



**DON'T BE A BYSTANDER,
BE A FRIEND.**

BYSTANDER SCENARIOS

BYSTANDER

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The following scenarios present opportunities for you to immerse young people in a range of realistic and relevant situations.

Within the scenario discussion there will be opportunities to develop powerful conversations with your group. A number of discussion statements are embedded within each of the following scenario session plans. The aim of these statements is to promote discussion enabling young people to share their viewpoints within their group.

When it comes to the scenarios the young people will start to see that they agree on more than they think. The building of consensus is a key aim of these scenarios. A lot of the discussion within the scenarios are linked to many of the activities within the PLAYBOOK.

All of the scenarios will follow a similar structure helping the young people to follow the discussion. The scenarios are in no particular order so it's up to you to decide what ones to use. You can print off each scenario for the young person or make use of powerpoint.

Towards the end of each session the young people will discuss how they can intervene safely in each. You should refer to the **UPSTANDER** toolkit whenever possible. Also, there will be many opportunities for you to refer to previous discussions.

It is a good idea to keep the **GROUP AGREEMENT** from previous sessions. If you don't have this, it is important to compile a new group agreement for the group.

SCENARIO	TOPIC	PAGE
HATE SPEAK	RACISM	4
GLASSES	DIFFERENCE	14
PLAYTIME	TEAMWORK	23
RUMOURS	SPREADING GOSSIP	32
LOOKING DOWN	MOCKING	41
SUBJECT CHOICES	EXPECTATIONS	50
FRIEND IN NEED	ONLINE CHAT	59
POSTING PICTURES	SHARING IMAGES	69
ONLINE	CYBER-BULLYING	79
CONTROL	UNHEALTHY DEMANDS	90

HATE SPEAK

SCENARIO – HATE SPEAK

You are in the playground at break. A friend starts shouting at another child calling them, a 'racist name'. You know the child. He is getting upset. Nobody is doing anything.

TRAIN OF THOUGHT

Why is my friend saying this? What they are saying isn't nice. Why is nobody doing anything to stop this? Should I say something? He might say something about me if I do. How will the person being called this name feel? I wouldn't like if it was me. Could my friend get in trouble if a teacher finds out? What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

INTRODUCTION

Consider using an ice-breaker activity to get group started. See following sites for examples:

<https://www.icebreakers.ws/classroom-icebreakers>

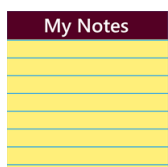
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Introduce the topic that is going to be discussed.

Tell the group that for this session they will be bystanders to a situation involving other friends.

Remind the group of the group agreement that has previously been completed. Use the previous flipchart.



THE SCENE

Ask the group to close their eyes. Say that you are going to tell them a scenario and they have to imagine that they are watching what is happening. Tell them they are 'Bystanders'.

Wait until everyone has their eyes closed then read out the scenario:

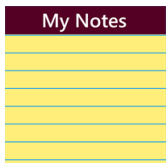
Scenario /

You are in the playground at break. A friend starts shouting at another child calling them, a 'racist name'. You know the child, He is getting upset. Nobody is doing anything.

After a brief pause, ask the group to open their eyes. Also, at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

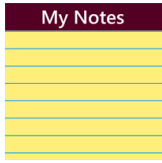
- Is this something that could happen in their playground?
- To put their hands up if they think this situation is 'not fair/not nice'.
Ask them to look around and see how many people agree with them



WARNING WORDS

What words in the scenario make them think that this is not fair? What are the '***warning words***'?

Write up all of the words that the group identify as negative and briefly share that the language of the scenario helps us realise that something is wrong



MY CHALLENGES

Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide).

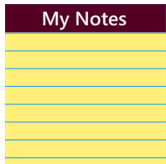
After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario, and you would like to share this.

Read the following:

***Why is my friend saying this? What they are saying isn't nice.
Why is nobody doing anything to stop this? Should I say something? He might say something about me if I do. How will the person being called this name feel? I wouldn't like if it was me.
Could my friend get in trouble if a teacher finds out? What should I do in this situation?***

Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**



THE DISCUSSION

The **AGREE/DISAGREE/UNSURE** activity will be used to promote discussion within the group. You may need to repeat the statement or consider showing it on a powerpoint slide/flipchart.

Set the statement and ask the group to move to the part of the room you assign to **AGREE/DISAGREE/UNSURE**.

Remind the group of the agreement they previously made. It may be, you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Racism is wrong*

Give group sometime to choose where they stand. Get some feedback from group.

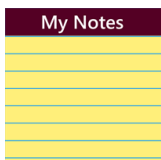
Follow up questions:

- What do we mean by the term racism?
- Can you give me some examples of racism that takes place in the UK?
- Do you think racism is an issue still in your community? What about in the rest of UK?

