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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

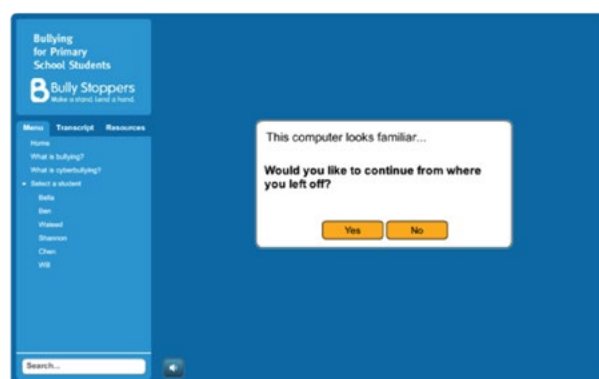
Within the online module, students are given the opportunity to write their advice for the key character in each scenario, after having considered possible outcomes and having discussed the issue with their peers. This advice represents the students' considered view and can be saved and/or printed for 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 29). 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.

About This Module

Saving and submitting emails

In the module, students can click the 'Download email' button and email messages they have written to each character will open in their internet browser. A pop-up window will appear to prompt students to print their 'email' messages.

Printing emails to paper

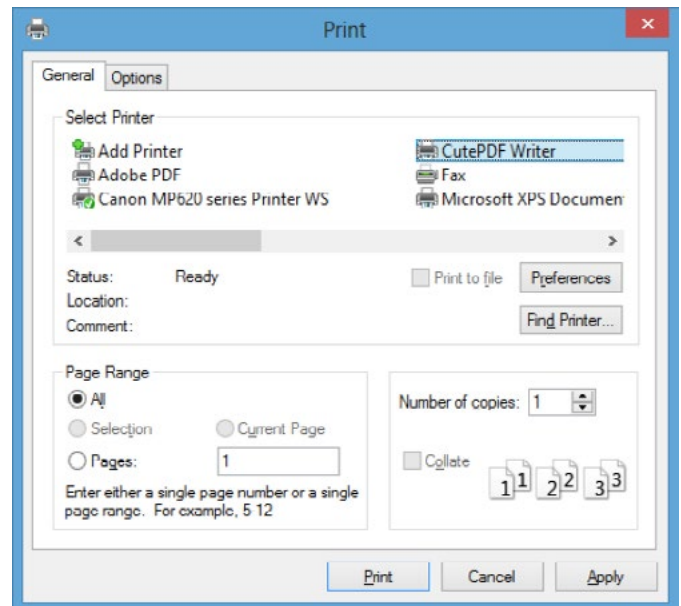
Students may print their 'email' onto paper using a printer connected to their computer. This will allow them to submit their work to you on paper.

Saving emails to PDF

All DET devices using the EduSTAR standard platform, will have software installed for saving to PDF called 'CutePDF'. Simply select 'CutePDF Writer' from the list of available printers (See screenshot).

If you do not have this option on your computer, please consult with your school's ICT Coordinator or Technician.

Once students have saved their 'email' message as a PDF, they may submit it to you electronically via email, a shared network folder or via the Ultranet.



Level 8 AusVELS Standards

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

Level 8 Communication: Listening, viewing and responding

Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

Level 8 ICT for Creating

They apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws. They use ICT in a safe, efficient and effective manner.

Level 8 Interpersonal Development: Building Social Relationships

Students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

Level 8 Personal learning: The individual learner

Students seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Level 8 Thinking processes: Reasoning, processing and inquiry

Students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.

Level 8 Thinking processes: Creativity

Students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

Level 8 Thinking processes: Reflection, evaluation and metacognition

Students explain the purpose of a range of thinking tools and use them in appropriate contexts. They use specific language to describe their thinking and reflect on their thinking processes during their investigations. They modify and evaluate their thinking strategies. They describe and explain changes that may occur in their ideas and beliefs over time.



