



**UNIVERSITY
OF MALAYA**

COPC Project Report

**H.E.R.O.es Against Bullying
(Help, Educate, Report, Overcome)**

Organized by

Stream 1 (Primary Care Medicine Posting)

UMMP Stage 3.3 Class of 2017/2022

Faculty of Medicine

University Of Malaya

Kuala Lumpur

1.0 ACKNOWLEDGEMENT

We would like to express our deepest gratitude to Associate Prof. Dr. Adina binti Abdullah, Head of Department of Primary Care Medicine PPUM and our supervisors, Associate Prof. Dr. Nur Amani@Natasha Binti Ahmad Tajuddin, Dr. Julia binti Suhaimi and Dr. Mohazmi Bin Mohamed for the opportunity and their invaluable guidance throughout this community project.

Secondly, we would like to extend our appreciation to Dr. Aida Syarinaz Ahmad Adlan from the Department of Psychological Medicine, University of Malaya Medical Center for her time and wisdom on the topic of bullying among school students, which has greatly benefited us and the students of SMK Setapak Indah.

Furthermore, our acknowledgement to Associate Prof. Dr. Amer Siddiq Bin Amer Nordin, Director of UMCares, for funding our event as well as the representatives from UMCares, Puan Azlin and En. Asyraf for facilitating our communication with the teachers of SMK Setapak Indah. Our utmost thanks goes also to Pfizer for sponsoring and supporting our event, namely Puan Shamie Zainal, Miss Ain binti Mansuh and Miss Hannah Lim and her colleagues. A special mention to one of our team, Noornadhirah Iradaturrehman and Prof. Madya Dr. Amani who also sponsored some bread and mineral water and students and the team. We would also like to thank the Principal, Puan Rohimah binti Mamat and Encik Che Zanusi bin Che Ab Hadi, Counseling Teacher and all teachers of SMK Setapak Indah for helping us engage with their students and their cooperation to ensure the smooth running of our event.

Lastly, this project would not be a successful one without the constant support and effort from the organizing committee. Our teamwork and commitment in working closely as a team has enabled this project to end on a successful note and achieve our goals of raising awareness on mental health.

2.0 INTRODUCTION

Community Oriented Primary Care (COPC) is a community program organized by final year medical students from University of Malaya during their posting in Primary Care Medicine. This program serves as a platform for the students to be involved in the local community to address and tackle the rising health issues in the Malaysian population. H.E.R.O.es Against Bullying (Help, Educate, Report, Overcome) was curated in collaboration with UM Cares and Pfizer with the primary objective of raising awareness on bullying among secondary school students of SMK Setapak Indah, Kuala Lumpur.

Bullying is characterized as a set of aggressive behaviors, systematic abuse of power and a form of peer abuse, involving three primary elements, namely repetition, harm and power imbalance. In the 21st century, bullying has become an increasingly common phenomenon with 5% to 15% of people being the victim of bullying reported worldwide, among which some cases even lead to deaths. Moreover, there has been an increase in cases of deaths by suicide and use of aggression among adolescents due to bullying in schools. The involvement of adolescents in bullying is highly apparent and affects almost half of them all over the world.

Bullying within schools in Malaysia is a serious public health issue, posing concerns to the government, parents and the general public. Literature has documented that victims of bullying are at risk of problems related to health, mental well-being and academic performance. They are more likely to experience depression, anxiety and low self-esteem, compared to adolescents who have not been victims of bullying. Additionally, research has identified that depression, anxiety and low self-esteem are also precursors to bullying, and not just outcomes of it. Therefore, adolescent students who are involved in bullying are more likely to experience depression, anxiety and low self-esteem as compared to their peers.

Our project took place on 30th May 2022 at SMK Setapak Indah, Kuala Lumpur after 7 weeks of planning and preparation. Through a series of programs including interactive educational booths, student roleplay, discussion and sharing sessions and debate, we were able to fulfill the

objectives of our project, which is to educate our secondary school students about the issue of bullying and encourage good health-seeking behavior, thereby contributing to a safer environment for our children.

3.0 OBJECTIVES

Our project aims to increase awareness regarding bullying in school and the importance of seeking help, and to educate secondary school students on positive health-seeking behavior with regards to bullying. We also aim to promote exchange of ideas and thoughts on bullying between secondary school students and medical students.

4.0 ITINERARY

Time	Agenda	Venue	PIC
Pre-event 13.05.2022 - 25.05.2022	Poster competition Promotion of Infographic Materials	—	Bureau of Activity Bureau of Publicity
7.30-8.30 am	Depart from University of Malaya — Breakfast	KK6 lobby — Assembly hall	Bureau of Logistics — Bureau of Food and Gift
8.30-9.30am	Booth set up Anonymous message board set up	Assembly hall	Bureau of Activity and Publicity
9.30-12.00pm	Bullying Scapes: An Exhibition	Outdoor hall	Bureau of Activity
10.00-11.00am	Heart-to-heart talk	Assembly hall	Bureau of Activity
11.10-12.10pm	Debate	Assembly hall	Bureau of Logistics
12.10-12.40pm	Closing ceremony	Assembly hall	Bureau of Food and Gift

5.0 ACTIVITIES

5.1 Pre-Event Activities

This project began with a briefing by our supervisors, Associate Prof. Dr. Nur Amani Natasha Binti Ahmad Tajuddin and Dr. Mohazmi Bin Mohamed on the 4th of April 2022. The main theme assigned to us was mental health and our target group for this project involved students from SMK Setapak Indah. A committee was then formed with Anis leading the team. We were then divided into several bureaus, each led by a head of bureau. After an hour of brainstorming, we decided on bullying as our topic of interest. Following this decision, a WhatsApp group was created for all members involved in this project and we started planning the outline of our project.

Some potential activities that were initially proposed by the Activities Bureau included booth setups displaying informational posters; game booths to pique students' curiosity; a heart-to-heart talk to allow a space for students to share about what they know about bullying; a debate competition; a poster competition; and a message board for students to share their thoughts anonymously.

On 14th of April 2022, we presented our project ideas to our supervisors. During this meeting, we discussed our theme; aims and objectives; the itinerary and activities involved; displayed poster and banner designs; created an Instagram account as a means of reaching out to our target audience; presented our project budget; and proposed the logistics plan. Any flaws in our planning were addressed and suggestions to make amendments were given by our supervisors. We then proceeded to prepare for the presentation of our project to the school.

A meeting with the Head Counselor of SMK Setapak Indah was conducted on the 17th of April 2022 via Google Meets. The date and time of the event was confirmed during the meeting. Logistical issues were also addressed. The project proposal was well-received by Encik Che Zanusi bin Che Ab Hadi and we came to the conclusion that one of our activities, the heart-to-heart talk, would be conducted in the assembly hall among Form 1 students only. The booths

would be exhibited at the outdoor space and would be open for all students (Form 1 to Form 5). The students would be allowed to visit the exhibition during their recess periods. With the help of the teaching staff, a poster competition would be conducted during the pre-event period. The winners will also be decided during this period. The representative teacher was subsequently invited to join the WhatsApp group for ease of communication.

The next few weeks involved finalization of plans. A pre-event survey Google form was created and disseminated among the students with the help of the counseling teacher. 5 submissions for the poster competition were received by the submission deadline of 25th May 2022. The poster competition was deliberated on the 26th of May 2022 by Dr Mohazmi and Miss Shamie Zainal from our sponsor, Pfizer Malaysia. The judging was done via Google Meet with a consensus reached between both judges, based on a rubric assessment reference prepared beforehand by one of our students. Prizes for this competition as well as the debate competition and lucky draw were prepared by the Food and Gift Bureau. Our event poster and banner designs were finalized by the Media and Publicity Bureau and they were submitted for printing. Debate teams were also formed in SMK Setapak Indah and they were informed of the debate topic beforehand in preparation for the upcoming competition on event day. The Media and Publicity Bureau also regularly posted updates and informative content on the Instagram account, @h.e.r.o.es, to build engagement among our target audience.

5.2 Event Day

35 of us boarded a bus arranged by the Logistics Bureau and we departed from Avicenna Residential College, University of Malaya at 7.30am. Breakfast was provided. We arrived at our destination at 8.15am. We immediately started setting up the booths at the open space and preparing the layout of the assembly hall under the supervision of the logistics bureau. The technical bureau also got the visual and audio systems ready with the help of the school staff. We had a brief rehearsal at the assembly hall.

At 10.00 am, we invited the Form 1 students to enter the hall and gave out goodies bags to them. We began the event with an introduction by our emcee, Chan Chee Ken. A video with Dr. Aida

Syarina Ahmad Adlan, psychiatrist from UMMC, explained to students what bullying is about. After that, we commenced the heart-to-heart talk for the Form 1 students. The Form 1 students were divided into groups of six to ten among 11 facilitators. During this heart-to-heart talk, roleplays bearing tones of various types of bullying were carried out within each small group. The types of bullying that were decided upon prior to the event included, cyberbullying, verbal bullying, sexual harassment, violence and social isolation. After a 5-minute roleplay session, the students were asked to guess the type of bullying. Conversations on these types of bullying began with the facilitators explaining the definitions of the respective types of bullying, the methods of tackling such situations as a victim and what can a bystander do to help a victim of bullying. During this event, some students even managed to share their experiences as victims of bullying.

At the same time, the exhibition at the open space titled, “Bullying Scapes: An Exhibition”, was ongoing as well. Students from all forms were invited to freely survey the informational posters and take part in some fun games. The posters displayed information on the definition of bullying, signs of a child being bullied, how to stop bullying, signs of a victim of bullying, cyberbullying, smoking and vaping. There was a booth demonstrating the difference between the normal lungs and the smokers' lungs to raise awareness on consequences of smoking among the students. The participants were also introduced to a method of stress management which was the “deep breathing technique”. Games such as “loop and stick” and “ball toss and pick your question” were designed to make the exhibition more interactive and to test the students’ knowledge gained from the booths. A lucky draw was also being conducted whereby students had to get a signature from any booth facilitator in order to make a submission. 3 names were randomly chosen from the box.

