



TACKLE BULLYING

RESPECT
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TACKLE BULLYING TEACHER RESOURCE

Primary Schools - Stage 3 PDHPE Program



Faculty of Education Australian Catholic University

Dr Nicki Brake

Senior Lecturer

Personal Development, Health and Physical Education

Dr Lorraine McDonald

Adjunct Professor

Suzan Hirsch

Lecturer

Educating Boys, Educational Studies and Literacy

Jodie Cross

Concept Consultation

NSWRL Head of Commercial and Community Relations



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Aim:

The aim of this program is to harness the NRL's popularity to empower and educate students to 'tackle bullying' in their own lives.

Outcomes:

This program has been designed to address the following NSW PDHPE Syllabus outcomes:

V1	Refers to a sense of [students'] own worth and dignity.
V2	Respects the right of others to hold different values and attitudes from [students'] own.
V4	Increasingly accepts responsibility for personal and community health
COS3.3	Communicates confidently in a variety of situations.
DMS3.2	Makes informed decisions and accepts responsibility for consequences.
INS3.3	Acts in ways that enhance the contribution of self and others in a range of cooperative situations.
PSS3.5	Suggests, considers and selects appropriate alternatives when resolving problems.
IRS3.11	Describes roles and responsibilities in developing and maintaining positive relationships.
PHS3.12	Explains the consequences of personal lifestyle choices.
SLS3.13	Describes safe practices that are appropriate to a range of situations and environments.
GDS3.9	Explains and demonstrates strategies for dealing with life changes

Useful Resources

<http://bullyingnoway.gov.au>

<http://www.youthbeyondblue.com/factsheets-and-info/fact-sheet-20-bullying/>

<http://www.humanrights.gov.au/what-you-can-do-stop-bullies-be-supportive-bystander-violence-harassment-and-bullying-fact-sheet>

<http://au.reachout.com/Bullying>

<http://www.ncab.org.au/bullying/>

<http://www.takeastandtogether.gov.au>

<http://www.kidshelp.com.au/teens/get-help/who-else-can-help/helpful-links/bullying.php>

TACKLE BULLYING TEACHER RESOURCE

Lesson One

Learning and Teaching Activities	Resources needed
<p>Pre-Assessment:</p> <p>Students are provided with a KWL chart (Resource One).</p> <p>In the K column, students record what they already know about bullying.</p> <p>In the W column, students record what they want to know about bullying.</p> <p>Explains to the students that the third column: L, will be added to at the end of each lesson and represents what they have learned about bullying.</p>	<p>Resource One</p>
<p>Initiate short class discussion by asking two questions:</p> <p>a) What is bullying?</p> <p>b) What isn't bullying?</p> <p>During the class discussion extend the students' definitions of bullying, using the poster found in Resource Two.</p>	<p>Resource Two Poster</p>
<p>Play the NRLs Community video:</p> <p>Play the NRLs Community DVD 'Tackle Bullying'.</p> <p>Using the DVD as a guide, in groups students brainstorm what bullying looks like, feels like and sounds like using the Resource Three worksheet to record their comments. Teacher allocates each group member a role, as below:</p> <p>a) Scribe – writes the group's responses on the worksheet</p> <p>b) Noise monitor - ensures one person is speaking at a time and no one is speaking over the top of another person</p> <p>c) Time keeper - ensures too long isn't spent on each section and that the task is finished in the allocated time</p> <p>d) Presenter – will speak to the class on behalf of the group when the groups come back together.</p> <p>When completed, the presenters share their group's thoughts. Summarise each group's suggestions on the IWB for a class display of types of bullying: physical, verbal, social, and psychological.</p>	<p>Computer with internet access</p> <p>Resource Three Worksheet</p>
<p>Read aloud Scenario Cards (Resource Four) to the students.</p> <p>Students move to the right hand side of the room if they believe the scenario is bullying and to the left hand side if they believe the scenario is not bullying.</p> <p>Discuss the students' reasons for why they considered each scenario is, or is not, bullying. Classify the type of bullying that is identified and record on a chart to add to the display.</p> <p>Give a minute or two for 'think time' so students can reflect silently on what they learned about bullying. Then they add their key learning to the L column of their KWL chart. (On-going assessment)</p>	<p>Resource Four Scenario Cards</p>