Scenario: Paul - But I Didn't Do It

“This group of students in my class, right, have created a website about a guy at my school called Pudubu. They said they’ve ‘outed’ him and they’re posting some pretty nasty stuff about him being gay. Pudubu’s never said anything to anybody about being gay, but things seem to be getting out of hand on this site, like, crazy out there stories are being posted as well as pictures. Apparently ‘guests’ can post comments and there’s even an email link that sends it straight to him. I checked my email tonight, I’ve been sent a link to the site and it asks me to send the link onto friends. Look, I’m not interested in this stupid site... but I might as well send the email on.”

Before students explore Paul’s scenario:

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

While students explore Paul’s scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Paul’s scenario, ask them to think about all of the people involved in this situation. Ask them to record their notes in the table (See below). This table is also provided in the **Activity Sheet, ‘Activity: Paul - But I Didn’t Do It’**.

| Person | What emotions would this person be feeling? |
|--------|---|
| | |
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Scenario: Paul - But I Didn't Do It

- 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 Paul. Then allow them 10 - 15 minutes to type an 'email' to Paul 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 'Paul' 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 27).
- Encourage students to read the **Advice Sheet, 'Advice: But I Didn't Do It'**.

After students explore Paul's scenario:

- Invite students to share with their peers the advice they have written to Paul. 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: Jasmine - I'm Not a Bully

“Tracey used to be my best friend but not anymore. I just can’t believe she said that stuff about me to Tom. I told her I never wanted to talk to her again. I pretended I didn’t have my phone and borrowed Megan’s. Megan doesn’t even know Tracey. I sent a pretty bad text to Tracey and then deleted it from Megan’s phone. Well now, let’s see how she feels when someone says nasty things about her!”

Before students explore Jasmine’s scenario:

- Listen to Jasmine’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Jasmine’s scenario to your students using the above transcript.
- Ask students in pairs, or small groups, to make a list of assumptions they might make from the scenario e.g. Jasmine and Tom are girlfriend and boyfriend OR Tracey is a gossip.
- Ask them to share your responses with the other pairs/groups.
- Ask students what new ideas they have about this situation that they didn’t have before? What questions do they have?

While students explore Jasmine’s scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Jasmine’s scenario, ask them to think about whether the actions in each sentence are positive, neutral or negative. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, ‘Activity: Jasmine - I’m Not a Bully’**.

| Action | Positive | Neutral | Negative |
|--------|----------|---------|----------|
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Scenario: Jasmine - 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.
- Ask students to think about what advice they would give to Jasmine. Then allow them 10 - 15 minutes to type an 'email' to Jasmine 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 'Jasmine' 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 27).
- Encourage students to read the **Advice Sheet, 'Advice: I'm Not a Bully'**.

After students explore Jasmine's scenario:

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

★ Optional extension activity

When does an angry response become bullying? Illustrate 'angry responses' to help people understand where the line is crossed. Here is an example:



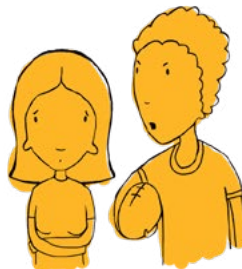
What she did made me really angry.



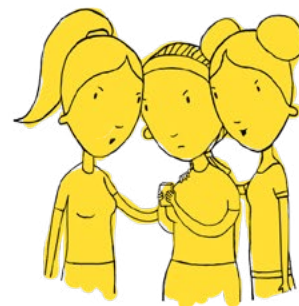
I'm really angry with her and I'm going to tell her.



I'm really angry with her and I'm going to make sure she knows about it.



Every time I see her I'm going to make sure she remembers my anger.



I have made plans to make sure she suffers for what she said / did to me.



Scenario: Zoe - Words Won't Hurt

“I use my message app heaps. Lately a couple of people have got into my conversations and they’ve been talking about me in awful ways. I don’t even know who they are. They say things that tell me they know stuff about me, so they’re not just randoms. My best friend Beth says not to worry, stuff like that happens all the time online ...She said I should just ignore it.”