Back in the hall, a debate competition was conducted. There were 3 students for the “for” and “against” teams. The motion was provided 3 weeks prior to the event so that students have time to prepare for the debate. The motion was titled “School bullies should be given corporal punishment” and the debate was conducted in our national language.

The closing ceremony kicked off in the hall. The national anthem was sung. A speech was given by the headmaster, Puan Rohimah binti Mamat. Prizes and tokens of appreciation were given out. The ceremony ended at 1.00pm with a photo session.

We then departed from the school back to University of Malaya at 1.30pm. This marked the end of our event day.

5.3 Post-Event Activities

After the event, we had a debriefing session conducted on 2nd of June 2022 with Prof Amani. We reflected upon the planning process and the event itself. We also had a post-event survey form to share our thoughts. We concluded that the event was well-received by the students and there was much more enthusiasm shown than what we expected.

6.0 QUESTIONNAIRE ANALYSIS

There were two questionnaires that were distributed among the Form 1 Students of SMK Setapak Indah. The first questionnaire is the pre-event questionnaire while the second is the post-event questionnaire.

The purpose of doing these questionnaires were to evaluate the students' level of understanding and awareness of the topics we chose to bring in (Bullying, Smoking and Vaping) as well as their expectations and understanding of the programme.

There was 149 out of 200 (74.5%) of Form 1 SMK Setapak Indah Students that answered the pre-questionnaire form while there was 83 out of 200 (41.5%) that answered the post-questionnaire form.

PRE-QUESTIONNAIRE ANALYSIS

The demographic picture of the students who have answered the pre-questionnaire form, based on gender, 84 (56.4%) of them were girls while 65 (43.6%) were from boys. A majority of the students who answered the form was also of Malay ethnic background, 139 (93.3%), while there were 4 students (2.7%) of Indian ethnic background and 4% are the other various types of ethnicities.

A summary of the results are as below:

Questions	Answers		
	Yes	No	Maybe
Section A: Bullying			
Students' knowledge about HEROes programme prior to event	68 (45.6%)	40 (26.8%)	41 (27.5%)
Students who have witnessed any form	71 (47.7%)	67 (45%)	11 (7.4%)

of bullying at school			
Students who feel that bullying is a big problem at school	115 (77.2%)	19 (12.8%)	15 (10.1%)
Students who have been victims of bullying	20 (13.4%)	120 (80.5%)	9 (6%)
Students who knows actions needed to be taken in order to get help	132 (88.6%)	5 (3.4%)	12 (8.1%)
Students who will report to other people if bullying occurs	60 (41.1%)	65 (44.5%)	21 (14.4%)
Students who feel that HEROes programme will give a positive impact towards the school	125 (83.9%)	4 (2.7%)	20 (13.4%)
Section B: Smoking/Vaping at School			
Students who think that smoking and vaping is a big problem at school	132 (88.6%)	4 (2.7%)	13 (8.7%)
Students who have smoked or vaped before	4 (2.7%)	145 (97.3%)	
Students who knows about the bad consequences of smoking and vaping	135 (90.6%)	5 (3.4%)	9 (6%)

As the questionnaire is mainly to indicate awareness among students, it can be seen that the majority of students (70 - 88.6%) think that both bullying, smoking and vaping is a big problem in their school. As for awareness, a high majority (83.6% and 90.6%) are aware of actions needed to be taken as well as the consequences of smoking and vaping respectively. It seems that the students are already well-aware of these issues but is in need of more interventions to be done.

Some students have also expressed their hopes for this programme to be able to eradicate bullying cases in their school and could inspire the students to stop smoking and vaping. There were also hopes for the school to give extra attention to this matter by taking further strict actions against the bullies.

It could also be seen that the students do acknowledge that bullying is a big problem in school. This can be told by the majority (77.5%) of them do think that bullying is a big problem - some has even suggested to include police in the matter, by either giving a talk to the students so that the students would be more aware of the other side effects. There were also some students who would like this programme to be done continuously.

POST-QUESTIONNAIRE ANALYSIS

There is a significant reduction of number of students who answered the post-questionnaire compared to the pre-questionnaire, in which the difference is about 66 students. The demographics of the students who answered the questionnaire is 51 (61.4%) girls and 32 (38.6%) boys in which all of them are Form 1 Students SMK Setapak Indah. All the students who answered the questionnaire are 100% of Malay ethnic background.

SECTION A: BULLYING

Questions	Answers		
	Yes	No	Unsure
Students who have witnessed any form of bullying at school	47 (56.6%)	27 (32.5%)	10 (12%)
Students who feel that bullying is a big problem at school	53 (63.8%)	13 (15.6%)	20 (24%)
Students who have been victims of bullying	15 (18%)	58 (69.8%)	11 (13.25%)
Students who have been bullies	2 (2.4%)	73 (87.9%)	8 (9.6%)
Students who have asked for help when bullied	24 (28.9%)	46 (55.4%)	14 (16.8%)
Students who have helped their friend who was bullied before	58 (69.8%)	9 (10.8%)	16 (19.3%)
Students who knows actions needed to be taken in order to get help	70 (84.3%)	8 (9.6%)	6 (7.2%)

Among the Form 1 Students of SMK Setapak Indah, half of them (56.6%) have witnessed a form of bullying at school and has felt that bullying is a big problem at school (63.8%). A majority of the students (84.3%) also know there are actions that needed to be taken in order to get help. A good half of them (69.8%) have helped their friends who have been bullied before.

Assessment of students' actions when put into these situations:

Answer	Questions					
	No Action	Tell Teachers	Tell Parents	Ask Other Friends for Help	Fight Back	Tell Other People (etc: Friends)
Called with inappropriate names	19	46	29	6	7	15
Made fun of your race and background	8	52	40	7	10	10
Isolated and being talked bad about	17	41	29	8	7	12
Embarrassed in front of the public	12	43	34	10	10	9
Threatened and being told/commented of bad things on social media	7	24	52	9	5	10
Pushed and someone has hurt you on purpose	4	60	44	9	8	4
Personal items were broken on purpose	5	46	48	5	8	8

A majority of the students' actions included to tell the teachers when being bullied, and about half would tell their parents regarding the bullying. Only a small percentage of them would either do no actions, fight back or ask other people for help.

Assessment of students' actions if they saw other people being put into these situations:

Questions	Answers						
	No Action	Help My Friend	Tell Teachers	Tell My Parents	Tell Friend's Parents	Tell Other People (eg: Friends)	Join In
Your friend is being called with inappropriate names	2	45	58	4	18	3	0
Your friend's race and background is being made fun of	1	45	62	1	20	1	0
Your friend is being isolated by others and being talked bad about	2	41	57	4	25	1	0
Your friend is being embarrassed in front of the public	1	51	52	6	24	4	0
Your friend is being threatened and being told/commented of bad things on social media	7	39	37	7	29	4	0
Your friend has been pushed or hurt them on purpose	1	41	68	7	25	5	0
Your friends' personal items were broken on purpose	3	36	65	6	25	4	0

Again, a majority of the students would choose to tell their teachers in case it happens, and half of them would help their friends and a quarter of them would tell their friend's parents. None of the students would join in with the bullies.

SECTION B: SMOKING AND VAPING

Questions	Answers			
	Yes	No	Unsure	Not Related

Students who feel that smoking is a big problem	78	1	5	
Students who feel that vaping is a big problem	75	4	5	
Students who have smoked/is smoking	2	82	1	
Students who have vaped/is vaping	4	77	2	
Students who knows the bad consequences of smoking	81	0	2	
Students who know the bad consequences of vaping	73	3	7	
Students who wish to stop if they smoked	69	0	8	9
Students who wish to stop if they vaped	67	1	9	9
Students who would be in need of help to stop smoking or vaping if they do	33	27	11	14

There is an increase of percentage of students who feel that smoking and vaping is a problem from the pre-questionnaire (88.6%) to the post-questionnaire (93.9%). There's also an increase of percentage of students who knows the consequences of smoking and vaping in the pre-questionnaire (90.6%) to the post-questionnaire (97.5%).

It is to note that there are probably some misunderstanding from the students in the last three questions, as the questions were meant to be answered only if they smoked or vaped, however a number of them answered in a hypothetical sense.

Assessment of students' understanding regarding smoking and vaping.

Questions	Number of Students Who Answered:	
	True	False

Smoking causes lung cancer	82	2
Smoking causes bad body odour	58	25
Smoking does not harm the people around them	3	80
Smoking helps to clear my breathing airways	5	78
It is not wrong for me to smoke as the adults/people around me smoke	3	80
Vaping is healthier than smoking	13	70
Smoke that comes from vaping does not harm the user	17	68
Smoke that comes from vaping does not endanger the people around them	16	67
Vape does not contain nicotine	27	56
Vape does not induce asthma in children and teenagers	14	69
Vape can cause you heart diseases	69	14

Note: All correct answers are marked green.

Overall, a majority of the students have the correct understanding about smoking consequences however a quarter of them are still unsure or doesn't know about vaping consequences.

Overall Feedback for the Programme

A majority of students, 57 (68.7%) want a similar programme in the future while the rest wouldn't want it, 2 (2.4%) and are unsure, 24 (28.9%).

There were suggestions from students to do more activities and provide more interesting prizes in the programmes that were done and to include activities in the main hall regarding smoking and vaping too, not just for bullying. There are also students who would like more exhibition

booths and more time to observe and spend at the exhibition booths. There were one of the students who suggested to have an exhibition booth for the after-effects of bullying their friends.

