

# Anti-bullying

## Bystander to Upstander

Activity booklet for teachers and students.

### Introduction

One in four Australian students (27%) report being bullied at least once every few weeks (Cross et al., 2009).

It is important that schools focus on building a solid whole-school culture that actively discourages bullying behaviour; develops proactive, preventative strategies; and establishes effective responsive strategies to address bullying if it does happen.

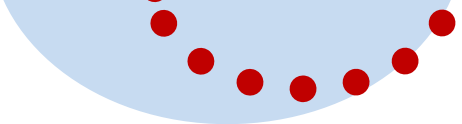
The reactions of those witnessing bullying behaviour (bystanders) can influence whether the behaviour continues and can also have long-term effects on the wellbeing of the person being bullied. Someone making an effort to help can have a positive impact on the person being bullied.

Most bystanders say that they would assist a person being bullied if they knew what they could do to make a difference. Bullying behaviour is significantly reduced in schools where the culture actively promotes positive relationships and recognises the important role of the bystander (Salmivalli, 2014).

Four distinct bystander roles have been identified:

- reinforcer (laughing, cheering, encouraging)
- assistant (actively helping such as by blocking exits)
- outsider (silent observation that could be interpreted as approval)
- defender (active support for the person being bullied, also called an upstander).

Schools can support bystanders to become upstanders by explicitly teaching and practicing effective responses.



# About this resource

This anti-bullying resource contains a series of lessons which are designed to be co-presented by teachers and students to small groups of students in Years 5-8. The activities will generate ideas and discussion about effective ways to address bullying behaviour in schools.

## Why students should co-present with teachers

Student-led learning can have a positive impact on school culture and can enrich peer discussion on issues such as bullying. Student-led learning:

- encourages the exchange of ideas between students
- provides engaging, relevant learning experiences
- helps students learn and practice decision making skills.

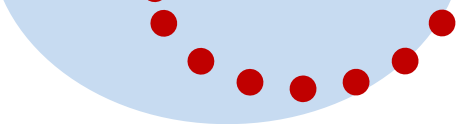
## Issues to consider in implementation

Planning is critical to the success of this program. When planning this initiative, it may be helpful to:

- consult with the principal and/or executive staff
- plan training for teachers and students who will co-deliver the program
- review activities and clarify issues such as size and composition of groups, where and when the activities will be conducted, and teacher support and supervision
- prepare relevant materials such as handouts, worksheets and posters and ensure there are adequate resources for each activity.

Each group should have between six and eight students. Teachers should consider group dynamics and the ways in which students within groups are likely to be most productive. Students who co-deliver the program should understand the intended outcomes and content of the activities, as well as their responsibilities. Modelling and practicing group facilitation will help achieve successful outcomes.

Teachers should lead role playing activities, including choosing appropriate students for role play scenarios and debrief with the group after the role plays.



## Debriefing

Debriefing is an essential part of any activity involving role play.

After the role play the teacher should lead a discussion about what happened and how the students felt.

Answering debriefing questions reinforces the lessons learned from the activity and also helps to process any emotional responses prompted by the experience.

The teacher asks each group member involved in the role play questions, such as:

- What happened during the role play?
- What did you enjoy about it?
- What parts did you find difficult?
- Were there any surprises?
- What did you think/feel when...?
- Did it remind you of any real situations you have been in?
- What would you do differently now?
- Tell us three things that are different between you and the role you played?

Teachers co-presenting the lessons with students should also debrief with these students after the lesson.

They should talk about what worked well, how the students felt, what they might have done differently and whether they felt they needed more guidance or support.

# Activity 1: Working in groups

## What you need:

- Handout Working in groups
- Worksheet Working in groups
- Paper, pen or pencils.

## Outcomes

Students will:

- establish clear group expectations
- recognise the need for respectful relationships.

## Suggested activity

- Whole-group discussion about what guidelines are needed to ensure the group works effectively. Students work in pairs to come up with some suggestions for group expectations using worksheet Working in groups.
- Share with whole-group and establish clear behavioural expectations for group work. Show handout - Working in groups (this can be altered if there are different agreements).

## Teaching notes

Successful group work depends on clear expectations. These may include being fair, listening to each other and contributing to discussions. It is important that students can trust that other students won't share the discussions beyond the group without permission.

