

Activity Guide for Teachers of Primary School Students

Module: Bullying



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About This Module

Suggested teaching approaches

- View the module introduction as a class.
- Ask students if they have any questions about what bullying is or what cyberbullying is.
- Progress to the 'Select a student' screen in the module. The scenarios may be explored in any order. You may wish to select a scenario yourself based on the topics covered or ask your students to select a scenario at random.

Assessment

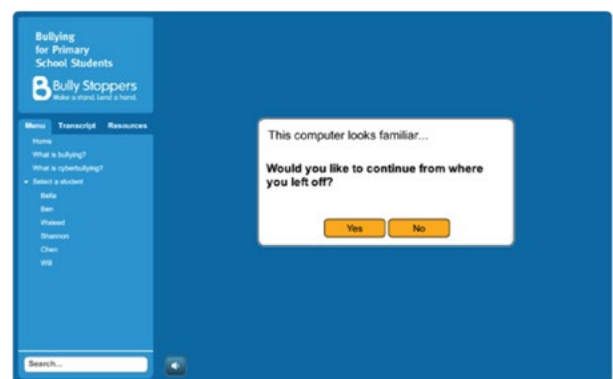
Within the online module, students are given the opportunity to write their advice for the key character in each scenario, after having considered possible outcomes and having discussed the issue with their peers. This advice represents the students' considered view and can be saved and/or printed for assessment purposes. The optional extension activities can also be used for assessment purposes.

Certificate of Completion

Once students have completed the activities in the module, they will submit their work to you for review. Once you are satisfied that students have met the learning objectives and addressed the AusVELS standards (See page 6), you can issue each student with a **Certificate of Completion**, (See page 30). Print this document and write your students' names and your signature by hand.

Accessing the module

Students can complete the module one scenario at a time. This may be done over several lessons. When revisiting the module on the same computer, students will be prompted with a screen saying 'This computer looks familiar...' (See below).



If your students are using their own laptops, they may select 'Yes' and the module will load their most recent work. If they are using shared devices, they should select 'No' so that the module will reset to its initial state. Your students will be able to save their work at the end of each scenario by saving or printing their work (See next page).

During the module, students will be prompted to download the 'email' message that they typed for each character. If the 'email' does not appear on the screen, look for the yellow information bar at the bottom of the screen informing you that a pop-up has been blocked. If this appears, simply select 'Options for this site' and click 'Always allow'.

The module will reload and prompt the student as to whether they were the last person to access the module on that computer. Students may select 'Yes' and the module will then return to where they left off and allow them to retry downloading their 'email' message.

If issues with blocked pop-ups persist, please consult your ICT Coordinator or Technician.

Level 6 AusVELS Standards

The work undertaken by students in completing the module addresses the following AusVELS standards:

(Note: At Level 5, students are working toward the Level 6 standards).

Level 6 Communication: Listening, viewing and responding

Students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations.

Level 6 Communication: Presenting

Students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them.

Level 6 Thinking Processes: Reasoning, processing and inquiry

Students distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Level 6 Thinking Processes: Creativity

Students use creative thinking strategies to generate imaginative solutions. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

Level 6 Information and Communications Technology: ICT for visualising thinking

Students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

Level 6 Information and Communications Technology: ICT for creating

Students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product.

Level 6 Interpersonal Development: Building social relationships

Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others.

Level 6 Interpersonal Development: Working in teams

Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks. Students accept responsibility for their role and tasks.

Scenario: Ben - I'm Not a Bully

- Invite students to share their responses in small groups. Have a class discussion about any similarities or differences of opinion. Consider the impact of each of the following:
 - the person who is teasing
 - the number of people teasing
 - the content of the 'joke'
 - the duration of the teasing.
- Ask students to think about what advice they would give to Ben, then allow them 10 - 15 minutes to type an 'email' to Ben offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Ben' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, 'Advice: I'm Not a Bully'**.

After students explore Ben's scenario:

- Invite students to share with their peers the advice they have written to Ben. This can be done in small groups or as a whole class.

