



# TACKLE BULLYING

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## TACKLE BULLYING TEACHER RESOURCE

Secondary Schools Stage 4 PDHPE Program



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# TACKLE BULLYING TEACHER RESOURCE

## Secondary Schools - Stage 4 PDHPE Program

### **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:

4.3	A student describes the qualities of positive relationships and strategies to address the abuse of power.
4.7	A student identifies the consequences of risk behaviours and describes strategies to minimise harm.
4.11	Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations.
4.12	Assesses risk and social influences on personal experience to make informed decisions
4.13	Demonstrates cooperation and support of others in social, recreational and other group contexts.
4.16	Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.



## 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>

For Teachers:

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

[http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/assets/pdf/mh\\_002.pdf](http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/assets/pdf/mh_002.pdf)

<http://www.mindmatters.edu.au/default.asp>

[http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/crosscurriculum/ict/ict\\_004.htm](http://www.curriculumsupport.education.nsw.gov.au/secondary/pdhpe/crosscurriculum/ict/ict_004.htm)



# TACKLE BULLYING TEACHER RESOURCE

## Lesson One

Learning and Teaching Activities	Resources needed
<p><b>Initiate short class discussion by asking two questions:</b></p> <p>a) What is bullying? b) What isn't bullying?</p> <p>During the class discussion extend the students' definitions of bullying, using the worksheet found in Resource One</p> <p>Follow up by giving and discussing definitions from Reachout – <a href="http://au.reachout.com/Bullying">http://au.reachout.com/Bullying</a></p> <p><b>Bullying: is when people repeatedly and intentionally use words or actions against someone or a group of people to cause distress and risk to their wellbeing.</b></p>	<p><b>Resource One</b></p>
<p><b>Play the NRLs Community DVD:</b></p> <p>Play the NRLs Community DVD 'Tackle Bullying'.</p> <p>Using the DVD as a guide, in groups of 3-4, students discuss the DVD guided by the worksheet in <b>Resource Two</b>.</p> <p>When completed, the groups share their thoughts. Summarise each group's suggestions on the IWB for a class display of tackling bullying: physical, verbal, social, and psychological.</p>	<p><b>Computer with Internet access</b></p> <p><b>Resource Two</b></p>
<p><b>Read aloud Scenario Cards (Resource Four) to the students.</b></p> <p>Read aloud Scenario cards (<b>Resource Three</b>) 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.</p> <p>Give a minute or two for 'think time' so students can reflect silently on what they learned about bullying.</p> <p>Ask them to close their eyes and visualise what they would do if they were involved in a situation as a victim or a bystander in one of the scenario cards.</p> <p>Ask a selection of students to share their ideas.</p>	<p><b>Resource Three</b></p> <p><b>Resource Three – scenario cards</b></p>


# TACKLE BULLYING TEACHER RESOURCE

## Lesson Two

Learning and Teaching Activities	Resources needed
<p><b>Refer and review</b></p> <p>Refer to the previous lesson and review the definitions of bullying listed on the types of bullying chart.</p> <p>Ask students to think of these as you read aloud the first of the three NRL Star Bullying Case Studies (<b>Resource Four</b>) - Trent Merrin (Dragons), Jerome Ropati (Warriors) and Sam Thaiday (Broncos). Students can read along on their own copies or on the displayed version on the IWB.</p>	<p><b>Resource Four Case Studies</b></p>
<p><b>Definitions</b></p> <p>As the class to 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><b>Repeat for each case study.</b></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 Five)</p> <p><b>Repeat with Case Study Two</b> (Jerome Ropati).</p>	<p><b>Resource Five – Definitions</b></p>
<p><b>Role Play</b></p> <p>In groups of 4, students are allocated a type of bullying – physical, cyber, verbal, social, homophobic or emotional (<b>Resource Six</b>). Ask each group to create and rehearse a role play of an incident relating to their type of bullying. 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 will ask the audience to identify the type of bullying and what the bystander could do in each situation.</p> <p><b>Conclusion</b></p> <p>Conclude the class by reviewing that <b>anyone</b> can be the victim of bullying – even sports stars, and that anyone can be the hero by not being a bystander who lets bullying happen. Inform students that they will learn more strategies for supportive bystanders next lesson.</p>	<p><b>Resource Six – Role Plays</b></p>

