Stand Together
Lesson Plan for Upper Primary

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, freeze frame, conflict, kind, strength, tension, witness, active, uncomfortable

Pre lesson preparation
- Read the Active Bystanders Activity Overview
- Download and prepare Upper Primary resources
  o Definition of bullying and bystanders (prepare one copy for display)
  o Script and role cards: The Accidental Bystanders (one copy per group of six students; cut up role cards)
  o Profile: Active Bystanders (print one copy A4 back-to-back for each student)
- Download ‘Take a Stand Together’ materials to use from the For Schools section of the National Day of Action webpages
  o National Day of Action Poster (print one copy and display)
  o Stand Together blank poster
  o 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 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 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 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: 15 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’.

Teacher Notes
In your introduction, you may explain that there are some rules for how we work together in a drama lesson. Tell students, for example:
1. We are not sitting behind desks, we’ll be moving around, but if I say ‘Freeze’, we all stop whatever we are doing and freeze. We can breathe, blink and look around, but not move around.
2. As we will be working in groups and pairs, it is very important to look after each other and behave respectfully. Listen carefully to what your group or partner is saying.

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

Statues: Physicalising key emotional states (2 minute)
As the teacher calls out the following emotions, moving fairly rapidly from one to the next, students create a statue of each:
   - happy, brave, angry, confident, lonely, unhappy, strong, uncomfortable, kind, protective

The teacher comments on individual statues, drawing attention to body language and facial expressions.

Head to toe: Preparation for pair work (1 minute)
Students now form pairs. Explain they will be working together but without speaking to connect the body parts that the teacher calls out, e.g. if the teacher called out elbow to elbow, the students connect/link their elbows. Other examples are finger to foot, toe to knee, back to back.

Freeze frames: Embodying key stages in interaction (2 minutes)
Students work in the same pairs. Teacher explains they will be working together to create a series of pictures or freeze frames (a still physical image). The teacher calls out the following, keeping the activity moving quickly whereby students move from one image to another without much conversation:
   - two students playing together
   - two students disagreeing about how to play together
   - two students disagreeing but where one of them feels overwhelmed or powerless
• two students sorting out a disagreement

2. Developing and exploring the key themes

Duration: 15-20 minutes

This activity explores, using drama, some of the stages that can be involved for a student who sees bullying happening. Key questions include:

• When is it okay to stand up to someone bullying?
• What is an active bystander?

Definition of bullying and bystander (2 minutes)

The teacher reads out the displayed 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. Remind students that as they explore the ideas in the lesson, they may disagree and that is useful so that they can think about ideas that are different from their own.

The Accidental Bystanders

Teacher explains this activity involves a script about the feelings and decisions of students who find themselves in the role of The Accidental Bystanders. After rehearsal, each group will be presenting to the class using a series of freeze frames.

Students in groups of six are given The Accidental Bystanders script and role cards, and sort themselves into the roles. The role cards are:

1. Bystander 1
2. Bystander 2
3. Bystanders 3, 4
4. A student who is doing the bullying
5. A student who is the target of the bullying

Teacher reminds students:

• To devise a clear setting or context which will inform their role playing; they need to think about where, when, why, what and how is this happening
• To think of a variety of contexts and situations where bullying might happen
• To create realistic roles with recognisable body postures and facial expressions.

The group then create five freeze frames to demonstrate each stage in the script. The only spoken line in the presentation is the statement from Bystander 1.

Students present their series of freeze frame stories to class. Teacher announces the number of each freeze frame to give the performers a cue to move to the next freeze frame and allow time for the audience to suggest the details of each presentation. Teacher can ask the presenting students if the audience accurately identified what was happening.
Whole class discussion
At the conclusion of all the presentations, the teacher leads a whole class discussion, with focused questions which can include:

- What was the turning point for Bystander 1, when did he/she become active?
- What might Bystander 1 have worried about in deciding to say something?
- How did each of Bystanders 2, 3, etc feel when Bystander 1 spoke up?
- How did the presence of more than one Bystander help Bystander 1 to speak up?
- What effect did the response from Bystander 1 have on the person being bullied?
- What effect did the response from Bystander 1 have for the person doing the bullying?
- Did Bystander 1 act safely?
- Were the bystanders safe?

Teacher may summarise the discussion and make concluding comments or move directly into the final activity of the lesson.

Teacher Notes
Remind students at this stage that bullying is complex, different for every group and school and that there are many endings to the above scenario. However, again be alert to the need to discourage personal disclosure in this forum. 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 the class activity.

3. Reflective Practice: The Active Bystanders
Duration: 15-20 minutes

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

- Why should I be an active bystander?
- How can I be an active bystander?
- Why is it important to ‘Take a Stand Together’?

Teacher hands out The Active Bystanders profile and leads a whole class discussion looking at the front of the profile noting that anyone can be an active bystander and the benefits for everyone listed under Why? Spend some time exploring the information presented.

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

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.

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 anyone can be an active bystander and being an active, but safe, bystander is important to help people when bullying happens.

Teacher Notes
Teacher can direct students to Bullying. No Way! website address on Active Bystanders profile, other relevant resources and Kids Help Line. End with a reminder that bullying is complex and this approach advocates for a questioning and philosophical attitude to the inherent issues.
**Active bystanders Lesson Plan for Upper**

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**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’. Use resources produced by the students.

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! is creating 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.