Dealing with Bullying & Harassment

A Whole School Approach to

Dealing with BULLYING & HARASSMENT

Dealing with Bullying & Harassment

for Junior Secondary
Health / English / Drama

mind matters 2005
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Enhancing Resilience 1: Communication, Changes and Challenges

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Creating connections  
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Games collection  
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Friendship and belonging  
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People, identity and culture  
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Enhancing Resilience 2: Stress and Coping

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Helen Cahill

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Helen Cahill

Giving voice – an approach to dealing with bullying through the English class  
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A Whole School Approach to Dealing with Bullying and Harassment
The classroom materials have been designed for use with students in junior secondary school.

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Use this booklet in conjunction with CommunityMatters. Chapter 3 (‘Diversity and wellbeing’) explores some of the cultural and social contexts of harassment and bullying.
This booklet is part of MindMatters: a mental health promotion resource for secondary schools. It is best used as part of a comprehensive whole school approach to the promotion of mental health as outlined in the SchoolMatters booklet.

MindMatters resources

SchoolMatters: Mapping and Managing Mental Health in Schools

This overarching document provides schools with a framework and planning tools to assist them with possible structures, strategies, partnerships and curriculum programs to promote and protect the mental health of all members of the school community.

CommunityMatters: Working with Diversity for Wellbeing

This booklet explores community, culture and identity and suggests strategies for managing the wellbeing needs of diverse groups of students, particularly those who feel marginalised for social reasons, within the contexts of school and broader communities.

Educating for Life: A Guide for School-Based Responses to Preventing Self-Harm and Suicide

This guide outlines the policies, processes and practices that contribute to a comprehensive approach to suicide prevention.

Enhancing Resilience 1: Communication, Changes and Challenges

The curriculum units are designed to enhance resilience via the promotion of communication, participation, positive self-regard, teamwork and a sense of belonging and connectedness to school, and are particularly useful for new groups.

Creating connections

- Activities for the Home Group, Personal Development, Pastoral Care or core curriculum teacher, focussing on issues of communication, codes of behaviour and team work.

Games collection

- A collection of interactive games designed to promote communication, cooperation and teambuilding. Suitable for use within each of the key learning areas.

Friendship and belonging

- Activities for the English class exploring the challenge of making and maintaining friendships.

People, identity and culture

- Activities for the Study of Society class exploring personal and social identity, and addressing issues of belonging and culture.

Enhancing Resilience 2: Stress and Coping

This booklet guides schools in their focus on enhancing the resilience and connectedness of their students. It is targeted at middle to senior secondary students and deals with the importance of providing ongoing opportunities for participation and communication,
creating a positive school culture, friendly relationships, and valuing school and community. Two booklets, designed for use in Health, Pastoral Care or Religious Education, address issues of coping with stress and challenge, help-seeking, peer support, stress-management, and goal setting.

**Coping**

Activities for Health or Pastoral Care in which students identify some of the stresses and challenges young people have to deal with, and explore the range of emotions commonly associated with feelings of stress. They examine a range of coping strategies and consider ways of dealing with a range of challenging circumstances.

**Stressbusters**

Activities for Health or Pastoral Care in which students explore the role and effect of supportive groups, the role of trust and courage in help-seeking behaviour, and explore conflict resolution and stress-management techniques.

**A Whole School Approach to Dealing with Bullying and Harassment**

This booklet guides schools in their attempts to take a whole school approach to dealing with bullying and harassment. A comprehensive check list to guide policy and practice is included. Three curriculum units, targeted at junior secondary school students, are provided for use in the Health, English and Drama class. The Health unit is also suitable for Personal Development and Pastoral Care classes. It is anticipated that schools would choose one of the units for use with a particular class.

**Facing facts: a whole school approach to dealing with bullying and harassment for use in the Health class**

Students define and give examples of different types of bullying and harassment, and consider the effects of bullying on victims, perpetrators and onlookers. They identify common barriers to seeking help or taking protective action. They are equipped to research bullying in their own school and use interactive exercises to develop help-seeking and assertiveness.

**Giving voice: a whole school approach to dealing with bullying and harassment for use in the English class**

Students explore the language of bullying and look at forms of bullying perpetuated at different levels of society. They use group work and participatory exercises to read, write and discuss poetry, stories and newspaper items, exploring the effects of bullying and possibilities for protective action.

**Defining moments: a whole school approach to dealing with bullying and harassment for use in the Drama class**

Students explore the body language of status and power, identify and enact common human responses to messages of welcome or rejection, and use a range of dramatic devices to depict and examine the stories and experiences of oppression, and to prepare a performance piece around the theme of bullying.
Understanding Mental Illnesses

This document provides an overview of the issues a school may face in relation to mental illness among students, staff and families. It includes a curriculum unit, aimed at middle to senior secondary students, that intends to increase students’ understanding of mental illness, reduce the stigma associated with mental health problems, and increase help-seeking behaviour. A video accompanies this curriculum unit, and this is also relevant for considering mental illness and stigma with any school audience.

Loss and Grief

Issues of loss and grief have been linked to depression, and traditionally such issues have been under-explored in schools. This document provides an overview of school practices relevant to dealing with death and loss within the school, including a sequence of lessons for junior, middle and senior secondary school students.

MindMatters Website:
www.curriculum.edu.au/mindmatters

The website contains background information, a diary of events, case studies, a chat line, an annotated bibliography, PDF copies of all the booklets, links to other sites, state-by-state information on professional development programs, curriculum ideas referenced to curriculum frameworks and stories of how schools are implementing MindMatters.

MindMatters is available from:
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Or download from the MindMatters website:
http://www.curriculum.edu.au/mindmatters
It is intended that the classroom program will be taught as part of a comprehensive whole school approach to mental health promotion as outlined in the SchoolMatters and Educating for Life booklets. As part of a whole school approach, professional development and collegial support should be available to the classroom teacher.

It is recommended that teachers use, or encompass, the whole unit of work to enhance student awareness, knowledge and skills. Using one or two sessions from the start of each unit is likely to raise awareness, but allow insufficient time for skill-development. Teachers should read the introductory section of the booklet that outlines some of the key concepts and research relevant to the issues covered in the classroom program.

### KEY

**SESSION**
A session includes a series of activities that may extend over a number of lessons. Time taken to complete any activity can vary greatly from class to class. Teachers may wish to modify activities to suit the needs of their class.

**INTENTION**
The intention identifies the knowledge and skills to work towards in the session.

**RESOURCES**
A list of the resources required for the session.

**HOW TO**
In the ‘How to’ section, a step by step approach is used to model how the session might be run.

**SAMPLE QUESTIONS**
Sample questions are provided as a guide to class discussion.

**TEACHER TIPS**
Assistance and advice is provided for the teacher in the form of teacher tips in boxes in the left column.

**TEACHER TALK**
This text provides information to be provided to the class or background information for the teacher.

**Classroom resources:**
- activity sheets are provided as masters
- information sheets are provided as masters
- overhead transparency masters
A whole school approach to dealing with bullying

In recent years there has been a great deal of interest in the ways young people cope with the circumstances they confront in their lives. Schools are very much aware that just as physical illness can affect a student’s performance or capacity to concentrate and engage in study, so too can a challenging personal or family situation, relationship problem or mental health problem.

Schools committed to the welfare and learning of their students are addressing the questions:

• How can we provide a safe and supportive environment in which all students can maximise their learning?
• How can we remain accessible and responsive to their needs?
• How can we assist our students to develop their ability to cope with challenge and stress?
• How can we identify those students in particular need of assistance or support?
• How can we support students who are dealing with experiences of trauma or dislocation?

A whole school approach to dealing with bullying models some of the processes schools can use to support students in developing their ability to cope with change and challenge.

The conceptual model underpinning *MindMatters* is that of the Health Promoting School. This model entails a focus on the interconnecting domains of curriculum, school ethos and partnership (see diagram on page 18). Often when using schools as a setting for health promotion or intervention, only the domain of curriculum is targeted, forgetting the impact of school ethos and environment, and the power and potential support to be generated through partnerships with parents, community and service providers. For further material on a whole school approach see the *SchoolMatters* booklet.

The Health Promoting Schools framework

Taking a whole school approach to dealing with bullying acknowledges those students with particular needs, and seeks to provide for them. In addition it seeks to promote and provide a safe and supportive environment, and an ethos conducive to mental health and learning. The World Health Organisation model of a comprehensive school mental health program is a useful guide in considering the place of school-based efforts.

The myth that bullying is an acceptable and often unavoidable part of growing up, has long stood in the way of progress in this area. Adults frequently have difficulty accepting that an apparently likable child may be perpetrating bullying behaviour. Most studies show that bullying has an incidence of one in seven, involves boys more than girls, and is at its peak in the first two years of secondary schooling. Bullying takes on a different form for girls, in that isolation is its most frequent form. Boys are much more likely to be physical or aggressive in their bullying.

With regard to the level of access and involvement they have with young people, schools are uniquely placed to debunk long-held myths that can prevent effective action against bullying. The major myth is that to do anything will only make it worse. Schools should look at their own practices and policies to ensure that they are not unwittingly tolerating bullying. Strategies for classroom management should not perpetuate stigma or verbal bullying via the use of sarcasm, intimidation or public humiliation.

**Bullying – a definition**

It is important that bullying be defined, and that clear messages are sent about what is and is not acceptable behaviour. A school cannot address the more subtle forms of bullying if they are not named and understood to be forms of harassment.
Bullying can be defined in the following ways*:

1. a **repetitive** attack causing distress not only at the time of the attack, but also by the threat of future attacks
2. involving an **imbalance of power**
3. its nature may be:
   - **verbal** – name-calling, put-downs, threatening
   - **physical** – hitting, tripping, poking, punching, kicking, throwing objects, stealing
   - **social** – ignoring, hiding, ostracising
   - **psychological** – stalking, dirty looks, spreading rumours, hiding and/or damaging possessions.

Racist remarks and homophobic or gender-based put-downs are often ignored by teachers and thus a message is sent that this behaviour will be tolerated.

**Reasons why young people engage in bullying***

There are many reasons why a young person may engage in bullying behaviours, including:

- for entertainment or revenge
- to experience power, to prove themselves or impress others
- to compensate for perceived failure or lack of friends, to fit in with what others are doing
- or because it is seen as an acceptable, funny or smart thing to do.

Children who bully often tend to have:

- high energy levels
- good verbal skills and an ability to talk themselves out of trouble
- a high estimation of their own ability
- an ability to manipulate individuals or groups
- an enjoyment of conflict and aggression
- a delight in getting their own way
- the appearance of being popular, but often disliked.

**Using the Health Promoting Schools framework**

International research suggests that school organisation factors may be more powerful determinants of behaviour than personal factors, and effective reductions in bullying do require a whole school approach. A whole school approach serves to support an environment where it is not acceptable to bully and where the culture says it is okay to ‘tell’. In such an environment, the cycle of silence about bullying can be broken (see diagram on page 18).

**School ethos and environment**

A whole school approach recognises that bullying can be tackled by the child, parents, school staff and community members in a consistent and systematic manner. Appropriate structures, policies and practices need to be in place to provide the tools for dealing with day-to-day incidents of bullying and harassment, and longer term preventative strategies. Anti-bullying policies must be effective in practice and need a broad base of support.

Classroom teaching about bullying can complement a whole school approach against bullying by reinforcing the skills, values and strategies that are needed for students to deal effectively with instances of harassment or bullying.

Enhancing school culture

Research suggests that the success of best practice strategies associated with positive learning and developmental outcomes in students depends on the ongoing opportunities for participation and on the quality of relationships surrounding them.

Successful schools enhance a sense of belonging, connectedness and self-worth when they:

- **build caring relationships**
  - offering support, compassion, trust
- **set high and achievable expectations**
  - offering respect, guidance, affirmation and acknowledgment, building on the strengths of each person
- **provide opportunities for participation and contribution**
  - responsibilities, real decision-making power, building ownership.

Positive relationships are promoted both within the classroom and via participation in school-wide activities, which build a sense of community, identity and belonging.

Classroom climate

The classroom climate is acknowledged to be a critical part of school culture. In MindMatters the importance of every teacher being a teacher for mental health is emphasised. An anti-bullying program, for example, can be most effective when every teacher stands both as a role-model and a guardian, protecting and modelling respect for the rights and responsibilities of class members. A safe and supportive learning environment in each classroom is an integral part of the Health Promoting School.

**Classroom climate: advice to the classroom teacher**

- be climate oriented, versus task oriented (attend to how students learn as well as what they learn, build in cooperative tasks, enforce no put-downs rule, promote inclusion and participation)
- develop rapport (smile, greet, talk to individuals as well as groups)
- don’t take it personally when students misbehave
- know you can engage common sense (be helpful, firm and consistent)
- don’t be a doormat; practice effective discipline (rules protect students’ rights to learn)
- resist labelling your students.

School partnerships

The partnership between school and home is recognised as being important for a broad range of health and learning outcomes for students. In the area of bullying this partnership takes on particular significance. To deal effectively with problems involving bullying, harassment or exclusion, parents need to be able to discuss the matter with the school and, together, take informed and concerted action to support those involved, whether they be victims, bystanders or perpetrators. Those schools that have worked to establish a climate of openness and communication
with parents are more likely to be effective in addressing the needs of students. Parents may be key informants about the incidence and effect of negative relationships involving their child, or his or her peers. Schools can facilitate communication with parents by developing and publicising procedures to identify and respond to parent or student concerns about bullying.

**Curriculum materials**

Three teaching units have been designed for use in the Health, English and Drama class curriculum. Schools are encouraged to select the unit that fits best with their teaching program. Each of the units aims to assist students to define and identify bullying behaviours, to explore some of the reasons why bullying occurs and to examine the effects of bullying on victims, bystanders and the perpetrators. Strategies for dealing with bullying and skills of communication, assertion, problem-solving and help-seeking are developed. In each of the units, students are encouraged to consider how to promote a culture of tolerance and respect in which bullying and harassment is not accepted.

