Aim of Stand Together

The Stand Together Activity suite of resources has been developed for the National Day of Action against Bullying and Violence (NDA). They are designed to assist teachers and students to explore the role of bystanders in bullying.

The resources include a framework for a semester unit, a single lesson plan and teaching resources to enable students to reflect on the NDA theme Take a Stand Together. Lesson plans and supporting resources have been developed for early primary, upper primary, and lower secondary and senior secondary students. See page 5 and 6 for a quick view of the scope and content.

The Stand Together lesson may be delivered in a single 40-50 minute lesson or spread over several shorter sessions. It aims to:

- Raise awareness and explore the key theme Taking a Stand Together, what is a bystander, and what bystanders can do in a situation when there is bullying
- Support the creation of a photo for submitting to the Bullying No Way! site for a gallery of school photos from around the country.

The Stand Together unit outlines:

- A framework for each age level with specific lines of inquiry. It is suggested that the unit culminate in a public screening, exhibition or presentation to continue building whole school awareness of bullying. The unit is suited to the pastoral care class, Health and Physical Education learning area or similar context.

The focus/core questions for the lessons and resources:

- What is a bystander to bullying?
- What is an active bystander?
- Why be an active bystander?
- How to be an active and safe bystander?
- Why is taking a stand together important?

Teachers can adapt the activities in the lessons and the units to suit the student age, stage of a particular class and the curriculum focus in their school. All the Stand Together resources are based on the research and information on the Bullying No Way! website.

Theoretical basis

Bullying is a complex multifaceted issue, different in each school and year level. Rather than focus on the causes of bullying, the Stand Together lessons focus on the impact and importance of active bystanders for individual students and the school community. Bystanders’ responses ‘communicate’ the school’s culture and values about behaviour; how bystanders act when they see bullying serves to either endorse or challenge the behaviour.

The role of bystanders in bullying is complex. The appropriate way to intervene is different for each situation and for every student. Students need to know their school supports active bystanders and respects each student’s judgement about their own safety and the appropriateness of taking actions in a bullying situation.
Pedagogical form: Drama Education and Community of Inquiry

The Stand Together lessons will create a community of inquiry using drama strategies. Drama education is experiential and provides a safe place for students to explore the challenges and diversities of the world.

The lessons use drama techniques, languages and skills to provide experiences and activities for students to embody and kinaesthetically explore the role of the bystander. The unit will use drama processes to develop, refine, rehearse and present class investigations. The units will not be theatre based, but will use strategies like play-building to gather and create material.

Community of inquiry is an inquiry learning strategy that allows the teacher and students to work together to make sense of ideas, build on ideas and develop a deep, shared understanding of concepts explored.

A community of inquiry is a group of people (usually a class and a teacher) who construct personal meaning by collaboratively engaging in purposeful critical discourse and reflection. Members of a community of inquiry explore big questions about life. Understanding the phenomena of bullying requires deep thinking and questioning for all, and that is why we recommend that school communities approach these explorations from this foundation.

Community of inquiry discussion rules:

- **Listen attentively**
  This means listening very carefully, to what is being said or suggested by others.

- **Build on and connect to ideas**
  Add to ideas of others to stretch our understanding further.

- **Respect others and their ideas**
  Thinking carefully about the ideas of others is one clear way of showing respect for that idea. Listening and building on ideas also demonstrates respect.

- **Disagree reasonably and respectfully**
  We disagree with the idea not the person. Sometimes we may even change our mind after listening to another person give good reasons for their thinking.

- **There may be no single correct answer**
  When we explore inquiry questions there may be many correct answers.

Special notes

The Stand Together lessons in context

The Stand Together lesson plans are designed to complement ongoing work by schools to counter bullying. Effective approaches to reducing bullying need to involve much more than just ‘stopping bullying’ campaigns. The long-term aim is to foster a school culture based on positive values and supportive relationships which feature respect, inclusion, belonging and cooperation.

Approaches to bullying include restorative practices, conflict management, equalising power imbalances amongst students, and social skills development. Staff and students can find themselves in the role of bystanders to bullying, and both need skills, confidence and support to be active bystanders.

Diversity of learners
Stand Together Activity Overview

Teachers will need to consider the learning styles and individual learning needs of their students and decide if the lessons are suited to their students’ skills at this stage of the year.

Personal disclosure
It is suggested that these lessons are not the place for personal disclosures from students. If students start to relate personal stories or examples they have seen, this may distract from the aim of the class. Teachers are encouraged to be alert to emerging problems and if personal disclosures are made, make a time to follow up with individual students soon after the lesson.

Exacerbating existing issues
Teachers need to be sensitive to whether the class is in the right emotional mood to explore these issues. If there has been a recent serious problem it may be wise to delay until the situation has settled.

Links to key documents

Australian Curriculum General Capabilities
These lessons focus on the General Capability- Personal and social capability which encompasses:
- Self-awareness
- Self-management
- Social-awareness
- Social-management
During the lessons students will engage with activities to explore and embody self-awareness.

