Overview

The Being reasonable and ethical online lesson plans have been developed for the National Day of Action against Bullying and Violence (NDA). They use a community of inquiry approach to support students to collaboratively discuss their ideas for safe and supportive online environments.

Bullying is complex and multifaceted, and manifests in different ways for each school and year level. Each instance is unique. Rather than focusing on instances of bullying, the Being reasonable and ethical online lessons focus on the importance of behaving reasonably and ethically when online.

Aim

Lesson plans and resources have been developed for Years 3–4, 5–6, 7–9 and 10–12. Lesson scope and content is outlined in this Overview.

The aim of the lesson plans is for students to:
• examine the qualities that are important in friendships/relationships
• explore their understanding of what it means to be online, online friendships/relationships, online bullying, and communicating reasonably and ethically with others online.

For each year level grouping, there are three Being reasonable and ethical online lesson plans that are approximately 60 minutes long; however, the duration will be determined by students’ engagement.

Teachers are encouraged to consider the individual learning needs of their students and adapt and differentiate the activities to suit the circumstances of each classroom and school setting. Alternatively, where appropriate, teachers may choose to use a different year level grouping to suit the needs of their students.

Community of inquiry

A community of inquiry is a group of people who construct personal meaning by collaboratively engaging in purposeful discussion and reflection (Cam 1995; 2006). Members of a community of inquiry explore big questions about life. Understanding the complexity of bullying requires deep thinking and questioning for all, and community of inquiry provides a foundation for school communities to approach this exploration.

In a community of inquiry all members of the group work together to reach a rich, shared understanding of significant concepts and issues. Participants are required to think deeply, reason effectively and reflect on their own thinking and that of others. They are encouraged to take ownership of their learning and work collaboratively to come up with solutions to problems that are central to their lives.

The community of inquiry has three key elements:
• concept under discussion (content)
• process — ways of working (protocols)
• use of intellectual inquiry tools (thinking, reasoning, reflecting skills).

For deep inquiry to take place, there needs to be a balance of all three elements during the inquiry.
The teacher’s role
The teacher’s role is to facilitate the process rather than provide their own views or solutions. Teachers should model inquiry processes, ensure the discussion remains on track, and ask open, probing questions that will assist the group to reach a deeper understanding of the concepts under discussion.

Community of inquiry discussion protocols
At the beginning of each lesson revisit the following discussion protocols:

- **Listen attentively**: this means listening carefully to what is being said or suggested by others.
- **Build on and connect** to ideas: adding to the ideas of others can develop everyone’s understanding further.
- **Respect others and their ideas**: thinking carefully about the ideas of others is one way of showing respect for that idea; listening and building on ideas also demonstrates respect.
- **Disagree reasonably and respectfully**: we disagree with the idea not the person; sometimes we may even change our mind after listening to another person give good reasons for their thinking.
- **There may be no single correct answer**: when we explore inquiry questions there may be many correct answers.

Guidelines for conducting a community of inquiry in your classroom
During the community of inquiry, students and teacher sit in a circle so that all members of the community can see and respond to each other with ease.

Ask a question to the group and use a Talking Tool to ensure that only one person speaks at a time. Students share their ideas by raising their hands when they wish to respond. Remind them to:

- listen carefully and consider the speaker’s ideas when any member of the group is speaking. (When ideas are being shared, students should not have their hand up as this would demonstrate that they are not respecting or considering the speaker’s thoughts. It can also distract the speaker)
- give reasons for their responses. This will provide the listener with a deeper understanding of the ideas presented and enable them to connect their own thoughts and suggestions.

It is the teacher’s role to ask further probing questions if need to prompt a deeper level of thinking. Some example questions could be:

- Why do you think that?
- Can anyone build on that idea?
- In what ways are these ideas connected?
- Does anyone disagree with that idea? Why?
- Can you clarify your idea for the group?
- Does anyone have another idea/different suggestion?
- Can we look at this in another way?
- What more do we need to understand?
- Are we moving forward with our ideas?
- How could this help us to understand the issue at a deeper level?
- Are there any key ideas that we may have disregarded?

A range of inquiry and reflection questions has been included in the lessons. Teachers do not need to ask all of the questions provided. They have been included to support discussion. If the students are able to discuss a question at a deeper, sustained level or ask questions of their own that build on the idea under discussion, then teachers will need to reduce the number of questions shared in the time allocated.
However, when selecting questions to suit your specific context, it is important to maintain the suggested order as the questions have been sequenced to build understanding.

