

# STAND UP AND BE COUNTED

YEARS 10–12

## Aim

Students will have an opportunity to consider how the choices they make in specific situations can affect the safety of themselves and others and the wider community.

## Description

All students have the right to feel safe and to be safe at school.

If students experience being bullied, it has a negative impact on their wellbeing and learning. If they have strategies to deal with this safely, or have ways to seek help in a timely way, we can reduce its effect on all those involved.

Bystanders are people who witness others being bullied and they can play an important role in any bullying situation.

Bullying is an issue for the whole school community. When bullying occurs in a school situation, everyone is impacted over time because it affects social relationships, the overall sense of safety and students' learning.

When students as individuals and in groups use supportive behaviour to stop bullying they increase safety for everyone.

## Resources

Poster paper

## Activity steps

### 1 Introducing the concept of choice and decisions

Introduce the concept of making choices by asking students to consider the choices we have in social and other situations at school and how they could affect others.

Ask students to work in pairs and discuss one of the following situations:

- You discover some school sporting equipment is faulty and it could be dangerous if not known about.
- You are asked directions by a new student when you are on way to class.

Have students contribute to the whole class a range of actions or choices for their situation.

- Ask the class to extend the possible impact of each choice for all involved.
- Ask students to think about emotions as well as actions.

Check that students have also considered long-term impacts of choices for each situation – that is, of notifying or helping or not notifying or helping. As an example, suggest the school might gain a reputation for a certain behaviour, which could lead to students being attracted to the school or not.

### 2 Ask students for ideas on what conditions could help us make good choices. As an example, suggest having time to make a decision is important. Ideas could



include:

- thinking through all the alternatives
- knowing what to do
- seeing others react one way
- knowing how they would personally feel.

Encourage or suggest a wide range of ideas as a lead-in to the next *Tagged* film activity.

### 3 **Tagged film**

- a) Have students view the short film called *Tagged* at <https://esafety.gov.au/>.

Students then select or are assigned one of the three characters – Jack, Kate or Raz.

- b) Independent thinking time

Ask students to spend some time working independently to consider what impact will this character's actions have on:

- o themselves
- o other people.

Students could use an effects wheel to record the impact.

- c) Working with others

Form students into groups of three or four (each group has all three characters represented).

- o Have each student in the group explain the impact for their character to the other group members.
- o Have the groups complete a poster recording the total effects for all of the characters using a larger effects wheel or some other recording method.
- o Provide an opportunity for the class to undertake a gallery walk to look at the ideas on the impacts from each group.

- d) Final reflection

Ask the class what actions could have prevented the situation or could have helped reduce the impact. See if students can pinpoint the choice or decision points.

Invite students to stand back and consider the power of preventing or interrupting or rethinking or re-choosing to help build safety and respect at school.