

Great Anti Bullying Activities And Lesson Plans

Activity – Wrinkled Wanda

On chart paper, have the participants trace an outline of a full body person. (See below for an example) Once the outline has been traced, the participants will write unkind, rude, and disrespectful statements all over the outline. These are statements that could be made to another person like, “You’re a loser, Nobody likes you, You are dumb.” Identify the drawing as a girl named Wanda. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it. Post the wrinkled drawings around the room. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied. Bullying comments can destroy a person’s self image and often leads to a defeated body language in the victim.

Next have the participants do the drawing again. This time write as many positive comments on the drawing as possible. Statements like, “You did such a nice job, or I enjoy your friendship. Fill it with really nice statements. Cut this drawing out, but don’t wrinkle it. Post these drawings around the room. This person is now just called Wanda. What is the difference between the two? Have the participants get into base groups and discuss how they would introduce this lesson to their students and invent any variations on the activity that would be helpful to their students.

Activity – The Toothpaste Activity

Ask for a volunteer to come to the front of the room. Place a strip of masking tape on the length of the table. With a tube of toothpaste, have the volunteer run a bead of toothpaste on the length of the masking tape. Now ask the participant to put the toothpaste back in the tube. Obviously, it can’t be done. This is an example of how hurtful words once spoken cannot be taken back. Bullies say hurtful words frequently and need to know the impact that their words have on their victims.

Activity – Who am I?

This activity requires an illustration about something that happened to me from the time I was in the 6th grade until I graduated from high school. My name is Jim and it became rather endearing to some to call me Jimbo. I really didn’t mind it but someone decided to drop the Jim at some point and call me Bo. I accepted the handle but way down deep I wish that folks would just call me by my real name, Jim. Oh, everyone meant no harm, but my parent’s, teachers, friends, coaches, all called me Bo. I didn’t have the heart to tell them that I didn’t like it. I lived with it. Once I got to college, I made everyone aware that my name was Jim. Often we as teachers can call students by names that we hear other students call them, and may not even be aware that they may not like being called certain names. Address your students by their actual name to avoid leveling the ground and jeopardizing your authority. If you have any question about this ask yourself what Beaver Cleaver’s teacher called him. “Theodore.”

Have the participants write down on a sheet of paper names that they were called when they were younger or that they may even be called now. After they have done this have them crumble up the paper and throw it in the garbage can as indicator that they will never be called this name again. Next have the participants write down on another sheet of paper what they want to be called as an indicator that this is what my name actually is.

In their classrooms teachers can have their students do this activity and write down the names that they want to be called and with the use of a name book describe all the positive attributes that that their name has connected with it. For example, James means truthful. Post the students names around the room on laminated cards and celebrate each students name, what it means, and who they are.

Building Self Acceptance Through Positive Self-Talk: Lesson 1

Objectives:

- Students distinguish between the terms self esteem and self acceptance.
- Students discover ways to build self acceptance through self talk and apply their own positive messages

Materials:

Building Self Acceptance through Positive Self Talk handout with follow-up sentences

Paper

Writing utensil

Procedure:

1. Students will list on paper messages (positive or negative) they have received from other people in their lives.
2. Students will determine whether or not they adopted those messages and still believe them today.
3. As a group, students will read the "Building Self Acceptance through Positive Self Talk" handout.
4. Students will individually complete the follow-up sentences by using the strategy of self-talk.

Closure:

Students will rate on a scale of 1-10 (ten being the most difficult) how difficult it was to finish the self-talk sentences using positive responses. Students will discuss situations in which they can use positive self-talk in the future.

Evaluation/Homework:

Students will write down five positive self-talk sentences that they will practice throughout the week.

Building Self Acceptance through Positive Self-Talk

What is self acceptance? Self acceptance is being able to recognize your value as a person. It is essentially your level of self-worth and feeling of comfort in your own skin regardless of your faults and weaknesses. Without self acceptance, one would not be capable of reaching their full potential in life.

What is the difference between self acceptance and self-esteem?

Self esteem is a belief or feeling about yourself. It is what you believe or feel you are capable of doing. Having high self esteem can help build self acceptance.