Before students explore Zoe’s scenario:

- Listen to Zoe’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Zoe’s scenario to your students using the above transcript.
- Ask students to put themselves in Beth’s shoes, and ask them to brainstorm alternate responses to ‘not to worry, it’s a hazard of the digital age’.
- Ask the class to rate these responses using a scale of 1 to 5 where 1 is ‘Not at all helpful’ and 5 is ‘Very helpful’. Ask students to explain their ratings.

While students explore Zoe’s scenario:

- Ask students to explore the scenario again individually in the module 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 Zoe would do and what she could do. Ask them to record their responses. These questions are provided in the **Activity Sheet, ‘Activity: Zoe - Words Won’t Hurt’**.
- 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 Zoe. Then allow them 10 - 15 minutes to type an ‘email’ to Zoe 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 ‘Zoe’ 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 27).
- Encourage students to read the **Advice Sheet, ‘Advice: Words Won’t Hurt’**.

Scenario: Zoe - Words Won't Hurt

After students explore Zoe's scenario:

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

Optional extension activity

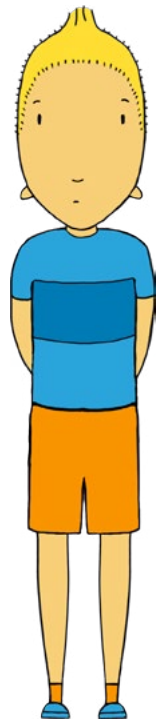
Explain to students that a 'platitude' is 'a remark or statement, especially one with a moral content, that has been used too often to be interesting or thoughtful'. (Source: Oxford dictionary: www.oxforddictionaries.com/definition/english/platitude)

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.

Scenario: Gus - I Didn't Mean It



“My mates and I spend a bit of time these days talking about which of the girls in the year level we’d like to get with. I said we should run an online poll to see which girl gets the most votes. I said I’d set it up and make sure it was ‘safe’. A few days later, I found my Dad in my twin sister’s bedroom - Tammi was losing it! Apparently she’d been getting text messages from lots of guys in the year level saying dirty things to her. I heard her telling my parents that there had been some web page set up to ‘rate’ the sexiness of all the girls in the year level.”

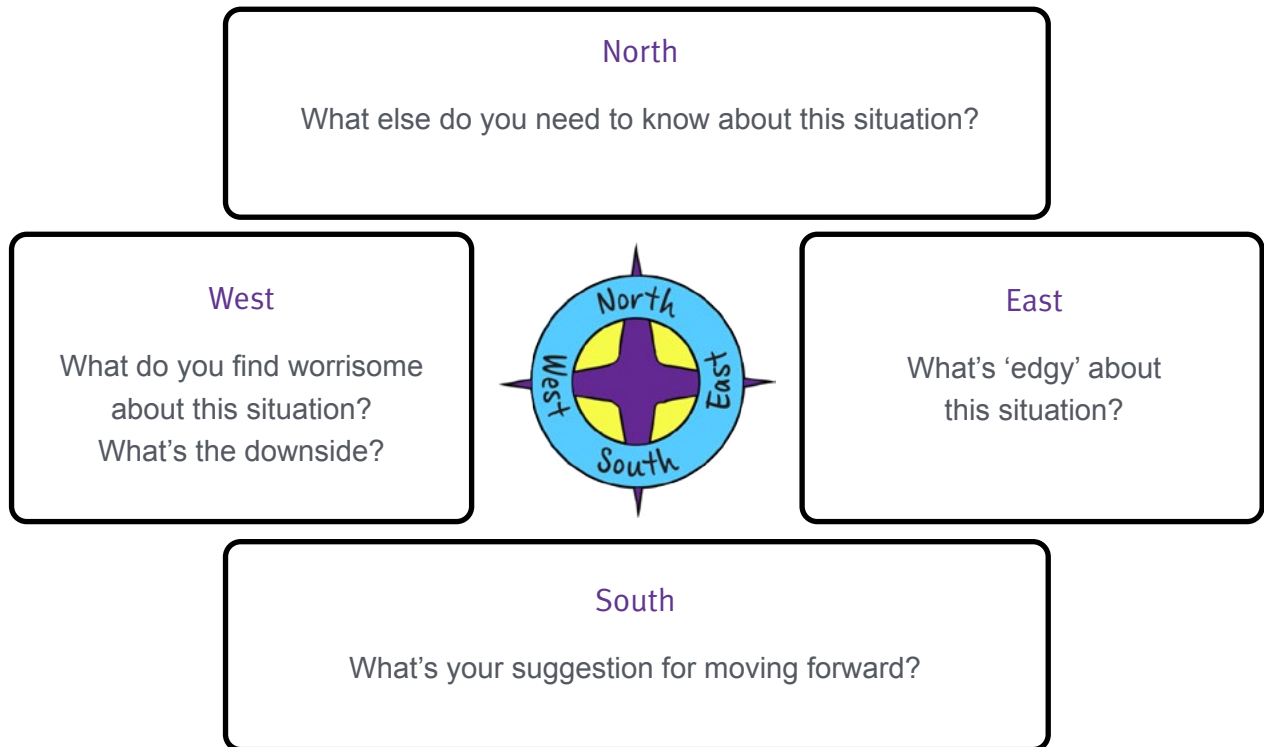
Before students explore Gus’ scenario:

