



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

**PLAYBOOK**

## **INTRODUCTION**

Young people today face many challenges in their lives, some of which have the potential, to impact on their ability to succeed, flourish and attain during their time at school.

Negative and unhealthy messages surround young people across all communities throughout the United Kingdom. This playbook aims to support the 'Social & Emotional' development of young people in the Primary School setting. Healthy and positive relationships are key to emotional development. Relationships are also, an important support for successful learners. The scenarios and activities delivered in this playbook have been developed to support young people.

At the heart of the all the scenarios in the playbook are friendships. This playbook seeks to look at friendships, to define friendships and finally to build friendships as a tool which will contribute to positive outcomes for all young people.

The scenarios progress and seek to develop an individual's knowledge around different forms of abusive behaviour. It aims to support knowledge around impacts of such behaviours on young people. It also it seeks to promote young children as engaged friends with the ability to support others, even safely challenge a friend if need arises.

All of the scenarios in this playbook encourage young people to seek solutions to issues that are all too evident in their school lives.

Engaging individuals as empowered bystanders not only allows people to see a role in supporting friends but also allows safe discussions on a range of issues.

The consistent and ever-present message within all scenarios is that friends help each other.

### **SESSION AIMS.**

**The overall aims of this playbook are:**

1. To raise awareness of certain behaviours and attitudes that can have a negative impact on behaviour and learning in primary schools.
2. To challenge some of the thinking that certain behaviours are harmless and trivial.
3. To open a safe dialog amongst young people.
4. To encourage young people to seek solutions to issues that are impacting on their friends and classmates.

### **OUTCOMES FROM LESSONS WILL INCLUDE:**

- Create active discussions with young people on subjects of respect and abuse.
- To encourage young people not merely to stand by when they witness a friend being abused, but to play an active role in reducing violence, harassment, abuse and bullying.

- Through early intervention provide our young people with a variety of skills and knowledge to be able to deal with challenging social situations
- Development of empathy in young people.
- Positive Relationships.
- Identifying and understanding that there are a range of safe options that young people can choose to support their friends.
- To develop resilience in our young people.
- Partnership with parents and the wider community to work together to increase skills, knowledge and understanding to improve the young people's life chances.

## **HOW TO USE THIS PLAYBOOK**

Within this document you will find a range of activities and scenarios that have been designed to engage young people in discussions around healthy and unhealthy relationships.

The activities have been designed to introduce young people to the idea that they have safe ways to support other friends who may be facing abuse from their peers or to support friends who may be behaving in a problematic way.

Whilst it is acknowledged that not intervening in challenging situations will often be the default, the discussions generated will young people identify allies in their peer groups and provide reassurance that healthy norms are shared by majority if not all of their peers.

## INTRODUCTORY ACTIVITIES

The following activities have been developed to introduce young people to the term bystander as well as helping them discuss their role as friends in their schools and communities.



### GROUP AGREEMENT

The delivery of all activities and bystander scenarios within this playbook have been designed to create maximum discussion rather than lecture. There will be opportunities for large and small group activities.

It is important that every young person participating in these sessions feel able to get involved without feeling their viewpoints are not being listened to or valued.

It is important that you start any session either developing a group agreement or refreshing a previous group agreement.

**TIP – At the first session spend time with group developing a group agreement that involves them as much as possible. Consider splitting them into smaller groups for them to work together to identify what they want to be in their group agreement. Compile responses to form a class agreement. Write this on a flipchart, have them sign it (if possible). Use this flipchart each day you work with the class.**

Within the group agreement you are looking to facilitate responses to include:

- Listen
- Don't interrupt
- Raise your hands when want to speak.
- Respect opinions of others.
- Look after yourself
- Speak to teacher if needed

You may be working with young people who have experienced trauma in their personal lives. Be aware of this and simply add to the list '**SELF-CARE**'. Just tell the group to look after themselves and each other.

Investment at this time in a good **group agreement** will help set the standard for all sessions.

End session and tell the group that we will try to make use of this group agreement in all of the sessions from now on.



My Notes


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## BRINGING IN THE BYSTANDER

The following activities are designed to allow you to introduce the idea of the 'bystander' to the young people. The activities will also help develop a tool-kit that the young people can use in their every-day lives.

The idea of friendship flows through all of the bystander scenarios.