For this question consider researching the subject online. Here are some useful links for starters.

- <http://www.stophateuk.org/tag/racism/> - generic website looking at the issue.
- <https://www.bbc.co.uk/news/uk-48011198> - link to BBC story about the Stephen Lawrence murder
- Why, do you think your friend is saying things like this?
- Say your friend is just joking. Does it matter?
- How do you think your friend who is being called the name is feeling?
- Do you think your friend could get in trouble if they keep doing this?

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**



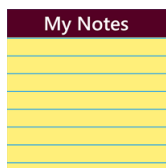
UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

Consider reading over the scenario again reminding the group that they are bystanders. Remind them that it's one/more of your friends that are involved somehow in the scenario.

Ask the group to work in pairs and think about who they have a responsibility to in this scenario. Get some feedback.

Ask - Who else do they have a responsibility to? You are looking for them to think about themselves and their safety.



UPSTANDER OPTIONS

It's time for the young people to put their Upstander toolkit into action.

Remind the group of the toolkit. Split them into pairs/smaller groups and ask them to go through each of the options and describe how they would use each one.

ASK the group that you will want them to use the words that they would say during each of the options. Say that you want to know what they would say to their friend, friends or a teacher/parent.

ASK THE GROUP – *Why would practicing our toolkit be helpful?*

You want the group to see that when we practice in these sessions it will help make it easier if it happens for real.

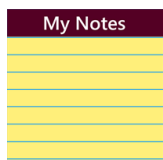
Consider handing out the Upstander worksheet for them to use. **Say to the group that you want them to discuss all of the options but pick one that they think would work best in the scenario.**

The options as always are:

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

As the groups are discussing their tools you should walk around the room and speak to each of the groups to see how they are doing. When you see that they have covered all of the options get each group to feedback to the other young people.

Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion.

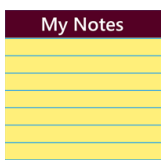
Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”***.

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard.

Thank the group for their hard work.

Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***



GLASSES

SCENARIO – GLASSES

One of your classmates arrives late to class. They are wearing a new pair of glasses and this is the first time you have seen them wear them. Someone in your class starts laughing at them and calling them names. You know that the person is getting upset. Others are joining in.

TRAIN OF THOUGHT

Why is my friend saying this? What they are saying isn't nice. It's not their fault they wear glasses. Why are others joining in? Why is nobody doing anything to stop this? Should I say something? If I do they might say something about me if I do. How does my friend who is wearing the glasses feel? I wouldn't like if it was me. Could my friend get in trouble if a teacher finds out? What should I do in this situation?

MY UPSTANDER TOOLKIT

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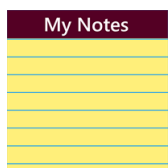
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THE SCENE

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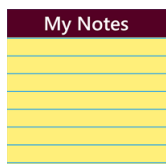
Scenario /

One of your classmates arrives late to class. They are wearing a new pair of glasses and this is the first time you have seen them wear them. Someone in your class starts laughing at them and calling them names. You know that the person is getting upset.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

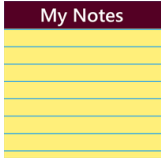
- Is this something that could happen in their school?
- To put their hands up if they think this situation is 'not fair'. Ask them to look around and see how many people agree with them



WARNING WORDS

What words in the scenario make them think that this is 'not fair/not nice'?
What are the 'warning words'?

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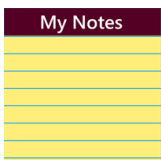
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Why is my friend saying this? What they are saying isn't nice. It's not their fault they wear glasses. Why are others joining in? Why is nobody doing anything to stop this? Should I say something? If I do they might say something about me if I do. How does my friend who is wearing the glasses feel? I wouldn't like if it was me. Could my friend get in trouble if a teacher finds out? What should I do in this situation?

Briefly compare the responses from the group and the Train of Thought that is provided.

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Remind the group of the agreement they previously made. It may be that you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Sticks and stones may break my bones, but names will never hurt me*

Give group sometime to choose where they stand. Get some feedback from group.

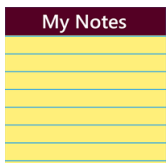
Follow up questions:

- Why, do you think your friend is saying things like this to your classmate?
- Say your friend is just joking. Does it matter?
- How do you think your friend who is being called the name is feeling?
- Do you think your friend could get in trouble if they keep doing this?

Have the group return to their seats. Ask them to work in pairs and think, how could they change the statement to make it more real

So **“STICKS AND STONES MAY BREAK MY BONES BUT NAMES.....”**

END THE DISCUSSION WITH SOME KEY POINTS RAISED AMONGST THE YOUNG PEOPLE.

A graphic of a sticky note with a dark purple header containing the text "My Notes" and several yellow horizontal lines for writing.

