

bullying**freenz**

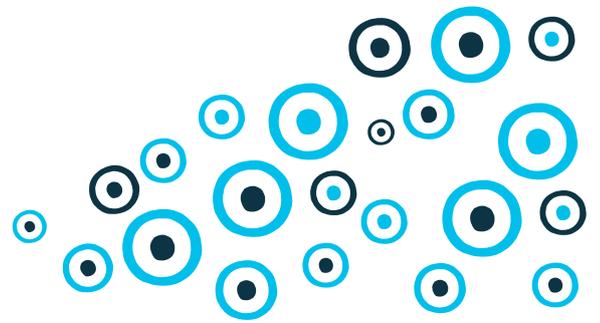


STICKS 'N  
STONES  
— IT STARTS WITH YOU —

**STUDENT ACTION PACK**

**HIGH SCHOOL STUDENTS**

# Contents

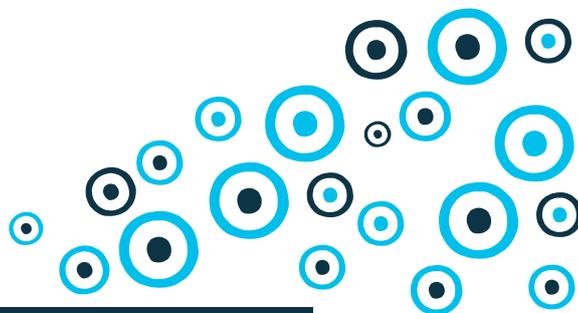


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# Welcome

TO OUR

# STUDENT ACTION PACK



This pack has been put together by young people that are a part of youth led bullying prevention charity Sticks 'n Stones in partnership with the Ministry of Education's Bullying Free New Zealand Team.

It is a collection of ideas, examples and information across three categories:

● **Spread the Word**

● **Take the Lead**

● **Make a Change**

Our team has put these together as a starting point to help you make a difference in your schools and communities.



We believe that **every one** of us can take action to help prevent bullying behaviours.

He kōtuinga mahi iti,  
he hua pai-ā-rau:  
Small ripples create big waves.

Our actions do have an impact.  
Even the smallest of actions, together,  
can create a wave of change.

## How to use this pack

In each section there are a range of activities that you could run in your school or use as inspiration for your own ideas.

It is hard to make things happen on your own so put the word out to other students and chat with your teachers to see if you can get an action team together to help you. You could also connect with other groups (like your school council, wellbeing team or Queer Straight Alliance).

The **Spread the Word** activities are the easiest ones to start with.

The **Take the Lead** activities will need more planning and preparation so that you can feel really confident. We recommend doing these activities with groups of 4-6 and having one person from your action team help each group.

The **Make a Change** activities are ideas or activities that are longer term or more involved. You will need support from your teachers and your school's senior management to do these well.

Remember, if you have any questions, reach out to us at [hello@sticksnstonesnz.com](mailto:hello@sticksnstonesnz.com).



## About Sticks 'n Stones

Sticks and stones may break my bones, but words will never hurt me...

The truth is, words do hurt. We have seen the harm that words can do. It is so important that young people are actively and meaningfully involved in making decisions about how to make a positive difference.

In 2013, 30 teenagers in Central Otago put up their hands to create something new. An organisation where young people worked WITH adults and were involved in all decisions around preventing bullying. Together, we created Sticks 'n Stones and we now work with hundreds of 8-18 year olds across New Zealand every year. We work with government and huge organisations like Facebook. Our young people have their voices heard on every stage, here and around the world.

What is at the heart of how we work is co-design. Having young people involved and sharing their ideas and then making these happen. We honestly believe that without you, nothing will change.



We run programmes for young people to build their skills and confidence in an ongoing way. We have an advocate programme for High School students in Central otago and an Online Advocate programme for High Schools across NZ.

Get in touch with us with any questions or if we can help you make your ideas happen

[hello@sticksnstonesnz.com](mailto:hello@sticksnstonesnz.com).

## Looking for some more information



[www.sticksnstones.co.nz](http://www.sticksnstones.co.nz)

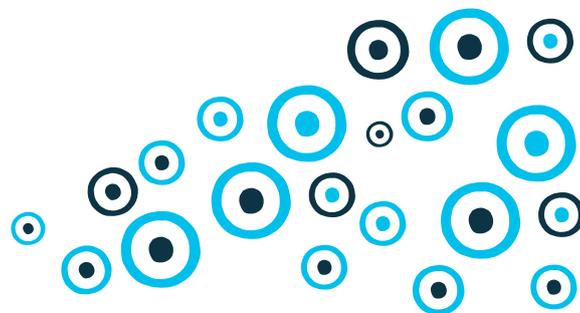


Or check us out on...



Together we can make bullying a thing of the past.

# Our Key Messages



Our team of young people have worked hard to think about messages that are relevant, authentic and memorable to highlight the different ways we can raise awareness and start conversations around how to make our schools and communities positive and safe.

Our main message that you may have noticed on the welcome page is ***My ripple can create a difference, Our ripples can create change.***

We have chosen this because we can **all** take action to prevent bullying behaviours.

Small ripples create big waves: our actions have an impact, and small actions together, can create a wave of change.

Below are the other key messages that you could use as inspiration or you could create your own messages that connect back to these. We have these illustrated so you can use them as posters, stickers, magnets, on Social Media or however you think will work.

Click [HERE](#) for the Folder of Illustrations.



 **If everybody says something,  
we can change everything.** 



## Why is this important?

It's important to talk about bullying and not let it live or grow in silence. Talking about it shines a light on it and stops bullying from being hidden or ignored.

