos of your students and colleagues getting involved in Bullying-Free NZ Week.
- sharing on social media during Bullying-Free NZ Week with the hashtag **#bullyingfreenz**.



Getting noticed



Writing a Media Release

Headline:

Include a strong headline with a summary of your activity. Keep it interesting – short enough to tweet. Remember to be local and topical.

e.g. [name of school] student mural a talking point for New Zealand's national bullying prevention week.

Introductory paragraph:

Include all the main information – who? what? why? where? when? – and your main point or key message. Make sure it's concise and explains what your story is about.

e.g. Students at [name of school] are using art to take a stand against bullying with a new mural to mark Bullying-Free NZ Week in May. The mural celebrates students' different strengths, and is already sparking conversations about bullying across the whole school community.

Provide more background:

Provide more information about your activity or event (e.g. what will happen, what will be there), and why it's important.

e.g. The national Bullying-Free NZ Week takes place each year, in conjunction with Pink Shirt Day, to raise awareness of bullying. This year's theme is 'Whakanuia Tōu Āhua Ake! Celebrating Being Us!'

The idea for a mural came from students in Year [x] as a way to celebrate what makes us all unique and remind students all year of what they can do to help make school a safe, kind and happy place for everyone.

Call to action:

If you are holding an event, competition, or want to involve your community in some way, include what you want people to do. How can they get involved? Who can they contact? Where can they find more information?

e.g. Our [activity] will take place on [date] at [time] in our [e.g. school hall] with a panel of guest judges including [insert local MP or personality, etc]. For more information, contact [insert details].

Supporting quote:

Quotes make your media release more interesting and are a good way to get your key message across and highlight what's important.

e.g. "[name], Principal at [school] said: "We take bullying very seriously. The students have produced this amazing mural about how everyone is a valued member of our school community. It will help to keep us focused on how we can continue to have a environment where everyone belongs and where bullying is not OK."

For more information:

Make sure to include contact details for more information. Add details of any good photo opportunities or send a good quality photo if you have one. Include a link to www.BullyingFree.nz for more information on Bullying-Free NZ Week.

For more tips on contacting the media, download the Bullying-Free NZ Media Kit from the Bullying-Free NZ website.

School policy development



New Zealand schools are responsible for their own student behaviour management policies, including bullying, to help meet their obligation to provide a safe physical and emotional environment for their students.

Many schools already have well-developed, comprehensive approaches to responding to and preventing bullying, and building positive

school environments; some schools are still developing their approaches. Schools need to design an approach that works for them.

We recognise the benefit of empowering young people to take ownership and be instigators of positive social change. Invite your students to take the key elements of your school's policy and redesign it to be student-friendly and accessible.

The process

1	Review what you already have	As a staff team, review the content of your school's bullying prevention policy. What's your process for reporting bullying? Could it be made easier for all students to report bullying? Pick out what you consider is important.
2	Bring your students together	Arrange for the students to come together to look at the whole policy. Do the students understand the purpose of it? Is it concise, student-friendly and easy to understand? Examine the language (does it make sense?), how it is laid out (is it clear and easy to navigate?), and the length of the document.
3	Map out a new approach	What do students think would be a good format for the student-friendly policy?
4	Consider all options	Consider how many ways the bullying prevention policy can be formatted or presented. You could have a full written policy for the staff team, a student charter issued in homework diaries and on posters around the school, or even a short film made by the students detailing the forms that bullying comes in and the process of where to go for help.
5	Let students lead the change	Delegate the development of the bullying prevention policy in all its forms to your students and provide support for any resources they may need.
6	Promote the policy	Once all versions are complete, make all students, staff, parents and whānau aware of each version. It is a good idea to also collect feedback from the whole school, just in case there are any further improvements that can be made.

School policy development



Ideas for Bullying-Free NZ Week

Organise a session for school staff to view the Bullying-Free NZ professional development module [What is Bullying?](#) Use the short set of discussion questions created for staff development activities.

