

Lesson plans

Years 5–6

These lesson plans have been developed for schools to explore the topic of online bullying with their students.

Introduction to the lesson plans

- Lesson 1: Qualities of respectful friendships (60 minutes)
- Lesson 2: Communicating with others online (60 minutes)
- Lesson 3: Behaving reasonably and ethically online (60 minutes)

Purpose of the lessons

- Explain the National Day of Action against Bullying and Violence
- Define bullying
- Examine the qualities of respectful friendships
- Explore students' understanding of online friendships, online bullying, and communicating reasonably and ethically with others online
- Students identify examples of reasonable and ethical behaviours that build positive online friendships, and critically evaluate and rate the behaviours they believe are the most important.

Pedagogical process

Community of inquiry – open collaborative inquiry

An open collaborative inquiry is one in which many responses may be considered correct. The aim is for the class community to come to a shared understanding of the concepts explored, based on effective application of logical reasoning processes. The 2015 Stand Together Overview provides guidelines for conducting a community of inquiry in your classroom.

Lesson duration (3 x 60 minutes)

If students have developed competence with the community of inquiry approach, they will be able to sustain a longer inquiry, and would therefore need more time to complete each activity. If this is the case, you may wish to reduce the content (fewer questions) or increase the time allowed for each activity. When selecting questions to suit your specific context, it is important to maintain the suggested order as the questions have been designed to sequentially build understanding.

Optional extension activities have been provided for teachers who wish to build on the learning in the lessons. These require additional time to complete.

Pre-lesson preparation

- Read the [2015 Stand Together Overview](#) for information about:
 - community of inquiry
 - managing personal disclosures
 - links to curriculum, key documents and references.



Tree metaphor

A tree metaphor is used as a visual representation of this community of inquiry. Use the applicable tree section template in each part of the inquiry to record students' discussion.

The lesson explores the metaphor in three parts: For a tree to grow strong and healthy, it needs a **strong root** system and a **healthy trunk** before it can grow a **canopy of leaves and fruit**. The **root** system represents the **qualities** that are important in friendships, the **trunk** represents the **online context**, and the **canopy (crown)** of leaves and fruit represents **behaviours** that are reasonable and ethical when online.

The community of inquiry will begin with the roots. First, students will consider the roots and how they provide a foundation for the tree. Just as the root system is the foundation of the tree, the qualities of friends are the foundations of our friendships.

Next the students will look at the tree trunk. The trunk of a tree provides strength and carries nutrients to the canopy. In this inquiry, the tree trunk represents the online environment where students may form friendships. Building on their discussion about the qualities of friends, students will explore how friendships occur in online environments and explore what behaving reasonably and ethically online means to them.

Finally, students will consider the canopy. An abundant tree canopy (crown) is the result of a sound root and trunk system. The crown, in turn, provides shade that protects the roots and trunk and absorbs sunlight that helps the tree to grow. In this inquiry, the crown represents behaviours that students think are reasonable and ethical when online. These behaviours, in turn, help to build positive online friendships.

Engaging parents and carers

Parents and carers have an important role in reinforcing the messages in the 2015 Stand Together lesson plans. After the lessons, students may want to talk to their parents or carers about what is happening when they are online. Teachers can refer to resources to assist parents and carers to talk with their child about behaving reasonably when online. Some key resources for parents are in the 2015 Stand Together Overview.

Optional follow up activity – presentation of ideas

Teachers can support the sharing of students' ideas developed through these lessons with the wider school community as part of National Day of Action activities (e.g. through a presentation on assembly, via the school website or an article in the school newsletter).



Lesson Plan 1: Qualities of respectful friendships (60 minutes)

Purpose of the lesson

- Explain the National Day of Action against Bullying and Violence
- Define bullying
- Examine the qualities of respectful friendships

Keywords

- Bullying, mean, friends, friendship, respectful, trust, lasting, qualities, reasonable, unreasonable, expectations, ideas, maintain, sustain, justify, consider, reflect

Pre lesson preparation

- View the [Tree construction diagrams](#) for information on how to build the tree
- Download and prepare Year 5–6 lesson materials:
 - [National Day of Action](#) poster
 - [What is bullying? \(Years 5–6; 7–9\)](#) handout
 - [Tree roots](#) template
- Collect additional materials:
 - bean bag or other Talking Tool
 - markers (for teacher – whiteboard and paper)
 - Blu-Tack

Introduction

Students sit in a circle where they can see and respond to each other.

