

## Self-protecting against bullying

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### Materials

- Student Activity Sheet: *Ways to protect myself from bullying* [one per student]

### Before you get started

- Revise Year 3 Learning Activity: [How to help someone being bullied](#).
- It is important to read and understand the Guides: [Resilience and life skills](#) and [Establishing ground rules](#) in order to create a safe environment for all students to feel supported and trusting.
- The website [Bullying! No Way](#). has a number of resources to download, print and display around the school to support this learning activity.

### Learning activities

#### Whole Class

Students consider aspects of self-respect and identify ways to protect themselves from being bullied.

1. Explain that self-respect is when you value and accept yourself and believe that you should be treated well by others. If you have self-respect you are also careful to keep yourself safe.
2. Conduct a [circle talk](#) strategy to ask the following questions. Ask the questions repeatedly so that students are exposed to a range of opinions:
  - *How does someone who has self-respect behave?*
  - *How does someone with self-respect keep themselves safe if they receive a nasty text message or Facebook message?*
  - *How does someone with self-respect keep themselves safe if one person keeps telling them they can't join in their games?*
  - *Can you remind your partner what bullying is?* (it's repeated unkindness to a person, not a single act of unkindness or just one argument)
  - *Give each other some examples of bullying.* (e.g. name calling; always leaving someone out of a game; using the phone or computer in a nasty way; embarrassing someone; physically hurting someone; hiding or breaking someone's possessions)
  - *How do you think someone who is being bullied might feel?* (highlight feelings such as anger, fear, helplessness, worry, nervousness, sadness)
  - *Is it a person's fault if they are bullied?* (no, it is always the fault of the person who bullies)
  - *Why do some people get picked on more than others?* (they may appear nervous so other children think they are easy to boss around; they may appear different but this is not an excuse to bully someone; they may not stand up for themselves when they have been teased in the past)

- *What does someone look and sound like when they are being confident?* (they stand tall, they look people in the eye, they talk with a loud voice in a friendly way, they don't use a baby or silly voice, they don't ignore it if someone is mean to them)
  - *Why do you think acting confidently can protect you from being bullied?* (you look like you have self-respect and might stand up for yourself if you are bullied so someone is less likely to be mean to you)
  - *Why is asking a teacher for help what someone with self-respect would do if they couldn't stop someone from bullying them?* (asking for support means you value and care for yourself and want to keep safe. Asking for help is not dobbing or getting someone into trouble)
3. Conduct a **brainstorm** on *What can you do to protect yourself from being bullied?*
- Ensure students consider strategies such as thinking for yourself; being positive and happy; being a good loser; not showing you are angry or nervous; staying calm; avoiding areas where you know teachers may not be on duty; telling someone being mean to you to stop it in a confident voice; asking an adult for help if this doesn't work.

### **Independent or Small Group**

Students consider actions to take if they see someone else being bullied and identify strategies to protect self and others from bullying.

1. Discuss with students what they could do if they saw someone being bullied.
  - Show this person you know it's unfair.
  - Show the person who is bullying that you know it's unfair.
  - Tell the person who is bullying to stop.
  - Move away together or do something else with that person.
  - Ask a teacher for help if the bullying continues.
2. Give each student the Student Activity Sheet: *Ways to protect myself from bullying* and have them complete it in pairs. Hear feedback and stress that the protection strategies they have identified might be different for different situations.

### **3-2-1 Reflection**

Students develop a poster or a class set of big picture books for younger students to inform them of ways to protect themselves from bullying. Encourage them to use the information from the brainstorm and the student activity sheet as quotes for their poster.