

**Gender Stereotypes &
Diversity in Families: A drama
workshop for primary schools
addressing homophobic and
transphobic bullying**

**Ciara Fagan
4th July 2018
IDIERI 9 Auckland
faganci@tcd.ie**

When someone, with the authority of a teacher say, describes the world and you're not in it, there is a moment of psychic disequilibrium as if you looked in the mirror and saw nothing

Adrienne Rich

Why in primary school?

- **3-5 years: Children can become aware that their gender identity differs from the sex they were assigned at birth**
- **12 years: most common age people discovered their LGBTI (lesbian, gay, bisexual, transgender, intersex) identity**
- **16 years: most common age people told the first person they are LGBTI**

(LGBTIreland Report 2016)

However, LGBT young people and children from families with same-sex parents often experience homophobic and transphobic bullying and prejudice in their schools and communities.

Addressing different families
through age-appropriate
discussions and
activities can help promote a
more respectful
environment in your
classroom and in your school.

Respond effectively to homophobic or transphobic language. Be clear that 'gay' is not a 'bad word' and should be used in the correct context. The key message is that some people are gay and being gay is ok...it is not ok to use that word to try to hurt or embarrass someone else.

Tackle homophobic and transphobic bullying. Implement rigorous and explicit bullying policies (and educational and preventative strategies) in accordance with the Department of Education and Skills' Anti-Bullying Procedures.

“Bullying is unwanted negative behaviour, verbal, psychological, or physical conducted by an individual or group against another person(s) and which is repeated over time. It includes relational bullying, cyber-bullying and identity-based bullying such as homophobic bullying”

Different Families Same Love



DIFFERENT FAMILIES SAME LOVE

When someone, with the authority of a teacher say, describes the world and you're not in it, there is a moment of psychic disequilibrium as if you looked in the mirror and saw nothing

Adrienne Rich

THE IMPORTANCE OF FAMILY IN THE SPHE CURRICULUM

Families are central to the formation of children's identity and are the primary lens through which they view their world. 'Myself and My Family' is a core strand of the Social, Personal & Health Education (SPHE) Curriculum, as outlined by the Department of Education and Skills (DES, 1999). It is **vitaly important for all children to see their families represented** in the course of these lessons. It is also essential to create a positive school climate that fosters respect and acceptance of all family structures. **Families in Ireland today are diverse**, consisting of mother- and father-headed families, single parent families, families headed by members of the extended family, step-parent families, adoptive and foster families, families headed by cohabiting couples, bereaved families, adult-only families, families from different cultures, and lesbian- and gay-headed families. However, LGBT young people and children from families with same-sex parents often experience homophobic and transphobic bullying and prejudice in their schools and communities. Addressing different families through age-appropriate discussions and activities can help promote a more respectful environment in your classroom and in your school. The poster aims to stimulate conversation in a safe learning environment and encourage correct and positive language around LGBT people and families. This teaching resource can be used by all class teachers as an additional preventative strategy to **combat homophobic and transphobic bullying**.

WHAT DOES THE RESEARCH SAY ABOUT HOMOPHOBIC AND TRANSPHOBIC BULLYING?

Homophobic and transphobic bullying is widespread in Irish schools (Minton, 2013). It affects those who are LGBT, those perceived to be LGBT, those raised as LGBT, those with LGBT friends or relatives, those perceived to be outside the norms that constitute "feminine" and "masculine" behaviours, and those who are bullied by bystanders. Research has shown that **bullying impacts negatively on a child's mental health and their well-being** (Marsack et al., 2009; Norman et al., 2006). Experiences of bullying can be attributed to the development of homophobic and transphobic attitudes (Minton, 2013). **A clear correlation between homophobic and transphobic bullying and serious mental health issues has been identified** to the extent that:

- 27% of LGBT people surveyed had self-harmed at least once
- Over 50% of LGBT people (under 25) surveyed had seriously thought about suicide
- Just under 20% of LGBT people (under 25) surveyed had attempted suicide (Minton, 2013)

An important finding from the Ombudsman for Children in 2012 indicated that students **are reporting homophobic bullying if the issue of homophobia had been discussed** (DES, 2013a, 2013b). This suggests that **reporting homophobic bullying** often goes unchallenged by teachers because of a lack of understanding about what constitutes homophobic and transphobic bullying. Because perceptions about heterosexism and heteronormativity continue to dominate, significantly, it has been noted that the greater the support, inclusion, and equality for LGBT people, the less affected they are by minority stress.