Look at the **National Day of Action** poster and explain that students all across Australia will ‘take a stand together’ against bullying and violence on the National Day of Action on 20 March. Explain that the lessons will give them an opportunity to understand more about bullying and identify the qualities of respectful friendships. They will discuss online friendships and look at what behaving reasonably and ethically online means to them. Students will identify examples of reasonable and ethical behaviours that help build positive online friendships, and rate those that are the most important to the class.

1. What is bullying? (10 minutes)

This activity sets the scene for the lesson, explains the purpose of the lessons and defines bullying.

Definition of bullying

Teacher reads the **What is bullying? (Years 5–6; 7–9)** handout and briefly discusses with the class. Focus on the point that bullying is repeated behaviour from a person or a group of people who use their power to try to make you feel bad.



Teacher notes

Introduce students to the **protocols for a community of inquiry** discussion (see 2015 Stand Together Overview).

If students begin to talk about specific instances or other students, remember the information on personal disclosure (see 2015 Stand Together Overview) and **encourage the students to talk in general terms** and about the whole school, for example:

- *Some people might ... and this could cause a person to feel ...*
- *At some schools ...*
- *There have been times when ...*

You do not need to ask all of the inquiry and reflection questions provided. They have been included to support your discussion as required. If you choose to select questions to suit your specific context, it is **important to maintain the suggested order as the questions have been designed to sequentially build understanding.**

Encourage students to **justify their comments** and responses, for example: *I think this because ...* This will enable all members of the group to gain a deeper understanding of the thinking and reasoning processes that are taking place.

Take notes (dot points/keywords) throughout the community of inquiry discussion on the applicable tree template as students talk.

2. What are the qualities of a respectful friendship? (40 minutes)

This activity gives students the opportunity to examine the qualities of a respectful friendship.

Teacher notes

Display the **Tree roots** template in the classroom on a whiteboard or a large poster. When indicated in Discussion Plan B, record the responses of students on the tree roots.

Introduce this activity by saying: *For a tree to grow strong it needs strong roots. Friendships also need strong roots. When forming friendships, it is important we know the qualities of a friend. These qualities provide the basis for strong, positive friendships.*

Teacher guides group discussion. A bean bag or other Talking Tool may be used to ensure that only one person speaks at a time. Select from the following open inquiry questions to encourage discussion. **Remind students to give reasons for their responses.**

Discussion Plan A: What is friendship?

- What is a friend?
- Does everyone need to have friends? Why do you think this?
- What is it that enables us to consider a person to be our friend?
- What do we mean by respectful friendship?



- Is it important for our friends to be similar to us in any way?
- How can we recognise when someone is not being a friend?
- Are there specific responsibilities that come with being a friend?
- Is it reasonable to expect that our friends will behave in certain ways towards us?
- What might happen if we have unreasonable expectations of our friends?
- What should we do to maintain our friendships over time?

Discussion Plan B: What are the most important qualities of a respectful friendship?

Teacher refers to the **Tree roots** template:

- What are the most important things in a respectful friendship? (Record responses on the template.)
- Why are these qualities so important?
- Is there any behaviour that is never okay in a friendship?

3. Reflection (10 minutes)

This activity is a student reflection on the lesson.

Teacher leads discussion by selecting from the suggested reflective questions. Students use the Talking Tool while sharing their thoughts. Encourage the students to elaborate on their responses (refer to further probing questions in the 2015 Stand Together Overview).

Questions

- What more do we now know about respectful friendships?
- Have we changed our thinking about friendships in any way?
- What did you learn or think about that was new or different?
- How can we apply this new learning to the friendships we have?

