Activity 2: Learn strategies on how to respond if you see bullying

Introduction

Aim:	Students understand each of the strategies they can use if they see bullying happening.
Anticipated duration:	30–60 minutes, depending on time given to the initial discussion and to the optional rehearsal of each strategy.
Format:	Whole class.

Important note: Ensure you have read the section on the *Teacher notes* headed *Before you run the classroom discussion starter activities.*

Instructions

1. If you haven't already done so, remind students of the definition of bullying from the animation:

   Bullying is when someone uses 'power' they have over you to try to hurt or upset you again and again.

2. Explain the activity: *The video said there were some things people can do if they see bullying. Who can remember a strategy?* Display the image for each strategy either as students recall them or as you work through each one. (See *Images for strategies* document). *This activity is to help us learn more about the strategies*.

3. General optional discussion questions to start the topic — either keep this fairly short or make the discussion a longer, separate session:

   - *Most people don't like to see bullying happening. But they can be not sure or scared to say something. What can happen if bystanders just watch bullying happening?*
   - *Why can it be difficult to show disapproval of bullying or take sides with vulnerable students?*

     Answers to reinforce: Power imbalance, social status, thinking everyone else agrees, fear/risk.
   - *Why is it important to stay safe if you see bullying? What are some ways to stay safe?*

     Answer to reinforce: The key way to be safe is being part of a group, but students may think of others.
   - *When should you try some strategies and when should you get adult help immediately instead?*

     Answers to reinforce: If you think there is immediate danger; if you feel too scared to try any strategies; if you can't think about schoolwork or enjoying anything because you're worried it might happen to you; if you feel depressed or like you just don't feel like doing anything you usually enjoy.

4. With the whole class, talk through each of the strategies using the *Teacher Answer guide*. **If appropriate, incorporate Optional rehearsal as indicated. How you run the rehearsal is up to you. Avoid class role play as it can raise issues and cause distress for some students.**

5. At the conclusion of Activity 2, wrap up with the suggested concluding activity on the *Teacher notes* about the National Day of Action against Bullying and Violence, or move on to Activity 3.

Activity 2: *Teacher Answer* guide to learn strategies on how to respond if you see bullying

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
Opening discussion			
	You can use these strategies if you see bullying happen, and if you feel safe to try them. *Just seeing bullying can make you feel awful, especially if you feel you can't do anything.* *This activity will help us learn more about these strategies. Some of these will work sometimes. Some of them work better for some types of bullying. Some of them work if you do them right from the first time you see bullying, but might not be much help if the bullying has been going on for a long time. And sometimes they won't work, and you will need to get adult help.* *Before we look at the strategies, what is the main thing bystanders have to remember?* *(staying safe)* *And what did the video say was the best way to stay safe? (act as part of a group)* 'The best way to be safe is being part of a group. Together, the group can make it clear that the bullying is not okay. That's really powerful!'	Students don't need to try the strategies in sequence; it's about matching the strategies to their own situation. The key sensitivity with teaching students about these strategies is to avoid implying that students <u>must</u> use them, or are failing if they do not use them. It is understandable if a student does not feel they can stand up to bullying; bullying is disempowering. It can be scary and hurtful. Ensure you use both in person and online contexts in your discussion about strategies. Standing up to bullying within a group provides safety for individuals, but it also has another purpose. It demonstrates that the bullying behaviour is **generally** not acceptable. Positively influencing what students think is acceptable behaviour is a key role for groups of supportive bystanders.	*It's not always easy to use the strategies, we need to practise them.* *We're going to practise with the example where you are near a group of students and you see someone bullying by pushing someone else around and making fun of them.* *You know they did this yesterday as well, the other kids laughed about it, and you can tell the child being bullied is upset and scared …*