Self-awareness

This element involves students recognising, understanding and labeling their own emotions, values, strengths and capacities. It involves students knowing what they are feeling in the moment, having a realistic assessment of their own abilities and a well-grounded sense of self-worth and self-confidence. Self-awareness also involves reflecting on and evaluating one’s learning, identifying personal characteristics that contribute to or limit effectiveness, learning from successes or failures, and being able to interpret one’s own emotional states, needs and perspectives. In summary, Self-awareness primarily consists of:
- recognition of emotions
- self-knowledge
- self-perception
- self-worth
- reflective practice

The lines of inquiry in the Stand Together unit frameworks provide an opportunity for teachers to explore further self-management, social awareness, and social management.

National Safe Schools Framework
The National Safe Schools Framework provides a vision and a set of guiding principles for safe, supportive and respectful school communities that promote student wellbeing. The Stand Together lessons link with the following elements in particular:
- Element 2: A supportive and connected school culture
- Element 6: Engagement, skill development and safe school curriculum
- Element 7: A focus on student wellbeing and student ownership

BUILDING NO WAY! www.bullyingnoway.gov.au
About the National Day of Action against Bullying and Violence

The annual National Day of Action against Bullying and Violence occurs on the third Friday in March each year.

The National Day of Action is an opportunity for students, teachers, parents and the whole community to take a stand together against bullying and violence. This annual day provides a focus for schools who want to say, ‘Bullying. No Way!’ and to strengthen their everyday messages that bullying and violence at school are not okay at any time.

The annual National Day of Action is organised by all Australian education authorities through the Safe and Supportive School Communities Project.

The first National Day of Action was on 18 March 2011 and is an initiative of all Australian Education Ministers.

Invitation to provide feedback

Teachers are welcome to email Bullying. No Way! with your feedback or with ideas about how you implemented the lesson and how it has was received by your class.

Email Bullying. No Way! at bnw.website@dete.qld.gov.au

References

Australian curriculum - General capabilities


National Safe Schools Framework


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<td>Early Primary</td>
<td>One 50 minutes lesson with a 10-15 minute post lesson activity</td>
<td>Each lesson has 3 activities and a Post lesson activity in which students create a Take a Stand Together image</td>
<td>What is strength? What is inner strength? How can I be strong when I see a bullying situation? What is a bystander? Who is a bystander? What is an active bystander and why should I be one? How can I be an active safe bystander?</td>
<td>Definition of bullying and bystander Blank Profile Profile: Active Bystanders</td>
<td>Finding my strength</td>
<td>What is strength? What is strength on the outside? What is strength on the inside? When have you been strong? How can I be strong in a bullying situation?</td>
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<td>Upper Primary</td>
<td>Focus Area: Self awareness Social competency: Working together Inner strength Being an active, safe bystander</td>
<td>Orientation: Whole of class drama games Developing: Sculpture activity to kinaesthetically explore inner and outer strength Reflection: Active Bystanders; what does this mean? Why is the theme Take a Stand Together important?</td>
<td>When does disagreeing with someone become bullying? What is a bystander? When is it okay to stand up to someone bullying? What is an active bystander? Why be an active bystander? How can you be an active and safe bystander?</td>
<td>Definition of bullying and bystanders Script and role cards for The Accidental Bystanders Profile: Active Bystanders</td>
<td>Finding your voice</td>
<td>When should I speak up? Have you ever lost your voice? Why might you lose your voice? When is it important to speak up? How I can be an active and safe bystander?</td>
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<td>Lower</td>
<td>One 50 minutes lesson with a 10-15 minute post lesson activity</td>
<td>Each lesson has 3 activities and a Post lesson activity in which students create a Take a Stand Together image</td>
<td>When does disagreeing with someone become bullying? What is a bystander? When is it okay to stand up to someone bullying? What is an active bystander? Why be an active bystander? How can you be a safe and active bystander?</td>
<td>Downloadable from the Bullying. No Way! website</td>
<td>Definition of bullying and bystander Script and role cards for The Accidental Bystanders Profile: Active Bystanders</td>
<td>What does it feel like to be the odd one out? Have you ever been the new person in a group? Why are we sometimes scared of people who are different? Are we all different? How do we include others? How can I respond as an active and bystander in bullying?</td>
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<td>Secondary</td>
<td>Focus Area: Self awareness Exploring the definition of bullying Investigating the role of the active bystander Appreciating the value of active bystanders.</td>
<td>Orientation: Whole of class drama games Developing: Exploration of The Accidental Bystanders script. Reflection: Active Bystanders: What does this mean? Why is the theme Take a Stand Together important?</td>
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<td>Senior</td>
<td>Focus Area: Self awareness Social competency: working together Exploring the definition of bullying and cyberbullying Investigating the role of the active bystander Appreciating the value of active bystanders.</td>
<td>Orientation: Whole of class drama games Developing: Drama Sculpture/Hot seat to investigate cyberbullying Reflection: Active Bystanders: What does this mean? Why is the theme Take a Stand Together important?</td>
<td>What is a bystander? What is bullying? Who can be a bystander? When should I speak up in a bullying situation? What is an active bystander and why should I be one? How is face-to-face bullying different from cyberbullying? How can I be an active bystander online?</td>
<td></td>
<td>Definition of bullying and bystanders Profile: Active Bystanders</td>
<td>Finding empathy How can I give support? How can I be supportive? When should I be concerned for others? How can I nurture the positive? How can I support vulnerable students? Why be kind? What is empathy? Why are active bystanders important?</td>
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