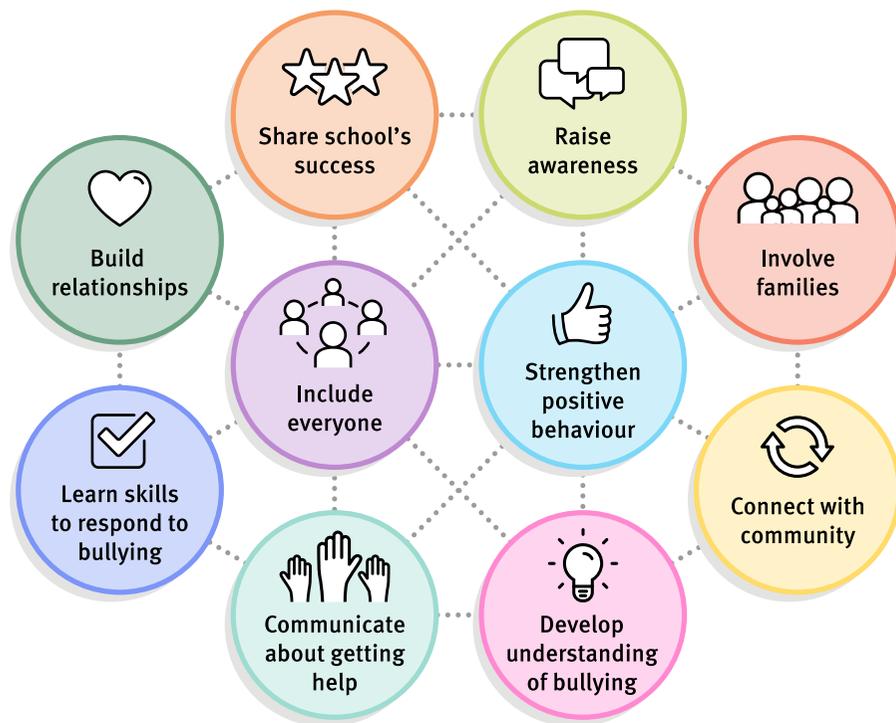


TAKE ACTION EVERY DAY

BULLYING. NO WAY!



Teacher notes

Introduction

This document will help teachers to guide students through the engagement activity, *Take action every day*. It provides the materials for students, and the teacher's role in implementing the activity. The materials are designed for students from Years 3–10, but some of the activities could be used with or adapted for younger students.

The theme for this engagement activity is *Bullying. No Way! Take action every day*. This theme provides an opportunity for schools to demonstrate to the wider community how they prevent bullying by taking action, not only on the NDA, but every day. The theme provides an opportunity for students to voice their ideas and lead action in their school communities.

Aim

The aim of this engagement activity is for students to plan and lead action in an identified area for their school.

Rationale

Ten action areas for students to take a lead have been identified. These action areas were drawn from the [Australian Student Wellbeing Framework](#) and jurisdiction frameworks as well as best practice research about bullying prevention in schools. For more information refer to your jurisdiction's framework or information related to student wellbeing.

Take action every day creates opportunities for authentic student voice, where teachers listen to students express their ideas and support them to take action. It will allow students to actively participate in their school communities, put forward their ideas and views, contribute to decision-making and influence outcomes.

Curriculum alignment

The *Bullying. No Way! Take action every day* school engagement activity can be directly aligned with the Australian Curriculum. The table below shows where this activity may be integrated into curriculum content. This school engagement activity is particularly relevant to the Civics and Citizenship skills of deciding on a course of action related to an issue and planning for that action.

Learning area	Strand	Sub-strand: skills / threads / key focus areas	Year level	Content description	Identified action area
Civics and Citizenship	Civics and citizenship skills	Problem-solving and decision-making	7	ACHCS058	
			8	ACHCS072	
			9	ACHCS087	
			10	ACHCS100	
Humanities and Social Sciences	Knowledge and understanding	Civics and citizenship: citizenship, diversity and identity	3	ACHASSK072	 
			4	ACHASSK093	
			7	ACHASSK198	
Health and Physical Education	Personal, social and community health	Communicating and interacting for health and wellbeing: interacting with others	F	ACPPS004	
			1-2	ACPPS019	
			3-4	ACPPS037	
			5-6	ACPPS055	
			7-8	ACPPS074	
		9-10	ACPPS093		
		Contributing to healthy and active communities: valuing diversity	1-2	ACPPS024	
			3-4	ACPPS042	
			5-6	ACPPS060	
			7-8	ACPPS079	
9-10	ACPPS098				
Digital Technologies	Digital technologies processes and production skills	Collaborating and managing	F-2	ACTDIP006	 
			3-4	ACTDIP013	
			5-6	ACTDIP022	
			7-8	ACTDIP032	

How to implement the school engagement activity

The *Bullying. No Way! Take action every day* school engagement activity is suitable to run with a class, year level, or other grouping. An effective way of enabling input from the whole school would be to use this activity with a student representative council.