Some students also would like to have more intrusive interventions from the school such as monitoring and some teamwork with the police so that the bullying in school can be eradicated almost immediately.

7.0 COPC PROJECT ANALYSIS

7.1 Post-event SWOT Analysis

Strengths	Weaknesses
<ol style="list-style-type: none">1. Good teamwork and communication among team members and between bureaus2. Supportive and helpful supervisors3. Proficient in the use online platforms to allow maximum participation and contribution by committee members4. Able to adapt quickly to changes in work	<ol style="list-style-type: none">1. Insufficient time of training and lack of experience in organizing debate competitions2. Not familiar with the eProcurement system3. Insufficient expertise in video-editing
Opportunities	Threats
<ol style="list-style-type: none">1. Good venue i.e. closed hall with good sound system which is ideal for delivering recorded interview and personal sharing2. Supportive and interested school community towards educational and awareness programs3. Graphic design tools to ease the production of educational and publicity material	<ol style="list-style-type: none">1. Debate participants are too young and have no prior experience2. Lack of professional cameras3. Busy schedule during the posting outside of COPC planning and execution4. Difficulty publicizing event programs to target audience i.e. secondary school students5. Frequent changes during the event day itself due to miscommunication with the school's liaison teacher

7.2 Challenges of Conducting the Community Program in COVID-19 Era

Due to standard operating procedures, our planning of the program has been met with a few obstacles. They mainly pertain to the issues of maximum capacity in our closed and open halls, physical distancing, as we foresaw the challenge in crowd control, especially in the open-air foyer where students were supposed to move around booths, and closed discussion rooms where small groups had to be formed for the purpose of more personal discussions. As Malaysia slowly transitions into the endemic phase of COVID-19, restrictions on physical distancing and mass

events have been substantially loosened. As a result, we could carry forward our planned activities without compromising the latest standard operating procedures.

To avoid crowd gathering, we also conducted most of our meetings online. This virtual nature of meetings was less comfortable for a few of us to freely express our ideas and opinions, which more or less affected group discussions and brainstorming. Thankfully, the committee members were dedicated and actively participated in the meetings, which eventually overcome this obstacle.

7.3 Suggestions for Improvement/Future Events

Moving forward, we identified a few areas of our event that have room for improvement in the future. Firstly, since our target audience were Form 1 secondary school students, it is worthwhile to continue such campaigns to other forms and even other schools, so that the message and objectives of this project could benefit a larger community. This could be done in stages over the next few years to improve our reach but optimize manpower at the same time.

Secondly, more experts in the field could be gathered to share knowledge, thereby adding value to our content, including psychologists, children's mental health experts, motivational speakers and school counselors. This is particularly important as in programmes that inspire awareness, there would commonly be victims who would reach out for help - and when there are, proper interventions by appropriate parties should be set and stone in order to help them properly.

Moreover, to improve the quality of more professional events such as debate, the organizing committee and participating students should receive advice and guidance from those who are experienced in the field, e.g. teachers who are in charge of the school debate team, or university debate teams or long-time debate competition organizers, to learn to organize a debate and to learn debate, respectively.

Other than that, future events involving secondary school students could explore ways to use social media to improve reach and raise awareness among this community, such as promotion of social media platforms before and during the event day, school visits prior to the event day to

garner students' attention towards the project, and playing social media content of the project in the school.

8.0 CONCLUSION

Bullying is endemic within our schools and impacts negatively to the wellbeing of the individual as well as the community. The H.E.R.O.es Project was held smoothly and managed to fulfill set objectives. We hope to see greater efforts to tackle the issue of bullying among our school children in the future, thereby giving our children a safe and healthy environment to learn, play and grow.

Prepared by,



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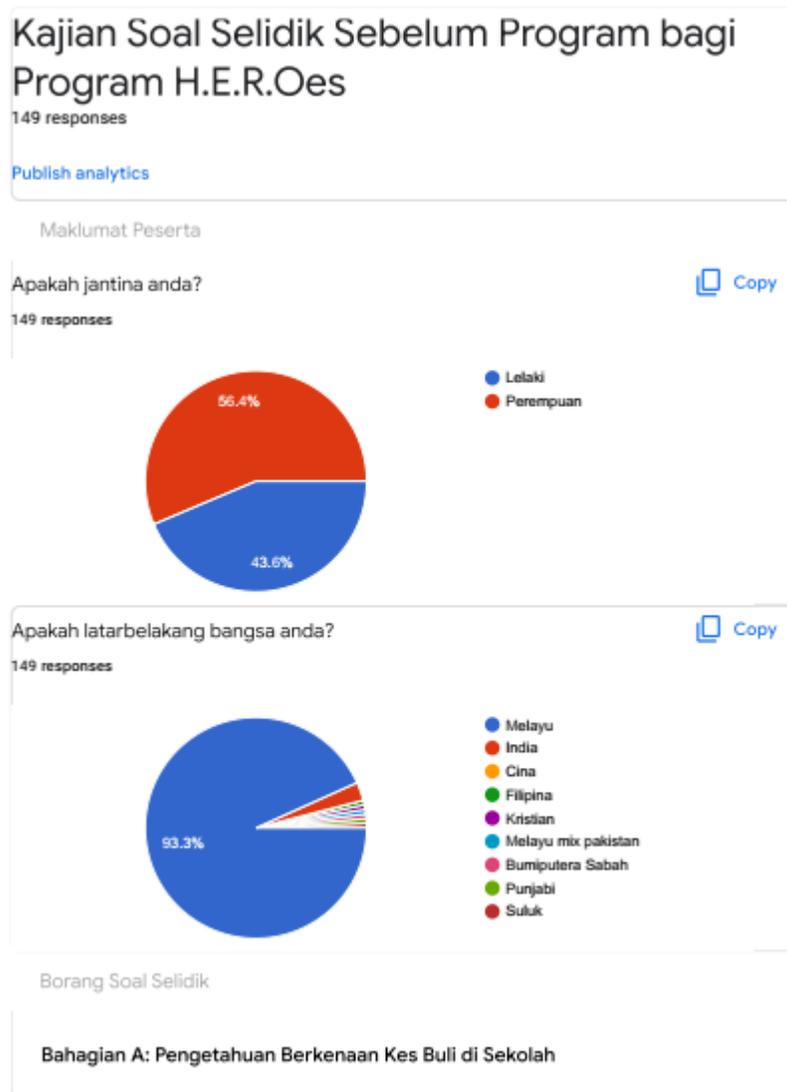


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9.0 APPENDIX

9.1 Pre- and Post-Event Questionnaires

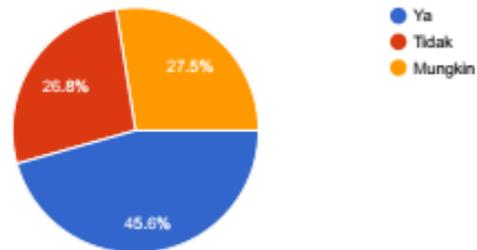
Pre-Event Questionnaire



Adakah anda tahu bahawa program ini akan dijalankan pada masa yang terdekat?

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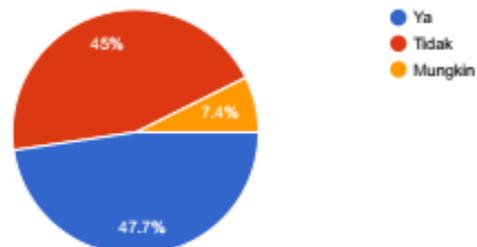
149 responses



Tahukah anda tentang atau pernahkah anda menyaksikan apa-apa bentuk buli yang berlaku di sekolah?

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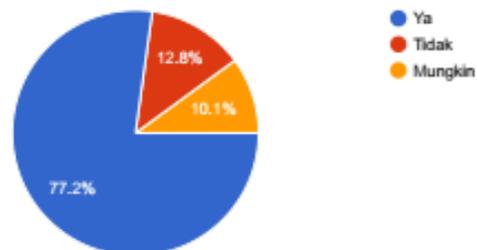
149 responses



Adakah anda merasakan bahawa kes buli merupakan masalah besar di sekolah anda?

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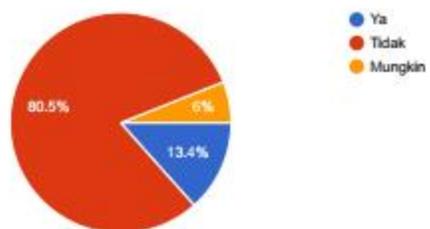
149 responses



Pernahkah anda menjadi mangsa buli sebelum ini?

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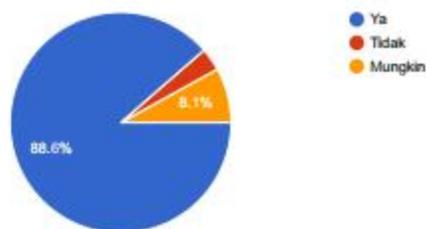
149 responses



Sekiranya anda dibuli, adakah anda tahu apa yang patut anda lakukan untuk mendapatkan pertolongan?

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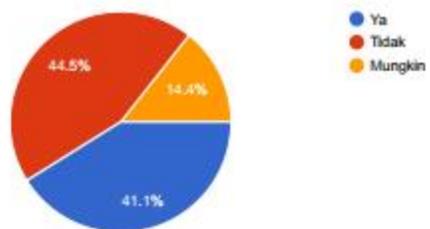
149 responses



Pernahkah anda memberitahu sesiapa tentang masalah buli ini?