If you're being bullied or know that someone else is being bullied, tell someone you trust. You might think it will make it worse, but doing nothing won't help it go away.

 **Now's good, later's good.  
It's not when we speak up,  
it's that we do.** 



## Why is this important?

There are no magic words to support someone who is being bullied.

There are a range of ways you can help and support someone who is being bullied and they depend on the situation. Sometimes it feels too hard to say something at the time, but you can still make a real difference by reaching out afterwards.



No one wants a box  
of crayons all the  
same colour.

Be You!



**Why is this important?**

Just like crayons we are all a little different. We live different lives and have different ideas, interests and experiences. Together we make the world a more vibrant place! If we were all the same, the world would be much more dull. We are all unique and we all matter. Learning to accept and celebrate our differences (as well as our similarities) makes the world brighter!

It is important that we have space to be ourselves and to feel safe.



Kindness costs  
nothing but means  
everything.



**Why is this important?**

Showing kindness to ourselves and others can create a chain reaction. When kindness becomes expected and normal then bullying is less likely to happen. Even the smallest acts of kindness can change how someone is feeling. One of the best things is that when we spread kindness, we feel just as good as the person we are being kind too.

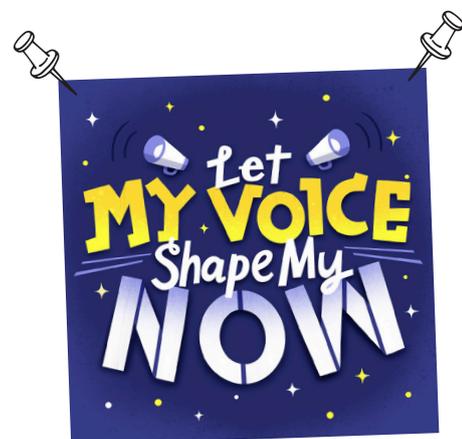
There is also a great whakataukī that you could use to spread the message of kindness.

**He aroha whakatō, he aroha puta mai.**

If kindness is sown then kindness you shall receive.



Let my voice  
shape my now.

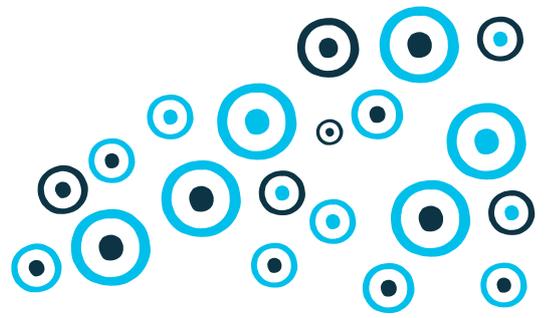


**Why is this important?**

As a young person, you have a unique and important voice to share. You understand what works best for young people. You can help adults around you learn from you too. When you get involved and share your thoughts, ideas and feedback, you can make a real difference.

# Some important info

before you get started



## What is bullying?

We hear the word bullying a lot (but sometimes for things that are not actually bullying). What is really important is that we understand what bullying is (and what it is not). When we all have a shared understanding, we can recognise bullying, deal with it when it happens and most of all stop it from happening in the first place.

One easy way to remember what makes something bullying is to remember the 3 P's from author, Signe Whitson<sup>1</sup>.

### It is bullying if:

- 🕒 It is done on **PURPOSE**; there is nothing "accidental" or unplanned about bullying.
- 🕒 It is a **PATTERN**; it happens over and over again.
- 🕒 It is all about **POWER**; one person (or a group) has more control and influence than their target.

Bullying is harmful and some people carry the negative impacts with them for their whole life. It is not normal and it is not part of growing up. Whether it happens in person or online (or both), it can often feel like it will never end.

Being able to offer help to people feeling powerless, and to feel able to ask for help or support when you need it, can make a real change to people's mental health and lessen the impact bullying has.

## What can I do if I see bullying?

When we speak to people that have been bullied, many of them remember that it felt like no-one helped them. They felt isolated and that nobody cared.

There is no perfect thing to say or do if you see someone being bullied that will make everything magically get better. We know that it is hard and that there are many different factors that stop us. We also know that in many schools, it does not feel safe to offer help, stick up for someone or get help. Changing this happens one person at a time. **When we do nothing, nothing changes.**

Remember our key message *"If everyone says something, we can change everything"*. What matters is that we do or say **SOMETHING**.

Every situation is different. How you can help will be different as well. It is a great idea to have a range of different options you can choose from. This way you can decide which one is best for you depending on the situation. We know that there are often obstacles that make stepping in hard but if you practice your options, you are more likely to use them when you need to. This connects perfectly with the key message *"Now's good, later's good, it's not when we speak up, it's that we do"*

<sup>1</sup> 8 Keys to End Bullying: Strategies for Parents & Schools (8 Keys to Mental Health) by Signe Whitson (2014)

## Here are some ideas for helping at the time

### Speaking Up Now

Things you can say (or do) at the time to stop bullying from carrying on (or getting worse).



"Hey, What is going on here?"

Question what is happening (so it is noticed).

"Let's get out of here" or "Do you want me to stay with you for a bit?"



Offer help.



"What you are doing is really mean" "This is not OK, you should go"

Saying (or showing) what is happening is NOT OK.



"It is not fair to do that, he does not have to take that"

Supporting the person being hurt (so they might speak up).



"This is not like you, is everything OK?" or "Do you want to talk about what is happening?"

Support the person hurting someone else.

