

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.

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Materials Required

Nil

Step One

Talk to the bully and the victim separately to gain a clear account from each, their perspective of the bullying incident. State the school definition for the particular type of bullying and recant the behaviour clearly identified by the student from the incident. Reinforce that the behaviour is bullying.

Step Two

Ask the bully what his/her intent was. A student's behaviour may be bullying but this could be more a reflection of the student's poor social and communication skills than intent. Have the bully acknowledge that the behaviour was bullying and as such there are school consequences. Also recognise that the intent may have misguided the behaviour and talk to the bully about more appropriate ways to behave. Ask the targeted student what he/she thought was the bully's intent. Discuss how there can be different ways to achieve things and that the bully had chosen the wrong way.

Step Three

With the bully recognising the bullying behaviour being wrong, convene a meeting for the bully and the targeted student to meet to summarise what occurred and why. In the meeting discuss how the situation could have been handled differently by the bully.