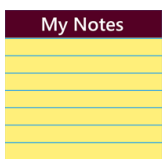
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Thank group for their involvement so far

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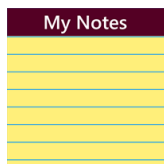
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Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion.

Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”.***

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard.

Thank the group for their hard work.

Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***

PLAYTIME

SCENARIO – PLAYTIME

Whilst playing a game in the playground, some of your friends keeps telling one of your classmates that they are rubbish and it is their fault that their team keeps losing. You have noticed others are now joining in saying horrible things to them and they are getting upset. No-one else is saying anything. Now your classmate is not allowed to play.

TRAIN OF THOUGHT

Why are they saying this? They are doing their best. It's not their fault. How are they going to get any better if this happens? Why are others joining in? Why is nobody doing anything to stop this? Should I say something? If I do, they might say something about me. How does my classmate feel? I wouldn't like if it was me. What should I do in this situation?

MY UPSTANDER TOOLKIT

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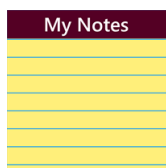
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THE SCENE

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Wait until everyone has their eyes closed then read out the scenario:

Scenario /

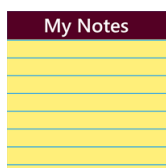
Whilst playing a game in the playground, some of your friends keeps telling one of your classmates that they are rubbish and it is their fault that their team keeps losing. You have noticed others are now joining in saying horrible things to them and they are getting upset. No-one else is saying anything. Now your classmate is not allowed to play.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

- Is this something that could happen in their playground?
- To put their hands up if they think this situation is 'not fair/not nice'.

Ask them to look around and see how many people agree with them



WARNING WORDS

What words in the scenario make them think that this is not fair? What are the 'warning words'?

Write up all of the words that the group identify as negative and briefly share that the language of the scenario helps us realise that something is wrong.

MY CHALLENGES

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Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**

My Notes

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ADU Statement – *If my friend is in trouble, I need to do something?*

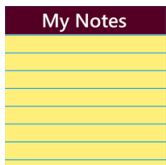
Give group sometime to choose where they stand. Get some feedback from group.

Follow up questions:

- If a friend was in trouble why would it be important for you to do something?
- What do friends do for each other?
- What do you think '**do something**' means here?
- Why, do you think your friend is saying things like this to your classmate?
- Say your friend is just joking. Does it matter?
- Can jokes about people be hurtful?

- How do you think your friend who is being called out is feeling?
- Do you think you could all help your friend get better?
- Some people aren't good at certain things. Does it really matter if they don't get better?
- Do you think playing together is what's important here?

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**



UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

Consider reading over the scenario again reminding the group that they are bystanders. Remind them that it's one of your friends that involved somehow in the scenario.

Ask the group to work in pairs and think about who they have a responsibility to in this scenario. Get some feedback.

Ask who else do they have a responsibility to? You are looking for them to think about themselves and their safety.

UPSTANDER OPTIONS

It's time for the young people to put their Upstander toolkit into action.

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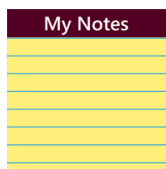
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Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion. Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”.***

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard. Thank the group for their hard work.

Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***

RUMOURS

SCENARIO – RUMOURS

One of your classmates is spreading a rumour referring to another one of your friends as ‘moist’. Other people in the class are listening to it and telling others around your school. The rumour isn’t nice, and you wouldn’t want people saying stuff like that about you.

TRAIN OF THOUGHT

Rumours are usually about good things aren’t they? Why are they doing this? Why are others joining in? What do they mean by the word moist? Why is nobody doing anything to stop this? Should I say something? If I do, they might say spread rumours about me. Does my classmate know this rumour is going around? How would they feel? I wouldn’t like if it was me. But maybe people will forget about the rumour in a day or two. What should I do in this situation?

MY UPSTANDER TOOLKIT

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- Interrupt the bully
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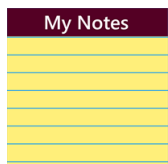
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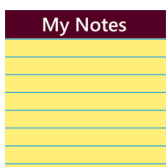
Scenario /

One of your classmates is spreading a rumour referring to another one of your friends as 'moist'. Other people in the class are listening to it and telling others around your school. The rumour isn't nice and you wouldn't want people saying stuff like that about you.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

- Is this something that could happen in their playground?
- To put their hands up if they think this situation is 'not fair'. Ask them to look around and see how many people agree with them



WARNING WORDS

What words in the scenario make them think that this is not fair? What are the 'warning words'?

