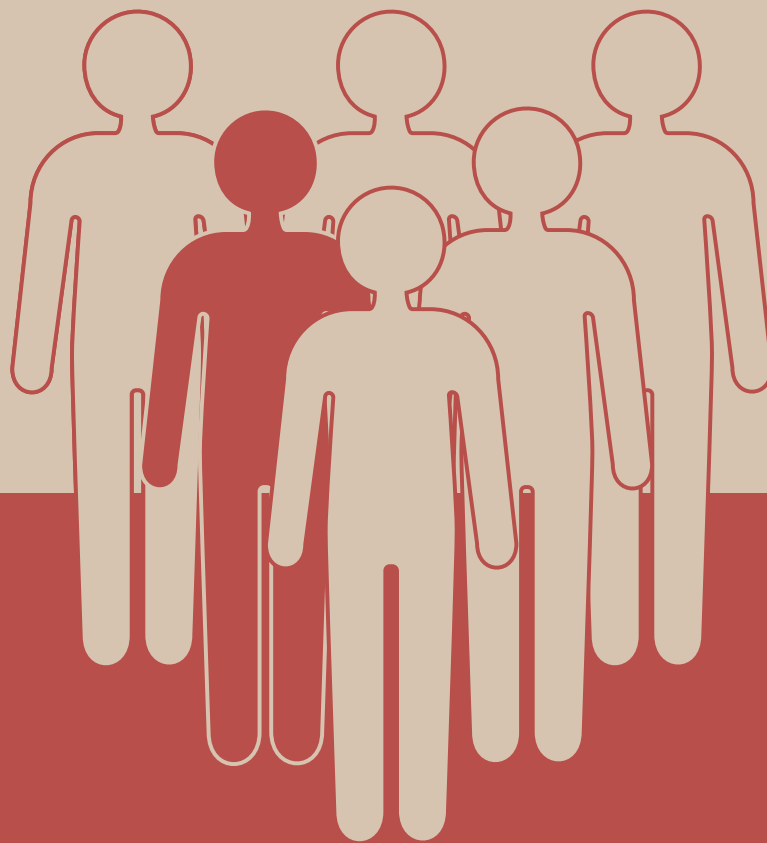


# THE STAND UP PROJECT

STAND UP FOR ACTION



Empowering students to become active bystanders against discrimination, harassment and bullying.

# OVERVIEW

'The Stand Up Project' (SUP) is a training program for primary and secondary school students that responds to how young people experience and respond to discrimination, harassment and bullying at school.

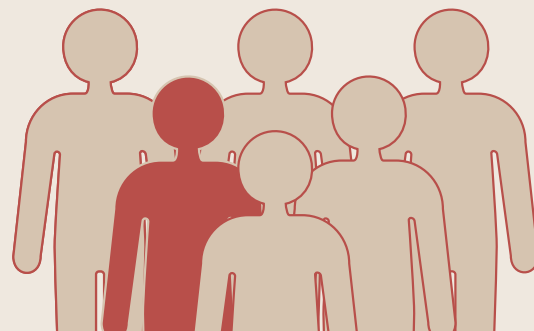
The training is based on peer-reviewed research and was refined through practice. In the training, students learn about the bystander effect (Latane and Darley, 1969) and the drivers and impacts of discrimination. Students identify the most age-appropriate ways to support victims and address poor behaviours. Supported by teachers and SUP staff, students then design class plans which they teach to younger students.

Research shows training is often more effective at reducing discrimination in schools than teacher-led initiatives alone. Put simply, young people are less likely to change behaviours when it comes to anti-bullying training because adults can find it difficult to understand the complex set of cultural factors that contribute to their experiences.

SUP frames poor behaviour as a cultural problem that all students are responsible for addressing – it addresses behaviours, not individuals, and frames discrimination, harassment and bullying as a collective responsibility. The training builds a sense of agency and belonging amongst students which means students own the program and feel responsible for its outcomes.

