

# Bullying-Free NZ Comic Strips

Suitable for

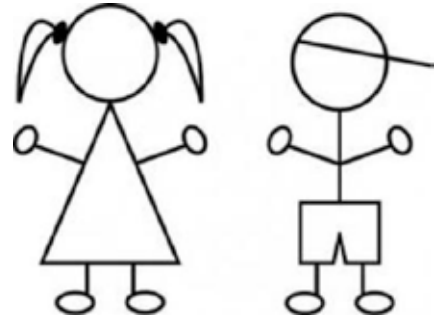


## Outcome:

To enable students to examine how they feel about and how they view bullying, and to identify ways of preventing and responding to bullying behaviour.

## Background:

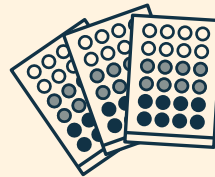
It can be difficult for children and young people to discuss how they feel about bullying and they may find it more helpful to draw and write about issues that affect them. The aim of this activity is to use the comic strip format to discuss and look into the different forms of bullying and ways of resolving bullying behaviour.



## Materials:



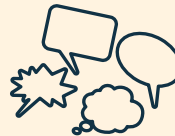
Comic strip template  
(on page 47)



Three packs of  
different coloured  
(dots) stickers



Story board planner  
template (on page 48)



Speech bubbles  
template (on page 49)

## Method:

Discuss the types of bullying and the different roles (target, initiator, bystander) students can take in relation to bullying behaviour (refer to [www.bullyingfree.nz](http://www.bullyingfree.nz)).

- Discuss, if required, the concept of a cartoon and how images, as well as words, are used to convey a story. Show an example of a bullying video cartoon (e.g. 'Bullying is never OK') <https://bullyingnoway.gov.au/resources/videos/pages/videoplayer.aspx?VideoID=183>
- Provide students with copies of each template – comic strip, story board planner and speech bubbles. If you would like to make the comic strip larger, please photocopy it and enlarge to A3.

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bullying**free**nz



### Activity One:

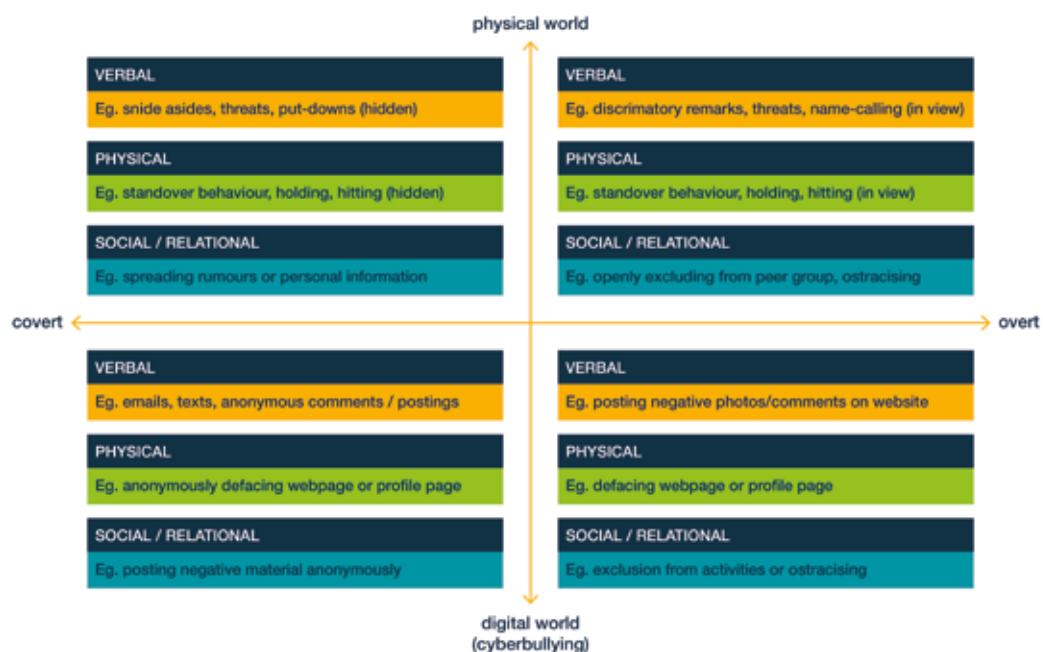
- Students to draw their own cartoon about a bullying situation that is not resolved. Ask the students to think about the type of bullying scenario they want to design a cartoon about and plan each of the boxes within the comic strip template (provided on page 47) accordingly. For example, Box 1 may introduce the character or storyline, Box 2 may show an incident, Box 3 could show the effects of the incident, etc.
- Students can plan their cartoon beforehand by using the story board planner template on page 48. Some students may find it helpful to use the speech bubbles and thought clouds provided (refer page 49) or may prefer to draw their own.
- Ask the students to consider what perspective they are going to draw the cartoon from – the target, bystander or initiator.
- Ask the students to share their completed cartoons with other students and discuss how the different characters feel in their cartoon.

### Activity Two:

- Go through the same process as for Activity One but this time the students draw a cartoon where a bullying situation is resolved. If students are not familiar with the different ways of resolving a bullying incident, discuss options with them. (NB: This is an opportunity to support the students to understand the school's bullying prevention policy, which includes responding to and reporting bullying incidents).
- Ask the students to share their completed cartoons with other students, including discussing their resolution process and how the different characters feel.

### Extension Activity:

- Students animate their cartoons using IT software.



# Bullying-Free NZ Comic Strip




# Bullying-Free NZ Story Board Planner

## Characters

1	5
2	6
3	7
4	8

## Story Plan

Start

Middle

End



# Bullying-Free NZ Speech Bubbles Template