## Download and print

### [Activity 1: Working in groups](#)



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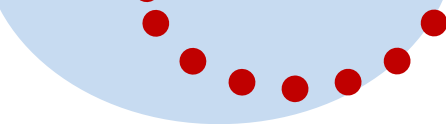
Anti-bullying: Activity 1  
Working in groups

Group guidelines

1. Listen to each other's ideas.
2. Stay on task.
3. Be respectful of different opinions.
4. Keep sensitive information relating to the group, within the group (such as people's names, personal information and/or circumstances).
5. If you feel uncomfortable participating in any of the activities, tell the presenter.
6. Avoid using individual names in examples when discussing bullying.
7. If you feel distressed by any of the activities or discussions, tell the presenter (and a parent, teacher or trusted adult).

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anti-bullying.nsw.gov.au



## Activity 2: What is bullying?

### What you need:

- Handout What is bullying?
- Worksheet What is bullying?
- Paper, pen or pencils.

### Outcomes

Students will:

- discuss and define the term of bullying
- identify the nature of bullying behaviour.

### Suggested activity

- Write the word bullying on the board.
- Ask students what they think of when they hear the word bullying, and how it makes them feel. Record their responses on the blank worksheet - What is bullying?
- Create a shared definition of bullying on the board.
- Distribute the handout – What is bullying? and compare definitions with the worksheet.
- Discuss the nature of the bullying in each scenario. Is it verbal, physical or social? Is it open (overt) or hidden (covert)?

### Teaching notes

Responses may describe a range of bullying behaviours, such as, hitting, teasing, spitting, excluding, spreading rumours.

Emotional responses to bullying could include feeling hurt, angry, frightened, ashamed, isolated or scared.

A person who engages in bullying behaviour looks just like anyone else. People who bully can be big or small, boys or girls, have many or few friends and can come from any kind of family.

A single argument or fight between equals is not bullying, but it still needs to be resolved.

**Verbal bullying** refers to hurtful words, such as, saying mean, offensive or humiliating things, or spreading rumours and lies.

**Physical bullying** refers to actions that physically hurt others, such as, hitting or kicking.

**Social bullying** refers to behaviours that hurt in other ways, such as, humiliating, excluding or threatening. Bullying can be easy to see (overt) or hidden from those not directly involved (covert).

Bullying can occur online (also known as **cyberbullying**). This bullying uses technology such as the internet or mobile devices to bully someone. It can include:

- abusive texts and emails
- posting unkind messages
- or images
- imitating others online
- inappropriate image tagging.

Visit [Understanding Bullying](#) and [Bullying. No Way!](#) to learn more about types of bullying.

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### [Activity 2: What is bullying?](#)



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### Anti-bullying: Activity 2 bullying?

Activity 2: What is bullying?

**Three key features:**

1. It is **unfair**.
2. It is **ongoing and repeated**.
3. It involves **behaviours that can cause harm**.

It can be **social** (overt) or **hidden (covert)** using technology such as the internet to bully someone. Physical or fights are not defined as bullying. Bullying should be taken seriously and resolved.

**Bullying**

When these things are done repeatedly to the same person, it is:

- Giving someone a rude gesture
- Telling hurtful stories about someone
- Forwarding unflattering messages about someone online
- Teasing someone about their appearance
- Kicking, shoving or hitting someone
- Sending nasty text or email messages about someone
- Spreading rumours about someone
- Posting images of someone without consent on social media such as Snapchat
- Taking someone's belongings

**What is bullying?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bully**

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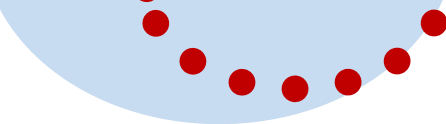
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## Activity 3: Is this bullying?

### What you need:

- Worksheet Is this bullying?
- Paper, pen or pencils.

### Outcomes

Students will:

- consolidate their understanding of the term bullying
- identify examples of bullying behaviours.

### Suggested activity

- Remind students of the definition of bullying. Show handout - What is bullying? (Activity 2).
- Distribute worksheet - Is this bullying?
- In pairs, students decide if the scenario involves bullying. Ask students to place a tick in the appropriate column to indicate:
  - Yes - is bullying
  - No - is not bullying
  - Maybe - could be bullying.
- Discuss scenarios as a group. Identify what makes some behaviours bullying.
- Emphasise that bullying is not acceptable. Bullying can hurt people in many ways. If people are being bullied there are positive actions they can take to make it stop.

