Lesson plans   Years 7–9

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 relationships (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 relationships
- Explore students' understanding of online relationships, online bullying, and communicating reasonably and ethically with others online
- Students explore reasonable and ethical behaviours that build respectful online relationships, 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 Being reasonable and ethical online 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 Being reasonable and ethical online 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 relationships, 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 respectful relationships 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 relationships. Building on their discussion about the qualities of respectful relationships, students will explore how relationships 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 reasonable and ethical behaviours that students think are important when building positive online relationships.

Engaging parents and carers

Parents and carers have an important role in reinforcing the messages in the Being reasonable and ethical online 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 to their child about behaving reasonably when online. Some key resources for parents are in the Being reasonable and ethical online 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 relationships (60 minutes)

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

Keywords
- Bullying, mean, friends, friendship, relationship, qualities, respectful, disrespectful, ideas, justify, consider, reflect

Pre-lesson preparation
- View the Tree construction diagrams for information on how to build the tree
- Download and prepare Year 7–9 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 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 that the lessons will give them an opportunity to understand more about bullying and identify the qualities of respectful relationships. They will discuss online relationships and look at what behaving reasonably and ethically online means to them. Students will then identify reasonable and ethical behaviours that build respectful online relationships, and rate these to ascertain 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 Being reasonable and ethical online Overview).

If students begin to talk about specific instances or other students, remember the information on personal disclosure (see Being reasonable and ethical online 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 relationship? (40 minutes)

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

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.

For the purpose of this lesson, we will define the term 'relationship' as the ways in which two or more people talk to, behave toward and relate to each other.

Introduce this activity by saying: *For a tree to grow strong it needs strong roots. Relationships also need strong roots. When forming relationships, it is important we know the qualities of a respectful relationship. 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 the students to give reasons for their responses**.

Discussion Plan A: Respectful relationships

- How do we form relationships?
- Why are relationships with others important in our lives?
- Can all of our relationships be considered friendships?

- What is a respectful relationship?
- Should all relationships be built on respect?
- Is it possible for a relationship to survive without respect?
- What behaviours might indicate that a relationship is breaking down?
- If a relationship has broken down, should we still treat that person with respect?

Discussion Plan B: Qualities of respectful relationships

Teacher refers to the **Tree roots** template:
- What are the qualities of a respectful relationship? (Record responses on the template.)
- How important are these respectful qualities?
- What are the qualities of a relationship that is not respectful? (Record responses on the board.)
- Which qualities of respectful friendships are the most important?
- What impact can relationships that are not respectful have on us in terms of our health and wellbeing?

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 Being reasonable and ethical online Overview).

Questions
- What more do we now know about respectful relationships?
- What did you think about that was new or different?
- How can you apply this new thinking or learning to your own relationships?
- How will you apply your new ways of thinking to other problematic issues in the future?

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

Purpose of the lesson
- Explore students' understanding of online relationships, online bullying, and communicating reasonably and ethically with others online

Keywords
- Bullying, internet, online, devices, online friendships, online relationships, respectful, valid, disrespectful, environment, reasonable, ethical, 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 7–9 lesson materials:
  - National Day of Action poster
  - What is bullying? (Years 5–6; 7–9) handout
  - Tree trunk template
  - Reasonable/ethical online behaviour heading card
  - Not reasonable/ethical online behaviour heading card
  - Scenario cards (Years 7–9)
- Collect additional materials:
  - bean bag or other Talking Tool
  - markers (for teacher)
  - 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 relationships and the qualities of respectful relationships. We put these on the roots of our tree. Today we are going to talk about online relationships and what it means to behave reasonably and ethically online.*

1. Ways we can communicate with others online (10 minutes)
Select from the following open and closed inquiry questions to ensure all students have a shared knowledge and understanding of what it means to communicate online with others. Open inquiry questions will have many responses that could be considered correct. Closed inquiry questions will have answers that can be established as correct by an expert.

- What are some places online where we can we communicate or talk with other people?
- What are the benefits of the internet in terms of connecting with others?
- What are some negative aspects of the internet in terms of connecting with others?

Responses will vary depending on prior access and experience. Focus discussion on the following:
- Online places for socialising include Facebook, Twitter, Flickr, Instagram, YouTube, Tumblr.

- Online and internet mean the same thing and both terms may be used in the lesson.

