

# 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.

## Table top

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### *Material Required*

Nil

### *Step One*

Inform all students that they will need to work together by problem solving to reach a solution. The challenge is for the students to position themselves in a way that creates a large model table with their bodies. Give the students 15 minutes to devise and complete this activity. After 5 minutes you may need to give a hint - each student is a support for the other. After 10 minutes, you may need to give another hint - their legs and arms are the legs of the table. Students can be told to think of circus acts where circus entertainers build human pyramids.

### *Step Two*

To achieve the table effect, student 1 lies on their back on the floor. By bending their knees, they push themselves up so their torso is at right angle to their knees. Their arms also support their torso off the floor. Student 2 comes behind student 1 and positions themselves in the same way. Student 1 should be able to rest their head on the knees of student 2. This continues with student 2 resting their head on knees of student 3 and so on. The shape the students form overall should be a square (requires a minimum of 4 students).

### *Step Three*

On accomplishing the task (even with teacher assistance), inform the students they will need to problem solve again. Ask the bully student, the bully support students and the bystanders how they can change the bullying situation into a non bullying situation. What could have been done differently so that the targeted student/s did not end up getting hurt? They have 10 minutes to come up with at least 2 other alternatives that the bully will present to the targeted student and the targeted student support group.

### *Step Four*

After the bully presents alternatives, have the targeted student and the targeted student support group determine the feasibility of the alternatives.