### Teaching notes

Students should identify scenarios where the behaviour is:

- ongoing or repeated
- meant to hurt, upset or cause harm
- a misuse of power.

Some of these scenarios may or may not be bullying depending on the context. It is hard to tell without knowing the whole story.

Encourage students to explain why they think a scenario is, or is not, bullying.

A safe environment must be created and maintained to encourage students to speak freely, feel supported and avoid discussions that may cause distress.

This activity provides an opportunity to empower student voice. However, at times it may be necessary to ensure that student responses are appropriate.

## Protective interrupting

It is possible a student will begin to disclose personal information, or a teacher might sense that a student is about to make such a disclosure. Protective interrupting aims to protect students from the consequences of revealing inappropriate personal information in front of other students.

In such a situation, the teacher should acknowledge they have heard the student by using words like 'That sounds important', but stop them divulging any further details. The teacher should suggest the student talks privately with them after the formal discussion or, if possible, ask the student if they would like to leave the classroom then to continue the conversation.

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### [Activity 3: Is this bullying?](#)



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### Anti-bullying: Activity 3 Is this bullying?

Do you think this is bullying?

| Scenario                                                                                                                                                                            | Yes | No | Maybe |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-------|
| Prabha sends an abusive text to Jaye.                                                                                                                                               |     |    |       |
| Jessica thinks that Allison is laughing at her in every lesson.                                                                                                                     |     |    |       |
| A group of students calls Nathan 'fat boy' whenever he passes them.                                                                                                                 |     |    |       |
| Paula always sits at the same desk in Science. If anyone else tries to sit there she throws their gear on the floor.                                                                |     |    |       |
| Tran thinks that Robert is his mate. Yesterday Robert went to the shops after school but didn't ask Tran to come. Tran is really upset because they usually do everything together. |     |    |       |
| Julie always demands money from younger students at the canteen.                                                                                                                    |     |    |       |
| Adam says everything is "gay" whenever Chris walks past him.                                                                                                                        |     |    |       |
| After his team has been beaten, Ari puts glue on the lockers of the opposing team.                                                                                                  |     |    |       |
| Whenever Blake sees Danielle he calls her names.                                                                                                                                    |     |    |       |
| Liam tries to trip Ashley every time she goes past his desk.                                                                                                                        |     |    |       |
| Craig doesn't like sport. In PE some students laugh at him when he drops the ball.                                                                                                  |     |    |       |
| Sita makes Lucy carry her bag to and from school. Lucy is sick of it.                                                                                                               |     |    |       |
| Fiona has some difficulty with her speech. Lately a group of girls have been making fun of the way she talks.                                                                       |     |    |       |
| Sandra tells Rania to go back to where she came from saying she doesn't 'belong' in Australia.                                                                                      |     |    |       |

Anti-bullying - Bystander to upstander - Activity booklet

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# Activity 4: Effects of bullying?

## What you need:

- Handout Effects of bullying
- Worksheet Effects of bullying?
- Paper, pen or pencils.

## Outcomes

Students will:

- understand how bullying behaviour affects people
- work cooperatively with other students.

## Suggested activity

- Revise types of bullying (verbal, physical, social or online) and the visibility of the bullying behaviour – open (overt) or hidden (covert).
- Discuss empathy and common responses people might feel when they are upset. Ask for other examples from the group.
- Distribute worksheet - Effects of bullying.
- Students work in pairs to answer questions.
- Report back and discuss answers as a group.
- Distribute handout - Effects of bullying and discuss responses.

## Teaching notes

Emphasise that the effects of bullying on people can be serious and affect people for a long time. Visit [Bullying. No Way!](#) to learn more about the impact of bullying.

