

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.

I wanted to say

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Material Required

Nil

Step One

Ask the targeted child to retell the bullying incident with an emphasis on what each party involved (the bully student and the targeted student) actually said.

Step Two

For the targeted student who did not respond verbally at the time, list some suggestions as to what the student could have said to the bully student to make the bully student stop or aware the targeted student did not like the behaviour.

For example: I don't like that , if you want to have a turn I am nearly finished, doing that is like what a bully does, I am going now, etc.

For the targeted student who did verbally respond but to no effect, what else could they have done in terms of their behaviour? For example, walked away since the bully student wasn't listening, called out to a friend to come over, called out to the teacher, etc.

Step Three

Ask the targeted student to practice what they could have said or how they could have behaved.

Step Four

Ask the bystander's if they knew there was bullying occurring. Could they have said or done something differently so it stopped the bullying from occurring? Ask the bystanders if the targeted student could practice saying / doing the new behaviour with the bystanders present.

The object is to give the targeted student some confidence to speak up in the safety of their peers and with the teacher present as well as the secondary effect of the bystanders learning what to say or do if they are bullied.