TACKLE BULLYING TEACHER RESOURCE

Lesson Two

Learning and Teaching Activities	Resources needed
<p>Refer and review</p> <p>Refer to the previous lesson and review the definitions of bullying listed on the types of bullying chart and in students' KWL charts.</p> <p>Ask students to think of these as you read aloud the first of the three NRL Star Bullying Case Studies (Resource Five)</p> <ul style="list-style-type: none"> • Trent Merrin (Panthers), • Jerome Ropati (NRL Ambassador) • Sam Thaiday (Broncos) <p>Students can read along on their own copies or on the displayed version on the IWB.</p>	<p>Resource Five Case Studies</p>
<p>As a class discuss which examples are bullying and which are not, referring back to the definitions discussed in the previous lesson. (Sam Thaiday's example is not bullying whereas Trent and Jerome's examples are).</p> <p>Repeat for each case study.</p> <p>Have students re-read Case Study One (Trent Merrin) and together identify the victim, the bullies and the bystanders. Define the terms victim, bully and bystander (Resource Six) – add to class display.</p> <p>Repeat with Case Study Two (Jerome Ropati).</p> <p>Split students into groups of three or four.</p> <p>Allocate half of the groups Trent's case study and the remaining groups Jerome's case study.</p> <p>Ask each group to create and rehearse a role play of an incident which may have happened to Trent or Jerome, using their case study as a guide. (Discuss boundaries with students - eg not using names of students in the class, no physical contact etc).</p> <p>Ask students to make sure they include victims (the players), bullies and bystanders in the role plays.</p> <p>Each group presents their role play to the rest of the class once – from start to finish. The teacher then asks the groups to present a second time, the teacher claps his/her hands when he/she would like the presenting group to freeze frame – the class brainstorm what the bystander and the victim could do at each freeze frame.</p> <p>Assessment</p> <p>Using the class brainstorm as guide, the teacher asks students to write a letter to one of the victims - Trent as a child or Jerome as a child, giving them advice as a victim.</p> <p>Give students time to sit quietly and reflect on what they learned in today's lesson, adding their key learnings to the L column of their KWL chart. (On-going assessment)</p>	<p>Resource Six Definitions</p>

TACKLE BULLYING TEACHER RESOURCE

Lesson Three and Four

Learning and Teaching Activities	Resources needed
<p>Remind</p> <p>Remind students about previous lessons' scenarios and NRL Player case studies. Ask students some questions which may start to explore 'why bullies bully'.</p> <p>eg. Why do you think that person bullied (the NRL player)?</p> <p>What was that bully feeling to bully him? What are some other reasons bullies might pick on other people?</p> <p>Ask students to share their thoughts on why bullies bully.</p> <p>Resource Seven is information for teachers about <i>Why do bullies bully?</i></p>	<p>Resource Seven</p> <p>Resource Eight</p>
<p>Using poster</p> <p>Using the poster (Resource Eight), show the 'NRL gives a hand to victims' hand and overview the five steps it presents.</p> <ul style="list-style-type: none"> Finger 1: Stand Strong - like a goal post Finger 2: Stay Calm Finger 3: Respond confidently Finger 4: Walk away Finger 5: Report  <p>The image shows a hand-shaped graphic where each finger represents a step: 1. Stand Strong (like a goal post), 2. Stay Calm, 3. Respond Confidently, 4. Walk Away, 5. Report. The palm features the NRL logo and the text 'RESPECT LEARN HEALTH' and 'TACKLE BULLYING'. Below the hand, it says 'For more information www.nrl.com/community'.</p> <p>Explore</p> <p>Explore what each finger suggests, following some/all of the suggested accompanying activities.</p> <p>Give students their own hand card, laminated if possible, to keep and refer to.</p> <p>Review and replay</p> <p>Review the NRL case studies and the students' role plays from lesson two.</p> <p>Replay the role plays and freeze frame at various points. Students now include advice on what to do, using the NRL hand and accompanying prompt cards as a guide - putting the strategies into practice in a safe environment.</p> <p>Give 'think time' so students can reflect on what they learned in today's lesson. They add their key learnings to the L column of their KWL chart. (On-going assessment)</p>	<p>Resource Eight Poster</p>

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Lesson Five and Six

Learning and Teaching Activities	Resources needed
<p>Revisit</p> <p>Re-visit the definition of bystanders. Using a mind-map, brainstorm the different bystanders that could exist eg physically present, messengers, witnessing but not acting, hearing about the incident at a later date but not doing anything about it etc</p> <p>Revisit the NRL Bullying Case Studies. Discuss how bystanders could have helped Trent and Jerome. Using Resource Eight, explore ‘NRL gives a hand to bystanders’ hand, which has five steps to try when you are the bystander of bullying.</p> <ul style="list-style-type: none"> • Finger 1: Stand Strong - like a goal post • Finger 2: Stay Calm • Finger 3: Respond confidently • Finger 4: Walk away • Finger 5: Report <p>Give students their own hand card, laminated if possible, to keep and refer to when needed.</p> <p>Give ‘think time’ so students can reflect on what they learned in today’s lesson. They add their key learnings to the L column of their KWL chart. (On-going assessment)</p>	<p>Resource Six</p> <p>Resource Nine</p>