Your role

Your role is to support your students to enable them to lead action in an action area in your school. The amount of support and structure that your students will need will depend on their age, abilities and prior experience. During the *Bullying. No Way! Take action every day* school engagement activity, your students should have opportunities to voice their ideas, participate in decision-making and take on responsibilities. Students will need to work as members of a team to decide on, organise and implement an action. You may need to facilitate this by organising times to meet with the team to progress their action plan.

When not to implement

If there are ongoing or immediate bullying issues involving your students, it may be better to delay this activity until the issues are addressed.

Materials

The materials provided to help you implement the *Bullying. No Way! Take action every day* school engagement activity are listed below. As with any teaching and learning materials, you may adapt these materials to suit your particular students and context:

- *Teacher notes* (this document)
- *Student notes Years 7–10*
- *Sheet 1 Inspiration for action Years 3–6* or *Sheet 1 Inspiration for action Years 7–10*
- *Template 1 Plan for action* (suitable for all year levels from Year 3 upwards)
- *Action statement* template (suitable for all year levels from Year 3 upwards)

Optional:

- *Sheet 2 Putting ideas into action workshop* (Years 7–10 or for teacher use)
- *Sheet 3 Take action process* (Years 7–10 or for teacher use)

The amount of support your students need will affect how you use the materials. For example, *Sheet 2 Putting ideas into action workshop* could be used directly by students, or you could use the information in Sheet 2 to facilitate the workshop with students.

Additional information about implementing the school engagement activity

A flowchart has been developed showing how to use the materials to implement the school engagement activity, along with additional notes related to specific steps on the flowchart.

Flowchart of how to use the materials for the school engagement activity

Step 1

Choose an action area

Introduce the 'Take action' school engagement activity using the diagram of the 10 action areas on page 1 of *Sheet 1 Inspiration for action*. Then use **one of the four ways (A–D) below** to choose an action area.

A. Select one of the 10 action areas

Select an action area from *Sheet 1 Inspiration for action* page 1.

OR

B. Align with a school focus

If your school has a focus for the year, select an action area from *Sheet 1 Inspiration for action* that matches this focus.

OR

C. Start with students' ideas

Gather your students' ideas using Parts 1–3 of *Sheet 2 Putting ideas into action workshop*.

OR

D. Choose your own action area

Be creative! Think of your own action area that fits within bullying prevention or student wellbeing.

Step 2

Decide on a student-led action for your chosen action area

Use the relevant questions on *Sheet 1 Inspiration for action* to stimulate discussion of possible actions for your selected action area.

Identify a student-led action by completing Parts 4 and 5 of *Sheet 2 Putting ideas into action workshop*.

Support your students to discuss possible actions and decide on one to implement.

Step 3

Plan for action

Plan the details of how to take action using *Template 1 Plan for action* and the *Action statement* template.

This planning could be undertaken in two sessions: one session for completing the Plan for action and the Action statement, and another session for completing the Timeline. Your students may also like to develop a checklist of tasks to be completed.

Step 4

Take action

Discuss the questions in the 'Take action' section of *Sheet 3 Take action process* to consider the role of communication when implementing the action.

Implement your action plan.

Step 5

Review

Review your action and consider future steps using the 'Review' questions on *Sheet 3 Take action process*.

Points to note when implementing the school engagement activity

The *Student notes Years 7–10* contain introductory information on page 1. Ensure that Year 7–10 students are familiar with this information. As the student notes are written for students in Years 7–10, if you are working with younger students, you will need to explain this information in simpler language.

Step 1 Choose an action area

Guide your students to select one of the four methods of choosing an action area that best suits your context.

Note that method C is a workshop approach that draws on student ideas to identify an action for the school. This workshop is valuable for capturing student voice, but will require more time than the other methods.

Step 2 Decide on a student-led action for your chosen action area

Depending on how you and your students chose an action area in Step 1, follow the flowchart to see how to decide on a student-led action.

Use the questions on *Sheet 1 Inspiration for action* to inspire students to think of their own ideas.

To stimulate your own thinking about a possible student-led action, refer also to the teacher resource, *Ideas for student action areas* on the Bullying. No Way! website.

Extension activity prior to Step 3

Depending on the ages, abilities and experience of your students, it may be worthwhile for them to examine a model for taking action.

The stages of implementation of the school engagement activity are shown diagrammatically on the right and on *Sheet 3 Take action process*. Questions are provided on Sheet 3 for consideration at each stage of the process.

Have students discuss the questions in the sections ‘Become informed’ and ‘Build support’ on *Sheet 3 Take action process*.

Step 4 Take action

After taking action, students could celebrate the implementation of their action. You could take a group photo of the team of students involved (with appropriate permissions) or provide a certificate (you can create your own) to each team member.

Step 5 Review

In discussing the cyclical nature of the model on Sheet 3, you could explain that, although the review stage can be the final stage, it may lead to a new cycle of taking action in the future.

