

Classroom activities: Everyday heroes

If students speak up to discourage bullying, the bullying often stops. Help children to connect to D Q G U H 5 H F W R Q W K H H [S H U L H Q F H V D Q G I H H O L Q J V R I R W K H take a stand against bullying.

What's going on?

- 1 What is a hero?** Make a list of heroes nominated by students on the board. Along side this list, write their actions and characteristics. e.g.
 - t Directed people to safety (smart)
 - t Knew the right thing to do (dependable)
 - t Risked life to rescue someone (courageous)
 - t Spoke up to prevent a wrong (strong)
 - t Stopped a friend from doing the wrong thing (caring)* Emphasise that “killing baddies” is rarely necessary or heroic.
- 2 The “unsung hero”.** Discuss people whose actions are often unrecognized. Brainstorm unsung heroes, such as a student who helps someone being bullied, or witnesses who report a crime, a grandparent or a teacher.
- 3 Read short biographies** of heroes from history, the Australian of the Year awards, and newspaper articles of local heroes. Add their actions and characteristics to the list.
- 4 Find out about your students' bystander experiences** X V L Q J D F R Q 4 G H Q W L D O T discuss the students' answers (You may like to use the Bullying. No Way! simple Bystander T X H V W L R Q Q D L U H I R U S U L P D U \ V W X G H Q W V L Q W K H 7 H D F K L Q J

Think about it

- 1 Talk about** G L • H U H Q W W \ S H V R I E \ V W D Q G H U V W K H U R O H V W K D W X S R Q E X O O \ L Q J E H K D Y L R X U 7 K H U H D U H W K R V H Z K R F K R R V H may support the bullying behaviour), those who choose to get involved to stop the bullying, and those who encourage the bully.
- 2 Share examples** of real life situations (without mentioning names), read a story or show a video which enables children to identify with characters or animals that are being mistreated. E.g. Using stories.
- 3 Discuss the situations or texts** using these guidelines. Consider the feelings of those involved, L Q F O X G L Q J W K R V H Z K R D U H E X O O \ L Q J W K R V H Z K R D U H E H L R I D W L P H Z K H Q V R P H R Q H K H O S H G \ R X + R Z G L G L W P D N H \ R someone. How did it make you feel? Why do some people choose not to get involved? Why do

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a teacher for support? What might bystanders do when they see other children being picked on