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### [Activity 4: Effects of bullying](#)



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**Anti-bullying: Activity 4**  
**Effects of bullying**

**Nathan's scenario response:**  
Discuss your answers together and how they vary.

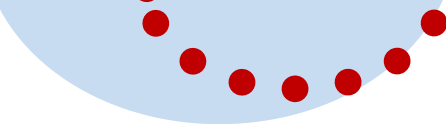
1. What type of bullying is this?  
verbal, physical or social
2. How do you think Nathan might feel when people  
upset, angry, frustrated, annoyed, self-conscious
3. List some of the effects that the bullying might have  
on Nathan at home and at school.  
not wanting to go to school, feeling depressed  
not being as talkative, avoiding contact with
4. If you were Nathan, how would you deal with the situation?  
tell parents, confide in a trusted adult at school  
be assertive and make sure the students call  
are having no impact, ignore the students,
5. As Nathan's friend, what are some things you could  
bullying? Who could Nathan talk to at school?  
talk to people at school e.g. principal, school  
trusted teacher, friend, ignore the bully, get  
care, say "no" or "stop it"

**Nathan's scenario**  
A group of students call Nathan 'fat boy' whenever he passes them.  
Think and talk about Nathan's situation and answer the following questions.

1. What type of bullying is this?  
\_\_\_\_\_
2. How do you think Nathan might feel when people call him 'fat boy'?  
\_\_\_\_\_
3. List some of the effects that the bullying might have on Nathan. Think about the effects  
on Nathan at home and at school.  
\_\_\_\_\_
4. If you were Nathan, how would you deal with the situation?  
\_\_\_\_\_
5. As Nathan's friend, what are some things you could suggest to him to help stop the  
bullying? Who could Nathan talk to at school?  
\_\_\_\_\_

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## Activity 5: Areas in the school

### What you need:

- Worksheet Where does bullying occur? School areas
- A3 copies of the school map
- Paper, pen or pencils.

### Outcomes

Students will:

- identify areas in the school where they may feel unsafe because of bullying
- list possible strategies to reduce incidents of bullying.

### Suggested activity

- Explain to students the activity outcomes.
- Form small groups and distribute maps of the school.
- Students identify where bullying has occurred by circling the areas on the map.
- Each group reports back and the results are collated on an A3 copy of the school map.
- Discuss the findings to reach an understanding about where in the school bullying may occur.
- Distribute worksheet – School areas.
- Allocate each group an area that has been identified on the A3 copy.  
Explain that for the identified area, students will record:
  - types of bullying behaviour, such as hitting, isolating, pushing
  - when it occurs. For example, recess/lunch times.
- List possible strategies for their identified areas to reduce the incidence of bullying.
- Groups report back findings.
- Discuss and form a consensus on which strategies are realistic.
- Present strategies to appropriate staff for inclusion in the school's anti-bullying procedures.

# Teaching notes

Remind students of handout - Group guidelines (Activity 1).

Emphasise that names of individual students should not be used when talking about incidents of bullying.

If more than one group is recording the same area, results should be shared before developing strategies.

Possible strategies include:

- revise out of bounds areas in the playground
- active supervision by teachers
- teaching students how to access teacher support
- organise structured playground activities.

## Download and print

[Activity 5: Where does bullying occur? School areas](#)



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**Anti-bullying: Activity 5**  
**School areas**

**Where does bullying occur?**  
Record details of bullying behaviours seen in different areas of the school.

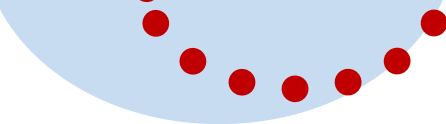
**Part A**

| Where does bullying occur?     | Types of bullying behaviour   | When it occurs     |
|--------------------------------|-------------------------------|--------------------|
| <b>Example:</b> school canteen | demanding money from students | times/around times |
| My group's area is:            |                               |                    |
|                                |                               |                    |
|                                |                               |                    |
|                                |                               |                    |
|                                |                               |                    |
|                                |                               |                    |

**Part B | Strategies**

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# Activity 6: Online fact and fiction

## What you need:

- Access to YouTube
- Worksheet Online fact and fiction
- Whiteboard or chart

## Outcomes

Students will:

- define and describe online bullying (or cyberbullying) behaviour
- assess the impacts of online bullying
- identify ways to manage and prevent online bullying behaviour.

## Suggested activity

View on YouTube:

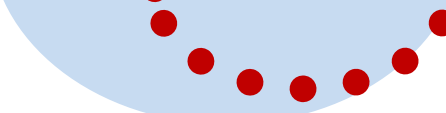
- Cyberslap (<https://www.youtube.com/watch?v=xTLBQBYX2MQ>)
- Photo Fail ([https://www.youtube.com/watch?v=6\\_FqFn27JJQ](https://www.youtube.com/watch?v=6_FqFn27JJQ)).