★ Optional extension activity

When does a 'good joke' become bullying? Illustrate 'teasing' to help people understand its impact. Here is an example:



Hilarious

Most people think this is funny

Hmm, made me laugh...but...not so sure if it was fair

This hurt someone's feelings

Yuck, this was deliberate and only done to hurt someone (emotionally or physically)

Scenario: Will - I'm Not a Victim

- Invite students to share their responses in small groups. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Will. Then allow them 10 - 15 minutes to type an 'email' to Will offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Will' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, 'Advice: I'm Not a Victim'**.

After students explore Will's scenario:

- Invite students to share with their peers the advice they have written to Will. This can be done in small groups or as a whole class.

★ Optional extension activity

Using the ideas from the main scenario and the follow up situations, ask students to create a short comic strip about real friends. They could use the following statements:

| | | |
|----------------------|-----|-------------------------|
| 'Real friends do...' | and | 'Real friends don't...' |
|----------------------|-----|-------------------------|

The 'Comic Life' application, http://epotential.education.vic.gov.au/showcase/edustar_win/comic_life, which is part of the DEECD's EduSTAR standard platform, is recommended for this activity. Alternatively, students may create their comics in Microsoft PowerPoint or in their workbooks.



Scenario: Chen - That's Risky Stuff

“My older brother Li keeps using our father’s login to sign up for online things he shouldn’t be doing. I’m pretty sure he’s even using his credit card sometimes to buy things. My father never checks that stuff closely. I told Li I was going to dob him in because what he’s doing is really stupid but then he threatened to tell on me for having a Facebook account. I’m only 11 so I’m not supposed to have one yet.”

Before students explore Chen’s scenario:

- Listen to Chen’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Chen’s scenario to your students using the above transcript.
- Ask students to work in pairs. One student talks about what they know in this scenario. The other asks, ‘What makes you say that?’ They continue, swapping roles, until they have exhausted the possibilities.
- Ask students to share what they came up with in their pairs and make a list on the board of the things that everyone agrees on about this scenario.
- Ask students what new insights they have about this situation that they didn’t have before.

While students explore Chen’s scenario:

- Ask students to explore the scenario again individually and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in the module, ask them to think about the responsibilities of each family member and whether they are meeting their responsibilities. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, ‘Activity: Chen - That’s Risky Stuff’**.

| Person | Relationship/Role | What are this person’s responsibilities? | Are they meeting their responsibilities? (Yes/No) |
|--------|-------------------|--|---|
| Chen | Younger brother | | |
| | Youngest son | | |
| | Child | | |
| Li | Older brother | | |
| | Oldest son | | |
| | Adolescent | | |
| Dad | Father | | |
| | Adult | | |