## Here are some ideas for helping later

### Speaking Up Later

Things you can say (or do) later to show someone they are not alone and give support.



"Hey, I hope you are doing OK. I am here if you want to talk"

Check in person (or by text/message).

"I saw (or heard) about what happened. I did not know what to do and I feel bad"



Let them know you wanted to help.



Spend some time with them. Do some fun things together. Hang out. Show them they are not alone.

Raise their spirits.



"I saw something happen and I did not know what to do. How do you think I can help?"

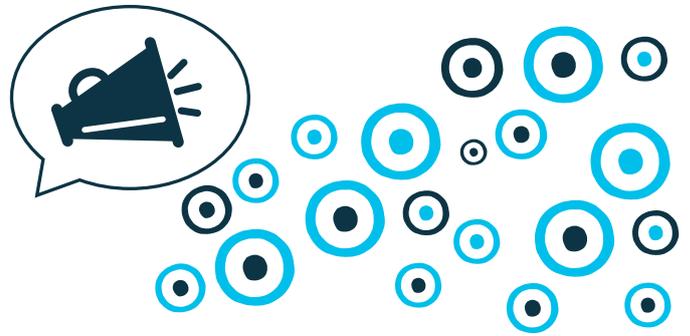
Get some advice (from someone you trust).

"I am worried about what is happening to Sam. Could you please help make sure they are OK?"



Share with someone who can help.

# Spread the Word



One of the first steps you can take to make a difference in your school or community is to get people thinking and talking! This is the concept of Mōhioanga, sharing information and learning new things.

This also helps to challenge the norms that might be in your school that are not positive or contribute to some students feeling excluded, isolated or even unsafe. It is also an easy place to start.

## What does this involve?

Spreading the Word is about raising awareness and starting conversations about all of the different things that play a part in making your school or community a safe place to be. A place where everyone can be themselves and be accepted and respected.

Our key messages are a great starting point as are the **“What is bullying?”** and **“What can I do if I see bullying?”** pages.

## School wide activities

### Stickers



What started as a series of doodles in a notebook became a whole school project for one of our Year 12 students. Wanting to spread positivity and compliments, Romy designed a series of Dino drawings that we made into stickers. These were super popular and appeared on laptops, schoolbooks, diaries and lunch boxes across her school.

You could print these onto adhesive paper or use a company like [Stickerdot](#) to get 1000 stickers for \$75.

You could get students in your school involved in designing stickers or even posters and share these around the school.

You could even have a theme or have some spot prizes for different categories (most creative, most catchy message, most colourful, best use of text, best pun...)



## Chalk messages



Roxburgh Area School used chalk to create messages on the pathways around the school to promote kindness, positivity and to make people smile.

**Get the whole school involved:** One of our schools loved this idea so much they opened up their netball court for the whole school to use chalk to create their own designs one lunchtime and flex their creative muscle.

## Cupcakes

A few of our schools have used sugar to spread messages of positivity in different ways.

In one school, cupcakes could be ordered with a personalised message (these had a charge to cover costs). Over 150 were ordered for students and teachers alike. These were then delivered by a team of volunteers during lunchtime. It was a fun way to really get students talking and appreciating each other.



In another school, cupcakes were given out as part of Random Acts of Kindness Day (September in NZ) and students nominated others that had shown kindness. Some were also randomly given out and there was a lot of excitement around the surprise factor.

## Compliments

The students at Dunstan High wanted a fun (but quick and easy) way to spread compliments across the school. Inspired by the tear off posters from noticeboards for things like guitar lessons, they designed a tear off compliment poster and put them up across the school. The idea was for students to take one for themselves or take one to give to a friend.

Click [HERE](#) for the link to the poster.



## Locker talk



The students at Cromwell College used our **Project Positive** designs to create magnets to put on every locker across the school.

Many local councils or youth groups have button makers you can borrow and use to make either badges or magnets. This created a real buzz as students arrived at their lockers and magnets were traded.

## Host a school assembly

Get your whole school involved by organising and running an assembly.

Plan to make it interactive, engaging and different. Remember: Just standing at the front and talking will not hold attention for long. Assemblies tend to be quite long with A LOT of listening. How can you share your messages in a creative and innovative way?

How could you make it different?

- Use music.
- Show a video you have made (or one you find online) that shares your messages.
- Get the school involved, e.g. with a head or tails quiz or a "Stand up if..." activity.



## Use your school Facebook page & newsletter

Get some of the posters, messages or activities out on your school Facebook page or in your school newsletter to reach parents and whānau as well.

You could also give parents some ideas of how they could encourage their children to open up if they are being bullied or how students could help others if they see them being bullied.

Your ideas are really important and valuable because you know what it is like to be a young person today.

Some of the ideas our advocates have shared with parents include:

- Listen when your child is sharing what is going on (without interrupting), put your phone down.
- Instead of trying to jump in and fix things, ask your child how you can help them. Acting without them can make things worse.
- Show empathy. Say things like, "That sounds like it is really difficult" instead of saying something like "That's not even a big deal, just ignore it, you'll be fine".
- Ask if they would like some time to relax with you or the family, like watching a movie or heading out for a walk.



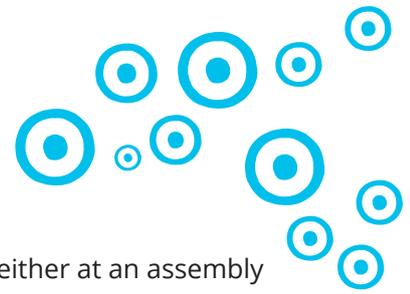
## Get creative



## Creating Video

Create a video to share one of the key messages (or a theme that you relate to). You could also make this an across school challenge or competition.