Optional extension – Discussion Plan C: A deeper understanding of friendship

- What would our lives be like without friends?
- In what ways might some friendships differ from others?
- What makes a friendship last over time?
- Why is it sometimes difficult to sustain friendships?
- Is it possible for friendships to exist without respect or trust?
- Why might friendships change over time?
- Is there ever a time when it is best to let a friendship go?
- How should we treat people who are not friends?



Lesson Plan 2: Communicating with others online (60 minutes)

Purpose of the lesson

- Explore students' understanding of online friendships, online bullying, and communicating reasonably and ethically with others online

Keywords

- Bullying, internet, online, devices, communicate, online friendships, environment, reasonable, ethical, untrustworthy, online bullying, justify, consider, reflect

Pre-lesson preparation

- View the [Tree construction diagrams](#) for information on how to build the tree
- Download and prepare Year 5–6 lesson materials:
 - [National Day of Action](#) poster
 - [What is bullying? \(Years 5–6; 7–9\)](#) handout
 - [Tree trunk](#) template
 - [Scenario card \(Years 5-6\)](#) (if required)
- Collect additional materials:
 - bean bag or other Talking Tool
 - markers (for teacher and students)
 - poster paper (if required)
 - Blu-Tack

Introduction

Refer to the **National Day of Action** poster. Say: *In our last lesson, we looked at what bullying was. We talked about how bullying is repeated behaviour from a person or a group of people who use their power to try to make you feel bad.*

Refer to the **Tree roots** template. Say: *We also talked about friendships and identified the qualities of respectful friendships. We put these on the roots of our tree. Today we are going to talk about online friendships and what it means to behave reasonably and ethically online.*

1. Ways we can communicate with others online (10 minutes)

This activity sets the scene for the lesson and explores students' understanding of communicating online.

Select from the following closed inquiry questions to ensure all students have a shared knowledge and understanding of what it means to communicate online with others. Closed inquiry questions will have answers that can be established as correct by an expert.

- Why do people go online?
- What types of devices can connect to the internet?
- What can we do when we are online?



- What are some places online where we can safely communicate or talk with other people?
- How can we recognise unsafe or untrustworthy online sites?

Responses will vary depending on prior access and experience. Focus discussion on the following:

- People can use the internet to look up information, download movies and music, connect to games and YouTube, and communicate with each other.
- The terms online and internet mean the same thing and both may be used in the lesson.
- Examples of devices that can connect to the internet include laptops, desktops, mobile phones, tablets, gaming devices such as DS, Playstation, Xbox, Wii, handheld games.

2. Online friendships – behaving reasonably and ethically (40 minutes)

This activity explores students' understanding of online friendships and behaving reasonably and ethically online.

Teacher notes

Display the **Tree trunk** template in the classroom on a whiteboard or a large poster. When indicated in Discussion Plan B, record the responses of students on the tree trunk.

Introduce this activity by saying: *The tree trunk connects the roots to the crown (canopy) of the tree and is needed to bring nutrients to the canopy, and to provide strength. In this activity, the tree trunk represents the internet, which is one environment where we may form friendships. We will use our learning about the qualities that are important in a respectful friendship and look more closely at how friendships can occur online, and what it means to behave reasonably and ethically online.*

Teacher guides group discussion. A bean bag or other Talking Tool may be used to ensure that only one person speaks at a time. Select from the following open inquiry questions to encourage discussion about online friendships. **Remind students to give reasons for their responses.**

Discussion Plan A: Online friendships

- What is the difference between a friend and someone who is only an online friend?
- Should online friends have the same qualities of a friend you identified in the last lesson?
- Are there risks in having friends online?
- Are there specific responsibilities that come with being an online friend?
- How might a misunderstanding occur when we communicate with people online?
- What can we do to prevent misunderstandings from occurring when communicating online?

Teacher notes

Reasonable means sensible, not excessive, suitable, logical.

Reasonable behaviours are those that are socially acceptable, honest, right, reasoned, justifiable, not extreme, wise, equitable, moderate, fair, sensible, sound.

If someone was behaving reasonably online they would be honest, not swear and would avoid doing anything that could make other people feel upset or uncomfortable. They would treat people how they themselves would want to be treated and would avoid words or actions that



might offend others. They would be respectful.

