Stand Together

Lesson Plan for Senior Secondary

**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, bullying, freeze frame, conflict, quizzical, unease, kind, strength, mutual, tension, witness, active, uncomfortable, stalking, privacy, publicity, risk, snooping, hacking, eavesdropping, blocking, access, harass, violated, protect, empathy, sympathy

**Pre lesson preparation**
- Read the Active Bystanders Activity Overview
- Download and prepare Senior Secondary resources
  - Definition of bullying and bystanders (prepare one copy for display)
  - Profile: Active Bystanders (print on A4 copy back-to-back for each student)
- Download ‘Take a Stand Together’ materials 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. Activities can be changed to suit the class needs. Teachers can adapt the lesson and activities to suit the student age, stage of a particular class and the curriculum focus in their school. The resources are 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 need to be alert to students beginning to reveal personal stories or to tensions emerging with the lesson, and to 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 the 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 campaign and 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’.

Statues: Physicalising key emotional states
Students stand in a circle. All students create a frozen statue of the following actions:
  - watching, stalking, creeping, gazing, eavesdropping, gossiping, snooping, spying, blocking,
  - hacking, threatening, harassing, putting someone down

Check that students know the meaning of words, e.g. creeping, harassing. Point out features in students’ statues, e.g. This is what ‘threatening’ looks like.

Sculptures: Exploring the potential role of bystanders online
In pairs, one student is a ‘sculptor’ and the other the ‘clay’. The sculptor’s job is to carefully shape the clay into a frozen dramatic images or picture. The student pretending to be the clay is inert and accepts all the ‘sculpting’ from the sculptor as they are moved into shape. Encourage the class to think carefully about facial expressions and body language.

First sculpture scenario: The clay is shaped into a popular student who is reacting to seeing a Facebook status update on their phone from a close friend which says; ‘All my friends are losers.’ The student suspects their friend’s account has been hacked. (Teacher may select an alternative example for the status update appropriate to the school cohort and circumstances.) The teacher comments on individual statues, particularly noticing body language and facial expressions. Then students change roles so that each gets a turn of being the ‘clay’ and the ‘sculptor’.

Second sculpture scenario: The clay is shaped into a shy, quiet student who is on Facebook and sees in their feed a very unflattering photo of a member of their English class, not a close friend, with the description, ‘Like if you think they are ugly.’ The teacher comments on individual statues, particularly noticing body language and facial expressions. Then students change roles so that each gets a turn of being the ‘clay’ and the ‘sculptor’.

The teacher selects one sculpture and asks the rest of the class to sit and carefully examine the details. Point out that the sculpture is of a bystander to what appears to be cyberbullying. Lead a class discussion about what might happen next.

Teacher notes
Point out that these scenarios are complex, different for every student and school and that there are many endings to the above scenarios.
The issues in bullying require deep analysis and questioning; to serve this purpose, the class will work with a philosophical perspective; listening carefully to others and respecting others and their ideas.
Carefully remind the class to not move into disclosure of personal anecdotes but rather encourage and elicit their questions and concerns.

**Definitions of bullying and bystander**
Read out the definition of bullying and bystanders.

**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.

### 2. Developing and exploring the key themes
**Duration: 20 minutes**

This activity explores, using drama, the background, feeling, thinking stages and ages of bystanders to bullying. Key questions include:
- What is an active bystander?
- Why be an active bystander?
- How can I be a safe and active bystander?

**Tap and talk: To investigate the thoughts and feelings of the online bystander**
Students return to the sculptures from the Sculpture activity and re-create the frozen sculpture that they were placed into when it was their turn to be the ‘clay’. Remind the class that when they recreated these statues they were bystanders in the scenario they were given.

Thus, all students will be bystander sculptures. Explain to students to remain frozen, but if they are tapped on the shoulder by the teacher, they are to say out aloud ‘in role’ what they are thinking in their heads; a response to the dramatic situation. For example, they might say, ‘What the...?’ ‘How did this happen?’, ‘Poor Anna.’

