Stage 4 & Stage 5 Lesson Plan

Year Level: Stage 4 & Stage 5 Date:

1. Preparation

a) Timeline: This lesson plan can be completed in one day, or over several days.

b) Outcomes:

- Initiating an open discussion space in the classroom, where students feel comfortable discussing harassment and bullying in a non-confrontational setting.
- Build an in-depth knowledge in the students of dominance behaviour, power dynamics, and the 3 primary forms of harassment associated with bullying.

c) Curriculum Links:

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
- Practise and apply strategies to seek help for themselves or others (ACPPS072)
- Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074
- Analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)
- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)

d) Resources:

Supplied:

- *DISC Assessment*
- *Skills-Building Activities ("The Idiot Game", "Playback Theatre")*
- *Worksheets & Discussion Initiators*

2. Presentation:

1. BULLYING OVERVIEW:
   - Have a class discussion about the following:
   a) Go through the three key features of Bullying:
      i) It involves a misuse of power in relationships.
      ii) It is ongoing and repeated.
      iii) It involves behaviours that can cause harm.
   b) Bullying can be:
      i) Verbal, physical, or social
      ii) Misuse of power
      iii) Obvious (overt) or hidden (covert)
      iv) Online or via technology
   c) Types of Bystanders:
      i) Upstander. Actively supports the person being bullied.

ii) Reinforcer. Laughing, cheering, encouraging the behaviour.
iii) Assistant. Actively helping the instigator, such as blocking exits
iv) Outsider. Silent observation that could be interpreted as approval

ACTIVITIES AND WORKSHEETS:

1. GETTING TO KNOW YOURSELF WORKSHEET
    a. Gives students the opportunity to explore some things that they like about themselves.
    b. This activity does not need to be shared with their peers - as it's important for them to be open and honest with themselves.

2. BREAKING DOWN BULLYING
    a. Have students work on these individually.
    b. Their is the option of having the students share their answers in a discussion forum

2) DISCOVERING STORIES
    a) Playback Theatre
        i) Use the attached instructions to operate the activity

3) BUILDING RESILIENCE
    a) Follow the attached instructions to play "The Idiot Game"
    b) This activity will help students put their resilience skills in action
    c) You can print and hand out the rules and worksheets, or you can run the worksheet and discussion as a group activity

4) DISC PERSONALITY TEST
    a) Print out the provided DISC quiz for each student, and have them complete them individually
        i) Discuss individual results, and how you can use your personality strengths to aid in bullying situations.
    b) The DISC assessment is a non-judgmental tool used for discussion of people's behavioral differences. Each person will be asked to complete a series of questions about your personality and behaviour.
    c) The DISC profiles will help each person to:
        i) Increase their self-knowledge, how they respond to conflict, what motivates them, what causes them stress, and how they solve problems
        ii) Improve peer interaction by recognising the communication needs of others around them
        iii) Facilitate better peer relationships and teach productive conflict

REFLECTION:

1. Ask the following questions:
    a. How does talking about bullying make you feel?
    b. What have you learned whilst listening to other peoples stories about bullying?
    c. Are there any changes you can make to ensure you are supporting other students more?
    d. Are you comfortable being an upstander? Is there anything that could make you more comfortable?

