

# 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.

## 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 victim 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.

### *Material Required*

Nil

### *Step One*

Ask the bully student to sit in a circle with the bystanders. Nominate the student on the left of the bully student as the first student and the student sitting on the right of the bully student as the second last student.

The first student passes on a secret message by whispering in the ear of the student sitting next to them (not the bully student). This continues up to the second last student. The secret message must be one sentence long. The sentence must be about five (5) animals. Not just listing five (5) animals but a sentence about five (5) animals. When the message is passed onto the second last student they then whisper into the ear of the bully student. The bully student must stand up and act out the five (5) animals in front of the group of students.

### *Step Two*

Student 1 says if the animals acted out are correct. If the students are having trouble guessing the animal, the bully can ask for help from the student sitting next to them. That student says aloud one clue as to how to act out one animal. If the animal still cannot be guessed, the next student along the circle can assist with one clue. This continues until all animals are guessed.

### *Step Three*

The bully is informed that it must have been difficult to act out an animal when the information was not clearly given. This can be difficult and confusing to know what to do in this situation. When the bully upset /hurt the targeted student, that targeted student would not really know what to do as there is no justified reason for anyone to bully another person. The bystanders must have been equally confused as they did not do what they should have done. The bystanders should have intervened in some way to stop the bullying.

### *Step Four*

Ask the bystanders, if the bullying incident were to occur again in the next five minutes what would they do differently this time. What would they say to the bully? What action would they take?