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

This activity explores students' understanding of online relationships 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 trunk of a tree connects the roots to the crown of the tree and is needed to bring nutrients to the canopy, and to support it. In this activity, the trunk of the tree represents the internet, which is one environment where we can have relationships. We will use our learning about the qualities of respectful relationships to explore online relationships, and what behaving reasonably and ethically online means.*

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 the students to give reasons for their responses.**

Discussion Plan A: Online relationships

- In what ways are online relationships different from face-to-face relationships?
- Why do we often call our online relationships 'friends'?
- If we have a lot of online relationships, does that mean we are well-liked or popular?
- Is it possible to have too many online friends? Why could that be a problem?
- Why do people sometimes behave differently online?
- Is it necessary for online relationships to be built on respect? Why do you think this?
- What might happen if we choose to treat our online relationships disrespectfully?
- Is there ever a time when it is appropriate to act disrespectfully online?
- Are there risks in having relationships with people whom you only come in contact with 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 the 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 are the connections between behaving reasonably and behaving ethically?
- Should we always behave in a reasonable and ethical way online?
- How can we ensure that we behave reasonably and ethically online?
- In what ways is respect linked to reasonable and ethical online behaviours?
- 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 Being reasonable and ethical online Overview).

Questions
- What more do we know about behaving reasonably and ethically online?
- How can we apply this new learning to our online relationships?

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

This activity will assist students to think about online behaviours that would be considered reasonable and ethical and those that would not.

The scenarios in this activity present ethical dilemmas that may be encountered by students when using online environments.

- Place the **Reasonable/ethical online behaviour** heading card and **Not reasonable/ethical online behaviour** heading card in the centre of the community of inquiry circle to form a continuum.

Reasonable/ethical online behaviour Not reasonable/ethical online behaviour

- Divide the students into small groups and provide each group with a scenario from the **Scenario cards (Years 7–9)**. To encourage a range of perspectives, the same scenario may be given to two different groups.
- Ask the students to consider their scenario and decide where to place it on the above continuum in order to determine the degree to which behaviour may be considered unreasonable or unethical in online situations.
- Ask each group to think to the following questions:
  o Is the behaviour reasonable or ethical? Why do you think that?
  o What should take place in this situation?
- When each group has discussed its given scenario, invite them to place the scenario on the continuum and share with the class community **the reasons for their choice of placement and responses to the questions.**

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

Purpose of the lesson
- Students explore reasonable and ethical behaviours that build respectful online relationships, and critically evaluate and rate the behaviours they believe are the most important

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

Pre-lesson preparation
- View the Tree construction diagrams for information on how to build the tree
- Download and prepare Year 7–9 lesson materials:
  - National Day of Action poster
  - What is bullying? (Years 5–6; 7–9) handout
  - Leaf template
  - Tree crown template
  - Behaving reasonably and ethically online: Building respectful online relationships (Years 7–9) 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 (registered schools can order)

Introduction

Refer to the **Tree roots** and **Tree trunk** templates. Say: *In our previous lessons we talked about relationships and the qualities of respectful relationships. We put these on the roots of our tree. We also looked at online relationships and what it means to behave reasonably and ethically online. We recorded the meanings of 'reasonable' and 'ethical' on our tree trunk. Today we will identify reasonable and ethical behaviours that help to build respectful online relationships and, as a group, rate these to establish those that the class believes are the most important.*

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 and explore reasonable and ethical behaviours that they think are important when building respectful online relationships and justify their choices.

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 trunk, and collects energy from the sun to help it to grow. In this lesson, the crown represents reasonable and ethical behaviours that help to build respectful online relationships. You will now identify examples of reasonable and ethical behaviours that you think are important when online. When collated, these examples 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 respectful online relationships. Examples include: asking permission before posting photos of someone else; and using friendly, respectful language.

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 to build respectful online relationships.

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 respectful online relationships.

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 be realistic to implement?
- Which examples will make my online relationships more respectful?
- Which examples could we use as a **class set of principles** with which to adhere when working in an online environment?

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 respectful online relationships. Ask students to justify responses or give reasons, e.g. *I think this because …* Teacher may also record the justification briefly on the canopy poster.

The top rated examples can be transferred to the **Behaving reasonably and ethically online: Building respectful online relationships (Years 7–9)** template to be displayed in the classroom, or issued to students for future reference. The examples can also be made into screensavers or desktop backgrounds to share with the school community on the National Day of Action.

Trees can be displayed in a prominent place in the classroom or school.

Teacher notes

As a **further extension activity**, students could develop a class set of principles for behaving **reasonably and ethically when working online.** Additional time would be required to do this extension activity.

A principle is an ethical protocol, rule or belief that influences our behaviour and actions and assists us to make appropriate choices in life.

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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 Being reasonable and ethical online 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 respectful online relationships? What makes you think that?
- Did we think about ideas and perspectives that were different from our own?
- How can we apply this new 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 n 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.