Scenario: Chen - That's Risky Stuff

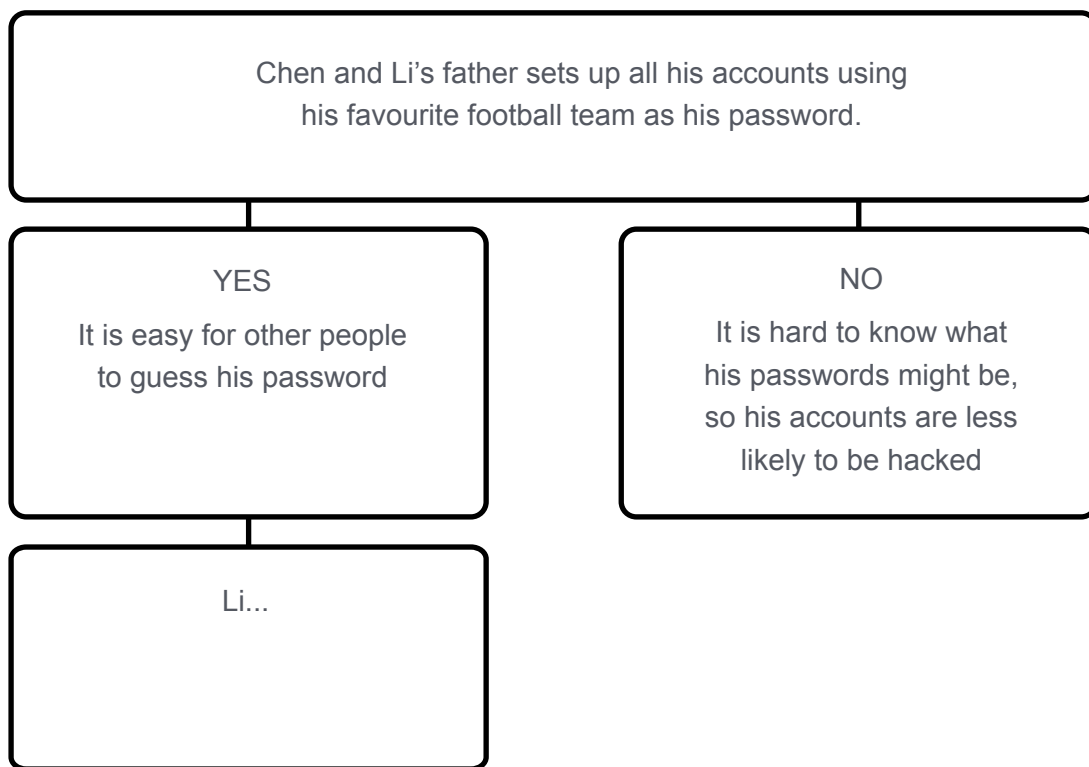
- In small groups, invite students to discuss their ideas about roles, relationships and responsibilities in families. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Chen. Then allow them 10 - 15 minutes to type an 'email' to Chen offering their advice. Encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Chen' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, 'Advice: That's Risky Stuff'**.

After students explore Chen's scenario:

- Invite students to share with their peers the advice they have written to Chen. This can be done in small groups or as a whole class.

★ Optional extension activity

Draw a flow chart of the events leading up to the scenario. Show the actions that were taken and the different options that the character had when taking those actions. Then, show what might happen as a result of the different actions being taken. An example is shown here.



Scenario: Bella - But I Didn't Do It



“Malachi likes to try to work out people’s passwords for Twitter and Facebook, or get hold of other kids’ phones and send prank texts. No-one seems to know it’s him but I’ve seen him do it. It’s causing problems everywhere and people are fighting with each other. Malachi even used Neem’s account to send a rude message to Caitlin. Then, the school called Neem’s parents and she got a detention for it.”

Before students explore Bella’s scenario:

- Listen to Bella’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Bella’s scenario to your students using the above transcript.
- In pairs or in small groups, ask students to think about each of the people involved. Ask the students to write down two questions they would like to ask each character.
- Ask students to share the questions with the other pairs/groups and discuss some possible responses from each character.

While students explore Bella’s scenario:

- Ask students to explore the scenario again individually and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in the module, ask them to think about the different emotions that each character is likely to be feeling. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, ‘Activity: Bella - But I Didn’t Do It’**.

| Person | What emotions would this person be feeling? |
|---------|---|
| Bella | |
| | |
| Neem | |
| | |
| Malachi | |
| | |

Scenario: Bella - But I Didn't Do It

- In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Bella. Then allow them 10 - 15 minutes to type an 'email' to Bella offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Bella' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, 'Advice: But I Didn't Do It'**.

After students explore Bella's scenario:

- Invite students to share with their peers the advice they have written to Bella. This can be done in small groups or as a whole class.

Optional extension activity

When is it important to be an 'Upstander' rather than a Bystander? Working with a partner, think of a time when you know someone let a situation get worse because they just stood by, rather than getting involved. Make a list of the reasons why someone might not 'stand up' when they could. Now make a list of why they should 'stand up'. Create a digital poster to illustrate the benefits of helping others.



Scenario: Shannon - I Didn't Mean It

“I love being online because you can play around and do so much stuff and no-one even knows who you are. Last week, I sent this really cheesy email to Caitlin inviting her to a sleepover. I was pretending to be her friend Sarah so I used a fake email account. I thought she would realise but she didn't, and she had a really big fight with her parents 'cause they wouldn't let her go.”