Lesson Seven

Learning and Teaching Activities	Resources needed
<p>Re-read</p> <p>Re-read some of the scenarios from Resource Four. As a class use the victim and bystander hands and prompts to make suggestions for the victims and bystanders. Teacher models how to use the hands and prompt cards using ‘think aloud’ statements.</p> <p>Play NRL’s Tackle Bullying DVD again to students.</p> <p>Pause the clip at six examples of bullying (ensure a variety of examples are chosen including cyber, physical and verbal bullying). In pairs, students refer to the victim and bystander NRL hands and. write detailed suggestions (Resource Nine) of what the victim and the bystander should do at each example. (Assessment)</p> <p>Give ‘think time’ so students can reflect on what they learned in today’s lesson. They add their key learnings to the L column of their KWL chart. (On-going assessment)</p>	<p>Resource Four, Eight and Nine</p> <p>Resource Ten</p>

TACKLE BULLYING TEACHER RESOURCE

Lesson Eight

Learning and Teaching Activities	No resources needed
<p>Creative Campaign</p> <p>Students are asked to create an Advertising Campaign for their school that will empower victims and bystanders to ‘tackle bullying’.</p> <p>Students design a multi-modal presentation, for example, a digital and/or interactive brochure, poster, powerpoint presentation, jingle/song, recorded television advertisement, puppet play etc, which will engage younger students in the school.</p> <p>The presentation will demonstrate:</p> <ul style="list-style-type: none"> • What bullying is and is not • What the difference between a victim and a bystander is • Practical strategies that victims of bullying and bystanders can use <p>Showcase the students’ work to selected younger classes. You may like to upload these into a class wiki to share with others.</p> <p>Assessment Task</p> <p>Give ‘think time’ so students can reflect on what they learned in today’s lesson. They add their key learnings to the L column of their KWL chart. (On-going assessment). Examine students KWL charts. Ask students to highlight any topic on their W column which wasn’t covered in the unit. Arrange an opportunity to address this issue with the student.</p>	

After Program Activity

Self-esteem and Confidence	Resources needed
<p>Drop-a-Note Activity</p> <p>To build up their self-esteem and confidence, similar to the <i>NRL Tackle Bullying DVD</i>, students participate in a “drop a note” activity.</p> <p>The teacher provides students with a box that sits in the class.</p> <p>Each student receives a piece of paper and needs to write something positive about each class member and drops it in the box.</p> <p>The teacher reminds students to only write positive things and gives some examples and tells them that their responses are anonymous.</p> <p>Teacher compiles the responses for each student, ensuring they are all positive comments.</p> <p>Each child finds a quiet place to sit and read their notes to boost their self-esteem.</p>	<p>Small Box</p>

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Teachers Notes/Evaluations

A large, empty rectangular box with rounded corners, intended for teachers to write their notes or evaluations.



RESOURCE ONE

My KWL Chart

Name: _____

K What I KNOW about bullying	W What I WANT to know about bullying	L What I have LEARNED about bullying

What is bullying?

According to the NSW Department of Education and Communities, bullying “...is **repeated** verbal, physical, social or psychological behaviour that is **harmful** and involves the misuse of power by an individual or group towards one or more persons. **Cyberbullying** refers to bullying through information and communication technologies.

Bullying can involve **humiliation, domination, intimidation, victimisation** and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have **long-term effects** on those involved including bystanders.

Bullying can happen anywhere: at school, travelling to and from school, in sporting teams, between neighbours or in the workplace.”

Bullying behaviour can be:

Verbal	Name calling, teasing, abuse, putdowns, sarcasm, insults, threats
Physical	Hitting, punching, kicking, scratching, tripping, spitting
Social	Ignoring, excluding, ostracising, alienating, making inappropriate gestures
Psychological	Spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones.

What isn't bullying?

According to the NSW Department of Education and Communities, “conflict or fights between equals and single incidents are not defined as bullying”.

Bullying behaviour is not:

Children not getting along well
A situation of mutual conflict
Single episodes of nastiness or random acts of aggression or intimidation.

What does bullying
LOOK like?



What does bullying
SOUND like?



What does bullying
FEEL like?



1 SCENARIO CARD



Emily went to school by bus and she always sat in one of the front rows. Every day, Malcolm tried to sit behind her.

He would pull her hat off and laugh. Sometimes, he would throw Emily's hat to the other children on the bus.

Once he threw her hat out the window.

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2 SCENARIO CARD



When William leaves the classroom – to go on a message, get something from his bag, Billy sticks his leg out and makes him trip or pinches his arm as passes. The teacher is usually busy with other students and doesn't notice. There is no other way for William to get from his seat to the door. William is so frightened to walk passed Billy, he rarely asks to go to the toilet even if he really needs to go.

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3 SCENARIO CARD



Quinten wears glasses when he reads. In his class, a girl called Veronica called him 'four eyes' the first time he wore his new glasses.

Quinten was upset to be called 'four eyes'. Veronica never did it again.

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4 SCENARIO CARD



Lachlan is often called Lach for short and he likes his nickname. But when he goes into the bathroom at lunchtime, some older kids follow him in and shout "Loch ness monster! Loch ness monster."

They often push him into a cubicle and hold the door shut, shouting louder and louder. Lach becomes very frightened when this happens.

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5 SCENARIO CARD



On the soccer field at lunchtime, Rebecca shot the winning goal for her team.