These initial activities aim to help answer the question – **Friends do what for each other?**



### ACTIVITY – WHAT TYPE OF FRIEND ARE YOU?

The following questionnaire has been developed to start conversations with young people about their friendships.

Consider having them write their names at the top. You will be able to get them to refer to their responses when you introduce the bystander toolkit.

Have the group, work in 2's or 3's to answer the questions on the sheets.

1. **Two of your friends have fallen out. Do you.....**
  - Ignore them, do nothing (*it keeps going, it could get worse, someone might get hurt*)
  - Join in taking one side of the argument (*your friend gets confused, you are saying its ok*)
  - Talk to them both (*you are telling both that this is wrong, you are not taking sides, you are thinking of them both as one could get hurt and the other could get in trouble*).

Go through each response to see if that was chosen by anyone. It is worth asking what the consequences would be if this was the choice made. **See within brackets for possible consequences.**

Use this format for the remaining questions

**2. What do you do when someone is gossiping about your best friend? Do you.....**

- Say nothing
- Join in with the gossip
- Listen and tell you friend later (the gossip) later that you are not happy.
- Speak up and confront the gossip

**3. The most important thing about friendship is.....**

- Spending fun time together
- Always being there for your friend
- Being part of a popular group at school
- Having cool friends.

**4. Your friend is having a difficult week, how would you cheer them up?**

- Suggest you do something fun together
- Tell them they'll get over it.
- Offer them a shoulder to cry on
- Tell the about your bad week

**5. Your friend hasn't done well in a test. Do you.....**

- Offer to help them
- Tell them they should have tried harder.
- Remind them of the things they are good at.
- Say nothing

**6. Your friend tells you that they are being bullied. What do you do?**

- Do nothing.
- Tell them to toughen up.
- Listen to them. Tell them it's not their fault.
- Encourage them to get some help
- Offer to tell a teacher.

**7. Your friend tells you that they are going to have a fight with someone else in your class. Do you....**

- Do nothing.
- Encourage them to have the fight.
- Tell others and tell them where the fight is going to happen. Encourage them to come along to support your friend.
- Tell your friend that this isn't right and that they could get in trouble
- Speak to a teacher and tell them.



After the group have finished the questions go through each one getting their individual responses and discussing the possible consequences of each action. ***Tell them that for every action they take there will be a consequence.***

**If the group have difficulty in knowing what a consequence is, explain it to them.**

**Consequence – A result or effect**

Ask what would the consequence of jumping into a swimming pool?

You get wet of course

After going through the questions say to the group ***“In some of the above situations you are either seeing a friend in trouble or doing something that could get them in trouble”***

**Ask** – in these situations what would you describe yourself as? You are trying to introduce the term **BYSTANDER**. This may be a new word to some of the group.

**If group are struggling to use this word, try to prompt them.** Say to group when you see something happening, how would you describe yourself? Some may use the word witness or passer-by

If no one uses the term bystander, you should use the word ***“You are a bystander”***

Say to the group that in each of the questions '**DOING NOTHING**' was an option given to you. Ask why some people might choose this option, even when a friend is involved?

You should explore their responses and help them identify these. You are looking for them to say things like – ***Scared, don't know what to do, might make it worse, it's not my business, someone else will do something.***

### **Ask**

- How do you think they might feel if they chose not to do something and a friend got hurt? Explore their responses.
- How would their friend feel if they were being bullied?
- How would they feel if no one helped them?
- How would a friend feel if someone helped them?

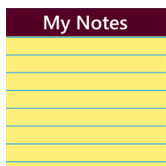
**Note – this activity isn't about making them feel guilty if they don't act. It's more about exploring their own feelings as well as the feelings of the group. Hearing how others feel can help reassure them.**

Say to group that many people, including adults actually want to help friends who may be in trouble (**Consider giving your own example here).**

Ask group if it would be easier if they had some tools to be the friends that they want to be?

Tell the group that the sessions you are going to do with them in the future will give them some tools that they can use to help friends.

**Tell the group that that’s the end of the session and thank them for their attention.**



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## **FROM BYSTANDER TO UPSTANDER**

If necessary, start with a recap of the last session and ask the group to think back to it. Ask ***“what did we talk about the last time?”***

Consider using the questionnaire they completed as a way to talk about the last session.