## SUP IS UNIQUE FROM OTHER CULTURAL CHANGE PROGRAMS IN SEVERAL WAYS:

- SUP's delivery model and theories are simple yet impactful for primary and secondary school children.
- SUP's train-the-trainer model empowers students to own the program and its outcomes, improving sustainability and increasing the number of students who are positively impacted by it.
- SUP takes a community development approach to empowering students. It builds a sense of collective agency and positively influences a school's cultural norms (Nelson et al. 2010).
- SUP's anti-discrimination approach can include gender and sex if students feel it is important to them and their community, but the program can also respond to issues of race, religion, culture, sexuality or (dis)ability.
- Research shows student delivered training is often more effective at reducing discrimination in schools than teacher-led initiatives alone (Denny et al. 2015, p. 4).
- Bystander training in Australia tends to be designed for adults by adults.
- Students and teachers emotionally connect with SUP and its outcomes because the de-identified case studies used in the initial training session are drawn directly from students' personal experiences at your school.



# BENEFITS AND OUTCOMES

SUP provides students, teachers and parents with multiples benefits and outcomes. SUP aligns with the Respectful Relationships curriculum and is proven to **increase theoretical knowledge of the relationship between discrimination, harassment, bullying, and social injustices.**

Participants have reported an **increased understanding and confidence when it comes to discussing discrimination, harassment, and bullying.** As well as Increased collaboration and understanding between students, teachers, and parents to reduce these occurrences.

Additional benefits and outcomes of SUP to students, teachers and parents include:



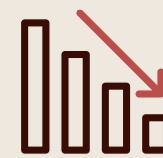
Practical skills in how to be an active bystander.



Improved public speaking and communication skills.



Leadership, teambuilding and training skills.



Reduced occurrences of discrimination, harassment and bullying at school.



Increased self-confidence and feelings of empowerment and inclusion.



Certificates of Completion for students to include in their university applications and resumes.

**SUP aligns with the Respectful Relationships curriculum**

# SCHEDULE

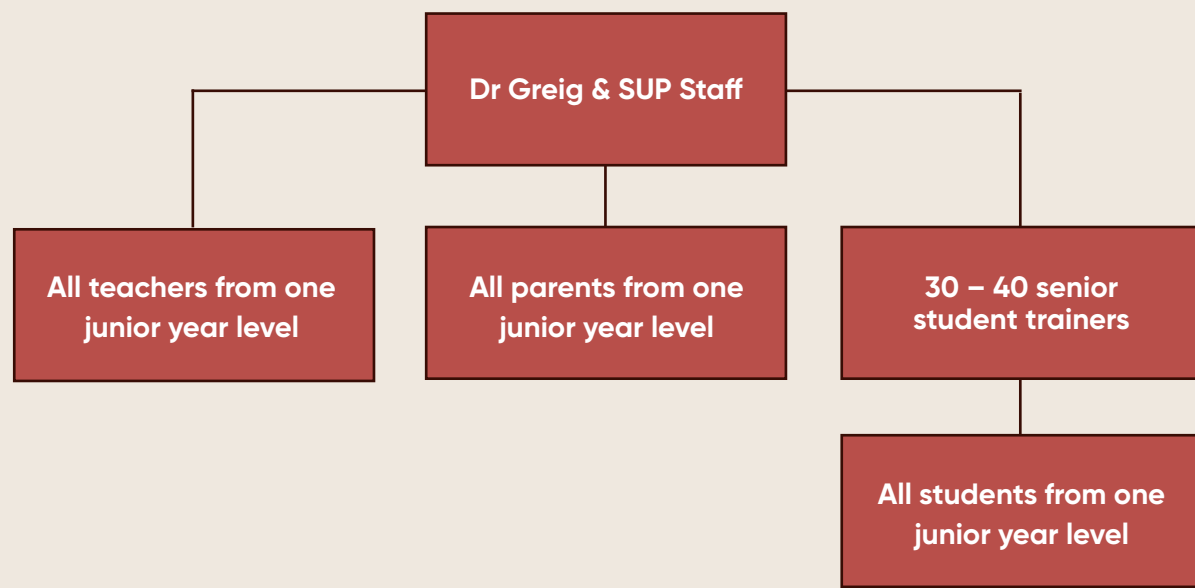
Training	Cohort	Logistics	Learning Outcomes / Outputs
<b>Session 1:</b> Foundational Training (60min)	30-40 senior student trainers.	<ul style="list-style-type: none"> <li>Delivered by Dr Greig in-person, after school, at lunch time or another suitable time for your students, on-site.</li> <li>1 teacher/staff member present.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the drivers of discrimination, harassment and bullying, and the history and research of the 'bystander effect'.</li> <li>Understand and reflect on evidence to inform appropriate bystander actions.</li> <li>Develop and express social justice issues which are important to students and their communities.</li> <li>Demonstrate an ability to identify poor behaviour, evaluate settings and determine the appropriate ways to respond.</li> <li>Apply knowledge and skills to develop class plan between Session 1 and Session 2.</li> </ul>
<b>Session 2:</b> Train the trainer (60min)	30-40 senior student trainers.	<ul style="list-style-type: none"> <li>Delivered by Dr Greig in-person, after school, at lunch time or another suitable time for your students, on-site.</li> <li>One teacher/staff member present.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an ability to work collaboratively to refine the class plan.</li> <li>Demonstrate an ability to identify any potential risks and/or challenges associated with the class plan and develop risk-reduction strategies.</li> <li>Demonstrate an ability to deliver the class plan to other students and evaluate outcomes.</li> <li>Show leadership and take ownership of the program's success (or failure).</li> </ul>
<b>Session 3:</b> How to support students to be active bystanders (60min)	All teachers from one junior year level.	<ul style="list-style-type: none"> <li>Delivered by Dr Greig in-person, after school, at lunch time or another suitable time for your students, on-site or online.</li> <li>Apx 4-6 year 10 students sit on a panel, facilitated by SUP staff, and provide advice and feedback to teachers on how teachers can support and empower students to be active bystanders. Teachers are invited to ask questions of students and discuss bystander strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the drivers of discrimination, harassment and bullying, and the history and research of the 'bystander effect'.</li> <li>Demonstrate an understanding of how students identify poor behaviour, evaluate settings, and determine the appropriate ways to respond.</li> <li>Understand students' experiences, and how teachers can support students to be active bystanders.</li> <li>Understand how teacher's actions can support or restrict student's ability to be active bystanders.</li> <li>Understand how students developed class plan, and how it will be delivered, and evaluated.</li> </ul>
<b>Session 4:</b> How to support your child/ren to be active bystanders (60min)	All parents from one junior year level.	<ul style="list-style-type: none"> <li>Delivered by SUP in-person, after school, on-site, or online.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of the drivers of discrimination, harassment and bullying, and the history and research of the 'bystander effect'.</li> <li>Demonstrate an understanding of how their child/ren identify poor behaviors, evaluate settings, and determine the appropriate ways to respond.</li> <li>Understand their child/ren's experiences, and how parents can support them to be active bystanders.</li> <li>Understand how students developed class plan, and how it will be delivered, and evaluated.</li> </ul>