WHAT CAN TEACHERS AND SCHOOLS DO?

Teachers can influence attitudes by representing different identities in a positive light through classroom discussions and activities in SPHE as well as in other curricular subjects (O'Moore & Stevens, 2013, pp. 274-275). This should complement the new Anti-Bullying Procedures for Primary Schools and Post-Primary Schools, which have been designed to give direction and guidance to school personnel in preventing and tackling bullying behaviour amongst its students. In addition:

Every school must document its anti-bullying policy, the specific education and preventative strategies that the school will implement. This must include documenting the measures being taken by the school to explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying. (DES, 2019b, p.23)

Schools have to be proactive in preventing cyber-bullying, homophobic and transphobic bullying and strive to make all children and young people feel included. **A zero-tolerance policy on homophobic and transphobic language** should be adopted. If teachers fail to challenge homophobic or transphobic bullying, they may unwittingly contribute to a climate of fear and uncertainty in their school.

DIFFERENT FAMILIES, SAME LOVE: A TOOL FOR INCLUSIVITY

This tool must be an integral part of the SPHE curriculum to use the poster. Your main role is to facilitate discussion and activities that **celebrate and respect similarities and differences amongst your students and their families**. Including all children and young people as equal members of our school community promotes the value of diversity, addresses prejudice and stereotyping, and highlights the unacceptability of bullying behaviour. (DES, 2019b, p. 27). All primary schools aspire to create a safe place where their pupils feel welcome and happy. By using this poster and other LGBT resources, implementing comprehensive anti-bullying policies, and focusing on inclusive language, you can help to safeguard a positive learning environment for all children in your school. As teachers and educators we want to promote an inclusive learning environment – one that **empowers students, teachers and staff to celebrate difference and challenge prejudice**.

CREATING AN INCLUSIVE SCHOOL: GOOD PRACTICE GUIDELINES

1. An inclusive curriculum starts in Junior Infants. Ensure all types of families and relationships are represented in your class discussions, lessons and resources.
2. Check that your enrolment form caters for all types of families (for example by using the terms: 'Parent/Guardian' and 'Relationship to Child/Incarer' or 'Mother/Father').
3. Ensure that all parents, teachers and staff members are respected, valued and welcomed in the school.
4. Be aware that children in your school come from a variety of family backgrounds including same-sex families, single parent families, grandparent-led families, foster families, adoptive families, as well as many others.
5. Ensure the school environment is rich with resources that celebrate all family types, for example, posters, displays and library books.
6. Respond effectively to homophobic or transphobic language. When pupils use phrases such as 'that's so gay' or 'you're so gay' they may not realise the negative impact of their language on others. It is essential for the teacher to challenge such language. Be clear that 'gay' is not a 'bad word' and should be used in the correct context.
7. Tackle homophobic and transphobic bullying. Implement rigorous and explicit bullying policies in accordance with the Department of Education and Skills' Anti-Bullying Procedures. Ensure that you have educational and preventative strategies in place that are reviewed and updated frequently.
8. Explore the positive contributions of LGBT individuals to Irish and global society.
9. Enable the children to recognise and challenge gender stereotypes. Remind them that girls and boys can like and do many things.
10. Embrace the individuality of all children. Encourage the children to respect and celebrate the uniqueness of one another.

APPROPRIATE USE OF LANGUAGE

If children use the word 'gay' in a pejorative way to call another child a name e.g. 'You're so gay', tell them that this is inappropriate. Explain to them that words that people use to describe themselves are acceptable (e.g. gay, lesbian, bisexual, transgender) but it is not acceptable to use these words in a derogatory way to try to hurt people.

If children use the word 'gay' in a negative way to mean that something is rubbish e.g. 'That's so gay', tell them that this is inappropriate. Explain to them that words that people use to describe themselves are acceptable (e.g. gay, lesbian, bisexual, transgender) but it is not acceptable to use these words in a derogatory way. This could be hurtful to gay people who hear it or to those who have a gay relative or friend. Ask them to think of a word that actually means what they intend. Discuss the importance of treating others with respect.