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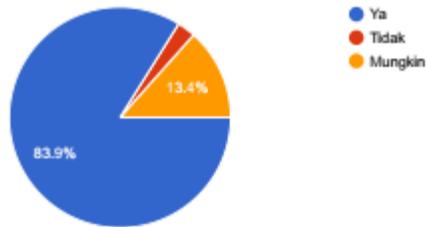
146 responses



Adakah anda rasa program ini dapat membantu memberi impak positif berkenaan kes buli di sekolah?

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149 responses

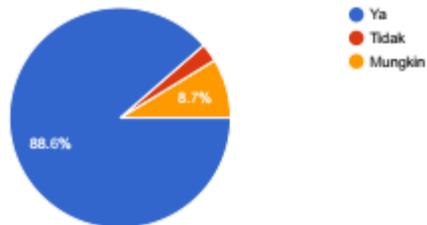


Bahagian B: Pengetahuan Berkenaan Aktiviti Merokok/vape di Sekolah

Adakah anda rasa bahawa aktiviti merokok/vape adalah masalah besar di sekolah?

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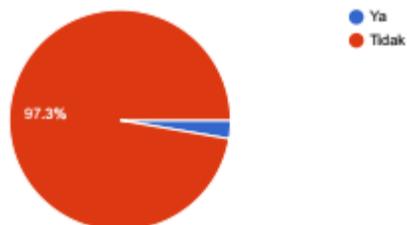
149 responses



Pernahkah anda merokok atau menggunakan vape?

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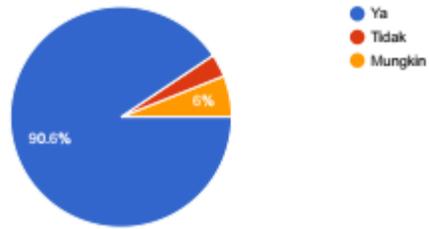
149 responses



Adakah anda tahu kesan-kesan buruk mengenai rokok dan vape?

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149 responses



Bahagian C: Penutup

Adakah anda mempunyai sebarang cadangan atau komen berkenaan program ini?

112 responses

Tidak

Tiada

-

Tidak ada

tidak

Tidak

Tidak, Terima kasih

tiada

tidak ada

Tiada

Kita hendaklah menjaga kesihatan diri dan janganlah biar pembuli memukul anda..

Membuat contoh2 supaya murid tahu tentang buli yang di katakan

Seronke

Perlu ada pemantauan dr pihak polis..

Takde

Maaf, Tiada Komen 😊

Saya rasa Kita perlu membuat program ini dengan memberi tahu semua orang tentang apa itu buli Dan kesan-kesannya supaya mereka tahu kes buli ini memberhayakan

Berkeaan tentang vape atau rokok, saya tidak pernah terlibat dan takkan sesekali buat.

Program ini membantu kita untuk menjawab apa masalah tentang diri kita

Sekiranya ada kes buli kita perlu memberitahu guru atau ibu bapa

Saya tiada apa² cadangan atau komen



Tak Ada

Saya cadangkan untuk guru unit disiplin untuk membuat spotcheck setiap hari isnin

Saya tak ada cadangan

No

tiada

Program ini amat bagus, semoga pihak sekolah dapat membanteras gejala buli di sekolah dengan berkesan.

saya nak tahu lebih lanjut cara untuk mengelak atau menolak ajakan seseorang apabila meminta untuk buat perkara tidak baik.

no comments (fr)

Program ini lebih baik jika di buat secara langsung dan mengajar maksud dan cara mengatasi kes buli dan vape/ merokok.

Takde

Menjalankan program ini sekurang-kurangnya 2 tahun sekali

Saya tiada sebarang cadangan

program ini perlu ada di sekolah

Tidak afa

Memanggil ibu bapa ke sekolah

Bagus until menyelidik latar belakang murid

Buat dgn betul atau pun jalankan tugas dengan baik bukan secara berkata kasar

hapuskan kes buli secepat yg mgkin...

Selalu Tanya masalah murid

Stop bullying people and stop smoking or vaping because it's not good for your health. If you keep smoking or vaping your organs will be damaged

Program ini patut diadakan selang tiga bulan sekali agar diberi kesedaran pd murid..

Terima kasih

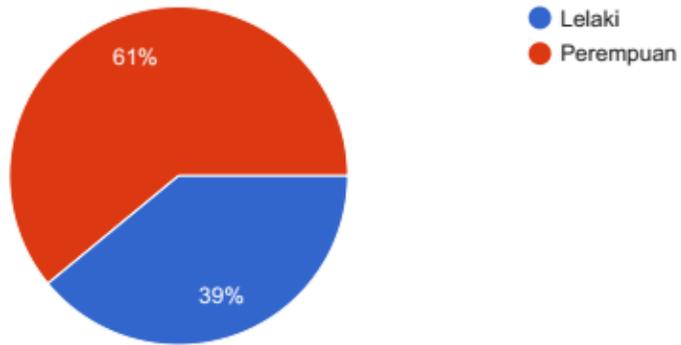


Post-Event Questionnaire

Apakah jantina anda?

 Copy

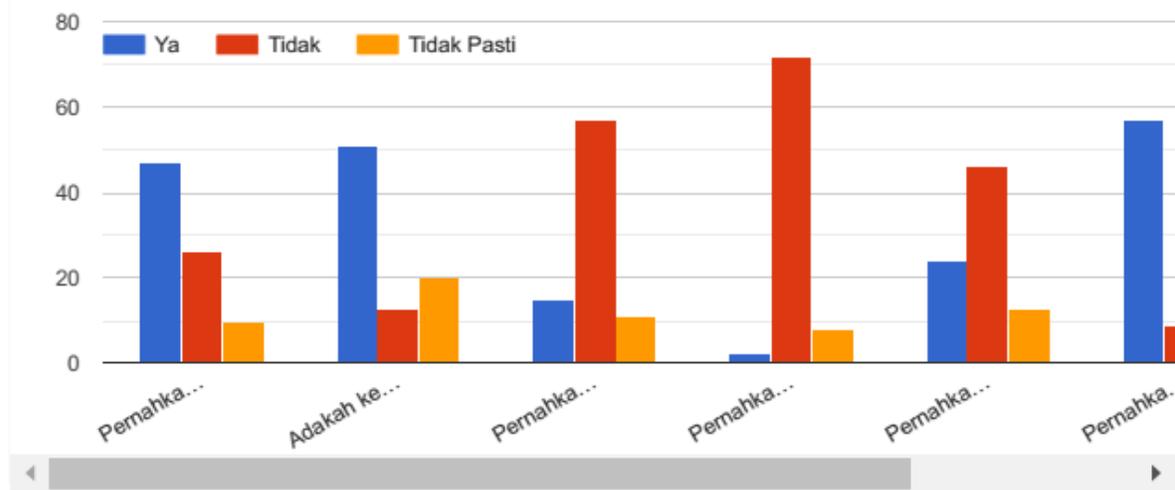
82 responses



Penilaian Pemahaman Selepas Program Mengenai Buli

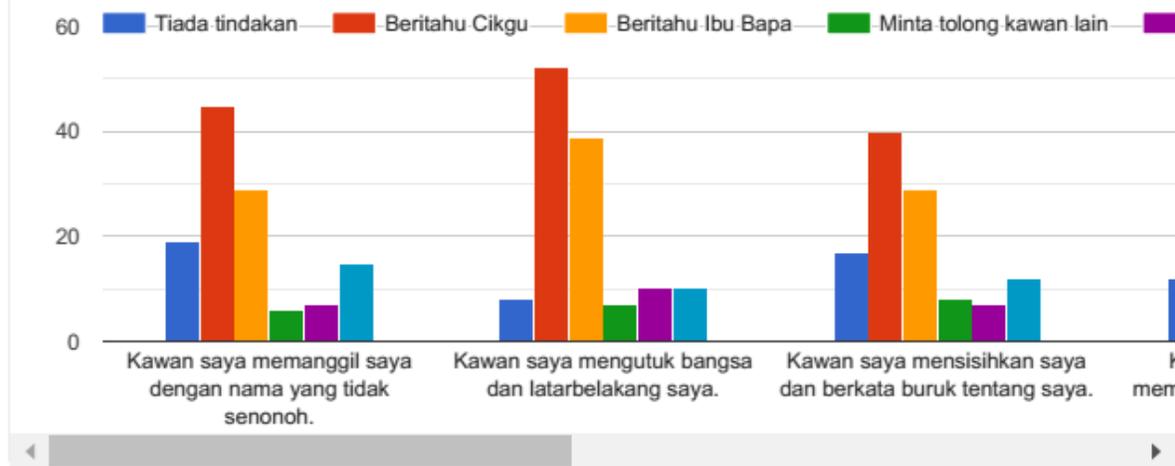
Adakah anda tahu tentang perkara di bawah:

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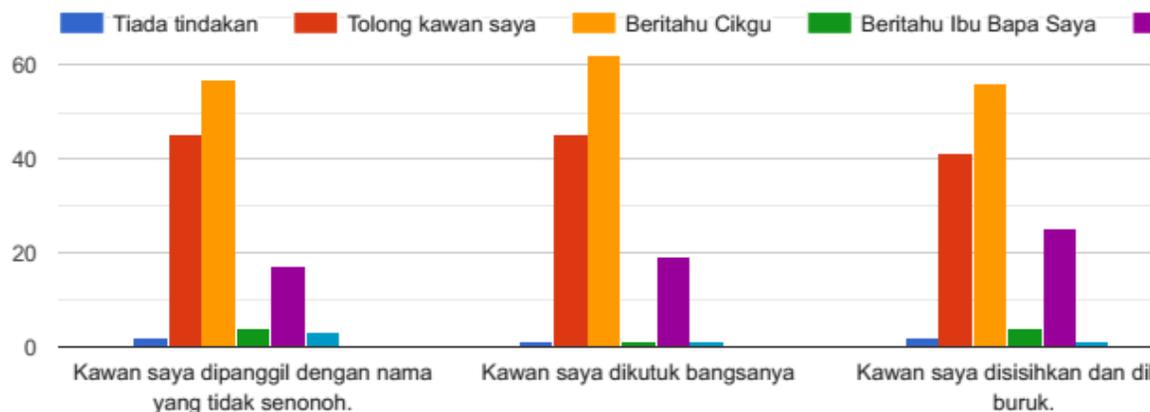
Tindakan saya sekiranya saya mengalami perkara dibawah: (tandakan sebanyak mana yang relevan)

