

bullying**freenz**



STICKS'N  
STONES  
— IT STARTS WITH YOU —

**STUDENT ACTION PACK**

PRIMARY SCHOOL STUDENTS

# Contents



● Welcome	3
● About Sticks 'n Stones	4
● Key Messages	5-6
● Important Info ( <i>Before you get started</i> )	7
● Ideas for Helping	8
● Spread the Word Intro	9
● Spread the Word ( <i>Across the school</i> )	10-12
● Spread the Word ( <i>Activity ideas</i> )	13-17
● Take the Lead Intro	18
● Take the Lead ( <i>Across the school</i> )	18-19
● Take the Lead ( <i>Activity Ideas</i> )	20-26
● Hey Joe	27
● Wheel of Misfortune	28
● Make a Change Intro	29
● Make a Change Ideas	29-30
● Other sites for more info	32

# Welcome TO OUR STUDENT ACTION PACK



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

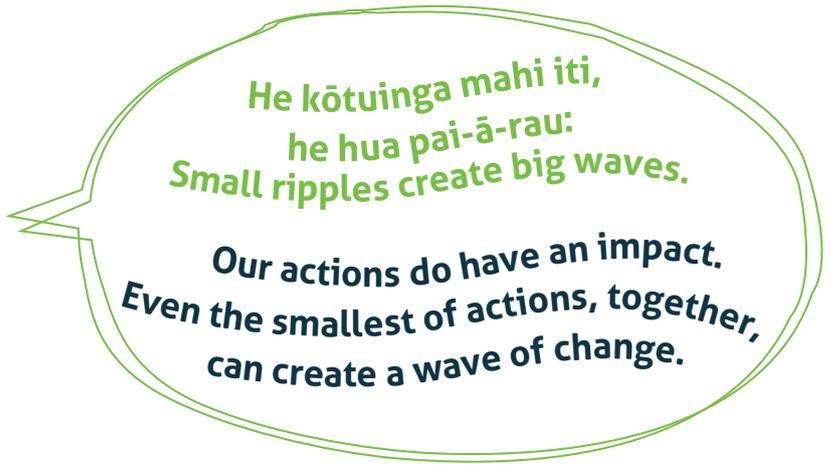
It is a collection of ideas, examples and information across three categories:

- 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.



## How to use this pack

In the **Spread the Word** and **Take the Lead** section, there are two sets of activities or ideas that you could do with groups or classes. In the **Make a Change** section, there are ideas for across your school.

It is hard to make things happen on your own so have a chat to your friends and your teachers and see if you can get an action team together to help you.

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 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 a Junior Ambassador programme that we run with 12 groups of Year 5-6 students every fortnight. We also have an Ambassador programme that we run with 15 groups of Year 7-8 students every fortnight.

We also have a Digital Ambassador programme for 12-14 year olds that is run online and being made available across Aotearoa.

Check out our website [www.sticksnstones.co.nz](http://www.sticksnstones.co.nz) and get in touch with us if we can help you make your ideas happen [hello@sticksnstonesnz.com](mailto:hello@sticksnstonesnz.com).



[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 alongside the Ministry of Education to create key messages to raise awareness and start conversations around how to make our schools and communities positive and safe.

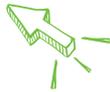
Our main message that you may have noticed on the welcome page is ***My ripple can create a difference, Our ripples can create change.***

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.

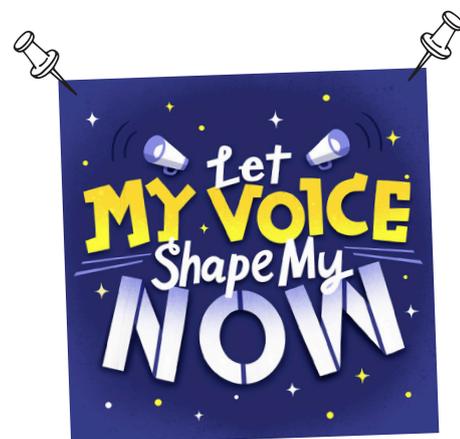
There is also a great whakataukī that you could use to spread the message of kindness.

**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. What is really important is that we understand what it is (and what it is not). When we all have a shared understanding of bullying, we can recognise it, 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. It hurts and some people carry it with them for their whole life. It is not normal and it is not part of growing up. Other things can hurt too (like teasing, having an argument or fighting) but they do not normally happen over and over again. They still need to be dealt with so that you feel happy and safe.

## 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 alone 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.

Remember our key message “If everyone says something, we can change everything”. What matters is that we do say **SOMETHING**. When we do nothing, the message we send is that what is happening is ok (and it isn't).

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. 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).

"Lets 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! 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. 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

### Designing posters



Get students in your school involved in designing posters and display 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 teamwork on a poster etc).