- Listen to Gus’ scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Gus’ scenario to your students using the above transcript.
- Working in groups, ask students to devise four questions about the scenario: one essential question, one question of clarification, one question that is provocative and one unanswerable question.
- Share the questions with the other groups.

While students explore Gus’ scenario:

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

Scenario: Gus - I Didn't Mean It



- 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 Gus. Then allow them 10 - 15 minutes to type an 'email' to Gus 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 'Gus' 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 27).
- Encourage students to read the **Advice Sheet: 'Advice: I Didn't Mean It'**.

After students explore Gus' scenario:

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

★ Optional extension activity

Write and perform the script of the scene where Gus confesses to his parents and apologises to his sister.



Scenario: Tom - I'm Not a Victim

“I’m pretty good with technical and digital stuff. I don’t know where I got it from but I’m better than anyone else at school, including the teachers. I don’t have many friends though. There’s this group of guys at school I really like and recently they’ve been asking me to hang with them - I’m stoked! I’ve been showing them how easy it is to hack into the staff intranet and they’ve even dared me to send some really gross messages to our year level co-ordinator - everyone hates him. I’m worried that if I don’t do it they’ll ditch me.”

Before students explore Tom’s scenario:

- Listen to Tom’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Tom’s scenario to your students using the above transcript.
- Ask the class why they think Tom doesn’t have many friends?
- In a class discussion, talk about Tom as a victim of bullying.

While students explore Tom’s scenario:

- Ask students to explore the scenario again individually in the module 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 Tom does, what Tom hopes for by doing this, and what they predict will happen because of his actions. Ask them to record their notes in the table (See below). This table is provided in the **Activity Sheet, ‘Activity: Tom - I’m Not a Victim’**.

| What Tom does | What Tom hopes for from this | What you think will happen |
|---------------|------------------------------|----------------------------|
| | | |
| | | |
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Scenario: Tom - 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 Tom. Then allow them 10 - 15 minutes to type an 'email' to Tom 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 'Tom' 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 27).
- Encourage students to read the **Advice Sheet, 'Advice: I'm Not a Victim'**.

After students explore Tom's scenario:

- Invite students to share with their peers the advice they have written to Tom. 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: Nadifa - That's Risky Stuff

The scenario

“My stupid ex-boyfriend, Ash, uploaded some revealing photos of me to his page on Facebook. He’s edited the photos to make me look gross and stupid. His friends have all got in on the action and have started sending me their versions of... well... me!”

