Stand Together

Unit frameworks for all year levels

Overview

The Active Bystanders units allow exploration of the role of bystanders in bullying beyond the starting point provided in the Active Bystanders lesson plans. This document provides a framework for four units in which students investigate personal skills, support positive relationships, optimistic attitudes and resilient responses to difficult situations. The four units are:

- Early primary - Finding your strength
- Upper primary - Finding your voice
- Lower secondary - Finding out you are different
- Senior secondary - Finding empathy

Each unit culminates in a presentation or exhibition of student work. In *The Disciplined Mind* (2000), Howard Gardner urged educators to teach important things in many different ways. Gardner suggested that more students will be reached if learning is approached from different angles providing a variety of entry points, e.g. narrative, works of art, group work, hands on manipulation and play. The style of presentation and art form selected should be determined by teacher and student expertise and interest. The art forms suggested here for each level are starting points for the group to consider.

The framework for each unit is based on 10 steps or lessons which could be run over a semester in a suitable class, e.g. the pastoral or home group class. The ten steps are:

1. **Explore** and **gather** ideas with class on the suggested focus
2. **Research** the themes and issues through other key texts or articles
3. **Assess emerging patterns** and areas of interest from students and teachers
4. **Identify** key questions, **focus** and **purpose** for the group and the art form for presentation
5. Students **create content** for a performance/screening exhibition
6. **Create a plan, storyboard or script** for a performance/exhibition/screening
7. **Refine and rehearse** material and activities for presentation
8. Consider **production values** that can be included to support themes e.g. music, props, lighting
9. **Present to an audience** or community
10. **Reflect and evaluate** the culminating presentation.

In implementing the unit, teacher should consider:

- Supporting the different learning styles of the class and the curriculum focus
- A chance for all students to be involved and extended
- The inclusion in the performance/exhibition of production values including design, music and digital art to best showcase the students’ abilities.

The culminating presentation is intended to be an opportunity to display the outcome of the students’ questioning and learning. Ensure the audience is aware that the presentation is a sharing of student work and that all content is student devised: the result of their explorations and a celebration of their work.
# Finding Your Strength

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>What is strength? What is strength on the outside? What is strength on the inside? When have I been strong? How can I be strong in a bullying situation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested art form</td>
<td>Collage drama: A combination of a range of performance materials like movement pieces, interviews, freeze frames, short role plays, storytelling, or poetry. The material is usually linked by a theme or set of questions in this instance.</td>
</tr>
</tbody>
</table>
| Stage 1 Explore and gather ideas | Investigate the key questions  
Explore prior knowledge of the topic with students  
Use role plays to devise multiple responses to situations  
Students to give examples of when they have been strong |
| Stage 2 Research | Teacher to give some further examples of personal inner strength e.g. para Olympians  
Students to research stories about heroes in ordinary life |
| Stage 3 Assess emerging patterns | Do a class audit of skills in art forms areas and discuss forms that could be linked together, i.e. poetry, movement piece  
Summarise with class discoveries so far, e.g. it is important to look after our friends and family |
| Stage 4 Identify focus and purpose | Finalise with class the presentation style, e.g. a series of role plays/personal narratives linked into a collage drama  
Select a title to help define the message or purpose, e.g. *How can I flourish?*  
Define and decide the audience, e.g. a presentation for the Prep students, a presentation on assembly  
Identify the key message for the audience, the purpose of the presentation, e.g. To *present a series of mini-stories that show someone's inner strength* |
| Stage 5 Create content | Students brainstorm, extend, select and start to edit ideas to be included and shaped into the art form  
Roles and duties within the class to be considered at this stage, i.e. task allocation |
| Stage 6 Create a plan, storyboard or script | Finalise the content and write up the plan  
The class to divide into sections and tasks to achieve a final plan, storyboard or script  
Review the plan/storyboard/script with whole class |
| Stage 7 Refine and rehearse | Students practice their section in groups or individually or compose their visual/digital art work for an exhibition |
| Stage 8 Production values | Class to brainstorm other artistic layers that could help the presentation  
Select music, lighting, location of performance, props or symbols to be included  
Some students at this stage may start to self-select roles e.g. I will operate the music. |
| Stage 9 Present to an audience | Select a student to introduce the presentation and explain the process  
Students give their presentation to the selected audience |
| Stage 10 Reflect and evaluate | Students assess the success of their presentation  
  • Did they think their message/purpose was clear to the audience?  
  • What worked?  
  • What could have been improved? |
## Finding Your Voice

