

Activity 3

What can I do? (role of the bystander)

Equipment/Resource:	Story Card
Group Size:	20 maximum
Venue:	Enclosed facility
Target audience:	Any
Time/duration:	15 minutes
You will need to:	Distribute a large piece of paper e.g. flipchart paper and pens to each group so they can record their feedback on this task.

Aim:

The aim of this activity is to develop the members' understanding of the role of the bystander in bullying and why they should report any bullying that they are aware of rather than ignoring it.

Learning outcome:

By the end of this activity participants will understand what they should do if they are aware of bullying taking place within the club setting.

Activity

- Read out the following scenario (this can be changed to suit any sporting activity)

Story Card

Jake is a new member of the Superstrickers Football Club (*change relevant to the sport*). He is not as good at football (*change relevant to the sport*) as the other players on the team and he is very quiet. Some of the team members don't really like him, but you think he is ok, he never does anything wrong or annoying. One day at practice you notice that the team captain (the most popular member of the team) snatches Jake's kit bag and kicks it over the club wall. He shouts at Jake "*that was a stupid thing to do – you had better jump over the wall before your mummy shouts at you for losing your football boots*", (*change relevant to the sport*), Jake looks upset but seems afraid to fight back. Another player calls to Jake "*whats wrong Jake - afraid to climb over the wall are you?*". Jake walks away, he goes straight to changing room looking really annoyed and sad. You think he may be crying.

What can you do?

Activity and main teaching points

- In small groups ask members to consider the role of the bystander and to identify what choices bystanders have when they witness bullying or they are aware of it happening in the club setting. Give them 4/5 minutes to note down what they could do. Manage feedback, trying to steer groups to discuss 4 types of action. The facilitator needs to be aware of the sensitivities of completing this exercise as some of the young people may already be 'bystanders':

1. To intervene on behalf of the person being bullied while it is happening

- Advantages: immediately helps stop the bullying, will give strong message to bully
- Disadvantages: difficult to do, need to be brave, repercussions later explaining what this could mean, outnumbered, fear of bully, might make situation worse, short term solution.

2. To offer support to the person being bullied later

- Advantages: they will feel less isolated, you can check with them how they want it to be dealt with, less risks involved
- Disadvantages: bully gets away with their actions, slow response, victim may have been hurt, may not stop the bullying.

3. To tell someone in authority

- Advantages: they can investigate and deal with the person being bullied and bully, no risks to you, they can help to stop bullying for good, discrete.
- Disadvantages: if responded to appropriately there are few disadvantages, but person being bullied may still think you are afraid to challenge bullying as they may not know it was you who spoke to the leader.

4. Challenge the bully later

- Advantages: might stop the bullying, will give strong message to bully.
- Disadvantages: Difficult to do, need to be brave, repercussions later, might not work, might make situation worse and leave you isolated.

Open the discussion to the whole group and discuss the advantages and disadvantages of each type of intervention.

Identify an action plan they can use if they witness bullying within the club.