Complete the Bullying-Free NZ online professional learning and development modules.

The series of [ten online training modules](#) are for anyone that wants to learn more about bullying and how to prevent it. They're 100% FREE to access. Check the modules out at www.BullyingFree.NZ.



Carry out the Wellbeing@School student survey.

All schools currently have free access to the Wellbeing@School tools, designed to help schools identify what they are doing well in promoting a safe, caring and inclusive environment and what they could be doing better.

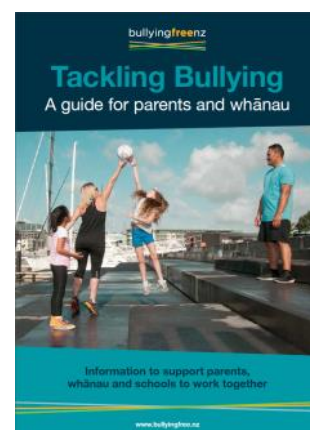
The website-based tools help schools gather student and teacher survey data. These tools include a section which explores student and teacher perceptions about the extent of aggressive and bullying behaviour evident in their school. Sign up for the free Wellbeing@School student survey and [find out more about the toolkit](#) on NZCER's website.

Run a session with the Board of Trustees to discuss ways to involve parents and the community in building a positive school culture. Use the GROW model to support your discussions:

- **Goals:** Identify goals – define where you want to be and how you'll know you've reached your goal.
- **Reality:** Where are you now and what are the particular issues? What resources do you have?
- **Obstacles:** What are the blocks and challenges that might stop you achieving your goals?
- **Way forward:** what actions will you take to achieve your goals?

Highlight your school's bullying prevention and response policy on your school website and social media.

Share the Bullying-Free New Zealand guide for parents and whānau – include a link in your school newsletter.



bullyingfreenz



Bullying-Free NZ School Framework



No 'one-size-fits-all' programme works in every school — each school is different, and each school's approach to bullying prevention should fit their own values, goals and the priorities of their community. Current evidence shows that a combination of key components that involve the whole school community, rather than a specific single programme, is most likely to prevent and reduce bullying.

The Bullying-Free NZ School Framework brings together the nine core elements shown to be essential for an effective school-based bullying prevention approach.



Find out more...

Bullying-Free NZ School Framework
www.bullyingfree.nz/the-nine-elements-of-an-effective-whole-school-approach-to-preventing-and-

Bullying-Free NZ School Toolkit

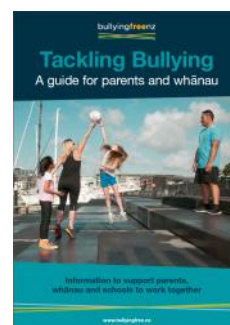


Tackling bullying: A guide for Boards of Trustees will help Boards Members provide leadership and direction, build on good practice and identify actions for their school.



Tackling bullying: A guide for parents and whānau is designed to help them and schools to work together.

It includes information about bullying and what parents and whānau can do to support their children.



Student voice: a guide sets out the importance of student voice in finding solutions to bullying, and promotes good practice in student participation.



The **Wellbeing@School student survey** is free of charge to schools. [Sign up for the free Wellbeing@School student survey](#) and [find out more about the toolkit](#) on NZCER's website.



A set of **ten free professional learning and development workshops** for school staff, with handouts and trainer notes.

The **roadmap** is a simple tool that guides schools through steps to tackle bullying and incorporate the nine elements of the **Bullying-Free NZ Framework** into their bullying prevention policies and initiatives.



The **website** includes information [about bullying](#) based on the latest research, with links for further information.

There's also the **Bullying assessment matrix**, an online tool to help assess the severity, impact and frequency of a bullying incident.

There are ideas for **classroom activities** and school events – a good way to get students learning and talking about bullying prevention. There are also a large number of **video resources** to share in class with students.



A set of **four A3 posters for primary and intermediate schools** to display in their classrooms. These explain what bullying is and give tips on what to do if students are being bullied or see bullying happen.



