

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.

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Material Required

Sufficient photocopies of Remember me handout for all students, pens

Step One

Provide the handout that has the following questions and ask the bully and the bully support group to complete.

1. Is bullying a good thing or a bad thing?
2. Identify the behaviour that caused the incident.
3. Is the incident seen as a bullying incident according to school rules?
4. Did the targeted group/student do things to aggravate the situation?
5. What are the characteristics of a targeted student generally?
6. Describe the characteristics of the targeted student involved in this incident?
7. Did the bully / bully group do things to aggravate the situation?
8. Identify all the people this incident has affected.
9. Was this the intent of the bullying behaviour?
10. Ten years from now, looking back on this situation, who do you think will remember this incident and who may be still affected by the incident?
11. Ten years from now, who will the school community remember as a bully?

Step Two

Have the group discuss the answers to the questions.



Remember me? Handout

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2. Identify the behaviour that caused the incident.

3. Is the incident seen as a bullying incident according to school rules?

4. Did the targeted group/student do things to aggravate the situation?

5. What are the characteristics of a targeted student generally?

6. Describe the characteristics of the targeted student involved in this incident?

7. Did the bully / bully group do things to aggravate the situation?



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8. Identify all the people this incident has affected.

9. Was this the intent of the bullying behaviour?

10. Ten years from now, looking back on this situation, who do you think will remember this incident and who may still be affected by the incident?

11. Ten years from now, who will the school community remember as a bully?