**National curriculum framework**

The curriculum units have been developed to further the appropriate outcomes of the national curriculum frameworks of Health, English and Drama.

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**Professional development**

A number of the resources and activities in this booklet can be used to assist staff to look at the issue of bullying. It is recommended that interactive processes be used to engage staff in order to promote engagement and ownership. A selection of the activities provided in the teaching units, used in combination with materials provided to guide a whole school approach, can be utilised to structure ongoing reflection and work in this arena.

Recommended activities include activity 3 from session 1, in which bullying behaviours are identified, and activities from sessions 2 and 3, which explore the effects of labelling and bullying.

**Definitions**

It is important that all staff be aware that bullying is more than physical violence, and that teasing, exclusion, put-downs and sarcasm are also forms of bullying. It is recommended that staff engage with one of the activities around the definition of bullying (either *Giving voice*, session 1 and 2, or *Facing facts*, session 1).

**Effects**

To examine the effects of bullying on the victim, the perpetrator and the bystanders, activities from sessions 2 and 3 are suggested. The storytelling activities are also ideal for assisting staff to further explore experiences of bullying.
**Myths**

It is essential that teachers are aware of some of the common myths surrounding bullying, for example, that the victim is at fault and they must learn to deal with the situation alone, that bystanders have no role and that the bullies are easily recognisable types. Teachers can inadvertently perpetuate bullying practices by failing to take action when it happens in their presence, or by modelling put-downs or sarcasm.

**Researching your students**

It is recommended that schools research the type and location of incidents of bullying occurring within the school. The survey tool from *Facing facts*, session 4, can be used across the school. In addition, the provision of maps on which students can mark the places in which they feel least safe can give valuable feedback to guide staff supervision.

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**Community Matters**

*CommunityMatters* explores many bullying and harassment issues for those students who, for cultural and social reasons, are more likely to be marginalised at school. These include:

- Aboriginal and Torres Strait Islander issues
- rural and remote issues
- same-sex attraction issues
- non-English-speaking background issues
- disability issues.
Check list of strategies to reduce bullying and harassment*

The following is a range of strategies that can be employed by a school to reduce bullying and harassment. These strategies are usually implemented over a period of time, according to the needs of the school. It is not expected that all strategies listed will be implemented by one school. However, the check list can act as an awareness raising exercise for identifying school strengths and areas that may require further focus.

WHOLE SCHOOL POLICY

Whole school policy is operable and includes:
- definitions
- preventative strategies
- ways school will deal with bullying.

Whole school policy based on information gathered, including:
- student surveys
- staff surveys
- parent surveys
- other available data, for example, discipline due to student conflict.

Whole school policy developed collaboratively by:
- staff
- parents
- students.

Whole school policy outlined in:
- staff handbook
- parent information booklet
- student pamphlet.

Whole school policy reinforced in:
- school assemblies
- classes
- newsletters
- whole school activities, for example, drama or art
- curriculum.

Evaluation of effectiveness of school policy:
- surveys
- monitoring and evaluation of effectiveness.

Active committee that ensures:
- policy review
- implementation of ongoing and new strategies
- ongoing skilling of staff
- induction of new and relief staff.

PLAYGROUND STRATEGIES

Schoolgrounds committee:
- analysis of schoolground needs
- monitor and review
- ongoing improvement plans.

Design and layout:
- knowledge of trouble spots and hidden areas
- strategies and plans to reduce problems.

Supervision:
- staff awareness
- monitoring effectiveness of supervision.

Lunchtime activities:
- variety of activities available
- adequate equipment
- equitable access to space and equipment (noting gender and age).

*by Coosje Griffiths, copyright 1996. Used with permission.
Student strategies:
- sanctuaries
  - places students can go to if feeling unsafe
- staff
  - students can easily access for help
  - self-protective behaviours are familiar to students
  - peer mediators or counsellors are available.

Incident response:
- procedures are in place
- procedures are known to all staff, and student counselling and mediation is available through staff.

WHOLE SCHOOL CURRICULUM

Integrated into subject areas
Specific classes within health related subjects
Activities through class or tutor groups
School resources available:
- videos
- classroom programs
- student literature.

STAFF TRAINING AND SUPPORT

Staff have training and skills to:
- reinforce school policy
- integrate strategies into class curriculum
- develop class policy and strategies
- reinforce or teach self-protective behaviours to students
- respond effectively to bullying incidents
- refer to appropriate staff
- resolve incidents.

Staff training is made available for:
- initial policy implementation
- new and ongoing strategies
- new and relief staff.

Strategies to deal with staff bullying:
- staff to student, staff to staff, staff to parent.

Support and strategies are available for victimised staff:
- staff to staff, student to staff, parent to staff.

WHOLE CLASS STRATEGIES

Classes have policies and strategies in place:
- developed collaboratively with student emphasis on ‘no put-down’ communications
- reinforcement of positive behaviours
- sanctions are reinforced by administrators
- policies and strategies communicated to parents.

Classes incorporate curriculum activities:
- themes through subjects, such as drama, art, literature; through classes or tutor groups in secondary schools; positive communications and peer relations courses; effective bystander behaviours; self-protective behaviours training.

Class teachers have training and support:
- for early identification of bullying
- effective responses to bullying in the classroom
- access to a counsellor
- support for students
- administrator support for reinforcement and sanctions training, resources and personal support.
PASTORAL CARE SYSTEMS

Identified personnel who provide pastoral care:
- staff available for support
  - class teacher, school psychologist, school counsellor, chaplain, social worker
- students available for support
  - peer support leaders
  - peer mediators.

Positive school ethos and practices:
- administrators reinforce positive ethos
- sound behaviour management system
- reinforcement of positive behaviours.

Counselling and mediation readily available:
- pastoral care staff
- peer mediators or counsellors.

School resourcing:
- administrator commitment, personnel and financial support, staff and student training
- rooms available for individual and group work.

SPECIALISED SMALL GROUP WORK

For vulnerable or victimised students:
- programs which give students general social skills
- social support systems
- strategies to deal with potential incidents, for example, friendship classes and clubs.

For bullying students:
- programs which give students alternative strategies
- anger management
- assertiveness skills.

Personnel and resources:
- trained personnel able to run programs
- school support to run programs
- school resources to run programs.

EFFECTIVE RESPONSES TO BULLYING INCIDENTS

All staff trained in:
- early identification
- modelling non-bullying behaviour
- various responses
  - individual
  - mediation
  - group
- class familiar with
  - conciliatory methods, procedures and referral to administrator / counsellor.

Administrators able to:
- provide appropriate sanctions consistently
- conduct conciliatory methods
- provide support to change behaviour
- refer to specialist staff / programs.

Specialist staff able to:
- provide counselling, negotiation, mediation.

All students familiar with:
- effective bystander responses.

Specialist peer support available through trained:
- peer support leaders
- peer mediators.

Parents supported through:
- knowledge of school policies and procedures involvement
- development and maintenance of policies training / workshops
- knowledge of pastoral care staff for assistance.
A whole school approach to dealing with bullying and harassment
Facing FACTS

Dealing with Bullying and Harassment

for Junior Secondary
Health / Personal Development
## Contents

**Facing facts**  Author: Helen Cahill  
A series of sessions for the Health or Personal Development class

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Rationale

Students need to know and understand the language of bullying. They need to have expertise in the words to tell what is happening to them, and a clear understanding of the many hidden forms of bullying that are perpetuated at all levels of society. They need to recognise that behaviours often carried out under the cover of harmless joking may have negative long-term effects on victims of bullying and that bullies themselves are often victims of such action.

Students need help to be able to discuss the issue of bullying freely and without fear. They need to be encouraged to feel okay about telling others when bullying is occurring, no matter who is involved, and to feel they have the right to step in and do something about it.

In this unit of work students will define and give examples of different types of bullying and harassment, and examine some of the reasons these acts occur. They will speculate about the possible effects of bullying on the social, mental and physical health of the victims, perpetrators and onlookers. They will identify some of the common barriers to seeking help or reporting bullying, and address the issue of what can be done about this. They will research their own school community to investigate when and where bullying occurs and who are the victims. They will use communication exercises and role-play to engage in development of help-seeking and assertion skills, and will work in groups to devise an action plan or health promotion campaign for their school. A range of interactive and experiential activities has been selected to challenge the students to communicate, cooperate and engage with the issues.
National curriculum framework

Health and Physical Education
Strand: Human Relations
Level 6

Learning outcome:
‘Analyses the ways individuals and groups may seek to influence the behaviour of others’

Evident when students:
• examine, discuss and practice skills of negotiation and problem solving in situations of conflict
• identify barriers to the reporting of bullying or harassment
• examine the influence of others’ expectations (such as peers) on ways in which members of a class treat each other.

Learning outcome:
‘Analyses how different contexts and situations influence personal values, attitudes, beliefs and behaviours’

Evident when students:
• discuss ideas about adapting personal values, attitudes, beliefs and behavioural patterns to suit different group expectations and circumstances (for example, use of name-calling, put-downs or acknowledgments and compliments)
• identify particular values they consider to be absolute and non-negotiable (for example, respect and tolerance for diversity)
• consider the ethics of some of the behaviours seen in the school ground or classroom.

Learning outcome:
‘Explains how social and cultural factors influence what people feel and do about their own personal identity’

Evident when students:
• explain how individuals may be affected by the labelling or stigmas associated with their cultural or social groups
• identify the groups in society who face the most extreme forms of discrimination and speculate about the possible effect of negative labelling on mental and social health.

State and territory curriculum frameworks
Refer to the MindMatters website for details of how MindMatters fits with state or territory curriculum frameworks.

www.curriculum.edu.au/mindmatters
Intention

In this session it is intended that students:

• develop a definition of bullying
• identify and give examples of different types of bullying behaviour
• identify some of the reasons this behaviour occurs.

Resources

• Sheets of butchers’ paper and textas or large sheet of paper
• Definitions of bullying

Note: These activities may require two lessons to complete.

How to

ACTIVITY 1: I remember

1. Explain to the class that in this short activity, they will use their memory, and own experiences and observations in their examination of an aspect of human relationships.

2. Once they are in a comfortable position (perhaps with their eyes closed) ask them to try to remember a number of experiences – maybe from when they were a lot younger.

Remember a time…

• When somebody picked on you or teased you, how did you feel? What were they doing that you didn’t like?
• When once you did something to someone else that s/he didn’t like. Maybe you name-called, teased, fought them or excluded them. This could have been a brother or sister, or someone at school. Why do you think you did this? What were your feelings or reasons?
• When someone else was making decisions for you. What was that like?
• When you had to do something for yourself, or make a decision for yourself. What was that like?
• When you did something which before seemed hard, scary or embarrassing, like riding a bike, tying shoelaces, talking in front of the class, going somewhere on your own, asking for help, making a phone call... What did it take for you to do that? How did you feel when you’d done it?

**ACTIVITY 2: Sharing and comparing**

1. Partner with the person(s) next to you. Choose one of the experiences you remembered to share with them.

   • To protect the privacy of others, don’t use anyone’s name when you tell this story. (The teacher may wish to model this by sharing an example from experience. Choose a ‘small’ story to model that this is appropriate.)

2. Point out that almost everyone will have had the experience of someone being ‘mean’ to them and of having done something ‘mean’ to someone else. In these classes there will be an opportunity to explore why and how bullying occurs, what effects it can have and what can be done about it.

**ACTIVITY 3: Bullybodies: brainstorming bullying behaviours**

1. Organise students into groups of around four in size using a grouping game (see Games collection in Enhancing Resilience 1).

2. Explain that they will be working with their group to focus on bullying and its causes and effects. They will need to assign the tasks of reporter, recorder and thinkers.

3. Give each group a large sheet of paper on which to draw the outline of a human for a character called ‘the bully’.

4. Ask the students to write around the outside of the body the sorts of behaviours (things people do) which they would call bullying, including all they can think of, whether extreme or mild forms of bullying (like, push, shove, tease...).
5. Encourage them to use the ‘I remember...’ activity as material to help with this task.

6. When they have completed the brainstorm, ask them to:
   - circle the two behaviours they think are the worst forms of bullying
   - underline the two they think are most common in their school.

7. Have a reporter from one group read out their list.

8. Invite other groups to ‘top up’ with any extras they thought of which this group did not have.

9. Check that the list is comprehensive. Invite each group to share the two they have identified as most common, and the two they have cited as the most extreme.

10. Write these on the board.

11. Compare and discuss using the sample questions.

12. Invite those who have different opinions to make their case.

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**Teacher talk**

**Definitions**

**Bully**: to intimidate or injure those weaker or defenceless

**Harass**: to repeatedly trouble, worry, annoy or accost

**Violence**: using physical force to injure, control or intimidate others, or to cause harm or destruction

Bullying can take a number of forms, including name-calling, exclusion, teasing, threats, physical or sexual contact, hitting, spitting, kicking, tripping, racism, interference with, or damage to property.

**Sample questions**

- Does everyone agree about what are the most common bullying behaviours and about what are the most severe forms of bullying?
- What would be worse: being totally ignored or being teased?
- What about the old saying ‘sticks and stones can break my bones but names will never hurt me’. Is this true? Can ‘names’ or things that are said lead to hurt or harm? How?
ACTIVITY 4: Identifying reasons for bullying

1. Inside the body outline, ask students to brainstorm the possible reasons why people bully others.
2. When they have completed the brainstorm ask them to underline the two reasons they think are most common for the sort of bullying that happens in their school or community.
3. Compare and discuss.
4. Display the bullybody outlines around the room as a reference point for future work and as a health promotion activity.
5. Summarise the discussion and invite students to be observant about what sorts of bullying behaviours or harassment happens around them between now and the next session.