DIVERSITY OF FAMILIES

Families come in all shapes and sizes. Some families have a mother, some have a father, some have a mother and father, some have two mothers, some have two fathers, some children live with other family members like grandparents or aunts and uncles while some families have no kids (just grown up). Some children are born into their family while others are adopted or fostered. Sometimes families live together and sometimes they might live in different places. A family is when people love and take care of each other.

USING THE POSTER: LESSON IDEAS

JUNIOR INFANTS AND SENIOR INFANTS

Strand: Myself and Others

Identify and name the people who constitute a family and appreciate that all family units are not the same.

KEY QUESTIONS

- Who's in your family?
- How does your family spend time with each other?
- What are the families in the poster doing together?
- How does your family take care of each other?
- How might the families in the poster take care of each other?
- Are all families the same?
- What's your favourite thing about your family?

LESSON IDEAS

- Create a class mural of family drawings.
- Different Families, Some Love Family Tree: Children paint a tree and stick photos of special people in their family among the branches.
- Fruit salad: Children sit in a circle. Call out a statement e.g. Move if you have a pet/have a brother/your family likes to... Focus on a family in the poster. Discuss appearance, personality, activities, and composition of that family.
- Families can live in a house, apartment, hotel, caravan, trailer, cottage, bungalow, terraced house, accommodation centre etc. How might some of the families in the poster have decorated their home?
- Guess Who? Teacher says a statement e.g. 'It's my birthday today, I like to dig in the sand. I have two mummies. I have red hair', have a cog who helps me. Children guess the character being described.
- Kim's Game: Teacher covers one of the families and the children describe the missing family.
- Phonic Rhyming game: Find something in the poster that rhymes with...begins with... (e.g. 'I have two daddies', etc.)
- Encourage the children to create families out of LEGO, marla etc.
- Look at the babies in the poster. Can you tell if they are girls/boys? Is there such a thing as 'boy' or 'girl' colours? Challenge any gender stereotypes displayed by the children.

Strand Unit: Myself and My Family

(SPHE Curriculum, p. 20)

FIFTH CLASS AND SIXTH CLASS

Strand: Myself and Others

explore and discuss families and homes and how they can vary in many ways

Strand Unit: Myself and My Family

(SPHE Curriculum, p. 61)

KEY QUESTIONS

- What does this poster portray?
- What do you think the purpose of the poster is?
- Why is it important to talk about and respect different family types?
- What makes a family? (Refer to each family in the poster)
- How does family give you a sense of belonging? Why is this important?
- Do all families have children? (There is a family of two adults on the right hand side.)
- Look at poster and wonder, 'I wonder why/who/what...'
- Can you think of any gender stereotypes related to appearance/behaviour (jobs, likes, dislikes etc.)? What are the benefits of countering these stereotypes? Are people free to look and act contrary to these expectations in your school/community/country?
- Do you know what LGBT stands for?
- Examine the school's anti-bullying policy. Highlight the words 'homophobic and transphobic bullying'. Ask the children to explain what this means.
- How can we ensure that our classroom, school and community are welcoming to all children, teenagers and families?

LESSON IDEAS

- What is your definition of a family? Write it. Join with a partner and create a pair definition. Join another pair and come up with a group definition. As a class group agree on a definition of family. Design a poster showing the definition and display it in the classroom.
- Write on the board: 'Girls can... and Boys can...'. Ask the children to discuss. Challenge any gender stereotypes.
- Find the photographer that is taking photos of the families in the class. Discuss catchy captions and interesting photographs.
- Come up with an exciting newspaper article to accompany each family portrait.
- Make connections to the poster (from poster to own life, poster to other fictional contexts: TV, film, books etc. and poster to the wider world) using the phrase 'That family reminds me of...'
- Ask the children to describe the types of families they see in the media. Discuss why this might be the case.
- Analyse a selection of books to identify the family types represented (see link below for books that include LGBT characters).
- Create their own book for younger children to promote inclusion of all family types.
- Give each group of children a selection of cards with household chores/occupations. Ask them to sort them based on their own criteria. If sorted on the basis of gender, challenge stereotypes.
- Create a Family Rights Charter - a list of things that all families are entitled to.
- Family history project: Ask the children to bring in photos of their grandparents to create a family story - stories of their childhood, places they lived, things they did, how their grandparents felt about the school (if possible, do a family tree) since they were younger.
- Create a home page for the school that states that all families that the school is welcoming to everyone, regardless of difference.
- School Council: Children meet and implement ideas on how to tackle bullying including homophobic and transphobic bullying.