### Take it a step further

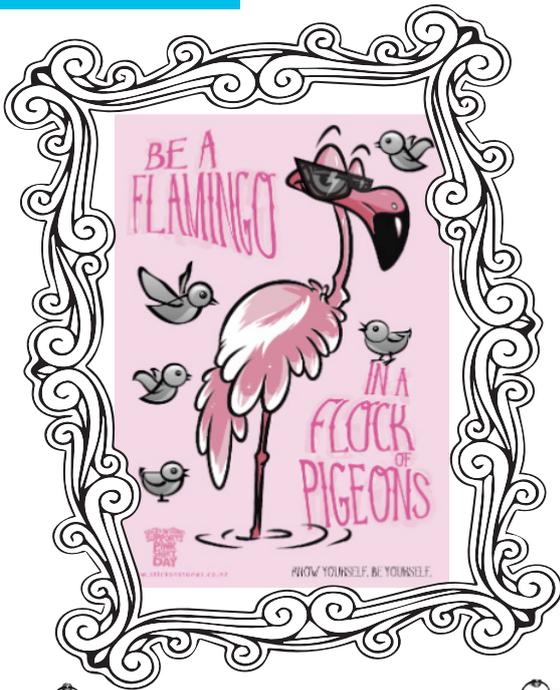
*This poster was designed by a Year 6 student in a sketchbook and then we had it designed.*

*Jacob managed the process and gave feedback until he was happy and we then had it printed and sent to local schools.*



Click [HERE](#) for the Poster.

## Or even further



A Year 8 student came up with this poster idea for Pink Shirt Day to promote how important it is for all of us to be ourselves and to stand out.

She decided to use the design not just for posters but for badges, magnets and t-shirts as well.

Her message (and the magnets, t-shirts and stickers) have been shared and used by schools all around the country.

Click [HERE](#) for the Poster.



To find out more about Pink Shirt day or get involved, visit

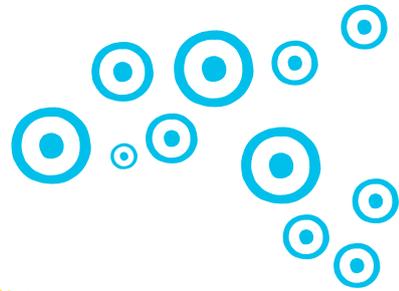
<https://www.pinkshirtday.org.nz/>



## Get out into the community



*She then thought it could be a great idea to get local businesses involved by challenging them with a window display competition. This has now been happening in her community for three years and is really well supported.*



## 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. Students loved this and it got the whole school talking.

**Get the whole school involved:** One of our Primary 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.

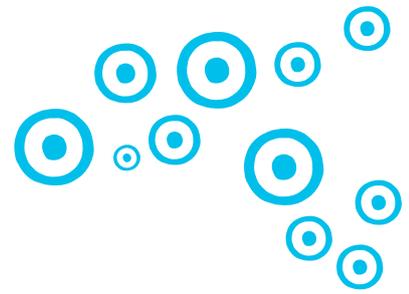
## Host a school assembly

Get your whole school involved by organising and running a whole school assembly. Plan to make it interactive, engaging and different. Remember: Just standing at the front and talking will not hold attention for long.

### How could you make it different?

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





There are also some great demonstrations you could do to be memorable. Here are a couple we have used (they are not our ideas and have been used many times around the world, but we like them):

- **Taking our words back toothpaste activity:** Using a tube of toothpaste you show how easy it is for words to be said (even those that are hurtful) and how difficult it is to take them back (by trying to put the toothpaste back in the tube).
- **Wrinkled Wanda:** Exploring how negative comments affect us. Showing how insults and bullying crumple an outline on paper of a person with the comments written inside them (and how they cannot be smoothed back out).



For a full description of how to run both of these activities check out [sticksnstones.co.nz/resources](https://sticksnstones.co.nz/resources).

## 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 as well.

You could also give them some ideas of how they could encourage their kids to open up if they are being bullied or how they 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, it has been a while since adults were kids (and things have changed).

**Some of the ideas our ambassadors 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.
- Show empathy. Say things like, "That sounds like it is really making you feel left out" 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 playing a board/card game together.



### 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 your class or get your whole school involved.
2. **Ask** for other students who want to work with 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!



Check out some of the activities below.

# Spread The Word



## School wide activities

**Note:** All of these activities work really well when older students lead small groups of younger students through them. Younger students learn a lot from older students and you can make a real difference to them by working with them.

## Games to connect with others

NE-Year 3

Years 4-6

Years 7-8

A great way to introduce any of the “Spread the Word” activities to a group is to start with a game to connect them together (and have some fun).

### Ideas for games:

#### That’s Me

One student stands in front of the group and shares a fact about themselves, like their favorite colour or favourite animal. Everyone who also shares that favourite thing stands up and yells, “That’s me!”