**Tell the group that for this session we are going to focus on what we can all do to be supportive friends.**

Tell the group that we will start to bring some of the answers they gave when they completed the questionnaire and put them into a toolbox that they can use in any situation they may witness in the future.

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## **ACTIVITY – THINK OF A TIME?**



This activity seeks to place the young person in a situation that introduces the idea of the bystander and how bystanders can help.

Say ***“Think of a time when you helped a friend, a family member or someone else”***. Also say to the group ***“Think of a time when you didn’t help a person who needed help”***

If appropriate hand out the **THINK OF A TIME** activity sheet and give the young people some time to consider the questions on the sheet. Consider splitting group into smaller groups.

**Refer to the Activity questions.**

If young people find it difficult to think of a time. Get them to imagine if they did need help and someone helped them. Ask how they would feel?

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## ACTIVITY - WHAT WOULD YOU DO?

activity  
TIME

This activity is designed to pull all previous discussion together. You will read a short scenario which places the group in a realistic situation where someone appears to need support.

Tell the group you are going to describe a situation and ask them what they would do in the situation

### Read the text below –

*After a long, busy day, you're finally headed home from class. As you leave the building, you spot a person lying motionless on the sidewalk near the bus stop. By how they look and dress you can't really tell if they are someone from school or from the street. People and cars are passing by; some have clearly noticed them, others haven't. One person points them out to their friend as they pass, but neither of them stop.*

Ask group to think about what they would do in the situation. If able, split them into smaller groups and provide them with the **WHAT WOULD YOU DO** handout for them to fill in. You may need to support the group with reading the paragraph.

Also ask the group to think about reasons why some people might do nothing and just walk by.



After a short time get some responses from the young people. You are looking for them to start to detail interventions like:

- Going up to the person
- Asking for help from others
- Phoning the police or talking to an adult.

**The challenges to their intervention might include: fear, don't know what to do/say, it's not my business.**

Ask group if the fact that others are not stopping might stop you from helping.

You may need to facilitate their responses. Ask group to tell you what they would actually say to the person/ or another around them. **You want to hear the words they would use.**

**NOTE – The focus on their narrative is important. In the classroom the 'pause button has been pressed'. It's important to make use of this moment because in real life there is no pause button.**

Consider writing their responses down on flipchart/whiteboard

**Ask the group to raise their hands** if in the scenario you would like to think you would do something to help.

**NOTE – THE RAISE YOUR HANDS REQUEST IS SIMPLY TO GET THE GROUP SEEING THAT OTHERS IN THE GROUP AGREE WITH THEM**

If group have difficulty in responding, ask them to think, that if it was your friend needing help do you think people could do something here?

Much of the discussion so far, has provided the young people with opportunities to talk about what they would do in a realistic situation.

**Now the challenge for you as a facilitator is to turn their responses into a valuable toolkit that they can use in the coming sessions as well as in their lives.**

**Get the group to think about the term “Upstander”**

**Say something like – If a bystander stands and watches or walks away what would an ‘UPSTANDER DO’?**

Consider splitting the group into smaller groups and giving some thinking time to come up with a definition.

**UPSTANDER – SOMEONE WHO SPEAKS UP OR ACTS IN  
SUPPORT OF AN INDIVIDUAL**

Refer to the responses you noted from the **‘WHAT WOULD YOU DO ACTIVITY’**

Show the following film

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

The **NED** Show takes a positive stand on bullying by offering four ways that students can be an upstander (vs a bystander) when they see bullying. The four ways are:

- Be a buddy
- Interrupt the bullying.
- Speak out
- Tell someone



**PREVENTION THROUGH  
CONNECTION**

Refer back to the responses from the **'What would you do?'** activity. Within these responses the young people will have probably said things like: **Go and help, get someone to help them, phone the police or other adult.**

Make the links to the film and the ways used within the film to deal with the situation. Go through each one and make sure the young people understand the intervention being described.

My Notes

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## **UPSTANDER INTERVENTIONS**

**BE A BUDDY** – What would this look like? What would you say to your friend who is being hurt? How might they feel if you did use this option?

**INTERRUPT THE BULLY** – It's likely this hasn't been discussed before. Distraction is quite a good way to deal with a situation, but it may only stop the issue for a short time.

Ask what do we mean by interrupt? What example was given in the film? What did the upstander achieve?