3. Teaching Notes

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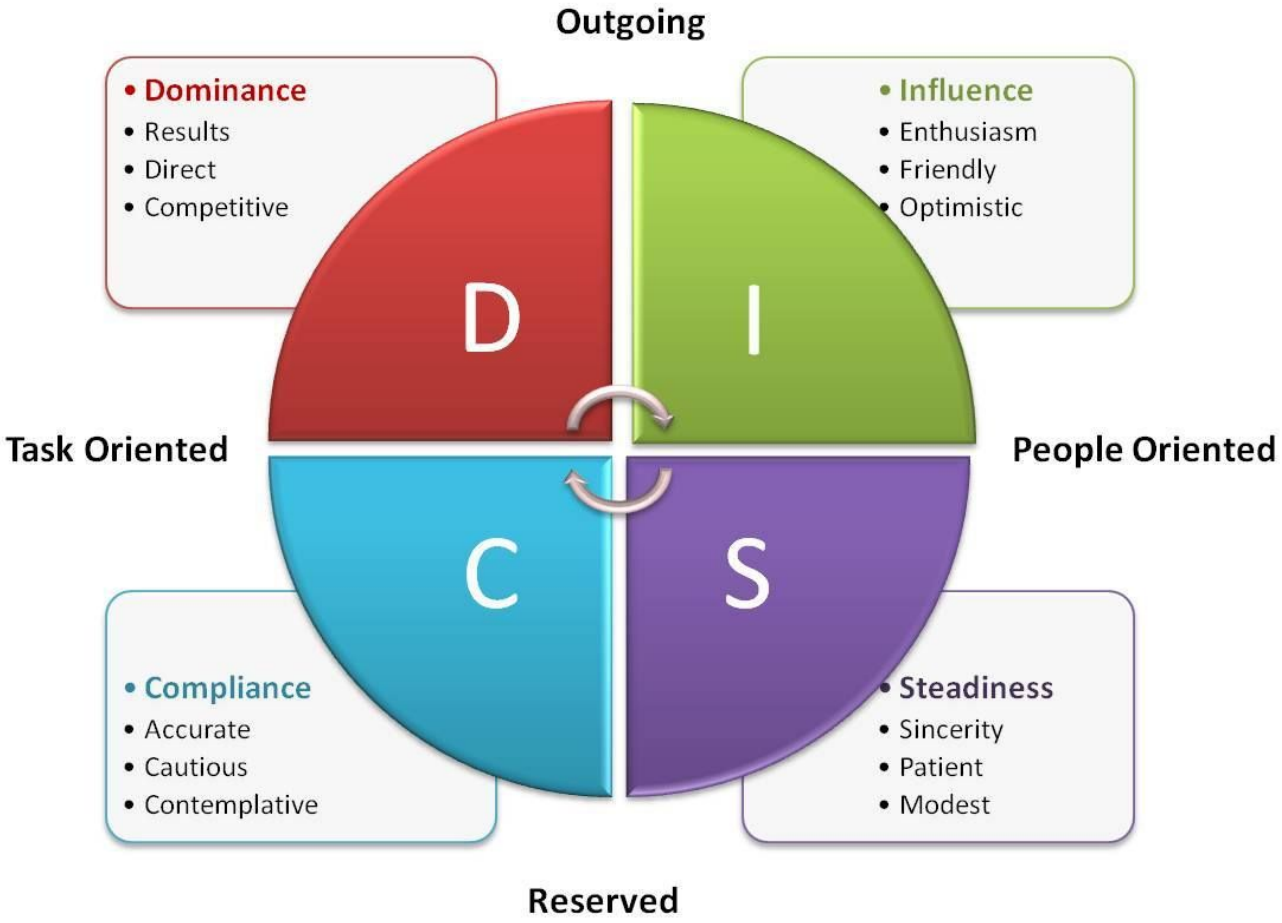
DISC Social Profile

The DISC assessment is a non-judgmental tool used for discussion of people's behavioral differences. Each person will be asked to complete a series of questions about your personality and behaviour.

The DISC profiles will help each person to:

- Increase their self-knowledge, how they respond to conflict, what motivates them, what causes them stress, and how they solve problems
- Improve peer interaction by recognising the communication needs of others around them
- Facilitate better peer relationships and teach productive conflict



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What does DiSC stand for? What do the letters mean?

Dominance

Person places emphasis on accomplishing results, the bottom line, confidence

Behaviors

- Sees the big picture
- Can be blunt
- Accepts challenges
- Gets straight to the point

Learn more

Influence

Person places emphasis on influencing or persuading others, openness, relationships

Behaviors

- Shows enthusiasm
- Is optimistic
- Likes to collaborate
- Dislikes being ignored

Learn more

Steadiness

Person places emphasis on cooperation, sincerity, dependability

Behaviors

- Doesn't like to be rushed
- Calm manner
- Calm approach
- Supportive actions

Learn more

Conscientiousness

Person places emphasis on quality and accuracy, expertise, competency

Behaviors

- Enjoys independence
- Objective reasoning
- Wants the details
- Fears being wrong

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DISC CHART

Circle only one word in each row that you feel describes you best right now. Then transfer your answers over to the Scoring Sheet. Total up each column. Your highest score is your predominant personality type.

