

# SCENARIO 1: Verbal Bullying (Teasing and Name-Calling)

## Situation:

Lily (Grade 3) is frequently teased by a group of students at school. They call her names like “nerd” and “geek” because she enjoys reading and does well in school. Lily feels sad and embarrassed but hasn’t told anyone because she doesn’t want to make things worse.

## Conversation Strategy:



### Create a Safe Space:

Spend some time connecting in a way your child enjoys. Choose a time when your child is relaxed and open. You might start the conversation while doing an activity side by side, or kicking a ball.



### Be Curious:

Avoid asking “what’s wrong?”. Instead try: “I’ve noticed you’ve been a bit down lately or you haven’t been your usual bubbly self lately. Do you want to talk about anything?” or if your child is not ready to open up, let them know you are available.



**Listen without interrupting** – clarify where needed.



### Validate Feelings:

“It’s really tough when people say unkind, hurtful things about you. It’s okay to feel upset about it. I think I would feel the same way.”



### Problem-Solving and Empowerment:

Avoid solving problems for your child. Allow them an opportunity to problem solve and gently guide them if required.

“What do you think you can do next time someone teases you?”

“Do you feel comfortable telling the teacher, or is there someone else you trust who can help?”

Ask if they would like some advice. If yes, refer to the Recognise React Report Strategy (in Stand Up for Respect Parent’s Guide)

# SCENARIO 2: Physical Bullying (Pushing)

## Situation:

Tom (Grade 5) has been pushed in the playground by Jack, another student in his class. Jack has been teasing Tom for a while, and the pushing started last week. Tom is afraid to go outside during recess and lunch because he's worried it will happen again.

## Conversation Strategy:



### Acknowledge the Fear:

"That sounds really scary, Tom. I'm so glad you told me. It's important that you feel safe at school."



### Ask for Specifics:

"Can you tell me more about when this happens? Do you know what made Jack push you? How did you feel afterward?"



### Problem-Solving and Empowerment:

"Have you thought about what you might do if it happens again?"

"What do you think we should do next? Should we talk to your teacher about how this is affecting you?"

"You are not alone, I am here to support you and we will work out a plan together."



### Role-Play Solutions:

Practice what to say and do in a safe space at home. For example, role-play saying "Stop!" confidently and walking away.

# SCENARIO 3: Social Exclusion (Being Left Out)

## Situation:

Ella (Grade 4) has noticed that a group of girls who were once her friends have started to exclude her from playtime activities. They have been whispering behind her back and not inviting her to join in games. Ella is feeling left out and hurt but doesn't want to confront the girls directly.

## Conversation Strategy:



### Empathy and Validation:

"I can understand how hurtful that must feel. It's really painful when friends stop including us. Sounds really confusing"



### Encourage Open Communication:

"Have you had a chance to talk to any of them about how it makes you feel?"



### Problem-Solving:

"If the group keeps excluding you, do you think it helps to find other people to play with? Is there anyone you would like to get to know more – we could organise a playdate if you like?"

"Are there any teachers you feel like you could talk to?"



### Develop Social Skills:

"It might also help to invite one of them to do something with you, like working on a class project or inviting them to lunch. Sometimes when we take the initiative, people respond positively."

# SCENARIO 4: Cyberbullying (Inappropriate Messages Online)

## Situation:

Max (Grade 6) received a series of hurtful messages on social media from a group of students. They called him “weird” and “annoying” and posted unkind comments on his pictures. Max hasn’t told anyone yet because he’s embarrassed and doesn’t know how to deal with it.

## Conversation Strategy:



### Create a Supportive Environment:

“I’m really glad you came to talk to me about this. Cyberbullying can be just as hurtful as bullying in person, and you don’t have to deal with it alone.”



### Acknowledge Emotions:

“It’s normal to feel upset, confused, or even embarrassed when something like this happens. It’s important to remember that these comments are not your fault.”



### Encourage Reporting:

“Have you tried blocking or reporting the people sending those messages? Sometimes stopping the behaviour and reporting it is the best way to handle it. We can talk to your teacher or a school counsellor if you want.”



### Discuss Safety and Boundaries:

“You should never share personal information online, and it’s okay to set boundaries with people who make you feel uncomfortable. We can go through your privacy settings together to make sure your accounts are safe.”

## Strategy for Parents:



**Open Dialogue About Online Behaviour:** Teach children about digital citizenship and the importance of being respectful and kind online.



**Monitor Social Media Use:** Ensure your child’s online interactions are safe and age-appropriate, setting up privacy controls and monitoring their activity.



**Report and Block:** Teach children how to report and block harmful behaviour online, and make sure they know that they can always come to you if they experience cyberbullying.

# SCENARIO 5: Being a Bystander (Witnessing Bullying)

## Situation:

Sophie (Grade 2) witnesses a classmate, James, being called names and pushed by other students in the playground. Sophie doesn't want to get involved because she's afraid of being targeted herself.

## Conversation Strategy:



### Acknowledge Their Feelings:

"It's really hard to know what to do when you see someone being treated unkindly. It's normal to feel worried about getting involved."



### Discuss the Power of the Bystander:

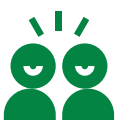
"How do you think James might be feeling?"

"What would you want someone to do if you were James and someone was picking on you?"



### Empower with Action:

"You might not always feel brave enough to say something in the moment, and that's okay. But it's still important to tell an adult, so they can help stop the bullying and keep everyone safe."



### Encourage Compassion:

"You have a kind heart, Sophie, and it's important to always stand up for kindness. Sometimes, being kind to the person who is being hurt makes all the difference."