Before students explore Nadifa’s scenario:

- Listen to Nadifa’s scenario as a whole class using a projector screen or an interactive white-board. Alternatively, read Nadifa’s scenario to your students using the above transcript.
- Ask students to work in pairs. One student makes a statement about what they know in this scenario. The other asks, ‘What makes you say that?’ They continue this, swapping roles, until they have exhausted the possibilities.
- On the board, make a list 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 Nadifa’s scenario:

- Ask students to explore the scenario again individually in the module and then explore the three possible outcomes based on the scenario.
- As students listen to each outcome in Nadifa’s scenario, ask them to think about two questions and two exclamations about what happens. Ask them to record their notes in the table (See below). This table is also provided in the **Activity Sheet, ‘Activity: Nadifa - That’s Risky Stuff’**.

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Scenario: Nadifa - That's Risky Stuff

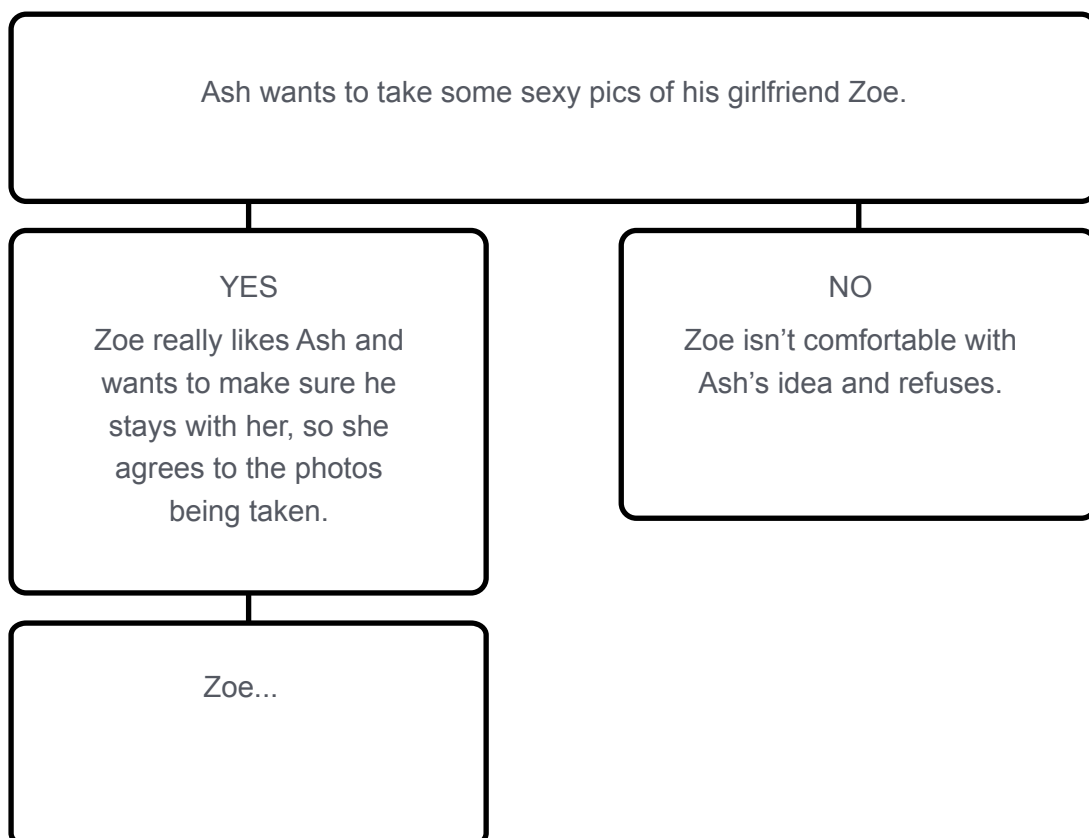
- Invite students to share their responses in small groups. Have a class discussion about any similarities or differences in opinions.
- Ask students to think about what advice they would give to Nadifa. Then allow them 10 - 15 minutes to type an 'email' to Nadifa offering their advice. While they do 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 'Nadifa' 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 27).
- Encourage students to read the **Advice Sheet, 'Advice: That's Risky Stuff'**.