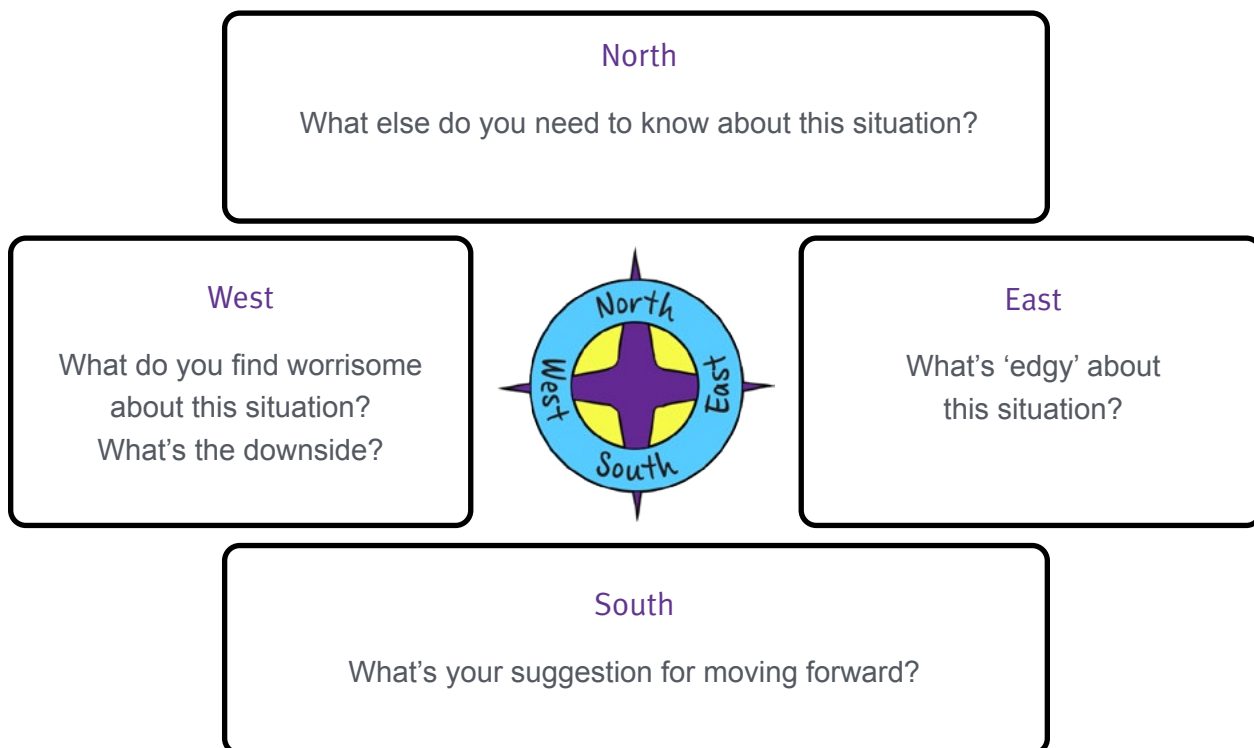
Before students explore Shannon's scenario:

- Listen to Shannon's scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Shannon's scenario to your students using the above transcript.
- Ask students to work in groups to devise four questions about the scenario:
 - one essential question
 - one question of clarification
 - one question that is provocative
 - one unanswerable question.
- Have a class discussion and invite students to share their questions with the other groups.

While students explore Shannon's scenario:

- Ask students to explore the scenario again individually and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in the module, ask them to think about the following questions which correspond to the letters on the four compass points (See next page).
- Ask them to record their notes in the compass diagram. This diagram is also provided in the **Activity Sheet, 'Activity: Shannon - I Didn't Mean It'**.

Scenario: Shannon - I Didn't Mean It



- In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Shannon. Then allow them 10 - 15 minutes to type an 'email' to Shannon offering their advice. Encourage them to replay the scenario in the module and consult their notes. When students click the 'Send' button on the 'email' screen, their message will be stored and can be downloaded at the end of the 'Shannon' section of the module. Students may print their 'email' within the module, or write their 'email' on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, 'Advice: I Didn't Mean It'**.