Whole-group discussion (refer to teaching notes):

- What does “you don’t need a black eye to be bullied” mean?
- What is online bullying? What are some examples?
- How is it different to other types of bullying? List key points.
- Why do students often not report online bullying? Prompt responses such as fear of having computer, device or phone confiscated, belief that the situation will not improve and may get worse, fear
- of retaliation, fear of being blamed, not knowing how to block messages, or fear of being ‘cut off’ from the online world.
- What would help to encourage reporting by students?

In pairs, students complete Worksheet – Online fact and fiction. Share responses with the whole group and discuss:

- Who are the bystanders in online bullying?
- What are some positive ways bystanders can intervene in online bullying situations?
- Some effective responses to online bullying are:

- 
- a Call the police if there has been a crime.
  - b Stay calm and think clearly.
  - c Don't respond when you're angry or upset.
  - d Tell someone: a parent or carer, relative, adult friend or teacher.
  - e Ask for advice.
  - f Keep records of calls and messages that are hurtful.
  - g Report it to the Office of the eSafety Commissioner  
[www.esafety.gov.au](http://www.esafety.gov.au).

## Teaching notes

All students should be aware of school procedures on the use of electronic devices in the school and how to be a responsible user of online technology.

The term “social media” refers to a variety of web-based platforms, applications and technologies that enable people to create public profiles and interact with one another online via text messages, emails and specific sites (called social networking sites). Examples include Facebook, YouTube and Twitter.

Online bullying (or cyberbullying) is using social media and technology to deliberately and repeatedly hurt, harass or humiliate someone.

Examples of online bullying include:

- abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- inappropriate comments on other people's photos
- threatening another person to do something such as sending revealing images.

Some differences from face to face bullying include:

- It extends beyond school.
- It doesn't stop and can occur anytime, day or night.
- Material can be shared within a very short timeframe and long after the first incident.
- It is more difficult to defend yourself or escape.
- It can make you feel isolated, friendless, miserable and insecure.

Student suggestions about how teachers could encourage reporting by students include actions such as having an anonymous 'worry box' in the classroom, holding regular class meetings, increasing awareness amongst students about how group dynamics operate, strengthening conflict resolution skills and developing anonymous, peer-led support structures for students to access when they feel uncomfortable (Cross et al., 2009).

Visit [Bullying. No Way!](#) to learn more about online bullying.

Visit the [Office of the eSafety Commissioner](#) for more information about online bullying, including reporting.

Answers: 1. d; 2. d; 3. c; 4. d; 5. a; 6. d; 7. e; 8. C

## Download and print

### [Activity 6: Online fact and fiction](#)



The worksheet is titled "Anti-bullying: Activity 6 Online fact and fiction" and is from the NSW Department of Education. It includes a "Q&A" section with eight questions about online bullying. To the left of the questions are two circular icons: one with a cloud and a downward arrow, and another with a backpack. At the bottom right is the NSW Government logo. The footer includes the text "Anti-bullying - Bystander to upstander - Activity booklet" and the website "antibullying.nsw.gov.au".

NSW Department of Education

Anti-bullying: Activity 6  
Online fact and fiction

Activity 6: Online fact and fiction

**Q&A**

Discuss the following questions and choose the option you think gives the best answer.

- Online bullying is:**
  - using online technology to deliberately and repeatedly harass, humiliate or hurt someone
  - using online technology to make someone feel insecure and miserable
  - using online technology to make someone feel isolated
  - all of the above
- The types of people who are bullied online are:**
  - trouble makers
  - popular and outgoing
  - shy and sensitive
  - anyone can be bullied online.
- Online bullying is considered to be:**
  - harmless fun – people need to be able to take a joke
  - not that serious – everyone gets bullied at school
  - very serious – it makes people feel unsafe at home as well as at school
  - fairly serious – but only because there is always evidence.
- Ways to prevent online bullying include:**
  - not replying to hurtful messages or posts
  - using the block, report and privacy settings on sites and applications where online bullying behaviour is occurring
  - collecting evidence of online bullying behaviour, such as nasty texts and reporting it to a trust adult, like a parent or teacher
  - all of the above

5. **Talking to a trusted adult about online bullying is:**

- a good idea
- not worth it because it will make the person who is doing the bullying angrier
- never a good idea, it can only make things worse
- a waste of time because they don't understand.

