

Scenarios to be bold

Teaching and learning activity for students in Year 7 to 12

OVERVIEW

This is a teaching and learning activity for Year 7 to 12 to be delivered as part of the 2025 Bullying No Way: National week of action.

LEARNING INTENTION

We are learning to understand the role of the bystander in promoting respectful interactions and challenging disrespect so we can build positive relationships and create a safe and inclusive environment.

RESOURCES

- A3 or butcher's paper (1 scenario per small group – see Attachment A)
- Marker pens
- Timer

LEARNING SEQUENCE (30 – 40 MINS)

1. Introduction (2 mins)
2. Facilitate class discussion (10 mins)
3. Class activity (10-15 mins)
4. Review (5 mins)

CURRICULUM LINKS

Australian Curriculum (Version 8.4)

Years 7 and 8 Health and Physical Education Content

Descriptions

Interacting with others:

- Practise and apply strategies to seek help for themselves or others (ACPPS072)
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)

Years 9 and 10 Health and Physical Education Content

Descriptions

Interacting with others:

- Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)

Australian Curriculum Links (Version 9.0)

Years 7 and 8 Health and Physical Education Content

Descriptions

Interacting with others:

- Examine the roles of respect, empathy, power and coercion in developing respectful relationships (AC9HP8P04)
- Analyse factors that influence emotional responses and devise strategies to self-manage emotions (AC9HP8P06)

Years 9 and 10 Health and Physical Education Content

Descriptions

Interacting with others:

- Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships (AC9HP10P04)
- Evaluate emotional responses in different situations to refine strategies for managing emotions (AC9HP10P06)

IMPORTANT NOTE

This teaching and learning activity provides an opportunity for students to build social awareness and develop agency to take positive action when they witness bullying or unkind behaviour.

Underlying this activity is the concept of bystander behaviour. In the 7-12 years, students can understand the importance of peer support and how it can influence bullying dynamics.

Empowering students to act when it is safe to do so—by being bold, being kind and speaking up for each other—can serve as a powerful protective factor against bullying.

Bullying is a complex and multifaceted issue that varies across schools, year levels, and individual situations. Therefore, the appropriate way to respond will differ for each context and every student. Teachers play a critical role in scaffolding student responses to ensure they are appropriate, effective and sensitive to the nuances of bullying prevention.

When planning and delivering this activity, it is essential to sequence and interrelate the content thoughtfully, ensuring it aligns with broader efforts to establish a safe and supportive school environment.

Teachers should consider the following guidelines to maximise the effectiveness of the activity and safeguard student wellbeing:

- **Clarify the context of the discussion:** Begin by informing students that this activity is a general discussion about responding to bullying. Emphasise that students can raise personal concerns with you privately after class.
- **Assess the timing:** Ensure there are no obvious or immediate bullying issues within the class or school. If such issues exist, delay the discussion until these concerns are addressed appropriately.
- **Establish a respectful environment:** Reinforce classroom rules for respectful listening and contributing ideas. Remind students that bullying is a sensitive topic and requires thoughtful and respectful engagement.
- **Avoid role-playing:** Refrain from using role-play activities related to bullying, as these can inadvertently raise issues or cause distress for some students.
- **Use protective interrupting:** Be prepared to intervene if a student begins to disclose inappropriate personal information about themselves or others. Acknowledge their feelings but stop them from sharing further details. Follow your school's policies and procedures for managing disclosures.
- **Provide support for distressed students:** Be vigilant for signs of distress among students during the discussion. Refer any students who become upset to the guidance officer or other appropriate staff member, and notify their parents or carers as needed.

By carefully sequencing the content, interrelating it with broader bullying prevention strategies, and fostering a supportive classroom environment, teachers can help students develop the skills and confidence to respond to bullying in safe and constructive ways.

BYSTANDER BEHAVIOUR

Bystander behaviour plays an important role in influencing whether bullying behaviour continues or not. Peers who support each other are better protected from bullying behaviour. When students support each other and feel safe at school this also plays a role in their decisions to act as bystanders (Tapper & Boulton, 2005).

MORE INFORMATION AND RESOURCES

[Bullying No Way](#) – Supporting school communities with evidence-informed resources and activities for a proactive approach to bullying education and prevention.

[eSafety](#) – Independent regulator for online safety resources on how to be an upstander.

[Be You](#) – Supporting educators to develop a positive, inclusive and resilient learning community.

[Australian Student Wellbeing Framework](#) – Supports Australian schools to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.



Learning Activity

INTRODUCTION (2 MINS)

- Read the statement to the class – 'This week is Bullying No Way Week and the theme is *Be Bold. Be Kind. Speak Up.* If you see or hear someone doing or saying the wrong thing to someone else, you can help stop that behaviour. When we say something to help someone else that can help stop others from doing the wrong thing.'

CLASS DISCUSSION (10 MINS)

- Read the statement to the class: 'Bystanders have an important role to play in preventing or responding to bullying. A bystander is present but they don't take part in bullying behaviour. An active bystander is someone who sees or hears about the behaviour and choose to act to stop a situation from getting worse. Young people who are defended by peers have better outcomes than those who are not defended. Those who are defended have higher self-esteem. Defending others matters and it can set the norms or tone of a positive school culture that demonstrates that bullying is not acceptable.'
- Discuss the following questions with the class:
 - What does being a bystander mean to you?
 - Have you ever been a bystander?
 - Why is it important to have good friends?
 - What is it 'to be bold'? It is more than just 'speaking up'?
 - What are the disadvantages of speaking up for someone if you think they need help or they ask you for help?
 - If it was safe to do so, would you speak up in a bullying situation?
 - How could you help someone if they were being bullied online?
- Remind students: We should be kind and respectful to everyone. If you see or hear someone doing or saying the wrong thing to someone else, you can help stop that behaviour. When we are bold, kind and speak up for someone, that can help stop others from doing the wrong thing.

ACTIVITY (15 MINS) & REVIEW (5 MINS)

1. Before the session print or write one scenario per sheet of butcher's paper and place around the classroom (or display scenarios on screen and students work in small groups).
2. Divide students into four groups and assign a scenario to each group.
3. Direct the students' attention to the four scenarios around the room. Ask one student from each group to read the scenario on each sheet.
4. Have students use the markers and butcher's paper to write all responses they can think of as individuals and as a group for the scenario.
5. After 3 minutes have the groups rotate to the next scenario, review and add any additional thoughts. Repeat until groups are back at the scenario they started at.
6. Review what has been added to each scenario and highlight or circle representative comments that stand out for them.
7. Select a spokesperson to give a one-minute summary to the class on the scenario responses.
8. Each group commits to an action they can do as individuals to be an active bystander.

DIFFERENTIATION

- If students are unable to participate, provide them with a task to support the group activity, such as timing the rotations or filming the activity for sharing on school social media.
- The teacher can make up extra scenarios to prompt discussion, rather than asking for students to share personal stories.

ATTACHMENT A:

Teaching and learning activity - Scenarios to be bold

For students in Year 7 to 12

Scenario 1:

Students are playing a team game at lunchtime and another student asks if they can join in. The team doesn't want to let them join and calls the student derogatory names. What could a bystander say or do to support this student?

Scenario 2:

Students tease another student who spends a lot of time alone at break times about not having any friends. The student looks visibly upset by the teasing. What could a bystander say or do to support this student?

Scenario 3:

An online discussion about a group project leads to students accusing one group member of not doing their fair share of work. Negative comments towards this student are made. What could a bystander say or do to support this student?

Scenario 4:

A group of students constantly criticise another student about their clothes, their hair, their look and how they don't do very well at school. What could a bystander say or do to support this student?