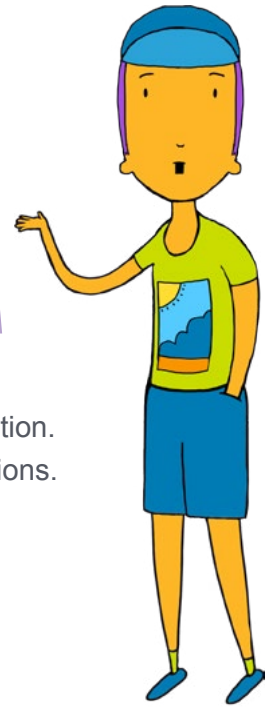
After students explore Nadifa's scenario:

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

★ Optional extension activity

Draw a flow chart of the lead-up to the scenario, showing where actions were taken and offering different options for those actions (See example below).





Activity: Paul - But I Didn't Do It

As you listen to each outcome in Paul's scenario, list all of the people involved in this situation. For each person or group of people, choose two or three adjectives to describe their emotions.

1. "I decide not to send the email on and not to get involved."

| Person | What emotions would this person be feeling? |
|--------|---|
| | |
| | |
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| | |

2. "I send the email on to my group of friends."

| Person | What emotions would this person be feeling? |
|--------|---|
| | |
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| | |

3. "I reply to the sender of the email."

| Person | What emotions would this person be feeling? |
|--------|---|
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Activity: Jasmine - I'm Not a Bully

As you listen to each outcome in Jasmine's scenario, think about whether the actions in each sentence are positive, neutral or negative.

1. "Tracey is really upset about the anonymous message she receives."

| Action | Positive | Neutral | Negative |
|--------|----------|---------|----------|
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2. "Megan starts receiving nasty texts from someone she doesn't know."

| Action | Positive | Neutral | Negative |
|--------|----------|---------|----------|
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| | | | |
| | | | |
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3. "It all gets really messy!"

| Action | Positive | Neutral | Negative |
|--------|----------|---------|----------|
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Activity: Zoe - Words Won't Hurt

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

1. "I can't ignore the messages."

a) What would Zoe do?

b) What could Zoe do?

2. "I decide to send nasty messages right back to them."

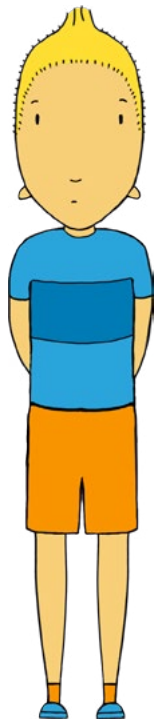
a) What would Zoe do?

b) What could Zoe do?

3. "Mum notices that my message alert keeps going off."