6. **In an online bullying situation, a positive bystander (UPSTANDER) is a person who:**

- does not ignore what they see happening to someone else
- asks the person who is being bullied if they are okay
- reports the behaviour to someone who can help, like a trusted adult
- all of the above.

7. **Who can online bully**

- a parent, teacher or your internet service media platform
- the Office of the eSafety Commissioner
- Police (some types are a criminal offence)
- all of the above.

8. **Who can you contact feeling completely safe**

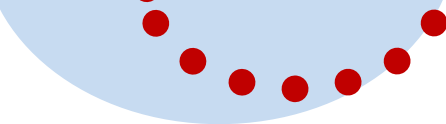
- a parent, teacher or Kids Helpline at 1800 553 344 or free call
- both a. and b. above

Q&A adapted from Government

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antibullying.nsw.gov.au

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# Activity 7: Bystanders

## What you need:

- Worksheet Bystander roles
- Handout Scenarios
- Whiteboard or flipchart

## Outcomes

Students will:

- identify ways to respond to bullying
- practice assertive responses.

## Suggested activity

Remind students about group guidelines handout (Activity 1).

Whole-group discussion:

- Have you ever witnessed someone being bullied or treated unkindly?
- Think of one of those times... what did it feel like to watch someone being treated badly?
- How did you respond? How do you feel now about your response?
- Would you do anything differently now?
- Volunteers share their responses.
- List responses in relevant section of board/chart divided into 4 boxes (as per bystander roles on handout). Prompt for further examples if needed.
- Display and discuss worksheet
- Bystander roles and examples of each role.
- Brainstorm and list actions that can be taken by the person being bullied, or the bystanders.
- Divide students into small groups and allocate each group one of the 4 bystander roles to portray.
- Groups choose (or allocate) a scenario from handout - Scenarios.
- Students prepare short role play scenarios.
- Present to the whole group.

- Debrief after role plays, for example “What was difficult about that activity?” Did you like playing that role?” See page 3, Debriefing.

## Teaching notes

Bullying involves an imbalance of power. Most bullying incidents have witnesses (bystanders).

Power is given (or not) to the bully by the response of the bystanders, not from their bullying behaviour.

“Telling” is trying to help someone.

“Dobbing” is trying

to get someone into trouble.

Possible actions include:

- Ignore and walk away.
- Refuse to join in.
- Report to adult.
- Invite the person being bullied to join you.
- Speak up for example “I don’t like what you are doing” (“I” messages).
- Distract the bully with a joke or question or suggest everyone shares a game/ activity.

Discuss personal safety and signs of escalating risk (angry voices, someone crying, invading personal space, threats, intimidation, pushing).

Emphasise that if they see someone being hurt physically, or there are signs the interaction might escalate into violence, they should not confront the bully. They should seek help immediately.

## Download and print

### Activity 7: Bystander roles



### Anti-bullying: Activity 7 Bystander roles

There are many reasons a bystander may choose to act or not act when witnessing someone being bullied. Most reactions fall into one of these four groups. Discuss some examples:

|                                                                                                |                                                                                                 |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Reinforcer</b><br>Behaviours include laughing, cheering, encouraging                        | <b>Assistant</b><br>Behaviours include actively helping, such as blocking exits                 |
| <b>Outsider</b><br>Behaviours include silent observation that could be interpreted as approval | <b>Defender or upstander*</b><br>Behaviours include active support for the person being bullied |

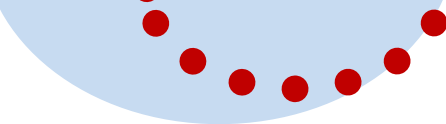
\* An UPSTANDER is someone who takes action or stands up when they witness someone being bullied or treated unfairly.

#### Scenarios

Always debrief after activities that involve sensitive topics to trigger strong emotions.