Workbook

- Bullying is when someone _________________________
- There are different ways to bully. These include __________
- Harassment is when someone _________________________
- Some of the reasons why people bully are______________
- Assign some of the sample questions for reflection

A Mental Health Promotion strategy

Provide ongoing pastoral care
Is it okay to tell?

Effects of bullying

Intention

In this session it is intended that students:

• identify barriers to accurate or honest reporting of incidents of bullying
• speculate as to the effects of bullying on the physical, social and mental health of victims.

Resources

• Activity sheet: Is it okay to tell?

How to

1. Play a grouping game (see Games collection in Enhancing Resilience 1).
2. When students are in small groups distribute the activity sheet and ask them to organise a recorder and reporter.
3. Use Activity sheet: Is it okay to tell? On one side they should write a list of all the things that would encourage a person to tell or to ask for help. On the other side, they should record what stops people from reporting or asking for help when they have been bullied or have witnessed bullying.
4. Ask reporter to feed back responses from different groups.
5. Ask students to speculate about what might be the affect on someone who was bullied over a long period of time.
6. Who can students in this school go to if they are experiencing bullying or harassment?
7. Use the sample questions to guide discussion.
Sample questions

• What usually happens in this school?
• Is the ‘No’ side usually stronger than the ‘Yes’ side? (See Activity sheet: Is it OK to tell?) Why?
• What would have to happen to change this?
• What do people fear most in telling?
• What do adults sometimes say to children when they tell?
• Why do you think this happens?
• Will ignoring it always lead to it going away?
• How could being bullied affect what you feel, say, do and think about yourself and others?
• How do people cope when they are bullied?

Workbook

• How might someone who was bullied over a long period of time be affected by this experience?
• Who can students in this school go to if they are experiencing bullying or harassment?
• Assign some of the questions for reflection.

A Mental Health Promotion strategy

Promote student awareness of equity issues and availability of harassment officers
Is it okay to tell?

‘Yes’
- they’re doing something that is against the rules
- it will happen to others too if you don’t tell
- 
- 
- 
- 

‘No’
- no-one will take you seriously
- believing you should be able to handle it on your own
- 
- 
- 
- 

YES

NO
Intention

In this session it is intended that students:

• identify a range of groups who face negative discrimination
• compare the sorts of treatment encountered by those groups
• speculate as to the affects of negative discrimination on the physical, social and mental health of members of these groups.

Resources

• felt-tipped pens
• 30 or more slips of paper (for example, A4 sheets cut into four, lengthways)
  or
  A collection of pictures from newspapers and magazines depicting a range of people
• Seat class in circle

How to

ACTIVITY 1: Brainstorm

1. Definition: What does the word ‘discrimination’ mean? Construct a definition with the class.

2. Appoint two or three scribes. Give the scribes strips of paper and a texta and ask them to write in large letters the categories thought up in the following brainstorm.

3. Brainstorm with the class: Who gets discriminated against in this school, community, country, world?

4. Ensure that scribes write this list up with one answer per slip of paper.

5. Look for as comprehensive a list as possible.

6. When the brainstorm is complete, shuffle and distribute the slips of paper around the class so every person has one each. Be sensitive as to how you distribute the labels.
7. Explain that students are to think from the position of the person or group that is written on the label. Go around the circle and let students tell the class which group is on their card. Ask each to tell the class what sort of treatment this label might bring.

**ACTIVITY 2: Grouping**

**OPTION A**

1. Tell students you will be asking them to put their label in one of the areas in the room. Point them out as:
   - one area for those labels which bring people the worst forms of discrimination or bad treatment (for example, one end of the room)
   - the next area for those that bring moderately bad discrimination
   - the next area for those who face minor or not very bad treatment because of how they are labelled
   - another area for those labels which bring good or special treatment.

2. Ask a range of students to explain why the label they had was placed higher or lower on the discrimination scale than others. Ask if anyone thinks some labels should be moved.

3. Use the sample questions to guide discussion. Following the discussion, invite students to move their labels if they think they should be moved.

**Sample questions**

- What sorts of treatment might the person given this label receive?
- What effects might this have on how that person feels or thinks about themselves?
- What do people sometimes do when they are treated like this?
- How could this treatment affect someone’s physical, social or mental health?
- What if someone wears a number of these labels at once?
OPTION B
Pictorial Version

Instead of using words, a collection of pictures or photographs of a range of people can be distributed and students can be asked to complete the same tasks using the pictures as stimulus. This is useful when the literacy skills of the group are not high or when you want to focus particularly on the visual aspect of categorising people.

Workbook

• Some of the people who face discrimination in this community are ____________________________
• The people who I think face the worst discrimination are ____________________________
• In this school some put-down labels are ____________________________
• When people are treated like this, they can feel __________
• Sometimes when people feel like this they do things like __________

Think about the people who face negative treatment. Say how this treatment could affect their health:
• their physical health (their body)
• their social health (how they get along with others)
• their mental health (their feelings and thoughts).

Homework

Finish workbook tasks.

A Mental Health Promotion strategy

Review gender participation patterns in the arts and sports

Nicknames

Don’t use nicknames for students, unless they are a preferred abbreviation of their name. Nicknames are often a put-down in disguise. Students do not always feel free to say they don’t wish to be called by a nickname. Ask all students to use regular names when in class – even if they don’t do that elsewhere. The classroom is a public space and hence rules of courtesy apply.
Intention

In this session it is intended that students:

- research and report on location, frequency and types of bullying witnessed or encountered in the school environment
- compare survey results with assumptions and perceptions
- use research as the basis for action planning.

Resources

- Activity sheet: Surveys
- Labelled post-boxes, bags or large envelopes to collect responses
- Activity sheets: Recorder (sheets one to five)
- Scissors

How to

ACTIVITY 1: Bullying survey

1. Explain to students that they will be engaged in a piece of research about when or where bullying or unfriendly behaviour occurs in the school. They will be taking part in a survey. The survey is to be anonymous, but the information gathered may be given to other teachers as well as to the class.

2. Set up survey boxes. Paste one of the survey slips on to the front of the collection box, bag or envelope to make sorting more efficient. Supply recorder sheets.

3. Distribute the Activity sheet: Surveys. Explain that the survey is in six sections. When they have completed it, they will need to cut it into the six sections and post them into the matching box at the front of the room.
4. Assign two or three students to each of the five boxes to empty them and collect and report on the information to the class. These students will summarise the information on the Activity sheets: Recorders. Explain that box number six will be emptied by the teacher after the class, and the teacher will report to the class in a more general way about what is in that box, without using names, so as not to hurt anyone’s feelings.

5. While the counting and sorting is going on, the remainder of the students should start work on the ‘Dear Dorrie’ task below.

**ACTIVITY 2: ‘Dear Dorrie...’ letters**

1. Ask students to work individually or in pairs to write Dear Dorrie letters which describe a true-to-life experience of bullying, harassment or teasing, and request advice.

2. Ask for these letters to be posted in the Dear Dorrie container. Inform students that these letters will be used as material in the next session.

**ACTIVITY 3: Reporting on survey results**

1. Allow time for students to report back to the class on what the survey box that they emptied showed. Summarise the findings on the board.

2. Discuss. Use the sample questions to guide discussion.

**Sample questions**

- Do these results fit with your expectations? Was there anything surprising?
- Were there any differences between what the males and the females reported?
- Are there different standards or expectations about how males and females behave in terms of violence?
- Do you think there would be similar results for other classes in the school or other year levels?
- If the school or this class wanted to improve on this picture, what could be done?
- How can this information be passed on to school administration, the Student Representative Council, or student coordinators?
Workbook

- Today we conducted a survey on bullying. The results of the class survey showed ________________________
- My reaction to this was ________________________
- Assign some of the sample questions for reflection.

Homework

- If not finished, complete a Dear Dorrie letter for the activity in the next session.

Extension tasks

Have the class survey the whole school using this system. Alternatively, find out where students of different year levels feel unsafe or uncomfortable around the school by providing copies of maps of the school and yard. Survey classes. Ask students to write their year level on the sheet, and to put crosses on the map to show where they feel least safe. Assign students to collect and report on the information. Get students to make a report to the school administration, student council and year-level coordinator about their findings.

A Mental Health Promotion strategy

Review student access to equipment, space and services
### Survey: Cut up and post into the matching box

**1 □ Male □ Female**  
**Year level __________________________**  
**Where** I notice name-calling and put-downs happening at school:  
____________________________________________________________________  
____________________________________________________________________  
____________________________________________________________________

**2 □ Male □ Female**  
**Year level __________________________**  
**The places where** I notice pushing and shoving:  
____________________________________________________________________  
____________________________________________________________________  
____________________________________________________________________  
**How often I see pushing and shoving:**
- □ every day  
- □ every week  
- □ once every couple of weeks  
- □ once or twice a year  
- □ never

**3 □ Male □ Female**  
**Year level __________________________**  
**The places in the school where I feel least comfortable or safe because of the way people behave:**  
____________________________________________________________________  
____________________________________________________________________  
____________________________________________________________________

**4 □ Male □ Female**  
**Year level __________________________**  
**The places where** I notice hitting and fighting:  
____________________________________________________________________  
____________________________________________________________________  
____________________________________________________________________  
**How often I see hitting or fighting:**
- □ every day  
- □ every week  
- □ once every couple of weeks  
- □ once or twice a year  
- □ never

**5 □ Male □ Female**  
**Year level __________________________**  
At this school have you been:  
- teased? □ yes □ no  
- called names? □ yes □ no  
- pushed or shoved? □ yes □ no  
- hit, kicked or punched? □ yes □ no  
- threatened? □ yes □ no  
- made to do something you didn’t want to do? □ yes □ no  
- made fun of? □ yes □ no  
- left out? □ yes □ no  
- had your stuff taken? □ yes □ no  
- had your belongings deliberately damaged? □ yes □ no

**6 □ Male □ Female**  
**Year level __________________________**  
**For the teacher to read:**  
People (if any) in the school who have bullied or harassed me:  
____________________________________________________________________  
People (if any) in the school who I see bullying other people:  
____________________________________________________________________  
**Class (if any) in which I don’t feel safe:**  
____________________________________________________________________
# Recorder sheet 1

## Males

The places where name-calling and put-downs happen at school: (list them)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

## Females

The places where name-calling and put-downs happen at school: (list them)

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
# Recorder sheet 2

## Males

**The places where pushing and shoving happens:** *(list them)*

<table>
<thead>
<tr>
<th>Place</th>
<th>Count</th>
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</tbody>
</table>

**How often pushing and shoving is seen:** *(✓ for each time it is 'yes', count up ticks for each category at end)*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>every day</td>
<td></td>
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<tr>
<td>every week</td>
<td></td>
</tr>
<tr>
<td>once couple of weeks</td>
<td></td>
</tr>
<tr>
<td>once or twice a year</td>
<td></td>
</tr>
<tr>
<td>never</td>
<td></td>
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</tbody>
</table>

**Total:**

## Females

**The places where pushing and shoving happens:** *(list them)*

<table>
<thead>
<tr>
<th>Place</th>
<th>Count</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**How often pushing and shoving is seen:** *(✓ for each time it is 'yes', count up ticks for each category at end)*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>once or twice a year</td>
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<tr>
<td>never</td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

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38
### Males

The places where they feel least safe: *(list them)*

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### Females

The places where they feel least safe: *(list them)*

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Recorder sheet 4

Males

**The places where hitting or fighting happens:** (list them)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How often hitting and fighting is seen: (√ for each time it is ‘yes’, count up ticks for each category at end)

- every day  _______________ total:
- every week  _______________ total:
- once every couple of weeks  _______________ total:
- once or twice a year  _______________ total:
- never  _______________ total:

Females

**The places where hitting or fighting happens:** (list them)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How often hitting and fighting is seen: (√ for each time it is ‘yes’, count up ticks for each category at end)

- every day  _______________ total:
- every week  _______________ total:
- once every couple of weeks  _______________ total:
- once or twice a year  _______________ total:
- never  _______________ total:

Any differences for males and females?
## Recorder sheet 5

### The number of MALES who at school have been: (✓ for each time it is 'yes', count up ticks for each category)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teased</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Called names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushed or shoved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatened</td>
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<td></td>
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<tr>
<td>Made to do something they didn’t want to</td>
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<tr>
<td>Made fun of</td>
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<tr>
<td>Left out</td>
<td></td>
<td></td>
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<tr>
<td>Had their stuff taken</td>
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<td></td>
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<tr>
<td>Had their belongings deliberately damaged</td>
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</tbody>
</table>

### The number of FEMALES who at school have been: (✓ for each time it is 'yes', count up ticks for each category)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Count</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teased</td>
<td></td>
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<td>Threatened</td>
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<tr>
<td>Had their stuff taken</td>
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<td></td>
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<tr>
<td>Had their belongings deliberately damaged</td>
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<td></td>
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</tbody>
</table>
Intention

In this session it is intended that students:

• problem-solve and give advice around common scenarios involving bullying or harassment
• design ways to address the barriers that people experience in reporting bullying, asking for help or asserting their own rights.

Resources

• Room set up for a panel out the front
• Dear Dorrie letters chosen from previous session
• Activity sheet: Role cards – to denote role of each panel member

Protection of role
Sometimes young people feel more free to give a range of advice if they are ‘playing a role’. In presenting their own personal view they may be constrained by their social role, peer expectations or may fear ridicule or stigma.

How to

1. Explain to the class that they will be asked to problem-solve and give advice, today, in the format of an ‘expert’ panel. Four or five students at a time will sit on the panel and give advice on a number of problems. The panel will rotate a number of times to give other people a turn. Each panel member is given a role card from Activity sheet: Role cards.

2. Place role cards in front of panel members’ seats. These are labelled on both sides so audience and panel members can be reminded of who they are supposed to be.

3. The chairperson takes a Dear Dorrie letter from the box and reads it to the panel. The panel members then give their advice according to their assigned role. The audience may ask questions or raise objections.
4. To get a range of advice, give roles to the panel members, for example:
   - psychologist
   - principal
   - parent / carer
   - peer
   - new age therapist
   - lawyer.