Amanda, the goal keeper, was furious as she had tried to save the goal but missed. Amanda pushed Rebecca over as she left the field.

Once Amanda calmed down, she apologised to Rebecca.

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6 SCENARIO CARD



Robert and Frank were emailing each other about a sleepover birthday party. In one of the emails, Frank had called Levi (another one of their friends) a loser. Robert wrote back and agreed. They then wrote an email to Levi telling him he was no longer invited to the party. This often happened to Levi. Robert and Frank would include him on some days but call him names and exclude him on other days.

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7 SCENARIO CARD



Sophie and Lauren walk home from school on Fridays. When they cross through the park a group of four older girls throw rocks and sticks and shout rude names at them.

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8 SCENARIO CARD



When the bell went on the playground there was a big rush to the bubblers to get a drink, Chris was knocked to the ground in the pushing crowd.

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RESOURCE FOUR

Scenario Cards



9 SCENARIO CARD



Kate was away from school sick with the flu. While she was away, her friends spread nasty rumors about her. When she returned to school people laughed and pointed at her, refused to let her play at lunchtime and called her names. Kate never wanted to go back to school.

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- Stage 3 PDHPE Program





RESOURCE FIVE

Case Studies

TRENT MERRIN – PENRITH PANTHERS



Case One

DOB: 7/10/1989
Height: 181 cm
Weight: 103 kg
Position: Prop

I grew up in Sydney with my parents and older brother, Dean. I was an outdoor, sporty, active child and I usually had a ball in my hand. I always tried to make people laugh – at school and at home - and I loved school. Although I made other people happy, often I was very hurt and upset... I'll tell you why.

I always struggled with my weight. I was one of the largest children at my school. Keeping my weight down has been a continuous battle for me, and I still struggle with gaining too much weight. Unfortunately, as a result of my size, I became the target of bullying by my peers throughout Primary and High School.

Getting teased about my weight was a common occurrence for me at school until Year 10. The same groups of students teased, taunted and pointed me out for years. As the teasing continued, I tried to put it to the side and concentrate on the positives instead of the teasing.

The bullies I faced seemed to hate me and want to put me down but I had a personality that was easy to get along with and I was lucky enough to have a good bunch of mates. My friends were always supportive of me and the bullies were not as successful when I had my friends close by. But when I was by myself it was a different story - that's when I copped it.

Over the years, when I was alone, the teasing got nastier and nastier. The bullies only ever attacked me verbally and the things they said I would not repeat as they were so horrible. Because I was a bigger kid I think they avoided physical attacks on me. But when the teasing got to a certain point, I would get really angry, and as I got angry I started to defend myself.

To do this I often got into physical fights with the bullies and that resulted in detentions and suspensions – so things got even worse I now know that there were other actions I should have taken rather than resorting to violence. However, at the time I didn't know what else to do as I had been teased about my weight for years. The teasing just wouldn't go away. My parents were really disappointed when I got detentions and suspensions and eventually I got the courage to tell them what was really going on.

When I told them about my situation they understood. The teachers also understood as they knew it was totally out of my character to fight. I wish I had gone to my parents or teachers earlier, before it affected me to the point that I started to brawl.



RESOURCE FIVE

Case Studies

JEROME ROPATI – NRL AMBASSADOR



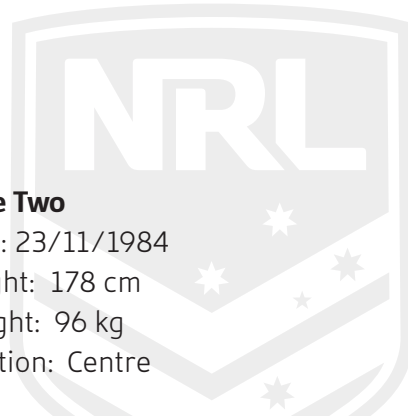
Case Two

DOB: 23/11/1984

Height: 178 cm

Weight: 96 kg

Position: Centre



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My parents are Samoan but we four children were all born in New Zealand. When I was in Primary School I lived in a tough neighbourhood in New Zealand. I loved my Primary School, it was a safe place, but once I left the safety of the school grounds it was a different story.

When we were in Years 5 and 6, my best friend Sam and I were constantly verbally abused and even physically attacked sometimes. The bullies did not go to the same school as us as they were in High School, but they lived right near my mate Sam. Each time I went to visit my mate who was down the road and around the corner from my place, there was a group of boys there – a gang. It was actually the gang's younger siblings that were the ones bullying us. Their older brothers watched.

Sam and I spent a lot of time planning and discussing possible ways to escape and avoid the bullies. Sometimes when we were really scared we would meet at my place instead of Sam's – he would get his mum to drop him off. We avoided the spots the bullies liked to hang out, even if it meant we had to go further to get to where we were going. The bullies really impacted on our lives.

After a couple of years the bullies finally lost interest in bullying us. This was a big relief; I could now play cricket on the street or go to the park and complete my paper run without fear.

