# Lesson Plan: Years 10 – 12

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| Focus | Description/Teaching Notes | Resources/materials |
| Whole class activity | | |
| Class brainstorm:  What is bullying? | *Bullying behaviour can be influenced by social contexts, therefore, it is important to understand how bullying might present itself in your school. In order to do so, it is necessary to have open discussions with students.*  **Activity:**  Facilitate a class brainstorm about what bullying is with your class. Allow students to share their own ideas about the definition and types of bullying. |  |
| National definition of bullying. | *A shared understanding of the definition of bullying is essential to greater success in prevention and intervention. A national definition has been developed to promote a shared understanding.*  **Activity:**  Share the national definition with students.  Bullying is an **ongoing** and **deliberate** misuse of **power** inrelationships through **repeated** **verbal**, **physical** and/or **social** behaviour that **intends** to cause physical, social and/or psychological harm. It can involve an individual or group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Discussion starter: If a bullying incident is shared once online, is it considered repetitive due to the nature of online sharing? | [National definition](https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying) of bullying |
| Where can bullying happen? | *A good starting point for intervention, particularly surrounding online bullying, is advice from students. It is important to understand online bullying as a behaviour as opposed to blaming technology. Therefore, it is important to generate discussions about both online and face to face bullying with students.* **Activity:**  Facilitate a class discussion about where bullying can happen.  Bullying can happen **in person** or **online**, via various digital platforms and devices, and it can be **obvious** (overt) or **hidden** (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).  Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved.  **Discussion starters:**  Use the statistic as a starting point for discussion.   * 84% of students who were bullied online, were also bullied in person. Do you agree with these statistics? Do you believe that if you are bullied online, that the bullying is highly likely to continue in person? * What are some ways that you can protect yourself online? * Do you believe there to be a real difference between online and in person bullying? * Do you believe that online is a separate context, or an extension of the conversations happening in person? * What do you think the difference is between obvious bullying and hidden bullying? |  |
| What bullying is not | *A national definition provides us with a collective understanding of what bullying is, and also what bullying is not. It is important for students to recognise the differences. This could be an opportunity to tie in conversations about respectful relationships with the class.*  **Activity:**  Facilitate a class discussion about what bullying is not.  **Single incidents** and conflict or fights between equals, whether in person or online, are not defined as bullying. |  |
| Three main features of bullying | **Activity:**  Highlight the following points with the class.  **Bullying has three main features:**   * It involves a misuse of power in a relationship * It is ongoing and repeated, and * It involves behaviours that can cause harm. |  |
| Class activity: Difference between bullying and non-bullying behaviours | **Activity:**  Draw a T-Chart and label one column ‘bullying’ and the other column ‘not bullying’. Based on the definitions and previous discussions, facilitate a whole-class conversation about bullying and non-bullying behaviours. Behaviours that may be confused as bullying behaviour in person as well as in an online context may be discussed. | Whiteboard  Whiteboard markers |
| School policy | *Now that students have a clear understanding of the difference between bullying and non-bullying behaviours, tell them that bullying is never okay, and that they have the right to feel safe. It is important for the whole school community to have a shared understanding of your school policy on bullying.*  **Activity:**  Discuss and share aspects of your school policy on bullying with the class.  Tell the students that they are not alone in their stand against bullying. It is important to take action together in response to bullying. | Your school policy on bullying |
| Peer support | *Students from year seven onwards are more likely to confide in a friend about bullying, as opposed to an adult.*  **Activity:**  Facilitate a class discussion on how you might support a friend who is being bullied.  Everyone needs someone to support them when faced with bullying. Ask students to think about, and discuss how they would like a friend to support them in the event of bullying. Discussion points:  * What are some strategies to support others? * When is it time to report bullying to an adult? |  |
| Trusted adult | *Secondary students are more likely to report bullying to a friend. However, it is important for students to feel that they can also report bullying to a trusted adult.*  *Students may not necessarily want the adult to intervene, so it is important to have a shared understanding and open discussion about how students would like trusted adults to respond to their reports of bullying.*  *Bullying can occur in varying degrees. Students may have ideas on what they want a trusted adult to say and do depending on the bullying context. There is no ‘one size fits all’ response.*  **Activity:**  Facilitate a discussion with your class.  An example of a trusted adult could be a teacher, adult, family member, and friend. |  |
| Responding to bullying: Tips from Australian school children | *Students should now have a clear understanding of the definition of bullying, and have identified people they could trust to support them in response to bullying. Now it is important for them to consider some strategies they could use in response to bullying.*  *Share the Student voices poster series with your class. The posters provide some tips from Australian students on what they would say and do in response to bullying.*  *The poster series can be used to generate ideas and discussions with your students about what they would say and do in response to bullying within their particular context.*  *When you share the posters, discuss with your students how all the tips are about taking action together, that students are not alone in the stand against bullying.* Discussion starters: Possible questions for students to consider:   * Does it resonate with me? * What would I do? | [Student voices poster series](https://bullyingnoway.gov.au/NationalDay/ForSchools/materials/tat-student-posters-secondary.pdf) |
| What would you say and do in response to bullying? | *Students have previously discussed what they would want their trusted adult to say and do to support them in response to bullying. The poster series was used to generate thinking and discussions with your students about what they might say and do in response to bullying.*  **Activity:**  Facilitate a brainstorm with your class on what they might say and do in response to bullying. |  |
| Class tips on responding to bullying. | **Activity:**  As a class, use authentic student voice to create class tips on responding to bullying. Add student responses to the Bullying. No Way! tips template and display in your classroom.  Share your tips with the school community on your school’s official social media page using the hashtags #BullyingNoWay #NDA2020 #TakeActionTogether  *Note:* *ensure tips are appropriate* | [Bullying. No Way! tips template](https://bullyingnoway.gov.au/Resources/lessonplans/bnw-myo-tips_template.DOCX)  **Social media tags:**  #BullyingNoWay #NDA2020 #TakeActionTogether |
| Individual Activity | | |

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|  | There are two options for the individual activity.   1. *Bullying. No Way! chatterbox* 2. *Make your own student voice poster* |  |
| Option 1:  Bullying. No Way! chatterbox | The Bullying. No Way! chatterbox provides an opportunity for students to create an individual resource of responsive strategies. Students can work individually or in pairs to create their chatterbox, developing strategies for what they might say or do in response to bullying.  It is recommended that the activity is printed on A3 paper.  See template for instructions on how to create and use the chatterbox. | [Bullying. No Way! chatterbox](https://bullyingnoway.gov.au/Resources/lessonplans/bnw-myo_chatterbox.PDF) |
| Option 2:  Make your own student voice poster | Students can work individually or in groups to create their own student voice poster about what they might say or do in response to bullying. This poster can be created digitally or in a hard copy.  **Alternative options:**   * students could use A3 paper and illustrate their posters. * students could use the *Speech bubble template* available on the Bullying. No Way! website to display their message without having to include a digital picture.   You may wish to run a school wide poster competition of the most effective strategies suited to your school context.  **Capture and share:**  Hang your student posters around the school, or share with the school community on your school’s official social media page using the hashtags #BullyingNoWay #NDA2020 #TakeActionTogether  **Important to note:**  Staff are responsible for adhering to relevant school consent policies and procures when sharing student images with the wider community. | [Make your own student voice poster](https://bullyingnoway.gov.au/Resources/lessonplans/myo-studentposter_template.DOCX)  Optional: [Speech Bubble template](https://bullyingnoway.gov.au/NationalDay/ForSchools/materials/tast_speech-bubble.pdf) |