Walk around the room and select students to tap. Aim to elicit emotions, suggestion, plans for actions, fears and concerns. Depending on the nature of comments and your assessment of the emotional state of the students, continue until all have had a chance to speak out aloud. Provide some suggestions of things to respond to, e.g. Should the student start to think of a solution to the problem?, Might they be scared it will happen to them?

Class return to a circle, the teacher summarises the general thoughts of the characters witnessing the incident of cyberbullying. Summarise responses to the situation.

**Teacher notes**
Not all students will be willing to be an active bystander at this stage; we need to respect that this remains a personal decision in every situation. Point out every situation is different, other students respect a student who stands up to bullying, and that it really helps the student being bullied when another student supports them.
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Hot seat
A student ‘in role’ is interviewed by others (the class) who are out of role. The interview is to establish the background, motivations and future actions of the character.

The teacher selects two students or asks for volunteers who will be Bystander 1 & Bystander 2. Both students will be ‘hot seated’ about the context and background to the bullying behaviour represented in the Sculptures. Suggest it might be good if the person being the bystander for the hot seat has some suggestions for tackling cyberbullying.

Hot seat Bystander 1: First scenario on Facebook – account hacking
Student playing a bystander in scenario one is seated at the top of the circle. Teacher guides the students to consider questions that will help discover the way the bystander is feeling and questions to support the student being bullied. Questions may include:

- What are you feeling for your friend?
- What’s the first thing you would do?
- How many times has this happened?
- Do you think you should contact your friend?
- How do you think this hacking occurred?
- Have you seen malicious hacking before?
- Why do people do this type of thing?
- What strategies can you use to stop it?

The teacher may give some other students a chance at the hot seat role depending on how the improvisation goes.

Hot seat Bystander 2: Second scenario on Facebook - trolling
Student playing a bystander in scenario two is seated at the top of the circle. Teacher guides the students to consider questions that will help discover the way the bystander is feeling and questions to support the student being bullied, including:

- What are you feeling for the other student?
- What’s the first thing you would do?
- How many times has this happened?
- Do you think you should contact the other student?
- Have you seen this sort of trolling online before?
- Why do people do this type of thing?
- What strategies can you use to stop it?

Teacher Notes
Facilitate the questioning, encouraging the students to suggest ways to block and deal with cyberbullying. Support the students to build on the ideas of others and stretch the suggestions. At the close of the hot seat session, remind students that there may be no one right answer and that we need to work together to continue coming up with strategies to be able to continue to enjoy the benefits of the online world; as social media continues to evolve we must continue to be aware and proactive.
3. Reflective practice: The Active Bystanders

Duration: 20 minutes

This activity involves students interrogating the profile: The Active Bystanders and working towards a class understanding of how to be an active bystander. Key questions include:

- How is face to face bullying different from cyberbullying?
- When should I speak up in a bullying situation both online and in face to face situations?

Teacher hands out The Active Bystanders profile and leads a whole class discussion about the front of the profile Why? Spend some time exploring the information presented.

Teacher points out that in schools where students are active bystanders bullying is not supported. A united front by teachers and students can reduce the number of bullying incidents and students respect a bystander who speaks out.

Invite students to then consider the reverse side of the profile, looking at How? Discuss the implications of the findings and invite students comment. Do they have any questions or concerns?

Encourage students to ask questions about possible ways for bystanders to act and that there may be more than one answer for questions.

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

Teacher Notes

Direct students to the Bullying. No Way! website, other relevant resources and Help lines. It will also be important to end with a reminder that the lesson uses an approach that acknowledges the complexity of bullying and encourages a questioning and philosophical attitude to the inherent issues.
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 could 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 of the ‘Take a Stand Together’ theme, which promotes that when students support each other to be active bystanders, helping to reduce bullying.

The class then work together to create a single whole class ‘freeze frame’ that captures the theme ‘Take a Stand Together’.

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.

Ask the class to think of a freeze frame 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? Teacher coaching can include:

• Make the movement or pose big so it is obvious.
• 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 schools across Australia ‘Taking a Stand Together’ against bullying and violence. Photos 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.