

# Intervention Activities

**AIM :** For students involved 1) to identify bullying behaviour and the feelings attached to the incident, 2) to gain an understanding of the impact of the incident on the targeted student by the bully and 3) to seek a resolution for alternative behaviour that is not detrimental to any student.

## Level A – Prep to Grade Three

### *Behaviour and Feeling Box*

This activity involves the students identifying the behaviour as bullying behaviour and focuses on students gaining an understanding of the feeling this behaviour provokes. Students undertake a solution focused approach by rehearsing more appropriate behaviour through a role play.

## Level B – Grade 4 to 6/7

### *Saving Face in the Code of Conduct.*

This activity has the bully acknowledge how the behaviour breaches the school rules while also providing the bully with an opportunity to understand why the behaviour occurred. The bully and the targeted student are exposed to the notion that the intent may not have been to bully but the behaviour was bullying. The bully is provided with more appropriate alternatives to achieve the real intent.

## Level C - Grade 6/7 to Grade 9

### *What would your friends say about that?*

This exercise uses the influence of peer support groups by involving not only the bully and the targeted student but also the bystanders. The aim is for the targeted student and peer group to gain different perspectives on the bully's behaviour as well as the bully and the peer group to gain an understanding of the effect of bullying behaviour.

## Level D - Grade 10 to Grade 12

### *Super Nanny meets Judge Judy*

This activity directs students towards what is appropriate behaviour and inappropriate behaviour. Students are then asked to look at the consequences of inappropriate behaviour. This activity also allows students to question the appropriateness of the school's response to bullying behaviour.

## Behaviour and Feelings Box

This activity involves the students identifying the behaviour as bullying behaviour and focuses on students gaining an understanding of the feeling this behaviour provokes. Students undertake a solution focused approach by rehearsing more appropriate behaviour through a role play.

### *Materials Required*

A small box labelled behaviour and feeling box, and cut outs of the bullying handout and feelings handout

### *Step One*

Inside a box labelled Behaviour and Feeling Box, place 3 cards with the different types of bullying behaviour (Physical, Verbal and Social) that are recorded on the card in written word format as well as a pictorial version.

Also have cards with different feelings depicted on them in the box too cut – using cut outs from the feelings handout. .

### *Step Two*

Sit with the students involved in the bullying incident and explain that what occurred was not right and together they all need to work out how to change things so it doesn't happen again. Ask the student who was the recipient of the bullying behaviour to pick out a card that represents the bullying behaviour they felt they experienced. Ask the bully to also choose a card that would best describe the bully behaviour. If other children witnessed the event (bystanders) ask them to choose a card too.

### *Step Three*

Ask the targeted student to choose a card to describe how he/she felt when this behaviour occurred. Ask the bully to choose a card that depicted how they felt. Again repeat this exercise asking the targeted student to choose a card how they thought the bully felt when they did the behaviour. Repeat this with the bully choosing a card how they thought the targeted student felt. Discuss and realign the interpretation to match what the actual response was.

### *Step Four*

Explain that all students need to feel safe and happy at school so how could they change what had happened to make everyone happy. Lead this with an apology from the bully to the targeted student and devise a new response the bully could have utilised. Role play this response in front of the students then ask the bully to role play to the targeted student. Praise the bully in his/her attempt as well as praising the victim's response to the bully's role play.

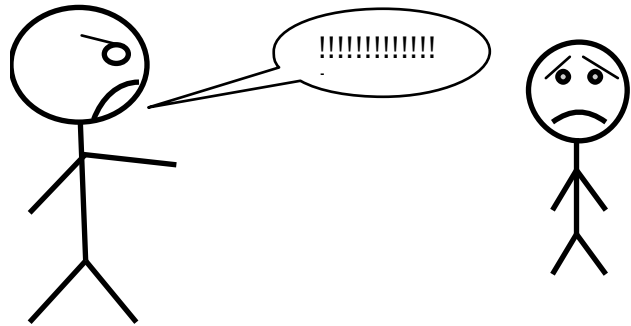
### *Step Five*

Thank the students for helping sort out the problem explaining that they are smart and courageous to be able to talk about the problem and be able to find a solution. Explain to the students that you are watching how all children behave with each other. Ask the bully to surprise you by showing this new behaviour again (whether that be that day or the next). Even suggest the targeted student might like to try the new behaviour if they have not done so before.

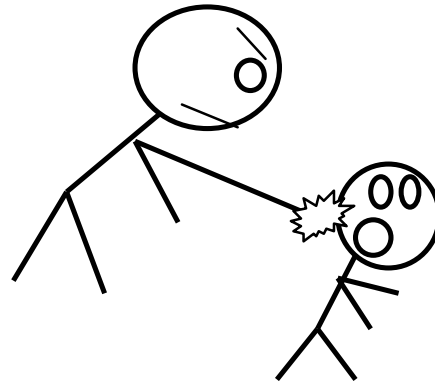


*Bullying Cards*

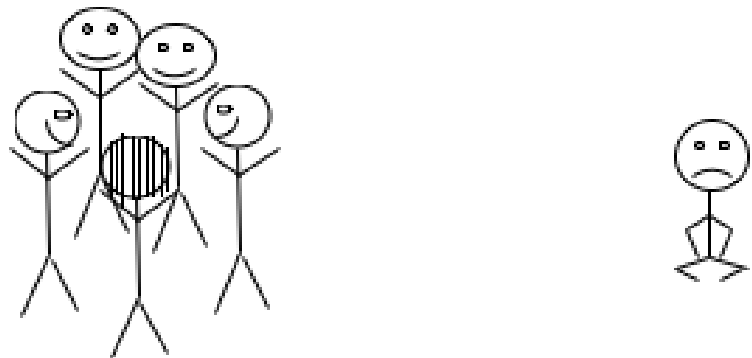
*Verbal Bullying*



*Physical Bullying*



*Social Bullying*





Feeling Cards



Hurt



Frightened



Sad



Lonely



Angry



Happy



Confident



Strong