

Intervention Activities

AIM : To help students identify that there can be many causes to bullying, some of which are not even clearly understood by the bullying student themselves. Attempting to clarify what causes a particular incident for the bully student, the aim is to open up conversations about other positive options the bully student could have chosen. The activities are by no means fully comprehensive and are provided as an additional tool for teachers when they do intervene to help facilitate clarification of the problem and in aiming for resolution.

Level A – Prep to Grade Three

I wanted it

This intervention is designed for the bully student to gain an understanding of the cause of the incident.

By breaking the incident up into three components - before, during and after, the student can be helped to see there were choices of behaviour available at each stage along the process. The intervention involves a re-enactment for the bully student with a new option of behaviour.

Level B – Grade Four to Grade 6/7

A piece of cake

Often bullying incidents can occur from misguided interpretations of behaviour. Using a cake diagram, it is illustrated how there are many sides to a story and therefore there can be different causes to a bullying incident.

This activity involves the bully student, the targeted student and the bystanders giving their explanation of what occurred and why. The purpose is to have the students realise they need to question their own actions before making quick judgements.

Level C – Grade 6/7 to Grade 9

Find the red smarties

Sometimes the cause of bullying behaviour can occur without the bully student giving it much thought or planning. Equally so, the bystanders can be oblivious to what is really going on. This activity is to get the students to identify their behaviour and why they behaved in the way they did. This activity has the bully student, the targeted student and the bystanders (where appropriate) sitting down together with a large plate in front of them, full of smarties for an exercise to draw attention to different ways of behaving.

Level D – Grade 10 to Grade 12

Do the means ever justify the end?

It is important for the bully to become fully aware of why they chose to do the behaviour they did. In doing so, the bully student may identify that the bullying incident was not a straightforward positive situation for them, and in fact they may come to realise that there were very real negative aspects for them, as the bully, too. The bully student is asked to answer a series of 'why' questions which leads them to weighing up if the behaviour was justified or whether alternative behaviour may have been more beneficial.

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Materials Required

Sheet of A3 paper, pen

Step One

Talk with the student who has instigated the bullying incident to clarify why they chose the method they did in order to seek an outcome. Ascertain if anything was happening to the bully student before the bullying took place.

Step Two

Separate the incident into 3 stages (before the bullying incident, during the bullying incident and after the bullying incident). Draw the three sections on a piece of paper.

For 'before the bullying incident', record what the student was feeling at that time and what they wanted to do. For 'during the bullying incident', record how they felt at the time, how they thought the targeted student felt and what they wanted at that time. For 'after the bullying incident' ask how they felt, how they thought the targeted child felt and did they get what they wanted.

Step Three

Discuss with the bully student ways they could have behaved differently and still obtained what they wanted.

Step Four

Re-enact the different option, role playing the improved version to the student, then have the bully student practice the different option themselves.

Step Five

Ask the targeted child if they could help by being part of the re-enactment. Inform the targeted student that the bully student and you, as the teacher/supervisor, have worked out another way the situation could have gone without the targeted person getting hurt. Practice the new option with the bully student and the targeted student.