GLOSSARY OF TERMS AND CLASS-APPROPRIATE EXPLANATIONS

TERM	JUNIOR INFANTS TO 2ND CLASS	3RD CLASS TO 6TH CLASS
LESBIAN	A woman who loves another woman and they can be a family together.	A woman who has or wants to have a loving relationship with another woman.
GAY	A man who loves another man and they can be a family together.	A man who has or wants to have a loving relationship with another man. Sometimes this term is also used to refer to lesbians.
BISEXUAL	A person who can love a man or a woman and form a family with a person of either gender.	A person who can have or wants to have a loving relationship with either a man or a woman.
TRANSGENDER (OR TRANS* FOR SHORT)	A girl who feels like they are a boy/A woman who feels like they are a man.	A person who was born with the physical characteristics of a boy/girl but deep inside they feel like they are a different gender and want to live their life as that gender.
HETEROSEXUAL (OR STRAIGHT)	A man who loves a woman or a woman who loves a man and they can be a family together.	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man.
HOMOPHOBIC BULLYING	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are lesbian, gay, bisexual or transgender or because people think they are.
TRANSPHOBIC BULLYING	When people are hurtful to others because they are transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are transgender or because people think they are.
LOVE	A short way to say lesbian, gay, bisexual, and transgender.	An acronym used to refer to the lesbian, gay, bisexual, and transgender communities.
HOMOSEXUAL	This is another term for gay or lesbian, sometimes used by scientists or doctors. LGBT people generally use the terms lesbian, gay or bisexual to be used in a respectful way.	This is another term for lesbian, usually used by scientists or doctors. Lesbians, usually use lesbian or bisexual to be used in a respectful way.

ADDITIONAL RESOURCES AVAILABLE

Click on the 'Educational Resources' tab of the INTO LGBT Teachers' Group webpage: www.into.ie/lgbt

- > English and Irish language versions of the poster for interactive whiteboards
- > Animated presentations of the poster
- > List of books to promote inclusion in classrooms
- > List of further useful websites

REFERENCES

DES (2013a). *Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Minister for Education and Skills*. Dublin: Department of Education & Skills.
 DES (2013b). *Anti-Bullying Procedures for Primary and Post-Primary Schools*. Dublin: Department of Education & Skills.
 DES (1999). *Social, Personal & Health Education (SPHE) Primary School Curriculum*. Dublin: The Stationery Office.
 Minton, C., Brown, A., Carr, G. & Kitching, K. (2009). *Supporting LGBT Learners in the Men's Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People*. Dublin: Gay and Lesbian Equality Network (GLEN) and BeLGBT to Youth Service.
 Minton, S.J. (2013). *Homophobic Bullying in Schools in Ireland*. In O'Moore, A.M. & Stevens, P. (Eds.) *Bullying in Irish Education*. Cork: Cork University Press.
 Norman, J., Cahill, M., & Namara, G. (2006). *Straght Talk: Researching Gay and Lesbian Issues in the School Curriculum*. Dublin: Centre for Educational Evaluation, DCU.
 O'Moore, A.M. & Stevens, P. (2013). *Bullying in Irish Education*. Cork: Cork University Press.
 The INTO LGBT Teachers' Group would like to acknowledge Stonewall for permitting the use of their slogan 'Different Families, Same Love'.