High Self-Esteem = Feeling good about yourself

Low Self-Esteem = Feeling badly about yourself

Self acceptance is more of an action rather than an abstract sense of self. It is something you do – you stick up for yourself, you utilize your strengths and take responsibility for your faults, and you practice loving yourself every day.

How can I build my self acceptance? Self acceptance is a reflection of beliefs you gained as a child and adolescent. It usually comes from messages you get about yourself. These messages can come from other people (like parents, teachers, or friends) or from yourself. The messages you send yourself is called “Self-Talk.” If you are used to hearing negative messages from other people, chances are you will send yourself negative messages too. Things like “I’m so stupid,” “I’m not good enough at this...” or “It’s my fault this happened” are examples of negative self-talk. One way to rebuild your self acceptance is to re-train yourself to engage in positive self-talk. Positive self-talk is when you focus on your strengths and positive qualities, reminding yourself that you are a good and valuable person.

“I am a good and caring person and deserve to be treated with respect.”

“I am capable of achieving success in my life.”

“There are people who love me and will be there for me when I need them.”

“I deserve to be happy.”

“I am allowed to make mistakes and learn from them.”

Finish the sentences below:

I am a brave person. An example of a time I was brave is

I am capable of being happy. A time I was happy was

I am a good friend. A time I was there for a friend was

I am capable of making decisions for myself. A time I made a good decision was

I am loved and cared about. People who care about me are

I am talented. Two things I am really good at are

Anti-Bullying Activities

What is bullying behaviour?

Equipment/resources: Task cards 'do you agree?', agree, disagree and don't know signs, flip chart and pens.

Group size: 20 maximum

Time/duration: 20/25 minutes

Aim

The aim of this activity is to develop club members understanding of what sorts of behaviours are acceptable in a club/sports setting and what sorts of behaviours could be considered as bullying.

Activity

- Display the agree, disagree and don't know signs.
- The leader will read out a statement, participants should consider the behaviours presented on the card and decide if they agree/disagree/don't know if it is acceptable within the sports setting. They place this card by whichever sign they feel best reflects their opinion for how acceptable or unacceptable the behaviour is. This can also be done using three corners and participants choose a corner to move to.
- The questions do not all need to be asked, they are merely examples of what you could ask. Facilitators can add their own questions if they wish to.
- Allow time for discussion about why people picked a particular response.
- Facilitator summarises the group's opinions on a flipchart.

Statements – do you agree?

- It is ok to be left out
- Children can bully coaches/adults
- Saying someone is stupid doesn't hurt them as much as hitting them
- Making someone feel uncomfortable or unhappy is alright as long as it doesn't happen all the time
- Coaches should challenge all types and forms of bullying in the club
- Making insulting comments about someone is not ok even if they deserve it
- You should give your friends a second chance if they make a mistake
- It is important to welcome new members
- Shoving another young person is fine during a match
- Stealing or damaging another person's belongings is ok if they have bullied you
- Spreading rumours is ok if the person has been nasty to you
- Making threats is ok if someone is picking on you
- Sending nasty text or e-mails is ok if you don't like the person you are sending them to
- It's ok for supporters to embarrass you when they are cheering you on
- Taking pictures of someone on your mobile to send to others is ok
- It's ok to cheer on a bully when they are teasing someone
- It's ok to hit someone as long as they are the same age and height as you
- Bullies come in all shapes, sizes and ages
- Bullies pick on people to try to prove something
- It is better to tell someone who is being bullied to remain silent about what is happening
- It's best if others in the club try to ignore what is happening
- Anybody can be bullied
- Telling a coach or adult about a bully's behaviour is a bad idea

Who to turn to

Equipment/resources: photocopies of individual/organisation information cards, pens, markers

Group size: 20 maximum

Time/duration: 15/20 minutes

Aim

The aim of this activity is to ensure that participants understand who they can turn to and the roles and responsibilities of the support network.