Original, creative or quirky ideas get people's attention the most. Could you look at the issue in a different way? There are a lot of videos out there that show someone being bullied, how can you stand out? What do you want people to be thinking or talking about after watching?



## How it works

We have seen this work as a showcase where all videos are shared and shown either at an assembly or on screens around the school.

This activity works best when students work in groups and creative examples are shown as inspiration.

These are a few of the videos that we have used as inspiration that have a different take.



[Are your words doing damage?](#)



[Bullying Jr](#)



[Keep It Real Online](#)

Click the links to watch.



## Connect people together

Students at Mt Aspiring College wanted to explore all of the ways students at the school were connected (rather than focusing on differences).

They came up with a wide range of statements, printed them on A4 paper and placed them in an open area outside one of their class blocks.

These included:

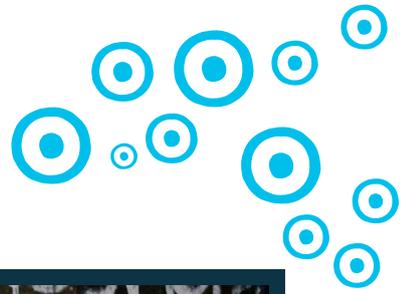
- Moved to New Zealand from another country.
- Have been bullied.
- Love to dance.
- Feel like they don't really fit in.

As well as many more.

They used wool for students to connect to the different statements that were true for them. Hundreds of students took part and they found the whole experience really powerful.

Out of the box activities like this one can be a great way to capture the attention of students and get them thinking and talking.





## Use music

If you love to sing or play music, you could use your talents to spread your message. These do not have to be “kids songs” as great songwriters are able to share their thoughts in subtle ways.

One of our founding members, Janie from Dunstan High wrote and recorded City Lights about judgment and feeling isolated while in Year 12. Check it out [HERE](#).

Red and Evie from Mt Aspiring College were only in Year 9 when they wrote and recorded Sky High about the feelings of hopelessness of someone experiencing bullying. Check it out [HERE](#).



## A mural, piece of art or photo booth

Get the whole school involved in a collaborative piece of art. This could be temporary (like a display) or permanent (like a mural or mixed media piece) depending on how much time you have and whether you have the resources to buy supplies.

You could also set up a photo booth or have students create memes.

Alternatively, you set up an opportunity for students to create their own piece for a display or exhibition.

In our experience, students create incredibly powerful pieces that encourage discussion and shine a light on really important issues.

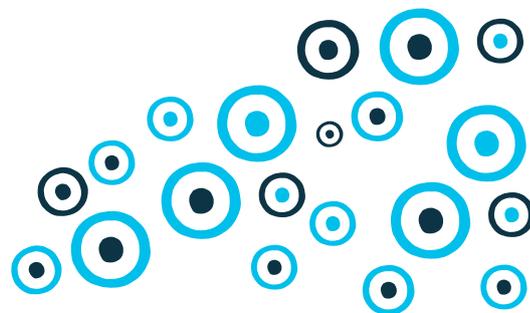


## Next Steps

1. Think about what your key messages will be or use ours as a springboard for how you will spread the word. You can start in one of your classes or get your year group involved.
2. Put the word out for other students who want to help you to make a positive difference. Working as a team will help you to make things happen.
3. Approach a teacher in your school to help you. Think about who will support you without taking over and will help make your ideas happen!



# Take The Lead



Once you have got people talking (and thinking), the next step is to get them to take part in activities to practice and develop skills they can use to make your school or community a safe place to be, free from bullying. This is the concept of Maramatanga where you understand why something matters and can use it in your life.

## What does this involve?

This could be running activities for groups in your class or for other classes (it could even spread wider to your teachers or parents). It also works really well when older students work with groups of younger students (e.g. in Health classes). It is about supporting others in learning new skills, changing the way they think or act and working through issues or problems. The aim here is to build confidence and skills to lead to positive change.

## School wide activities

### Run a workshop for parents

One thing we have noticed is that parents need support too. You have ideas and information that they can learn from. Inviting parents to a session run by a group of students where they move around different activities in small groups is a great way to take the lead and get them talking and learning too.

#### What could this look like?

Think about some of the ideas or activities from this pack (or others that you have done in class or found while doing some online research) that would be helpful for parents. Organise 3-4 different activities they could do for around 15 minutes each in a small group (so that it is not too scary for the students running the activities). In our experience, parents have enjoyed the differences between rude, mean and bullying behaviour, learning about the settings and features of different social media sites and activities about how to help someone who is being bullied.

*You could give a short presentation to start and it is a good idea to offer snacks (adults love it when there is food). You could also offer a lucky door prize to get parents to come along.*





## Run a workshop for teachers

Like the example above, teachers have really enjoyed taking part in activities run by students too. This also helps you to have a shared understanding and to feel like you are working together (and having the chance to learn from each other).

The **Wheel of Misfortune** is a great activity to run with teachers and they have told us that they find the conversations about the scenarios really interesting and helpful. This takes between 40-50 minutes.



You could also choose some shorter activities and run these as a rotation like in the parent workshop example above.

Many of our schools have run teacher workshops to get an insight into their thoughts and experiences helping students with bullying. One of our Advocate groups used the information from a teacher session to put together a teacher info pack with resources, info and links to meet the needs they shared.

## Lunchtime games or activities where older and younger students work together

Something else that has worked for us is running games and activities that younger and older students can do together. When younger students feel less scared of older students and get to know them better, they are more likely to ask you for help if they need it. It also improves how much older students look out and care for younger students.