5. Repeat several times choosing new Dear Dorrie letters and allocating roles for new panel members.

6. Use the sample questions to assist in interviewing panel members and the audience.

**Alternatives**

A variation of the panel format when working with a smaller group, is to sit in a circle, read the letter out, then spin the bottle or pointer stick. Whoever the stick points to gives their advice and then they spin it to appoint the next person. After a few have commented, and any debate or dilemma has been pursued, the next scenario is read out and the pointer is spun again.

**Sample questions**

**For the panel**
   - As the psychologist concerned about this person’s thoughts and feelings, what advice would you give?
   - What might a parent have to say if this was happening to their child?
   - What would a peer advise?
   - What might the principal have to say about this situation if it was happening in their school?
   - What might a lawyer have to say on this matter?
   - What advice would the new age therapist give?

**For the class**
   - Having heard this advice, what can that person do?
   - How hard would that advice be to carry out in real life, in this school?
From whom could that person get support?
What might stop that person from seeking help?
What would that person fear might happen?
What would encourage or support the person to do something about this problem?
What effect might it have if that person was to continue to put up with this?

**Workbook**

Students choose one of the following activities.

- Write down one of the Dear Dorrie letters; underneath it write a letter of advice in response.
- Draw a picture or cartoon or comic strip which shows the problem; underneath draw another picture or cartoon or comic to show an action taken to help solve this problem.
- Prepare a role-play which, in one scene, shows the problem, and in the next shows an action taken to help solve this problem.
- Write a letter to the school principal, coordinator or counsellor to tell them what you think should be done to stop a form of harassment or bullying.
- Write a song or poem about the experience of being bullied, or a song or poem which gives advice or reassurance.
- Write a letter to the bully, telling them what you think of their behaviour.

**Homework**

- Finish the letter/s picture/s song/s poem/s for homework.

**A Mental Health Promotion strategy**

Ensure sufficient structures are in place to support staff and students in times of need.
<table>
<thead>
<tr>
<th>Lawyer</th>
<th>Lawyer</th>
<th>Parent</th>
<th>Parent</th>
<th>Principal</th>
<th>Principal</th>
<th>Psychologist</th>
<th>Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Age Therapist</td>
<td>Peer</td>
<td>New Age Therapist</td>
<td>Peer</td>
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</tbody>
</table>
Intention

In this session it is intended that the students:

- identify acceptable and unacceptable behaviour in a school community
- explore the notion of what constitutes an apology
- identify help-seeking behaviours and supportive structures available in the school community
- examine the role of community attitudes in discouraging antisocial behaviour and promoting friendly relationships
- identify and practice assertive behaviours.

Resources

- Whistle or bell to stop and start activity
- These activities may require two sessions to complete

How to

**ACTIVITY 1: Exploring the options**

Q. *What can a victim of school-based bullying or harassment do?*

1. Pair students. Ask them to generate a list of suggestions in answer to this question.
2. Collect a list on the board of all possible strategies.
3. Use the sample questions to reflect on what it would take to use these strategies and to evaluate the practicality of the suggestions.
4. Refer to *Teacher talk: Sticking up for yourself* list (over page) to ensure that a full range of suggestions is considered.
5. If none seem possible in the eyes of the class, feed that back to them. ‘It sounds like you’re saying nothing can be done… Is that what you mean? Or do you just mean that it might be hard, or it might not work?’
Teacher talk

Sticking up for yourself:

- assert your rights
- be aware of your personal power
- tell yourself you are okay, it is not your fault, the bully is in the wrong not you
- pretend not to hear
- imagine a protective layer between you and them – tell yourself ‘I won’t let what they say hurt me’
- be assertive: look them in the eye and say ‘I don’t like it when you [name the behaviour, for example, call me names, push me out of the way at the lockers, take my pens] and I want you to stop’
- say it loudly, looking them in the eye
- distract or use humour
- ask your friends for support or ideas
- ask an adult for help – talk to a teacher
- talk to your parents and get them to talk to teachers
- leave your valuables at home
- ask your friends to stay with you
- be aware that hitting back may get you into trouble too
- go back for more help if the problem does not go away.

ACTIVITY 2: Standing up for yourself

Q. *What does sticking up for yourself look like?*

1. Put the class into pairs. Explain that they are to try out some different tactics people use to get their own way so they can look to see what might be effective in certain situations.

2. Tell them the taller of the two is person A and the shorter is person B. Person B has been kicking person A’s chair from behind to deliberately annoy person A. Upon the command, person A is to tell person B to stop, trying out a number of ways to do this. Each round of the experiment will be stopped and started by the whistle, with each pair of students trying the activity at once.
• Round 1
  A gets B to stop by HINTING
• Round 2
  A gets B to stop by PLEADING with B
• Round 3
  A gets B to stop by ORDERING them to
• Round 4
  A gets B to stop by REQUESTING loudly and firmly

**Ask:** what difference did the way you ask make to B?

3. Try another round, swapping roles.

This time A has been annoying B by borrowing pens and equipment without asking, then not returning them. Today A has just grabbed a handful of B’s lollies without being offered.

• Round 1
  B gets A to stop by HINTING
• Round 2
  B gets A to stop by WHINING at A
• Round 3
  B gets A to stop by THREATENING
• Round 4
  B gets A to stop by REQUESTING loudly and firmly

**Replay:** If a superkid or superbeing was to get this behaviour to stop just by what they said, how would the scene go?

**ACTIVITY 3: Ingredients of an apology**

Q. *What is an apology? Is saying sorry enough?*

1. Ask students to think about what makes a good apology. Build a definition on the board of the ingredients of a good apology.

2. Can you ‘make’ someone apologise? Why or why not?

3. When someone has wronged us, why do we want an apology?

4. Read *Teacher talk: Ingredients of an apology* to the class. Ask for their comment.
5. What does it take for someone to go through with delivering an apology?

6. How do you receive an apology? Is it harder or easier than receiving a compliment?

7. Ask the class to think up at least five different ways people can apologise or send a signal that they are sorry.

8. Ask students to write an apology for a bullying action they have observed as if it was written by the person who did the bullying.

Teacher talk

**Ingredients of an apology**

An effective apology can be designed around the following ingredients:

1. acknowledge what was done
2. describe the hurt, harm, offence or effect of that action on the other person(s)
3. say what was intended by the action
4. state what the future intention is (offer to fix / pay for damage, promise not to do it again)
5. say sorry:
   - I took your books and threw them on the roof
   - I can see that I damaged the books and made you feel scared and stupid in front of the rest of the class
   - I meant to be funny and get everyone to notice me. I didn’t think about your feelings, and I didn’t think about how the books would get damaged
   - I won’t do it again or mess around in a way to make you get laughed at, or to damage your stuff
   - I’m sorry that I did that and I’ll pay for a new book.

A Mental Health Promotion strategy

Provide professional development for teachers on how to respond to reports of bullying
**ACTIVITY 4: What can the bystander do?**

1. Pair students. Ask them to generate a list of suggestions.
2. Write a list on the board of all possible strategies.
3. Use the sample questions to reflect on what it would take to use these strategies, and to evaluate the practicality of the suggestions.
4. Refer to the *Teacher talk: Bystanders need to know* list to ensure that a full range of suggestions is considered.

**Teacher talk**

**Bystanders need to know:**

- their actions can encourage bullying, for example, laughing
- their actions can be seen as giving permission to bully, for example, putting up with, tolerating, not objecting, ignoring
- it’s okay to tell
- there is a system which will support them
- who to go to tell.

**Sample questions**

- What can people do to stick up for themselves?
- What would that suggestion look like?
- Who can they go to for help?
- What does it take to apologise when you’ve done something wrong or hurt someone?
- What sort of things does shame stop us from doing?
- What are the ingredients of a good apology?
- What can bystanders do if bullying is going on?
- What does it take for them to be in action?

**A Mental Health Promotion strategy**

Run transition activities, which build opportunities for participation
Designing a friendly environment campaign

Intention

In this session it is intended that students:

• discuss and design a health promotion campaign focusing on developing friendly relationships in the school community
• plan actions and tasks to implement the campaign.

Resources

• A few lessons may be spent on this activity
• Provide materials as appropriate

How to

The class designs a health promotion campaign around the theme of a friendly school. This may take two or three sessions of class time to design and develop.

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<th>Stage 3</th>
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<tbody>
<tr>
<td>Make choices</td>
<td>Plan, structure, organise, and act</td>
</tr>
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Some possibilities for action

• Design and display anti-bullying posters and slogans.
• Run buddy activities.
• Run non-competitive and inclusive games.
• Run cross-age activities.
• Play communication games.
• Write and display stories, poems, songs, pictures and cartoons to raise awareness about effects of bullying.
• Prepare and present dramas related to the theme.
• Survey and report to other classes or to the principal.

Presentation and display

Encouraging students to display their work or present it in an entertaining format to the class allows them to engage in health promotion work. Humour, interaction and attractive visuals can help to avoid the impression that all health education classes must be serious or preachy.
Dealing with Bullying and Harassment

Giving VOICE

Dealing with Bullying and Harassment
for Junior Secondary English
Giving voice  Author: Pamela Morrison
A series of sessions for the English class

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Rationale

Students need to know and understand the language of bullying. They need to have expertise in the words to tell what is happening to them, and a clear understanding of the many hidden forms of bullying that are perpetuated at all levels of society. They need to recognise that behaviours often carried out under the cover of *harmless joking* may have negative long-term effects on victims of bullying, and that bullies themselves are often victims of such action.

Students need help to be able to discuss the issue of bullying freely and naturally without fear. They need to be encouraged to feel okay about telling when bullying is occurring no matter who is involved, and to feel they have the right to step in and do something about it.

These lessons are constructed around group explorations of poetry, children’s stories, newspaper items and the students’ own experiences. Through these means they can begin to understand the depth of the issue and its implications for society, and the part they can play in dealing with the problem.

National curriculum framework

**Strand:** English
**Band C**

The focus of the English curriculum in band C is a closer examination of the critical and cultural dimensions of language. In particular, emphasis is placed on:

- introducing students to the formal study of literature
- developing students’ understanding of the constructed nature of all texts and helping them to find ways to understand and interpret a range of texts
- alerting students to contextual factors involved in the construction and interpretation of texts; especially the role of the audience in constructing meaning
- teaching students how to write appropriately and correctly in a range of text types for school and other purposes
- teaching students to write expressively, and in detail, about their thoughts, feelings and ideas
- further developing students’ skills in working in different kinds of groups, such as where considerable autonomy is called upon, or outcome-oriented groups
• teaching students to speak appropriately, and with confidence, in formal situations and with members of the wider community
• developing in students a critical understanding of the mass media, and the differences between the various media text types.

Literature

Students’ increasing abilities to reflect on their experiences and compare them with those of others is encouraged, enhancing their capacity to deal with complex texts that explore moral, psychological and philosophical issues. A more structured study of literature is central to the English curriculum in this band. While detailed critical analysis is not emphasised, teachers place importance on developing students’ abilities to discuss:
• implied as well as stated meanings
• themes as well as plot
• an author’s point of view
• the context in which it arose
• the purpose of the text.

This leads towards a greater awareness of the underlying attitudes, beliefs and values in texts, and lays the foundation for more formal literary criticism in band D.

A statement on English for Australian schools
Band C P.P. 28-9

Giving Voice: an approach to bullying through the English class
Theme: Bullying
Level 5 (junior secondary)

State and territory curriculum frameworks

Refer to the MindMatters website for details of how MindMatters fits with state or territory curriculum frameworks.

www.curriculum.edu.au/mindmatters
Intention

In this lesson it is intended that students:

• develop skills associated with working cooperatively on group tasks
• develop a definition of bullying
• identify and describe different types of bullying
• describe effects of bullying on the victim.

Resources

• Activity sheets: Giving voice and Giving voice homework
• Pens and notepaper
• Dictionaries
• Smarties or coloured cards for grouping game

How to

1. Introduce the topic and the key words: bully, harass, tease.
2. Ask for a few definitions and write these on the board. Discuss them and build on them if necessary.
3. Explain that they will be working in groups to build up definitions and find stories to illustrate bullying, teasing or harassment.
4. Use a grouping game to organise students into groups of three (see Games collection in Enhancing Resilience 1).
5. Allocate a specific task to each student, for example, timekeeper, scribe, reporter.
7. Students work in small groups to complete the tasks on Activity sheet: Giving voice.
8. Give them five minutes notice then bring the class together for group reports.
9. Conclude the lesson by reading the poem ‘Being Nobody’, and speak briefly about its theme. Use the sample questions as a guide to explore its theme.

**BEING NOBODY**

*Have you ever felt like nobody?*
*Just a tiny speck of air.*
*When everyone’s around you,*
*And you are just not there.*

*Karen Crawford*

**Sample questions**

- What are some of the effects of bullying on the victim?
- What do we need to do to stop bullying from happening?
- What is a code of privacy? Why is it necessary?
- What would make someone feel ‘...like nobody / Just a tiny speck of air’?


**Teacher talk**

Explain the rules of privacy, that neither real names nor identifiable characteristics of a person are to be used in stories or anecdotes. For the purpose of the exercise, groups may wish to make up names.

**A Mental Health Promotion strategy**

Provide opportunities for cross-age participation

Bully, harass, tease: what does it mean?

1 Read the meanings below of bully, harass and tease.
2 Write the definition that most closely matches your own understanding of one of the words.
3 Read your definition to the group. Explain your choice.
4 Tell about an experience of bullying, harassment or teasing. It may have involved you, someone you know, or a character in a story (remember, if you are talking about real people, not to use their real names).
5 Choose one story to share with the class.
6 Talk about: harassment, teasing and bullying. In what ways are they similar? In what ways are they different?
7 Add to the list of meanings for each word.

