

# 5TH/6TH CLASS

# Workshop 3

## Cyberbullying Part 3

## Bystanders

### Workshop Overview

Workshops 1-3 are recommended for 5th/6th class primary school students and should be delivered consecutively.

In online environments bystanders are significantly more likely to reinforce cyberbullying compared to offline settings (Hinduja and Patchin, 2013).

In addition, students in Ireland do not feel confident in their ability to intervene when bullying occurs online (Viejo Otero 2022)

In the face of cyberbullying, the onus on intervening lies mainly on the role of the bystander. We define bystanders as the person or persons that witness a bullying event when it occurs or that notice bullying behaviour. Research identifies four classes of bystanders namely: Assistants, Reinforcers, Defenders and Outsiders (Gini, Pozzoli, et al., 2008).

This workshop delves into the differences between the four classes of bystanders and aims to educate students to be a defender.

### Learning outcomes

#### Students will understand:

- » The types of Bystanders and their respective behaviours & characteristics
- » The four key steps to respond to bullying in a proactive and safe manner
- » The reasons why bystanders do / do not intervene in a cyberbullying incident
- » The importance of the role of Defender in bullying situations

### Core topics

- » What is a Bystander
- » The role of the Bystander when bullying occurs
- » How to be an active Bystander

### Resources

- » PowerPoint Presentation
- » Teachers Notes
- » Scenario Analysis
- » Methodology

### Methodology

- » Presentation
- » Scenario Analysis
- » Classroom Discussion
- » Completion of Activity Sheets

### SPHE components

- » See FUSE and the SPHE Curriculum for further details



# Workshop 3

## Delivery of the Workshop - PowerPoint Presentation

### Cover Slide

Encourage as much student participation as possible - let the students offer their views and opinions, as this helps generate discussion and allows for greater levels of involvement and engagement. The teacher will lead and direct the lesson, and close each workshop by reiterating the main points covered together.

### 2 In this lesson we will learn...

- » What is a Bystander?
- » The role of the Bystander when bullying occurs
- » How to be an active Bystander

In online environments **bystanders** are significantly more likely to reinforce **cyberbullying** compared to offline settings (Hinduja and Patchin, 2013).

In addition, students in Ireland do not feel confident in their ability to intervene when bullying occurs online (Viejo Otero 2022)

In the face of cyberbullying, the onus on intervening lies mainly on the role of the **bystander**.

We define **bystanders** as the person or persons that witness a bullying event when it occurs or that notices bullying behaviour.

Research identifies four classes of **bystanders** namely: **1.Assistants, 2.Reinforcers, 3.Defenders, and 4.Outsiders** (Gini, Pozzoli, et al., 2008).

This workshop delves into the differences between the four classes of bystanders and aims to educate students to be a **defender**.

### 3 What have we learned so far...

Remind students of the topics discussed in the previous workshop entitled "**Cyberbullying Part 2 - Cyberbullying V Online Conflict**" namely:

- » What is Cyberbullying?
- » What is the difference between online conflict and cyberbullying?
- » What is the impact of cyberbullying?
- » Why is noticing cyberbullying important?

### 4 What is a Bystander?

Ask the class to define in their own words what is a **Bystander (Onlooker)** in the context of a bullying situation.

The move onto the next slide to reveal a definition of a **Bystander** in the context of a bullying situation.

### 5 What is a Bystander (Question & Answer)

A **Bystander (Onlooker)** is the person or persons that sees or witnesses bullying when it happens or that notices bullying behaviour.

### 6 Types of Bystanders

There are 4 different types of bystanders:

#### 1 Defenders

- » Supports, comforts the person being bullied (target)
- » Helps the target by intervening in the bullying situation
- » Takes action to stop the bullying

We should all aim to be a **Defender** in a bullying situation.

#### 2 Outsiders

- » Witnesses the bullying situation but stays outside of the event and does not get involved

#### 3 Assistants

- » Helps and supports the bully and joins in the bullying

#### 4 Reinforcers

- » Supports the bully during/after the bullying incident by laughing, cheering or encouraging the bullying behaviour

### 7 Activity 3.1 - Match the types of bystanders to their actions/behaviour

In this activity the students will identify & match the **types of bystanders** with the actions/behaviour outlined in the scenario :

Please hand out **Activity Sheet 3.1**

#### The scenario

John leaves a mean and hurtful message on Maria's video about Ruby for everyone to see.

1 Colm “likes” John’s comment

**What type of Bystander is Colm?**

**Answer:** Reinforcer

2 Sarah joins in and leaves another mean comment under John’s comment

**What type of Bystander is Sarah?**

**Answer:** Assistant

3 Mary sees some mean comments and reports them on the platform

**What type of Bystander is Mary?**

**Answer:** Defender

4 Orla views all the comments and scrolls on

**What type of Bystander is Orla**

**Answer:** Outsider

## 8 How to be a Defender - Four key steps...

It is important that we respond to bullying in a proactive and safe manner - to do this, there are four key steps that we should always follow...