#	A	B	C	D
1.	Restrained	Forceful	Careful	Expressive
2.	Pioneering	Correct	Exciting	Satisfied
3.	Willing	Animated	Bold	Satisfied
4.	Argumentative	Doubting	Indecisive	Unpredictable
5.	Respectful	Out-Going	Patient	Daring
6.	Persuasive	Self-reliant	Logical	Gentle
7.	Cautious	Even-tempered	Decisive	Life-of-the-party
8.	Popular	Assertive	Perfectionist	Accommodating
9.	Relentless	Humble	Neighborly	Talkative
10.	Systematic	Optimistic	Persistent	Accommodating
11.	Relentless	Humble	Neighborly	Talkative
12.	Friendly	Observant	Playful	Strong-willed
13.	Charming	Adventurous	Disciplined	Deliberate
14.	Restrained	Steady	Aggressive	Appealing
15.	Enthusiastic	Analytical	Sympathetic	Determined
16.	Commanding	Impulsive	Slow-Paced	Critical
17.	Consistent	Dependable	Lively	Laid-back
18.	Influential	Kind	Independent	Orderly
19.	Idealistic	Popular	Pleasant	Out-Spoken
20.	Impatient	Serious	Procrastinator	Emotional
21.	Competitive	Spontaneous	Loyal	Thoughtful
22.	Self-Sacrificing	Considerate	Convincing	Courageous
23.	Dependent	Flighty	Stoic	Pushy
24.	Tolerant	Conventional	Stimulating	Directing

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DISC PROFILE	D	I	S	C
1.	B	D	A	C
2.	A	C	D	B
3.	C	B	A	D
4.	A	D	C	B
5.	D	B	C	A
6.	B	A	D	C
7.	C	D	B	A
8.	B	A	D	C
9.	D	A	C	B
10.	C	B	D	A
11.	A	D	C	B
12.	D	C	A	B
13.	B	A	D	C
14.	C	D	B	A
15.	D	A	C	B
16.	A	B	C	D
17.	B	C	D	A
18.	C	A	B	D
19.	D	B	C	A
20.	A	D	C	B
21.	A	B	C	D
22.	D	C	B	A
23.	D	B	A	C
24.	D	C	A	B

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BREAKING DOWN BULLYING

TEACHER INFORMATION SHEET

Bullying is also known as Dominance Behaviour. In short, it is repeated and targeted harassment against another individual, in order to display power over them. When bullying is taking place, there is an imbalance of power; therefore, in order to reduce the impact of the bullying, we need to tip the balance of power in the victims favour.

There are 3 primary forms of harassment that we discuss when it comes to Bullying.

1. Physical Harassment:

.eg. Physical aggression, (eg. hitting, punching, kicking, spitting, tripping), theft, destruction of property, rude hand gestures, intimidation.

2. Verbal Harassment:

eg. Name calling, teasing, putting someone down, threatening to cause someone harm.

3. Social Harassment

eg. Lying, spreading rumours, cyber bullying, playing horrible jokes, leaving someone out on purpose, embarrassing someone in public.

Men are most likely to be abused with forms of physical harassment, like intimidation and physical aggression. Women are more likely to suffer from social harassment, such as spreading rumours.

It's important to note that harassment regularly happens amongst friends, and often the instigator can be unaware of how much it's affecting the other person. This is why empathy is so important. Empathy is being able to understand how another person feels - it helps to build connection and strong communication. Putting yourself in the shoes of the other person is a great way to visualise the effect it may have on that person. But be careful not to assume that because you would be okay with something, that another person would as well.

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"The Idiot Game"

ABOUT THE ACTIVITY

The Idiot Game as showcased in Backflips Against Bullying, has two individuals playing against each other. One person will insult the other, who aims to use the resilience tactics of "Be Calm" (don't get upset) and "Be Kind" (treat them like a friend) to shut down the verbal harassment.

BACKGROUND

The Idiot Game is a concept developed by Izzy Kalman in the 1980s. Kalman is a Nationally Certified School Psychologist who has been working in schools and private practice since 1978.

WHO PLAYS?

This game is operated with 2 students at a time. 2 students should demo this first in front of the class (we suggest that this be two friends), and following this you can split the class into pairs to try it together.

THINGS NOT TO DO

During the activity you must not:

- Insult them back, eg. "You think my shirt is bad? Look who's talking."
- Challenge what they say, eg. "That's not true, my hair is amazing." (this gives them an opening to further insult you).
- Threaten going to an authority, eg. "I'm going to tell a teacher!"

WATCH THIS VIDEO

"Brooks Gibbs; how to stop a bully"
https://www.youtube.com/watch?v=7oKjW1OIjuw&t=3s

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"The Idiot Game"

THE RULES

1. Choose who will be Bullying, and who will be Resilient.
2. The aim of the person Bullying, is to insult the person being Resilient. They can make it up; insult their intelligence, their hair, or clothes, face, shoes, etc - whatever they want (the person being Resilient must agree to this).
3. The aim of the person being Resilient, is to use the concepts "Be Calm" (don't get upset) and "Be Kind" (treat them like a friend). They will wil if they can successfully remain both Calm and Kind throughout the game.
4. The bully starts, kicking off with "You're an idiot". They take it in turns to respond to each other. (Nobody can talk over the other person).
5. The person being Resilient wins, when the Bully either gives up, or when it becomes otherwise apparent to the audience that the Bully has lost (eg. being lost for words, circling back on the same insults whilst being ignored, etc).
6. The Bully wins, if they can get a rise out of their victim (getting upset), if they get the victim to retaliate (not treating them like a friend).