Training	Cohort	Logistics	Learning Outcomes / Outputs
<b>Session 5:</b> Student / Student Training sessions.  <b>Facilitated by school staff.</b>	30-40 senior student trainers and all students from one junior year level.	<ul style="list-style-type: none"> <li>Delivered by SUP trained students to year-level peers, during homeroom.</li> <li>Peers complete an evaluation survey after the training.</li> </ul>	<ul style="list-style-type: none"> <li>The learning outcomes of students depend on the training-students' class plan. The learnings of trainers include:</li> <li>Demonstrate leadership skills.</li> <li>Exhibit an ability to speak in front of a group and facilitate a class.</li> <li>Exhibit an ability to respond to questions appropriately.</li> </ul>
<b>Session 6:</b> Evaluation (60min)	30-40 senior student trainers.	<ul style="list-style-type: none"> <li>Delivered by SUP in-person or online, after school.</li> <li>Students evaluate the survey, discuss what went well with the training, and what did not go well.</li> <li>Students identify ways to improve their training program.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an ability to evaluate data, identify strengths and weaknesses, and agree on possible solutions.</li> <li>Certificates of Completion, alongside the evaluation data.</li> </ul>



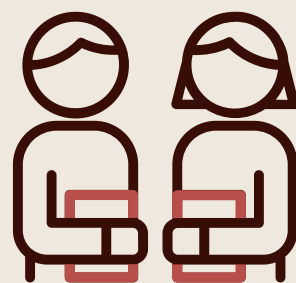
# OUTLINE

SUP can be tailored to meet the specific needs and budget of a school. The Standard SUP Program operates across two year levels, two years apart.



