

# 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*

Copy of the school policy and definition of bullying

### *Step One*

Involve the bully, the targeted student and bystanders in this activity. Begin with the targeted student and any bystanders who are friends of the targeted student. If there were no bystanders, ask the targeted student if they would like any school friends present when you talk with them.

### *Step Two*

Clarify with the targeted student and friends/bystanders what happened. Ask them if they thought this was bullying and not just a disagreement. Confirm the school's definition of bullying. Ask the group if they thought (1) the bully intended the outcome to happen from the outset, or (2) the bully had another purpose, or (3) there was no plan, the bully just didn't think. Then ask the group how they think the bully will feel when faced with the consequences of breaking school rules.

### *Step Three*

Meet with the bully and any bystanders who are friends of the bully. If there were no bystanders, ask the student if he/she would like friends present when discussing the incident. Then clarify what happened. Explain how the behaviour itself breached school rules.

Seek the group's response to what other options were available so the bully would not have breached school rules. Choose an appropriate option and then ask if a student two grades above them treated them in that way (new option), how they would feel? Repeat the question substituting the new option with the bullying behaviour that occurred. The purpose is to understand the impact of different behaviours and actions.

### *Step Four*

Bring the two groups together and explain all behaviour has consequences. Discuss how certain behaviour constitutes bullying and how there is a penalty not only in the school for bullying behaviour but also in other areas of life too; e.g., in the adult workplace. Discuss how the groups were able to come up with options. Different options come from different choices of behaviour. Nominate the new option previously discussed in step three as an alternative which would have changed the whole event for everyone involved.