At the time, neither Sam nor I told our parents about being bullied. Looking back, I can see we hid our fear because we didn't want to bother our parents. My dad was very tough and I didn't want to involve him because I was scared of what he could do. That was the biggest mistake I made – not telling my parents, or a teacher, or someone older whom I could trust.



RESOURCE FIVE

Case Studies

SAM THAIDAY – BRISBANE BRONCOS



Case Three

DOB: 13/6/1985

Height: 181 cm

Weight: 110 kg

Position: Second Row

I grew up in Townsville, Queensland. I was very much an outdoor kid, always in the backyard with my four brothers. We played lots of sport together, but much of our childhood was spent picking coconuts and mangoes for our parents.

When I was really little I was shy and nervous and this was particularly the case at school. On my very first day of school someone stole my hat. I was very upset and I remember that I cried and cried on the playground. It turned out that it was an older child, in Grade 2. After that horrible first day, I never had anything stolen again.



RESOURCE SIX

Bullies, victims and bystanders

Who is a bully?

Traditionally movies and books depict bullies as males who are big and rough-looking.

However, people who bully today are every size, shape, race, popularity and gender. In fact, an increasing number of people who bully are actually people who were, and maybe still are, bullied themselves.

There is no easy way to identify a bully.

Bullies generally lack empathy. Empathy is the ability to relate to how another person is feeling. Because they lack this critical ability to connect with others, bullies can hurt other people without feeling the pain most of us feel when we knowingly hurt someone.

Who is a victim?

Many people who are bullied feel shamed or embarrassed that they have been bullied and so often they try to hide it. The victims of bullying can often begin to feel badly about themselves and begin to see themselves as deserving of the bully's attention.

Nothing could be further from the truth. No one deserves to be bullied.

People who bully will look for people over whom they believe they have power. Thus, they tend to pick on others who are shyer, or socially isolated, such as new kids who may not have found their "group" yet.

People who bully also look for people who are a bit different. In adolescence, many teens are looking to "fit in," therefore, kids that are "different" often feel insecure and people who bully like to use that against them.

But remember, different is not bad, it's just different!

Who is a bystander?

A bystander is a person present when the bullying takes place but not involved; a chance spectator; onlooker.

Bystanders can play a number of roles:

- Students who assist the students who are bullying and actively join in.
- Students who encourage and give silent approval to the students who are bullying.
- Students who watch the bullying (or hear about it) but are passive and do nothing.
- Students who defend or support the student who is being bullied by intervening, getting teacher support or comforting them.
- The actions of a supportive bystander can stop or diminish a specific bullying incident or help another student to recover from it.

Being a bystander can be really terrifying. Standing up to a person who bullies, especially if that person is your friend and keeps you protected, can feel like jumping off a cliff. But part of the reason bullying has become such an epidemic (an extremely prevalent; widespread problem) is because people often look the other way when bullying happens, or they think, "It's not my problem".

RESOURCE SEVEN

Why do bullies bully?

Why do bullies bully?

In summary, students who frequently bully others are more likely to:

- Feel disconnected from school and dislike school
- Demonstrate low levels of moral reasoning and high levels of egocentric reasoning
- Believe that the use of aggression is an acceptable way to achieve their own goals
- Be preoccupied with their own goals and not concerned about the rights of others
- Show emotional instability
- Be less friendly and less cooperative than other students
- Have reasonable levels of peer acceptance and social status, but are more disliked than non-bullying peers
- Associate with other aggressive and anti-social peers
- Be less anxious than peers
- Have high self esteem and an inflated view of themselves
- Have lower levels of empathy
- Have poor impulse control and poor anger management skills
- Feel less confident about using non-violent strategies to resolve conflict
- Be less likely to consider the negative consequences of their actions
- Feel angry often and be inclined to attribute hostile intentions to other people
- Be skilled at finding a student to bully who will pose little threat to them.

Source: http://foi.deewr.gov.au/system/files/doc/other/national_safe_schools_framework_resource_manual.pdf

Some common reasons bullies give for their bullying include:

- Because it makes me feel stronger, smarter, or better than the person I'm bullying
- Because I'm bullied at home
- Because it's what you do if you want to hang out with the right crowd
- Because I see others doing it
- Because I'm jealous of the other person
- Because it's one of the best ways to keep others from bullying me

Source: http://www.stompoutbullying.org/aboutbullying_why.php

HIGH FIVE ANTI BULLYING VICTIM HAND

Five steps to handling bullies





RESOURCE EIGHT

Giving victims a hand

First Finger - Stand Strong: Teaching Notes

Bullies like to hurt their victims. They look for signs that their bullying is working - therefore knowing how to look strong, controlled and calm (even if you are scared) may help.

Looking strong and in control also helps make you feel calm, centred and strong.

Imagine you are a goal post on an NRL field - it stands strong and upright and can withstand the force of the game of Rugby League. Look down at your feet. Imagine that they are planted firmly on the ground and have concrete pilings under the ground like goalposts on a field.