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Tindakan saya sekiranya saya melihat perkara berikut: (tandakan sebanyak mana yang relevan)

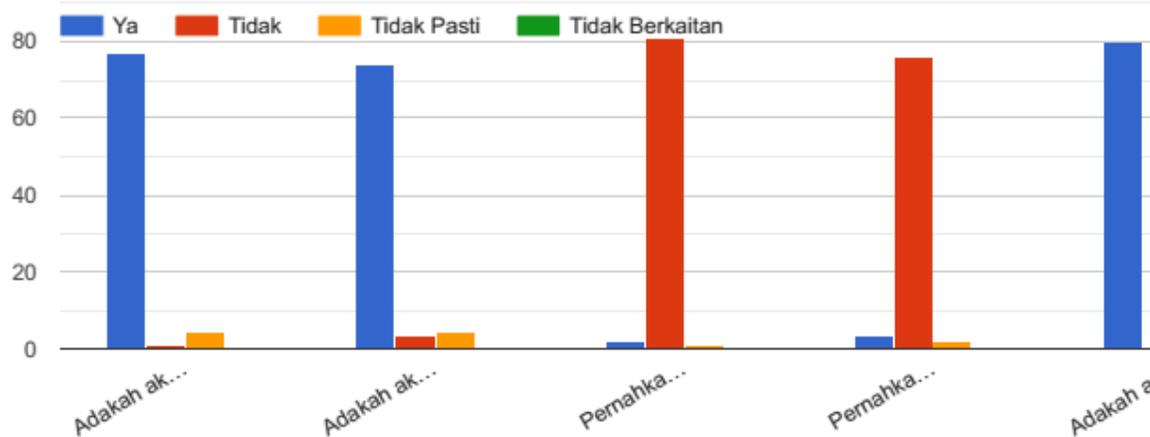
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Penilaian Pemahaman Selepas Program Mengenai Merokok/Vape

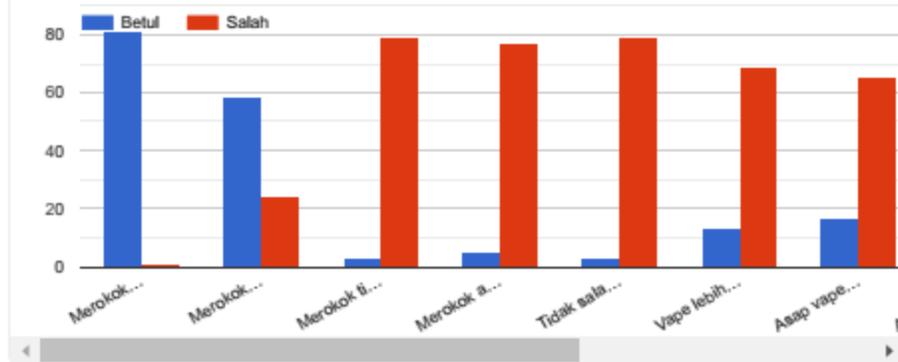
Adakah anda tahu mengenai perkara di bawah?

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Tandakan betul atau salah mengikut pengetahuan anda:

[Copy](#)

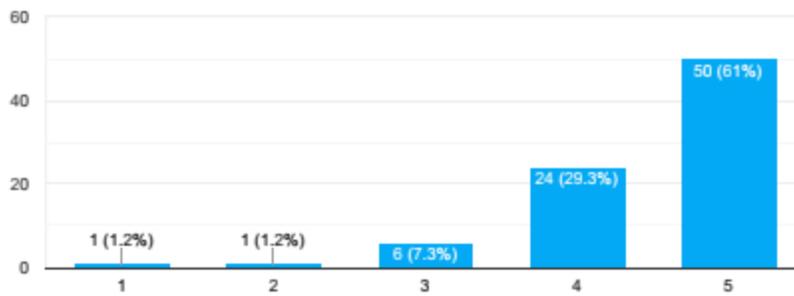


Maklum Balas Mengenai Program H.E.R.Oes

Apakah pendapat anda berkenaan program ini?

[Copy](#)

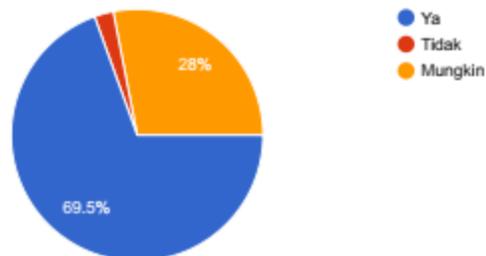
82 responses



Adakah anda mahu program yang sama pada masa akan datang ?

[Copy](#)

82 responses



Apakah cadangan anda untuk menambahbaik program ini secara keseluruhan?

66 responses

-

Tiada

Tidak ada

Tiada cadangan

Tidak tahu

Tak tahu

Mengenalpasti murid yang bermasalah dan menolongnya.

lebih kerap

Saya mencadangkan untuk membuat lebih banyak aktiviti dan menyediakan hadiah yang menarik.

Tiada.

Tambah masa untuk melakukan aktiviti pameran

Menambah soalan

Cadangan saya ialah untuk lancarkan program ini dengan semua pelajar tingkatan satu pada masa akan datang.

Hmm

Tidak pasti

tidak ada

Bukan hanya pada murid tingkatan Satu Sahaja tetap kepada seluruh murid di sekolah

Buat pemantauan di tempat yang tersorok

Tiada 😊😊

Tidak melepas murid-murid lain kelas dengan serentak kerana terlalu sesak dan banyak orang.



Berkerjasama dengan pihak polis untuk membentras. Cadangan saya supaya pihak polis datang ke sekolah seminggu sekali atau sebulan sekali untuk memantau para pelajar seterusnya dapat membentras buli.

Melakukan Station kesan membuli rakan.

Tiada penambahbaikan

Tingkatkan lagi topik2 merokok dan vape dan ketak kan lagi disiplin sek kita...

Tak Tahu

sangat setuju

Membuat lebih banyak aktiviti dan gunakan lebih banyak masa.

Menambah aktiviti yg menarik Dan berpelajan

mungkin menambah soalan tentang vape atau rokok

banyakkan aktiviti ceramah dan kuiz akan membantu 👍

Perbanyakkan program Yang terbaik untuk pelajar

Keep doing this program every years

tiada

Membuat video berkenanan rokok dan kesan buruk merokok

Mendengarkan taklimat yang disampai atau membuat kuiz.

Adakan pameran di sekolah

Cadangan saya program ini dapat membantu kes buli menurun insya-allah

Diharap program ini dapat diadakan dengan lebih kerap.

Guru-guru perlu lebih peka dan mengambil langkah dengan mendekati pembuli dan mangsa.

Membuat pameran dengan arca arca mengenai rokok dan vape

Mana la saya tahu

Make it more organized. There was lots of people and it tends to get squishy, also make sure to inform students and know where the exact (1,2,3,4) stations are. Have the prefects to make sure everyone can roam freely but not make it so the place can be squishy and messy and also



have organized lines to each station.

- from, a student who wrote this suggestion.

Cadangan saya ialah meneruskan program ini supaya semua orang terbiasa dengan program buli ini.

Melakukan aktiviti anti rokok dan vape

Perlu memberi info yang lebih banyak

Perlu dipraktikkan di sekolah

Apakah topik-topik isu semasa yang anda ingin ketahui dengan lebih lanjut? Sila tuliskan dibawah.

63 responses

.

Tiada

Tidak ada

tidak ada

Tidak tahu

Tak tahu

Masalah remaja masa kini.

pergaulan sosial

Topik-topik isu semasa yang saya ingin tahu ialah tentang penggunaan sosial media.

Tiada.

Buli

Berkata kata kotor

Tentang isu seks kerana banyak pelajar yang saya kenali sukakan benda benda lucah/seks.

kisah nabi isa

Tidak.pasti

Bagaimana cara untuk memberi nasihat kepada kawan yang tidak mendengar kata?

😊😊😊

Berapa peratus dalam Malaysia yang sedang/pernah dibuli dan kenapa.

Kesihatan Mental Diri Murid-Murid

Cara nak menolong kawan yang dibeli.

Membuli



Lebih kan masa sedikit tuk kelas tambahan

Tak Tahu

tentang vape dan rokok

Saya lebih mahu tahu tentang ketagihan telefon atau pun barang inhalan/dadah.

Saya ingin mengatahui tentang mental health seperti anxiety, depression)

Semua yang sesuai dengan umur kami.

tentang buli

Kes pergaduhan kumpulan

Topik tentang masalah sosial, Di kalangan pelajar

How to stop stressing whenever you study

isu dadah

Bahayanya merokok

Akibat atau kesan terlalu banyak main internet contoh game Dan lain - lain .

Ye

Penyalah gunaan media sosial

Apakah tindakan yang akan dikenakan ke atas pembuli

Adakah rokok dengan Vape adalah satu jenayah bagi kalangan golongan golongan 18 keatas?

Entah la

None.

Apakah kes buli Yang menjadi masalah besar Di sekolah.