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
You can just say 'Just stop it' in a cool and casual way			
	The first strategy if you want to 'stand up to the bullying' is to say 'Just stop it' in a cool and casual way. *You can say 'Just stop it' in lots of different ways. Some examples are:* • *Stop it.* • *Give it a rest.* • *Just cool it, would you?* • *Don't be that guy.* (for online) *Make sure what you say is okay language, no swearing or calling names, because that might provoke the other person. What you say has to be cool, casual and neutral.*	Reinforce the need to act within a group for safety. This strategy requires students to stay calm; if they argue back or look angry, this reaction could encourage the person doing the bullying.	The teacher selects students to demonstrate this strategy. If appropriate, describe a bullying incident as above. Use your discretion and choose examples as appropriate to the age of students. '*What other words could you use that are like 'Just stop it'?* Generate ideas and practise saying them if appropriate. Discuss with the class how well the demonstrating student stayed calm when saying the words.
You can say something to distract everyone, like 'Hey, don't we have to go practise for the game?'			
	The next strategy is to distract everyone by talking about something else. In the video the students talked about practising for a game. *Make sure what you say is okay language, no swearing or calling names because that might provoke the other person. What you say has to be quick, smart and neutral.*	Thinking of plausible 'distraction' topics may not be easy; students who see bullying can feel distressed, which can make it challenging to come up with ideas. Therefore, thinking of general ideas before they need them can be helpful. (Reinforce the need to act within a group for safety.)	The teacher selects students to demonstrate this strategy. If appropriate, describe a bullying incident as above. Use your discretion and choose examples as appropriate to the age of students. *'What other things could you say to distract everyone?'* Generate ideas and practise saying them if appropriate. Discuss how well the demonstrating student stayed calm when saying the words.

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
You can reduce the tension, saying something general like 'Let's try to keep things friendly, hey? No one likes that'			
	The next strategy is different from saying 'Just stop it'. This involves reducing the tension by saying things about how you want your school to be — friendly and safe for everyone. It involves focusing on positive things and reminding the person doing the bullying that what they are doing is not acceptable. Some examples are: • *Everyone belongs here; that's not what we do.* • *They have a right to be treated nicely, just leave them.* • *Just chill hey? Give it a rest.* *Again, make sure what you say is okay language, no swearing or calling names because that might provoke the other person. What you say has to be quick, smart and neutral.*	This strategy assumes that the school has made the behavioural expectations for students clear in a policy statement shared with students and families. Students need to know about this 'statement' before they can reinforce it in their interactions. (Reinforce the need to act within a group for safety.)	The teacher selects students to demonstrate this strategy. If appropriate, describe a bullying incident as above. Use your discretion and choose examples as appropriate to the age of students. *'What other things could you say to reduce the tension?'* Generate ideas and practise saying them if appropriate. Discuss how well the demonstrating student stayed calm when saying the words.

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
You can challenge the bullying by saying something like 'This isn't fair, let's all leave.' (And make sure you take the person being bullied along with you.)			
	The next strategy is different from saying 'Just stop it' because that was cool and casual. This strategy involves saying something firm and definite to make it clear that the bullying is not okay. *You could say:* • *Why are you doing this? Just stop.* • *That's enough. Leave them alone.* *The most important part of this strategy is to leave the situation with the person being bullied. It might not be a good idea to try this strategy unless you feel sure you can help the person being bullied to leave.* *Again, make sure what you say is okay language, no swearing or calling names because that doesn't help the situation and could get you into trouble too. What you say has to be firm and assertive, and directly say that the bullying is not okay.*	This strategy requires students to stay calm; but in this case they are using more firm and more direct words … This strategy is recommended for students who have a high degree of social standing and confidence (e.g. seniors) who can use the strategy effectively. However, a group of students saying it together can also be successful. Students sometimes think that someone else in the student group should stand up (and not them.) This is partly as a result of the way students think about social status within their peer group and school, and their ideas about which students have the status and relationship with those involved to take that role, etc.	The teacher selects students to demonstrate this strategy. If appropriate, describe a bullying incident as above. Use your discretion and choose examples as appropriate to the age of students. *'What other things could you say to challenge the bullying?'* Generate ideas and practise saying them if appropriate. Discuss if students think they could do this, and why they might not be confident. *Optional further discussion: 'Why do you think students sometimes think that someone <u>else</u> should stand up the bullying, but not them?'*