Write up all of the words that the group identify as negative and briefly share that the language of the scenario helps us realise that something is wrong

MY CHALLENGES

Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide). After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario and you would like to share this. Read the following:

Rumours are usually about good things, aren't they? Why are they doing this? Why are others joining in? What do they mean by the word moist? Why is nobody doing anything to stop this? Should I say something? If I do, they might say spread rumours about me. Does my classmate know this rumour is going around? How would they feel? I wouldn't like if it was me. But maybe people will forget about the rumour n a day or two. What should I do in this situation?

Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**

THE DISCUSSION

The **AGREE/DISAGREE/UNSURE** activity will be used to promote discussion within the group. You may need to repeat the statement or consider showing it on a powerpoint slide/flipchart.

Set the statement and ask the group to move to the part of the room you assign to AGREE/DISAGREE/UNSURE.

Remind the group of the agreement they previously made. It may be you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Rumours are just a bit of fun*

Give group sometime to choose where they stand. Get some feedback from the group.

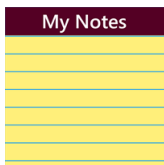
Some follow up questions.

- What is a rumour?
- What sorts of things are they usually about?
- Are they usually about positive things or negative things?
- What are they talking about when they use the word moist?

If group don't use this term tell them that it focuses on their pal being a 'MUMMY'S BOY' or soft.

- Say your friend is just joking. Does it matter?
- It says in the train of thought that people might forget about the rumour in a day or two. Is this always true?
- How do you think your friend who is the subject of the rumour might feel if they found out?
- Do you think your friend could get in trouble if they keep doing this?

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**



UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

Consider reading over the scenario again reminding the group that they are bystanders. Remind them that it's one of your friends that involved somehow in the scenario.

Ask the group to work in pairs and think about who they have a responsibility to in this scenario. Get some feedback.

Ask who else do they have a responsibility to? You are looking for them to think about themselves and their safety.

UPSTANDER OPTIONS

It's time for the young people to put their Upstander toolkit into action.

Remind the group of the toolkit. Split them into pairs/smaller groups and ask them to go through each of the options and describe how they would use each one.

ASK the group that you will want them to use the words that they would say during each of the options. Say that you want to know what they would say to their friend, friends or a teacher/parent.

ASK THE GROUP – *Why would practicing our toolkit be helpful?*

You want the group to see that when we practice in these sessions it will help make it easier if it happens for real.

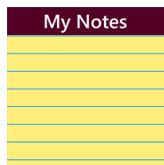
Consider handing out the Upstander worksheet for them to use. **Say to the group that you want them to discuss all of the options but pick one that they think would work best in the scenario.**

The options as always are:

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

As the groups are discussing their tools you should walk around the room and speak to each of the groups to see how they are doing. When you see that they have covered all of the options get each group to feedback to the other young people.

Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion.

Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”.***

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard.

Thank the group for their hard work. Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***

LOOKING DOWN

SCENARIO – LOOKING DOWN

When walking home from school, you see some people from your class following someone. They are shouting that this person is ‘a waste man’. The person being followed looks upset. No one on the street is doing anything.

TRAIN OF THOUGHT

Why are they doing this? This person might have big issues in their lives. It's not their fault. Why are others joining in? Why is nobody doing anything to stop this? Should I say something? How would they feel? I wouldn't like if it was me. What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

INTRODUCTION

Consider using an ice-breaker activity to get group started. See following sites for examples:

<https://www.icebreakers.ws/classroom-icebreakers>

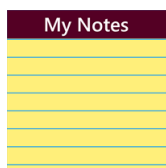
<https://www.pinterest.co.uk/pin/408068416214550736/>

<https://www.kidactivities.net/icebreaker-games-for-kids/>

Introduce the topic that is going to be discussed.

Tell the group that for this session they will be bystanders to a situation involving other friends.

Remind the group of the group agreement that has previously been completed. Use the previous flipchart.



THE SCENE

Ask the group to close their eyes. Say that you are going to tell them a scenario and they have to imagine that they are watching what is happening. Tell them they are 'Bystanders'.

Wait until everyone has their eyes closed then read out the scenario:

Scenario /

When walking home from school, you see some people from your class following someone. They are shouting that this person is ‘a waste man’. The person being followed looks upset. No one on the street is doing anything.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

- Is this something that could happen in their playground?
- To put their hands up if they think this situation is ‘not fair/not nice’.
Ask them to look around and see how many people agree with them

My Notes

WARNING WORDS

What words in the scenario make them think that this is not fair/not nice?

What are the 'warning words'?

Write up all of the words that the group identify as negative and briefly share that the language of the scenario helps us realise that something is wrong

MY CHALLENGES

Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide). After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario and you would like to share this. Read the following:

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Set the statement and ask the group to move to the part of the room you assign to AGREE/DISAGREE/UNSURE.

Remind the group of the agreement they previously made. It may be you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Sometimes it's hard to go against your friends*

Give group sometime to choose where they stand. Get some feedback from the group.