Think of some fun, collaborative games that could be played together. Ask for older students to volunteer to be involved and have a meeting together to plan what you will do, what equipment you will need and how you will run the activities. If it works well, you could make this a regular thing and take it into the “Make a change” category. There are some ideas for games and activities in our Primary School Action pack.

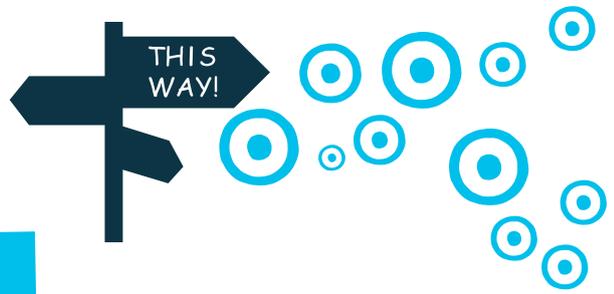
## Create some tips

Students from three of our schools collaborated on some “Top Tips for Life Online”. One of the schools had this printed in their student diaries, one used it in their school magazine and another had them printed to be available at the school office, library and guidance counsellor’s office.

What was important was creating some practical tips that were more than a simple list of “don’ts” that students could relate to and find helpful. We also shared these through our SnS Facebook and Instagram Pages.

Click [HERE](#) to download and print our tips in a range of print layouts.





## Get involved at a community event or parents night

A great chance to answer questions, share information and get people involved in what you are doing is to get involved at an event taking place in your community (like a Community expo) or a parent info night at your school.

You could have flyers, information or activities for people to take part in that help reinforce your key messages (you could even have copies of your tips there for people to take away).



## Helpful or unhelpful bystander actions

This activity explores the choices bystanders have when they see bullying. Some of these can be helpful and positive and some of these can make the situation worse or allow it to continue. What is important to explore is that bystanders have other choices other than doing NOTHING. Also check out pages 6-7 to help you.

You will need to print and laminate the cards from [HERE](#).

Work in groups of 2-4. Each group will need a set of cards with the different things you can do or say when you see bullying as well as two headings.

The task is to sort these into two groups:

- 1 Helpful things to say/do.
- 2 Unhelpful things to say/do.

Once they are sorted, discuss your thoughts and why you have made your choices. Are there any that could be both helpful and unhelpful depending on the situation?

Other questions to consider:

- 1 Which ones work before bullying, or after, rather than during?
- 2 Are there any strategies missing that you think need to be added?
- 3 At your school, is it safe to stand up for others? Why or why not?





## Bullying of LGBTQIA+ students

Young people who identify as lesbian, gay, bisexual, or transgender (LGBTQIA+) are more likely to experience bullying than their heterosexual/straight or cisgender peers. New Zealand's trans health survey, *Counting Ourselves*, suggests that 1 in 5 trans and non-binary high school-aged students experience bullying on a weekly or more frequent basis, and almost half report that this bullying is related to their gender.

***Young people who are "different" are more likely to get bullied. This is not fair and shows that we need to be more accepting and respectful of EVERYONE.***

### Discussion

What do you think needs to change so that people are safe and free to be themselves?

Many LGBTQIA+ young people mention how hurtful homophobic or transphobic language can be.

This is language that shows a fear, ignorance or even hatred of people who are homosexual, transgender or part of the Rainbow community.

The most common of these is "That's so Gay" about almost anything that is bad. This kind of language creates an environment that is not accepting of diversity or difference. It stops people from feeling able to be who they are.

Show the video below



<https://www.youtube.com/watch?v=nYsUKPoW-Qo>

This has had a really positive response since it was released (and it has won some great awards).

- Why do you think many New Zealanders think this ad is so great?
- What is the important message it is sharing?

Some important questions to consider for you and your action group:

- What is the culture in your school like? Is it inclusive?
- Is homophobic or transphobic language normal or accepted?
- Do you have students with diverse sexualities or genders visible and accepted?
- Are sexuality and gender diversity part of your Relationships & Sexuality Education programme?

These questions provide a crucial starting point to creating a safe environment and link with the Make a Change activity idea of starting a **Queer Straight Alliance (or Rainbow Diversity Group)**.

**Check out InsideOUT's "That's so gay" poster competition to see how young people can challenge the use of the word gay as an insult. [HERE](#).**



## Wheel of Misfortune

The wheel shows us that behaviour can move between different types of issues really quickly, what starts as teasing, can lead to a conflict or become bullying.

In this activity, we want your group to discuss what things are part of the different issues. What makes something joking compared to teasing? How is conflict different?

Groups of 3-5 work together and share their thoughts and ideas.



Click [HERE](#) for the full activity plan and the resources to download, print, laminate and use.

### How to use the Wheel

Place the wheel in the centre where everyone can see it.

Share out the blue shapes with your group. Each person should have 2-4 different cards. Take turns to read your card out loud and then say where you think it should go and then ask the group what they think. When you agree, place it on the board.

*E.g. The card that says it "Happens AGAIN and AGAIN" goes with Bullying, because that is one of the main things that makes it different, there is a pattern, it happens more than once.*

Keep going until all of the blue shapes are on the wheel.

To take the activity further, there are scenarios that young people have shared with us that have happened to them. These are real situations and real people. Some are shared from the point of view of two people involved (and some only one) and all have questions for discussion.