Each lesson concludes with time for reflection. If students are to reach deeper levels of understanding of the process and content and apply their learning in other contexts, it is important for them to be given the opportunity to think metacognitively; that is, to think about the thinking and reasoning that has taken place during the discussion.

**Personal disclosure**

Teachers need to be sensitive to the class mood. Recent interpersonal incidents or problems may impact on class discussion. In some cases, it may be better to delay the lessons until problems are addressed.

Acknowledge to students that bullying may be a sensitive topic to discuss and therefore respectful listening is particularly important. Teachers should emphasise that this activity is not the place for students to share or resolve current personal issues related to bullying, and instead that students are encouraged to speak with the teacher or a school support person after the lesson.

**Protective interrupting** is a useful tool for teachers in these situations. Protective interrupting aims to protect students from the consequences of revealing inappropriate personal information in front of other students. It is possible a student will begin to disclose personal information, or a teacher might sense that a student is about to make such a disclosure. In such a situation, the teacher should acknowledge they have heard the student using words like ‘That sounds important’, but stop them divulging any further details. The teacher should suggest the student talks privately with them after the lesson or, if possible, ask the student if they would like to leave the classroom then to continue the conversation.

If a student should make a disclosure of bullying currently occurring, your role is to listen calmly, show support for the student, acknowledge what they have told you and, once the student has finished, discuss with them what you could both do next. Ensure you are aware of your school’s policy for dealing with bullying.

**Links to key documents**

**Australian Curriculum**

These lessons link to the [Australian Curriculum – General capabilities](https://www.australiancurriculum.edu.au):

- **Information and Communication Technology (ICT)**
  - Applying social and ethical protocols and practices when using ICT
  - Communicating with ICT
- **Critical and creative thinking**
  - Inquiring — identifying, exploring and organising information and ideas
  - Generating ideas, possibilities and actions
  - Reflecting on thinking and processes
  - Analysing, synthesising and evaluating reasoning and procedures
- **Personal and social capability**
  - Self-management
  - Social awareness
  - Social management
- **Ethical understanding**
  - Understanding ethical concepts and issues
  - Exploring values, rights and responsibilities

**Australian Student Wellbeing Framework**
The Australian Student Wellbeing Framework adopts a whole-school approach to safety and wellbeing and identifies five key elements of effective practice to help schools create safe, inclusive and connected learning communities.

1. Leadership – visible leadership to inspire positive school communities
2. Inclusion – inclusive and connected school culture
3. Student voice – authentic student participation
4. Partnerships – effective family and community partnership
5. Support – wellbeing and support for Positive behaviour

About the National Day of Action against Bullying and Violence
The annual National Day of Action against Bullying and Violence occurs on the third Friday in March each year. The National Day of Action is an opportunity for students, teachers, parents and the whole community to ‘take a stand together’ against bullying and violence and provides a focus for schools that want to say ‘Bullying. No Way!’

The annual National Day of Action is organised by all Australian education authorities through the national Safe and Supportive School Communities Working Group.

Feedback
A survey to evaluate the NDA campaign will be sent to all registered schools from the Bullying. No Way! team. Teachers will be invited to provide feedback on the Being reasonable and ethical online lesson plans and project framework as part of this survey. Alternatively, teachers can send feedback regarding how the lessons were implemented and the ideas generated by students to Bullying. No Way! at bnw.website@qed.qld.gov.au

References
Australian Curriculum – General capabilities


Australian Student Wellbeing Framework
https://bullyingnoway.gov.au/PreventingBullying/Planning/Pages/National-Safe-Schools-Framework.aspx

Community of inquiry
Cam, P. (2009). Philosophy for Children
www.youtube.com/watch?v=tk_B32HtnWg
Center for Philosophy for Children, University of Washington.
www.philosophyforchildren.org
Lipman – P4C (seven videos).
www.youtube.com/watch?v=fp5lB3YVnlE&feature=related
Wartenberg, T. Teaching children philosophy. Mount Holyoke College, Massachusetts.
www.teachingchildrenphilosophy.org/wiki/Main_Page
## Being reasonable and ethical online lessons: scope and content

