

ANTI-BULLYING WEEK

WHAT YOU LOOKING AT?

A LESSON EXPLORING HOW
BYSTANDERS MAKE AN IMPACT ON
BULLYING BEHAVIOUR

LESSON OBJECTIVES

- To understand the role that bystanders play in bullying
- To explore ways in which they themselves can intervene in bullying
- To recommend effective behaviours when faced with a bullying situation

NOTES FOR TEACHERS

This lesson encourages students to explore their own behaviour when it comes to witnessing bullying, and offers them guidance and encouragement to intervene in bullying situations, when appropriate.

The lesson begins with a roleplay carried out by two students who have been prepped before the lesson starts – use your own discretion to decide who would carry this out most effectively, and brief them about it as early as possible.

Research by Ditch the Label shows that 69% of young people have seen somebody else being bullied, and yet many of them feel reluctant to step in due to a fear of what might happen to them.

We know that in most situations where bystanders involve themselves in defending a person who is being bullied, there are positive outcomes for both the person who intervenes and for the person who is being bullied.

WHAT TO PREPARE BEFORE THE LESSON:

- Ask two students to participate in the arrival roleplay
- Inform your colleagues that your students will be performing a roleplay outside your classroom
- Print and cut out the scenario cards on page 5 of this Teaching Guide
- Print and cut out 4 copies of the action cards on page 6 of this Teaching Guide
- Set up the 'What You Looking At?' PowerPoint

LESSON PLAN

<p>NO SLIDE</p> <p><i>5 minutes</i></p>	<p>ROLEPLAY: VERBAL BULLYING</p> <p>Ask two students (either the first to arrive, or two who you have previously prepped) to enact a verbal bullying scenario while the rest of the class arrive. This could take place in the classroom or in the corridor outside the classroom.</p> <p>One should 'bully' the other, calling them names, mocking them, laughing at them, etc. Make it clear to those two students that it should be a verbal scenario only, and should only be carried out if they are both happy to do so.</p> <p>It is worth noting that if this roleplay is happening in the classroom, then do not have the PowerPoint slides up on the board while it is taking place!</p>
<p>SLIDE 2</p> <p><i>10 minutes</i></p>	<p>SURVEY</p> <p>Ask students to raise their hands if they noticed what was happening between the two roleplaying students.</p> <p>Keep yours hands up if you felt like you wanted to intervene.</p> <p>And now keep them up you did actually say or do something about it.</p> <p>Ask those who didn't intervene why not? What were they scared would happen?</p> <p><i>If the roleplay did not work for any reason, generalise these questions to apply to any time when your students have witnessed bullying.</i></p>
<p>SLIDE 3</p> <p><i>10 minutes</i></p>	<p>DISCUSSION: BULLYING CAN ONLY HAPPEN IF NO-ONE ELSE INTERVENES.</p> <p>Lower ability prompt questions: "How would you feel if you were being bullied and everyone around you just watched?"; "Who could you tell if you saw someone being bullied?"; "Should you ignore someone that needs help?"</p> <p>Higher ability prompt questions: "How can the presence of other people affect the power dynamic in a bullying situation?"; "Would you need to physically intervene in a bullying scenario to make it stop?"</p>
<p>SLIDE 4</p> <p><i>10 minutes</i></p>	<p>GROUP WORK: WHAT SHOULD YOU DO?</p> <p>Divide the class into four groups, and give out one scenario card and a set of action cards (found in the Printable Resources section of this Teaching Guide) to each group of students.</p> <p>They should discuss the actions and decide which would be the best response/s for that scenario. There are blank cards for them to write their own actions if they'd like to, and they are allowed to pick more than one answer.</p>

