

# Co-creating a Harmonious School: Stop Bullying

## Primary School Drama Education

### Session 6

#### The Bystanders: Flashback – “If I were a Bystander”

<b>Objectives:</b>	1. To help students understand the responsibilities of the bystanders”. 2. To equip students with the “NOT” approach to handle bullying incidents.
<b>Target:</b>	Primary 4 to 6 students
<b>Suggested duration:</b>	1 lesson (35 minutes)
<b>Teaching aids:</b>	Appendix 3a “Storyline”, Appendix 5a “Use the ‘NOT’ Approach When Facing and Dealing with Bullying”, Appendix 6a “Improvement Advice for Bystanders (For Students’ Discussion)”, Appendix 6b “Improvement Advice for Bystanders (For Teachers’ Reference)”

Duration	Teaching steps	Remarks
5 minutes - Warm-up exercise	<p><b>1. Revision: The “NOT” Approach</b></p> <ul style="list-style-type: none"><li>● <b>N: NO</b> Say “No” firmly. For example: “I don’t like you calling me names.”</li><li>● <b>O: OFF</b> Get off the scene and go to a safe place.</li><li>● <b>T: TELL</b> Tell someone. Seek help until someone takes charge of the situation.</li></ul> <p><b>2. School bullying – “Big bullies small”</b></p> <ul style="list-style-type: none"><li>● Teacher asks, “How does Noisy Sheung and Silent Ng’s behaviour affect Big Ko and Little Lam?”</li></ul> <p><u>Brief summary:</u> <b>Noisy Sheung</b> At first he just stands to one side and watches. Later he joins in by inciting Big Ko to bully Little Lam. As Noisy Sheung shows appreciation to Big Ko’s behaviour, Big Ko becomes more arrogant, so worsening the bullying case.</p> <p><b>Silent Ng</b> All the time he just stands to one side and watches, ignoring the incident and not getting involved, which makes the bullying case even worse.</p>	<p>Display Appendix 5a “<a href="#">Use the ‘NOT’ Approach to handle Bullying</a>”</p> <p>See Appendix 3a “<a href="#">Storyline</a>” from Session 3</p>

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<p style="text-align: center;"><b>25 minutes - Activity</b></p>	<p><b>1. Teacher explains that bystanders can also use the “NOT” approach</b></p> <ul style="list-style-type: none"> <li>● <b>N: NO</b> Say “No” firmly. For example: “You shouldn’t call Little Lam names. You wouldn’t like it either if others did that to you.”</li> <li>● <b>O: OFF</b> Get off the scene and go to a safe place with the victim immediately.</li> <li>● <b>Or:</b> Get off the scene to seek help, then return to assist the victim.</li> <li>● <b>T: TELL</b> Tell someone. Seek help until someone takes charge of the situation.</li> </ul> <p><b>2. Flash back – “If I were a Bystander”</b></p> <ul style="list-style-type: none"> <li>● Form groups of 4 to 6 students.</li> <li>● Each group takes 10 minutes to discuss how the bystanders should use the “NOT” approach to face and handle bullying and then speculate how it might affect the consequences of the incident.</li> <li>● Each group should record discussion results in “Improvement advice for bystanders”.</li> <li>● Teacher invites three students to re-enact the incident using “still images” with a pause in each scene, then invites other students to take the bystanders’ role ( “Forum Theatre”) .</li> <li>● Between group performances, Teacher invites the student who acted first to go back to the position of that role, and add the words, “If the bystander does not appear, how will the incident happen?”</li> <li>● Each group displays the “Improvement advice for bystanders” around the classroom.</li> <li>● Questions asked by teacher or for group discussion: <ul style="list-style-type: none"> <li>➤ What did Noisy Sheung and Silent Ng do?</li> <li>➤ Will these methods give rise to different results? How would Big Ko and Little Lam be affected? (Alleviate the impact of the bullying or worsen it?)</li> <li>➤ Under what circumstances should the bystander leave the scene? Under what circumstances should the bystander ask for assistance? (Encourage students to leave the scene as soon as possible and go somewhere safe to seek help from others.)</li> </ul> </li> </ul>	<p>See Appendix 6a and 6b “Improvement Advice for Bystanders” (For Students’ Discussion / For Teachers’ Reference)</p>
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	<p>3. <b>Applying the knowledge in practice</b></p> <ul style="list-style-type: none"> <li>● Teacher distributes “Who will be my company” Introduction (Please refer to Session 1: Understanding bullying (1)) and tell students to apply these skills and use appropriate measures to act in the role of bystanders.</li> <li>● Teacher invites students to assess the handling method of the classmates. If necessary, Teacher could use the “still images” approach with a pause in each scene, then ask the students to play the role of the bystanders, or divide students into groups to play the roles (“Forum Theatre”) .</li> </ul>	
<p><b>5 minutes</b> - <b>Reflection and conclusion</b></p>	<p>1. <b>Reflection:</b></p> <ul style="list-style-type: none"> <li>● Students are given one minute to reflect on what they have learnt in this lesson from the bullying incident.</li> <li>● Teacher invites students to sum it up in one sentence.</li> </ul> <p>2. <b>Teacher’s conclusion:</b></p> <p>Different responses and behaviours of bystanders have a great impact on the development of bullying incidents. Standing to one side and doing nothing is equivalent to helping the strong and harassing the weak, thus intensifying a bully’s behaviour. Having bystanders taking side is even more inflammable, making the bully feel more intimidating and boosting his arrogance. On the contrary, if bystanders show their dissatisfaction to the bully, offer help to the victim and seek help when there is no improvement, this can immediately defuse or stop the bullying behaviour and arouse the concern of the teachers, who can then take preventive measures against bullying incidents.</p>	