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
You can walk away, leave the space or chatroom. That way you don't provide an audience for the person doing the bullying. Definitely don't join in.			
	Introduction to the subsequent strategies: *The video said that sometimes you don't feel like you can stand up the bullying …* *It is okay if you don't feel safe or confident to stand up to bullying. It can be scary. You can still help though. Other strategies help because you let the person know that other people don't like the bullying either.* *'Don't join in' means don't cheer and don't record it on your phone. Also, leaving the space or chatroom shouldn't be your only strategy. It is important to then tell an adult who can do something about the situation and support the person being bullied.*	Leaving the space or chatroom removes the 'audience' that is often present in bullying situations. Reinforce that it is also important to tell someone who can do something about it (see the later strategies). The concept of 'silent approval' is a key concept in bystander behaviour. The behaviour of watching and not acting (due often to reluctance to get involved for fear or other reasons) can be perceived by others as approval of the bullying.	No rehearsal Optional discussion on the reasons to think about to choose to stand up to bullying or not (*No support, physical bullying, don't feel safe, etc.)*
You can tell an adult			
	It can be helpful to talk to an adult, like your mum or dad, or an adult friend, to get ideas and support, and it is often good just to tell someone and to talk about your feelings. *Before you talk to them, think about what you want to tell them and what you want them to do. Do you want them to listen, to help you with more ideas about what to do, or to help you report it? Do you want them not to report it just yet, but maybe later?*	Suggest that if they don't know or can't find an adult to listen or take their worries seriously, they could call Kids Helpline to talk about the situation. https://kidshelpline.com.au/ 1800 55 1800	Discuss who might be a good person to talk to. Discuss WHEN might be a good time to talk with them. In the class, discuss how to start this conversation with an adult. Here are two starting sentences: • I'm feeling bad because xxx is bothering this other kid every lunch break. I hate seeing it but I don't know what to do. Can I talk to you about it now? • I'm feeling really bad because xxx is bothering this other kid every lunch break. I hate seeing it. Can

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
			you help me think about what to do?
You can report it to the site owner or the social media service			
	Keep records if you see online bullying, like saving messages or taking screenshots. The website of the eSafety Commissioner has information on the Collecting information page, or ask someone to help you to do it. *You might be able to help the person being bullied to block other people. Look up how to do this for each type of social network platform on the website of the eSafety Commissioner on its Cyberbullying complaints page, or ask someone to help you to do it.* *You can also help the person report serious online bullying to the eSafety Commissioner as well if they want.*	eSafety Commissioner Cyberbullying complaints page: https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres You can report serious online bullying to the eSafety Commissioner as well: https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying Collecting information page is at: https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/collecting-information	No rehearsal, optional practical component. With students, look at the links suggested on the website. If there is an opportunity, step through the process with students to report serious online bullying as outlined by the eSafety Commissioner. An option, if appropriate to the students' age and experience, is to discuss what might constitute 'serious' online bullying that you should report.

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
You can support the person being bullied at the time or talk to them later			
	Another strategy is to support the person being bullied at the time or talk to them later. This can make the person feel better because then they know that other people don't like the bullying either. *What sorts of things can you say in person to someone who has been bullied that might help? How could you support them online?* *If someone tells you about being bullied, listen to them and be supportive. People who are bullied can sometimes feel better just talking to someone else about it.* *It's very important to avoid getting involved in the bullying if someone asks you for help — that can go wrong very easily, and then everyone is in trouble. So, try to help them in other ways.*	Research has indicated a substantial positive effect for those who have been bullied from being personally supported and from knowing that the broader group does not agree or support the bullying. Feeling socially isolated or somehow 'deserving' of the bullying is a significant aspect of the hurt experienced by those who are bullied. Supportive words can have a powerful positive impact. Remember to refer to supporting students in person and online.	The teacher selects students to demonstrate 'support the person being bullied at the time or talk to them later'. Here are some examples: • Don't worry about what they said; no one else thinks that, and they were just trying to upset you. • Oh, just ignore what they say. They only bother others to make themselves feel better. • No one likes what they do; we don't like seeing them bother you.

Strategy	Guide for teacher to say to class	Additional notes	Optional rehearsal
Closing comments to reinforce the need (and how) to report bullying			
	If you try some of these strategies and the bullying doesn't stop, or if you don't feel safe to stand up to bullying and no one else is, then you need to report it to the school. Tell someone immediately if you think the situation is dangerous. *Reporting a serious problem is not the same as 'dobbing'. Adults need to know about bullying so they can support the students involved and take action to stop it.* *Keep asking for help until the bullying stops. You may need to ask another adult.*	Teachers need to ensure they are prepared to handle reports of bullying in a sensitive and respectful manner. Tell students that it is important to talk to someone who is available to listen so you can report bullying. Students have told researchers that they don't tell someone at home or at school if they don't already have a relationship with them, or don't feel they can trust them. The nature of the personal relationship is important for encouraging this strategy.	No rehearsal. Discussion could focus on how to report bullying in your school.
Summary, wrap up			
	At the conclusion of Activity 2, if time allows, move on to Activity 3.		