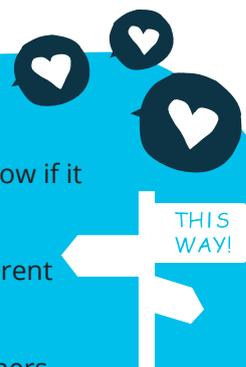
### Use the scenarios to think about:

Where it would sit on the wheel: (Is it clearly one of the situations or could it sit between two?)

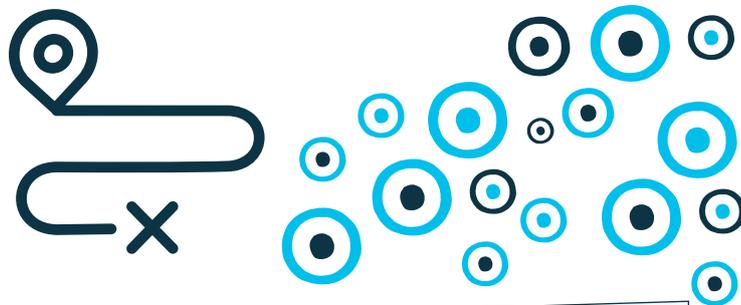
- 1. **How** the people in the scenario would be feeling and whether how they see the situation could be different (and why this might be).
- 2. **How** you could offer help.
- 3. **What** you might do in their shoes.

### Next Steps

1. **Set a goal.** What do you want to make happen? By when? How will you know if it has worked?
2. **Make a plan.** Choose one project to do at a time and write down the different steps involved and what you will need (people, time, help, resources etc).
3. **Get help.** Find other students keen to help you and maybe get some teachers on board too.



# Make a Change



The last step we want to share with you is how you can take the skills and confidence being developed from your “Take the Lead” activities and either spread them more widely or use them to make a bigger impact. This is the concept of Whanaungatanga where there is a sense of belonging and connection and everyone feels included and safe.

## What does this involve?

This could be activities or changes that have an impact outside of your class or across your school. They are longer term or more involved and need more effort from you and your team.

It could look like using your action research to change how students are supported at play times by having student helpers trained to support with small issues or starting up a regular friendship club for students that are feeling left out. It could even be meeting with your Principal to talk about how students could be supported if they are being bullied and putting some different steps in place.

The aim here is to build from the work raising awareness and developing skills or confidence to put something in place that is ongoing, longer term and has a bigger impact.

## School wide activities

### Action research

Do you know what the issues are in your school? Do you know whether students feel safe and happy? Are there issues specific to different year groups?

We have had students as young as 10 lead action research in their schools and SnS also undertake biennial research with almost 1500 11-18 year olds. Drop us an email if you want to use our survey as a template for your own.

Action research led by students is really powerful because **YOU** decide what it is that you want to know and how you want to ask your questions in a clear way that is easy to understand.

### What will you do with what you find out?

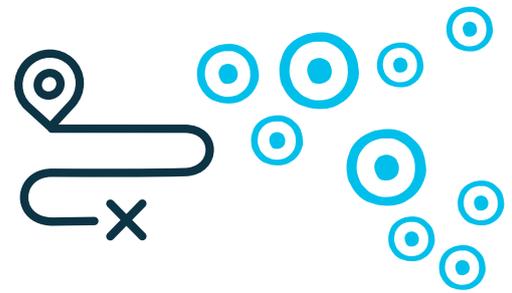
Before you start, you then need to decide what to do with what you find out (or there is no point collecting the information to start with). We choose up to three important things from the information and make a recommendation or create a project plan.

It is also important to present back what you have found out. We have done this by:

- Making an infographic to share.
- Presenting at a staff meeting.
- Having students present to their Board of Trustees.

**Note:** You could also find out if your school does the “Wellbeing at school” survey and look over that to get information.





## Include Bullying Prevention activities for every class

Collect some feedback from students that took part in some of your 'Take the lead' activities or from your Action Research. Put this together and work out a proposal for what you think would be a great way to include more regular bullying prevention activities across your school.

Ask for a meeting with one of your teachers to get their feedback on your plan/proposal before working out who you need to approach next to make your plan happen. Is this a head of department or one of the Deputy Principals?

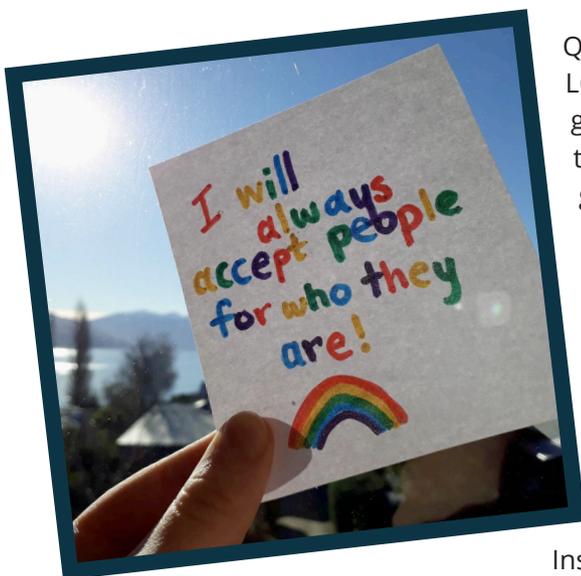
Would this work best in whanau or form time? In Junior Health Classes? Are there other times or classes that could work?

