

## 3 More than a bystander!

**GROUP: SMALL GROUP & WHOLE CLASS**  
**TIME: 15 MINUTES**

This activity is designed to get students to reflect on how they would react to a range of gender-based situations as a bystander. The activity requires students to explore their own feelings, values and attitudes and compare these to community attitudes. It also aims to assist students to identify what they think they could and couldn't do to assist in the situation.

### Preparation and materials

Cut out the cards from **H16 More than a bystander!**

### Background

Introduce this activity by explaining that there is often conflict between our rational thoughts about violent situations and our feelings about them. This conflict can affect the way we respond.

### Procedure

- 1 Divide students into groups of three or four. Either give each group a different situation card from **H16 More than a bystander!** or give each group the same set of cards. One person in each group is to read the card to the others, and students are to use the three questions to guide them in their discussion. For example:

*You're sitting with some friends at a shopping centre and a girl you know from school walks past. One of the boys says, 'Look at that slag, she wants it, and her skirt is so short you can see her arse'. Everyone laughs.*

**I think:** *I think that is sexual harassment.*

**I feel:** *I feel embarrassed in this situation.*

**I do:** *I tell them to shut*

- 2 As a class, go through each of the situation cards again, asking for general responses from the groups. Explore the responses by addressing the following questions with students:
  - How might each of their responses affect the person or people involved? What do you think the impact and outcome of the violence would be on all the people involved?
  - What might be going on inside the person who acts violently towards others, such as the boys in the third situation card?
  - Do people have a responsibility to get involved?
  - What risks are there in getting involved?
  - What advantages are there in getting involved?

- 3 Round off the discussion by stating the value of self-awareness – that is, being able to acknowledge and assess our thoughts and feelings and how these contribute to the way we react to others.<sup>13</sup>
- 4 As a class, discuss where people get messages about how to act (e.g. billboards, advertising, magazines, family, media). Ask students to think of examples of slogans or campaigns that encourage certain kinds of behaviour or choices (e.g. 'If you drink and drive, you're a bloody idiot', 'Speeding kills', 'Quit').
- 5 In small groups, come up with four or five slogans that could be used to encourage certain kinds of behaviour towards others or choices for respect in relationships, For example:
  - Intervene if they see violence.
  - Treat their partner with respect.
  - Show support for victims/friends.
  - Role model respectful behaviour.
- 6 If there is time, put the slogans together and discuss the following:
  - Who are these slogans directed at?
  - Are they intended to be used before or after violence occurs?
  - Who do they suggest is responsible for stopping violence and showing respect?
- 7 Ask students to complete their journal handout and hand it in.

### Journal Entry

#### Session 6 journal questions

Finish the following stems with at least three lines for each stem:

*I was surprised that I...*

*I learnt that others...*

*Doing consent means...*

*Being an active listener requires me...*

*As a bystander I feel I could...*

*As a bystander I feel I could not...*

*Showing respect in a sexual relationship means I...*

You come from a large family. Your best friend is one of your cousins and over the years you have spent a lot of time with him and his family. If their family goes on a holiday then you go too, and if your family goes on a holiday your cousin comes. Over the last year, every time you stay at your cousin's house or go somewhere with the family, your uncle is very nasty to your aunt. You hear him yelling at her all the time and you have overheard him swearing at her, telling her she is a 'useless bitch'. You were sure you heard your aunt crying last time you went. You have never been scared of your uncle, in fact you have always had a great time going to the footy with him, but the last time you were there he said to you that he hoped you understood that what goes on in their house is the family's business and nobody else's.

**What are you thinking?**

**What are you feeling?**

**What would you do?**

Katie, a very good friend, has been very unhappy lately and missing a lot of school. She used to be the happy one, captain of the netball team and everyone's friend. She is so quiet lately and she never wants to go out anymore. You walk home with her after netball training and she tells you that her boyfriend has been hitting her.

**What are you thinking?**

**What are you feeling?**

**What would you do?**

A group of Year 10 boys at your school have started waiting outside the Year 9 locker area and harassing Cal, a kid in your Year 9 drama class. Cal seems really cool to you and ignores the comments. However, yesterday as you were leaving drama, two of the boys were laughing and asking him how his boyfriend was. Cal seemed a bit upset.

**What are you thinking?**

**What are you feeling?**

**What would you do?**

You are out at the movies with friends. Two of the friends, Bella and Lewis, are going out and they seem really happy. But on this occasion Lewis puts Bella down in front of everyone, basically saying she is stupid because she didn't understand a part in the movie. Even though you often joke with each other and make fun of weaknesses, you can tell this is a different story and Bella is upset and humiliated.

**What are you thinking?**

**What are you feeling?**

**What would you do?**

Jack and several of his friends were invited to their friend Steve's house for the afternoon on Saturday. Not long after he arrived Jack noticed that Steve was putting on a pornographic DVD. Most of the other boys there laughed and cheered and the girls went quiet as he put it on and settled in to watch it. Jack, didn't find it funny and said he was leaving because it was not how he wanted to get off. Steve says to Jack, 'Go then, are you some sort of poof?'

**What are you thinking?**

**What are you feeling?**

**What would you do?**

Your friend Kym-lee tells you that her boyfriend wants her to send him a picture of her naked breasts. He says he will keep it to himself but he would love to be able to have a sexy picture of her to look at. She says she doesn't really like this idea and doesn't want to but he persists, asking her all the time and saying how much it would mean to him. He tells her other girls do it and it's no big deal. He suggests if she loved him she wouldn't hesitate and would see it as a compliment.

**What are you thinking?**

**What are you feeling?**

**What would you do?**