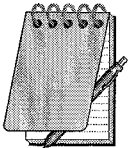


Session 3

The purpose of this session is to:

- develop strategies for the person doing the bullying
- understand why people might engage in bullying behaviours
- develop empathy for others



This session you will need

- **Activity Sheets 4A-B** - one copy of each
- pens or pencils
- scrap paper - one piece for each student
- tape
- counter or similar - 2

Starting off...

In this session we will discuss strategies for the person doing the bullying. We will also look at why people might engage in bullying behaviours.

🕒 15 mins

Activity 1: Reasons why



Say something like:

"There are many reasons why we might bully others including for fun, because we are angry, frustrated, bored or want attention."

1. Split students into 2 groups, a Peer leader with each group.
2. Hand one group **Activity Sheet 4A**. Hand the other group **Activity Sheet 4B**.
3. Explain that the cartoons show why someone might engage in bullying behaviours.
4. Ask students to discuss each of their cartoons and answer the questions.
5. One student writes down the group's responses on the sheet.
6. Bring the group together and ask each group to share their cartoons and responses.



Helpful Hint

- ❖ provocation
- ❖ frustration
- ❖ bored
- ❖ upset



Ask:

Why is it helpful to know why someone might engage in bullying behaviours?

How can we support others who might be feeling this way?

**Say something like:**

"At times people act out as a way of coping with what might be happening for them. This doesn't necessarily mean that they are upset with you, even though their behaviour is unacceptable."

🕒 10 mins

Activity 2: Turning wheel

1. Explain the playing area to the students and point out the goal line at one end.
2. Split students into 2 groups. Select one group to go first. The other group scatters around the area.
3. The group going first links arms and forms a line in the centre of the playing area.
4. The line moves around in a clockwise direction like spokes of a wheel. The centre student pivots in place.
5. When the student in the centre shouts "now", the line breaks and these students try to move to the goal line without being tagged by players from the other group.
6. Those tagged are out of the game.
7. The remaining students reform the giant wheel and repeat until all students are tagged.
8. Swap over so that the students from the other group have a turn at forming the giant wheel.

🕒 10 mins

Activity 3: What else could I do?

1. Split students into the same 2 groups as Activity 1. The groups will be using the same cartoons.
2. Ask students to discuss alternative strategies that the person engaging in bullying behaviours could use.
3. Ask students to write down at least 3 strategies on their sheet.
4. Peer leaders can assist.

Peer Leader's Notes**Strategies**

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5. Bring the group together and ask students to share at least one of their strategies.


**Ask:**

Why is it helpful to have a range of strategies?

What could we do to maintain positive relationships?

**Say something like:**

"People may engage in bullying behaviours for a number of different reasons. This may help them to feel better about a situation but does not mean others feel OK. When this happens to us, we need to be assertive and tell them how we feel."

 5 mins

**Helpful Hint**

- ❖ Peer leaders could make the paper cylinders before the session

Activity 4: Helping each other

1. Hand each student a piece of scrap paper.
2. Ask them to roll their paper into a cylinder and secure it with tape.
3. Split students into 2 groups and ask them to form a circle holding their cylinders together end to end to make one long tube.
4. Peer leaders give one of the students in each group a counter or similar.
5. The challenge is to pass the counter through the tube around the circle without dropping it.
6. If the counter falls out, that student picks it up and continues.
7. When it reaches the student who started, pass the counter around the circle again.
8. Continue until one group can do this without dropping the counter or until time is up.
9. Bring the group together.

**Ask:**

How did we support each other?

What helps us to encourage others?

Finishing off....

- Next week we will discuss what we can do if we are aware that bullying behaviours are happening.



- ❖ Teacher Debriefing Notes for use with your group after this session:
 - discuss with students the importance of developing a range of strategies to maintain positive relationships.

Activity Sheet 4A - Cartoons

For each cartoon, answer the following questions in the space provided.

1. What's happening in this situation?


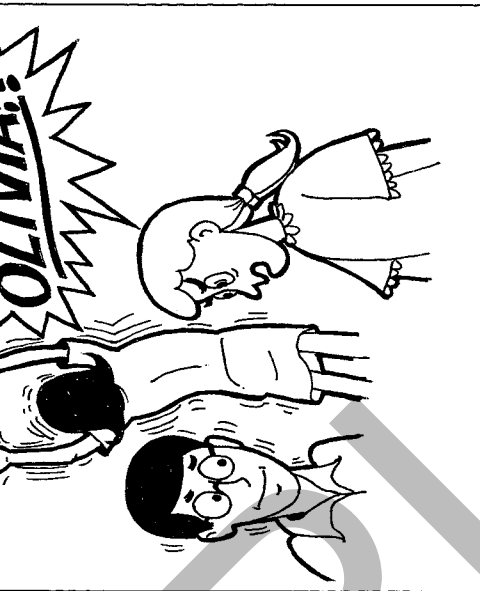
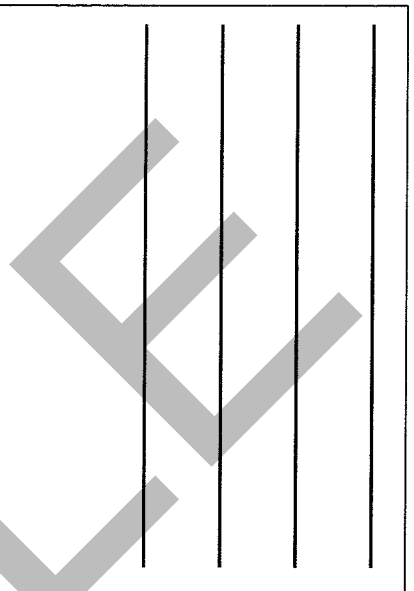
2. Which character is doing the bullying? Why?

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Activity Sheet 4B - Cartoons

For each cartoon, answer the following questions in the space provided.

- 1. What's happening in this situation?
- 2. Which character is doing the bullying? Why?

		
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