# TACKLE BULLYING PROGRAM

## Lesson Three

Learning and Teaching Activities	Resources needed
<p><b>Ask Questions</b></p> <p>Ask students in groups of 3-4 to brainstorm and list their thoughts on why bullies bully.</p> <p><b>Resource Seven</b> is a worksheet for groups plus discussion information for teachers about Why do bullies bully?</p> <p><b>Group Worksheet includes:</b> List 5 reasons why bullies may bully. List 5 potential effects of bullying on the victim.</p> <p>Ask students to suggest 5 strategies that bullies could use to deal with their feelings instead of bullying.</p> <p><b>Online help for students</b></p> <p>Students are given a list of useful websites to help with this task (list on cover page of the program). Model how to summarise website information using <a href="http://au.reachout.com/Building-better-coping-skills">http://au.reachout.com/Building-better-coping-skills</a></p>	<p><b>Resource Seven</b></p> <p><b>Resource Eight</b></p>
<p><b>Using poster</b></p> <p>Using the poster (Resource Eight), show the 'NRL gives a hand to victims' hand and overview the <b>five steps</b> it presents.</p> <ul style="list-style-type: none"> <li>• <b>Finger 1:</b> Stand Strong - like a goal post</li> <li>• <b>Finger 2:</b> Stay Calm</li> <li>• <b>Finger 3:</b> Respond confidently</li> <li>• <b>Finger 4:</b> Walk away</li> <li>• <b>Finger 5:</b> Report</li> </ul>  <p><b>Explore</b></p> <p>Explore what each finger suggests, following some/all of the suggested accompanying activities.</p> <p>Give students their own <b>hand card</b>, laminated if possible, to keep and refer to.</p> <p><b>Review and replay</b></p> <p>Review the NRL case studies and the students' role plays from previous lesson.</p> <p>Replay the role plays and freeze frame at various points.</p> <p>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><b>Resource Seven</b></p> <p><b>Resource Eight</b></p>



# TACKLE BULLYING TEACHER RESOURCE

## Lesson Four

Learning and Teaching Activities	Resources needed
<p><b>Revisit</b></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. Re-visit the definition of cyberbullying and have students list some examples. <b>In groups of 4</b>, ask students to create a role play of cyberbullying – allocate each group with a topic such as facebook, texting, phone camera.</p> <p>Explain to students that even if they are reading about or “liking” something on facebook and not standing up for the victim, they are acting as a <b>bystander</b> and allowing the chain of bullying to continue. <b>Examples can include sharing photos or texts sent by others.</b></p> <p><b>Revisit the NRL Bullying Case Studies.</b></p> <p>Discuss how bystanders could have helped. 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"> <li>• <b>Finger 1:</b> Stand Strong - like a goal post</li> <li>• <b>Finger 2:</b> Stay Calm</li> <li>• <b>Finger 3:</b> Respond confidently</li> <li>• <b>Finger 4:</b> Walk away</li> <li>• <b>Finger 5:</b> Report</li> </ul> <p>Explore what each finger suggests, following some/all of the suggested accompanying activities. Give students their own <b>hand card</b>, laminated if possible, to keep and refer to as well as the prompt cards when needed.</p>	<p><b>Resource Five</b></p> <p><b>Resource ten</b></p> <p><b>Resource nine</b></p>

## Lesson Five

Learning and Teaching Activities	Resources needed
<p><b>Re-read</b></p> <p>Re-read some of the scenarios from Resource Three. 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 <b>NRL’s Tackle Bullying</b> 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. Write detailed suggestions (<b>Resource Eleven</b>) of what the victim and the bystander should do at each example. Give ‘think time’ so students can reflect on what they learned in today’s lesson and have a quick review.</p>	<p><b>Resource Four, Eight and Nine</b></p> <p><b>Resource Ten</b></p>

# TACKLE BULLYING TEACHER RESOURCE

## Lesson Six

Learning and Teaching Activities	No resources needed
<p><b>Creative Campaign</b></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><b>The presentation will demonstrate:</b></p> <ul style="list-style-type: none"><li>• What bullying is and is not</li><li>• What the difference between a victim and a bystander is</li><li>• Practical strategies that victims of bullying and bystanders can use</li></ul> <p>Showcase the students’ work to selected younger classes. You may like to upload these into a class wiki to share with others.</p>	

## Assessment Task/After Program Activity

Self-esteem and Confidence	No resources needed
<p><b>Drop-a-Note Activity</b></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 <b>positive</b> things and gives some examples and tells them that their responses are anonymous.</p> <p>Teacher compiles the responses for each student, <b>ensuring they are all positive comments.</b></p> <p>Each child finds a quiet place to sit and read their notes to boost their self-esteem.</p>	

# TACKLE BULLYING TEACHER RESOURCE

## Teachers Notes/Evaluations

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



What is bullying?