<table>
<thead>
<tr>
<th>Year level</th>
<th>Duration</th>
<th>Lessons</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Years 3–4  | 3 x 60 minute lessons (additional time needed for extension activities) | | The National Day of Action poster can be downloaded from School materials for download.  
**Downloadable from the Being reasonable and ethical online page:**  
- Tree construction diagrams for information on how to build the tree  
- National Day of Action poster  
- What is bullying? (Years 3–4) handout  
- Tree roots template  
- Tree trunk template  
- Leaf template  
- Tree crown template |
|            |          | **Lesson 1: Important qualities in friendships** |          |
|            |          | - Explain the National Day of Action against Bullying and Violence  
- Define bullying  
- Examine the qualities that are important in friendships | |
|            |          | **Lesson 2: Communicating with others online** |          |
|            |          | - Explore students’ understanding of what it means to be online, online friendships, online bullying, and communicating reasonably with others online | |
|            |          | **Lesson 3: Behaving reasonably online** |          |
|            |          | - Students identify examples of behaviours that are reasonable when online, and critically evaluate and rate the behaviours they believe are the most important | Other items needed:  
- bean bag or other Talking Tool  
- markers (for teacher and students – whiteboard and paper)  
- A4 paper (if required)  
- Blu-Tack  
- stickers (sticky dots or fruit shaped)  
- student wristbands (if required – registered schools can order) |
<table>
<thead>
<tr>
<th>Year level</th>
<th>Duration</th>
<th>Lessons</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 5–6</td>
<td>3 x 60 minute lessons (additional time needed for extension activities)</td>
<td><strong>Lesson 1: Qualities of respectful friendships</strong>&lt;br&gt;- Explain the National Day of Action against Bullying and Violence&lt;br&gt;- Define bullying&lt;br&gt;- Examine the qualities of respectful friendships&lt;br&gt;&lt;br&gt;<strong>Lesson 2: Communicating with others online</strong>&lt;br&gt;- Explore students’ understanding of online friendships, online bullying, and communicating reasonably and ethically with others online&lt;br&gt;&lt;br&gt;<strong>Lesson 3: Behaving reasonably and ethically online</strong>&lt;br&gt;- 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</td>
<td>The National Day of Action poster can be downloaded from <a href="#">School materials for download</a>.&lt;br&gt;&lt;br&gt;Downloadable from the <a href="#">Being reasonable and ethical online</a> page:&lt;br&gt;- Tree construction diagrams for information on how to build the tree&lt;br&gt;- National Day of Action poster&lt;br&gt;- What is bullying? (Years 5–6; 7–9) handout&lt;br&gt;- Tree roots template&lt;br&gt;- Tree trunk template&lt;br&gt;- Scenario card (Years 5–6) (if required)&lt;br&gt;- Leaf template&lt;br&gt;- Tree crown template&lt;br&gt;&lt;br&gt;Other items needed&lt;br&gt;- bean bag or other Talking Tool&lt;br&gt;- markers (for teachers and students – whiteboard and paper)&lt;br&gt;- poster paper (if required)&lt;br&gt;- Blu-Tack&lt;br&gt;- stickers (sticky dots or fruit shaped)&lt;br&gt;- student wristbands (if required – registered schools can order)</td>
</tr>
<tr>
<td>Year level</td>
<td>Duration</td>
<td>Lessons</td>
<td>Resources</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>Years 7–9</td>
<td>3 x 60 minute lessons (additional time needed for extension activities)</td>
<td><strong>Lesson 1: Qualities of respectful relationships</strong>&lt;br&gt;• Explain the National Day of Action against Bullying and Violence&lt;br&gt;• Define bullying&lt;br&gt;• Examine the qualities of respectful relationships</td>
<td>The National Day of Action poster can be downloaded from <a href="#">School materials for download</a>.&lt;br&gt;Downloadable from the <a href="#">Being reasonable and ethical online lesson plans page</a>:&lt;br&gt;• Tree construction diagrams for information on how to build the tree&lt;br&gt;• National Day of Action poster&lt;br&gt;• What is bullying? (Years 5–6; 7–9) handout&lt;br&gt;• Tree roots template&lt;br&gt;• Tree trunk template&lt;br&gt;• Leaf template&lt;br&gt;• Tree crown template&lt;br&gt;• Reasonable/ethical online behaviour heading card&lt;br&gt;• Not reasonable/ethical online behaviour heading card&lt;br&gt;• Scenario cards (Years 7–9)&lt;br&gt;• Behaving reasonably and ethically online: Building respectful online relationships (Years 7–9) template</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson 2: Communicating with others online</strong>&lt;br&gt;• Explore students’ understanding of online relationships, online bullying, and communicating reasonably and ethically with others online</td>
<td>Other items needed&lt;br&gt;• bean bag or other Talking Tool&lt;br&gt;• markers (for teacher – whiteboard and paper&lt;br&gt;• Blu-Tack</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Lesson 3: Behaving reasonably and ethically online</strong>&lt;br&gt;• Students explore reasonable and ethical behaviours that build respectful online relationships, and critically evaluate and rate the behaviours they believe are the most important</td>
<td></td>
</tr>
<tr>
<td>Year level</td>
<td>Duration</td>
<td>Lessons</td>
<td>Resources</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Years 10–12</td>
<td>3 x 60 minute lessons (additional time needed for extension activities)</td>
<td><strong>Lesson 1: Qualities of respectful relationships</strong>&lt;br&gt;• Explain the National Day of Action against Bullying and Violence&lt;br&gt;• Define bullying&lt;br&gt;• Examine the qualities of respectful relationships&lt;br&gt;<strong>Lesson 2: Communicating with others online</strong>&lt;br&gt;• Explore students’ understanding of online relationships, online bullying, and communicating reasonably and ethically with others online&lt;br&gt;<strong>Lesson 3: Behaving reasonably and ethically online: Code of conduct</strong>&lt;br&gt;• Students create guiding principles to form a code of conduct that provides guidance on how to behave reasonably and ethically when online</td>
<td>• stickers (sticky dots or fruit shaped)&lt;br&gt;• student wristbands (if required – registered schools can order)&lt;br&gt;The National Day of Action poster can be downloaded from <a href="#">School materials for download</a>.&lt;br&gt;Downloadable from the <a href="#">Being reasonable and ethical online page</a>:&lt;br&gt;• Tree construction diagrams for information on how to build the tree&lt;br&gt;• National Day of Action poster&lt;br&gt;• What is bullying? Option 1 (Years 10–12) handout&lt;br&gt;• What is bullying? Option 2 (Years 10–12) handout&lt;br&gt;• Tree roots template&lt;br&gt;• Tree trunk template&lt;br&gt;• Leaf template&lt;br&gt;• Tree crown template&lt;br&gt;• Generalisation statement cards (Years 10–12)&lt;br&gt;• Behaving reasonably and ethically online: Code of conduct (Years 10–12) template&lt;br&gt;Other items needed&lt;br&gt;• bean bag or other Talking Tool</td>
</tr>
<tr>
<td>Year level</td>
<td>Duration</td>
<td>Lessons</td>
<td>Resources</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• markers (for teacher – whiteboard and paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Blu-Tack</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• stickers (sticky dots or fruit shaped)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• student wristbands (if required – registered schools can order)</td>
</tr>
</tbody>
</table>
Supporting further discussions with children and young people about reasonable and ethical behaviours when online