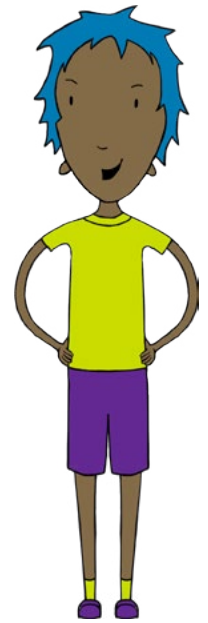
After students explore Shannon's scenario:

- Invite students to share with their peers the advice they have written to Shannon. This can be done in small groups or as a whole class.

★ Optional extension activity

Write and perform a script for a scene where Shannon confesses and apologises to Caitlin and Sarah for what she did.

Scenario: Waleed - Words Won't Hurt



“Neem is pretty fat, so me and my friends make eating noises whenever we see her. Usually she just walks away when we do it. Lately, we’ve just started to sort of whisper ‘Fat’ or ‘Piggy’ as she goes past. We’ve also found out that she uses a couple of online forums and we’ve been logging in and posting pictures of things like tents and saying ‘This dress would suit you!’”

Before students explore Waleed’s scenario:

- Listen to Waleed’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Waleed’s scenario to your students using the above transcript.
- Ask students to record the excuses Waleed and his friends might make for their behaviour. For example, ‘Words can’t hurt you’, ‘Boys will be boys’ etc. Ask the class to rate these excuses using a scale of 1 to 5 where 1 is ‘Not okay’ and 5 is ‘Not a problem’.
- Invite students to explain their ratings, either in small groups or as a whole class discussion.

While students explore Waleed’s scenario:

- Ask students to explore the scenario again individually and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in the module, ask them to think about what Waleed would do and what he could do. Ask them to record their responses. These questions are provided in the **Activity Sheet, ‘Activity: Waleed - Words Won’t Hurt’**.
- In small groups, invite students to discuss their responses. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Waleed. Then allow them 10 - 15 minutes to type an ‘email’ to Waleed offering their advice. While they do this, encourage them to replay the scenario in the module and consult their notes. When students click the ‘Send’ button on the ‘email’ screen, their message will be stored and can be downloaded at the end of the ‘Waleed’ section of the module. Students may print their ‘email’ within the module, or write their ‘email’ on a printed handout or in their workbooks (See pages 5 and 28).
- Encourage students to read the **Advice Sheet, ‘Advice: Words Won’t Hurt’**.

Scenario: Waleed - Words Won't Hurt

After students explore Waleed's scenario:

- Invite students to share with their peers the advice they have written to Waleed. This can be done in small groups or as a whole class.

Optional extension activity

Explain to students that a 'platitude' is 'a remark or statement, especially one with a moral content, that has been used too often to be interesting or thoughtful'. (Source: Oxford dictionary: www.oxforddictionaries.com/definition/english/platitude)

Provide a list of platitudes for your students that are used in everyday conversation. For example:

- It is what it is
- Everything happens for a reason
- No pain, no gain
- What doesn't kill me makes me stronger

Working in groups, invite students to reflect on and discuss real life situations involving bullying where these platitudes definitely don't apply.



Activity: Will - I'm Not a Victim

As you listen to each outcome in Will's scenario, think about what Will does, what he hopes for by doing this, and what you predict will happen because of his actions.

1. "My teacher has a long talk with me about the stuff I've been doing."

| What Will does | What Will hopes for from this | What you think will happen |
|----------------|-------------------------------|----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

2. "Malachi dares me to graffiti the back wall at school, then uses his phone to video me."

| What Will does | What Will hopes for from this | What you think will happen |
|----------------|-------------------------------|----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

3. "Three of us go crazy in the Art room when no-one else is around and make a huge mess."

| What Will does | What Will hopes for from this | What you think will happen |
|----------------|-------------------------------|----------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |



Activity: Chen - That's Risky Stuff

Listen to each outcome in Chen's scenario. Think about the responsibilities of each person (given their age and their role in the family) and whether they are meeting their responsibilities.

