

Discussion

- As a whole class, discuss why it is important to report a problem to a teacher.
- Discuss why we should not get involved if there is a problem in the playground or classroom.
- Discuss our 3 school values and how reporting aligns to them.

BYSTANDER VS UPSTANDER

Watch the short video: [Be An Upstander](#)

Explain to learners the definition of a Bystander vs Upstander.

A **bystander** is someone who sees or knows that something bad or unkind is happening but doesn't get involved. They don't help or try to stop it.

An **upstander** is someone who takes action when they see something wrong. They stand up for others, tell a teacher, or help someone feel safe.

Activity

As a whole class, co-construct an anchor chart labelled 'Bystander vs Upstander'.

Discuss the actions of both, identify the expected behaviour and record on the anchor chart.



Brain Breaks

- [KPOP Demon Hunters](#)
- [Reach for the Moon](#)
- [Brain Gym](#)
- [Stitch Simon Says](#)
- [Breathe Like a Bee](#)

OR

- GoNoodle
- Game Outside
- Stretching/Yoga
- Puzzles or Reading



HOW TO REPORT A PROBLEM

Looks Like 	Sounds Like 	Feels Like 
• Stop what you are doing. • Find your teacher or a teacher on duty. • Calm body. • Waiting patiently to speak. • Staying away from the problem. • Receiving tokens for being respectful and safe.	• "Excuse me Miss Smith, can I please report a problem to you?". OR "Excuse me Miss Smith, there is a problem I need your help with". • Your teacher may respond with "Thank you for doing the right thing and reporting, I will deal with it appropriately or report it to the Engagement Team".	• You feel heard. • You and your peers feel safe. • You feel respected by your peers and teachers. • You feel responsible. • You feel relieved.



- Explain to learners that when a problem has been investigated, we cannot inform them of other student's consequences, but we can assure learners that it has been dealt with appropriately.

Power Activity

Split learners into small groups. Have them role play being a 'Bystander', then co-construct some examples of how students could use Power With to become an upstander.

Power With



High 5 Strategy

- Review the High 5 strategy with learners.
- In small groups and as a whole class, have learners role play the different steps of the high 5.

HIGH 5 STRATEGY



Bystander Scenarios

Read through the scenarios as a whole class. Ask learners to flip the scenario from 'bystander' to 'upstander'.

1. You see a group of kids teasing someone about how they throw a ball. Everyone is laughing, but the person looks upset.
2. A student is sitting alone because others told them they can't sit with the group. You see it happen but don't say anything.
3. In a group message, a classmate sends a mean comment about someone else. You read it but don't respond.
4. A player misses a goal, and teammates start calling them names. You're standing nearby watching.

POSITIVE CHANGE HIGHWAY

Use the Positive Change Highway to brainstorm appropriate strategies that learners can use when they are faced with a speedbump. E.g.,

- People being a bystander.
- Learners getting themselves involved in situations.
- Physical aggression between peers.

