

# 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 C - Grade 6/7 to Grade 9 | Activity 1

### Coke or Pepsi?

Just because a student is different, it can make them 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.

#### *Material Required*

3 sheets of A4 paper per student, pens

#### *Step One*

On three separate pieces of paper, ask students to write a list of all the different brands of soft drinks on the market. Prepare another list of all the different chocolates on the market. Make a third list for all the energy drinks on the market. Pass the three lists among the students so they all get a chance to write on the list. Try not to double up.

#### *Step Two*

Explain that all items will not be available to the general public and some will have to be taken off the shelves. While across the world many people will have a particular preference for a particular item, it will be these students in this room who will have the power to determine if a product remains available on the shelves for purchase or not. Using a pen, ask the bystanders to put a line through the chocolates, soft drinks and energy drinks listed that they don't like. Discuss if this was an easy task to do as a group considering the individual differences.

#### *Step Three*

Using the eliminated list from the bystanders, ask the bully student if it is a fair list or are there some items the bully student would have liked to still be included. Have the bully student circle the items that should have remained on the list.

#### *Step Four*

Have the targeted student and their support person make a decision of either:

- a) Only having the items they like on the list,
- b) Only having the items that the bully likes,
- c) Only having the items the bystanders like,
- d) Having everything on the list.

#### *Step Five*

If there was a product on the list that only one student liked, ask that student if they think it is fair to treat a student differently just because no one else in the immediate vicinity likes the same thing. Relate this to the previous exercise. A student may like a product and although no one else in the group likes the product, other people in the broader community may like the product.

Ask the bully, although you may not like all students, why can't all students go about their business without another student causing them grief just because they are different?

If this activity went well, celebrate with a range of chocolates!