Introduction

Purpose
- Introduce the National Day of Action against Bullying and Violence (NDA) campaign
- Explore the role of bystanders to bullying
- Investigate the theme ‘Take a Stand Together’

Pedagogical Form
- Drama Education and Community of Inquiry

Australian Curriculum Focus
- General capabilities - Personal and social capability: Self-awareness

Key words
- bystander, active bystander, strength, friend, help, kindness, protect

Pre lesson preparation
- Read the Active Bystanders Activity Overview
- Download and prepare Early Primary resources
  - Definition of bullying and bystanders (one copy to read out)
  - Profile blank (one copy A3 for display)
  - Profile: Active Bystanders (print one copy A4 back-to-back per student)
- Decide which ‘Take a Stand Together’ materials to use from the For Schools section of the National Day of Action webpages
  - National Day of Action Poster (print one copy and display)
  - Stand Together blank poster
  - Your selection of other materials, for example, bunting and postcards

Lesson duration and adaptations
This lesson is approximately 50 minutes in duration, and can be held in one session or broken into activities over a few days. Teachers can adapt the activities/experiences in the lesson to suit the student age, stage of a particular class and the curriculum focus in their school. Activities in the first section can be omitted if necessary. The lesson is based on the information from the Bullying No Way! website.

Special note
We suggest that this lesson is not the place for personal disclosures of bullying experiences from students. Teachers are encouraged to be alert to problems emerging and if personal disclosures are made, make a time to follow up with individual students soon after the lesson.

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 action in a bullying situation.
Teaching and Learning Activities

1. Introduction to the NDA campaign and themes

   Duration 10 minutes

   This activity introduces the National Day of Action and explains the purpose of the lesson and prepares the group for a focused drama activity.

   Teacher explains that the National Day of Action against Bullying and Violence occurs on the third Friday in March each year and has the theme ‘Take a Stand Together’:
   - Point to the National Day of Action poster displayed in the classroom.
   - Show any of your selected resources which promote the theme.
   - Explain this lesson is a drama lesson which will explore what it means to ‘Take a Stand Together’.

   **Teacher notes**
   Explain that this will be a drama lesson and there are some key messages for how we work together:
   1. *We are not sitting behind desks to work so let’s remember that if I say freeze, we all stop whatever we are doing and freeze. Remind them gently they can breathe, blink and look around.*
      *Teacher may do this by questioning.*
   2. *As we will be working in groups and pairs it is very important to look after each other and respect other students’ bodies. Listen carefully to what your group or partner is saying.*

   ‘Ha!’ Game: Building group skills (1 minute)

   Students stand in a circle. The teacher jumps, bends knees, puts hands up and says, ‘Ha!’ The class have to watch very closely so that they all say the ‘Ha!’ together. Everyone stands quietly waiting for the ‘Ha!’ The aim is to say the ‘Ha!’ at exactly the same time as the teacher. Teacher encourages students to be alert and pay close attention. Teacher allows some students to lead the ‘Ha!’.

   Change the motion: Building group skills

   Students in the circle follow movements started by the teacher. After the pattern is established, select a student to lead the movements. Explain that one student will now go outside and the leader of the movement will change. When the student re-enters the class his/her task is to work out who is leading the movements that the whole group is doing. The task of the students in the circle is to work so closely together that it is difficult to work out who is leading. Highlight the value of working together, being observant and watching other people carefully.

2. Developing and exploring the key themes

   Duration 20 minutes

   This activity explores, using drama activities, the positive behaviours of inner strength. Key questions include:
   - What is strength?
   - What is inner strength?
   - How can I be strong when I think something isn’t right?
Statues: Physicalising key emotional states
All students create a frozen statue of the following actions and emotions. Teacher modelling initially will be useful. Call out the following one at a time and then say, ‘1, 2, 3, freeze’ to give students some time to think before making the statue.

- Watching other children play in the playground
- Noticing that a fight has started in the playground
- Feeling sad
- Feeling hurt
- Helping
- Feeling happy

Encourage the students to resume their own statue of ‘helping’. Ask them to think about the situation and about whom they may be helping.

Sculptures: Exploring strength and inner strength
In pairs, one student is a ‘sculptor’ and the other ‘the clay’. The sculptor’s job is to carefully shape the clay into a sculpture of ‘a student being strong’. The student pretending to be the clay is limp and accepts all the offers from the sculptor as they are shaped.

Encourage the class to think about facial expressions and body language.

Look at all statues, point out details to class. Are they all of people being strong on the outside? Invite students to think about strength; is there another way of being strong? What does it look like and feel like when we are strong on the inside? What might we be doing?