Make sure your body is standing upright and tall – even your shoulders and head! Look at a picture of a goalpost – it doesn't droop at the top!

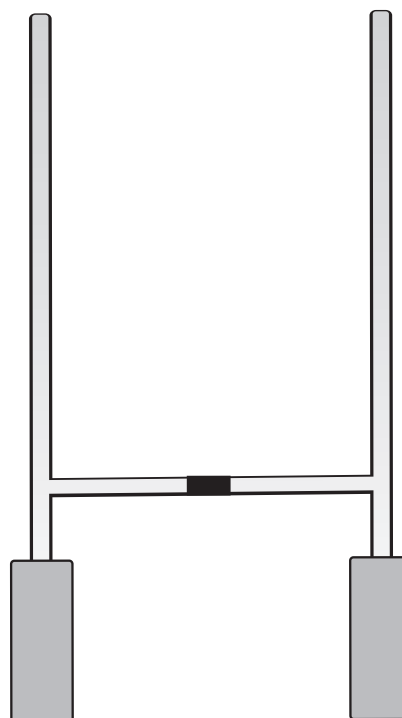
Make sure your head is up – reaching towards the sun, like a goalpost.

When we are nervous, we tend to change our body posture, we slouch and drop our head.

- Try standing strong, even when you are frightened.
- Try standing strong with shallow breaths. Now place your hands on your stomach.
- Try breathing through to your stomach – deep and calm.

Which way do you feel stronger?

Question prompts for students
(could be laminated as a pocket size card).



FIRST FINGER - STAND STRONG

- | | |
|---|---|
| ✓ Are your feet like concrete pylons, keeping you in place? | ✓ Is the top of your goalpost reaching for the sun? |
| ✓ Is your body like a goal post, straight and tall? | ✓ How are you breathing? |

RESOURCE EIGHT

Giving victims a hand



Second Finger - Stay Calm: Teaching Notes

Appearing calm and in control is important, particularly as bullies like to get a reaction. Now that students have practised standing strong, model how students will practise staying calm with their bodies, eyes, and voices.

Students are in pairs. Partner A makes irritating sounds and Partner B has to stand strong and stay calm – without responding to Partner A. It will need practise for students not to laugh or giggle and this is part of the learning to stay calm and strong (Finger One and Two). The irritating sounds continue for twenty seconds and then clap your hands to signal ‘stop’.

Ask these reflection questions:

To partner A:

How did it feel to have Partner B not respond at all when you were trying to annoy him/her?

To Partner B:

What strategies did you use to try to avoid responding?

Were you able to keep your face calm?

What happened to your stance - did you stand strong and tall or begin to hunch?

Students swap roles with a partner and repeat.

Have students show ANGER with

- a) Their eyes,
- b) Their bodies
- c) Their voices.

Have students show FEAR with

- a) Their eyes,
- b) Their bodies
- c) Their voices.

Debrief students about the different feelings they experienced expressing anger and expressing fear. Explain that a bully may notice all of these things - therefore staying calm is a key.



SECOND FINGER - STAY CALM

- ✓ Have you got friendly eyes?
- ✓ Does your face look friendly?

- ✓ Does your body look calm?
- ✓ Are you using a friendly voice?

RESOURCE EIGHT

Giving victims a hand



Third Finger - Respond Confidently: Teaching Notes

Tell students we will explore what we can do if we stand strong as a tree or a goal post, and stay calm, and still the bullies do not stop?

Students each receive an inflated balloon and a permanent marker.

They draw a 'bully's face' on the balloon – remind them that it must not look like anyone they know. Once they have done this, the students find a spot around the room to hang their balloon and stand in front of it.

Demonstrate how to make clear eye contact and how to use your voice in a clear and confident manner.

Demonstrate how to stay calm while telling the bully to 'Stop, I don't like it' (or other brainstormed phrases the children feel comfortable with).

Talk about the quality they need in their voices – not shouting, but clear, direct and firm tones.

Students then practise this strategy with their 'balloon bully' until they feel sufficiently self-assured to try the strategy of 'responding confidently' facing a silent partner.

When the students appear to display sufficient confidence to respond to a bullying situation, a ceremonial popping of the 'balloon bully' takes place.



THIRD FINGER - RESPOND CONFIDENTLY

- ✓ Are you making clear contact?
- ✓ Are you standing strong (like a goalpost)?
- ✓ Is your voice clear and firm?
- ✓ What words are you using?



RESOURCE EIGHT

Giving victims a hand

Fourth Finger - Walk Away: Teaching Notes

Students stand in a circle. Prompt students to close their eyes, relax and focus on their breathing. Walk around the circle asking students to ‘breathe in and out, in and out’.

Once students seem calm and relaxed, blow a whistle or scream loudly – frightening the students from their calm state, so that the students can explore the feeling of being scared and how this looks and feels.

Discuss what happened to the students stance, breathing etc when they became scared.