GLOSSARY OF TERMS AND CLASS-APPROPRIATE EXPLANATIONS

	JUNIOR INFANTS TO 2ND CLASS	3RD CLASS TO 6TH CLASS
LESBIAN	A woman who loves another woman and they can be a family together.	A woman who has or wants to have a loving relationship with another woman.
GAY	A man who loves another man and they can be a family together.	A man who has or wants to have a loving relationship with another man. Sometimes this term is also used to refer to lesbians.
BISEXUAL	A person who can love a man or a woman and form a family with a person of either gender.	A person who can have or wants to have a loving relationship with either a man or a woman.
TRANSGENDER (OR TRANS* FOR SHORT)	A girl who feels like they are a boy/A woman who feels like they are a man. A boy who feels like they are a girl/A man who feels like they are a woman.	A person who was born with the physical characteristics of a boy/girl but deep inside they feel like they are a different gender and want to live their life as that gender.
HETEROSEXUAL (OR STRAIGHT)	A man who loves a woman or a woman who loves a man and they can be a family together.	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man.
HOMOPHOBIC BULLYING	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are lesbian, gay, bisexual or transgender or because people think they are.
TRANSPHOBIC BULLYING	When people are hurtful to others because they are transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are transgender or because people think they are.
LGBT	A short way to say lesbian, gay, bisexual, and transgender.	An acronym used to refer to the lesbian, gay, bisexual, and transgender communities.
HOMOSEXUAL	This is another term for gay or lesbian, sometimes used by scientists or doctors. LGB people generally prefer the terms lesbian, gay or bisexual to be used.	This is another term for gay or lesbian, usually used in scientific or medical references. LGB people generally prefer the terms lesbian, gay or bisexual to be used.

Bullying related to Gender, Homophobia and Transphobia

While children can be singled out as different and bullied for a host of reasons, sometimes it's because

- They don't conform to stereotypical gender expectations or behaviour
- They have an LGBT family member
- They themselves are LGBT or perceived to be

The period between knowing they are LGBT and telling others can be particularly stressful for young people, and for some, these years are a time of particular vulnerability for depression, self-harm and suicidal behaviour...Knowing that they would be supported and accepted by family, friends and others; greater visibility of LGBTI people; and more accepting attitudes helped most people to come out

(Supporting LGBT Lives, 2009)

These are some of the key findings about the #mentalhealth of LGBTI young people from the #LGBTIreland Report

14 – 18 year olds' mental health

Students who experienced anti-LGBTI bullying in school had higher levels of depression, anxiety, stress, alcohol use & more likely to self-harm, to seriously consider ending their life & to attempt suicide.



glene



The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland

Mental Health

Compared to the My World National Youth Mental Health Study, LGBTI young people in this study had:

2 times

the level of self-harm



glene



The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland

Mental Health

Compared to the My World National Youth Mental Health Study, LGBTI young people in this study had:

3 times

the level of attempted suicide



glene



The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland

Mental Health

Compared to the My World National Youth Mental Health Study, LGBTI young people in this study had:

4 times

the level of severe/extremely severe stress, anxiety and depression



glene



The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland

Minority Stress

- Experiencing bullying behaviour and minority stress (experiences of stigmatisation, discrimination, social exclusion and harassment) can be attributed to the development of low self-esteem, self-harm, and suicidal behaviour.
- Being LGBT is not indicative of or correlated with mental health problems, rather the experiences of stigmatisation, discrimination, social exclusion and harassment related to their LGBT identity caused minority stress
- The greater the support, inclusion and equality for LGBT young people, the less affected they are by minority stress

(Mayock et al., 2009)