A large range of resources is available to parents and teachers to help facilitate further discussions about behaving reasonably and ethically online. With any resource, it is important that parents and teachers check content to ensure it is suitable for their children. Some examples include:

<table>
<thead>
<tr>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General information</strong></td>
<td><strong>General information</strong></td>
</tr>
</tbody>
</table>
| • Bullying. No Way! website For parents section  
[https://bullyingnoway.gov.au/YourRole/Pages/For-Parents-and-carers.aspx](https://bullyingnoway.gov.au/YourRole/Pages/For-Parents-and-carers.aspx)  
• eSafety (iParent)  
• Think U Know  
[https://www.thinkuknow.co.uk/parents/](https://www.thinkuknow.co.uk/parents/) | • Bullying. No Way! website Working in the classroom section  
[https://bullyingnoway.gov.au/TeachingAboutBullying/WorkingInTheClassroom](https://bullyingnoway.gov.au/TeachingAboutBullying/WorkingInTheClassroom)  
• Bullying. No Way! website Online safety and online bullying section  
• eSafety education resources  
| **Advice sheets for primary and secondary school-aged children** | **Primary school students** |
| • Bullystoppers advice sheets  
  o But I didn’t do it  
  o I didn’t mean it  
  o Words won’t hurt  
  o That’s risky stuff  
| **Secondary school** | **Secondary school** |
| • eSafety lesson plans  