Dictionary meanings

**Bully** noun 1. a person who hurts, intimidates, or persecutes weaker people

**Harass** verb 1. to trouble or torment or confuse by persistent attacks or questions

**Tease** verb 1. to annoy someone by offering with the intention of withdrawing the offer 2. to vex someone maliciously* or playfully

*malicious means with the intention to harm

Some other meanings of bullying

**Bullying is:** name calling, put-downs, threats, dirty looks, stealing or hiding someone’s possessions, hitting, punching, starting rumours, racist or sexist remarks

Add to these: ____________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Read the poem ‘Being Nobody’ and answer the questions.

**Being Nobody**

*Have you ever felt like nobody?*

*Just a tiny speck of air.*

*When everyone’s around you,*

*And you are just not there.*

- What would make someone feel ‘a nobody... Just a tiny speck of air’?

- Which groups in society might feel as if they are not wanted, not needed, not included?

- Do you think the speaker of the poem is a boy or a girl? Explain your answer in full.
Intention

In this lesson it is intended that students:

• develop skills associated with working in a group setting
• understand the connections between the act of bullying and its consequences.

Resources

• Activity sheet: Bundling and cluster mapping
• Pens
• Strips of paper, or sticky note pads (enough for six strips per student)
• Poster / butchers’ paper (enough to accommodate a large cluster map)
• Coloured markers

How to

1. Review homework and the previous lesson.
2. Explain the Activity sheet: Bundling and cluster mapping.
3. Organise students into groups of four.
4. Assign them a group and a task (timekeeper, scribe, reporter, monitor).
5. Set groups to work on bundling and cluster mapping tasks.
6. When completed ask the reporter from each group to read their word connections.
7. Develop the cluster map using brightly coloured markers or sticky note pads to make their own web of related ideas on the board and copy it into their workbook.

8. Discuss the map using the following questions as a guide.

9. Display the map for reference in the following lessons.

10. Complete the Homework section of Activity sheet: Bundle and cluster mapping.

**Sample questions**

- What comes to your mind when you see or hear the word ‘violence’?
- In what ways is bullying an act of violence?
- What does our diagram show about the effects of bullying in our community?
- What have we learnt about bullying, harassment and teasing?
- Are any of these behaviours ever acceptable?
- What things do people need to know and understand to stop bullying?

**A Mental Health Promotion strategy**

Consult students on where they feel most at risk
ACTIVITY 1: Word search

1. Choose a timekeeper, monitor, reporter and scribe:
   - **monitor** collects materials needed for the lesson and gives each person in their group six strips of paper
   - **timekeeper** sets the timer for 10 minutes
   - **scribe** writes down the words that the group suggests
   - **timekeeper** keeps people on the task and makes sure everyone has a voice.
   - **reporter** reports back to the whole class.

2. On each strip of paper write one word to do with bullying, harassment or teasing, for example, ignore, wagging, sick, sarcasm, sad, name-calling, punching, lonely.

3. At the end of 10 minutes each person should have six words.

4. You may share words and ideas but don’t use a word more than once.

ACTIVITY 2: Word match

1. Timekeeper set the timer for 10 minutes.

2. Working as a team, organise the words into groups that seem to go together, for example, lonely, left out, afraid, violence, not wanted, embarrassment, low self-esteem, name-calling, racism.

3. Match as many words as you can in 10 minutes.

4. At the end of the time limit your reporter will collect the words to become part of a large map of the language of bullying.

5. Listen now for your teacher’s instructions about what to do next.

Homework

Today I contributed to my group work in the following ways (write about it, draw a picture or tell someone):

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Today I learnt that:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Writing activity
This session could spill over into a fully-developed poetry writing activity.

Victim needs;
• to stand up for self
• to know it’s okay to tell
• to be supported by the system, school, laws and community.

Resources
• Activity sheet: Jumbled poems, one copy for each group
• A copy of the original poems, for teacher only
• Information sheet: original poems

How to

ACTIVITY 1: Small groups
1. Assign students a group and a job-scribe, reporter / reader, and a chairperson (who is responsible for keeping the group on the task, and making sure everyone has an opportunity to contribute their ideas).
2. Students read the jumbled poems and rearrange them in the way they think the writer intended.
3. Students read the poems to others in the group, discuss and then report back to the class.

ACTIVITY 2: Whole class
1. Each group will read at least one of their reassembled poems to the class.
2. Compare with original poems.
3. Discuss, using the sample questions as a guide.

What do the poets say?

Intention
In this session it is intended that students:
• use poetry to explore the experience of bullying from the victim’s perspective.

Victim needs;
• to stand up for self
• to know it’s okay to tell
• to be supported by the system, school, laws and community.

Reporting back
A group shares their thinking with the whole class. Promote participation by sharing the reporting tasks around.

Intention
In this session it is intended that students:
• use poetry to explore the experience of bullying from the victim’s perspective.
Sample questions

• How did your group decide what bits of the poems to put together?
• In what ways are your poems different from the originals?
• What feelings are expressed in ‘Please don’t make me go to school’?
• Do you think the writers know about their subject from experience? How do we know?
• What is the new boy afraid of?
• For what age-group do you think ‘A poem about bullies’ is written?
• Who do you think is speaking in the poem?
• Is their advice good?
• If you were going to write a poem about bullies, what advice would you give?
• Carl Sandburg writes about ‘proud words’. What do you think he means?
• Why does he liken proud words to ‘long boots, hard boots’?
• What do you like about the original poems? What pleases you about your own poems?

A Mental Health Promotion strategy

Provide adequate private toilet facilities
Below are four jumbled poems

• Read them aloud
• Cut them out, or write them out, and rearrange them in the order you think the poet intended

Daughter you’ll be late for school. Oh dear why do you cry?
So please don’t make me go to school, please let me stay right here
She dare not tell her mother why she couldn’t go to school.
She tried to laugh, tried to grin, tried hard not to care.
She lay awake in her bed listening for the call
Tomorrow I’ll be strong enough to pretend I just don’t care.
The taunting and the whispers were getting hard to bear,
They treat me very badly and call me ugly names
The girls at school they tease me, I feel I want to hide.
They whisper to each other and ban me from their games.

If you start getting bullied
Just tell a parent or a teacher, they’ll sort it out for you
Yes bullies aren’t very good. They’re truly very bad
Bullies are bad for each and every one
If you remember what I’ve told you and don’t let it slip your mind
If you are getting bullied I’ll tell you what to do
They pick on people smaller than them and make them very sad
Bullies aren’t very good they spoil all the fun
Everything will turn out fine.

And the flavour of my own fear:
The smell of polish and disinfectant
Stood and breathed, the new school atmosphere.
The doors swung wide, I

Look out how you use proud words.
They wear long boots, hard boots;
When you let proud words go,
They walk off proud; they can’t hear you Calling.
Look out how you use proud words
It’s not easy to call them back
Students should not have access to this sheet until they have completed the group activity

Please don’t make me go to school
She lay awake in her bed listening for the call
She dare not tell her mother why she couldn’t go to school.
The taunting and the whispers were getting hard to bear,
She tried to laugh, tried to grin, tried hard not to care.
Daughter, you’ll be late for school. Oh dear why do you cry?
The girls at school they tease me, I feel I want to hide.
They treat me very badly and call me ugly names
They whisper to each other and ban me from their games.
So please don’t make me go to school, please let me stay right here
Tomorrow I’ll be strong enough to pretend I just don’t care.

P.J. Hewes

A poem about bullies
Bullies aren’t very good, they spoil all the fun
Bullies are bad for each and every one
They pick on people smaller than them and make them very sad
Yes bullies aren’t very good. They’re truly very bad
If you are getting bullied I’ll tell you what to do
Just tell a parent or a teacher, they’ll sort it out for you
If you remember what I’ve told you and don’t let it slip your mind
If you start getting bullied
Everything will turn out fine.

anon

The new boy
The doors swung wide, I
Stood and breathed, the new school atmosphere.
The smell of polish and disinfectant
And the flavour of my own fear.

John Walsh

First primer
Look out how you use proud words
When you let proud words go,
It’s not easy to call them back
They wear long boots, hard boots:
They walk off proud: they can’t hear you Calling.
Look out how you use proud words.

Carl Sandburg
**Intention**

In this session it is intended that students:

- extend their awareness of writing and storytelling for a particular audience and purpose
- clarify and broaden their understandings about the nature of bullying
- begin creating a story for a particular audience about the problem of bullying in the community.

**Resources**

- Children’s picture books including at least one on the theme of bullying
- Students’ own favourite storybooks with a theme of bullying, acceptance or rejection

**How to**

**ACTIVITY 1: What is the message?**

1. Sit the class in a circle. Ask questions about students’ own favourite picture storybooks, using the sample questions as a guide.
2. Encourage them to read from their own storybooks.
3. Explore what the writer is saying about bullying, acceptance or rejection.
Sample questions

- What story did you love best when you were small?
- How old were you when you first heard that story?
- Who would tell it to you?
- Is it the pictures or the words of the story that you remember most strongly?
- Why did the writer come up with that particular story?
- What did the writer want you to know about?
- Did you need to ask many questions about the story to understand it? Why or why not?

ACTIVITY 2: How is it said?

1. Introduce one of the stimulus books with a bullying theme. Read its title to the class and ask them to predict what the story will be about.

2. Read the story aloud.

3. Ask for questions about the story.

4. Read the book again, this time pausing to:
   - examine how the text and illustrations complement each other
   - study the amount of text, size of text, the number of pictures and pages, headings, sub-headings and other details
   - identify audience’s age, gender and other information
   - ask questions about the language and how language is used to communicate a message about bullying
   - examine the impact of the pictures and how they also tell a story.
ACTIVITY 3: Brainstorm

1. Brainstorm ways to pass on messages to young children that bullying is unacceptable.
2. What age-groups do you think the stories looked at so far have been aimed at?

Suggestions for homework

1. In your workbook write about what you have learnt about bullying and harassment.
2. Write what you have learnt about creating stories for children.
3. Jot down some ideas for your own story about the problem of bullying.
4. Prepare an oral report instead of a written one.

A Mental Health Promotion strategy

Run a campaign to raise awareness of student rights, and who are harassment officers
Intention

In this session it is intended that students:
• clarify and broaden their understandings about bullying
• explore possible ways of dealing with the problem
• work collaboratively to develop a piece of writing on the theme of bullying for a specific audience.

Resources

• Scrap paper for drafting
• Magazines and newspapers (to cut up)
• Extra pens, pencils
• Concept map from session 2
• Notes and worksheets from previous sessions
• Glue
• Scissors
• Activity sheets: Brainstorm and Let’s make a story

How to

ACTIVITY 1: Discussing bullying

1. Explain the activity: to create a story to teach young children about bullying, what forms it takes, and what can be done about it.

2. Suggest that after this lesson they will continue to work in class with a writing partner, but they may work on an individual storybook or produce a shared one.

3. Use the sample questions as a guide for class discussion about bullying.
Sample questions

- Is bullying behaviour different in the first years of school than later on at primary school? In what ways?
- Do you think it changes at secondary school? How? Why? What happens?
- Do young kids tell anyone if they are being bullied? Whom do they tell? What happens then?
- Do primary students tell anyone if they are being bullied? Whom do they tell?
- Do big kids tell anyone if they are being bullied. Why or why not?
- Is there a ‘worst kind’ of bullying? What is it?
- What other kinds of bullying happens at primary school?
- How do people feel if they are being picked on, or punched, or having their things stolen or hidden, or made to hand over their money?
- Why does it happen?
- What can be done about that sort of stuff?
- Whom do we tell?
- What would happen if someone said, ‘I don’t like that, please don’t do it’?
- What would it be like if bullying just disappeared?

**ACTIVITY 2: Getting started**

1. Organise students into working pairs or trios.
2. Distribute Activity sheets: Brainstorm and Let’s make a story. Explain that they will begin on their storywriting project by working through the Activity sheets: Brainstorm and Let’s make a story.
3. Allocate class time for students to work on their stories.
4. Set homework as described in Activity sheet: Let’s make a story.

**Social status**

Be sensitive to the social status of those in the class. Discuss fictitious or general examples rather than local incidents or personalities.

**Referral**

If you are concerned about a student in your class, follow-up afterwards. Talk to the student. Refer the matter to the welfare teacher. Continue to monitor.

**Mandatory reporting**

Under mandatory reporting laws, the teacher is obliged to report an ongoing situation which places a student at serious risk. Be aware of the procedures for reporting and referral used in your school.

**A Mental Health Promotion strategy**

Review safety in locker areas
Remember, we write best about what we know well. If you have a personal story about yourself or someone else, you might want to use this as a basis for your story. Don’t use real names.

- Think about a young child you know, or an imaginary child who goes to pre-school or primary school. Make up a name for that child. (If basing this on someone you know, change their name to protect privacy.)

- Once you have a strong image of the person who will be the central character in your story, prepare a vivid description of that person. You may draw your character or find a picture in a magazine, newspaper or picture book of a person who fits your idea.

- On your brainstorm page write the name, age and gender (sex) of your first character in the appropriate space.

- With your partner take it in turns to brainstorm about the rest of your characters using the brainstorm topics to help.

- When you have filled in all the spaces, swap your diagram with your writing partner.

- Talk it over, make suggestions, ask questions until you both feel happy with your plans.

**Homework**
1. Read through your brainstorm plan.
2. Make any changes you think are necessary.
3. Write a more detailed outline of your story.
Intention

In this session it is intended that students:

• continue drafting a story exploring the impact of bullying
• consider the presentation of bullying messages to young children.

Resources

• Children’s story books in a variety of formats, such as big books, pop-up books, lift-the-flap books, rag books
• Magazines and other bits and pieces for collage
• Glue and scissors

How to

ACTIVITY 1: Developing their story

1. Display the resource books and talk with students about illustrating their books.

2. Allocate time for students to continue working on their story and to share their work in progress with other students.