*Example.*

*In one of our schools, the Head of Health approached our SnS advocates to ask if we were interested in running activities with all of the Year 9 health classes. After sitting down with him to work out what his goals were, our advocates worked out that using the Wheel of Misfortune and following this up with some bystander action discussion would be the best option. The feedback from teachers and students was hugely positive and the combination of small groups alongside a peer led activity was a key factor in this.*



## Start a QSA or Rainbow Diversity Group



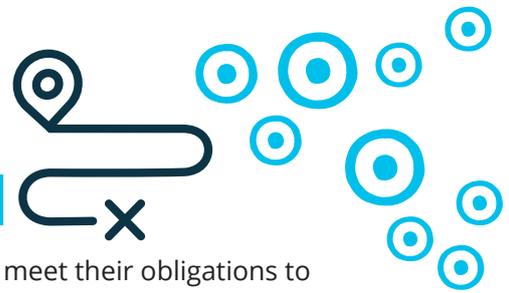
Queer Straight Alliances (QSA) provide a safe space for LGBTQIA+ students and allies to socialise and promote greater acceptance of gender and sexual diversity within their school. Students in schools with these types of groups report less harassment and bullying based on sexual orientation or gender identity. (Russell, 2011<sup>2</sup>).

InsideOUT have some great resources to help you get one set up or to develop one you have in place. They run Q'D UP, monthly support sessions for QSA members and students wanting to set up groups to connect, ask questions, and discuss ideas. More info here: <http://insideout.org.nz/projects/qsas>

InsideOUT's Schools Coordinators in Wellington, Auckland, Manawatu and Christchurch are also great points of contact for students and schools wishing to set up a QSA in their school. Their contacts are in the link above.

There's also a great resource here which is really helpful: <http://insideout.org.nz/starting-and-strengthening-rainbow-diversity-groups/>

<sup>2</sup>Lesbian, Gay, Bisexual, and Transgender Adolescent School Victimization: Implications for Young Adult Health and Adjustment  
Stephen T. Russell PhD Caitlin Ryan PhD, ACSW Russell B. Toomey MA Rafael M. Diaz PhD, MSW Jorge Sanchez BA. 2011.



## Have a look at your school's Bullying Prevention Policy

Bullying prevention and response policies help schools make sure they meet their obligations to provide a safe learning environment for students. Teachers, students, parents and whānau should all have an opportunity to have input into their school's policies on bullying.

Your voice is hugely important. This links to our key message "Let my voice shape my now".

Below are some questions as a starting point:

- Does your school have a bullying prevention policy?
- If you don't know, how could the policy be made more visible across your school.
- Have you read it? If there is one, have a read and see if you can understand it.
- If not, your first step could be making suggestions so that students can read and understand the policy.
- What are the steps and/or processes for supporting students that experience bullying? What are the steps for those that bully others?
- What are your thoughts on these? Do you have any feedback or suggestions?
- How are the steps and/or processes for responding to bullying shared with students?
- What are your ideas about how these steps/processes could be shared so that you and your peers understand them? Could this be posters? A video? If everyone (From your Principal and teachers through to all of your students) are on the same page and have a clear idea of the steps to follow then there will be consistency and effective support provided.

## Set up a Student Action Group in your school

We strongly believe that students are crucial in making a positive difference in schools. If you enjoyed leading some of the ideas and activities in this pack, consider keeping your group going. What else could you do in your school to help people carry on thinking, learning and acting to stop bullying?

You could run activities or events. You could make resources for classrooms (like posters, games or other activities), you could put information in your school newsletter or on your school Facebook page, you could even get in touch with local reporters to share what you are doing more widely in the community.

You could also connect in with our Online Advocate programme for more support from us.



## Gamechanger

When Harry was in Year 12, he recognised how much the culture of the sports teams was having an impact on people. He and his friends noticed that in some of the teams they had been involved with, there were accepted norms around homophobia, sexism and bullying that made things feel really toxic and caused a range of issues.

He also recognised the power of great coaches to teach more than the skills of the game. They could be mentors and role models. They could teach you about sportsmanship, respect, positivity and pride as well as other skills and values outside the physical.

Harry came up with the 'Gamechanger' campaign idea to challenge coaches to consider the impact they could have and actively promote gamechanger behaviours.

He had rugby, netball and soccer balls printed with the gamechanger logo through a grant from a local gaming trust and got in contact with local teams and clubs. He created a 'How to be a Gamechanger' info sheet to give to coaches that included a challenge for them to take the next steps.

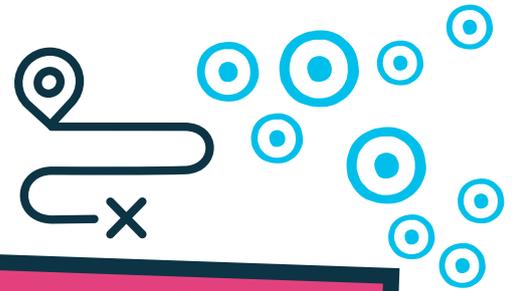
Harry connected with other students keen to be a part of taking his idea further and together they set up at a big local schools 7 a side tournament. For every team that took the 'Gamechanger Pledge' he gave them a free ball and had them take a team photo to show their commitment. He also encouraged teams young and old to wear pink socks to show their commitment to positivity on the field, court or pitch and hundreds of players took up this challenge.

Feedback from coaches, parents and the players was hugely positive and there was a lot of interest in making this a regular part of practices.

We also invited ex-MMA fighter James Te Huna to come and deliver a community talk around gamechanger behaviours, positivity and the importance of your mental and emotional health to succeed in your sport.

We think there is a lot of scope to grow and develop this idea further and would love your help to do that. If you want to be a part of a team to develop this idea more, drop us an email at [hello@sticksnstonesnz.com](mailto:hello@sticksnstonesnz.com).

Check out the logo files and How to be a Gamechanger PDF in this [FOLDER](#).



