

Intervention Activities

AIM : For students to identify that bullying often consists of more than the bully and the targeted student. Everyone who witnessed the incident has some responsibility in the incident. Students who bully need to be aware of the impact their behaviour has on others. Targeted students need to realise they can be strong and bystanders need to support both the bully student and the targeted student by taking action.

Level A – Prep to Grade Three

I wanted to say

This activity focuses on the targeted student and the bystanders. It allows for the targeted student to gain some confidence in learning a new response for the bullying situation that occurred. The activity is conducted in the presence of the bystanders to provide support to the targeted student as well as to increase the bystanders' knowledge of what to do if it happened to them.

Level B – Grade 4 to Grade 6/7

Why Me?

This activity is to help the bully student and the targeted student identify bully characteristics and targeted student characteristics. It also provides an opportunity for both students to look at changing their behaviour as well as learn a new interpretation for behaviours.

Level C – Grade 6/7 to Grade 9

Pepsi or Coke?

If a student is different in some way it can make him / her more visible as a target for bullying. This age group begins to define themselves by their differences and can also use the concept of being different as a tool in bullying. This activity is designed for a bullying incident where a student is targeted due to his / her differences. The bully student, the targeted student, a support student for the targeted student and the bystanders can all take part in the activity.

Level D – Grade 10 to Grade 12

Remember me?

This activity is to assist students involved in the incident to identify the behaviour, who is involved, who is affected and how the incident will be remembered. Students need to recognise the behaviour purely for what it is; as bullying, and not power dominance by popular students. The bully student and the bully student support group are provided with questions to answer in regards to this.

Level B - Grade 4 to Grade 6/7 | Activity 1

Why Me?

This activity is to help the bully student and the targeted student identify bully characteristics and targeted student characteristics. It also provides an opportunity for both students to look at changing their behaviour as well as learn new interpretations for a behaviour.

Material Required

A4 paper and pens

Step One

Ask the bully student to list 1 – 4 reasons why they chose that particular student to bully. Ask the targeted student to list 1-4 reasons why they think the bully student chose them. Make sure you ask them separately and have them write their answers down to show you and to discuss.

Step Two

Compare the two lists; were there any similarities or differences? Reframe any common items on the list that are written as negative features into positive strengths.

For example, 'because she wears daggy socks' could be reframed into clarifying that leading fashion designers of the world create clothing that is different and clothing that can be worn differently.

Perhaps the targeted student will grow up to be a leading fashion designer.

Or as another example; "she won't let me play with the group" to perhaps the targeted student might be very good at playing the game and the bully student might be afraid the targeted student would be better than the bully student.

Step Three

Ask the bully student if they want to be known as the bully student or by some other label. Suggest that the behaviours listed on the list provided by the targeted student highlights what a bully is. If a student continues to exhibit these behaviours, they may well be remembered in a negative light as the school bully. Perhaps looking at more positive behaviour such as helping, being friendly, supportive, funny, etc. might be better.

Step Four

Ask the targeted student if they would want to be known as the student who gets picked on. By looking over the list provided by the bully, would there be any behaviour the targeted student could change so that the student wouldn't be such an easy target?