Peranan rakan sebaya

Disiplin

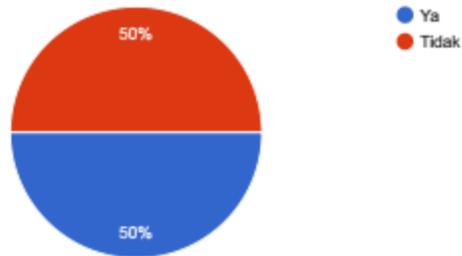


Maklumbalas Mengenai Sesi "Heart-to-Heart Talk"

Adakah anda menyertai sesi "Heart-to-Heart Talk"?

[Copy](#)

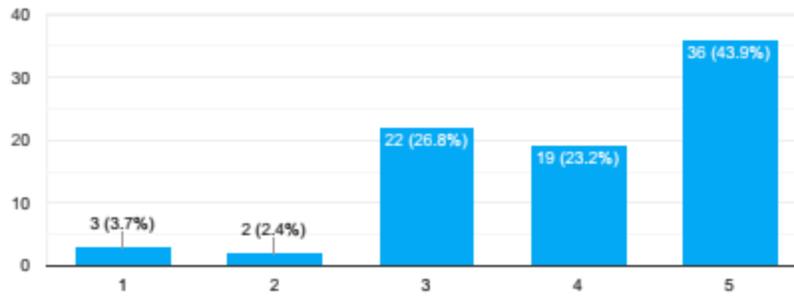
82 responses



Apakah pendapat anda mengenai program "Heart-to-Heart Talk"?

[Copy](#)

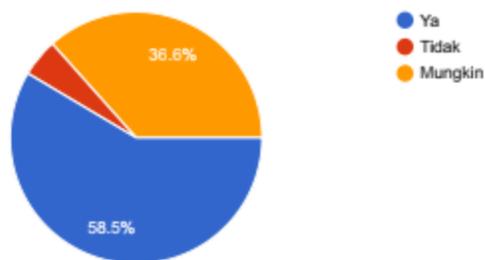
82 responses



Adakah anda berminat untuk menyertai program atau sesi yang lebih kurang sama pada masa akan datang?

[Copy](#)

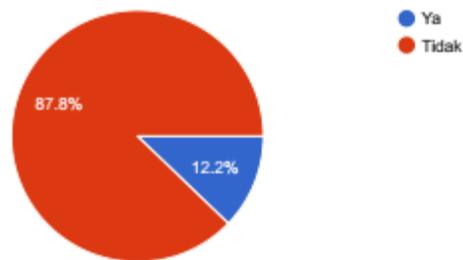
82 responses



Adakah anda menyertai pertandingan poster yang diadakan?

[Copy](#)

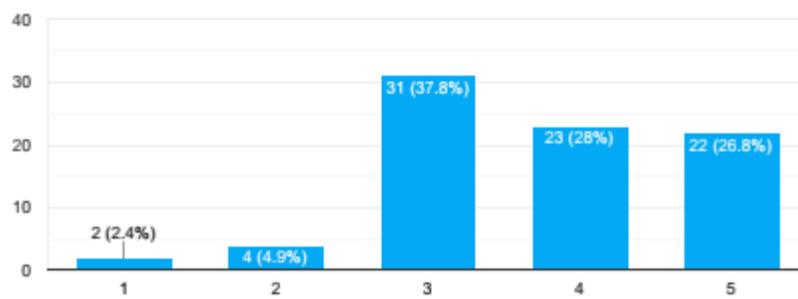
82 responses



Apakah pendapat anda mengenai pertandingan tersebut?

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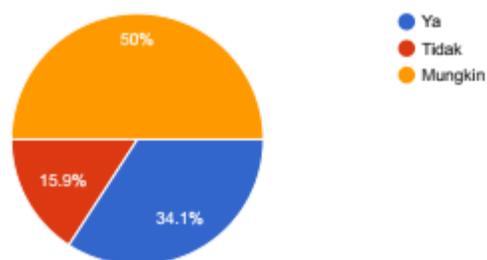
82 responses



Adakah anda ingin menyertai pertandingan seperti ini pada masa akan datang?

[Copy](#)

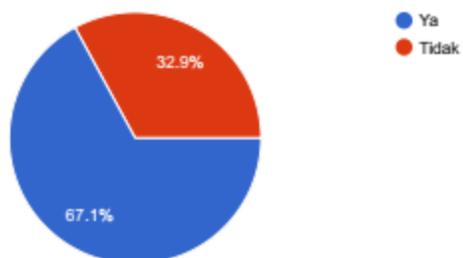
82 responses



Adakah anda menyertai aktiviti pameran?

[Copy](#)

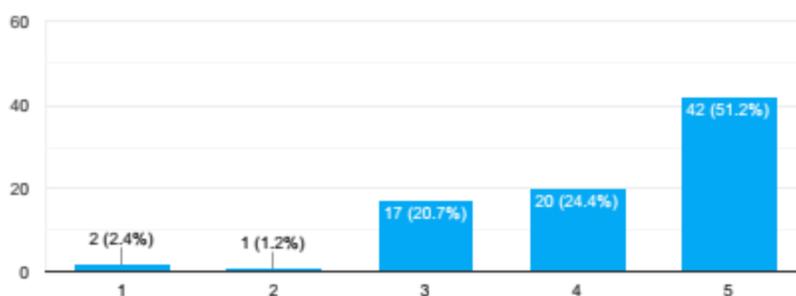
82 responses



Apakah pendapat anda mengenai pameran tersebut?

[Copy](#)

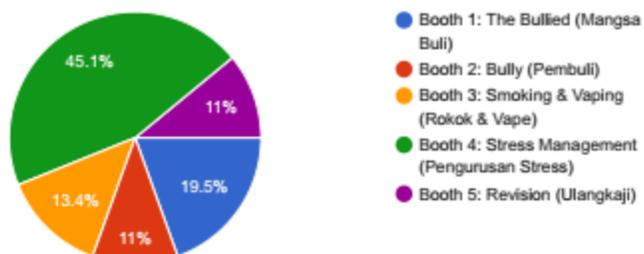
82 responses



Pilih 'booth' kegemaran anda:

[Copy](#)

82 responses



Mengapa 'booth' tersebut menjadi kegemaran anda?

82 responses

Tidak pasti

-

Menarik

Kerana berkaitan dengan diri saya

Tak tahu

Mengenalpasti kesan-kesan Merokok dan Vape

tak mahu terjebak

Kerana saya ialah salah seorang mangsa yang dibuli di sekolah.

Kerana kita boleh menolong kawan-kawan daripada menjadi mangsa buli.

Booth 1 Dan 3

dapat mengetahui lebih lanjut tentang pengurusan stress

Ia membantu saya untuk tangani masalah stress

Kerana saya ingin tahu cara mengurus stress

tidak pasti

Topik hangat

Kerana banyak yang saya dapat pelajari tentang mangsa buli

Kerana dia membantu mengataui untuk menghilangkan Kan stress Dan dapat Tau kesan-kesan /masalah stress

Kerana banyak pelajar yang selalu menghisap rokok/vape.

Entah

Kita dapat mengetahui mengapa pembuli membuli seseorang

Kerana saya ingin tahu cara mengatasi bully



kerana dapat membantu saya mengetahui lebih banyak tentang buli

Dapat belajar tentang perkara tersebut

Kerana dia boleh membantu apa bila seseorang mengalami stress

Boleh menanggapi rasa stres

saje

Kerana saya tidak suka merokok atau vape

Sebab..... dia ade permainan

Terdapat banyak game menarik

Booth itu memberi ilmu pengetahuan yang baru kepada saya.

Dapat menolong saya cara menentang stres.

Cuba menangani stress

Kerana saya ingin tahu cara pengurusan stress

Kerana saya dapat mengulangkaji ilmu yang sudah saya ketahui

Dapat mengetahui cara menangani stress

Kerana ada makanan di booth

Kita boleh membantu memberi tahu merokok vape itu membahaya dan merosakkan diri kita sendiri...

Tak Tahu

mahu menjadi murid yang rajin dan pintar

Kerana saya suka cerita mangsa yang kena buli

Kerana booth itu megajar cara pengurusan stress.

Kerana ia senang untuk hilangkan stress bagi saya

Meraka mengajar saya cara untuk bertenang dan berfikiran rasional waktu saya mengalami stress.

Kerane banyak yang dapat saye pelajari tentang mangsa buli



Kerana saya lebih fhm booth ini daripada booth lain

Tidak pasti.

kerana saya berada di situasi tersebut

kerana saya ingin lebih mengetahui cara untuk mengatasi stress

Kerana ia membantu saya memahami cara menangani stress

Kerana hanya itu saja saya tahu

Kesedaran untuk orang lain

kerana ia menarik

Dapat membantu Cara mena
ngani stress

Kerana saya dapat tahu lebih dalam mengenai rokok dan vape.

We can tell to the people who bully the innocent people to stop them to bully them

dapat mengetahui kesan buruk merokok atau vape

Kerana dapat faedah dan pengalaman ilmu

Tidak tau

Dia membantu saya untuk bila Kita kena buli atau apa pun Kita mesti lah bagi tahu orang yang Kita boleh percaya seperti cikgu ibu ,bapa Dan lain - lain dah kesan ketika Kita dibuli.

Sekarang ramai yang depress

?

Booth best

>Jawapan<

Boleh menambah ilmu baharu

Untuk memberitahu mangsa buli apa yang perlu dilakukan sekiranya dibuli.

Dapat belajar cara-cara yang baik untuk menghilangkan stress.

sebab ia membantu orang untuk berhenti tolong Dan vape



Kerana dapat tahu cara untuk mengurus stress.

Kerana ia terjadi kepada banyak orang terutamanya warga sekolah dan selalunya orang tidak tahu cara menyelesaikan masalah stress itu maka apabila diadakan booth sebegini ia membantu golongan golongan yang mempunyai anxiety dan sebagainya.