# COST PER YEAR LEVEL

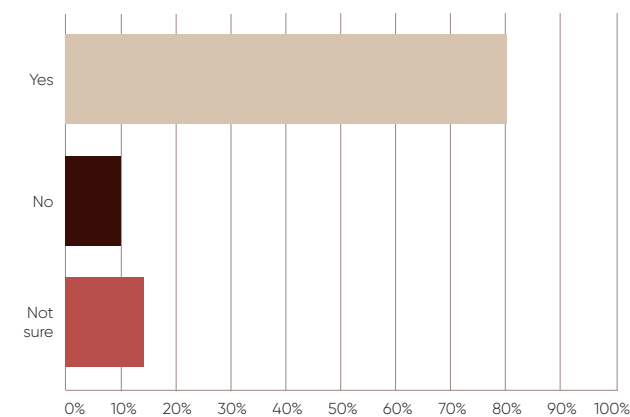
Training	Inclusions	Cohort	Cost
<b>Standard SUP Program</b>	<ul style="list-style-type: none"> <li>• 3 x SUP delivered training sessions for 30-40 more senior students all from the same year level.</li> <li>• Junior year level students trained by senior peers in how to be active bystanders.</li> <li>• 1 x SUP delivered training session for all teachers from 1 year level.</li> <li>• 1 x SUP delivered training session for parents of 1 year level.</li> <li>• 2 x Evaluation Reports on SUP training and student/student training sessions.</li> <li>• SUP Certificates of Completion for SUP-trained students.</li> <li>• Pre and post staff briefings.</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Parents</li> </ul>	TBC - based of size of school, final structure of your program and number of participants.



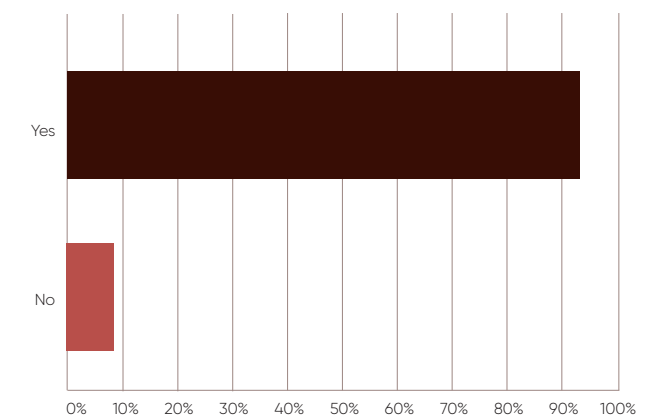
# STUDENT FEEDBACK

Testimonials from students, staff, and teachers available on request.

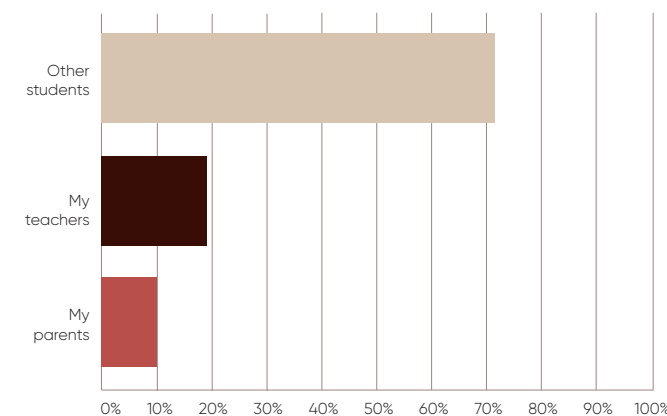
Did you find this training helpful?



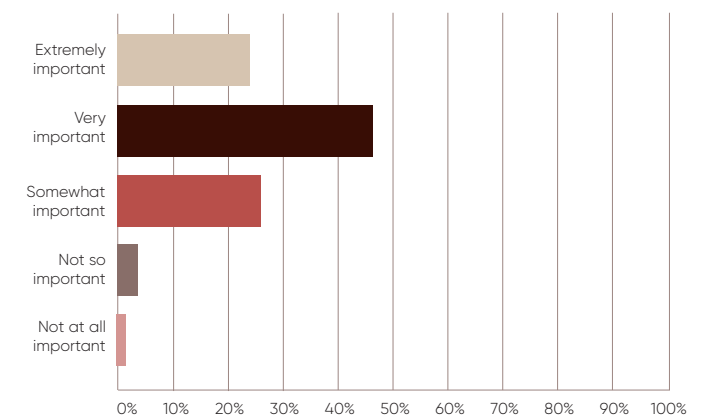
Are you more likely to be an active bystander because of this training?



Who would you rather learn from about being an active bystander?



How important do you think this training is to help reduce discrimination?





# CONTACT

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