Let’s have a look now at each of them individually!

### 1 To Notice/Recognise/Spot the Signs of Bullying

Anyone can be a target of bullying for a whole host of reasons - it is so important that we all recognise the signs of bullying when others are either demonstrating bullying behaviour or where you notice a change in the behaviour of friends/peers which might suggest they are experiencing bullying/being a target of bullying behaviour directed towards them.

In our previous workshop, we spoke about the importance of **noticing** bullying and the **impact** bullying can have on a person who is experiencing it.

A **defender** who notices bullying behaviour will be supportive of the target (the person being bullied) during and after the event and will take action to intervene or have the bullying stopped such as by physically moving the target away from the bullying situation... Why ? - because it is the right thing to do!.

### 2 Bullying should never be ignored

Everyone has the right to feel safe and secure in society, whether within the school environment, at home or in social settings and that goes for when you are online whether in a whatsapp group, texting, on social media etc.

It is **NEVER** ok to remain silent or to **IGNORE** bullying behaviour whether the bullying is targeted towards you or if you witness bullying behaviour.

You should feel **safe** and **confident** in responding to the bullying incident.

Students can be afraid to stand up against bullying in case they become a target also or they might think that it does not involve them directly or they may simply choose to do nothing and ignore it.

A **Defender** should feel empowered to take action against bullying behaviour such as, by intervening safely.

### 3 Take personal responsibility

It is important to understand that you have power and responsibility to stop bullying behaviour.

There are a number of actions you can take as a Defender to stand up against bullying/cyberbullying behaviour.

Let’s look at some of the actions a **Defender** can take to stop bullying behaviour.

A **Defender** will....

- » Never repeat gossip, rumours, lies or engage in name calling
- » Never laugh or join in the bullying behaviour
- » Never encourage bullying behaviour
- » Always support his/her peers and especially the person who is being bullied
- » Find a way to intervene safely or move the target out of the bullying situation
- » Engage with the person being bullied and include them in social activities
- » Never stand on the sideline or on the outside of a bullying situation

Now ask the students if they can think of any other actions a **Defender** can take to diffuse or stop a bullying situation.

### 4 Be safe and Report

As a **Defender**, if you are aware of a bullying or cyberbullying incident in your school, it is important that you know what to do - you should **REPORT** it immediately to a school teacher, class head, trusted adult or whomever you feel comfortable to report the issue to!

You can be confident that they will deal with the situation.

Reporting the bullying incident will ensure that the target/peer is kept safe from harm.

Now let’s move on to the next slide where we will put this learning into practice!

## 9 The Importance of Noticing Bullying Behaviour

### Fortnite Scenario Part 1

The following three slides allow the students to apply the learnings of the four key steps to a fictitious scenario which is based on “Fortnite” the online video game.

It is important that students understand the signs of bullying behaviour and be able to determine & recognise if an incident is considered bullying/ cyberbullying regardless of whether they are a target or a witness to a bullying incident.

Now move onto the next slide and leave **Part 1** of the “**Fortnite Scenario**” on screen for the students to read and then discuss the follow-on questions in the slide notes.

### 10 Fortnite Scenario Part 1 - The importance of noticing bullying behaviour

Last night Andrew, Carol, Mary and John were playing Fortnite in playground mode - they are all friends and on the same squad.

They were having a really good game and enjoying themselves when John decided to pick on Carol and essentially eliminate her/kick her out of the game.

Andrew asks himself whether he should say something but then thinks... “ Sure, what’s the harm, it’s a feature of the game!”...so they all gang up on Carol and Carol is prevented from playing the game.

Two days later, the same squad are playing again, and Carol is repeatedly “kicked out” of the game by the squad over and over again.

### Class Discussion

The students have just read **Part 1** of the “**Fortnite Scenario**” on screen.

Now ask the class the following questions:

- » What do you think is happening in this scenario - is Carol a target of bullying behaviour or is it simply gaming?
- » Do you think the squad’s behaviour is ok by continually eliminating Carol from the game and preventing her from playing?
- » If you were on the squad, what would you do? Would you say something to the other members of the squad for repeatedly “kicking” Carol out of the game?
- » What impact do you think this behaviour is having on Carol?

## 11 Bullying should never be ignored

It is important that students understand the impact of bullying on the person being targeted as well as others involved in the situation such as the bystanders, family members, school, etc.

In this way they will realise why it is important to intervene and stop bullying behaviours.

Now move onto the next slide and leave **Part 2** of the “**Fortnite Scenario**” on screen for the students to read and then discuss the follow-on questions in the slide notes.