Teacher Notes
Some suggestions for being strong on the inside: when they are helping a friend, when they ignore people trying to get them to do the wrong thing, when they help at home without being asked, when they take their time with a difficult problem, when they keep trying with something they find hard, when they help someone who is hurt, when they help someone who is bullying. Support students to build on these ideas, coming up with their own suggestions.
Remind students to respect the ideas of others.

Students now change roles, so that if they were the sculptor they are now the clay, and the student who was the clay is now the sculptor.

Ask the class to think carefully about when they have been strong on the inside and for the new sculptor to shape the clay into a student being strong on the inside. Students craft the sculpture. Ask all the students who did the sculpting to sit down, direct the class to carefully examine the sculptures. What do we notice, what is happening? Ask the child who is the sculptor to provide more details for their sculpture as you view each one.

Celebrate the ‘inner strengths’ on display. Talk about the value of being strong on the inside and how it can be particularly helpful if we see things we don’t like happening.
3. **Reflective Practice: The Active Bystanders**  
   **Duration: 20 mins**

This activity involves students reflecting on the drama activity and working towards a class understanding of how to be active bystanders. Key questions include:

- Why should I be an active bystander?
- How can I be an active bystander?

**Definition of bullying and bystander**

The teacher reads out the definition of bullying and bystander. Outline the definition to provide a background to talking about bystander behaviour, and then move on quickly.

**Teacher Notes**

The aim is to outline the definition to provide a background to talking about bystander behaviour, and then move on quickly. Avoid lengthy discussion at this point about bullying itself. If students begin personal anecdotes or disclosure, suggest you will ask them about that at a later time, but right now the focus is on their activity. Remind students that as we explore these issues we may disagree and that at times it is important to disagree, so we think about ideas that are different from our own.

**Role on the wall**

Display the A3 Profile blank for the class. Ask the class, ‘What words describe a person who is strong on the inside and will stand up if they see bullying happening?’ Students can use words generated from the Sculptures activity: kind, careful, looks after others, is observant, and doesn’t follow the leader. These words are written inside of the outline.

Ask the class what someone who is strong on the inside might actually look like? Words from the students are added around the outside of the figure. Brainstorm with the class descriptions to arrive at the understanding that the person can look like anyone, e.g. red, black, blonde hair; big, small, tall, short, etc. Write ‘Active bystanders can be anyone’ on the bottom of the page.

Hand out the Profile: Active Bystanders and compare it to the one the children have come up with. Point out the similarities and where it has some of the same words and ideas from the class. Consider if you can add any extra words to the profile that the class suggested.

Spend some time then reading and examining the suggestions on the Why? side of the profile, then the How? side of the profile. Encourage discussion about how these will work in real life.

Lead the class attention back to the National Day of Action poster, and point out that the theme ‘Take a Stand Together’ is about the important role of active bystanders. Conclude the lesson by saying that anyone can be an active bystander and being an active, but safe, bystander is important to help people when bullying happens.

**Teacher Notes**

Throughout discussion, encourage students to actively listen to each other and advise that there may be no single correct answer and this is normal and okay. You may like to include in the recap at the end of the lesson that in our school we want active bystanders who feel strong and can help in situations where someone is bullying another person. Remind students that they must always feel safe before helping in a bullying situation.
Post lesson activity for NDA: Capture the class ‘Taking a Stand Together’

The purpose of the post lesson activity is to demonstrate to the wider school community what the class has learned in the Active Bystanders lesson. This can be on an assembly or other public presentation or through taking a photo to share with others.

On the National Day of Action, remind students about the slogan ‘Take a Stand Together’. The class then works together to create a whole class ‘freeze frame’ that captures this theme. Ask students to think back to the Change the Motion game when they all worked together. Can the class think of a movement that they can all do together to show they are all Taking a stand together, what could they all be doing at the same time?

To highlight the theme, the students could display any resources they produced. You may like to incorporate the Stand Together blank poster with key words into the freeze frame.

Students brainstorm and then freeze the moment. Teacher coaching can include:

- Make the movement or physical pose big so everyone can see it
- Put some levels in so we can see everyone, some students may stand, and others may be on the ground.
- Use facial expressions to suggest group solidarity and standing together.

Capture the moment by taking a class photo.

Send your freeze frame photo to Bullying. No Way!

Bullying. No Way! has created a gallery of photographs to celebrate the variety of images created by schools around Australia. They can be lodged using an upload facility on the National Day of Action section of the website. If teachers wish to send a photo to Bullying. No Way!, it is essential to ensure that the school policy for the release of media images has been followed, and that the specific Bullying. No Way! Consent form is signed by each student and adult in the photo. More details are provided on the website.

We look forward to seeing the work of your students!