**BE A  
GAMECHANGER**





## ICON Our Online Support Tool — using tech to help others

In 2016, when one of our founding members, Keryn was 17, an anonymous Instagram page was set up at her High School to embarrass other students. She was able to get the page taken down and offer support to the students who had photos shared. This got her thinking. She worried about what other teens did when they did not know where to start to deal with online hate, negativity or harm.

She started planning what an app for teens could look like that would be developed by them, for them. Keryn wanted an online version of a Sticks 'n Stones Member that could give relevant and helpful information to someone who felt helpless to make their own choices about what to do next.

A survey the team had done of almost 1500 young people had also found that 48% of those who had been bullied in the previous six months had not told anyone what was going on and not reached out for help from anyone. There needed to be something else.

Keryn started creating a plan for what would become ICON, (In Case of Online Negativity) and with the support of other SnS members, she successfully applied for funding from the Vodafone Foundation to create a prototype of her idea. From there, she applied to the Netsafe Partnership Fund and has led a team of teens from right across NZ to make ICON a reality.

Young people are spending more and more time online and for most of them it is generally positive. When it is not ICON gives an option to connect them with information, tools, strategies and services that can help them through and not leave them feeling alone, helpless and humiliated. It is not an alternative to the incredible services already out there but a way of making sure that teens have the information at their fingertips to connect with them.

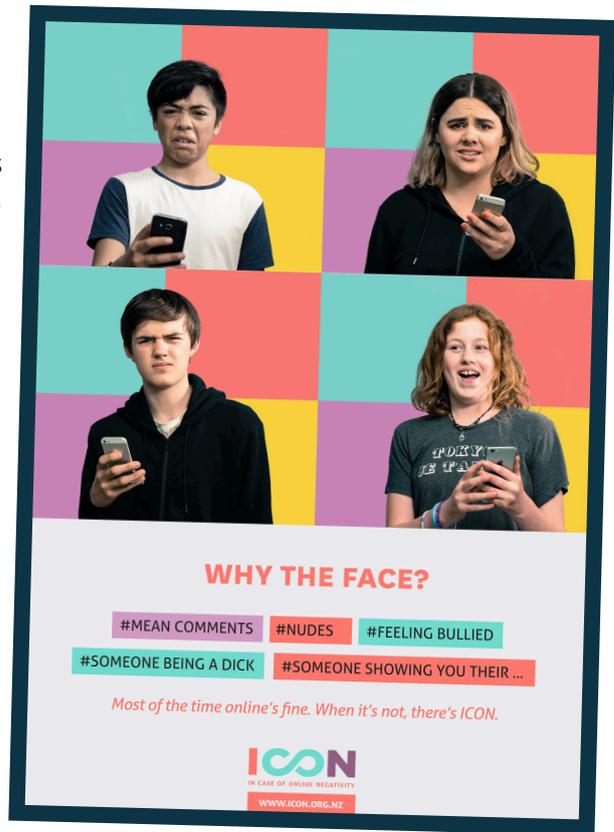
Check it out at [icon.org.nz](http://icon.org.nz) or read more about the journey [HERE](#).

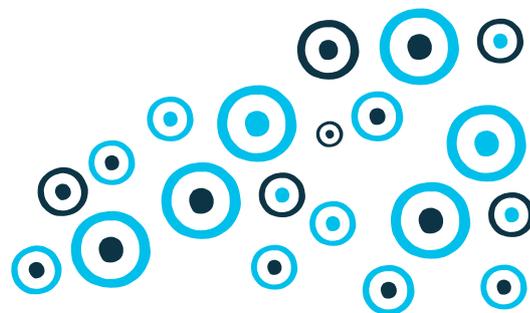
- Do other students at your school know ICON is available?
- Could you promote it as an option if they are experiencing online negativity, harassment or harm?

Launched in May 2018, ICON is currently being reviewed and we are on the hunt for more audio stories to include to support others.

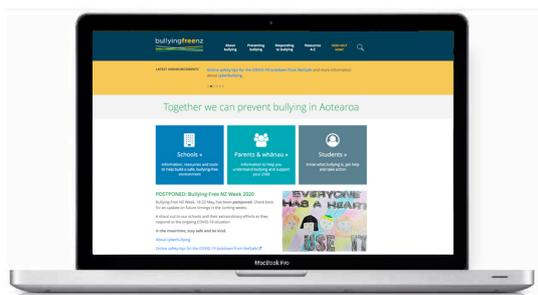
**Get in touch if you have some ideas or a story to share, or if you would like posters and postcards to use at your school or an activity plan to introduce it to other students.**

Email us at [hello@sticksnstonesnz.com](mailto:hello@sticksnstonesnz.com) or click [HERE](#) to download and print posters.





## Check out some of these sites to help you learn more to make a positive difference in your school



[www.bullyingfree.nz](http://www.bullyingfree.nz)



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



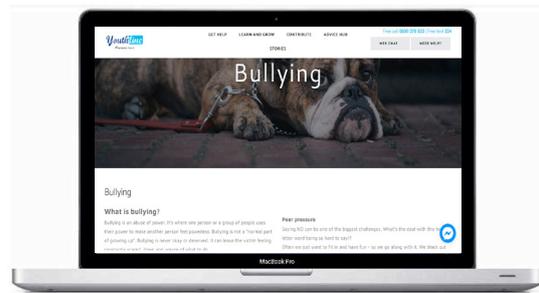
<http://insideout.org.nz/>



<https://ry.org.nz/>



<https://www.netsafe.org.nz/advice/young-people/>



<https://www.youthline.co.nz/bullying.html>