Some follow up questions.

- What do you understand by the term 'Waste Man'?

The term is slang for someone using drugs and/or alcohol.

- Do you think it's a nice term?
- Why do you think your friends are saying this?
- The person might be using drugs but is it fair that they are called this name?

- Why do you think some people think its ok to identify an issue with a person and use it against them or to make fun of them?
- If your friends kept doing this, what could happen to?

Try to get them to think about their safety.

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**

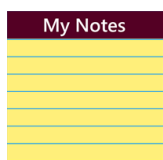
UPSTANDER RESPONSIBILITY

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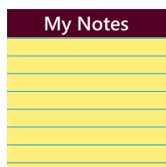
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Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion.

Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”.***

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard.

Thank the group for their hard work. Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***

SUBJECT CHOICES

SCENARIO – SUBJECT CHOICES

Your friend has chosen secondary school subjects that are viewed by others to be ‘feminine’. (Dance [Ballet], Food technology [Cookery], Theatre Studies and English etc). Another classmate is teasing your friend about this and others in the class are laughing at him.

TRAIN OF THOUGHT

Surely, it’s their choice what they pick for their subjects. Why are they doing this? I suppose these aren’t subjects that a boy would normally choose. Why are others joining in? Why is nobody doing anything to stop this? Should I say something? Will they start to have a go at me? How is my friend feeling about these comments? I wouldn’t like if it was me. What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
- Interrupt the bully
- Speak out about bullying
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INTRODUCTION

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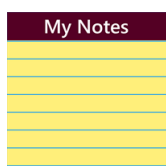
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Introduce the topic that is going to be discussed.

Tell the group that for this session they will be bystanders to a situation involving other friends.

Remind the group of the group agreement that has previously been completed. Use the previous flipchart.



THE SCENE

Ask the group to close their eyes. Say that you are going to tell them a scenario and they have to imagine that they are watching what is happening. Tell them they are 'Bystanders'.

Wait until everyone has their eyes closed then read out the scenario:

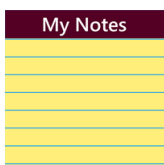
Scenario /

Your friend has chosen secondary school subjects that are viewed by others to be ‘feminine’. (Dance [Ballet], Food technology [Cookery], Theatre Studies and English etc). Another classmate is teasing your friend about this and others in the class are laughing at him.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*

Ask the group:

- Is this something that could happen in their playground?
- To put their hands up if they think this situation is ‘not fair’. Ask them to look around and see how many people agree with them



WARNING WORDS

What words in the scenario make them think that this is not fair/not nice?
What are the ‘warning words’?

Write up all of the words that the group identify as negative and briefly share that the language of the scenario helps us realise that something is wrong

MY CHALLENGES

Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide). After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario and you would like to share this. Read the following:

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Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**

My Notes

THE DISCUSSION

The **AGREE/DISAGREE/UNSURE** activity will be used to promote discussion within the group. You may need to repeat the statement or consider showing it on a powerpoint slide/flipchart.

Set the statement and ask the group to move to the part of the room you assign to AGREE/DISAGREE/UNSURE.

Remind the group of the agreement they previously made. It may be that you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Boys and girls have to behave in a certain way*

Give group sometime to choose where they stand. Get some feedback from the group.

Some follow up questions.

- Do you think there are pressures on boys and girls to behave in certain ways?
- Where is this pressure coming from?

You are looking for discussion on pressure from their friends and family. Also pressure from how men and women are shown in the films they watch and computer games they play.

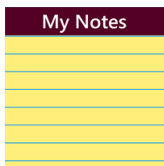
- Do you think it's fair that young people (you) have this pressure?

- Do you think that some young people can be prevented from being the person they want to be?
- How would it feel if you couldn't be the person you wanted to be?

Before you ask this question it may be interesting to explore what they want to do when they leave school.

- What can we do to make it easier for people to be themselves?
- Does it really matter what a person chooses to do as long as they are happy?

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**



UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

Consider reading over the scenario again reminding the group that they are bystanders. Remind them that it's one of your friends that involved somehow in the scenario.

Ask the group to work in pairs and think about who they have a responsibility to in this scenario. Get some feedback.

Ask who else do they have a responsibility to? You are looking for them to think about themselves and their safety.

UPSTANDER OPTIONS

It's time for the young people to put their Upstander toolkit into action.

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ASK THE GROUP – *Why would practicing our toolkit be helpful?*

You want the group to see that when we practice in these sessions it will help make it easier if it happens for real.

Consider handing out the Upstander worksheet for them to use. **Say to the group that you want them to discuss all of the options but pick one that they think would work best in the scenario.**

The options as always are:

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As the groups are discussing their tools you should walk around the room and speak to each of the groups to see how they are doing. When you see that they have covered all of the options get each group to feedback to the other young people.

Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.

CONCLUSION

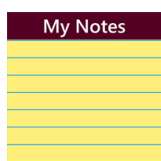
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Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”***.

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard. Thank the group for their hard work.

Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***



A FRIEND IN NEED

SCENARIO – A FRIEND IN NEED

You are on the laptop one night and you are invited into a chat set up by one of your friends. Some of the comments are about another one of your friends. They aren't part of the chat-group. The comments are really nasty and are about their appearance and their clothes. You know that not all your friends are making comments, but some are.

TRAIN OF THOUGHT

Why can't we just have a friendly chat? We are all meant to be friends. Why does online chats end up with someone saying nasty things about someone else? They aren't even present. Does it matter if they are not in the chat group? The comments aren't nice. My friends might feel like this but they shouldn't be saying these things. This isn't respectful. Why are others joining in? Why is nobody saying anything to stop this? Should I say something but will I then become the subject of similar comments? What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

INTRODUCTION

Consider using an ice-breaker activity to get group started. See following sites for examples:

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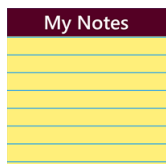
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Introduce the topic that is going to be discussed.

Tell the group that for this session they will be bystanders to a situation involving other friends.

Remind the group of the group agreement that has previously been completed. Use the previous flipchart.



THE SCENE

Ask the group to close their eyes. Say that you are going to tell them a scenario and they have to imagine that they are watching what is happening. **Tell them they are 'Bystanders'**.

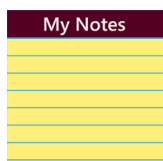
Wait until everyone has their eyes closed then read out the scenario:

You are on the laptop one night and you are invited into a chat set up by one of your friends. Some of the comments are about another one of your friends. They aren't part of the chat-group. The comments are really nasty and are about their appearance and their clothes. You know that not all your friends are making comments, but some are.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again).*

Ask the group:

- Is this something that could happen?
- To put their hands up if they think this situation is wrong/harmful.
Ask them to look around and see how many people agree with them



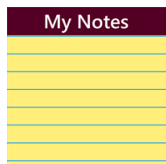
WARNING WORDS

What words in the scenario make them think that this is not fair/not nice?

What are the 'warning words'?

If you can write these on a whiteboard/flipchart.

ASK individuals why they identified them as the warning words.



MY CHALLENGES

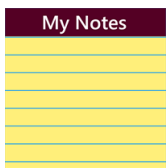
Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide). After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario and you would like to share this. Read the following:

Why can't we just have a friendly chat? We are all meant to be friends. Why does online chats end up with someone saying nasty things about someone else? They aren't even present. Does it matter if they are not in the chat group? The comments aren't nice. My friends might feel like this but they shouldn't be saying these

things. This isn't respectful. Why are others joining in? Why is nobody saying anything to stop this? Should I say something but will I then become the subject of similar comments? What should I do in this situation?

Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**



THE DISCUSSION

The **AGREE/DISAGREE/UNSURE** activity will be used to promote discussion within the group. You may need to repeat the statement or consider showing it on a powerpoint slide/flipchart.

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Remind the group of the agreement they previously made. It may be that you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *It's easier to make fun of a person online than face to face.*

Give group sometime to choose where they stand. Get some feedback from the group.

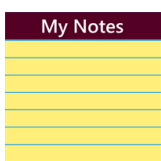
Some follow up questions.

- Why might a person insult another person online?
- Why do some people find it easier to be abusive online rather than to a person's?
- Is there a difference? What's more hurtful, doing it face to face or online?

Get group looking at how both ways are wrong and can be equally hurtful. However, the fact it happens online allows more people to get involved.

- It says that we are all meant to be friends. What do friends do for each other?
- The friend being talked about isn't on the chat. Does it matter if the person is present or not?

END THE DISCUSSION WITH SOME KEY POINTS RAISED AMONGST THE YOUNG PEOPLE.



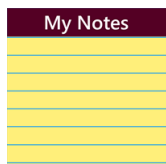
UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

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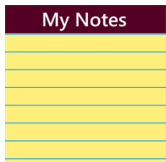
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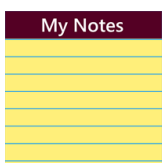
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Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***



POSTING PICTURES

SCENARIO – POSTING PICTURES

You are at home when a friend sends you a link to a picture of a one of the girls in your class. It's from her social media site. It is not a nice picture. It's embarrassing.

TRAIN OF THOUGHT

Why has my friend shared this picture? The picture isn't nice. How would my friend feel if they knew this picture was being shared? I wouldn't like it. But then they might have taken it themselves. Does it matter? Could this be against the law? I don't want to get into trouble. Should I say something, but will my friend turn on me? What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

INTRODUCTION

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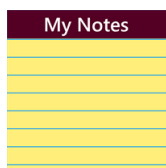
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Tell the group that for this session they will be bystanders to a situation involving other friends.

