

# WHAT WOULD YOU DO SCENARIO CARDS – PARENTS & CHILDREN

STAND UP FOR  
**RESPECT**



## Tips for Using “What Would You Do?” Scenario Cards:

The aim of this activity is not for children to get the ‘right’ answer, rather to encourage discussion about each scenario and develop empathy and understanding. If your child chooses an answer on the card that you believe is not the best option, use open ended questions to find out more.

You can encourage further discussion via;

### 1. **Role-Playing:**

For each scenario, ask the child to act out both their response and the bully’s behaviour. This will help them practice real-life solutions.

### 2. **Discussion:**

After each scenario, discuss the possible outcomes of the different choices. Ask the child: “How do you think the other person would feel if you did this?” and “What do you think would happen if you didn’t say anything?”

### 3. **Empathy:**

Encourage children to think about the feelings of others involved. This can help build empathy and make it easier for them to imagine a better solution. For example, “How do you think Sarah felt when she was teased about her glasses?”

### 4. **Reflection:**

After completing a role-play or discussion, reflect on the situation. Ask, “What would you do differently next time?” or “Was there a better way to handle the situation?”

As a reminder, younger children (e.g. those in Prep and Year 1 and 2) are still learning how to manage emotions, to be kind to others and to work through simple conflict resolution. It is therefore helpful to focus on outcomes of being kind to oneself and others. As children approach the middle years (e.g. Years 3 and 4), they begin to understand more complex social dynamics and can start practicing more assertive behaviours and empathy. Older children (Years 5 and 6) are better able to understand the consequences of their actions and can be encouraged to use more mature problem-solving techniques to resolve conflicts and support others.

# WHAT WOULD YOU DO?

## Scenario 1: Prep/1-2

### Situation:

You're playing with your friend during recess, and another child comes over and takes the toy you're playing with. They say, "It's mine now. You can't play with it anymore!"

### What Would You Do?

- ☐ Tell the other child, "I was playing with that. Can I please have it back?"
- ☐ Snatch it back. You had it first.
- ☐ Ask your teacher for help if the other child doesn't listen.
- ☐ Try to find another toy to play with if they won't give it back.



# WHAT WOULD YOU DO?

## Scenario 2: Prep/1-2

### Situation:

You see a child sitting alone on the playground, and some kids are laughing at them. They seem sad and lonely.

### What Would You Do?

- ☐ Walk over and ask the child if they want to play with you.
- ☐ Ignore them and keep playing your game.
- ☐ Tell the children who are laughing that it's not nice to laugh at others.
- ☐ If the laughing continues, tell a teacher or another adult.





# WHAT WOULD YOU DO?

## Scenario 1: Years 3-4

### Situation:

Your friend, Ben, is always teasing a classmate, Sarah, about her glasses. He says things like, “You look like a nerd.” Sarah looks sad every time, and you don’t like how Ben is treating her.

### What Would You Do?

- ☐ Tell Ben that teasing Sarah isn’t nice and that it hurts her feelings.
- ☐ Call Ben names.
- ☐ Tell Sarah that you think she looks great with her glasses and remind her that being different is okay.
- ☐ If Ben continues to tease Sarah, tell a teacher about what’s happening.



# WHAT WOULD YOU DO?

## Scenario 2: Years 3-4

### Situation:

You're playing a game of soccer. One of the bigger players keeps pushing a smaller player (James) during the game and laughing. They say, "It's just a game, no big deal." Some kids are upset but don't know what to do.

### What Would You Do?

- ☐ Tell the bigger player to stop pushing and remind them of the rules.
- ☐ Swap field positions so James is at the other end of the field to bigger player.
- ☐ Tell your group you don't feel like playing and go and play something else with James.
- ☐ If the pushing continues, tell a teacher so they can help sort it out.





# WHAT WOULD YOU DO?

## Scenario 1: Years 5-6

### Situation:

You see a group of kids laughing and sharing a phone. On it, they are showing mean pictures and comments about another student in your class. The student doesn't know this is happening, but you can tell that the group is making fun of them.

### What Would You Do?

- ☐ Call out the behaviour to the group by telling them what they are doing is not funny and it's hurtful to make fun of someone.
- ☐ Make an excuse and walk away from the group so you are not involved.
- ☐ Talk to the student who is being made fun of and let them know what's happening. Offer to support them in telling an adult.
- ☐ Report the situation to a teacher or principal, so they can address it and make sure it doesn't happen again.





# WHAT WOULD YOU DO?

## Scenario 2: Years 5-6

### Situation:

During class a male friend keeps making inappropriate and intimidating comments to a female student.

### What Would You Do?

- ☐ Calmly talk to your friend and say “Hey mate, don’t be silly. You are making Emma feel uncomfortable.”
- ☐ Talk to Emma after class and check in on how she is feeling.
- ☐ Ask the teacher to move tables and explain why.
- ☐ Awkwardly laugh at comments and say nothing.

