

4TH CLASS

Workshop 3

Tackle Bullying Together!

Workshop Overview

The following workshop is recommended for 4th class primary school students. The aim of this workshop is to educate students that when bullying occurs, we ALL have a responsibility to tackle it! Those who witness a bullying incident are known as Onlookers, and in this workshop we discover the different types of Onlookers.

We also talk about passing on responsibility, and why, when it comes to bullying, this is something that we should never do.

90.7% of students who have participated in this workshop advised that they are more confident in their ability to tackle bullying as a Bystander while 87.2% of students advised that they are more confident in their ability to intervene in a bullying incident as a Bystander.

Learning outcomes

- » Students will gain a better understanding of the role onlookers play in bullying incidents; and of the passing on of responsibility. Examples are provided in clear and accessible language.
- » They will also have a greater awareness of their relationship with their teacher, and know that they will be supported by their teacher with regard to any bullying-related incidents.

Core topics

- » When Bullying Happens!
- » Types of Onlookers
- » "Can't Someone Else Do It?"
- » Tackle the Problem!
- » Things to Think About!

Resources

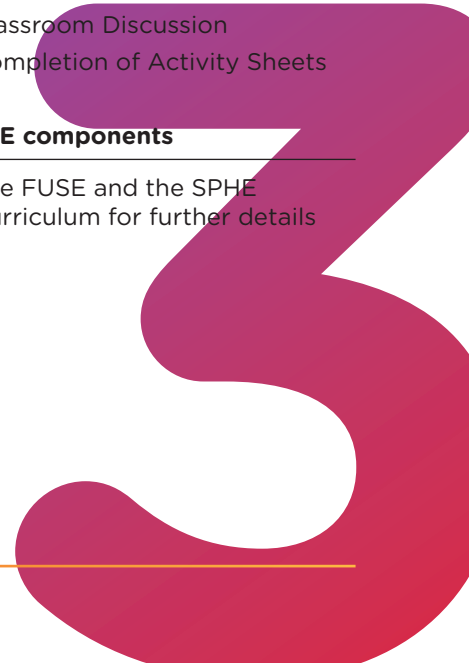
- » PowerPoint Presentation
- » Teachers Notes
- » Videos
- » Activity Sheets

Methodology

- » Presentation
- » Video Analysis and Discussion
- » 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

2 When Bullying Happens..

It is important to stress that everyone is guilty at some point of ignoring bullying behaviour or avoiding dealing with it. This workshop seeks to change that; to show students the importance of taking responsibility and reporting bullying in a safe and secure manner.

A **Bystander** is a person who sees bullying taking place. Perhaps the term 'Bystander' might be too technical; so instead we use the term '**Onlooker.**' We have all been an Onlooker at some point - it is important to stress this to the students.

When you reach the final point on this slide, ask the students: "**Who is the Onlooker in this picture?**" (Ariel)

Then ask the following questions:
"Do you think Onlookers often try to help?" (No)
 And then follow this up with: "**Why do Onlookers seldom offer to help?**"

Please provide students with ***Activity Sheet 3.1** entitled "Onlookers" and let them provide the answers. These include:

- » They may be concerned for their own safety
- » They don't know what they should do to help
- » They are afraid they may be picked on
- » They are friends with the kids who are bullying
- » They think someone else will help
- » They think they might get into trouble

3 Animated Video

This video looks at the other characters we meet when bullying takes place. These characters are known as Onlookers, and each kid will represent a different type of Onlooker.

Buzz is the person being bullied, and Ralpie is the person who is bullying. Every other character represents a type of Onlooker.

They are:

Defenders: Sergio.

Outsiders: Cathy, Leo, Suzie.

Reinforcers: Olly.

Assistants: Hugo.

4 Onlookers

These are the different types of Onlookers:

Defenders: Comfort the person being bullied, actively tries to stop the bullying. (Sergio)

Outsiders: Witness the bullying taking place, but stays away and does not take sides. (Cathy; Suzie; Leo)

Reinforcers: Provides support to the Bully. (Olly)

Assistants: Help the bully; and join in the bullying. (Hugo)

*At this point, please provide students with **Activity Sheet 3.2** where we meet some of the onlookers from the video.