**Why it works:** They get to share their favourite things, there’s fun in not knowing what each student is going to say, and there’s yelling (which is a lot of fun).

#### Things in Common

This game is a great activity for breaking down barriers. Students are put in small groups (4-6), ideally with a mix of students they aren’t already friends with. That group then has to find three things that they all have in common.

**Why it works:** Students not only learn a lot about each other, but also find out that they have more in common with students from different social groups than they thought.

#### Untie the Knot

Best played in groups of 5-8, this game involves the whole group working together and cooperating.

Everyone stands in a circle and grabs the hand of someone in the circle (but it cannot be the person to their right or left). Once everyone has grabbed hands, they must untangle themselves without letting go of their partners’ hands. Some of the players may end facing outward, which is okay, as long as no one lets go.

**Why this works:** The students must talk to each other and plan how they are going to break the knot. It works best when students encourage each other and don’t give up.

# Chain of positivity

NE-Year 3

Years 4-6

Years 7-8

The chain of positivity is an easy and fun activity where you make a link in a paper chain and connect this with other links. This shows how we are all connected and how we can support each other.

## How does it work?

Write or draw a compliment, something positive or something that makes you unique and proud to be who you are on a strip of paper. Decorate it. Connect the ends of each strip together to create a loop and attach them to others to make a long chain.

Display it somewhere in your school where it can be read and admired (like the office or your classroom window).

This can be done using coloured paper or using our Chain of Positivity Template (which includes the five easy steps on the PDF) [CLICK HERE](#).

You can do this in your class, or even take it into your community and create a HUGE chain.



# Wall of kindness

NE-Year 3

Years 4-6

Years 7-8

The wall of kindness creates a great visual display.

## How does it work?

On a post it or small square of paper write and illustrate an idea or message about kindness.

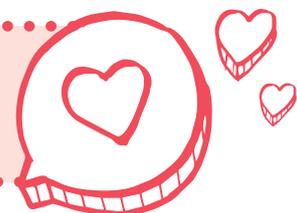
This could be:

- What you will do to spread kindness.
- What makes a kind person.
- Why kindness is important.

Stick them all on a wall or whiteboard (you could even write on them backwards and stick them on the inside of a window!)



**Note:** The messages could be displayed in the shape of a heart, spell out a word (or a different shape).



# Books that speak volumes

NE-Year 3

Years 4-6

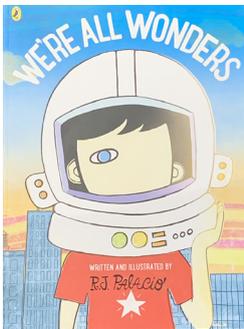


There are some incredible picture books that explore the power of kindness. This activity is about using these as a springboard for activities. The National Library of New Zealand has some great information for your teachers and some wonderful recommendations - get them to click [HERE](#).

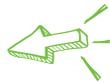
## How does it work?

Choose a picture book to share with your class that explores kindness (or you could record yourself reading the book). Talk about the book and the message it is sharing. Ask some questions about what happens and how you could put yourself in the shoes of the character. Then choose some activities to follow up (or come up with your own).

Check out some of the books we have used below. Each has a link to info about the book and another link to help your teachers use them too. We have popped some ideas we have tried under each book.



**We're all Wonders by R.J. Palacio**



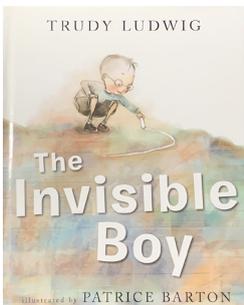
**Educator's Guide**

Class posters about what makes you unique, share these back.

What does choosing kind mean to you? Create a "take one" wall of ideas people could "take" to choose kind.

Have a class Random Acts of Kindness week long challenge where you try to do at least one kind thing for someone each day and then record them down and how they made you feel.

You could also have a Bingo board of kindness activities for students to check off.



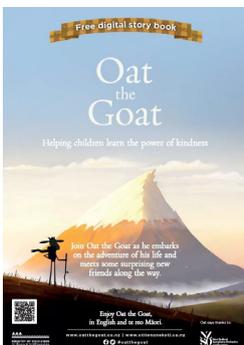
**The Invisible Boy by Patricia Easton**

**Educator's Guide**

Brian wrote Justin an encouraging note in the book. Draw or write an encouraging note to yourself (or to someone else) to help you with something you find hard.

Create a roleplay of how you can help someone if they are left out.

Make a "What could you say?" display of things you could say if you noticed someone feeling sad or left out that could help them.



**Oat the Goat**

**Educator's Guide**

Read the book online in English or Māori (you can also have it read to you or watch the animation).