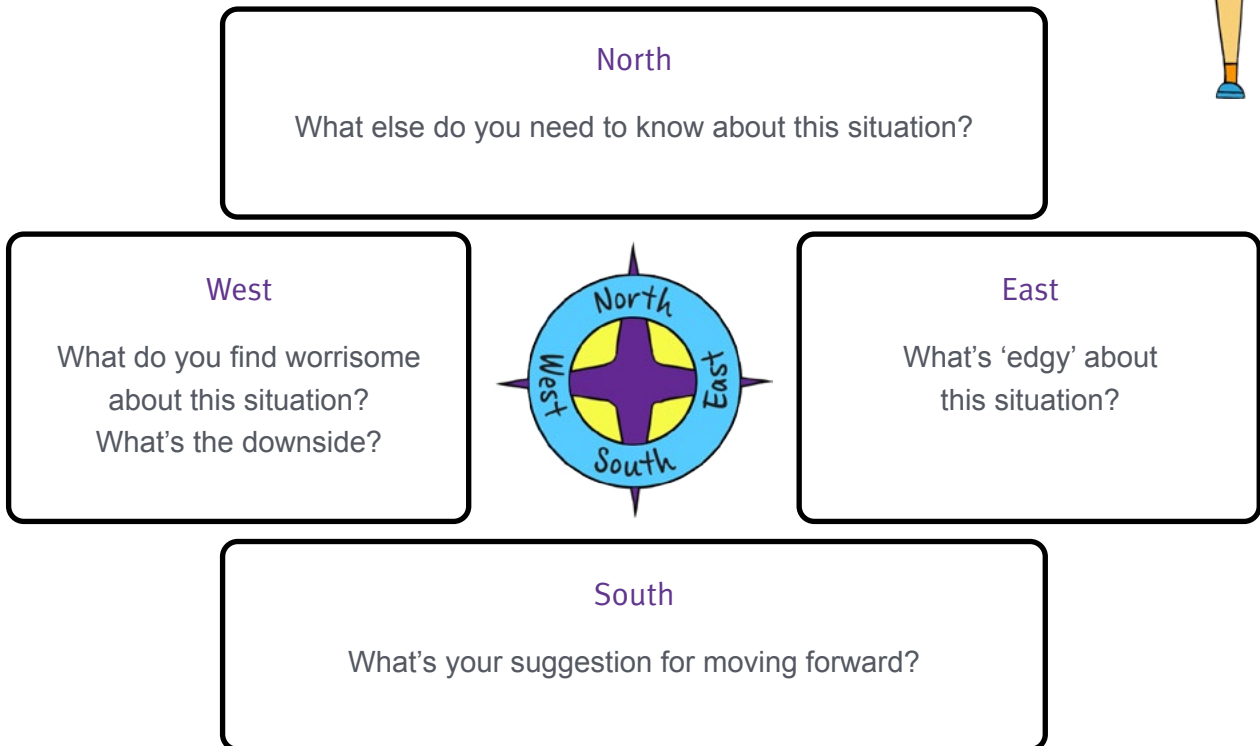
a) What would Zoe do?

b) What could Zoe do?



Activity: Gus - I Didn't Mean It

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



Activity: Gus - I Didn't Mean It

1. "Whatever decision I make, someone's going to hate me."

A diagram for the first activity. It features a central compass rose with a purple star in the center and yellow quadrants. The cardinal directions are labeled: North (top), South (bottom), West (left), and East (right). The compass rose is surrounded by four empty rectangular boxes: one at the top, one on the left, one on the right, and one at the bottom.

2. "I think my sister's just overreacting."

A diagram for the second activity, identical in layout to the first. It features a central compass rose with a purple star in the center and yellow quadrants. The cardinal directions are labeled: North (top), South (bottom), West (left), and East (right). The compass rose is surrounded by four empty rectangular boxes: one at the top, one on the left, one on the right, and one at the bottom.

Activity: Gus - I Didn't Mean It

3. "I own up to being involved in the online poll."

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



Activity: Tom - I'm Not a Victim

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

1. "I do it, but then the guys keep asking me to do more hacking for them."

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

2. "I do it, and our co-ordinator starts an investigation about the messages."

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

3. "I decide not to go through with it."

| What Tom does | What Tom hopes for from this | What you think will happen |
|---------------|------------------------------|----------------------------|
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Activity: Nadifa - That's Risky Stuff

As you listen to each outcome in Nadifa's scenario, note down two questions and two exclamations about what happens.

1. "Ash's friends won't stop hassling me."

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| ? | |
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2. "I get back at Ash and his friends."

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3. "I tell my Mum and Dad what's going on."


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| ! | |

Email Template

To:

Subject:

Message:



Advice Sheets

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

Advice: But I Didn't Do It

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

Advice: I'm Not a Bully

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

Advice: Words Won't Hurt

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

Advice: I Didn't Mean It

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

Advice: I'm Not a Victim

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

Advice: That's Risky Stuff

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

Certificate of Completion

This is to certify that

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



Signed: -----

Date: -----