Ask do you think that you could also use the **BE A BUDDY OPTION** here as well?

**SPEAK OUT ABOUT BULLYING** – It said in the film that this would take a lot of courage. Why would this take courage?

- What could you say if you chose to use this option?
- Where might you be able to get help from? – Could other friends help you?

**TELL SOMEONE ABOUT THE BULLYING** - Who could you speak to about what you have seen?

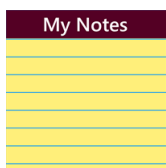
Help the young people see that teachers, parents or other adults in their lives will be able you.

Handout the **MY UPSTANDER TOOLKIT** worksheet and provide some time for the young people to complete this.

At the end of this session thank the young people for their involvement.



**NOTE - If access to a photo-copier consider collecting the toolkit sheets, making sure the young people have written their names on the sheet. Once you have copied the sheets return original to the young people and find a place to pin the others so they can be seen by others.**



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## **TYPES OF RESPECT V ABUSE ACTIVITIES**

The following activities have been developed to introduce discussions on behaviour. Young people will be able to look at both healthy and unhealthy relationships.

The aims of these discussions are to allow young people to be able to spot different types of behaviours both used by themselves as well as by their peers.

Society is often very good at identifying types of abuse but often struggles when it comes to identifying what respect looks like.

## **ACTIVITY – WE HAVE MORE IN COMMON THAN DIFFERENCE**



Tell the group that you are going to get them to talk about something that they do as a hobby, their favourite football team or something they have in their lives e.g. a pet

Tell the group that one person will start telling the others something about themselves. If anyone else shares this interest then they should shout ***“ME TOO”***.

The first person to shout out should then join the other person linking arms/holding hands. They should then tell the group something about themselves.

The aim of the activity is for group to finally form a joined-up circle.

When the circle is complete **ASK** the group what they have learned about each other today? Have them shout out some points raised.

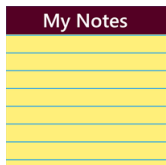
**ASK** the group what they think was the purpose of the activity?

Get some responses. If required tell the group that the activity shows that we often more things in common than difference.

Use the **MORE IN COMMON** handout and give group some time to reflect on the things said by their peers.

End Session and **ASK** how does it feel to see the similar things we have in our lives?

Get some responses from the group.



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## ACTIVITY – THE GOLDEN RULE



The "Golden Rule" – *“Treat others the way you would like to be treated”*. -- as a simple definition of the phrase

This activity will help you develop conversations with the young people on types of respect and abuse.

Say to group that the ‘Golden Rule’ is ***“treat others the way you would like to be treated”***.

Ask group to shout out what this means to them. Get some responses.



Facilitate discussion to return the conversation to the idea of **RESPECT**.

Have students work as a class or in small groups to brainstorm responses to the question, “***What does "respect" mean to me?***”

After working in groups have them shout out their thoughts. Consider splitting them into smaller groups to discuss their thought.

Have students shout out some words that describe the word respect.



Finish this section by suggesting that if you show respect to others, respect often comes back to you.

Ask group to think about the opposite of the word respect – disrespect, hate, dislike, rudeness, put-down, bad language, abuse.

Your job now is to get them thinking about abuse as

- Verbal
- Emotional
- Physical

It's up to you how you get them thinking about the above types. You can give your own examples to get them thinking and responding.

Consider creating three columns on flipcharts/whiteboard.

Write down as follows:

**VERBAL**

**EMOTIONAL**

**PHYSICAL**

**Ask group to shout out examples of abusive behaviour**



As the young people start to provide you with their examples add them to the columns detailed above. Some questions to ask the group:

**Is any one of these types of abuse more serious than another?**

The young people might suggest that physical abuse is the most serious. Whilst in some cases this might be the case ask them to consider someone who is being called names day after day. ***How might they feel?***

**How would it feel if friends ignored you or didn't allow you to play with them?**

The point here is to simply get the young people thinking that any one of these types of abuse can be hurtful.

End this session asking the group to think about their **UPSTANDER** toolkit.



**ASK** if they could see how it might be helpful if they saw any of their friends being treated like this?

Tell the group that in next sessions you are going to put the young people into different situations that will give them opportunities to discuss with their class-mates, lots of the issues that you have discussed in this work-book.

**Thank the group for their hard work.**