Students are asked to match the characters to the type of onlooker that they play in the video.

5 + 6 "Can't Someone Else Do It?"

This is where we introduce the term "**Diffusion of Responsibility.**" As this is quite a technical term, it needs to be phrased in a language that students can understand; and relate to. A phrase that means the same thing is "**Can't Someone Else Do It?**"

Diffusion of Responsibility is when somebody passes the buck! Some examples might include: you don't bother cleaning your room because you think someone else will do it for you don't bother participating in group work because someone else will instead.

The aim of this slide is to emphasise that all these characters were thinking that someone else would help Buzz. That is why they didn't get involved. They were therefore guilty - as we all are from time to time - of thinking: "**Can't Someone Else Do it?**"

The kids on slide 5 expected someone else to help, but we have all thought this at some point (it's important to stress this to the class).

Why do people think that someone else will stop the bullying? Because **When there are more people around who could also help**, a person might feel that the other onlookers might be better able to intervene. Ask the students, in a bullying situation, if they think it could be harmful to assume that someone else will help?

Diffusion of Responsibility is not unique to bullying situations; it happens all the time in our daily lives too!

Everyday examples – not putting in the same amount of effort into a group project that you would into an individual piece of work or project – expect that other students will put in the work instead of you.

Leaving household tasks for your brother or sister to do such as tidying your room, doing dishes etc.

Ask the students if they can think of any more examples.

7 Class Discussion

The downside of Diffusion of Responsibility/passing on responsibility include:

- » Being unsure how to respond
- » Lower sense of responsibility
- » Leads to inaction.

Bullying situations can be complex, and there are many reasons why people do not wish to get involved (as we discussed). As a result, Onlookers are unsure how to respond, and when this is combined with a lower sense of personal responsibility, the result is inaction, which can have serious consequences for the target.

At this point, click the slide to reveal the question: “What could have happened to Buzz if Sergio didn’t take responsibility?”

This will help start a discussion with the class on “Can’t Someone Else Do It?”

8 Tackle the Problem!

Before the video ends, Ariel is feeling guilty, but as the video concludes, she resolves to do something to help Buzz. Ask the students how she feels about the bullying incident, and after the bullying incident, when she decides to act.

Think about the actions that Ariel could take. (This ties in with one of the principal aims of FUSE: namely, the student reporting bullying behaviour to their teacher, in order to decrease bullying incidents).

Let the students provide examples of actions that Ariel might take. You could write their answers on a flip chart.

These include:

- » She might try and reach out to Buzz again, and comfort him.
- » She might work with another onlooker – one person comforts Buzz; while another tells a teacher.
- » She might talk to a teacher or trusted adult.

Ariel might indeed talk to a teacher, and this is an important point to note, as it leads into our next workshop: **Reporting**. Remind the students that they can always talk to a teacher about bullying concerns.

Other points to consider:

- » When it comes to bullying, students should NEVER feel that they can’t talk to their teacher
- » Teachers have a duty of care to their students; and will always make time for them
- » Indeed, when bullying occurs in a school, the teacher is the best-placed person to help and support students

(It is the teachers responsibility to work within the guidelines of the *2017 Children First National Guidelines for the Protection and Welfare of Children*.)

Finally, ask the students if they think Ariel is taking responsibility? And if so, how?

When we place emphasis on the importance of responsibility, we help increase the belief in others to tackle the problem. By doing so, you help students increase their confidence in their ability to report bullying, which can lead to a decrease in bullying incidents.

9 Things to Think About!

Ask the students - **How did the actions of Sergio inspire Ariel?**

Ariel does not ignore the bullying incident or allow it to continue, she takes action as we will see next week.

Before wrapping up, please provide students with **At Home Activity Sheet “Can’t Someone Else Do It?”**, which looks at examples of passing on of responsibility. Students can complete this activity with a parent/guardian (if they wish).