Remind the group of the group agreement that has previously been completed. Use the previous flipchart.



THE SCENE

Ask the group to close their eyes. Say that you are going to tell them a scenario and they have to imagine that they are watching what is happening. **Tell them they are 'Bystanders'**.

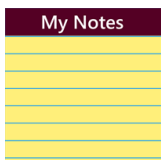
Wait until everyone has their eyes closed then read out the scenario:

You are at home when a friend sends you a link to a picture of a one of the girls in your class. It's from a social media site. It is not a nice picture. It's embarrassing.

After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again)*.

Ask the group:

- Is this something that could happen?
- To put their hands up if they think this situation is wrong/harmful.
Ask them to look around and see how many people agree with them

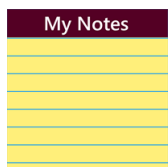


WARNING WORDS

What words in the scenario make them think that this is not fair? **What are the ‘warning words’?**

If you can write these on a whiteboard/flipchart.

ASK individuals why they identified them as the warning words.



MY CHALLENGES

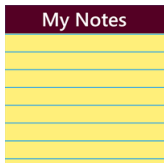
Divide the class into smaller groups. Ask them to write what they are thinking of when they are imagining this event happening. (Provide each group a print out of the scenario for reference or use power point slide). After feeding back the responses to the larger group, share with the class that you also have thoughts about the scenario and you would like to share this. Read the following:

Why has my friend shared this picture? The picture isn't nice. How would my friend feel if they knew this picture was being shared? I wouldn't like it. But then they might have taken it themselves. Does it matter? Could this be against the law? I don't

want to get into trouble. Should I say something, but will my friend turn on me? What should I do in this situation?

Briefly compare the responses from the group and the Train of Thought that is provided.

It says nobody is doing anything to stop this. **Why do you think people are doing nothing?**



THE DISCUSSION

The **AGREE/DISAGREE/UNSURE** activity will be used to promote discussion within the group. You may need to repeat the statement or consider showing it on a powerpoint slide/flipchart.

Set the statement and ask the group to move to the part of the room you assign to AGREE/DISAGREE/UNSURE.

Remind the group of the agreement they previously made. It may be you point out that we may not agree with each other all of the time, and that's ok.

ADU Statement – *Sharing pictures can be a bit of fun*

Give group sometime to choose where they stand. Get some feedback from the group.

Some follow up questions.

- The scenario says that the picture isn't a nice one. What types of photos do you think might not be nice?
- Why do you think the person is sharing the picture?
- When do you think it would be ok to send a picture of someone else to other people?

You are looking for the group to start describing situations where the other person says it's ok – they have consent.

If not used by the group think about introducing the term consent into the discussion.

- Even with a young person's consent, do you think there may be certain pictures that cannot be shared.

You are looking for the group to think about naked/partially naked pictures of a person under the age of 18.

You should confirm that it is against the law to take/share/possess intimate pictures of a child under the age of 18.

Note – this session is more about discussing consent than trying to scare the young people with the legal aspect.

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
AMONGST THE YOUNG PEOPLE.**

My Notes

UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

Consider reading over the scenario again reminding the group that they are bystanders. Remind them that it's one of your friends that involved somehow in the scenario.

Ask the group to work in pairs and think about who they have a responsibility to in this scenario. Get some feedback.

Ask who else do they have a responsibility to? You are looking for them to think about themselves and their safety.

My Notes

UPSTANDER OPTIONS

It's time for the young people to put their Upstander toolkit into action.

Remind the group of the toolkit. Split them into pairs/smaller groups and ask them to go through each of the options and describe how they would use each one.

ASK the group that you will want them to use the words that they would say during each of the options. Say that you want to know what they would say to their friend, friends or a teacher/parent.

ASK THE GROUP – *Why would practicing our toolkit be helpful?*

You want the group to see that when we practice in these sessions it will help make it easier if it happens for real.

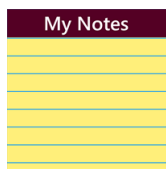
Consider handing out the Upstander worksheet for them to use. **Say to the group that you want them to discuss all of the options but pick one that they think would work best in the scenario.**

The options as always are:

- Be a buddy
- Interrupt the bully
- Speak out about bullying
- Tell someone at school about the bullying.

As the groups are discussing their tools you should walk around the room and speak to each of the groups to see how they are doing. When you see that they have covered all of the options get each group to feedback to the other young people.

Thank the group for their feedback and suggest that whilst they have picked one option that they would use, all of the options are there to be considered.



CONCLUSION

Tell the group that's the end of the discussion.

Ask the group to think about what they have learned during the session.