LESSON PLAN

<p>SLIDES 5 - 8</p> <p><i>15 minutes</i></p>	<p>FEEDBACK FROM GROUP WORK</p> <p>Each group should now nominate a spokesperson to summarise their scenario and explain what actions they would do as a bystander.</p> <ul style="list-style-type: none">- Which is the best response and why- What might go wrong- Does their response help the person being bullied?- Whether or not they would actually do it in real life and why/why not. <p>If appropriate, ask the rest of the class if they agree, and if they have any other thoughts or ideas to add.</p> <p>This activity is intended to encourage students to develop their own opinions on how to react to bullying, and equip them with ways to respond in similar situations.</p>
<p>SLIDE 9</p> <p><i>5 minutes</i></p>	<p>TEACHER LED TALK: STATISTICS</p> <p>Talk your students through the statistics on slide 9 which come from Ditch the Label's Annual Bullying Survey. Picking out a couple of key stats, explain that although many people are scared of the consequences of intervening, it is more likely to have a positive outcome than a negative one.</p> <p>Many students also feel like it won't make a difference, but the data shows that intervening in a bullying situation has a positive impact on the person being bullied as well as the person who intervenes.</p>
<p>SLIDES 10 - 14</p> <p><i>5 minutes</i></p>	<p>PLENARY</p> <p>Choose at least one student to answer each question.</p> <ol style="list-style-type: none">1) Give one reason why you should intervene if you see someone being bullied.2) Give one example of how you could help if you see someone being verbally abused.3) Give one example of how you could help if you witness a physical assault.4) Give one example of how you can intervene if you see someone being cyberbullied.5) Give one example of how you can intervene if your mate is picking on someone.
<p>SLIDE 11</p>	<p>SIGNPOSTING</p> <p>Finish the lesson by advising students that if they are experiencing bullying or are perpetrating bullying they should talk about it. They can talk to someone in school, a friend, or they can go online and find a support community like ours at ditchthelabel.org</p>

WHAT YOU LOOKING AT?: SCENARIO CARDS

SCENARIO ONE: PHYSICAL ASSAULT

As you are walking home from school you see a guy from your year pushing a younger student around. As you are approaching, the student from your year pushes the other boy to the floor. He then empties the younger kid's bag over his head. It doesn't look like he's going to stop.

There are a couple of other students ahead of the incident who haven't seen it and two or three people some way behind you. One of them looks like they might be an adult.

SCENARIO TWO: VERBAL ABUSE

You are sat in a classroom at lunchtime when you tune into what the people behind you are saying.

One of the girls in your tutor group is laughing at the new guy in your class who is sat on the other side of the room, quietly trying to read a book.

Her friends join in, mocking his appearance and his apparent lack of friends.

They take it in turns to call him names or make fun of him, egging each other on and laughing.

SCENARIO THREE: CYBERBULLYING

Recently, one of the girls in your year group had a private photo of themselves passed around the year. People were sharing it on Facebook Messenger and some even reposted it on Instagram as a meme with unpleasant and inappropriate captions.

Now every time this girl posts anything on Instagram, people mock her and call her names.

One of your friends sent you the photo recently, and you have seen quite a few of the memes going round on Instagram.

SCENARIO FOUR: EXCLUSION

One of the girls in your group of friends has recently had a big fall out with one of the guys. The girl has now encouraged the rest of your group to start blanking the guy every time he approaches the group, and they are being pretty nasty about him behind his back.

They've also started a separate whatsapp group which he's not in.

You like both of them, and you feel bad for the guy, but you also don't want to lose your other friends.

WHAT YOU LOOKING AT?: ACTION CARDS

STAND NEARBY AND WATCH WHAT'S HAPPENING	ASK THE PERSON BEING BULLIED IF THEY NEED HELP
WALK AWAY AND DON'T GET INVOLVED	REPORT IT TO AN ADULT IN A POSITION OF RESPONSIBILITY
GET THE PERSON BEING BULLIED AWAY FROM THE SITUATION	PHYSICALLY INTERVENE IN THE BULLYING
CALL THE POLICE ON 999	FILM THE INCIDENT ON YOUR PHONE
CALMLY TELL THE PERSON WHO IS DOING THE BULLYING THAT THEIR BEHAVIOUR IS UNACCEPTABLE	WAIT UNTIL AFTER THE INCIDENT THEN SEE IF THE PERSON BEING BULLIED IS OKAY
WRITE YOUR OWN	WRITE YOUR OWN
WRITE YOUR OWN	WRITE YOUR OWN

DITCH THE LABEL YOUR WORLD, PREJUDICE FREE .

WANNA TALK?

INSTANT HELP AND SUPPORT

You don't have to go through bullying alone. Get instant help and support from the largest online anti-bullying hub in the world.

Visit DitchtheLabel.org