The green glow worm starts to glow when Oat the goat asks if he is ok. Create an example of something someone has said or done that made you light up with drawings and words. Share these back and create a display.

The Sheep and the Blue glow worms change their attitude. Everyone has a chance to make things right. Create a flip book or drawing where your drawing changes from one thing to another that shows an example of when you have changed, e.g. from a growly bear roaring with anger to a cuddly bear getting a hug from their friend.

For a list of other picture books that help spread messages of kindness and explore themes around bullying click [HERE](#).

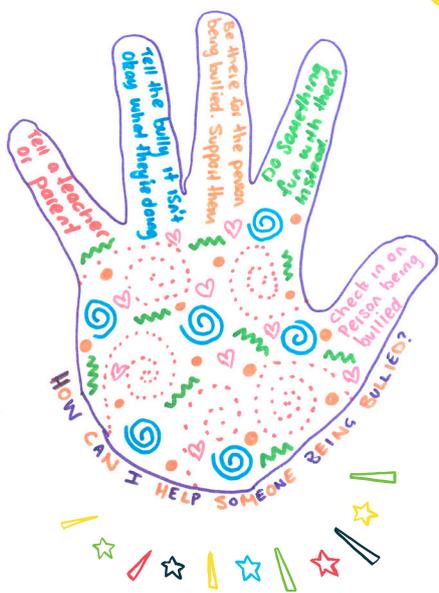
**Note:** This is a great activity for older students to do with younger students or for Buddy Time. The older student can read the book aloud and then you can explore the activity together.



# Helping hands

Years 4-6

Years 7-8



In this activity, you trace around your hand and then on each finger you write ideas to create a "Helping hand".

## How it works

After tracing around your hand, in the space for each finger, write a way you could help someone who is being bullied, left out or made fun of (or how you can stop bullying from happening in the first place).

Illustrate the empty space and write your name.

Create a display of all of the hands (this could be a Helping Hand tree or even the outline of a giant hand) and share ideas of how it feels when someone helps you when you need it.

# Creating video

Years 4-6

Years 7-8

In this activity, plan a video to share one of the key messages.

Be clear that original, creative or quirky ideas get people's attention the most (*instead of videos where someone is being bullied (there are a lot of these), could you look at the issue in a different way? Like the "Say something" example below.*)



## How it works

We have seen this work as a showcase where all videos are shared and shown and the school (and sometimes parents or the community) watch with popcorn. Another way we have seen it work is as a competition.

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

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



Are your words doing damage?

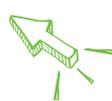


Colour your world with Kindness



Say Something

Click the links to watch.



## Be creative

Years 7-8

There are a wide range of ways to get people talking in really creative ways around any of the key messages.

Below are some examples of some of the creative ways our Year 7/8s have grabbed the attention across the school by thinking outside of the box.

- Clyde school organised homemade lavender bags with a compliment personalised for each student in the school.
- Cromwell College made a magnet with the **Project Positive** compliments on them for every student in the school and placed it on each student's locker.
- Alexandra Primary School ran a whole school mufti day with prizes for best dressed. They had a parent come in with a drone to take an aerial photo of them all making a heart and then ran small group activities for the whole Jr school in the afternoon.
- St Gerard's Primary school had the students work together to write letters to all of the teachers and staff to show them how much they were appreciated.
- Roxburgh Area School had a random acts of kindness day where slips were placed under chairs in different classrooms and these children came at lunchtime to get a free ice cream.
- Another school created positive Post-Its and small notes and placed them under the windscreen wipers of cars in their carpark and on their street.



# 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 Māramatanga 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 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. This links to our key message, Let my voice shape my now.

## School wide activities

### A mural or piece of art

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.

### What could this look like?

One of our schools was inspired by the book “Only One You” by Linda Kranz and had every child in the school paint a rock in their own style.



They then planned a large mural where the rocks would be glued on wood as fish alongside a quote from the book and the effect would be eye catching.

They had most of the paint donated from local stores and had a teaching assistant and the caretaker help them. They also included the school's values as ocean rocks along the bottom.





## 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 (with support from a teacher) 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.



## School wide activities

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

Something else that has worked for us is running games where younger and older students can play 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 get a teacher to give you some tips on running games/activities with little ones. If it works well, could you make this a regular thing and take it into the "Make a change" category.



### 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 get some teachers on board too.

Most of these ideas will take a few weeks to plan and have a number of different steps.

Check out some of the activities below.