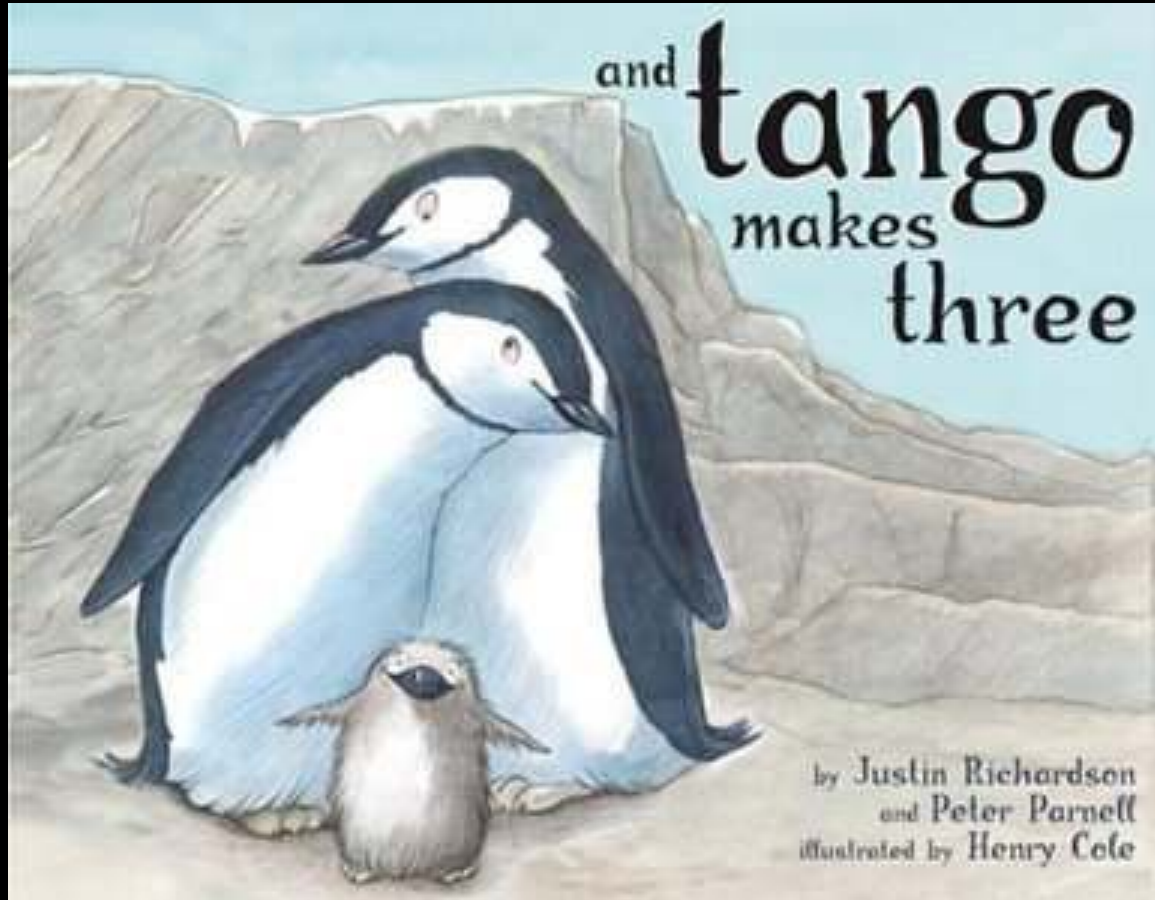
Central Park Zoo

A drama for infant
classes



**This drama aims to stimulate
conversation
in a safe learning
environment and
encourage correct and
positive language around
LGBT people and families**

And Tango Makes Three



Mantle of the Expert

- Superhelpers as zookeepers
- Children take on roles that enable them to become experts in the drama
- Prior knowledge – penguins and families
- Requires planning and research
- Raises children's self-esteem and self-worth
- Creates a sense of importance
- Belief in the role

Before we begin

- **Drama contract**
- **Rules – 10-1, Freeeeze & hands up, Bell, Chair, TiR and OoR**
- **Circle**
- **Role signifiers**
- **Step into storyland**
- **Adaptable for younger and older children**

Content

- **Teacher narration: setting the scene**
- **Storytelling**
- **Ritual and still images**
- **Collective map of the zoo**
- **Teacher in role**
- **Defining the space**
- **Dramatic Play**
- **Role on the Wall**
- **Narration**
- **Meeting**
- **Hatching narration**
- **Hot-seating**
- **Still images**
- **Soundscape**



Bully Busters

A drama for senior classes

Introduction

This drama explores bullying, including homophobic and transphobic bullying, from the perspective of targets, bystanders, and people who bully. The students investigate the bullying in a Mantle of the Expert role, as the Bully Busters, who are an anti-bullying Department of Education team. The students learn skills and strategies to go from the role of bystander to upstander and forum theatre is used to practice and apply these skills.