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What isn't bullying?

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Fill in some examples of each type of bullying below:

**Bullying behaviour can be:**

Verbal	eg name calling
Physical	eg hitting
Social	eg ignoring
Psychological	eg spreading rumours
Cyber	eg phone, social media
Homophobic	eg excluding because of sexuality



# RESOURCE TWO

## DVD Worksheet

What examples of bullying did you observe in the DVD?

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Where can bullying happen?

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When can bullying happen?

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Why would people not report bullying?

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What is a bystander and what is their role in bullying?

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How can YOU help tackle bullying?

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### SCENARIO CARD **1**



Gemma hated missing the bus with her friends because if she caught the late bus there was a group of girls from another school who would sit near her and loudly tease her about her uniform and hair.

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### SCENARIO CARD **2**



Jane was scared of going to the girls bathrooms by herself at lunchtime as some older girls would wait for her and follow her inside and push her into the walls.

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### SCENARIO CARD **3**



James went to soccer training every Wednesday afternoon. One Wednesday, the team coach told James he had to play in a position he didn't normally play. James felt uncomfortable and didn't want to let his team down.

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### SCENARIO CARD **4**



Mr. Wilson started as a new teacher at a school and on the first day a group of Year 8 boys said he was gay. By the end of his first week, many other students in Year 8 called Mr. Wilson gay and yelled hurtful homophobic things at him in the playground.

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# RESOURCE THREE

## Scenario Cards



### SCENARIO CARD

# 5



Tom is upset that his parents won't let him go away for Hayden's birthday on the weekend because it is Tom's family reunion. He called them bullies.

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### SCENARIO CARD

# 6



Tim asked Jenny to the school dance. Tim tried to kiss Jenny but she didn't want to. Tim told Jenny he would tell everyone nasty things about her unless she kissed him. She didn't kiss him and Tim sent nasty text messages and emails about her to all of their friends.

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### SCENARIO CARD

# 7



John's teacher asked him a question in class and he answered incorrectly. The teacher told him he was stupid and called him an idiot in front of the rest of the class.

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### SCENARIO CARD

# 8



Erin walked into school on Monday and everyone laughed at her. She found out that Molly had posted a photoshopped picture of Erin on facebook on Friday and other students had been writing nasty comments about her all weekend.

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## RESOURCE FOUR

### 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 FOUR

### Case Studies

## JEROME ROPATI – NRL AMBASSADOR



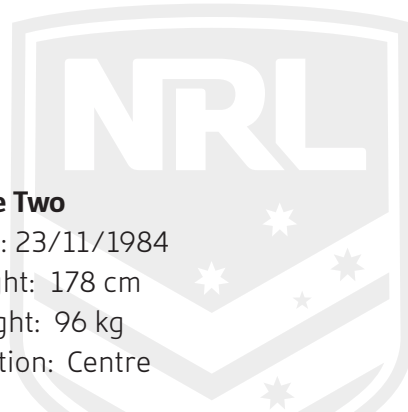
### Case Two

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 FOUR

### 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 FIVE

## 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 SIX

## Role Plays

<p><b>Role Plays</b></p> <p><b>Group One</b> Create a role play of an incident relating to <b>PHYSICAL bullying</b>. eg pushing, fighting, kicking</p>	<p><b>PHYSICAL BULLYING</b></p>
<p><b>Group Two</b> Create a role play of an incident relating to <b>CYBER bullying</b>. eg writing hurtful things on facebook, nasty text messages</p>	<p><b>CYBER BULLYING</b></p>
<p><b>Group Three</b> Create a role play of an incident relating to <b>VERBAL bullying</b>. eg name-calling, swearing</p>	<p><b>VERBAL BULLYING</b></p>
<p><b>Group Four</b> Create a role play of an incident relating to <b>EMOTIONAL bullying</b>. eg threats, bribery</p>	<p><b>EMOTIONAL BULLYING</b></p>
<p><b>Group Three</b> Create a role play of an incident relating to <b>HOMOPHOBIC bullying</b>. eg excluding someone because of their sexuality</p>	<p><b>HOMOPHOBIC BULLYING</b></p>
<p><b>Group Six</b> Create a role play of an incident relating to <b>SOCIAL bullying</b>. eg gossiping, excluding</p>	<p><b>SOCIAL BULLYING</b></p>