SUGGESTED RESPONSES

- Agreeing with the bully, eg. "I totally agree; I absolutely do some dumb things sometimes"
- Turning the insult into a question, eg. "I'm sorry you don't like my shoes; what kind of shoes are yours?"
- Complimenting the bully, eg. "It's true, my teeth are a little crooked; you've got such a good smile though, has anyone ever told you that?"
- Establish that words won't affect you, eg. "I'm sorry you feel that way, but I'm going to be happy even if you hate my guts. And I'll always be nice to you."

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"The Idiot Game"

WORKSHEET AND DISCUSSION

1. Is it harder to bully someone when they are being nice to you? Why, or why not?

2. Why is it important to not get upset when someone is verbally harassing you?

3. What happens if the person being harassed retaliates?

4. If the person bullying you escalates their attack from Verbal Harassment to Physical Harassment, what are the do's and don'ts?

DO's	DONT's

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Playback Theatre

ABOUT THE ACTIVITY

Playback Theatre has the students write down different scenarios (anonymously) on pieces of paper, which students will act out, before the group discusses it together.

HOW TO OPERATE

1. Have the students write down an example of bullying. Try to be as specific as possible, and include character names. The students can use their real stories if they feel comfortable. It is anonymous [For example: - A false rumour has been spread about Amy, that she has been flirting with Karen's boyfriend. Karen has heard this rumour, and angrily confronts Amy about it. Amy gets angry that Karen believes the rumour.]

2. Collect the slips of paper. One at a time, draw a slip at random, and assign students to act the situation.

3. Discuss:

- What was each character feeling during this scenario?-
- How could this situation have been avoided, or de-escalated so that it was no longer a problem?
- Could someone else nearby have intervened? What could they have done?
- What can we learn from this?

4. Choose a new slip, and repeat.

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Name: Date:

GETTING TO KNOW YOURSELF

Learning about yourself can be a very rewarding process. You are encourage to use extra paper if you would like to do more in depth answers

1. Three things I like about myself are...

2. Three things I am good at are...

3. One activity I enjoy the most is...

4. Somewhere I feel very happy is...

5. I feel most confident when I am...

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Name: Date:

GETTING TO KNOW YOURSELF

SELF PORTRAIT

A short description of who I am on the inside. Name a few things that you like about yourself.

Draw yourself in the happy place you described earlier, and/or doing the activity you described earlier. No one will see your drawing, so don't worry about your quality - just focus on representing who you are.

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Name: Date:

BREAKING DOWN BULLYING

1. Bullying is...

2. Physical harassment is...

3. Verbal harassment is....

4. Social harassment is...

5. Men are more likely to suffer from...

6. Women are more likely to suffer from...

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Name: Date:

BREAKING DOWN BULLYING

7. What is a Bystander?

8. What is an Up-stander?

9. As a Bystander, what can you do if you see Bullying happening?

10. Define each of the following types of Bystanders:

a) Reinforcer

b) Assistant

c) Outsider

d) Defender

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Name: Date:

BREAKING DOWN BULLYING

11. Bullying;

a) Usually occurs with peers present

b) Is often selfish, to make the bully feel good about themselves

c) Is dominance behaviour

d) Can affect someone's mental health for the rest of their lives

e) All of the above

12. What is an imbalance of power?

13. What is empathy?

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Name: Date:

BREAKING DOWN BULLYING

QUESTIONS

Megan's friends have been ignoring her lately, they haven't been responding to her comments online, and stop talking to each other whenever she walks over.

1. What type of bullying is this?

2. How do you think Megan is feeling, having her friends ignore her?

3. What effects might the bullying have on Megan?

4. What is something Megan could do to deal with this situation?

5. What is something you could do to help Megan?

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Name: Date:

BREAKING DOWN BULLYING

QUESTIONS

Jonathon went to a party with some mates on the weekend. Someone took a video of him mucking around, and posted it to TikTok without his consent. A lot of his classmates have been commenting online and making fun of him.

1. What type of bullying is this?

2. How do you think Jonathon might feel?

3. What effects might the bullying have on Jonathon?

4. In this situation, what is something you could do to help Jonathon?

5. What do you think Jonathon could do to deal with this situation?

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