~~The end~~

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## Appendix 6a

### Improvement Advice for Bystanders (For Students' Discussion)

If you were a bystander, how could you handle the bullying incident better?

Scene	Scenario	Bystanders could say “No” in this way...
1	<ul style="list-style-type: none"> <li>● Little Lam is eating Mammy Noodles in her seat alone.</li> <li>● Noisy Sheung, Silent Ng and other students are chatting, chasing each other and taking a rest.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● At recess, Big Ko has nothing to do and feels bored. He wants to make fun of somebody. So he comes over to Little Lam and calls her “Four-eyes”.</li> <li>● <b>Little Lam is deeply troubled by the remark, but dare not say a word. She lowers her head and remains silent.</b></li> </ul>	Noisy Sheung and Silent Ng could have said firmly, “Both of us saw you teasing Little Lam. We are classmates and we should respect each other. We are upset about your behaviour, so stop teasing her.”
3	<ul style="list-style-type: none"> <li>● Big Ko thinks Little Lam’s pack of Mammy Noodles looks really tasty and it will be alright for him to eat together. Without hesitation, Big Ko snatches the pack of Mammy Noodles from her.</li> <li>● <b>Little Lam feels helpless and can only remain silent.</b></li> </ul>	
4	<ul style="list-style-type: none"> <li>● Upon discovering there are not many Mammy Noodles left, Big Ko is disappointed and annoyed. He hits Little Lam on the head to vent his anger.</li> <li>● <b>Little Lam thinks Big Ko is unreasonable, but she dare not take any action.</b></li> </ul>	

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<b>5</b>	<ul style="list-style-type: none"> <li>● Big Ko wants to buy another pack of Mammy Noodles, but he has no money. When he sees a 10-dollar note in Little Lam's pocket, he asks for it. "Hey! Lend me 10 dollars! You can't refuse your classmate."</li> </ul>	
<b>6</b>	<ul style="list-style-type: none"> <li>● Little Lam doesn't want to lend it to Big Ko, so she grips her pocket tightly. Big Ko feels humiliated and angry, so he pushes her rudely in the hope that she will lend him the money.</li> <li>● <b>Little Lam is still reluctant and she grips her pocket tightly, repeatedly pleading Big Ko for mercy.</b></li> </ul>	
<b>7</b>	<ul style="list-style-type: none"> <li>● Seeing this situation, Noisy Sheung and other classmates yell in fascination. Big Ko becomes increasingly annoyed and snatches Little Lam's 10-dollar note without a word.</li> <li>● <b>Little Lam is at a loss to understand her classmates' behaviour. She does not know how to get out of the mess and all she does is to hold on to Big Ko's arm.</b></li> <li>● Silent Ng stands by in silence.</li> </ul>	

※ Depending on the situation, Noisy Sheung and Silent Ng should take Little Lam away and go to a safe place as soon as possible (OFF), tell someone (TELL) and seek help (from classmates, prefects or teachers) until someone takes charge of the situation.

