

# Keeping kids safe!

## Lesson Plans - Year 3 to 6



### Lesson 3: Understanding bullying (40 minute lesson)

#### Objectives

Students will:

- develop their understanding of the term bullying
- understand how our actions online and in person can affect others
- review the key safety messages of recognise, react and report
- apply the practices of recognize, react and report in safety scenarios
- practice skills to establish and maintain healthy relationships online.

#### Safety education guidelines - Brief recap of guidelines

**Resources needed:** Guidelines – if previously displayed.

**Time:** 1 minute

*As previously established:*

1. No put downs – be nice to each other.
2. Respect others and value their individual contributions.
3. Try to join in with the songs or activities, but it is okay if you just want to watch.
4. If you have a private story to tell, talk to a safe adult after the lesson.
5. It is okay to ask questions.

*\*(If you displayed these guidelines last time, you can make reference to these).*

#### Introductory activity: What is bullying?

**Resources needed:** Worksheet: [What is bullying?.Y-chart](#)

**Time:** 10 minutes

Write the word 'bullying' on the board. "Today we are going to spend some time learning about bullying."

What do you think bullying is? Take some answers – you might like to write these on the board.

Draw a y-chart on the board. Ask students, "What does bullying look like?" Take one or two examples.

Ask the students, "What bullying sound like?" Take one or two examples.

Ask the students, "What bullying feel like?" Take one or two examples.

Hand out the [What is bullying?.Y-chart](#). Point out that they might be able to attempt to draw 'bullying' in the 'looks like' section. Ask them to think about the kinds of things they might draw.

Students should complete the y-chart individually. When students have finished, share a few examples. Students could write/draw their answers on Y-chart on the board.

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### Is this bullying?

**Resources needed:** Dictionary definition for bullying <https://kidshelpline.com.au/teens/issues/bullying>

Worksheet: [Is this bullying?](#)

**Time:** 12 minutes

As a class, see if you can come up with a definition for bullying.

Read students the dictionary definition for bullying.

“Bullying is ongoing or repeated misuse of power in relationships, which causes harm – including psychological harm.” <https://kidshelpline.com.au/teens/issues/bullying>

If possible, project the definition so students can see it written down.

Clarify the term psychological harm. Ask students if they think they know what this means. Explain that this means that bullying affects a person's mind/thoughts – it is referring to their mental or emotional state. Also clarify the term relationships to include a broader understanding (such as child/coach, employee/ employer etc.). Ask students to consider the definition of bullying again. What do they think might be the key, or most interesting parts of this definition? Unpack the term 'misuse of power'. Draw attention to the words 'ongoing or repeated'. Explain that bullying can take many forms (such as hitting, threatening, excluding, humiliating). Point out that a one-off argument between equals is not bullying – although it still needs to be resolved.

Clarify that bullying has three elements:

- Misuse of power
- Ongoing/ repeated
- Causes harm.

Handout the [Is this bullying?](#) worksheet. Ask students to complete this, according to their own judgement. After students have all attempted their own responses, talk about these as a class. Go through each example and, in instances where there is so doubt, remind students of the three elements of bullying.

Talk about the fact that it is difficult sometimes to understand if it is bullying, without a context. However, several of these instances are meant to cause harm (even if they are not necessarily ongoing). That makes them unacceptable - regardless.

### Bullying example

**Resources needed:** Video: [Toilet Block Bully](#)

**Time:** 10 minutes

Watch the video [Toilet Block Bully](#). Ask students if this would be considered bullying. The answer is that it would as it has all three elements of bullying:

- misuse of power
- ongoing
- causes harm.

Conduct a class discussion about each of these elements of bullying as displayed in the video. Ask: What are the hints that it is ongoing? How can we tell it is a misuse of power? What kind of harm does it cause Eddie?

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## Concluding activity: Impacts of bullying

**Resources needed:** Video: [Making a safety network](#)

Worksheet: [Impacts of bullying](#)

**Time:** 7 minutes

Give each student a copy of the [Impacts of bullying](#) worksheet. Ask students to complete this. Ask for some students to share their ideas with the class.

## Extension activity: Anti-bullying campaign

**Resources needed:** A3 paper and coloured pencils

Ask students to brainstorm what they could do to stop bullying in their school. Get students to create an anti-bullying campaign. This may include creating a slogan, a poster, a short film etc.