Divide students into two groups.

Group 1: Receive a label with an emotion on it, placed on each forehead (without the child seeing the word).

Students return to their partners who silently reads and then expresses the emotion as they walk away using the body language associated to that emotion.

The student with the label guesses the emotion they had received.

Swap and repeat.

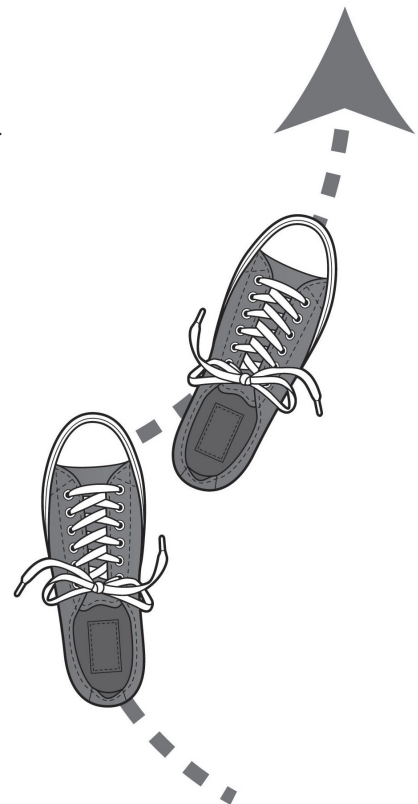
Discuss how our partners’ eyes, face, body and stance looked and felt using the different emotions. Link this to how we walk away from a bully.

Ask for a volunteer or two to demonstrate how to walk away showing fear and students practise this stance as they walk.

Ask for suggestions how to walk away from a bullying situation with confidence.

Several students demonstrate variations of this stance.

Students practise this individually before practising with a partner.



FOURTH FINGER - WALK AWAY

- | | |
|--|-----------------------------------|
| ✓ Is it the right time to be walking away? | ✓ How does my body look and feel? |
| ✓ How am I walking? | ✓ Where am I walking to? |
| ✓ Am I standing strong as I am walking away? | |



RESOURCE EIGHT

Giving victims a hand

Fifth Finger - Report: Teaching Notes

Teacher reads out all of the scenario tasks from Resource Four.

As a class, discuss possible ways the bullying incident could be explained to an adult and who the best adult to report the incident to may be.

Students choose one scenario and write a script for how the focus of the bully's attention deals with the situation strongly, calmly, with eyes and voice and then reports the situation to an appropriate adult.



FIFTH FINGER - REPORT

- ✓ Who do I go to?
- ✓ Have I got the right information?
- ✓ What do I say?
- ✓ How do I explain the situation to an adult?

This is the final task which links the 'High Five Anti Bullying Hand' together.

HIGH FIVE ANTI BULLYING BYSTANDERS HAND

Five steps to handling bullies





RESOURCE NINE

Giving bystanders a hand

First Finger - Stand Strong: Teaching Notes

Revisiting Finger One from Victim Hand:

Bullies like to hurt their victims. They look for signs that their bullying is working - therefore knowing how to look strong, controlled and calm (even if you are scared) may help.

Looking strong and in control also helps make you feel calm, centred and strong.

Imagine you are a goal post on an NRL field - it stands strong and upright and can withstand the force of the game of Rugby League. Look down at your feet. Imagine that they are planted firmly on the ground and have concrete pilings under the ground like goalposts on a field.

Make sure your body is standing upright and tall – even your shoulders and head! Look at a picture of a goalpost – it doesn't droop at the top!

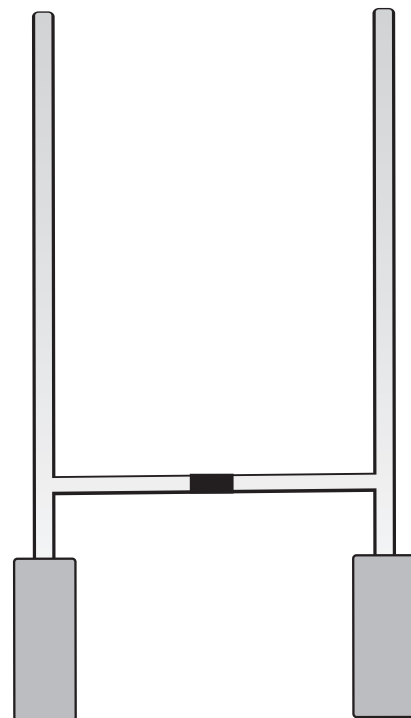
Make sure your head is up – reaching towards the sun, like a goalpost.

When we are nervous, we tend to change our body posture, we slouch and drop our head.

- Try standing strong, even when you are frightened.
- Try standing strong with shallow breaths.
Now place your hands on your stomach.
- Try breathing through to your stomach – deep and calm.

Which way do you feel stronger?

Question prompts for students
(could be laminated as a pocket size card).