~~The end~~

# Co-creating a Harmonious School: Stop Bullying

## Appendix 6b

### Improvement Advice for Bystanders (For Teacher' Reference)

If you were a bystander, how could you handle the bullying incident better?

Scene	Scenario	Bystanders could say “No” in this way...
1	<ul style="list-style-type: none"> <li>● Little Lam is eating Mammy Noodles in her seat alone.</li> <li>● Noisy Sheung, Silent Ng and other students are chatting, chasing each other and taking a rest.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● At recess, Big Ko has nothing to do and feels bored. He wants to make fun of somebody. So he comes over to Little Lam and calls her “Four-eyes”.</li> <li>● <b>Little Lam is deeply troubled by the remark, but dare not say a word. She lowers her head and remains silent.</b></li> </ul>	Noisy Sheung and Silent Ng could have said firmly, “Both of us saw you teasing Little Lam. We are classmates and we should respect each other. We are upset about your behaviour, so stop teasing her.”
3	<ul style="list-style-type: none"> <li>● Big Ko thinks Little Lam’s pack of Mammy Noodles looks really tasty and it will be alright for him to eat together. Without hesitation, Big Ko snatches the pack of Mammy Noodles from her.</li> <li>● <b>Little Lam feels helpless and can only remain silent.</b></li> </ul>	Noisy Sheung and Silent Ng could have said firmly, “We saw you snatching Little Lam’s pack of Mammy noodles. This behaviour is wrong and bullying makes you friendless. Please return the pack of Mammy Noodles to Little Lam now.”
4	<ul style="list-style-type: none"> <li>● Upon discovering there are not many Mammy Noodles left, Big Ko is disappointed and annoyed. He hits Little Lam on the head to vent his anger.</li> <li>● <b>Little Lam thinks Big Ko is unreasonable, but she dare not take any action.</b></li> </ul>	Noisy Sheung and Silent Ng could have said firmly, “You turned a deaf ear to us. Stop it now, Big Ko!”

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<b>5</b>	<ul style="list-style-type: none"> <li>● Big Ko wants to buy another pack of Mammy Noodles, but he has no money. When he sees a 10-dollar note in Little Lam's pocket, he asks for it. "Hey! Lend me 10 dollars! You can't refuse your classmate."</li> </ul>	Noisy Sheung and Silent Ng should have said to Big Ko, "You shouldn't grab the money from Little Lam! If you don't stop it, we'll call the teachers!"
<b>6</b>	<ul style="list-style-type: none"> <li>● Little Lam doesn't want to lend it to Big Ko, so she grips her pocket tightly. Big Ko feels humiliated and angry, so he pushes her rudely in the hope that she will lend him the money.</li> <li>● <b>Little Lam is still reluctant and she grips her pocket tightly, repeatedly pleading Big Ko for mercy.</b></li> </ul>	Noisy Sheung and Silent Ng should have told Big Ko, "Stop now! We will report this to the teachers at once!"
<b>7</b>	<ul style="list-style-type: none"> <li>● Seeing this situation, Noisy Sheung and other classmates yell in fascination. Big Ko becomes increasingly annoyed and snatches Little Lam's 10-dollar note without a word.</li> <li>● <b>Little Lam is at a loss to understand her classmates' behaviour. She does not know how to get out of the mess and all she does is to hold on to Big Ko's arm.</b></li> <li>● Silent Ng stands by in silence.</li> </ul>	Silent Ng could have tried to persuade Noisy Sheung and the others, "Right, keep it down, all of you. Big Ko, if you don't stop it right now, the teachers will definitely punish you. Little Lam, let's go to the teachers together."

※ Depending on the situation, Noisy Sheung and Silent Ng should take Little Lam away and go to a safe place as soon as possible (OFF), tell someone (TELL) and seek help (from classmates, prefects or teachers) until someone takes charge of the situation.

~~The end~~