# RESOURCE SEVEN

## Bullies, victims and bystanders

### Why do bullies bully?

**In your group, list 5 reasons why bullies might bully.**

Discuss these with your group and share them with the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

(see teacher notes below)

**List 5 potential effects of bullying on the victim?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

*Teacher Examples: Embarrassment, anxiety, sense of isolation, physical injury*

**Now discuss and list 5 strategies bullies could use to stop bullying?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# RESOURCE SEVEN

## Teacher Notes

### Teacher Notes:

#### 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](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](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.

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- feet flat on the ground, legs like steel, back straight, shoulders back, head held up tall.

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

- ✓ Stand tall and strong
- ✓ Breath deeply
- ✓ Keep your head up



# 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 clam 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.

**Have students show being STRONG and CALM 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 body look calm?



Does your face look friendly?



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?

#### Demonstrate

- 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 students feel comfortable with).

#### Talk about

- Talk about the quality they need in their voices – not shouting, but clear, direct and firm tones. Students then practise this strategy with their partner until they feel sufficiently self-assured to try the strategy of 'responding confidently'.



### THIRD FINGER - RESPOND CONFIDENTLY

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ✓ Say "No" or "Stop".           | ✓ Is your voice clear and firm? |
| ✓ Are you making clear contact? | ✓ What words are you using?     |
| ✓ Are you standing strong?      |                                 |





# 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 student 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 practice 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 practice this individually before practicing with a partner.



### FOURTH FINGER - WALK AWAY

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



# RESOURCE EIGHT

## Giving victims a hand

### Fifth Finger - Report: Teaching Notes

**Teacher reads out all of the scenario tasks from Resource Three.**

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

### NRL GIVES A HAND TO BYSTANDERS Secondary Teaching Notes:

#### FINGER ONE: Stand strong

Take big deep breaths and keep your body language strong

**Revisit:** Finger One of 'NRL Gives a Hand to Victims hand'.

**Activity:** Ask students to demonstrate looking passive, aggressive and assertive with their body posture and facial expression – discuss the differences and the importance of non-verbal communication.

#### FINGER TWO: Stay calm

Remember to keep your eyes, body, face and voice calm. Don't bully back.

**Revisit :** Finger One of 'NRL Gives a Hand to Victims hand'.

**Activity:** Ask students to consider the difference between reacting and responding. Ask them to list strategies to respond rather than react eg take a deep breath, take a moment to think before speaking, choose words wisely rather than retaliating whether it is in person or via text or social media.

#### FINGER THREE: Think about your actions

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

**Activity:** In groups of 3-4, students are reminded of the scenarios from Resource 3 and asked to discuss what actions they could take if they were the bystander in a given scenario.

**Highlight:** The fact that in each scenario, different options are available for the bystanders – choosing the right option is important.

**Emphasise:** That students must stop, reflect before acting. Our actions could sometimes make the situation worse.

#### FINGER FOUR: Support

Stay with others and get help from an adult

**Activity:** Ask students to list ways in which they could support a victim of physical, psychological, verbal, social, cyber or homophobic bullying.

**Discuss:** Verbal and non verbal methods of support, support at the time of incident or after and anonymous support.

**Explain:** That the different types of bullying need different responses.

Build a bank of examples of ways bystanders can support the victim on the IWB or on class posters.

#### FINGER FIVE: Report

**Report:** Always tell an adult. Bullying must not go unreported.

**Activity:** In groups of 3-4, ask students to brainstorm the following questions and follow up with a class discussion.

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

#### 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.

#### Remind students - Where to get help:

- Adult / teacher / parent / friends
- Counsellor
- Police (000)
- Kids Helpline (1800551800)





# RESOURCE ELEVEN

## DVD Worksheet

**Watch the six segments of the NRL Tackle Bullying DVD your teacher has selected**

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





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