## Celebrating each other

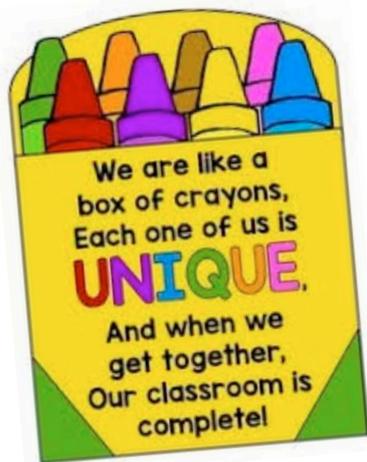
NE-Year 3

Years 4-6

The crayons key message is a great starting point for a range of different activities especially around practising giving and receiving compliments. When we make it a habit to do this, it helps spread kindness and helps us value what is special about other people (and about us too).

Check out some of the ideas below :

### Create a class box of crayons



Have each student choose a colour to decorate their own large paper crayon (template [here](#) if you need one), ask them to add some of the qualities that make them unique.

Take it a step further and give each student a piece of paper with the names of their classmates on it and ask them to write a genuine compliment beside each name (this is where older students could help the younger ones) about what that person brings to the class to make it complete.

Give examples of how a meaningful compliment is honest, specific and not about something on the surface (like their shoes, clothes or their hair), e.g. *I like how you are funny and cheer people up when they are feeling down or You are really brave and try new things and give everything a go! Or You help other people in class when they are stuck and make them feel good for trying.*

You could then cut and glue the compliments from others on each person's crayon to show how much they are valued.

### Write about combining colours

You could also use this for a writing task with a prompt, e.g. If you were a crayon, what colour would you be and why. You could then have each student pick another out of a hat and write about them too and what colour they would make together. Click [here](#) for a link to the crayola colours (which have awesome names like Mango Tango)

*E.g. If I was a crayon I would be Jade Green. It is a special colour like a jewel and it feels thoughtful like me. This crayon would work together with all of the other crayons in the box to make a picture great!*

*If you were a crayon, you would be Cloudless Sky Blue because you are bright, happy and warm. You have a lot of friends and always have a smile on your face. You are kind and people are glad when they see you.*

*Together, Jade Green and Cloudless Sky Blue make a picture that looks like a deep ocean touching the sky. People would be happy when they see us or get to play with us and we are better together.*

This is a great starting point for appreciating others, the more you do it, the more it becomes a habit.

## Sharing how you are feeling when things aren't going well



A great skill to develop when you are younger is being able to share how you are feeling if you are feeling left out, put down, ignored, hurt or angry. It takes practice to be able to do this without pointing the finger or blaming someone else.

One way to practice is to use roleplay and put yourself in someone else's shoes. In this activity, you will look at the situation and then think of what a character could say to share their feelings (without hurting someone else) and how the other person could listen and reply. There are examples to get you started or you could come up with your own.

Jordan has been really worried lately and feeling pretty left out. When he walked over to his friends today, they were all laughing but stopped when they saw him. They have not been waiting for him to finish his food, they go off and play without him. When he talks, it feels like they are ignoring him.

What could Jordan say to his friends to let them know how he is feeling?

E.g. Jordan could choose one of his friends who he thinks will be a good listener. He could wait to talk to him after school and say "Hey, do you have a minute?" then he could say "I am wondering if everything is ok? I am feeling a bit left out and it feels like when I talk I am being ignored but am not sure what is really happening. What do you think I should do?"

**Click [HERE](#)** for the activity cards (it works well to have these printed and laminated to give out to students working in pairs) with the instructions.

This has worked really well when younger students are paired up with older ones to practice.

## Rude, mean or bullying

Understanding the difference between things that are rude, things that are mean and things that are bullying is really important so that you can decide how to react.

Below are two different activities (one for younger and one for older primary school students) to help recognise and label the different kinds of behaviour.

### Matching game

Years 4-6

For this activity, students can either play on a device and drag the boxes with the scenarios into the sections on the table or you can print and laminate the cards.

First, watch this [video](#) that explains the difference between words and actions that are rude, mean or bullying.

Then, either use the printed cards or click [HERE](#) to play on a device to sort the scenarios under the correct labels. You will need to make a copy first.

If you print and laminate the cards, they can be used in two different ways:

- 1 Memory:** Place the cards face down with the green label cards (that say rude, mean or bullying) on one side and the white scenario cards on the other side. Students take turns to turn over one from each pile. If the label is a match to the scenario, the player keeps the pair and has another turn. If they are not a match, turn them back over and the next player has a turn.
- 2 Sorting:** Place the cards face-up on the table with the labels at the top. Sort the scenarios under the correct labels.

Link to cards is [HERE](#).



Click [HERE](#) for a break down of where the scenarios go and why.

## What does it look like?

Years 4-6

Years 7-8



### How it works

Watch the video that breaks down the difference between the three different behaviours.

Click on this Poster.

With a partner, brainstorm 1-2 examples of each of the three different kinds of behaviour (rude, mean and bullying).