Kerana ingin tahu

Saya jawab je tak tahu apa apa pun

It gives us a lot more information and why we need to stay cautious of it.

Kerana Kita Akan dapat tahu untuk pengurusan stress

Kerana saya sering mengalami stress

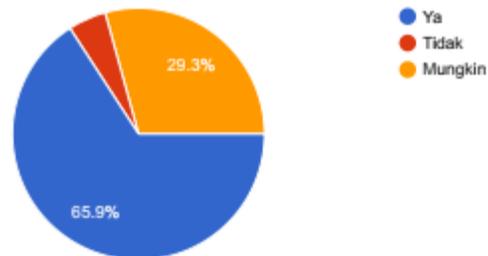
Kerana kita dapat tahu cara untuk melawan pembuli

Boley memberi kesedaran kepada semua

Ingin tahu mengenai buli

Adakah anda ingin menyertai aktiviti pameran seperti ini pada masa akan datang? [Copy](#)

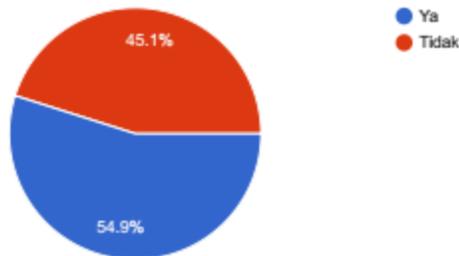
82 responses



Adakah anda menyertai aktiviti debat ini (sama ada sebagai peserta ataupun penonton)?

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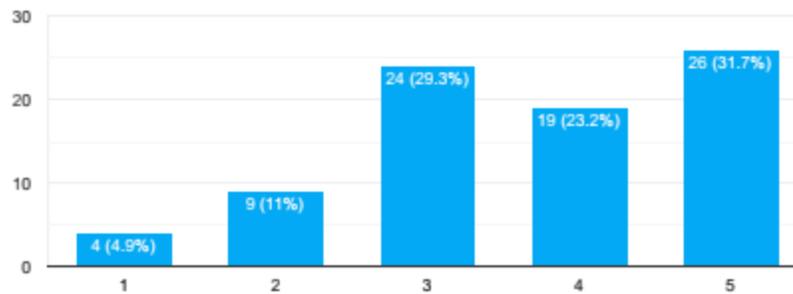
82 responses



Apakah pendapat anda mengenai pertandingan tersebut?

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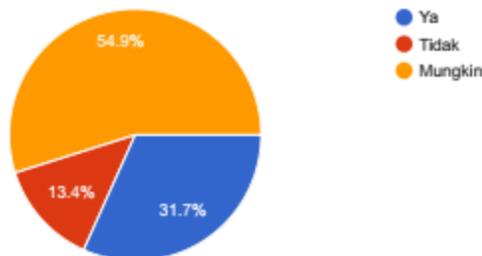
82 responses



Adakah anda ingin menyertai aktiviti debat seperti ini pada masa akan datang?

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82 responses



9.2 Expenditure

Income

Description	Price/unit (RM)	Quantity	Total (RM)
Sponsorship (PFIZER and SULAM)	0	0	3000.00
Total			3000.00

Expenses

Description	Price/unit (RM)	Quantity	Total (RM)
Media and Publication Bureau			
Bunting	14.50	2	29.00
Banner	38.00	1	38.00
Total			67.00
Logistics Bureau			
Transportation (Bus)	0	0	380.00

Total			380.00
Technical Bureau			
Batteries for cordless mike (AA)	11.50	5	57.50
Total			57.50
Activity Bureau			
Poster (A2)	20.00	6	120.00
Stationeries			
i. Mahjong paper	25.00	1	25.00
ii. Manila Cards	3.00	20	60.00
iii. Marker pens	3.00	16	48.00
iv. Styrofoam board (14 x 14 x 1 in)	20.00	2	40.00
Booth Materials			
i. Paper cups	0.30	50	15.00

ii.	Ping pong ball	10.00	2	20.00
iii.	Water bottles	25.00	2 cartons	50.00
iv.	Balloons	0.50	160	80.00
v.	Straws	10.00	1	10.00
vi.	Stress ball	2.45	202.00	494.90
vii.	Colourful sticks	8.00	2	16.00
viii.	Rubber bands	20.00	1	20.00
Total				998.9
Food and gifts Bureau				
Breakfast		3.00	35	105.00
Lunch		10.00	40	400.00
Competition Prizes				
i.	Debate teams (Hampers)	100.00	2	200.00

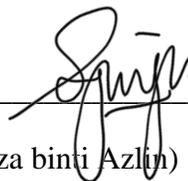
Button Badges	2.40	202	484.80
Token of appreciation			
i. Hampers	50.00	3	150.00
Total			1339.80
			2843.20
Total income 3000.00			
Balance 156.80			

Prepared by,



(Guhaan A/L Balasubramaniam)
Treasurer,
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University of Malaya Medical Programme
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Faculty of Medicine,
University Malaya

Reviewed by,



(Anis Syaza binti Azlin)
Director,
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University of Malaya Medical Programme
(UMMP),
Faculty of Medicine,
University Malaya

9.3 Infographic Material

CONTENT 1: STEPS OF BULLYING

H.E.R.O.es | UNIVERSITI MALAYA | UNIVERSITY OF SOCIETY (UoS) | Pfizer

TYPES OF BULLYING

STOP BULLYING

PHYSICAL BULLYING

EXAMPLES ARE:

- ~ HITTING
- ~ SLAPPING
- ~ BLACKMAILING
- ~ SPITTING
- ~ STEALING
- ~ PINCHING
- ~ PUSHING
- ~ KICKING

PHYSICAL BULLYING

VERBAL BULLYING

CYBER-BULLYING

SOCIAL BULLYING

h.e.r.o.es | Heroespcm | #heroesagainstbullying

VERBAL BULLYING

EXAMPLES ARE:

- ~ TEASING
- ~ INSULTS
- ~ SLANDERING
- ~ MOCKING
- ~ THREATENING

CYBER-BULLYING

The Cyber Bullying Research Centre defines cyber bullying as intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices, softwares such as social media, instant message, texts, websites and other online platforms.

EXAMPLES ARE:

1. Giving bad names, mocking and insulting someone
2. Forwarding emails, pictures, or videos that cause shame of other people
3. Sending rude and hurtful messages
4. Boycotting and embarrassing other people in social media
5. Hacking other people's social media and uploading words or pictures to embarrass the victim
6. Imitating or using others' log-in to criticize someone
7. Sending pornographic and sexual pictures, messages or videos

SOCIAL BULLYING

Acts of spreading bad rumours about someone with the intention to make one feel distant

EXAMPLES ARE:

1. Leaving someone alone on purpose during group activities
2. Spreading rumour about other people
3. Inciting other friends not to be friend with someone
4. Embarrass someone in front of many people

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REFERENCES

FIND MORE INFORMATION AT:

1. <https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>
2. <http://www.bullyingstatistics.org/content/physical-bullying.html>

h.e.r.o.es | Heroespcm | #heroesagainstbullying

CONTENT 2: STEPS TO DO IF YOU GET BULLIED

STEPS TO DO IF YOU GET BULLIED

#HATE
#BULLY

IF YOU GET BULLIED YOU SHOULD

- Act unimpressed; pretend not to notice
- Walk away and stay away
- Pretend to agree
- Look for friendship group
- Stay near adults and other friends; do not stay alone
- Get involved in clubs at school so you'll be safe
- Tell someone else, whom you trusted on
- Keep a record of the incidents

I SEE A FRIEND BEING BULLIED I SHOULD

- Do not watch or encourage bullying
- Do not get involved in the scene
- Do not forward or respond to offensive message or photos
- Support person who is being bullied to ask for help
- Tell a trusted adult who might be able to help
- Offer help to person being bullied
- Listen to them without making judgements
- Let them know you care

REFERENCES

FIND MORE INFORMATION AT:

- <https://www.plannedparenthood.org/learn/teens/bullying-safety-privacy/bullying/what-if-i-see-someone-being-bullied>
- <https://www.ncab.org.au/bullying-advice/bullying-for-kids/how-to-help-a-friend-being-bullied/>

HELP

CONTENT 3: SYMPTOMS OF BULLYING (FOR PARENTS)

UNIVERSITI MALAYA UNIVERSITY (U4S) Pfizer

YOUR TEEN IS BEING BULLIED Warning sign for parents

YOUR TEEN IS BEING BULLIED Warning sign for parents

REMAJA ANDA SEDANG DIBULI TANDA AMARAN UNTUK IBU BAPA

Warning sign for parents

SLEEPING MORE THAN USUAL

TIDUR MELEBIHI KEBIASAAN

GETTING IN TROUBLE AT SCHOOL

TERLIBAT DALAM PERMASALAHAN DI SEKOLAH

INCREASINGLY AGGRESSIVE TOWARDS YOU & SIBLINGS

AGRESIF TERHADAP KELUARGA

DEPRESSION & SUICIDAL THOUGHT

DEPRESI

Reference: <https://specialresource.com/warning-signs-of-bullying>

Reference: <https://specialresource.com/warning-signs-of-bullying>

Reference: <https://specialresource.com/warning-signs-of-bullying>

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UNIVERSITI MALAYA UNIVERSITY (U4S) Pfizer

YOUR TEEN IS BEING BULLIED Warning sign for parents

REMAJA ANDA SEDANG DIBULI TANDA AMARAN UNTUK IBU BAPA

Warning sign for parents

STOP PARTICIPATING IN SCHOOL ACTIVITIES

TIDAK MELIBATKAN DIRI DALAM AKTIVITI SEKOLAH

WITHDRAWN

MENGASINGKAN DIRI

SPENDING MORE TIME ON ELECTRONICS

BANYAK MELUANGKAN MASA DENGAN GADGET

SUBSTANCE ABUSE

MENGGUNAKAN BAHAN TERLARANG

SUDDEN DROP IN GRADES

KEJATUHAN GRED

Reference: <https://specialresource.com/warning-signs-of-bullying>

Reference: <https://specialresource.com/warning-signs-of-bullying>

CONTENT 4: SYMPTOMS OF BULLYING (FOR TEACHERS)

TEACHER!
CLASSROOM BEHAVIOUR THAT ARE ACTUALLY SIDE EFFECT OF TRAUMA



TEACHER!
CLASSROOM BEHAVIOUR THAT ARE ACTUALLY SIDE EFFECT OF TRAUMA

AGGRESSION
'Hurt people hurt people'. Bullied victims may lash out on their peers with verbal or physical aggression.