Consider THINK / PAIR / SHARE here – Say ***“With your partner, think of the session and when asked share your thoughts to others in the group”.***

Get feedback from the group. Consider writing some of the points on flipchart/whiteboard. Thank the group for their hard work.

Good to end with ***“DON'T BE A BYSTANDER, BE A FRIEND”***

ONLINE

SCENARIO – ONLINE

You are online talking with some friends. One of your friends starts ‘cussing’ another of your friends calling them hurtful names. Your friend is in the chat group. You’re not sure how your friend feels. Others are starting to join in. No one is doing anything to stop this.

TRAIN OF THOUGHT

Here we go again. More online chat that isn’t nice. Why do some people feel able to use this language online? Is it easier to do this online? How does my friend feel? He can see the comments. Should I say something? If I do will I be next? What should I do in this situation?

MY UPSTANDER TOOLKIT

- Be a buddy
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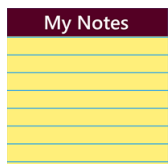
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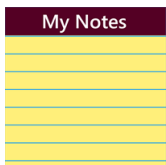
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After a brief pause, ask the group to open their eyes. Also at this stage, put up slide/share copy/write up scenario: *(If needed, read out the scenario again).*

Ask the group:

- Is this something that could happen?
- To put their hands up if they think this situation is wrong/harmful.
Ask them to look around and see how many people agree with them



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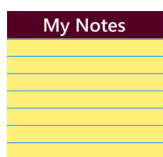
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Briefly compare the responses from the group and the Train of Thought that is provided.

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ADU Statement – *Online bullying is a real problem*

Give group sometime to choose where they stand. Get some feedback from the group.

Some follow up questions.

- How would you define 'Cyber-Bullying'?

Bullying UK defines 'Cyber-Bullying' as any form of bullying which takes place online or through smart-phones and tablets.

- How serious a problem, do you think online bullying is in the UK?

Bullying UK suggests cyber-bullying is rife on the internet and that most young people will either experience it or see someone else being bullied online. In a recent Bullying UK survey 56% of young

people surveyed said they had observed someone being bullied online and 42% felt unsafe online.

- What does cyber-bullying look like?

Cyber-bullying takes many forms. Here are just a few:

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.

Ridicule – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.

Flaming – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

Impersonation – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.

Outing and Trickery – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

Cyber Stalking – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

Have the group watch the film 'Create no Hate.

Tell the group that the film was made by a 13 year old boy, Luke Culane, who wanted to get people thinking about what they can do to prevent cyber-bullying.

<https://www.youtube.com/watch?v=MV5v0m6pEMs>

After watching the film, facilitate a discussion with the young people.

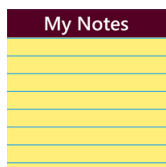
You should focus on what messages are being communicated by the film-maker. Focus on the solutions that Luke presents to the person who is being the bully, the victim and the bystander.

STOP

BLOCK

TELL

**END THE DISCUSSION WITH SOME KEY POINTS RAISED
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UPSTANDER RESPONSIBILITY

Thank group for their involvement so far

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My Notes

CONTROL

SCENARIO – CONTROL

A friend shows you some of the messages they have received. The messages are abusive and threatening. They say 'if you don't do this for me then I'm going to break up with you'. You know that that your friend is getting upset.

TRAIN OF THOUGHT

Why has my friend showed me these messages? They are private surely? But I suppose they must trust me? This can't be nice. No one should be telling you what to do if you don't want to do something. What can I say? What if I say the wrong thing? My friend wouldn't have come to me if they didn't need some help. What should I do in this situation?

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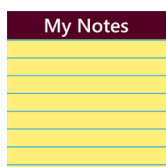
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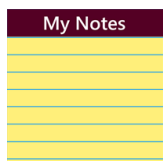
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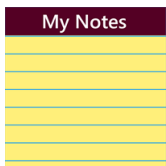


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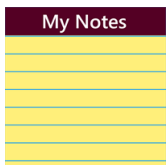
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ADU Statement – *Being controlled isn't as bad as being punched or kicked.*

Give group sometime to choose where they stand. Get some feedback from the group.

Some follow up questions:

- What does the word control mean to you?

You are looking for the young people to be thinking about things like;

- **Where they go**
 - **When they go out**
 - **What friends they**
 - **What they wear**
-
- Do you think what is happening in the scenario fits into the meaning of the word control?
 - Why would a person try to control another person?
 - Do you think control is part of a healthy relationship?

You may wish to refer the group back to the respect activity that you did with them at start of this work. You may even get them to think about healthy v unhealthy relationships again.

- How do you think it would feel to be in a controlling relationship?

Facilitate some responses that include trapped, movement restricted, like walking on egg shells.

- What does your friend coming to you for help tell you?

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