

# Keeping kids safe!

## Lesson Plans - Year 3 to 6



### Lesson 4: Responding to bullying (40 minute lesson)

#### Objectives

Students will:

- consolidate their understanding of the term bullying
- understand how our actions online and in person can affect others
- practise 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: Understanding bullying

**Time:** 7 minutes

Explain that there are often different roles people play in bullying situations. This is usually in addition to the key perpetrator. Write the following roles on the board:

- assistant
- reinforcer
- bystander
- upstander.

Ask students if they think they know what these words mean.

Make the following additions to the roles:

- assistant (helps the bully)
- reinforcer (encourages the bully)
- bystander (observes)
- upstander (supports person being bullied).

Ask students to think of some specific actions people might take in bullying situations.

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You could start them with a list:

- laugh
- cheer
- take videos/photos
- block exits
- mimic
- trip
- name call
- insult/belittle
- push/shove.

See if students can work out which kinds of actions match the different roles in bullying.

Add these ideas to the board - under each of the roles:

- assistant (actively helps the bully, blocks exits, shoves etc.)
- reinforcer (laughing, cheering)
- bystander (silent observer – could be interpreted as supporting the bully – may take photos/videos)
- upstander (active support for the person being bullied).

When it comes to attributing actions to the upstander, ask the class if they came up with any suitable actions in the list they previously made. If they did not, ask them to consider why not. Point out that this is generally because an upstander may be absent in many bullying circumstances – we are not necessarily used to expecting these positive actions.

Mention that it is not always easy to be an upstander, although it is one of the most powerful ways to eradicate bullying.

Ask: Of the four different roles, who could be considered to be a bully?

Of the four different roles, who is the most responsible for the bullying?

What role would a friendly person take?

How could someone go from being a bystander to an upstander? Why might this be a hard thing to do? What would make it easier?

## Optional activity

**Resources needed:** Video: [Adam Goodes](#)

**Time:** 5 minutes

Watch the short video in which [Adam Goodes](#) talks about bullying.

Discuss the following questions:

- What kind of bullying happened to Adam Goodes?
- Why do you think Adam Goodes may have been bullied?
- Why did Adam Goodes refer to himself as 'lucky'?
- What was Adam Goodes' main advice?



### Effects of bullying

**Time:** 5 minutes

Ask students to:

- Make a list of short-term effects of bullying
- Make a list of long-term effects of bullying
- Explain what they think needs to happen to stop bullying

Ask: "How it might help to tell an adult about the bullying?"

Unpack any concerns they might have about doing this.

### In person bullying vs cyberbullying

**Resources needed:** Video: [Cyberslap](#), [Cyberbullying vs in person bullying Venn diagram](#)

**Time:** 10 minutes

Watch the video [Cyberslap](#).

Ask students what the line, "you don't need a black eye to be bullied" means.

Ask: "How are cyberbullying and in person bullying the same? How are cyberbullying and in person bullying different?"

Hand out the Venn diagram and ask students to fill it in.

### Being a upstander

**Resources needed:** [Conversation Cards](#); Number 17

**Time:** 10 minutes

Locate the [Conversation Cards](#) on the Daniel Morcombe Foundation website.

Read card number 17 to the class. Ask students to think of what kinds of things Ellis may have noticed.

Have a discussion about whether students have seen these kinds of things happen before (in real life) – remind them of the rule of no names and no personal stories. You can help them with this by suggesting they say, "Someone I know..."

Ask students if they think the situations that were shared are safe or unsafe situations. Get them to explain their answers.

Go back to the scenario on the conversation card. Ask the class to brainstorm the kinds of things that could happen next. Ask students to think of what needs to happen for a positive outcome.

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## Concluding activity

**Resources needed:** Students may want to use A4 paper and coloured pencils.

**Time:** 7 minutes

Ask students to make a comic strip in which a positive outcome for the scenario is depicted in pictures.

## 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.

There are several short films on the internet which may serve as inspiration.