

Intervention Activities

AIM : To encourage students to realise the negative effects of bullying and to join as a collective force to minimise harm through; older students using their school years and maturity to assist younger students; less confident students realising they can speak up; students exhibiting bullying behaviour realising change is possible and confirming to all students that schools should be safe and supportive environments.

Level A – Prep to Grade 3

Traffic Lights

This activity is designed for the targeted student. The purpose is to increase their awareness of their ability to exert choice and obtain some control over a bullying incident. The student is to identify their thoughts and actions at each stage of the bullying incident and possible strategies that could have been employed to minimise harm.

Level B – Grade 4 to Grade 6/7

One up one down

In this activity the bully student gains an understanding of how it feels to be in a less powerful position. This activity also enlists the help of bystanders or support students of the targeted student to encourage them to use their power in a healthy way as opposed to ignoring the influence of their power.

The bystanders sit in a circle with the bully and pass around the circle a secret message to the bully who acts out the message. A discussion is held about not knowing what to do when information is confusing. Bystanders then verbalise what actions and words they could have undertaken in the bullying incident.

Level C – Grade 6/7 to Grade 9

Table top

This activity requires all students involved in the bullying incident to participate (the more the merrier!). It will need the targeted student/s and at least four (4) of their support students, the bully student/s and at least four (4) of their support students and any bystanders involved. Students are to problem solve as a group by devising how they can position their bodies to create a large table. At the end of the activity, bully students, the support students for the bully and the bystanders are to problem solve the bullying incident. They are to devise at least two suggestions for alternative actions that could have been taken so there was no bullying incident. The bully then presents these alternative actions to the targeted student/s and the targeted student/s support group. This group is to acknowledge the feasibility of the suggestions.

Level D – Grade 10 to Grade 12

Back to the future

Students involved in the bullying incident that includes: the targeted student, the bully and the bystanders are asked to look in to the future to when they are grandparents. As an old frail grandparent, they will not be able to physically play with their grandchild but will have wisdom from their years of living to pass on to their grandchild.

The students are told as grandparents their grandchild comes to them telling them about a bullying incident that the grandchild was involved in. The incident is very similar to the incident the students find themselves in today. The students are asked as a grandparent to advise their grandchild of what they could do to handle the situation. The purpose of the activity is to attempt to psychologically remove the student from the immediate bullying incident by placing the student into the future to enable a broader perspective of the problem and solution.

Traffic Lights

This activity is designed for the targeted student. The purpose is to increase the student's awareness of their ability to exert choice and therefore obtain some control in a bullying incident. The student is to identify their thoughts and actions at each stage of the bullying incident and possible strategies that could have been employed to minimise harm.

Material Required

Sufficient photocopies of traffic light handouts for all students

Step One

Talk to the targeted student about traffic lights. Explain how they are there to help keep drivers safe on the roads. Traffic lights can also help students whereby green means everything is good and there are no worries. Like a driver on the road, it means the driver can still keep driving but it doesn't mean the driver should not pay attention to other things that might happen on the road. For example; the car might need to stop due to a dog running out on the road or someone stepping in front of a car.

The yellow light on the road means to slow down otherwise there will be something dangerous ahead. It tells the driver to slow down because soon the driver will have to do something different on the road. The red light means the driver will have to stop. This now means the driver has to do something totally different. He can't make the car move forward; he has to make sure the car does not move at all.

Step Two

Provide the traffic light handout. Ask for the student's verbal responses or, if appropriate, ask them to write their responses on a separate piece of paper. An example of the handout questions/information is below.

Green Question

What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

Yellow Question

When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

Red Question

When the bullying was occurring, what did you do? How did you feel, happy, sad or scared? Who was with you or near you?

Step Three

Explain to the student, even though the driver has to obey the traffic lights, the driver also needs to know when to put on the brakes, swerve around something on the road or honk the horn of the car. On the traffic light handout discuss with the student, the following:

Green Question

- Horn Response Did you notice the bullying student was heading towards you? Could you have asked a friend nearby to come and play with you?
- Swerve Response Could you have gone over to the friend or packed up your things and went and sat near a teacher?
- Brake Response Could you think, 'I am going to be strong and say something to the bully student?'

Yellow Question

- Horn Response Could you ask your friends with you to help you or sing out to a student nearby to come over to you?
- Swerve Response Could you leave the area?
- Brake Response Could you state to the bully 'you are being a bully by doing that?'

Red Question

- Horn Response Could you sing out to a friend / student to help or find a teacher?
- Swerve Response Could you leave the area where the bully was?
- Brake Response Could you state to the bully to stop what they are doing?



Traffic Light Handout

Green Light

What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

Horn Response Did you notice the bullying student was heading towards you? If so could you have asked a friend nearby to come and play with you?

Swerve Response Could you have gone over to the friend or packed up your things and went and sat near a teacher.

Brake Response Could you think, 'I am going to be strong and say something to the bully student?'

Yellow Light

When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

Horn Response Could you ask friends with you to help you or sing out to a student nearby to come over to you?

Swerve Response Could you leave the area?

Brake Response Could you state to the bully 'You are being a bully by doing that'.

Red Light

When the bullying was occurring what did you do? How did you feel, happy, sad or scared? Who was with you or near you?

Horn Response Could you sing out to a friend / student to help or find a teacher?

Swerve Response Could you leave the area where the bully was?

Brake Response Could you state to the bully to stop what they are doing?