Notes

- Addressing bullying, in particular identity-based bullying, must be done in a sensitive way
- Students must volunteer to take on the role of the “person who bullies” and the “target” as these roles may unintentionally bring the drama too close to reality
- Students are reminded of the “make believe” element of drama and that real names or real experiences should not be brought into the drama.
- Ensure students have the opportunity to report bullying during the course of these lessons
- Bad language reminder
- Familiarise yourself with the school’s anti-bullying policy
- TiR – keep it simple - try to get the idea across that they are being bullied because the way they look and act contradicts gender norms

Content

- Setting the Scene and Teacher Narration
- Still Images and Caption
- Notice
- Rumour Mill
- Group Sculpture
- Sensory Tour/Thought Tracking
- Discussion and Line of Life
- Where Do You Stand?
- Mantle of the Expert
- Interviews
- Still images
- Image Theatre
- Improvisation (devising)
- Performance Carousel
- Role on the Wall
- Talking objects
- Hot-seating (CiR)
- Conscience Alley
- Vote with your feet
- Tableau/Still Image
- Playmaking
- Gossip Mill
- **Forum Theatre**

Possible extension strategies:

- ✓ Thought-tracking
- ✓ Hotseating
- ✓ Image theatre
- ✓ Flashbacks and
Flashforwards
- ✓ Image of the ideal
- ✓ Conscience alley
- ✓ Collective voice
- ✓ Angels and Devils
- ✓ Ask one question
- ✓ Role on the wall
- ✓ Change the people or place
- ✓ Offer advice to target
- ✓ Writing in role
- ✓ Freeze and justify

Forum Theatre

Forum theatre is a type of **theatre** created by practitioner Augusto Boal as part of what he calls "Theatre of the Oppressed." Boal created forum theatre as a **forum** for teaching people how to change their world.

Forum Theatre

- Explore solutions created by the drama
- Develop skills and understanding of the art form as producers and directors
- Develops relationship between audience and participant
- Sharing ideas and critical reflection
- Audience can stop the drama to suggest changes in positioning, focus and interrelationship of characters
- Replay scenes differently to study differing outcomes
- Rules and responsibilities

Forum Theatre

- Brainstorm characters, build a background, history of the bully, target, bystander, accessory, advocate. What are the characters' relationship to each other? How did the bullying start? What has been happening? What are you going to show? How are you going to show it?
- Start writing the script. Try it out. Edit.
- Forum theatre: Perform scenes of bullying for a younger class. Repeat exact scene twice. The second time, when a student intervenes, students must decide how that intervention would change the scene and improvise from then on. Discuss.

Bystanders

The bystander effect

The bystander effect is a social psychological phenomenon in which individuals are less likely to offer help to a victim when other people are present. The greater the number of bystanders, the less likely it is that any one of them will help.

Response to stress

- Fight
- Flight
- Freeze

https://www.youtube.com/watch?v=jEHwB1PG_-Q

Bystanders

Studies show that active bystanders can do far more than just watch. In fact, student bystanders may be our best hope in reducing bullying.

When bystanders intervene correctly, studies find they can cut bullying more than half the time and within 10 seconds.

(Pepler & Craig)

Upstanders

Active student bystanders can:

- ~ Reduce the audience that a bully craves
- ~ Mobilize the compassion of witnesses to step in and stop the bullying
- ~ Support the victim and reduce the trauma
- ~ Be a positive influence in curbing a bullying episode
- ~ Encourage other students to support a school climate of caring
- ~ Report a bullying incident since 85 percent of time bullying occurs an adult is *not* present. Students are usually the witnesses

MICHELLE BORBA'S BUSTER AND CALM SKILLS

**Teaching Kids How to Be More Than Bystanders And Stand
Up to Bullying**

Telling vs Tattling

STEP ONE: Teach Students Tattling vs. Reporting

- Tattling is when you are trying to get children **IN** trouble when they aren't hurting themselves or other.
- Reporting is when you're trying to help keep children **OUT** of trouble because they may get hurt (or they are). Report bullying to an adult you trust. If the adult doesn't listen, keep reporting until you find an adult who does listen.
- Identify specific trusted adults children can go to and report bullying incidents

Teach what bullying looks and sounds like

- Explain what bullying is
- Describe types of bullying
- Mobilise students' compassion

Bully BUSTER Bystander skills

- B
- U
- S
- T
- E
- R

Introduce **BUSTER** and **CALM** skills

BUSTER skills for the bystander (Michelle Borba)

- **B**efriend the target
- **U**se a distraction
- **S**tand up, **S**peak out
- **T**ell or text for help
- **E**xit alone or with others
- **R**eason or **R**emedy

CALM skills for the target

- **C**ool down
- **A**ssert yourself
- **L**ook them in the eye
- **M**ean it

CALM for the target

- C
- A
- L
- M

CALM

- Cool down – breathe deeply, count to 10 several times, repeat a message to self 5 times, *"I will never let you get me upset. I am strong. I am confident. I am a better person."* relax, calm facial expression
- Assert yourself – assertive body language, poker face
- Look them in the eye – eye contact
- Mean it – scripts, comebacks, “who cares?” “yes I have freckles” and ignore.