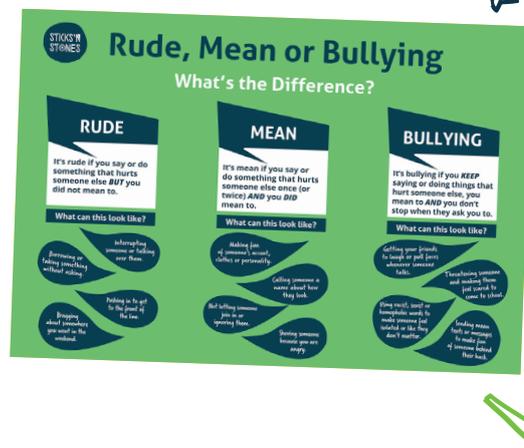
Place them on a wall or whiteboard under each heading. Bring the group back together and ask if there are any that they think could be under another category and ask them to give an example of why.

Then ask the group if they think you should respond differently depending on what kind of behaviour it is. Ask them to explain their thinking to a partner and then ask for volunteers to share back.

Finish up the session by checking the understanding of the group by having teams play the Kahoot quiz. On the class computer, [click this link](#).

*Note: Select play as guest, then follow the steps on the screen once you click on the link and this will give a Game Code that each team will need to use when they visit kahoot.it on a device. Then they create a team name (they will also list their team members). This can be done on any device including a laptop.*

*Please make sure that there is a screen displaying the above link as this is where the class or group will see the questions and answer options before selecting their answer on their group devices. They will then have 20 seconds to answer each question. The leader needs to press "Next" between the questions so that the next question shows up on the screen.*



## Practicing responding assertively

Years 4-6

Years 7-8

This activity gives you the chance to practise (with roleplay) different ways you can respond to things people do that are bullying behaviours. When you practice an assertive response it helps you to be able to use it when you need it.

### How it works

Download the "Responding to Bullying Behaviours" poster [HERE](#) and share the example of Tom grabbing Amy's chocolate bar (below). Demonstrate (and get volunteers to help you) the different ways Amy could respond to what Tom does.

Ask the group or class what they notice about:

- facial expressions
- body language
- way of speaking
- things Amy says.



When she responds each of the different ways (Assertive, Passive & Aggressive). What do they think will happen next for each example?

Then ask the group or class to come up with examples of bullying behaviours they have seen or had happen to them. Write these down on a brainstorm. Then ask students to choose one from the brainstorm to roleplay with a partner(s).

Practise the body language, way of speaking and things someone might say to respond in all three ways you can respond. Ask them what they think would happen next.

Have some groups that want to share their roleplays (a good way is to have them choose a slip of paper from a container with assertive, passive or aggressive on them and have them show that version of their situation).

**EXPLORING SCENARIOS**

**BULLYING SCENARIO**

**TOM GRABS AMY'S CHOCOLATE BAR**

**PASSIVE RESPONSE**

**AMY LET'S TOM TAKE THE CHOCOLATE AND TIMIDLY SAYS, "OH"**

**AGGRESSIVE RESPONSE**

**AMY YELLS AT TOM AND PUSHES HIM**

**ASSERTIVE RESPONSE**

**AMY FIRMLY HOLDS ONTO THE CHOCOLATE BAR AND CALMLY REFUSES TO LET HIM HAVE IT**

## Helpful or unhelpful bystander actions

Years 7-8

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:

- 🕒 Which ones work before bullying or after rather than during?
- 🕒 Are there any strategies missing that you think need to be added?

# 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

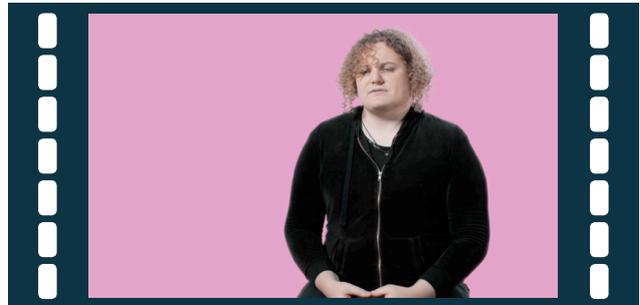
What do you think needs to change so that people are safe and free to be themselves?

*Note: Prepare the class to understand that you are going to be sharing a video from RainbowYOUTH so that they can get an insight from young people who have dealt with homophobia or transphobia and the impact it had. Encourage them to be mature and sensitive and reinforce that understanding diversity and promoting acceptance are key ways to stop bullying.*

## Video

Play this video from RainbowYOUTH's Inside Out resource created for year 7/8 students around sex, gender and sexuality.

*Note: START THE VIDEO AT 16 MINUTES (then it is 11 minutes long).*



<http://insideout.ry.org.nz/ep6/>

## Responses to the video?

Discuss some of the questions below:

- What would it feel like to have been in the shoes of the people in the video?
- What are your thoughts?
- Thinking back to the focus of this session, why is acceptance so important?
- What can you do as an individual/class/school to support rainbow students / tackle homo/bi/transphobic bullying?