Ethical means moral principles, rules of conduct.

Ethical behaviours are those that promote trust, good behaviour, fairness, kindness, accepted principles of right and wrong, the rights of ourselves and others.

If someone was behaving ethically online, they would be trustworthy, and follow the rules at all times. They would be fair, show kindness to others, and support the rights of other people.

Discussion Plan B: Reasonable and ethical behaviours online

Select from the following open inquiry questions to encourage discussion about online bullying and reasonable and ethical behaviours. **Remind students to give reasons for their responses.**

- What does it mean to behave reasonably? (Record responses on the **Tree trunk** template.)
- How can we recognise reasonable online behaviour?
- What is ethical behaviour? (Record responses on the **Tree trunk** template.)
- How do we recognise ethical online behaviour?
- What is the relationship between reasonable behaviour and ethical behaviour?
- Should we always behave in a reasonable and ethical way online?
- How can we ensure that we behave reasonably and ethically online?
- Are there times when unreasonable or unethical behaviours could lead to online bullying?
- What should we do if we come across bullying behaviours online?

3. Reflection (10 minutes)

This activity is a student reflection on the lesson.

Teacher leads discussion by selecting from the suggested reflective questions. Students use the Talking Tool while sharing their thoughts. Encourage the students to elaborate on their responses (refer to further probing questions in the 2015 Stand Together Overview).

Questions

- What more do we know about behaving reasonably and ethically online?
- Did the discussion challenge our thinking in any way?
- How can we apply this new thinking and learning to the ways in which we choose to communicate online?



Optional extension activity – Reasonable and ethical online behaviours (additional 20–30 minutes required)

This activity is designed to build on the previous discussion about ways to behave reasonably and ethically online.

The activity can be undertaken as a whole class community or as a think, pair, share activity.

- Divide the class into pairs or small groups and provide each group with a large sheet of poster paper and a marker.
- Display the **Scenario card (Years 5-6)** and read it to the class.
- Ask each group to think about the scenario and respond to the following questions (remind students to give reasons for their responses):
 - In what ways was Sam’s behaviour unreasonable or unethical? (Have students record their responses on the poster paper so that they can refer to it throughout the discussion.)
 - Did Chris behave unreasonably or unethically in any way?
 - What might happen as a consequence of Sam’s actions?
 - What would you do if you were in Chris’s situation?
 - How could this situation be resolved reasonably and ethically?
 - What might have prevented this situation from occurring in the first place?
- Come together as a whole class community to share the responses recorded on the posters and the group’s responses to the open inquiry questions.



Lesson Plan 3: Behaving reasonably and ethically online (60 minutes)

Purpose of the lesson

- Students identify examples of reasonable and ethical behaviours that build positive online friendships, and critically evaluate and rate the behaviours they believe are the most important

Keywords

- Bullying, internet, online, friends, reasonable, ethical, positive, respectful, ideas, justify, consider, reflect

Pre-lesson preparation

- View the [Tree construction diagrams](#) for information on how to build the tree
- Download and prepare Year 5–6 lesson materials:
 - [National Day of Action](#) poster
 - [What is bullying? \(Years 5–6; 7–9\)](#) handout
 - [Leaf](#) template
 - [Tree crown](#) template
- Collect additional materials:
 - bean bag or other Talking Tool
 - markers (for teacher and students)
 - Blu-Tack
 - stickers (sticky dots or fruit shaped)
 - student wristbands (if required — registered schools can order)

Introduction

Refer to the **Tree roots** and **Tree trunk** templates. Say: *In our previous lessons we talked about friendships and the qualities of a respectful friendship. We put these on the roots of our tree. In our last lesson we discussed online friendships and explored reasonable behaviours and ethical behaviours and what these would look like when we are online. We recorded the meanings of reasonable and ethical on our tree trunk. Today we will be coming up with examples of reasonable and ethical behaviours that are helpful in building positive and respectful online friendships, and will rate these to identify those that are the most important to the class.*

Refer to the **National Day of Action** poster. Say: *By behaving reasonably and ethically online, we can help create an environment that is respectful and supportive for ourselves and others.*

1. Behaving reasonably and ethically online (30 minutes)

This activity provides students with an opportunity to identify reasonable and ethical behaviours that they think are important when building online friendships and justify their choices.