Activity

- Divide the group into teams of four.
- Give out the individual/organisation information cards (see section below).
- Ask each group to discuss when they think they might contact each type of individual/organisation e.g. Teacher/Coach/Childline/Friend/Parent/Internet/Social Services/Police/Children's Officer?
- Then ask each child to work individually (if at the age and ability to do so) to think of five people or organisations they could turn to for help if they had a problem (this is their personal support network).

Key teaching points

- Clarify the roles and responsibilities of the various agencies involved
- When thinking about their personal support network encourage the participants to consider;
 - Who they can trust?
 - Who they know is honest?
 - Who understands and is willing to help?
 - Who really listens and believes what I have to say?
 - Who has the time to listen and help?
- Explain the role of the club welfare officer and how they are a good person to contact within the club setting if they have a problem.
- Give contact numbers/email addresses for key contacts e.g. local police/Children's Social Care/ChildLine/club welfare officer etc. Make these available on the club notice board or website.
- Remind participants to regularly update their personal support network.

Ensure young people know that if they haven't got the response they want/need from one contact – they can tell more than one.

Individual/organisation information cards

- Police – Enforce the law and deal with people who break the law. If you fear for your safety contact your local police or call 999.
- Adults – should ensure that children are safe from harm and know who to go to for help. Family friends, parents, grandparents, aunts and uncles can all help.
- Club welfare officer – has a responsibility to promote the needs of children in the club setting. Will be able to support you and help to deal with bullying if it is happening in the club.
- Children's Social Care– Will ensure that you are safe from harm. They will investigate allegations of concerns of abuse, they always act in the best interests of children.
- ChildLine – 0800 1111 is a free confidential helpline. ChildLine can give you advice and support if you have worries or concerns about bullying.
- Friends – Can help talk problems over and make you feel better.
- Internet support groups – can offer advice and support if you are feeling bad and give you practical advice on how best to deal with bullying.

What can I do?

Equipment/resources: Story card

Group size: 20 maximum

Time/duration: 15 minutes

Aim

The aim of this activity is to develop the members' understanding of the role of the bystander in bullying and why they should report any bullying that they are aware of rather than ignoring it.

Activity

Read out the following scenario (this can be changed to suit any sporting activity)

'Jake is a new member of the Superstrickers Football Club (change relevant to the sport). He is not as good at football (change relevant to the sport) as the other players on the team and he is very quiet. Some of the team members don't really like him, but you think he is ok, he never does anything wrong or annoying.'

'One day at practice you notice that the team captain (the most popular member of the team) snatches Jake's kit bag and kicks it over the club wall. He shouts at Jake "that was a stupid thing to do – you had better jump over the wall before your mum shouts at you for losing your football boots", (change relevant to the sport), Jake looks upset but seems afraid to fight back. Another player calls to Jake "whats wrong Jake - afraid to climb over the wall are you?" Jake walks away, he goes straight to the changing room looking really annoyed and sad. You think he may be crying.'

What can you do?

Activity and main teaching points

In small groups ask members to consider the role of the bystander and to identify what choices bystanders have when they witness bullying or they are aware of it happening in the club setting. Give them five minutes to note down what they could do. Groups feedback their discussions.

- 1. To intervene on behalf of the person being bullied while it is happening**
Advantages: immediately helps stop the bullying, will give a strong message to the bully.
Disadvantages: difficult to do, need to be brave, repercussions later explaining what this could mean, outnumbered, fear of bully, might make situation worse, short term solution.
- 2. To offer support to the person being bullied later**
Advantages: they will feel less isolated, you can check with them how they want it to be dealt with, less risks involved.
Disadvantages: bully gets away with their actions, slow response, victim may have been hurt, may not stop the bullying.
- 3. To tell someone in authority**
Advantages: they can investigate and deal with the person being bullied and bully, no risks to you, they can help to stop bullying for good, discrete.
Disadvantages: if responded to appropriately there are few disadvantages, but person being bullied may still think you are afraid to challenge bullying as they may not know it was you who spoke to the leader.
- 4. Challenge the bully later**
Advantages: might stop the bullying, will give strong message to bully.
Disadvantages: Difficult to do, need to be brave, repercussions later, might not work, might make situation worse and leave you isolated.

