

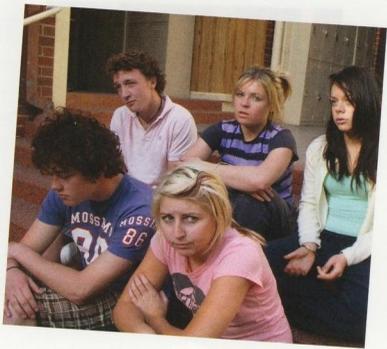
You now realise that bullying behaviour is not just a matter of the aggressor and the target — every person who is aware that the bullying behaviour is happening is involved.

1 Look at the photographs on pages 31–32. They show the main groups involved in a public bullying behaviour incident. Match an appropriate description to each group. The possible descriptions are: Bullies, Active Bully Supporters, Passive Bully Supporters, Targets, Passive Bully Opponents, Active Bully Opponents, Disengaged Observers, Teacher 1 and Teacher 2.

In **Scene 3** of the film you saw a number of statements made by different parties involved in the bullying behaviour events in that school.

2 Below are some of the comments made by the actors in their roles. Match each statement to the person who is most likely to have said it. For example the comment “Go off with your loser mates, if you have any” would clearly be made by a bully, or bully sympathiser. See how you allocate the remaining statements. Write the name of the group beside each statement.

Statement about bullying behaviour	Most likely to be said by:
“Any bullying behaviour is serious and must be dealt with immediately. That’s school policy, and it’s the right thing to do.”	
“Anyway, the kid deserved it — he treats younger kids really badly. He’s no angel!”	
“Go off with your loser mates, if you have any.”	
“Hey, I’m not going to risk losing friendship with the cool group.”	
“I could have become a target, the bully could have been expelled further down the track, the target might not have been really hurt by it – I just couldn’t make a decision.”	
“I don’t like the society that bullying behaviour creates.”	
“I don’t much like the targets, but if we don’t stop it who will?”	
“I just wanted to defuse the situation, break it up, stop it getting any more serious. Didn’t seem all that serious, boys/girls will be boys/girls. No harm done. I wasn’t sure what the school policy was.”	
“I wanted to, but what would the consequences have been?”	
“I’ll do it again if I get the chance you weak twerp.”	
“I’ve been bullied and I know what it’s like, and it’s not good for it to happen to anyone.”	
“If I don’t, who’ll stick up for me if it happens to me?”	
“It just didn’t seem right.”	
“It’ll do you good, toughen you up, and make you change your behaviour.”	
“It’s none of our business.”	
“Why should I help, he/she’s my friend, you’re not.”	
“We don’t want to stick our heads up and become the next targets.”	
“What would my friends have thought of me if I saw it and did nothing?”	



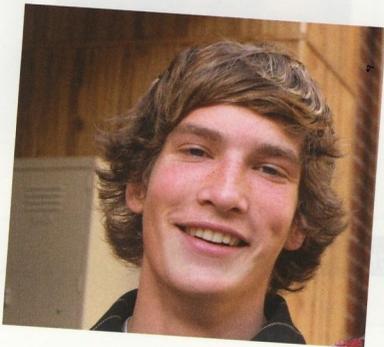
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Characteristic attitudes:



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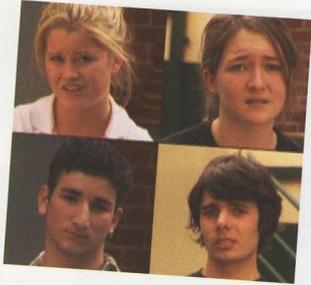
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- 3 Under the photos of each group, write in a description or characterisation of each group's attitudes to bullying behaviour, based on their statements. For example, under Bullies you might write something like 'Exercise their power over a weaker person without caring for the harm they are causing.'
- 4 The photographs of the groups show the many participants who may be involved in a bullying behaviour incident. Cut these out and arrange them into a pattern that shows in a graphic way the relationship of all participants in a bullying behaviour incident. You may want to add arrows and words to explain the links and connections between all parties.
- 5 Describe who influences who in the diagram.
- 6 Where do the teachers fit?
- 7 Imagine that you are now watching a real bullying behaviour incident. Decide on the strategy that best suits you in reacting to that situation.

- 8 The last statement in the DVD says: *'People so often see bullying as just the bully and the target involved, but bystanders have the power to stand up and make a difference, and they really must do that if we're ever going to eliminate bullying.'*
Write out your own personal statement about bullying behaviour and bystanding.

- 9 Below are some attitudes that might exist among people in your school community. How would you now answer them?

- *We do not believe that there is much bullying behaviour in the school.*
- *Bullying behaviour exists but does not cause much harm.*
- *Bullying behaviour exists but it is not my responsibility.*
- *Bullying behaviour exists but the targets need to learn to stand up for themselves.*
- *Bullying behaviour exists but it will harm the school's reputation to focus on it.*
- *Bullying behaviour exists but it is not the major problem needing resource focus.*
- *Bullying behaviour will always exist.*
- *The school already has policies in place.*

- 10 Imagine that you have been asked to create an awareness program in your school about bullying behaviour. What will your messages be? Who is the audience? What will be the most persuasive approach to take in getting your messages across? Design your program for a 'Safe Schools Week'.