1. "I decide to tell my Dad about what Li's doing."

| Person | Relationship/Role | What are this person's responsibilities? | Are they meeting their responsibilities? (Yes/No) |
|--------|-------------------|--|---|
| Chen | Younger brother | | |
| | Youngest son | | |
| | Child | | |
| Li | Older brother | | |
| | Oldest son | | |
| | Adolescent | | |
| Dad | Father | | |
| | Adult | | |

2. "Li signs up for a dodgy online deal and gets found out."

| Person | Relationship/Role | What are this person's responsibilities? | Are they meeting their responsibilities? (Yes/No) |
|--------|-------------------|--|---|
| Chen | Younger brother | | |
| | Youngest son | | |
| | Child | | |
| Li | Older brother | | |
| | Oldest son | | |
| | Adolescent | | |
| Dad | Father | | |
| | Adult | | |

Activity: Chen - That's Risky Stuff

3. "I feel really bad about all the stuff that Li's doing online and decide to talk to him about it."

| Person | Relationship/Role | What are this person's responsibilities? | Are they meeting their responsibilities? (Yes/No) |
|--------|-------------------|--|---|
| Chen | Younger brother | | |
| | Youngest son | | |
| | Child | | |
| Li | Older brother | | |
| | Oldest son | | |
| | Adolescent | | |
| Dad | Father | | |
| | Adult | | |

Activity: Bella - But I Didn't Do It



As you listen to each outcome in Bella's scenario, note down the different emotions that each character would be feeling.

1. "I decide to talk to Malachi about how he's been upsetting people."

| Person | What emotions would this person be feeling? |
|---------|---|
| Bella | |
| | |
| Neem | |
| | |
| Malachi | |
| | |

2. "I get advice from my friend and we decide to tell a teacher."

| Person | What emotions would this person be feeling? |
|---------|---|
| Bella | |
| | |
| Neem | |
| | |
| Malachi | |
| | |

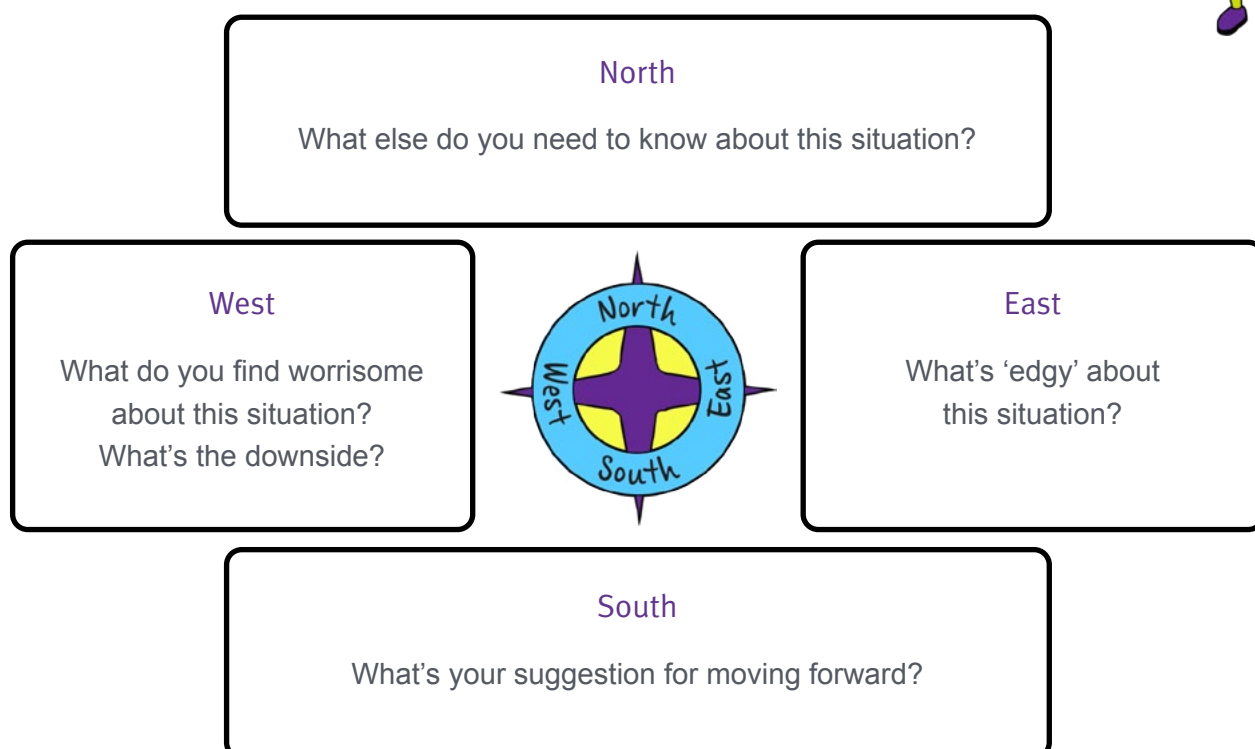
3. "I decide to stay out of it."