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>When should I speak up? Have you ever lost your voice? Why might you lose your voice? When is it important to speak up? How can I be a safe active bystander?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested art form</td>
<td>Short videos/photographs</td>
</tr>
</tbody>
</table>
| **Stage 1 Explore and gather ideas** | Investigate the key questions use drama skills like freeze frames or role plays  
Explore prior knowledge of the topic with students  
Students to give examples of when they have been too nervous to speak up or, alternatively when they have spoken up  
Students to devise small role plays to demonstrate responses to the focus questions; capture these in freeze frames |
| **Stage 2 Research** | Teacher to give some historical examples of when people have been too scared to speak up  
Students to research stories where people have taken spoken up with positive outcomes |
| **Stage 3 Assess emerging patterns** | Do a class audit of skills in art forms areas: visual artists, dancers, circus performers, photographers  
Summarise with class the discoveries so far, e.g. it’s important to stand up and speak out when people are not being fair. |
| **Stage 4 Identify focus and purpose** | Finalise with class presentation style, e.g. a series of short videos  
Select a title to help define the message or purpose, e.g. Finding Your Voice  
Define and decide the audience, e.g. a presentation for the Prep students, a presentation on assembly  
Identify the key message for the audience, the purpose of the presentation, e.g. to show stories about finding your voice to encourage others |
| **Stage 5 Create content** | Depending on art form selected students brainstorm, extend, select and start to edit ideas to be included  
Roles and duties within the class to be considered at this stage, i.e. task allocation |
| **Stage 6 Create a plan, storyboard or script** | Finalise the content and write up the plans, storyboard or script  
The class to divide into sections and tasks to achieve a final plan/storyboard/script  
Review the plan/storyboard/script with the whole class |
| **Stage 7 Rehearse** | Students practice their section in groups or individually or compose their visual/digital art work for an exhibition |
| **Stage 8 Production values** | Class to brainstorm other layers that could enhance the presentation  
Select music, lighting, location of performance, props or symbols to be included  
Some students at this stage may start to self-select roles, e.g. I will operate the music |
| **Stage 9 Present to an audience** | Select a student to introduce the presentation and explain the process  
Students present to the selected audience |
| **Stage 10 Reflect and evaluate** | Students assess the success of their presentation  
- Did they think their message/purpose was clear to the audience?  
- What worked?  
- What could have been improved |
**Stand Together**