Open the discussion to the whole group and discuss the advantages and disadvantages of each type of intervention. Identify an action plan they can use if they witness bullying within the club.

Impact of bullying on the individual

Equipment/resources: photocopies of worksheets and sets of task cards, flipchart paper, pens.

Group size: 20 maximum

Time/duration: 15 minutes

Aim

The aim of this activity is to develop the members understanding of the impact of bullying on individuals.

Activity

- Divide into smaller groups of 2/3
- Cut up the individual feelings (see list of feelings below) on the task cards and give out a complete set of cards to each group
- Ask participants to group the cards/feeling into three categories (Always, Sometimes and Never) depending on how often they think that someone being bullied would feel like that. Give them five minutes to do this.
- Conclude by explaining that bullying always has a negative affect on a victims feelings no matter how tough/strong they appear.
- End the discussion by identifying ways in which club members can help people feel good about themselves e.g. praise, encouragement, inclusion, look to you for advice, picking for teams, etc.

Main teaching points

- Explain that it can be difficult to understand how people are feeling by observing body language alone.
- All bullying has consequences and makes people feel sad and bad both about themselves and others. It affects a persons confidence, self-esteem and self worth.

Feelings

Angry, Aggressive, Anxious, Afraid, Ashamed, Embarrassed, Bored, Depressed, Down, Distressed, Empty, Envious, Fearful, Assertive, Unloved, Unwanted, Popular, Wanted, Vulnerable, Worried, Suicidal, Special, Odd, Friendly, Loved, Nasty, Moody, Attractive, Bright, Happy, Cheerful, Calm, Energetic, Sad, Unconfident, Worthless, Tearful, Positive, Let down, Left out, Frustrated, Terrible, Trapped, Unhappy, Intelligent, Relaxed, Negative.

The perfect environment for bullying

Equipment/resources: paper, flipchart stand and paper, pens.

Group size: 20 maximum

Time/duration: 20/25 minutes

Aim

Identifying what makes the perfect environment for a person to be bullied in. Explain you are not just looking for the physical environment but also the atmosphere or culture that needs to be around to allow a bully to operate.

Activity

- Split into groups of 2/3 and brainstorm a list of what is needed to ensure a “perfect” environment for bullying. Allow 4/5 minutes.
- Get the groups to give you feedback and record on a flip chart.
- For each of the issues identified by the young people discuss how these could be addressed within the club e.g.
 - coaches always being visible
 - prominent anti-bullying poster
 - changing the light switch to be sensor rather than manual switch
 - buddying system with established players
- End the discussion by getting the young people to identify a few specific actions your club can take to ensure club members can help their peers.

Main teaching points

Enable young people to see how easy it is for an environment to evolve that lets bullying continue unchecked and help them take responsibility for changing what they can.

Suggestions of issues that could be identified (these are not exhaustive)

- General lack of supervision (e.g. unsupervised toilets, sports halls)
- Not enough equipment in gyms or the pitch for training, not enough balls etc
- Areas where adults never go
- Old style facilities with dark, secluded corners (manual light switches)
- Coaches often not around – always with other coaches
- Coaches too busy talking to others to notice signs/indicators or incidents
- Whole groups queuing for equipment, meals, toilets etc
- Crowded locker rooms/changing facilities
- Long unsupervised periods between structured sessions/classes
- Coaches/staff arriving late
- Tucked away bike sheds
- Coaches/staff who point out, shout at, poke fun at or humiliate children in front of others
- Coaches/staff who use sarcasm continually
- Lack of support for children and young people with additional vulnerabilities
- Adults not leading by example
- Allowing “hurtful” graffiti to remain
- Allowing a culture of “nobody likes a tell tale” to prevail thus preventing any chance of whistleblowing
- ‘Initiation’ ceremonies for new club members
- No support, buddy or mentor for new members joining club
- No visible signs of anti-bullying policy and procedures
- No clear procedures of how to report incidents of bullying
- Coaches who just don’t care and think it will go away
- Coaches/leaders who are not confident enough to challenge difficult situations