



# Activity One

## Traffic Lights

This activity is designed for the targeted student. The purpose is to increase the student's awareness of their ability to exert choice and therefore obtain some control in 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.

### Materials Required

- ✓ Sufficient photocopies of 'Traffic Light Handouts' for all students

## Step One

Talk to the targeted student about traffic lights. Explain how they are there to help keep drivers safe on the roads. Traffic lights can also help students whereby green means everything is good and there are no worries. Like a driver on the road, it means the driver can still keep driving but it doesn't mean the driver should not pay attention to other things that might happen on the road. For example; the car might need to stop due to a dog running out on the road or someone stepping in front of a car.

The yellow light on the road means to slow down otherwise there will be something dangerous ahead. It tells the driver to slow down because soon the driver will have to do something different on the road. The red light means the driver will have to stop. This now means the driver has to do something totally different. He can't make the car move forward; he has to make sure the car does not move at all.



Step Three

Provide the traffic light handout. Ask for the student’s verbal responses or, if appropriate, ask them to write their responses on a separate piece of paper. An example of the handout questions/information is below.

Green Question

What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

Yellow Question

When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

Red Question

When the bullying was occurring, what did you do? How did you feel, happy, sad or scared? Who was with you or near you?

Step Four

Explain to the student, even though the driver has to obey the traffic lights, the driver also needs to know when to put on the brakes, swerve around something on the road or honk the horn of the car. On the traffic light handout discuss with the student, the following:



### Green Question

**Horn Response** Did you notice the bullying student was heading towards you? Could you have asked a friend nearby to come and play with you?

**Swerve Response** Could you have gone over to the friend or packed up your things and went and sat near a teacher?

**Brake Response** Could you think, 'I am going to be strong and say something to the bully student?'

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### Yellow Question

**Horn Response** Could you ask your friends with you to help you or sing out to a student nearby to come over to you?

**Swerve Response** Could you leave the area?

**Brake Response** Could you state to the bully 'you are being a bully by doing that?'

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### Red Question

**Horn Response** Could you sing out to a friend / student to help or find a teacher?

**Swerve Response** Could you leave the area where the bully was?

**Brake Response** Could you state to the bully to stop what they are doing?



### Traffic Light Handout - Green Light

What were you doing just before the bullying incident occurred? Did you feel happy, sad or scared? Who was with you or near you?

#### Horn Response

Did you notice the bullying student was heading towards you? If so, could you have asked a friend nearby to come and play with you?

#### Swerve Response

Could you have gone over to the friend or packed up your things and went and sat near a teacher.

#### Brake Response

Could you think, 'I am going to be strong and say something to the bully student?'



### Traffic Light Handout - Yellow Light

When the bullying first started, what were you doing? What did the bully student first start to do? What did you do at that stage? How did you feel, happy, sad or scared? Who was with you or near you?

#### Horn Response

Could you ask friends with you to help you or sing out to a student nearby to come over to you?

#### Swerve Response

Could you leave the area?

#### Brake Response

Could you state to the bully 'You are being a bully by doing that'.



### Traffic Light Handout - Red Light

When the bullying was occurring what did you do? How did you feel, happy, sad or scared? Who was with you or near you?

#### Horn Response

Could you sing out to a friend / student to help or find a teacher?

#### Swerve Response

Could you leave the area where the bully was?

#### Brake Response

Could you state to the bully to stop what they are doing?