FIRST FINGER - STAND STRONG

- | | |
|---|---|
| ✓ Are your feet like concrete pylons, keeping you in place? | ✓ Is the top of your goalpost reaching for the sun? |
| ✓ Is your body like a goal post, straight and tall? | ✓ How are you breathing? |

RESOURCE NINE

Giving bystanders a hand



Second Finger - Stay Calm: Teaching Notes

Revisit Finger Two from Victim Hand:

Appearing calm and in control is important, particularly as bullies like to get a reaction. Now that students have practised standing strong, model how students will practise staying calm with their bodies, eyes, and voices.

Students are in pairs. Partner A makes irritating sounds and Partner B has to stand strong and stay calm – without responding to Partner A. It will need practise for students not to laugh or giggle and this is part of the learning to stay calm and strong (Finger One and Two). The irritating sounds continue for twenty seconds and then clap your hands to signal ‘stop’.

Ask these reflection questions:

To partner A:

How did it feel to have Partner B not respond at all when you were trying to annoy him/her?

To Partner B:

What strategies did you use to try to avoid responding?

Were you able to keep your face calm?

What happened to your stance - did you stand strong and tall or begin to hunch?

Students swap roles with a partner and repeat.

Have students show ANGER with

- a) Their eyes,
- b) Their bodies
- c) Their voices.

Have students show FEAR with

- a) Their eyes,
- b) Their bodies
- c) Their voices.

Debrief students about the different feelings they experienced expressing anger and expressing fear. Explain that a bully may notice all of these things - therefore staying calm is a key.



SECOND FINGER - STAY CALM

- ✓ Have you got friendly eyes?
- ✓ Does your face look friendly?

- ✓ Does your body look calm?
- ✓ Are you using a friendly voice?



RESOURCE NINE

Giving bystanders a hand

Third Finger - Think about your actions: Teaching Notes

Stop and think about what you could do – encourage the victim to ignore the bully, say “No” or “Stop”, encourage the victim to walk away, call for help

What happens when we need to cross the road?

We **STOP**, **LOOK** and **LISTEN**!

Why?

So we are safe.

What consequences could there be if we don't stop and think before we cross the road?

We might get hurt or cause an accident.

The same applies in other situations in life, like bullying.

You need to **STOP** and **THINK** before we act.



THIRD FINGER - THINK ABOUT YOUR ACTIONS

- | | |
|--|------------------------|
| ✓ What should your actions be? | ✓ What should you say? |
| ✓ Have you considered all of your options? | ✓ To whom? |



RESOURCE NINE

Giving bystanders a hand

Fourth Finger - Support: Teaching Notes

Using the scenarios from Resource Four, students role play how they would support the victim. Help students consider verbal and non verbal methods to support the victim.

Supporting the victim does not require a heroic act in front of the bully. The situation will be different each time, support may come after the event.

Support may include:

- Staying with the victim
- Helping the victim say 'No' or 'Stop'
- Not passing on a note/email/text message
- Talking to the bully, trying to stop the behavior
- Talking to an adult
- Including the victim in your activity
- Offering an ear to listen
- Speaking up on the victim's behalf
- A simple gesture, smile, indicating the victim is not alone
- Helping the victim up if they have been pushed etc



FOURTH FINGER - SUPPORT

- ✓ What type of support does the victim require?
- ✓ Have you explored the different ways you could support the victim?



RESOURCE NINE

Giving bystanders a hand

Fifth Finger - Reporting: Teaching Notes

Revisit Finger Five from Victim Hand

Ask students to guide a blindfolded partner through a short obstacle course (around some markers or chairs). Ask students how they felt (eg scared, worried) and how it helped to have their “buddy” guiding them (eg perhaps still scary but easier with a buddy).

Conclude with:

Sometime things are easier with a friend. Tell the victim you will be their reporting buddy and go to see an adult together. If they won't go with you, you should still always report any bullying you see because that is how we tackle bullying together.

Talk about the barriers to reporting - For example:

- Concern for safety
- Don't want to look weak
- Embarrassed or ashamed
- Don't want to cause more drama or trouble
- Don't know who to go to for help
- Don't want to get involved

Remind students:

- Who do I go to?
- What do I say?
- Have I got the right information?
- How do I explain the situation to an adult?



FIFTH FINGER - WHERE TO GET HELP

- | | |
|--------------------------------------|--------------------------------|
| ✓ Adult / teacher / parent / friends | ✓ Police (000) |
| ✓ Counsellor | ✓ Kids Helpline (1800 551 800) |

This is the final task which links the ‘High Five Anti Bullying Hand’ together.

RESOURCE TEN

Giving bystanders a hand

Watch the six segments of the NRL Tackle Bullying DVD your teacher has selected. Use the NRL bullying victims' and bystanders' hands and prompts to list practical and detailed suggestions of what the victim and the bystander should do at each stage.

DVD SEGMENT	SUGGESTIONS FOR THE VICTIM	SUGGESTIONS FOR THE BYSTANDER/S
1		
2		
3		
4		
5		
6		



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