# Lesson Plan: Years 3 to 4

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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. |  |
| Age-appropriate 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 age-appropriate version of the national definition with students.  Bullying is when someone:   * keeps picking on you again and again and tries to make you feel bad * says or does lots of mean things that upset you * makes fun of you a lot * tries to stop you from joining in or make others not like you * keeps hurting you, such as hitting or punching you.   Bullying feels awful. You feel like you can’t stop it. | Fact sheet: [What is bullying? (Years 3 to 4)](https://bullyingnoway.gov.au/resources/fact-sheets/fact-sheets-for-students)  Optional:  You may wish to share the full [national definition](https://bullyingnoway.gov.au/understanding-bullying) |
| Where bullying can 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.*  *It is acknowledged that most social media platforms and apps set a minimum age of 12 or 13 years and above, indicating that students in Years 3 to 6 should not typically be engaged with the majority of these online services.*  *Texting, however, is not age restricted and is a common site for problem interactions to occur between peers.*  *The purpose of raising the conversation of safe online behaviour with this age group is to serve as a preventative intervention that provides younger students with the knowledge and skills, including language, to understand the risks and seek assistance when required.*  **Activity:**  Facilitate a class discussion about where bullying can happen. Where can bullying happen? Bullying can happen **in person** or **online**. It might be something people can **see**, or it might be **hidden**. Discussion starters:  * What are some examples of bullying that can be seen and hidden? * What can you do to protect yourself online? |  |
| 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. What bullying is not Sometimes you might have a fight or an argument with someone. If it happens **once**, it is **not** bullying, even though it can be upsetting. It is also **not** bullying if you **sometimes** fight with a friend and you **can** sort it out. |  |
| Class Activity: The differences 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 |
| What does it mean to be safe? | *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.*  **Activity:**  As a whole class, create a Y-Chart and discuss what being safe looks, feels, and sounds like. | Whiteboard  Whiteboard markers |
| Trusted people – class brainstorm | *Everyone needs trusted people to support them in responding to bullying. Ask students to think of some trusted people that they could talk to if they, or someone they know, is experiencing bullying. An example of a trusted person could be a teacher, adult, family member, or friend.*  **Activity:**  Facilitate a class discussion about trusted people. |  |
| What would you like your trusted person to say and do in response to bullying? | *This is an opportunity for students to think about and share their ideas on how they would like their trusted person to respond to their reports of bullying.* Discussion starters: After speaking with your trusted person, how would you like them to respond? That is, what would you want them to say and do? |  |
| 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? |  |
| 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 student tips with the community on your school’s official social media page using the hashtags #BullyingNoWay #TakeActionTogether  *Note:* *ensure tips are appropriate* | [Bullying. No Way! tips template](https://bullyingnoway.gov.au/resource/Documents/bnw-myo-tips_template.DOCX)  **Social media tags:**  #BullyingNoWay #TakeActionTogether |
| Individual Activity | | |
|  | 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/resource/Documents/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 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/resource/Documents/myo-studentposter_template.DOCX) |