

COMPULSORY

Workshop 4

Bystanders and Responsibility

Workshop Overview

This workshop teaches positive bystander behaviour, how to avoid Diffusion of Responsibility. Diffusion of Responsibility means that when bullying happens, the person who witnesses it is less likely to take action.

FUSE research highlights that 73.4% of students who witnessed bullying offline were more confident in their ability to intervene and support the target. Similarly, 70.2% of students reported increased confidence in their ability to know what to do when witnessing online bullying as a bystander.

Learning outcomes

Students will learn:

- » What a bystander is
- » The different types of bystanders
- » The importance of taking responsibility (Diffusion of Responsibility).

Core topics

- » Bystanders - offline and online
- » Role of Bystanders
- » Diffusion of Responsibility

Resources

- » PowerPoint Presentation
- » Videos
- » Activity Sheets

Methodology

- » Presentation
- » Video Analysis
- » Classroom Discussion
- » Activity Sheets

SPHE components

See FUSE and the SPHE Curriculum for further details



Workshop 4

Delivery of the workshop - PowerPoint Presentation

2 What have we learned so far?

The teacher should recap on the learning outcomes from the previous workshop and then proceed.

3 What is a bystander? (I)

The teacher will provide the answer to the question in the next slide:

What is a bystander?

Students should share their ideas during a class discussion.

4 What is a bystander? (II)

This slide emanates from the previous one.

Here the teacher will provide the answer to the question "What is a bystander"?

"A bystander is the person or persons that witness bullying when it happens or that notices bullying behaviour."

5 Shane's video - Part 1

In this slide students will watch a video of Shane's story that portrays the various types of bystanders.

<https://youtu.be/acyRVUpWkOg>

6 Bystanders: What is each person doing in this video?

This is an activity-based slide (Activity 4.1).

Activity 4.1

This is an individual activity.

Students will complete the activity based on the video they watched

Students are asked to view the pictures of the people involved in the incident and describe what each one is doing in the video.

After they have completed the activity, the students should discuss their answers in the classroom.

7 Types of Bystanders Offline

In this slide the teacher will explain to students the different types of bystanders **offline**.

8 Can you identify the bystanders online?

This is an activity-based slide (Activity 4.2).

Activity 4.2

This is an individual activity.

Students are to complete the activity based on the video they watched.

Students should view the images of the different types of bystanders (people involved in the incident) in the **Activity 4.1** and match which image (character) corresponds to the specific type of bystander. After the activity, the students will discuss their responses in the classroom.

The teacher should clarify that bystanders play the same role both online and offline. We encourage positive bystander behaviour both online and offline.

Picture 1 = **Defender**

Picture 2 = **Assistant**

Picture 3 = **Outsider**

Picture 4 = **Reinforcer**

9 Types of Bystander Online

In this slide the teacher will explain to students the different types of bystanders **online**.

10 - 14 Bystanders: What is each person doing in the scenario

This is an activity-based slide (Activity 4.3).

Activity 4.3

This is a group activity.

You will be split into 5 groups. Each group will be assigned to one scenario. You will need to complete the activity based on the scenario you are assigned.

Look at the scenario of the different types of bystanders (people involved in the incident) and decide which type of bystander corresponds to the character of your scenario. Is the person a defender, outsider, assistant or reinforcer?

After the activity, discuss your answers in the classroom.

Mario is a **defender**
John is an **outsider**
James is an **assistant**
Jane is a **reinforcer**
Clarissa is a **defender**

15 Why we all must take responsibility

This is a discussion-based slide.

The teacher should facilitate a discussion on the possible reasons why bystanders do not, in all cases, offer support and assistance when bullying occurs.

Some possible reasons may include:

- » They may be concerned for their own safety
- » They don't know what they should do to help
- » Afraid that they might be picked on
- » They are friends with the perpetrators
- » Assume someone else will help
- » Feel they could get in trouble

16 Do we expect others to step in?

This is a discussion-based slide.

Students will have to think about the video they watched earlier and recall the situation in order to discuss the following questions:

- » Did anyone take responsibility here?
- » If so, how did they take responsibility?
- » Could they have done more to help? If so, what more could they have done?
- » Were there any bystanders who didn't do anything?
- » What is this person called again?
- » Why do you think they didn't do anything?

Students should also come up with the idea that the bystanders perhaps do not intervene, because they expect someone else to do something.

If they don't mention this, then ask the following question:

"Do you think that we expect others to step in when they see bullying behaviour?"

Explain to your students that this is called **"diffusion of responsibility"**, when someone is expecting someone else to take action and they themselves do nothing.

To explain this concept, you can also use the following questions in order to get your students to think about it: If you've ever witnessed bullying, have you expected someone else to do something about it while you ignored it?

Do you think that you have a responsibility to do something when someone is being bullied?

17 Shane's video - Part 2

In this slide students should watch a video about Shane's story (Part 2) which attempts to show what to do to stop a bullying incident: <https://youtu.be/1gNRkkBhy-I>

18 What can bystanders do to help?

This is an activity-based slide (**Activity 4.4**).

Activity 4.4

This is a group activity.

You will be split into groups.

Discuss within your groups the following:

1. What can Bystanders do to help?
2. What can people being bullied do?

Then write the solution to the above questions in the space provided.

After you have completed the activity, discuss your answers in the classroom.

The aim of this activity is for students to come to the conclusion that they should report bullying incidents.

But there are other things they can do ...

What can bystanders do to help?

- » Refuse to be the audience, go get help
- » Label it as bullying
- » Tell the bully to leave the person alone
- » Say something that lets the other students know it's not ok
- » Distract the bully and talk about something else
- » **Always report bullying to an adult**
- » If it is online, report it and message the target with support

- » Talk to your friends for advice on how you can help
- » Talk to the person and let them know you care

Standing up when you're targeted can be difficult. The fastest way to resolve bullying is to ... **Ask for help.**

What can victims (targets) of bullying do?

- » Report anonymously to the school;
- » Send an email, write a note, tell a teacher/parent or a trusted adult.
- » Tell your friends or siblings.
- » You always report bullying.
- » Remember that if you report bullying to your school it will not get worse - it's the first step to resolving it!

Common goal is to report!

19-20 What can Bystanders/Targets do?

These slides emanate from the previous activity.

Students should understand that the most efficient way to stop bullying (either as a bystander or as a target) is to report it to an adult.

"Reporting is when you seek out an adult you trust for help."

21 Things to consider

This slide acts as a recap of the workshop and provides students with a consolidated overview of the learnings you have discussed to-date.

22 Reflection activity

The importance of this workshop is to instill the idea of bystanders, diffusion of responsibility, and that reporting is the most efficient way to stop bullying.

Students need to consider what they have learned during the workshop.