In the video they mention how hurtful homophobic or transphobic language can be. This is language that shows a fear, ignorance or even hatred of people who are gay, transgender or part of the Rainbow community.

The most common of these is "That's so gay" about almost anything that is bad.

Show the video below



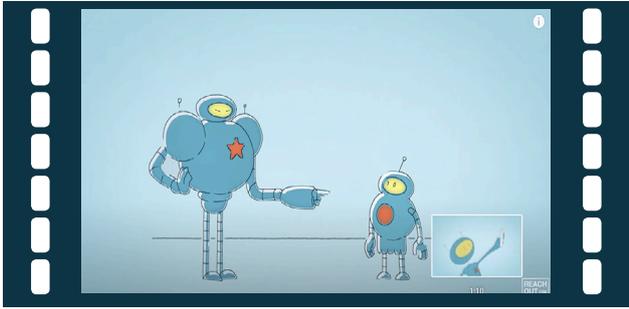
This has had a really positive response since it was released (and it has won some great awards).

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

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

## Unpacking cyberbullying

Watch this explanation of cyberbullying:



[https://www.youtube.com/watch?v=-C\\_T-CtgIEs](https://www.youtube.com/watch?v=-C_T-CtgIEs)

Like bullying offline, the actions of the bystanders that see cyberbullying are SUPER IMPORTANT.

### Task:

In groups, go back to the “What Bystanders can do” cards.

Then discuss and brainstorm answers to the questions below:

- What actions would also work online?
- What other options do you have online that you don't have offline?
- What are the challenges about helping someone who is being bullied online?
- What is easier about helping someone who is being bullied online?

Ask groups to feedback their ideas.

**Then show this video from our friends in Australia, Project ROCKIT**



<https://www.youtube.com/watch?v=KUwQCeSudY8>



Cyberbullying is bullying that takes place online or using technology like phones or devices. This includes text messages, instant messages, chat in games or apps or using social media.

Where it can get a little tricky is that someone can be being cyberbullied if things are shared a number of times, or other people get involved. It does not always need to happen more than once by the same person.

Discuss the question that the Project ROCKIT team posed for those that watch the video:

- Why do you think people feel they can be harsher online?

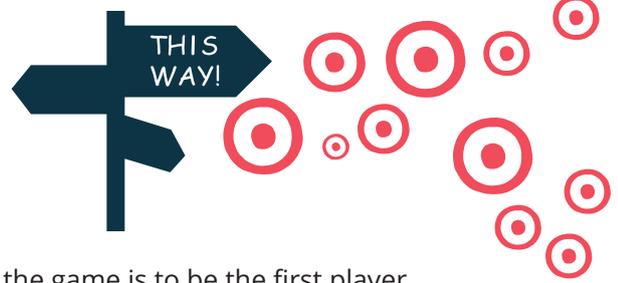
## GROUP CHALLENGE: Cyberbullying impact project

The challenge is for your group (of 2-4) to come up with ideas that could be put in place in your school to make sure that other students who are communicating online (as well as teachers and parents) understand what cyberbullying is, how we can be positive online and also how we can help if someone is being cyberbullied.

Be original. Be memorable. Be relatable. Brainstorm at least five different ideas. This could be a rap, a comic, a picture book, a video, an activity or game they do in class or anything else you think would work.

Then choose the idea your group thinks could have a REAL IMPACT. Record your ideas on paper or use the Action Plan Doc [HERE](#)

Be prepared to share your idea back with your class so they can give feedback on how you could make it better.



## Hey Joe

**Aim:** Hey Joe is based on Cluedo (the card version). The aim of the game is to be the first player to correctly guess “What’s up with Joe” by using the struggle, location and character cards that were put in the envelope at the start of the game. This is done by asking other players if they have different cards, and then getting rid of the ones they show you from your hand until you are ready to make a prediction.

Hey Joe developed from an idea one of our Year 8 groups had in late 2015. We wanted a game that would be fun to play but would start people talking about bullying and other ways people can be made to feel like they don’t matter.

This was a big project with lots of testing, lots of different versions and plenty of challenges along the way.

**“It was hard work and took longer than I thought but in the end, we made a game that other people could buy that was fun and taught you something. I am so proud to be a part of it.”**

*Grace, 12*



What is really cool is that the Year 8 students were involved at every stage making all of the decisions and they had a local high school student draw the illustrations. They also decided to have it printed (after getting a grant from a local trust) to give free copies to all of the schools in their area.

After getting emails from other schools around New Zealand, they put the game boards and cards up online for schools to download, print and laminate themselves to play with their students.

### What do you need to play?

Click [HERE](#) to open the game folder to download what you need to play. Print and laminate the cards and game boards.

