

# 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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### *Material Required*

Sufficient photocopies of why handout for all students, pens

### *Step One*

Provide the 'Why' handout to the bully student to complete.

'Why' handout includes the following questions:

1. Why did the bully incident occur?
2. Why did it occur that day at that time?
3. Why did it occur with that particular targeted student?
4. Why did the bully student choose to do that specific thing instead of something else?
5. Did the bully student expect the outcome that happened as a result of their bully behaviour?
6. Why did the bully student choose to break the school rules on bullying and suffer the consequences?
7. Why did the bully student choose to punish himself / herself (as a result of consequences for breaking rules) to achieve the outcome?
8. Has the whole incident been worth it to be where they are now?
9. Have they lost control over their situation?
10. Due to their behaviour, are other people (e.g., teachers, school, parents) now in control of them and the outcome?
11. If they could take it all back, what would they have done instead?

### *Step Two*

With the option of having the targeted student present, have the bully student provide their answers to the handout.



### Why handout

1. Why did the bully incident occur?

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4. Why did the bully student choose to do that specific thing instead of something else?

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6. Why did the bully student choose to break the school rules on bullying and suffer the consequences?

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Level D - Grade 10 to Grade 12 | Activity 1

7. Why did the bully student choose to punish himself / herself (as a result of consequences for breaking rules) to achieve the outcome?

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11. If they could take it all back, what would they have done instead?

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