

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.

My last will and testament

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Material required

Nil

Step One

Inform the students that to seek a resolution to a problem, sometimes we can be too close to see the solution. Distance is sometimes required. A bullying problem has occurred and a resolution needs to be sought. A student/s has been hurt/injured in the bullying process; a student must face the consequences of breaking the rules and other students were aware what was happening need to know how they could have intervened in the situation to minimise harm. To attempt to find some resolution to this problem, you are going to create distance. You will advance time and place the students 80 years from now. This will make the students old, frail grandparents and possibly great grandparents. Their mobility is extremely limited so they can't move around very well but their mind is still very much intact. One of their grandchildren comes to them telling them about a bullying incident at school. The incident the grandchild recants is very similar to the incident that has just occurred with this group of students. As grandparents, they need to think about how they can best help their grandchild.

Step Two

1. What will you tell your grandchild to do if:
 - a) The grandchild is the bully student,
 - b) The grandchild is the targeted student,
 - c) The grandchild is the bystander.
2. Your grandchild asks you if the bullying can permanently affect the targeted student. What do you reply?
3. Your grandchild asks what should happen to the students involved as a consequence of the incident.
4. Your grandchild asks you what could happen to stop this bullying problem from occurring again in the future.

Step Three

Bring the students back from the future to today. Ask the students, what they think should happen as a consequence of the bullying incident and what should they do to prevent the incident from occurring again?