

Stand Together

Ideas for a safe and supportive school community

Lesson plan for Years 5-6

Introduction

Purpose of the lesson

- Explain the National Day of Action against Bullying and Violence
- Discuss the meaning of a safe and supportive school community and examine the definition of bullying
- Generate and consider students' ideas to make their school a safe and supportive place for all.

Pedagogical form

- Community of inquiry – open collaborative inquiry

Key words

- Safe, supportive, bullying, ideas, justify, consider, evaluate, reflect

Pre lesson preparation

- Read the [Ideas for a safe and supportive school community Overview](#) for information about:
 - Community of inquiry
 - Student voice
 - Managing personal disclosures
 - Links to curriculum, key documents and references
- Download and prepare Year 5-6 lesson materials
 - [National Day of Action](#) poster
 - [What is bullying?](#) handout
 - [Ideas for our school](#) template
- Collect additional materials
 - Ball or beanbag to serve as a 'talking tool'
 - Cards (A5) and whiteboard markers
 - Student wristbands (registered schools can order)

Lesson duration (60 minutes)

This lesson is approximately 60 minutes long. It can be run in the lead up to or on the National Day of Action against Bullying and Violence (third Friday in March).

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.

Follow up activity – presentation of ideas

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



Teaching and Learning Activities

1. What is a safe and supportive school? (25 mins)

This activity sets the scene for the National Day of Action, explains the purpose of the lesson and explores students' understanding of 'bullying' and of a 'safe and supportive school community'.

Introduction to the National Day of Action against Bullying and Violence

Look at the **National Day of Action** poster and tell the students that schools all across Australia will 'take a stand together' against bullying and violence on the National Day of Action on the third Friday in March. Explain this lesson is about sharing their ideas about how to 'take a stand together' against bullying and ensure the school is a safe and supportive place for everyone.

Definition of Bullying

Teacher reads the **What is bullying?** handout and briefly discusses with the class. Focus on the point that bullying is repeated behaviour from person that makes you feel bad.

Teacher notes

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

If students begin to talk about specific instances or other students, remember the information on personal disclosure (see 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 if required.

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/key words) throughout the community of inquiry discussion on a poster or whiteboard as students talk.

Warm-up activity: What does bullying look like?

(no more than 5 minutes)

Students sit in a circle where they can see and respond to each other. Teacher begins with: *Tell me in 1 or 2 words something you might see, hear or feel if bullying is taking place in our school?* Students share ideas around the group. All students are required to provide a response.

Discussion: What makes a safe and supportive school?

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 questions to encourage discussion:

- What does it mean to feel safe?
- What does it mean to feel safe at school?
- What could make you feel unsafe at school?
- What does it mean to be supported?
- What makes you feel supported at school?
- What would a school look like if it is safe and supportive?
- What would a school look like if it is not safe and supportive?

2. Ideas for our school (25 mins)

This activity gives students a chance to brainstorm their ideas for a safe and supportive school environment.

Teacher notes

Display the template **Ideas for our school** in the classroom on a whiteboard or a large poster.

For the group activity, give each group one piece of card to write on.

Our Ideas

Introduce this activity by saying: *Our task is to come up with ideas about how to 'take a stand together' against bullying and make our school a better place. Together we will consider and evaluate those ideas in order to choose which of our ideas would be best for our school, and then we will decide if it is something that is possible to do.*

Reinforce that big and small ideas are both okay. Ideas can be for individual, class or school activities.



Group activity

Students move into groups of three to four. Each group talks together and comes up with one idea that could help the school to be a safe and supportive place for all. They write the idea on the card provided (large enough so it can be seen by all group members).

Students then return to sit in the circle with their ideas in front of them. Around the circle, each group shares their idea and gives a brief explanation. Then they place their idea on the **Ideas for our school** poster so that it is visible to all members of the group.

Community of inquiry to evaluate and rate ideas

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 ideas that are similar or would fit together? Let's combine these ideas into one idea.*

To rate the ideas, read each one to the class and ask students to rate it on a scale of 1 to 3 (with 3 being most and 1 being least):

- How safe and supportive will this help make the school?
- How possible is this idea?

Ask the students to put up their hands if they rate an idea 1, 2 or 3 and record the majority response. Also ask students to justify responses or give reasons, e.g. *I think this because...* Teacher also records the justification briefly on the **Ideas for our school** poster.

The students' ideas and ratings can then be made into a poster suitable to share with school community on the National Day of Action.

3. Reflection - How did we work together? (10 mins)

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.

Questions

- How well did we work together as a group? What more could we do to improve this in the future?
- Did we come up with good ideas today? What makes you think that?



- What did you enjoy about the process?
- What did you find challenging or difficult?
- What did you learn or think about that was new or different?
- How will you use this new learning in the future?

Taking a stand together

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 school community.

Students pair up. To be awarded their own wristband, students tell their partner how they are going to 'take a stand together' and make our school community safe and supportive for everyone. To conclude, students then give each other wristbands.

Teacher notes: NEXT STEPS

This lesson can stand alone or it can be the first step in a project to develop the students' ideas into real action in the school.

Some next steps could be:

- Students taking local action individually based on ideas from the lesson (as above)
- The ideas poster can be further developed with a follow up lesson or a more in-depth project.
- Students work as a class to develop and implement the 'top' ideas into a project either in follow-up lessons or a special school community action day for the National Day of Action
- Students contribute to a whole-school process of developing and implementing ideas into a project (this is a longer term commitment on the part of the school).