STEALING
They might steal food or money just to fit in with their peers.

LYING
part of survival mode, they are afraid of telling the truth.

NOT FEELING WELL
Trauma can cause appetite issue, insomnia, exhaustion, headaches and others.

TEACHER!
KELAKUAN BILIK DARJAH YANG SEBENARNYA KESAN SAMPINGAN TRAUMA

ACRESIF
'Hurt people hurt people'. Manga yang dibuli boleh menyerang rakan sebaya mereka dengan pencerobohan lisan atau fizikal.

MENCURI
Mereka mungkin mencuri makanan atau wang hanya untuk menyesuaikan diri dengan rakan sebaya mereka.

MEMIPU
sebahagian daripada mod survival, mereka takut untuk memberitahu kebenaran.

SERING SAKIT
Trauma boleh menyebabkan masalah selera makan, insomnia, keletihan, sakit kepala dan lain-lain.

UNEXPECTED EMOTIONAL REACTION
they might suddenly outburst in the classroom, such as angry meltdowns, crying or hysterical laughter.

DISRUPTIVE BEHAVIOUR
When children's brain are developed in high stress, chaotic environments, they sometimes seek to create that wherever they go.

TEACHER!
CLASSROOM BEHAVIOUR THAT ARE ACTUALLY SIDE EFFECT OF TRAUMA

MEMORY ISSUE
common for traumatized people to experience memory gaps

PERFECTIONISM
Some will become people pleasers and hoping that perfection will kept them safe.

TEACHER!
KELAKUAN BILIK DARJAH YANG SEBENARNYA KESAN SAMPINGAN TRAUMA

REAKSI EMOSI YANG TIDAK MENJAWKAKAN
mereka mungkin tiba-tiba meletus di dalam bilik darjah, seperti kemarahan, menangis atau ketawa histeria.

TINGKAP LUKU YANG MENCAVAGCU
Apabila otak kanak-kanak dibangunkan dalam tekanan tinggi, persekitaran huru-hara, mereka kadang-kadang berusaha untuk menciptanya ke mana sahaja mereka pergi.

MASALAH MEMORI
biasa bagi orang yang trauma mengalami jurang ingatan

PERFECTIONISME
Setengah akan menjadi orang yang menggembirakan dan berharap kesempurnaan akan memastikan mereka selamat.

TEACHER!
CLASSROOM BEHAVIOUR THAT ARE ACTUALLY SIDE EFFECT OF TRAUMA

TROUBLE ABSORBING NEW INFO
Sometimes kids have so much to worry about till there simply isn't room to learn new material.

INTROVERTED REACTION
Some taumatic students will seem uninterested, shy, unresponsive or timid.

TEACHER!
KELAKUAN BILIK DARJAH YANG SEBENARNYA KESAN SAMPINGAN TRAUMA

KESUKARAN MEMAHAMI PERKARA BARU
Kadangkala pelajar mempunyai banyak perkara yang perlu dibimbangkan sehingga tiada ruang untuk mempelajari bahan baharu.

TINDAK BALAS PENDIAM
Setengah pelajar traumatik akan kelihatan tidak berminat, tidak bertindak balas atau malu.

CONTENT 5: BULLY NEWS AT SCHOOL

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Berita Terkini

Berita Harian Desember 2021

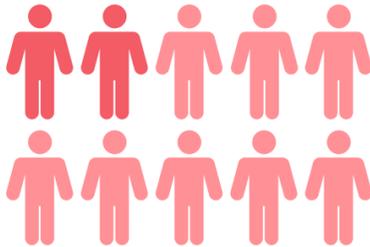


Kes buli, enam pelajar ditahan

Siasatan awal polis mendapati, kejadian buli terbabit berlaku pada antara jam 1 hingga 2 pagi kelmarin, membabitkan mangsa dengan tujuh suspek remaja lain yang semuanya adalah pelajar Tingkatan 1 berusia 13 tahun.

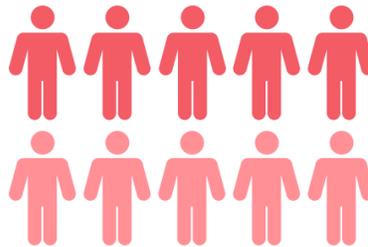
Zahari, B. J. (2021). Kes buli: Enam lagi pelajar ditahan. BERITA HARIAN. Retrieved 2022, from <https://www.harian.com.my/berita/nasional/2021/12/09/7895/kes-buli-enam-lagi-pelajar-ditahan>.

**2 DARI PADA 10 PELAJAR
ADALAH MANGSA BULI DI
SEKOLAH**



Reference: Mohd Isa, N. J. (n.d.). Masalah buli dalam kalangan murid: apakah kata guru?

**5 DARI PADA 10 MEREKA DIBULI
MELALUI BAHASA & ISYARAT**



Reference: Mohd Isa, N. J. (n.d.). Masalah buli dalam kalangan murid: apakah kata guru?

Reference: Mohd Isa, N. J. (n.d.). Masalah buli dalam kalangan murid: apakah kata guru?

PUNCA-PUNCA BULI DI SEKOLAH

- Pembuli ingin menunjukkan kekuatan dan kehebatan
- Pembuli mahu dilihat sebagai orang yang hebat dan ingin mencapai sesuatu dengan jalan mudah
- Pembuli ingin membuktikan bahawa mereka ketua sebenar dan digeruni murid lain
- Mangsa lemah dari segi fizikal dan mental

BERITA BULI DI MALAYSIA



Kes buli, enam pelajar ditahan

IPON: Polis menahan dua lagi suspek kes buli yang berlaku di Sekolah Rendah Sains Mara Berhad Sultan Azlan Shah, Kuala Kangsar, seperti yang tular di media sosial, kelmarin.



Anak trauma jadi mangsa buli

BENTONG - Seorang murid lelaki trauma selepas ditakwa menjadi mangsa buli di sebuah sekolah di daerah ini pada Khamis lalu.

CONTENT 6: HOW TO HELP FRIENDS WHO ARE BULLIED

CARA-CARA UNTUK MEMBANTU RAKAN ANDA YANG DIBULI.



H.E.R.Oes
HELP. ENJOY. REPORT. OVERCOME.
AGAINST BULLYING

SOKONG MEREKA!

Tunjukkan sokongan anda

Kebiasaannya, rakan-rakan akan mula menjauhkan diri apabila seseorang itu dibuli. Tunjukkan sokongan anda kepada mereka yang dibuli agar mereka tidak berasa keseorangan.



ABAIKAN SI PEMBULI!

Elakkan menjadi penonton kegiatan buli

Jangan ketawa semasa seseorang itu sedang di buli



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Peringatan!

Beritahu mereka yang dibuli bahawa ini bukan salah mereka.

Okay

BERITAHU MEREKA UNTUK BERHENTI!



Gunakan intonasi yang lembut dan bahasa badan yang menyakinkan apabila berhadapan dengan si pembuli.

LAPORKAN PADA GURU ATAU IBU BAPA ANDA



RUJUKAN

Buli Di Sekolah

Buli adalah perbuatan tingkah laku agresif yang berulang bertulis untuk menyakiti individu lain, dari segi fizikal, mental atau emosi.

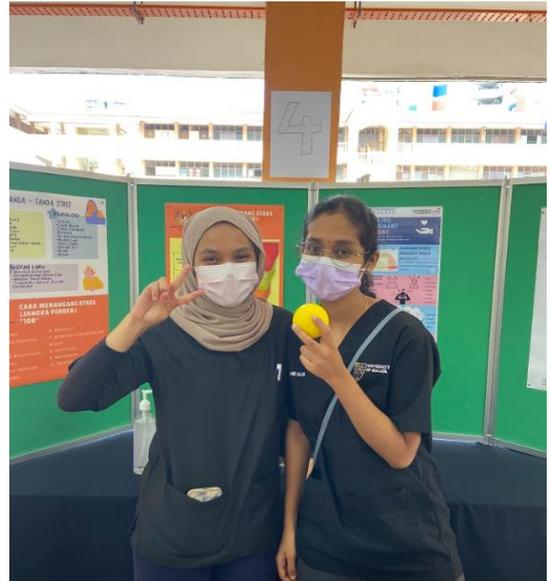
PORTAL KESEHATAN (14/9/2017)

How to Help Someone Who is Being Bullied

Bullying is a major problem, but it's one that you can help stop. People who bully may appear powerful, but they may be popular or physically intimidating, too.

9.4 Photos of Event Day

Photos at Exhibition Hall



Booths at Exhibition Hall:

- 1) The Bullied
- 2) The Bully
- 3) Smoking & Vaping
- 4) Stress Management
- 5) Revision
- 6) Photobooth

Each station had pamphlets and posters pinned up regarding each topic with mini-games that the students were able to play at each booth.



Photos inside the Main Hall (Heart-to-Heart Talk, Debate, Closing Ceremony)