Teacher notes

Place the **Tree crown** template above the tree trunk. Display the **Leaf** template. For the group activity, give each group three leaves copied onto card to write on.

Our ideas

Introduce this activity by saying: *The canopy, or crown of a tree has branches and leaves. This part of the tree protects the roots and collects energy from the sun to help it to grow. You will now come up with some examples of ways we can build positive and respectful online friendships. These examples of reasonable and ethical behaviours that we can use when we are online will form the crown of our tree.*

Group activity

Students move into groups of three to four. Each group talks together and comes up with specific examples of reasonable and ethical behaviours that help to build positive online friendships. Examples include: getting permission before posting a photo of someone else; and not downloading someone else's work and claiming it as your own.

Each group chooses three examples that they think are the most important and writes each of these ideas on a leaf provided. Encourage students to write the idea large enough for the entire class to see. If necessary, have students write a key word in larger font, followed by the rest of the writing in a smaller font.

Students then return to sit in the circle with their chosen three examples in front of them. Around the circle, students share their examples and give a brief explanation. Encourage students to justify why they think their examples are important, and why they think their examples will help create positive and respectful online friendships.

Students then place their three leaves on the **Tree crown** template so they are visible to all members of the class.

2. Community of inquiry to evaluate and rate ideas (20 minutes)

This activity gives students a chance to critically evaluate and rate examples of reasonable and ethical behaviours that help to build positive and respectful online friendships.

Remind students that in a community of inquiry, all ideas are valued; however, not all ideas are going to be as useful as others. Sometimes the group will need to work on the ideas together to make them more useful or appropriate for the task.

Teacher leads the evaluation of ideas by asking students: *Are there any examples of reasonable and ethical behaviours that are similar or fit together? Let's combine these ideas into one idea.*

Read each example to the class. Allocate each student two stickers. To rate the examples, have students place a sticker on the two examples they think are the most important. When choosing the examples, have students consider the following:

- What makes these examples more important than the others?
- Which examples will make my online friendships positive and respectful?



When all stickers have been placed, review those examples that the entire class thinks are the most important reasonable and ethical behaviours that will help build positive and respectful online friendships. Ask students to justify responses or give reasons, e.g. *I think this because...* Teacher may also record the justification on the canopy poster.

Trees can be displayed in a prominent place in the classroom or in the school. The students' top rated examples can then be made into screensavers or desktop backgrounds to share with the school community on the National Day of Action.

3. Reflection – How did we work together? (10 minutes)

This activity is a student reflection on the lesson.

Students sit in a circle where they can see and respond to each other. Teacher leads discussion by selecting from the suggested reflective questions. Students use the Talking Tool while sharing their thoughts. Encourage the students to elaborate on their responses (refer to further probing questions in the 2015 Stand Together Overview).

Questions

- Did we respond reasonably and respectfully to others in the community?
- Did we come up with good examples of reasonable and ethical behaviours that build positive online friendships? What makes you think that?
- Did we think about ideas or perspectives that were different from our own?
- How can we apply this new thinking and learning to future online situations?

4. Taking a stand together (Optional)

If you have the Bullying. No Way! Take a Stand Together wristbands, display to students and explain that wearing them shows that everyone contributes to creating a safe and supportive online environment. Distribute.

Teacher notes: NEXT STEPS

Some next steps could be to:

- share students' ideas developed through these lessons with the wider school community as part of National Day of Action activities (e.g. through a presentation on assembly, via the school website or an article in the school newsletter)
- if other classes have created trees, display them together forming a 'forest' of ideas
- turn the students' top rated examples into screensavers or desktop backgrounds and place on classroom computers
- post a photo of the desktop backgrounds or screensavers in the school newsletter or on the school website
- collate and distribute top rated examples to students to take home to facilitate discussion with parents and carers
- encourage students to take local action individually based on ideas from the lesson
- develop the ideas generated in the discussions further in a follow up lesson or a more in-depth project.