# Lesson Plan: Years 7 – 9

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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 one person (or a group of people) with more **power** than someone else tries to hurt or upset them. This power can come from being more popular, stronger, or part of the group. They might **repeatedly** try to hurt the person **physically, socially** isolate them, or say and do mean or **humiliating** things to them. Discussion starter: If a bullying incident is shared once online, is it considered repetitive due to the nature of online sharing? | Fact sheet: [What is bullying? (Years 7 to 9)](https://bullyingnoway.gov.au/resources/fact-sheets)  Optional: You may wish to share the full [national definition](https://bullyingnoway.gov.au/understanding-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. 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:**  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. What bullying is not If someone behaves in a mean or aggressive way on **one** occasion, it isn't bullying, even though it is not respectful or acceptable. A fight or disagreement between two people of **equal power** or status isn’t 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 on bullying | *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? |  |
| 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 #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 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/resource/Documents/myo-studentposter_template.DOCX) |