**Unit Framework - Lower secondary**

## Finding Out You are Different

<table>
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<tr>
<th>Focus Questions</th>
<th>What does it feel like to be the odd one out? Have you ever been the new person in a group? Why are we sometimes scared of people who are different? Are we all different? How do we include others? How can I respond as an active bystander in the type of bullying that excludes others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested art form</td>
<td>An exhibition of digital photography and photo collages: making new images by editing, cutting, joining or copying parts of other photographs; the culminating exhibition is sorted by key questions that explore the theme</td>
</tr>
</tbody>
</table>
| Stage 1 Explore and gather ideas | Investigate the key questions  
Use drama games to find how we are all different, e.g. gossip mill: students move around the space and at a signal they whisper to another student, ‘I am different because...’  
Students to give examples of when they have been strong in presenting themselves as they are, e.g. in an interview |
| Stage 2 Research | Teacher to give some historical examples of the acceptance of difference  
Students to research stories about outsiders in society and examples of people from different cultures or backgrounds working successfully together |
| Stage 3 Assess emerging patterns | Do a class audit of skills in art forms areas, e.g. media artists, dancers, circus performers, etc  
Summarise class discoveries so far, e.g. Our individuality means we are all different.... |
| Stage 4 Identify focus and purpose | Finalise with class the presentation style, e.g. a series of questions that are responded to in photography  
Select a title to help define the message or purpose, e.g. All Here, All Different  
Define and decide the audience, e.g. a presentation/exhibition for the school community, a presentation on assembly  
Identify the key message for the audience or the focus of the presentation; e.g. exploration of difference in the school community |
| Stage 5 Create content | Students brainstorm, extend, select and start to edit ideas to be included  
Roles and duties within the class to be considered at this stage, i.e. task allocation |
| Stage 6 Create a plan, storyboard or script | Finalise the content and write up the plan/storyboard/script  
The class to divide into sections and tasks to achieve a final plan/storyboard/script  
Review the script or plan with whole class |
| Stage 7 Refine and rehearse | Students practice their section in groups or individually, or compose, design and capture their visual/digital art work for an exhibition. |
| Stage 8 Production values | Class to brainstorm other layers that could help the presentation  
Select music, lighting, location of performance, props or symbols to be included  
Some students at this stage may start to self-select roles, e.g. I will operate the music |
| Stage 9 Present to an audience | Select a student to introduce the presentation and explain the process  
Students present to their selected audience |
| Stage 10 Reflect and evaluate | Students assess the success of their presentation  
- Did they think their message/purpose was clear to the audience?  
- What worked?  
- What could have been improved? |

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## Finding Empathy

**Focus Questions**

- How can I give support? How can I be supportive? When should I be concerned for others? How can I nurture the positive? How can I support vulnerable people? Why be kind? What is empathy? Why are active bystanders important?

**Suggested art form**

- An advertorial: a performance that aims to promote an idea or a series of ideas
- A public installation/mural that uses questions and a soundtrack to raise awareness of the key message

**Stage 1 Explore and gather ideas**

- Investigate the key questions
- Explore prior knowledge of the topic with students
- Students to devise role plays that demonstrate support being given to a vulnerable person.
- Students to give examples of when they have been empathetic, when have they been supportive

**Stage 2 Research**

- Teacher to give some examples of the positive effects of support and incidents where a crowd has displayed no empathy for a person in trouble; explore why there can be such different responses by other people
- Students to research stories about empathetic bystanders

**Stage 3 Assess emerging patterns**

- Do a class audit of skills in art forms areas: visual art, design, media, drama, dance
- Summarise with class discoveries so far, e.g. the difference between sympathy and empathy

**Stage 4 Identify focus and purpose**

- Finalise with class the presentation style, e.g. a large scale public sculpture using boxes and ordinary materials and a soundtrack
- Select a title to help define the message or purpose, e.g. When should I say “R U OK?”
- Define and decide the audience, e.g. the whole school, a presentation on assembly
- Identify the key message for the audience or the purpose of the presentation, e.g. to raise awareness of vulnerable people in the community

**Stage 5 Create content**

- Depending on art form selected, students brainstorm, extend, select and start to edit ideas to be included
- Roles and duties within the class to be considered at this stage. i.e. task allocation

**Stage 6 Create a plan, storyboard or script**

- Finalise the content and write up the plan/storyboard/script
- The class to divide into sections and tasks to achieve a final plan/storyboard/script
- Review the script or plan/design with the whole class

**Stage 7 Refine and rehearse**

- Students practice their section in groups or individually or compose their visual /digital art work for the exhibition or installation

**Stage 8 Production values**

- Class to brainstorm other layers that could help the student presentation
- Select music, lighting, location of performance, props or symbols to be included
- Some students at this stage may start to self-select roles, e.g. I will operate the music

**Stage 9 Present to an audience**

- Select a student to introduce the presentation and explain the process
- Students present to their selection audience

**Stage 10 Reflect and evaluate**

- Students assess the success of their presentation
  - Did they think their message/purpose was clear to the audience?
  - What worked?
  - What could have been improved?