ACTIVITY 2: Completing the story

1. Allocate further class time or homework time for completion of a final draft including pictures or illustrations.

A Mental Health Promotion strategy

Provide lunchtime activities for a range of interest groups
Intention

In this session it is intended that students:

• examine newspaper items on the theme of bullying in the wider community
• prepare a short improvisation based on the stimulus material.

Resources

• Activity sheet: Newspaper articles
• Activity sheet: Improvise a play

How to

ACTIVITY 1: Read it, talk about it

1. Hand-out Activity sheet: Newspaper articles and do the following:
   • read the newspaper articles and discuss, using the sample questions as a guide
   • remind them to note important examples, statistics or details that will extend their understanding of the issue of bullying
   • explain that they will need to make some brief notes during the discussion
   • tell them that they will be preparing a short presentation as a part of their group’s work.
Sample questions

Article 1 ‘Young fight back against bullies’
• How accurate is the headline of this newspaper story?
• What is the main idea in the article?
• Why are young people willing to put up with workplace violence?
• What do you think young people should do if they are being victimised at work?

Article 2 ‘Bullies leave adult scars’
• What kinds of bullying are talked about?
• Why did Margaret Gunner decide to study the issue of bullying?
• What did her studies reveal about the long-term effects of bullying?
• What are the forms of bullying ‘most likely to increase a victim’s vulnerability to depression’?

Article 3 ‘Bullies ruin boy’s fun on roller-skates’
• This article is a letter to the editor of the newspaper. In what ways is it different from the other two articles?
• Why do you think the newspaper used this headline?
• Do you think it’s an accurate reflection of what the letter says?
• The writer uses the word ‘harassed’ to describe what happened. What if they had used the word ‘teased’ instead of ‘harassed’. How would it have changed the story?

What if a student seems upset by this topic?
Acknowledge that some people have upsets in relation to this topic. Invite students who wish to speak to you privately to do so.
Follow-up with a one-to-one conversation rather than in front of the class.
Be prepared to offer referral according to school protocols, but maintain a concerned interest.
Offer a buddy to accompany if immediate comfort is required.
Be aware of mandatory reporting requirements.

In character
Make it clear to students when they are in and out of character.
ACTIVITY 2: Improvise a play about it!

1. Distribute Activity sheet: Improvise a play. Organise students into groups of four. Read the scenarios. Groups choose a situation and a character from one of the boxes.
2. Read the problems aloud in the group.
3. As a group, decide what will happen.
4. Prepare a role-play to show the class the problem and the outcome worked out by your group.

The play might be as short as one or two minutes, but make sure it has a beginning, a middle and an end.

Managing role-plays
It helps the actors if they know:
• WHO they are playing
• WHAT the scene is about
• WHEN the scene is taking place
• WHERE the scene is taking place, and
• what their character WANTS.

Processing role-plays
Useful Questions
1. Interviews: interview the players about what they noticed about being in that situation. What might it be like in real life?
2. Reality test: was that scene like what you think would happen in real life?
3. Hidden thoughts: what might each of those characters have been thinking but not necessarily saying in that scene?
4. Advice: from having seen or played in that situation, give the characters some advice about how best to handle the situation.
5. Replay: try replaying the scene, testing out some of the advice given. Would it work? Why? Why not?

A Mental Health Promotion strategy
Be sure teachers are kept up-to-date with how to deal with a bullying incident
Newspaper articles

**Bullies leave adult scars**

Byline Helen Carter

BULLIED children are at higher risk of developing depression, post-traumatic stress and schizophrenia later in life, research shows.

Psychology student Margaret Gunner decided to study the long-term effects after her own children were bullied. Ms Gunner interviewed 70 people, aged 17 to 56, who were bullied at school, and 50 who were not. Results indicated the longer children were bullied, the higher their vulnerability to depression and post-traumatic stress. And the more often bullying occurred, the more prone they were to developing schizophrenia.

Her analysis revealed 35 per cent of bullying involved verbal abuse, harassment or ridicule; 21 per cent, comments on physical appearance; 19 per cent, social bullying such as manipulation of friendships; 16 per cent, physical abuse, and 9 per cent, actual or threatened damage to property.

Social and verbal bullying involving comments on appearance were the forms most likely to increase a victim’s vulnerability to depression.

(Helen Carter, The Herald Sun, 22 January 1998)

**Young fight back against bullies**

Byline Simon Pristel

THE punches came without warning. ‘Darren’ was at work and his colleague simply walked up and hit him. Darren was left badly cut and needed stitches, but the greatest blow came later when he reported the bashing to a senior manager of the major company in country Victoria. ‘It’s just part of the rough and tumble of work,’ the manager said dismissively.

Occasionally, a case comes along that is so disgusting it shocks the community. Such was the case of 17-year-old David McHugh who was bound, kicked, punched, shot with a staple gun, and set alight by workmates at a Williamstown cabinet-making factory. Mr McHugh’s boss, John Neil Luca, laughed when told of the incident inspired by a ‘humorous workplace ethic’. The boss also ignored advice to get an ambulance, a court was told last month. He was fined $10,000. After spending a significant amount of last year being treated for the psychological damage, Mr McHugh has now started a new job.

Young people are vulnerable because they are afraid of losing their jobs because of extremely high youth unemployment. Often they will choose to put up with the violence rather than risk losing their jobs.

The main defence offered by workers against criticism of their treatment of young colleagues appears to have been that ‘that was how we were treated when we began our apprenticeship’.

(Simon Pristel, The Herald Sun, October 1997)

**Bullies ruin boy’s fun on roller-skates**

We recently took our son to a ‘fun night’ at a roller-skating rink. What fun! A group of teenage boys took exception to our 10-year-old’s skating ability (by the way, he was skating alone) and continually harassed him until, inevitably, there was a collision. One of the teenage boys then started punching our son while he was on the floor. Sadly, aggression and violence is already a way of life for these young boys.

(from Letter to The Herald Sun, May 1992)
### Scenario 1
**WHO:** Apprentice: being picked on by someone at work  
Apprentice: reckons his or her mate should go to the boss  
Mature worker: isn’t particularly sympathetic. Tells him or her to, ‘grow up!’  
Factory hand: says, ‘don’t stir up trouble’

**WHERE:** A factory lunchroom
**WHAT:** A group of four workers arguing about whether a victim of bullying should tell someone what’s happening

### Scenario 2
**WHO:** News presenter: introduces the news item (doubles up as the interviewing reporter)  
Factory boss: doesn’t understand what all the fuss is about  
Victim’s mother: wants justice for her child  
Psychologist: talks about the immediate and long-term effects of bullying on the victim  
Interviewing reporter: sent to find out what happened

**WHERE:** Newsroom and office

### Scenario 3
**WHO:** Youth worker: insists that it’s not good enough just to talk about the problem of bullying of apprentices in the workplace  
Company manager: would like to help, but believes it doesn’t happen very often  
Young office worker: tells the company manager that s/he should talk to a few people instead of sitting in the office all day  
Job watch coordinator: supports the young office worker and goes on to make a suggestion about where to begin

**WHERE:** Youth worker’s office

### Scenario 4
**WHO:** Teenager: tells what happened  
Mother: wants to press charges  
Father: something should be done, but believes that’s going a bit too far  
Teen bully: tries to tell his or her side of the story

**WHERE:** Car park

### Scenario 5
**WHO:** Teenager who punched another teenager: says they can’t prove s/he did anything wrong. It was his or her entire fault  
Teen 2: worried that parents will find out and ground him or her  
Teen 3: reckons they’ll all be barred from the sports club and s/he didn’t do a thing  
Teen 4: tells them that they need to get a story worked out

**WHERE:** Sports club: Manager’s office

### Scenario 6
**WHO:** Panel of experts invited to a primary school parents’ meeting to answer question about school bullying  
Doctor: explains some of the ways bullying affects children. The doctor tells parents that the children often become withdrawn, they might have very low self-esteem, and they may suffer from frequent headaches or stomach-aches  
Youth worker: talks about the way such treatment might affect them later in life  
Principal: explains how the school discourages bullying  
Student representative: tells about an incident of bullying s/he witnessed and what was done about it

**WHERE:** School auditorium. The class, in the role of parents, are invited to ask questions

### Activity 2: Improvise a play about it!
1. **Reader** – read aloud the scenarios in the boxes.
2. Discuss the problems with your group.
3. Choose one of the scenarios.
4. Decide what will happen.
5. Prepare a brief role-play showing the outcome.
6. Present your role-play to the class.

The play might be as short as two or three minutes, but make sure it has a beginning, a middle and an end.
**Intention**

In this session it is intended that students:

- consolidate their understanding of bullying for a prepared short talk in pairs.

**Resources**

- Cardboard or paper for notes
- Material from earlier lessons
- Activity sheets: Inform, explain, instruct and Prompt cards

**How to**

**ACTIVITY 1: Preparing a short talk**

1. Tell students that they will be presenting a three minute prepared talk on the subject of bullying.
   
   Explain that they will work in pairs.
   
   Handout Activity sheet: Inform, explain, instruct and discuss with students.

2. Explain how to prepare prompt cards or notes using Activity sheet: Prompt cards.

3. Make sure the students understand that they will share the responsibility with their partner for both preparation and presentation of the talk.

**A Mental Health Promotion strategy**

Design staff yard-duty circuits with a full knowledge of trouble spots
For this activity you will prepare a three minute talk about bullying

1. **What will you talk about?**

   Decide with your partner what aspect of bullying you will talk about. For example:
   - harassment in the workplace
   - bullying at school, in the street, or in the playground
   - brother or sister bullying
   - the effects of bullying
   - what can be done about the problem of bullying
   - why people let it happen without stepping in
   - a combination of these.

2. **What examples will you use for your talk?**

   - verbal violence, such as name-calling, put-downs or abusive language
   - physical violence, such as punching, spitting, tripping up, throwing things, breaking or damaging belongings, stealing
   - psychological violence, such as being excluded, frozen out, ignored, dirty looks, threats.

3. **Prepare your talk**

   - **decide** who will take responsibility for presenting which part of the talk
   - **write** the name of your topic
   - **make** notes
   - **think** about whether you have enough information. If not, work out where you will find out more.

4. **When you have gathered your information**

   - **write** your rough notes
   - **read** them together. Have you said enough? Does it make sense?
   - **make** your prompt cards or notes for the presentation
   - **write** one point, idea or example on each card
   - **number** the cards
   - **practice** your talk with your partner.

5. **Inform, explain, instruct, tell it as it is, and tell it as it could be!**
Prompt cards

Prompt cards help you to organise your ideas

Prompt cards should contain one point or idea

Your message is important

Highlight the most important words on your cards

Write on only one side of your cards

Your notes should be clear and easy to understand

Prompt cards can be held in the palm of your hand

Prompt cards help you to remember what you want your audience to know

Relax, take three breaths, and smile

Enjoy the moment! Your message is important
Reference list


Dealing with Bullying and Harassment

Defining MOMENTS
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Defining moments  Author: Helen Cahill
A series of sessions for the Drama class

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Rationale

**An approach to bullying through the Drama curriculum**

Students need to know and understand the language of bullying. They need to have expertise in the words to tell what is happening to them. They need to have a clear understanding of the many hidden forms of bullying that are perpetuated at all levels of society. They need to recognise that behaviours often carried out under the cover of harmless joking may have negative long-term effects on victims of bullying, and that bullies themselves are often victims of such action.

Students need help to be able to discuss the issue of bullying freely and naturally without fear. They need to be encouraged to feel okay about telling when bullying is occurring no matter who is involved, and to feel they have the right to step in and do something about it. The language of bullying is both verbal and non-verbal.

Drama is an ideal mode in which to explore concepts of status and power, and the effect of inclusion and exclusion from groups on the individual.

This unit is structured around the use of warm-up games, acting exercises, role-plays, and the use of naturalistic and anti-naturalistic acting techniques to examine the issue of bullying and harassment.

Students will explore the body language of status and power, identify and enact common human responses to messages of welcome or rejection, and use a range of dramatic devices to depict and examine the stories and experiences of oppression. Students will experiment with forum theatre techniques and work in groups to make, shape and present a drama on the theme of bullying.

It is recommended that teachers focus on this issue across a series of lessons in order for students to deepen their understandings as well as to enhance their skills. For this reason it is recommended that the lessons be viewed as sequential, though the teacher may wish to modify activities or introduce new materials or structures more suited to the needs and interests of their class.

The drama structures in this unit can be used to focus on other themes within the broader mental health area. Themes such as racism, coping with hard times, substance use, or family conflict may be preferred.
National curriculum framework

‘The arts play a pivotal role in shaping a sense of social and cultural identity. In powerful ways, the arts help to construct, reinforce, challenge and transform social, cultural, political and religious values. The arts can be used to preserve and maintain tradition; they can also be dynamic agents of social change.’

A statement on the arts for Australian schools

The arts – a curriculum profile for Australian schools

Drama
Level 5

Creating, making and presenting

Strand: Exploring and developing ideas

Learning outcome:
‘Use starting points, such as observation, experiences and research, to express ideas and feelings in drama’.

Evident when students:
• use improvised scenes as a starting point for building a play sequence around the theme of bullying
• explore the dramatic form of mask, soap opera or movement to accentuate the physical language of power, status and oppression
• use stories and memories as a starting point for exploring themes and ideas for scenes exposing issues of power and status.

Strand: Using skills techniques and processes at level 5

Learning outcome:
‘Structure drama by organising dramatic elements and applying appropriate skills, techniques and processes.’

Evident when students:
• link sequences of naturalistic and anti-naturalistic scenes to make a group devised drama highlighting the experience of the victim of bullying
• work beyond stereotypes by exploring inner dialogue and sub-text of bully and victim
• use body shape and space to depict a ‘nightmare’ version of an ‘everyday’ occurrence.

