

## Supplementary materials

### Intervention protocol:

The structure of the role-play programme was as follows:

1. **Introductory talk.** A short talk was presented entitled “What is a defender?”. The purpose of the talk was to introduce the format of the anti-bullying programme and to explain what a “defender” is (also known as an “upstander”) and what the benefits of defending are. Such introductory talks are essential when the skill that you are training participants in is typically an unfamiliar social skill (Argyle, 1994).
2. **Small group scripted role-play.** In this activity participants adopt the role of victim, bystander and bully in a scripted interaction. Participants were split into groups of three and given three separate scripts with three associated floor tiles: one for the role of a “bully”, one a “victim” and a “defender”. The floor tiles were set out in triangles. Participants were instructed to assign themselves to one of the three characters and to firstly read through the instructions and script. Each of the instructions provided some background character information and some instructions for their body language whilst playing the role. Once the participants had completed the script, and the “defender” had intervened at least three times they could then change roles until they had all role-played each of the three roles. All participants role-played defender bystander intervention and rehearsed this process with the assistance of a script; the aim of which was to increase defender self-efficacy.
3. **Large group un-scripted role-play.** Participants were assigned to larger groups of 10 to 15. Each group was firstly asked to do a mind-map of the common forms of bullying they have witnessed in their school. Each group was then supported by the drama team in creating a name-calling scenario. Once the scenario was rehearsed it

was performed to the other groups. During the performance, the audience were able to take the place of anyone in the scenario and ‘intervene’. This form of role-play is called forum theatre (Boal, 1995), whereby audience members are able to stop the performance and suggest different actions for the actors to carry out on-stage, or take the place of an actor on the stage, in an attempt to change the outcome of the scenario. This large group activity was employed to give participants a further opportunity to rehearse defender behaviours; with the aim of further facilitating defender self-efficacy. Those who did not choose to intervene in the larger group activity could still learn vicariously by observing the defender behaviours demonstrated by their peers.

4. **Follow-up discussion and feedback session.** After each group had performed to the audience, and several audience members had successfully intervened to change the outcome of the scenario, a large group discussion on the types of bystander intervention techniques used was facilitated. Participants were asked prompting questions such as “Why do you think that telling the bully to stop was successful in this role-play?”. Individuals who intervened (either from the audience or an actor) were given feedback on the success of their intervention, and also provided with some tips for future defending, for example, feedback on body language and how to stand more assertively. The aim of this feedback component was to draw attention to the positive defender behaviours carried out, but also to tactfully highlight occasions where the form of intervention was not successful, and suggest alternative behaviours.
5. **Overall feedback session.** After all of the group performances were completed, including the follow-up discussion and feedback session an overall feedback session was provided. This concluded the role-play programme and gave all participants some key phrases and tips for defending. The main aim of this section was to reinforce the

first small group activity by reiterating scripts and terms to use when defending, to help further increase self-efficacy towards using key phrases when intervening.

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#### Cyber-bystander responses measure:

Below is the full script for the online peer interaction.

Name: Comment	Time taken to appear:
Alex says: Heeeeyyyyyy Jo-Lo hows u????	12 secs
Jo says: Hi Ali goooood thanks 😊 uuuuuu?	15secs
Alex says: Yea I'm alrite jus sooooooooo booooooreeeeddddd!	14secs
Jo says: Me 2 and I cant come out later. Had a row wiv my lil sis this morning so Mum said i am grounded 2nite. She is sooooooooo anoying!!!	18secs
Alex says: Your mum or sis?	9secs
Jo says: BOTH! Hahaha 😜	10secs
Alex says: LOL 😊	4secs
Jo says: shud prob do that homework 4 bizness studies 2nite..... 😡	11secs
Alex says: naaaaaaaaa I dnt get it! jus chat wiv me l8r!!	8secs

Jo says: yay! cud u get on call l8r?	9secs
Alex says: Maybeeeeeeeeeeeeeee	4secs
Jo says: Coolio	3secs
Charlie has joined the conversation	-
Jo: Hey Chaaarrrrrrlie!	5secs
Charlie says: Heya wubu2?	7secs
Jo says: nufin really ha. U?	6secs
Charlie says: awwwww sucks im boredddd so yeah me 2 reali	9secs
Jo says: hehehe	4secs
Alex says: Jo we still chattin laterz?	6secs
Jo says: Yeeee course 😊	4secs
Alex says: Kool jus duno if i can be arsed 2 chat now chavvy	14secs
Charlie is on ere....lame	
Charlie says: u jokin?	5secs
Alex says: no	3secs
Charlie says: y? What av i dun?	7secs
Alex says: be a chav	5secs
Alex says: and u were weeeelllllll annoying in form yesterday	8secs
Charlie says: Y? Wot did i do?	12secs

Alex says: arrrrrrghhhhhh! You r such an attention seeker! Evry1 thinks so!	16secs
Charlie says: no they dont!	6secs
Charlie says: y don't you just leave me alone?!	8secs
Alex says: U R THE ONE THAT WONT LEAVE US ALONE!! Me and Jo were fine a min ago!	15secs
Jo says: lol. Ali u r toooooooooooooo funny.	9secs
Alex says: well its true. Im SOOOOOO sick of it.	10secs
Charlie says: I don't get what the hell i have dun?!?!?!??????	14secs
Alex says: Y don't u just piss off and die!	6secs
Charlie says: that is well out of order.	9secs
Alex says: no 1 cares	5secs
Charlie says: i bet others ppl in class will care	16secs
Alex says: you tell in class and you r dead!	13secs
Jo says: y don't you go and tell Miss Vine! Soon she will be ur only friend!	16secs
Alex: hahahahahahahahaha	5secs
Charlie says: miss vince knows my mum alright-thats all!	8secs
Alex says: yea yea well all know u r teachers pet	9secs
Jo says: OMG that is sooooo true!	6secs

Alex says: just piss off chavvy Charlie, no1 likes u neway	9secs
Jo says: yeah not one single person i know likes you	10secs
Charlie has left the conversation	-
Alex says: Hahahaha	6secs
Jo says: jokes!	5secs

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*Notes.* Script running time in full 413 seconds (6 minutes 53 seconds). The time for the first use of all cyber-bystander behaviours were recorded in seconds.