| Person | What emotions would this person be feeling? |
|---------|---|
| Bella | |
| | |
| Neem | |
| | |
| Malachi | |
| | |



Activity: Shannon - I Didn't Mean It

As you listen to each outcome in Shannon's scenario, think about the questions relating to the four compass points.



Activity: Shannon - I Didn't Mean It

1. "More people get involved and it gets much worse than I thought it would."

A diagram for a social network activity. It features a central compass rose with a purple cross and yellow quadrants, labeled North, South, East, and West. The compass rose is surrounded by four empty rectangular boxes: one above, one below, one to the left, and one to the right.

2. "My friend Bella thinks I'm pretty horrible for doing it."

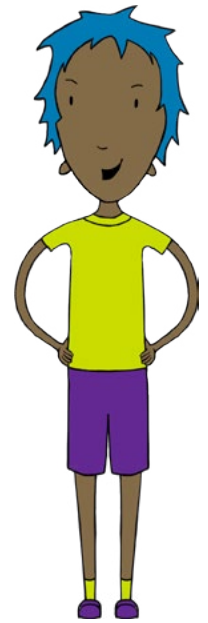
A diagram for a social network activity, identical in layout to the first one. It features a central compass rose with a purple cross and yellow quadrants, labeled North, South, East, and West. The compass rose is surrounded by four empty rectangular boxes: one above, one below, one to the left, and one to the right.

Activity: Shannon - I Didn't Mean It

3. "People find out it was me who sent the email."

A diagram for a story arc activity. It features a central compass rose with 'North', 'South', 'East', and 'West' labels. The compass rose is surrounded by four empty rectangular boxes: one above, one below, one to the left, and one to the right.

Activity: Waleed - Words Won't Hurt



As you listen to each outcome in Waleed's scenario, note down what Waleed would do and what he could do.

1. "We get into trouble with the police."

a) What would Waleed do?

b) What could Waleed do?

2. "My accounts for my favourite forums are suspended."

a) What would Waleed do?

b) What could Waleed do?

3. "I miss a really easy goal in soccer and everyone starts hassling me."

a) What would Waleed do?


b) What could Waleed do?

Email Template

To:

Subject:

Message:



Advice Sheets

This page contains links to the printable **Advice Sheets** for primary students on the topics covered in this module:

Advice: I'm Not a Bully

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpnotbully.pdf

Advice: I'm Not a Victim

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpnotvictim.pdf

Advice: That's Risky Stuff

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpriskystuff.pdf

Advice: But I Didn't Do It

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpdidntdoit.pdf

Advice: I Didn't Mean It

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpdidntmeanit.pdf

Advice: Words Won't Hurt

www.education.vic.gov.au/Documents/about/programs/bullystoppers/rtpwordswont.pdf

Certificate of Completion

This is to certify that

has completed the
interactive learning
module 'Bullying' for
Primary Students!



Signed: -----

Date: -----