Strand: Presenting

Learning outcome:
‘Plan, select and modify drama presentations for particular occasions taking into account factors such as purpose, space, materials and equipment.’

Evident when students:
• prepare for drama sessions by using acting exercises, trust and team building games, and movement activities
• identify and structure the rehearsal process to prepare for their group performance
• use a variety of dramatic techniques in the crafting of their performance, for example, synchrony, mask, stylised movement, monologues, repetition of scenes or text, music
• adapt and prepare their piece for performance to a selected audience, for example, share with another class, or present at a parent forum.

**Strand:** Arts criticism and aesthetics

**Learning outcome:**
‘Use appropriate language to describe the ways drama is organised to express ideas and feelings.’

**Evident when students:**
• use observations and comments of others to shape and modify characters and scenes
• use language to describe dramatic effect
• contribute in group discussions about the dramatic techniques used, and their potential to create meaning.

**Strand:** Past and present contexts

**Learning outcome:**
‘Show an understanding of the ways drama is made in particular cultural and historical contexts.’

**Evident when students:**
• identify how their dramas can reinforce or challenge existing stereotypes and values particularly in regard to the identity and image of the bully and the victim. For example, the exploration of gender and racial stereotypes, and the ‘type-casting’ of images of beauty, strength, and social status in relation to bullies and victims
• identify the purpose of their drama and contrast this with some of the purposes of drama in other contexts.

**State and territory curriculum frameworks**
Refer to the *MindMatters* website for details of how *MindMatters* fits with state or territory curriculum frameworks.

Classroom rules
No put-downs. Have this as a rule for every class. Act when you hear infringements on this rule. Ignoring breaches can be interpreted as condoning the action.

Intention
In this session it is intended that students:
- explore the body language of status
- use a range of dramatic devices, including tableau and paired improvisation to create depictions of status imbalance in relationships
- examine the effect of rejection signals and welcoming behaviours.

Resources
- Space to move
- Chairs

Designed for a double lesson. Use later activities in a following lesson if short of time.

How to
ACTIVITY 1: Warm-up games
1. Walk it, talk it
Mingle around the room, walking and talking in the manner of:
- **TOUGHS** – slouch, swagger, call out across room to mates. Pair up on command: 30 seconds to boast about your latest tough deed
- **TIMIDS** – scuttle, dart, make little greetings as you pass. Pair up on command: 30 seconds to ask for directions
- **STARS** – saunter or strut, greet your fans, stop to pose for cameras. Pair up on command: 30 seconds to boast about your latest movie or engagement.

Warm-ups
A warm-up activity energises the class, can introduce a theme or focus, give opportunities to practise skills, is fun, and prepares students to expand their embarrassment threshold. It creates the space for what is to follow.

Privacy
Students need to be reminded about everyone’s right to privacy. Ask them not to use real names or characters when showing a scene. Change details of a story to protect privacy of those involved.
Nicknames
Don’t use nicknames for students, unless they are a preferred abbreviation of their name. Nicknames are often a put-down in disguise. Students do not always feel free to say they don’t wish to be called by a nickname. Ask all students to use regular names when in class – even if they don’t do that elsewhere. The classroom is a public space and hence rules of courtesy apply.

Simultaneous scenes
To energise, protect and build confidence, have all students participate at once, playing their scenes simultaneously. Later take lightning looks, or ‘channel surf’ around, turning individual scenes on and off for a brief moment. If students are low in confidence, turn two or three channels on at once.

2. Snapshot
• Mingle. Make groups of five. Each group is to make a still picture showing:
  • the star hits town
  • louts hang out on local street
  • first day in the new school.
• Design picture.
• Display to the group.

3. Comment on differences in body language. Collect and record useful language for describing what is seen. Use the following questions as a guide.

Sample questions
• What differences in body language did you see in those pictures?
• Were the bodies more open or more closed?
• Where was the focus of that picture?
• How was it made more interesting by use of levels, angles, proximity of one character to another, and so forth?

ACTIVITY 2: Power pairs
1. Simultaneous
• Pair up. One person brings out a chair and sits on it.
• Show a tableau of the bully (standing) demanding money from the other (sitting). Upon instruction, bring the scene to life with a line from the bully, ‘You know what I want – so give it to me!’
• Swap roles. Now the person sitting is the bully. Show a tableau of the bully lounging on the seat and the other person arriving to find their seat taken. Upon command, bring the scene to life with the line, ‘Excuse me, but that’s my seat…’

2. Lightning looks
• Have all pairs play at once.
• Freeze them and activate one or two pairs at a time to take lightning looks at their scenes.
• Talk about body language of status. Look at how status is conferred. Use the sample questions as a guide.
• Replay. Ask for some partnerships to replay the scene, but as characters of equal status.
• Discuss what differences you notice in what is done and or said.
Sample questions

- What are the bully characters doing with body / voice / choice of language / positioning to claim status?
- What are the victim characters doing with body / voice / choice of language / positioning to bestow status?
- What difference do you see when they are played at equal status?
- How do actors create images of status? Point out how role is both created and bestowed by the reactions of others.
- When / where do you see this happening in real life?

**ACTIVITY 3: ‘Human guinea pig’ scenarios**

1. Explain that the scenarios will be a form of ‘experiment’, examining inclusion and exclusion by groups.

2. Form groups of four or five. Tell the class you will be asking for a volunteer in each group to be the ‘human guinea pig’ in an experiment. The experiment will involve the volunteer arriving into the group four times. Each time the group will be acting out a different sort of response to your arrival, ranging from ignoring to welcoming. They will be instructed each time as to which sort of response to give to your arrival. Your job will be to notice what difference is made to your character by the sorts of responses given to your arrival.

   (You may wish to assign an observer to each group to assist the human guinea pig in making observations.)

3. Each scene is to begin with the others acting as friends gossiping about the weekend. Upon a command the ‘guinea pigs’ arrive into their groups. Four variants are played in the following order (maintain the order to finish on a positive note):
   - the arriving party is ignored
   - the arriving party is blamed for something
   - the arriving party is actively welcomed and included
   - the arriving party is treated as a celebrity.

4. Explain to the class that there are things to be learnt from the human guinea pig experiment both about human beings and acting. Use the sample questions as a guide for discussion.
Sample questions

• What was it like to be ignored, blamed, welcomed or fussed over?
• What emotions do these different responses trigger in real life?
• How did each affect the character’s behaviour (voice, body, dialogue)?
• If this was real life, rather than make believe, how would these experiences affect someone?
• In real life, what are some of the reasons why groups hand out different sorts of treatment?

Workbook

• Journal: Describe the key activities of the session.
• How did you see status being expressed?

Homework

• Observe signs and signals of status in the people around you and on television.

A Mental Health Promotion strategy

Address barriers to participation
Intention

In this session it is intended that students:

- use stories and experiences of bullying or harassment as the basis for creating a drama
- use forum theatre techniques and previous dialogue about the body language of status and power to explore key themes of status, power and oppression, and to coach a victim or oppressed person.

Resources

- Room to move

How to

**ACTIVITY 1: Warm-up games**

1. **Mirror pairs**
   - Face your partner. Person A is the leader, person B is the mirrored reflection. The leader moves, and the reflection mirrors the action. Aim to move and mirror with such synchrony that an observer could not tell who is initiating the movement.
   - Swap parts. Play in slow-motion.
   - Have half the class observe the other, then swap.
   - Discuss dramatic effect and skills and attitudes required to make this activity work. Use sample questions as a guide.

2. **Synchronised class**
   - Stand in a circle. Aim to have the whole class sit in slow-motion and in synchrony.
Repeat the challenge without a cue to start. Aim to have players observe and respond to the whole group.

Highlight that commitment to work as part of a team can enable people to produce extraordinary outcomes.

Use the sample questions to guide discussion.

**Sample questions**

- What is the dramatic effect of synchronised movement and of movements in slow-motion?
- Why /when might you choose to use this effect in creating a drama?
- What skills must the players use to make this activity work?
- Note that synchrony is the reverse of conflict. What does it take for two people to work in this high level of partnership on a task?
- Why is this commitment to good partnership so important in a drama class?
- When /where else in life is it important?

**ACTIVITY 2: Storytelling**

1. Explain to the class that dramas are often based on real life stories and actors often draw on their remembered experiences to help them create a true-to-life character. A good actor has to understand people and know how they might feel and react in lots of different situations. The class will be asked to find some stories from when they were little and use some of these stories as the basis for creating small scenes.

2. Lie down. Close your eyes and remember a time from early primary school when:

   - someone you knew or knew about was picked on
   - someone picked on you
   - you picked on someone – maybe it was name-calling or teasing, or something you did to a brother or sister
   - you were friendly towards someone and they appreciated it. That might be a recent memory, or an old one. If you can’t remember, make up a scene in which you show friendship towards someone and they really appreciate it

**Protective interrupting**

is a teaching strategy designed to protect:

- the person telling the story from disclosing in the public arena, or from damaging their reputation
- those who the story is told about; they have a right to privacy
- the class members from distress at hearing a disclosure, or from covert pressure to be engaged in social activities or ‘high status’ risky behaviours
- the course and the teacher from sidetracking off the discussion activity, or from allegations that the course is an arena for gossip or intrusion upon the privacy of others.
• someone else did something friendly towards you. If you can’t remember one, make this scene up too – like a daydream.

3. Out of the things you’ve thought of, find a story you are happy to share with a partner. You might choose a memory of someone being picked on, or a memory to do with something that happened to you, or one of the stories you made up. Small stories or memories from primary school are fine. In a minute you are going to tell the story to a partner. So no-one’s feelings get hurt, and no-one gets laughed at, don’t use names, and don’t use this as a time to put someone down.

4. Organise class into trios.

5. Give each person one minute to tell their story in the trio.

**ACTIVITY 3: Collecting material**

1. One person from each trio shares one of the stories with the class.

2. Ask the class what they noticed from hearing these stories. What are the common things that happen in these scenes or stories?

**ACTIVITY 4: Making a scene from a story**

1. In groups of three or four, the students choose one of the stories they’ve heard as the basis for a short drama. They may change the stories a bit. Each scene is to start as a picture, and then be brought to life for ten seconds. That ten seconds can show the main part of the story.

2. Allow time for each group to talk, plan and design their picture.

3. Have each group set up their pictures and then, upon a signal, all play their scenes simultaneously. Use another signal upon which they freeze.

4. Try stopping and starting the scenes as if pushing the pause button on a video.

5. Replay scenes one at a time taking a short look at each.
6. Discuss the dramatic effect of the stop/start, and the series of scenes echoing the theme of positive or negative friendship experiences.

7. Play with the sequencing, location and stop/starting of scenes to create a dramatic collage. Ask for suggestions about placement in the space or sequencing of scenes to maximise the dramatic effect.

**ACTIVITY 5: Coaching for liberation**

1. Tell the class that they will be engaging in a technique called ‘forum theatre’ where a problem is examined and then attempts are made to explore or solve the problem through audience suggestion, involvement and replaying of the scene.

2. Choose one of the scenes to use as the basis for a forum theatre (choose a scene which shows someone struggling against a form of oppression or power imbalance).

3. Replay the scene, asking the ‘spectators’ to take on the job of advice to the victim. What can the victim do?

4. Try out these suggestions in replays using volunteer actors to demonstrate how the suggestion might work.

5. Use the sample questions as the basis for exploratory discussion or replay.

**Sample questions**

- Will this suggestion work? Show us how it would happen (replay).
- In real life what is often done? What else can be done?
- Who else can play a part in the scene to help solve the problem? Show how this can be done (replay).
- In real life, what are some of the things that stop people from choosing these actions or finding solutions?
- In this school or neighbourhood, who can help?

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**Protection of role**

Sometimes young people feel more free to give a range of advice if they are ‘playing a role’ or talking about a fictitious situation. In presenting their own personal view they may be constrained by their social role, peer expectations, or may fear ridicule or stigma.

**Getting it said**

Acknowledge that knowing what to do is one thing but actually carrying out the planned action is the real challenge. Sometimes communicating can be a challenge, requiring courage and assertion.

**Don’t blame the victim**

Be aware that some school-wide practices may punish the victim more than the perpetrator.
Workbook

• In their journal, ask students to write either:
  • a letter of advice to one of the characters shown who was being bullied
  • a letter of explanation from one of the victims telling what was happening, and explaining why no-one has told about it up until now.

• Collect the research and journal entries. After gaining permission photocopy some of the letters to use as text in the following classes.

Homework

• Finish journal tasks.

A Mental Health Promotion strategy

Ensure that parents’ and students’ concerns are heard
Intention

In this session it is intended that students:

• identify and enact common human responses to messages of acceptance and rejection
• act out a range of different strategies people use to pursue their wants in situations of conflict or status difference.

Resources

• Room to move
• Masks

How to

ACTIVITY 1: Warm-up games

1. The grouping game

Actors mingle. On the call of a number they group to that size. Repeat this a number of times with the emphasis on speedily finding a group of the right size.

2. Use the sample questions to prompt thinking about inclusion and exclusion.

Sample questions

• What thoughts /feelings /reactions come up when we have to get in groups, can’t find a group, aren’t chosen, are chosen?
• When /where else in life do these thoughts /feelings come up?
• Why do you think messages which tell us we are welcome or belong are so important to us?
• Why is a sense of belonging, being included, and being free from put-downs so important in a drama class?
ACTIVITY 2: Gang greetings game

1. In this game, students form pairs and design a gang-style greeting ritual and practice and perform it.
   • Class mingles, and, upon signal, find partners in the crowd and perform the greeting.
   • Mingle. Get a new partner. Design a new greeting with a new partner.
   • Mingle. Find and greet both partners in turn.
   • Repeat, adding new partnerships or small groups to the sequence.
   • Encourage groups to design weird and wondrous greetings involving noise, movement and contact.
   • Use the sample questions to prompt reflection.

Sample questions

• What is it like when you find and greet your partner(s) in this game?
• When /where else in life are we given signs of belonging or welcome?