Comebacks

- **Comebacks are not for everyone!**
- **Comebacks can be helpful when dealing with mean kids, however, children should practice comebacks with an adult.**
- **Comebacks don't stop bullying, BUT they can increase confidence, which can discourage bullies.**
- **A comeback is not a return insult! Never use a comeback if a person may become challenged or violent!**

Your words are meaningless to me.

Get a life.

Yes I have freckles.

Whatever you say.

Why do you say things like that?

You are wasting your breath.

Your opinions have no effect on me at all.

Here we go again.

You again?

You are a waste of my time.

I wish you would stop wasting my time.

Feel better now?

You're a real expert at this.
Congrats.

Can you just stop?

Are you done?

It would be nice if you grew up.

Real mature.

Stop being a child.

You should hear yourself - pathetic.

I couldn't care less about what you think.

You can see I'm terribly hurt.

Say whatever you want.

I will never feel bad because of you.

I never thought you could do something this mean.

Why does this make you feel good?

This is a shame because I actually thought we could have been friends.

You know we used to be friends.

When we were friends I never thought you would do something like this.

I really thought you were a good kid.

I had no idea you were this kind of person.

You used to be a pretty nice kid.

Keep talking - I'm not listening.

What did I ever do to you?

Wow. You discovered I'm different than you.

Wow. You discovered I look different than you.

They say everyone has a talent.

And that's supposed to make me feel what?

I should really report you but you're not worth it.

Are we going to go through this every single day?

Are you going to waste my time like this every day?

Is it your goal in life or something to do this to me?

I feel sorry for you.

It's real sad that you are doing this.

It must be a joy to be your parents.

You have really changed.

Stop using me to feel good about yourself.

**I don't let someone like you
get to me.**

I heard you and I don't care.

That is kind of funny but stop
now.

This is just wrong.

*Everyone says I'm going to run
into people like you for the rest
of my life – great.*

OK you hurt me- move on.

You can think about stopping
now.

Yeah, yeah....

Yeah right...

*Why do you do this over and
over?*

**How can you say that with a
smile on your face?**

*How would you feel if someone
were doing
this to you?*

**Build up your self-esteem
some other way.**

Just words.

References

- Baldwin & John. (2012). *Inspiring Writing through Drama: Creative Approaches to Teaching Ages 7-16*. London: Bloomsbury Education.
- Borba, M. (2011). *Teaching Kids How to Be More Than Bystanders And Stand Up to Bullying*. <http://micheleborba.com/teaching-kids-how-to-be-more-than-bystanders-and-stand-up-to-bullies/>
- Burke, Fagan, Gavigan & Ward. (2014). *Different Families Same Love [poster]*. Dublin: INTO LGBT Teachers' Group.
- GLEN. (2015). *RESPECT: Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying*. Dublin. Access at <https://www.into.ie/ROI/Publications/Title,34727,en.php>
- Higgins, Doyle, Downes, Murphy, Sharek, DeVries, Begley, McCann, Sheerin, & Smyth. (2016). *The LGBTIreland report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland*. Dublin: GLEN and BeLonG To.
- Mayock, Bryan, Carr & Kitching. (2009). *Supporting LGBT Lives: A study of the mental health and well-being of lesbian, gay, bisexual and transgender people*. Dublin: Gay and Lesbian Equality Network (GLEN) and BeLonG To Youth Services.
- McBride. (2013). *Grasping the Nettle: The Experiences of Gender Variant Children and Transgender Youth Living in Northern Ireland*. Belfast: Institute for Conflict Research.
- O'Toole, Burton & Plunkett. (2005). *Cooling conflict: A new approach to managing bullying and conflict in schools*. Frenchs Forest: Pearson Education Australia.