We find the easiest way to learn how to play is to play in pairs with someone talking through the steps. Playing a couple of “open hands” where you show others what you are doing is also a great tip. Then those that know how to play can teach other groups.

### Take it further

Could you design and make your own game to support young people to explore an issue?



## 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?)

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

# 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 or has a bigger impact.

## School wide activities

### Make lunchtime games a regular thing

To build the connections between the older and younger students in your school you could take the games idea from “Take the Lead” and make this a weekly thing across the term (or a full week once a term).



A school that has positive relationships between its older and younger students is less likely to have bullying.

Explore some of the games that we have had fun with [HERE](#) and send us your ideas to add to the doc for others to play as well.



## Include Bullying Prevention activities as part of your learning throughout the year

Collect some feedback from students that took part in some of your “Take the Lead” activities. Put this together and ask for a meeting with your teacher to talk about having these kinds of activities as part of your learning throughout the year. Get their feedback and ideas of other activities that could be included.

You could also ask for their support to meet with your Principal and share your idea to have different activities for different year groups that help build skills and confidence in an ongoing way across the whole school throughout the year.

## Start a Friendship Club or Lunchtime Buddy Group



One of our schools found out from their action research that some of the students in their school were feeling lonely at break times. They set up a Friendship club where anyone could drop in and play games and do activities to get to know other students. Older students volunteered to run the group with help from teachers.

Another school set up Lunchtime buddies. This is where there were students available to play with or be your buddy if you were feeling lonely or left out. There was a roster of buddies across the week who volunteered (and had some training beforehand) and they had a “Buddy Spot” you could head over to connect with one of the buddies available.

## Have a look at your school’s Bullying Prevention policy

The Ministry of Education has asked that every school has written down what they do to prevent bullying and what steps they follow if a student is being bullied.

Does your school have a bullying prevention policy? Have you read it? If they do, have a read and see if you can understand it. Share your ideas about how you could share the steps in the policy so that the students in your school understand them. Your voice is really important here and it is a good idea to encourage your school to include it. 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 less confusion.

## Set up a Student Action Group in your school

We strongly believe that students are really important 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.





## Action research

Do you know what the issues are in your school? Do you know whether students feel safe and happy? We have had students in Years 5-8 lead action research in more than 15 of our schools to find out!

This is really powerful because you decide what it is that you want to know and how you can ask your questions in a clear way that is easy to understand. For students in New Entrants to Year two, instead of using a lot of words, you could use smiley faces or drawing options. You could also have an older student sit with the younger student to write for them.

## Things to remember

It is important not to ask more than 10 questions (no more than 5 for younger students) and to use multi choice questions where you can. It is also important to get the support of your Principal and teachers who can help you.

You will also want to decide if it be a paper form or one they do on a device? (If it is on paper, you might have to get some help to add everything up and find out the most common answers.)

## 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.

You could also present back what you have found out. We have done this by making a visual diagram (called an infographic), by presenting at a staff meeting and even by having students present to their Board of Trustees.

Here is an example of what one school found out:

51% of Year 3-8 students had the same person say something mean about them **MORE THAN ONCE**



49% of Year 3-8 students had the same person leave them out to make them feel bad **MORE THAN ONCE**

**43%** of Year 3-8 students wanted to develop **MORE SKILLS** to positively step in if someone was being hurt or made to feel bad

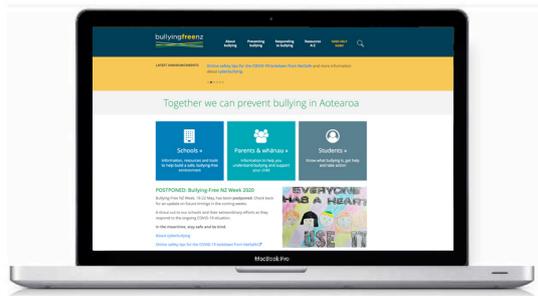
**73%** of Yr 3-8 students want teachers to be involved in stopping bullying

Only **FOUR** students had not experienced **BULLYING** behaviours **THIS YEAR**

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



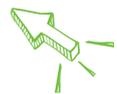
Check out some of these sites to help you learn more to make a positive difference in your school.



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



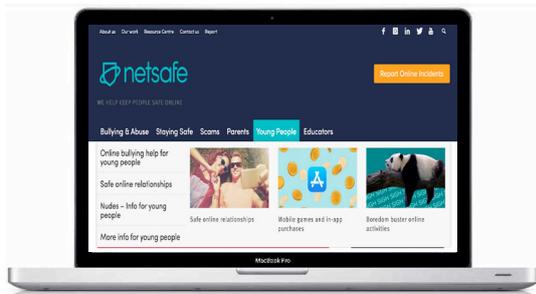
<https://icon.org.nz/>



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



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



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



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

