

Activity I – Practicing Bystander Strategies – Drs. Slaby & Storey

We like to engage conference participants in an activity that they can do with their students to encourage students to be helpful, rather than hurtful bystanders. Participants will also learn how they can intervene effectively as adult bystanders.

In small groups, participants are asked to take the role of either an adult in the school or a student.

1) The activity begins with each “adult” sharing a story about a time he or she witnessed bullying, talking about what he or she did, or didn’t do, and then encouraging the “students” to share their stories about witnessing bullying.

2) Next, each group is asked to review and discuss the hand-out “Tips for Helpful Bystanders” (See Eye On Bullying in downloads) and to designate someone as a note-taker and reporter for their group. Each group will then choose one of the stories shared (or take a story from the EOB) to use as their problem situation, specifying the age of the students and the context of the incident.

3) Then, each participant will think of, demonstrate, and discuss several different ways that both student and adult bystanders could respond in their problem situation. Strategies should include immediate responses to a bullying incident, as well as more long-term responses that can be done to help prevent the bullying incident from repeating and escalating over time.

4) Finally, each group’s note-taker will keep a list of short-term and long-term bystander intervention strategies, and share with the larger group the strategies they think would work best, and those that would be unlikely to work.