ACTIVITY 3: Conflict of wants – acting exercise

1. In pairs, actors play an interchange based around a conflict of wants. The scene is played many times over, each time with one of them using different strategies to pursue the want.

2. Get what you want by:
   • whingeing
   • pleading
   • ordering
   • bribing
   • hinting
   • requesting
   • teasing
   • complimenting.
3. Set the ‘who’ and ‘what’ for the exercise, for example:
   - younger sibling wants to go to movies with older sibling and older sibling’s friends
   - child wants parents’ / carers’ permission to go out
   - older sibling wants to borrow money from younger sibling
   - Person A wants to lend person B’s bike
   - discuss the activity using the sample questions as a guide.

Sample questions

- What difference does the change of strategy make:
  - in the way the scene turns out
  - on the other character
  - to the actor’s body, voice, use of space, tempo, volume.

- In real life, where do you see these different sorts of strategies being used?

**ACTIVITY 4: Enter new kid – small group improvisation**

1. Set groups to prepare an improvisation around the title ‘new kid’. Distribute different tasks to each group, for example:
   - a new kid approaches a group in the yard and is welcomed
   - a new kid is introduced to the ‘wrong’ group by a teacher
   - a new kid is called over to the group and given a celebrity welcome
   - a new kid boasts about previous exploits
   - a new kid is tested out by the group
   - a new kid is reassured by parents on the first day of school.

2. Allow students time to talk through, cast and try out their scene.

3. Present the scenes to the class.

4. Use the following questions to explore the material exposed in the scenes.
Sample questions

- What different sorts of messages were sent by and to the new kid?
- How were those ‘messages’ of welcome or rejection sent, for example, body position, signals, what’s said, intonation.
- What would it be like to be the new kid in each scene?
- Reality test – how do those scenes compare with what might happen in real life, for example:
  - in this school
  - were they true to life, stereotyped, or soap operas.

ACTIVITY 5: Mask it, move it

1. Ask actors to replay the new kid scenes, wearing masks.
2. What difference in dramatic effect do you notice?
3. Set up replays in mask using gibberish and exaggerated movements.
4. Discuss the effects on style and the different aesthetic impact. Notice the dramatic effect and the movement in style towards anti-naturalism.
5. Use the sample questions as a guide for discussion.

Sample questions

- Which of the techniques used today would be better suited to depicting a nightmare, or someone’s inner fears?
- Which of the scenes give an audience the most powerful insight into the core experience? Why? What was working dramatically to make this happen?

Workbook

Choose some of the discussion questions to guide students in completing a journal entry.

Handling stresses and challenges

Stresses and challenges can be seen by some as an opportunity, by others as a nightmare. People who can imagine or visualise themselves handling their challenges or stresses in a positive way, with an image of themselves having some power or control, are able to bounce back better after tough times. Top athletes often use mind pictures to visualise themselves conquering a challenge. Regular people can also work at inventing or imagining pictures of themselves succeeding, and this can help them to get on with things or to be their best in a situation where they fear failure, embarrassment or hard work. Think how easy it is to get pictures in your mind of yourself failing or stuffing up. It takes mental muscle for humans to build up the opposite pictures.
Intention

In this session it is intended that students:

• utilise cooperation and communication skills to create group structures
• identify inner and outer dialogue of a fictional character
• use both text and sub-text as the basis for analysis of character and motive
• use text and sub-text as a structure in the design of an anti-naturalistic drama exploring the issue of bullying.

Resources

• Room to move
• Butchers’ paper and textas
• Sheets of coloured A4 paper
• Scissors
• Photocopies of letters and journal entries from session 2
• Optional: poems, stories or text written from the perspective of a victim of harassment

How to

ACTIVITY 1: Warm-up games

1. Small group structures

• Have students mingle and group on command. For each grouping, set the task of designing a structure (for example, a vehicle, an animal, a bridge, a machine, a tunnel) which is built out of the bodies in the group.
• Talk about cooperation and teamwork and its role in creation.
2. Whole class structures

- Have the whole class build a structure. Examples:
  a. a bridge that a class member can actually walk over
  b. a sitting circle. All stand in a close circle facing in a clockwise direction. Upon a command, slowly sit. With perfect teamwork each supports and sits on one another. The whole class can sit on each other’s knees.

ACTIVITY 2: Inside the bully – sub-text exercise

1. Explain to students that in portraying a character, it is important to imagine the inner thoughts or sub-text of that character. It is not enough to just be able to say the words that the character would actually say aloud. It is the inner dialogue (thoughts or feelings that are ‘said’ in the head but not out aloud) that tells the actor how to walk, talk, speak, relate to others. Without a well-developed inner dialogue, the actor is likely to create a stereotype or a soap opera character.

2. Organise students into groups of four around butchers’ paper. Each group draws on the paper the outline of a character called ‘the bully’. Within the outline they write words to describe the character.

3. Cut A4 sheets into the shape of dialogue bubbles. On them write some classic lines the bully might speak. Stick the dialogue bubbles on.

4. When this is complete use another A4 page to cut out a heart shape (ideally this sheet of paper is a different colour). On this piece of paper they write words to describe the character’s inner fears, feelings, hopes or wishes. The heart is then pinned to the chest of the bully.

5. The third batch of A4 sheets is cut to resemble thought bubbles. In the thought bubbles the students write the sorts of inner dialogue the character might have.

6. Organise for the various groups to share and compare the characters and their inner and outer dialogues.

7. After a feedback session in which the groups’ responses are presented and discussed, the responses are used as material for a non-naturalistic dramatic presentation.
**ACTIVITY 3: Inside /outside**  
– creating tableaux and a text collage

1. Have the groups form a tableaux, with each person representing one of the words to describe the outer bully. In turn, each can speak their word and take their pose. Upon a signal, each in turn converts to represent a word from the inner bully.

2. Form a whole class tableau. For each player who takes up a ‘bully’ pose, another becomes the bully’s ‘shadow’ forming a pose to express an inner emotion.

3. Form an inner and an outer circle with the students facing each other. Send a ‘wave’ around the circle in which the outer circle uses the outer words and the inner circle utilises the inner words. Design chant sequences to echo or respond.

**ACTIVITY 4: Creating a text collage**

1. Distribute photocopies of letters written after session 1. (Optional additional text can be supplied here, such as poems, extracts from novels, short stories, newspapers.) Each partnership is given a short piece of text (or selects a part of the longer text). They divide up the text so each has a part to read. Emphasise that they can choose which parts to use and need not use it all – a particular line or phrase may appeal, or they may wish to use repetition of words or phrases. Encourage them to choose the bits of text which they find most powerful.

2. Give them time to design and practice the reading.

3. When the class is ready, all form a circle, facing outward, with partners beside each other and with eyes closed.

4. A tap from the teacher tells the partnership it is their turn to open their eyes and read.

5. When each have had a turn, allow a moment of silence and then ask them to turn back into the circle.

6. Use the sample questions as a guide for discussion of the activity.
Sample questions

- What sort of mood or atmosphere was created?
- What was it like to hear your own words read?
- What can you understand better about people from hearing what you heard?
- What effect can be created just by what is heard, rather than by what is seen on stage?
- What key messages were communicated to us as an audience about bullying?

Workbook

- Describe the key activities from today’s session.
- What dramatic effect was created in the tableau and text collage?

Homework

Select questions from above to direct students in completion of journal entries.

A Mental Health Promotion strategy

Update staff on importance of dealing with instances of bullying
Standing

up for yourself

Intention

In this session it is intended that students:

• use anti-naturalistic acting techniques to expand their range of self-expression
• experiment with the use of anti-naturalistic techniques to create dramatic effect and to heighten meaning
• explore inner dialogue and the possibility of assertive action in situations of bullying or harassment.

Resources

• Room to move

How to

ACTIVITY 1: Warm-up games

1. Robots and controllers

   • In this game for pairs, one is the robot and the other the controller.
   • The controller walks behind the robot and gives orders to the robot about how, when and where to move about the room. Encourage controller to be creative and really warm-up their robot.
   • After a time they swap.

Sample questions

• What is it like to be the robot or the controller?
• When in real life can it feel like this?

What if a student seems upset by this topic?

Acknowledge that some people have upsets in relation to this topic. Invite students who wish to speak to you privately to do so.

Follow-up with a one-to-one conversation rather than in front of the class.

Be prepared to offer referral according to school protocols, but maintain a concerned interest.

Offer a buddy to accompany if immediate comfort is required.

Be aware of mandatory reporting requirements.
2. **Gibberish arguments**

- Mingle and form pairs. Each time a pair is formed, give pairs a relationship and predicament, and ask them to pursue their wants in gibberish talk (thus simplifying and physicalising the strategies and power structure of the scene).
  
  For example:
  - storekeeper wants shopper to leave – it’s closing time
  - person A wants person B to do their homework
  - person C wants person D to get out of their room
  - boss wants employee to work late.

- Have half the class observe the others in action, then reverse.
- Try the scene again just as mime (or with the sound switched off, or using masks and mime).
- Try the scene again in the style of an animal, such as two chickens or two cats.
- Discuss the dramatic effect created by the gibberish, the mime, and the animalisation. Observe the effect on the actor’s body and personification when regular talk is removed. Use the sample questions as a guide.

**Sample questions**

- What is the ‘dance’ (movement style) of that relationship?
- What is the ‘song’ (sound patterns) of that relationship?
- What is the status pattern in that relationship?

**ACTIVITY 2: Paired protests**

1. Partners prepare a request or protest to take to an authority figure.

2. Have pairs come forward and play their scene against a volunteer, who will take on the role of the authority figure. The partnership must pursue change and action.

For example:
- a pair of students speak to the principal about a concern they have
- the pair stands up for a ‘victim’ and turn the tide
- a younger person asserts his / her rights
- workers raise an issue with the boss.
3. Structure audience response and discussion. Organise for audience members to offer coaching, or to swap into or join the scene to demonstrate how to pursue change.

**ACTIVITY 3: Hidden thoughts – a technique for exploring sub-text**

1. Use the hidden thoughts technique in a scene in which bullying, or overt use of power or status, occurs. (Use scenes from the previous activity or recreate scenes from earlier sessions.)

2. With this technique each actor is given a double who will stand behind the actors, and will speak what the character is thinking or feeling but not actually saying in the scene.

3. Ask audience members what they think a certain character was thinking or feeling but not saying.

**Workbook**

- Record the key activities of the session.
- What sorts of dramatic effects were created by the gibberish, the mime, and the animalisation techniques used today?

**In the mind**

One technique that people sometimes use when they are finding it hard to cope is to imagine a protective layer between themselves and the hurtful things that are happening. Sometimes people visit a favourite place in their mind to help themselves find strength, confidence or courage.

**Hidden thoughts**

Hidden thoughts are the things thought but not necessarily said aloud by a character. Ask audience members to identify what the character might have been thinking or feeling but not necessarily saying aloud.

**A Mental Health Promotion Strategy**

Provide places students can go if they are feeling unsafe.
Intention

In this session it is intended that students:

- draw from the material, techniques and skills developed in the previous sessions, to make, shape and present anti-naturalistic scenarios on the theme of assertion, inclusion and rejection.

Resources

- Masks
- Music and player
- Props or costumes as desired

How to:

ACTIVITY 1: Warm-up games

1. Group echo

- Stand or sit in a circle. Teacher as leader makes a noise (a chant, phrase, sound, clap) and the whole class echoes in unison.
- Make it more challenging by adding movements to the sounds.
- Use the sample questions to prompt discussion about dramatic effect.
Sample questions

- What sorts of dramatic effects, mood and atmosphere can be created this way?
- What effect can unison and synchrony have?

ACTIVITY 2: Nightmare–fantasy–reality

1. Put students in groups of three or four. Choose a simple daily activity which involves making a request. For example:
   - May I go out with my friends?
   - May I be excused from class?
   - May I borrow your pen?
   - May I sit next to you?

2. The scenario is to be presented three times:
   - the ‘nightmare’ of how it could be
   - the ‘fantasy’ of how it could be
   - the ‘likely’ way it would go in real life.

3. Encourage students to take on a performance style appropriate to nightmare and fantasy. They may wish to experiment with anti-naturalistic devices such as synchrony, chant, mask, or changes in rhythm or tempo.

4. Prepare and show to class.

A Mental Health Promotion strategy

Be sure teachers are aware that gender participation patterns may need attention and action.
Intention

In this session it is intended that students:

- work in a group across a series of lessons to develop, structure, rehearse and present a drama. The drama should explore issues relating to bullying, power or status. It should incorporate anti-naturalistic devices, and highlight a health promotion message about dealing with oppression.

How to

1. Summarise some of the anti-naturalistic techniques used in the last series of sessions, for example:
   - tableau
   - synchrony
   - inner voice or sub-text
   - text collage or voice-over
   - slow motion
   - nightmare and fantasy
   - animalisation
   - gibberish
   - mime
   - poetic voice
   - chant
   - repetition.

2. Working in groups, students are to use a range of these techniques, in addition to any sections in naturalistic style, to devise a short drama on the theme of bullying. Encourage them to draw from the material and ideas already encountered in the preceding sessions.
3. Allow time in the next few sessions to design and rehearse for audience.

4. Perform to an audience of other classes or parents.

**Workbook**

- Write about the process of choosing and developing your drama.
- Describe how and why decisions were made.
- Summarise the plot.
- Describe the performance.
- What anti-naturalistic devices were used?
- Why were these chosen?
- What did you learn from working on this project?
- Review one of the performances designed by another group.

**Ideas for student feedback**

- Ask students to write a series of letters to give feedback about the sessions.
- A letter to the teacher: ‘How to help a shy student get the most out of this class…’
- Reply to a teacher from another school who asks: ‘Should I teach like this? What do students get out of doing drama?’

**A Mental Health Promotion strategy**

Provide opportunities for student leadership