### 12 Fortnite Scenario Part 2 - Bullying should never be ignored

The squad convenes again to play another game of Fortnite - the same thing happens again! Carol is repeatedly put down and eliminated from the game. Carol feels upset and uncomfortable - she cannot understand why they are behaving this way towards her especially as she plays with these guys against other squads..

She thinks to herself that maybe they don’t want her in the game, but why not?

She is a really skilled player, she understands the strategy when playing against other squads. When she complains, John laughs at her and eliminates her again from the game!

Andrew however does not feel ok about what is going on - Andrew knows that Carol is a great player & is exceptionally good when fighting other squads.

Andrew notices that the rest of the squad are deliberately picking on Carol and he also notices that her voice sounds different when she speaks and she appears upset.

Andrew decides to do something...but what should he do?

### Class Discussion

The students have just read **Part 2** of the “**Fortnite Scenario**” on screen.

Now ask the class the following question: If you were Andrew, what would you do?

- » Remind students that once a situation is recognised as a bullying event, the **bystander** should take responsibility.
- » Knowing what to do is the next step. Research highlights that **knowing what to do** is crucial for intervening in a bullying situation.

### 13 Take personal responsibility

There are many reasons why **bystanders** may or may not intervene or defend a target in a bullying situation - they may think that someone else will “do something” to put a stop to the situation. However, it is important to note that if everyone thinks this way the bullying will continue.

Therefore, students should understand that it is their personal responsibility to take action in order to stop the bullying.

Now move onto the next slide and leave **Part 3** of the “**Fortnite Scenario**” on screen for the students to read and then discuss the follow-on questions in the slide notes.

### 14 Fortnite Scenario Part 3 - Take personal responsibility

Andrew decides to stand up for Carol, this is no longer a game, she is being deliberately targeted and it's unfair!

Andrew decides to use the game's “Kick” option and eject John from the squad.

He sends John a text saying “I am not happy with the way Carol is being targeted, she is a fantastic player, I don't think you are playing Fortnite, I think that you are picking on Carol and encouraging the others to join in and I am not up for it!”

#### Class Discussion

The students have just read **Part 3** of the “**Fortnite Scenario**” on screen.

Now ask the class the following questions:

- » What do you think about the action Andrew has taken?
- » What would you have done in the same situation?

### 15 Be Safe & Report (Knowing what to do)

Finally, it is important that students are equipped with the necessary knowledge on how they can safely intervene in bullying situations whether they are being targeted themselves or if they witness bullying behaviour.

Therefore, students should be aware of the importance of **reporting** a bullying incident whether it is an offline or online bullying situation. It is only when students **know what to do** and how to report, that they will be able to take action with confidence to intervene and stop bullying.

We all have a responsibility to do something to intervene and stop a bullying situation.

The most common way is by **reporting** the bullying event to a trusted adult and to the social media platform (cyberbullying).

### 16 Why bystanders do/do not intervene

This slide provides some of the reasons why Bystanders do not intervene or defend a target of bullying:

- » Fear of being bullied themselves
- » Not friends of the target
- » Don't know what to do
- » Someone else will take action
- » Fear of losing social status/not being accepted
- » Realise that the situation could be dangerous
- » Succumb to peer pressure to stay silent
- » Believe the school/trusted adult will address the issue

Now ask the students if they can think of any other reasons why a bystander might be reluctant to get involved and also the reasons why a bystander might intervene in a bullying situation!

Some of the reasons a Bystander might intervene in a bullying situation include:

- » They are friends with the target of the bullying
- » They have empathy for the person who is experiencing the bullying (target)
- » They understand that they have a responsibility not to ignore the bullying incident
- » They know how to help

Explain to the students the term “**Diffusion of Responsibility**”

The term **Diffusion of Responsibility** refers to the fact that bystanders are less likely to take action when other bystanders or witnesses are present as they think “*someone else will do something*”.

It is important to understand however that we all have a **personal responsibility** to do something in order to stop a bullying/cyberbullying incident.

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### 17 Activity 3.2 - Create a motto/slogan/logo or tagline to promote the role of Defender

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Please hand out **Activity Sheet 3.2**

You can decide a suitable time to complete the following activity & whether it will be completed individually, in groups, in pairs, as a whole classroom activity or for completion by the students at home.

Ask the students to use the key learnings from this workshop to create a motto/tagline/slogan or logo to promote the role of “**Defender**”.

The agreed motto/tagline/slogan or logo can be displayed as a poster around the school/on the school website.

### 18 Things to consider...

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This slide acts as a recap of the workshop and aims to provide students with a consolidated overview of the topics discussed together in class.

- » Recognise the signs of bullying behaviour
  - » Bullying should never be ignored
  - » Take personal responsibility
  - » Be safe & report
  - » Be a defender
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