**Someone:**

- Tells you to do something you don't want to do.
- Makes fun of someone with a disability.
- Wants you to spread a rumour about someone else.
- Wants you to exclude someone else from a game.
- Tells you that you can't join in a game.
- Tells everyone not to let you play with them.
- Demands someone's lunch money.
- Demands your lunch money.
- Posts something mean or humiliating about you online.
- Threatens to fight a friend of yours after school.
- Calls someone nasty names because of their gender identity.
- Has spread a nasty rumour about someone online and makes everyone laugh.
- Repeatedly calls someone a very hurtful nickname at makes everyone laugh.
- Makes fun of someone's clothes or circumstances.
- Insults someone's parent for being of a different race.
- Posts embarrassing photos of someone online without their permission.
- Shares or forwards embarrassing photos of someone online without their permission.



## Activity 8: What can you do?

### What you need:

- Worksheet What can you do? Making Chris cry scenario
- Whiteboard / chart
- Pens, pencils or paper for making posters.

### Outcomes

Students will:

- identify individuals involved in bullying
- demonstrate an understanding of the important role bystanders play in bullying situations
- discuss effective intervention strategies.

### Suggested activity

- Form small groups.
- Distribute worksheet - What can you do?
- Students read the scenario and answer related questions.
- Report back and discuss answers as group.
- Discuss the following questions and record the students' responses:
  - Why do some people choose not to get involved?
  - Why do some people encourage bullying?
  - What is the difference between “dobbing” and asking a teacher for support?
  - Has anyone seen a bystander stop someone teasing another person? If so, what did they do or say?
  - What are some other things that a bystander could do to stop or reduce bullying?
- Identify which responses are most effective, that is, which ones are more likely to work.
- Make posters about effective strategies.
- Present them at assembly and display around the school.

## Teaching notes

Whenever someone feels that a situation is out of control or they are not able to handle it alone, they should ask for help.

If anyone sees someone else in a similar situation, they should also ask for help. Teachers are often the best people to ask.

“Dobbing” is not the same as asking for support or help. “Dobbing” is when a person tells a teacher about an incident for the sole purpose of getting someone else into trouble.

Bystanders should speak up if they can but if they are not able to speak up they should walk away and seek help. Never stand by and watch bullying occur.

Possible actions include:

- Ignore and walk away.
- Report to an adult.
- Refuse to join in.
- Invite the person being bullied to join you.
- Speak up using “I” messages, such as “I don’t like what you are doing”.
- Distract the bully with a joke or question or suggest everyone shares a game/ activity.

### Download and print

#### [Activity 8: Making Chris Cry. What can you do?](#)

**A positive bystander (UPSTANDER) is someone who offers support to the person being bullied.**



NSW Department of Education

**Anti-bullying: Activity 8**  
**What can you do?**

**Making Chris cry scenario**

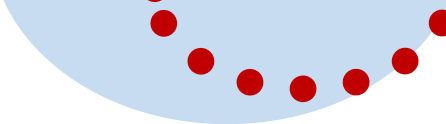
Sam is in the playground with some friends and says, "Watch this, I bet I can make Chris cry."

He sends a text to Chris. The group watches as Chris reads the message. He looks upset. The group laughs.

1. What type of bullying is this?
2. Who is doing the bullying?
3. What could the bystanders have done differently?
4. What would you do if you were one of the bystanders?
5. What would you do if you were Chris?

Anti-bullying - Bystander to upstander - Activity booklet

NSW GOVERNMENT



# Activity 9: What have you learnt about bullying?

## What you need:

- Handout Scenarios, cut into strips (same scenarios from Activity 7)
- Paper, pens, paints, collage materials.

## Outcomes

Students will:

- express their understandings about bullying in a medium of their choice.

## Suggested activity

- Review the previous activities in this series.
- Explain that each group member will choose a scenario from the hat/box/bag to consider in terms of building a story around the scenario they select. Who is it happening to? Who else is involved? What is going to happen next? Who can help?
- After individual thought, the group will join together to share ideas about which scenario they will work on as a group and how they will express their response:
  - make a poster
  - write a shared story or poem
  - draw/paint a picture together
  - make a collage
  - create a cartoon or cartoon strip
  - write a short play to perform
  - write a song to perform
  - create a dance
  - create a short video
  - a factsheet for other students.
- Present to a larger group in the school such as class, Stage group or at assembly and, where possible, display around the school.

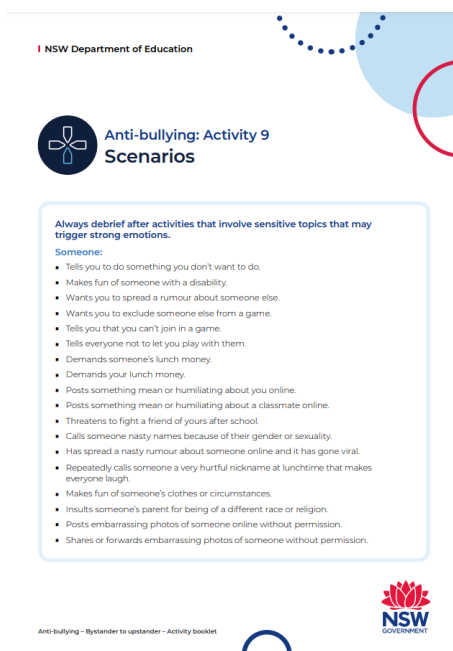
# Teaching notes

This activity provides an opportunity to empower student voice. However, at times it may be necessary to ensure that content is appropriate.

Reinforce, acknowledge and encourage expression of student understandings.

## Download and print

### [Activity 9: Scenarios](#)



## Notes and adjustments

Note any adjustments here:

# Activity 10: Review quiz

## What you need:

- Worksheet Review quiz

## Outcomes

Students will:

- define and describe online bullying
- identify the impacts of online bullying.

## Suggested activity

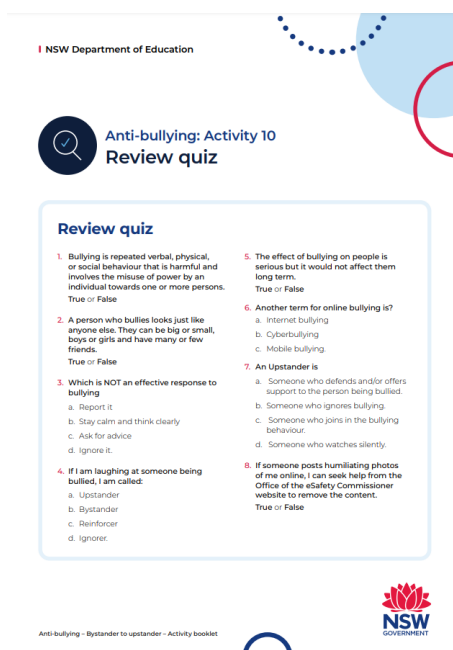
- Distribute worksheet - Review quiz.
- Students complete the review quiz based on the activities they have participated in from the Anti-bullying – Bystander to upstander booklet.
- Share and discuss results.

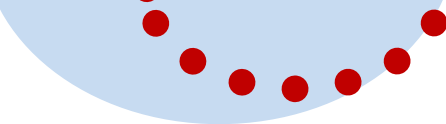
Answers: Review quiz

1: True      2: True      3: d      4: c      5: False      6: b      7: a      8: True

## Download and print

[Activity 10: Review quiz](#)





## Other resources

### Anti-bullying website

The department's website brings together evidence-based resources for school communities to identify bullying, prevent bullying, and respond to bullying behaviours.

<https://education.nsw.gov.au/schooling/schooling-initiatives/anti-bullying>

### Bullying. No Way!

Provides information for students, parents and teachers to help schools create learning environments where every student and school community member is safe, supported, respected and valued.

[bullyingnoway.gov.au](http://bullyingnoway.gov.au)

### Office of the eSafety Commissioner

The Office is committed to helping young people have safe, positive experiences online and encouraging behavioural change to promote responsible online behaviour. It provides online safety training, a complaints service for serious cyberbullying and for offensive and illegal online content.

<https://www.esafety.gov.au/>

### Kids Helpline

Kids Helpline is Australia's only free 24-hour, seven day a week phone and online counselling service for children and young people, aged 5 to 25. For some young people, connecting with Kids Helpline has been a life-saving experience, while for others it has provided practical help and emotional support at the critical moment they needed someone to listen.

[kidshelpline.com.au](http://kidshelpline.com.au)

### References

Cross, D, Shaw, T, Hearn, L, Epstein, M, Monks, H, Lester, L & Thomas, L. (2009). Australian covert bullying prevalence study (ACBPS), Child Health Promotion Research Centre, Edith Cowan University, Perth.

Salmivalli, C. (2014). 'Participant roles in bullying: How can peer bystanders be utilized in interventions?', Theory into Practice, vol. 53, no. 4.