STAGE 3 RESOURCES

This PDF contains the following:

- Lesson Plan
- Student Worksheets
- Team Building Activities

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Stage 3 Lesson Plan

Year Level: Stage 3 Date:

1. Preparation

a) Purpose: This lesson plan can be completed in one day, or over several days giving the children in-class time to really develop their character, and prepare their presentation.

b) Outcomes:

- Initiating a conversation where children talk about their story about being bullied, in a non-confrontational way.
- A greater understanding on the roles of the Bystander.

c) Curriculum Links:

- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
- Create literary texts using realistic and fantasy settings and characters that draw on the world's represented in texts students have experienced (ACELT1612)
- Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)
- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action (ACADRM036)
- Examine how identities are influenced by people and places (ACPPS051)
- Practise skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

d) Resources:

Supplied:

- *Team Building PDF*
- *Worksheets*

2. Presentation:

INTRODUCTION:

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
- Give the students time to complete their worksheets individually.

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Stage 3 Lesson Plan

ACTIVITIES:

1. WHAT IS BULLYING
    a. Create an artwork (this could be a painting, a model, a poster) depicting one of the following
        i. A bullying scenario
        ii. How bullying makes you feel

2. EFFECTS OF BULLYING
    b) Short Story or poem on Bullying. Encourage the students to share their personal story if they feel comfortable.

2) TYPES OF BULLYING
    a) Playback Theatre
        i) Reenact the stories from the literature portion of the lesson.
            (1) Do this by getting one student to read there story aloud, slowly. Have other students reenact the story live

3) WHAT CAN YOU DO
    a) Team Building Activities and games [PDF included]

PROJECT:

Week-long project.

1. Each Student has a week to work on one of the following on Bullying:
    a. A Short Film (Shot and edited) or Play
    b. A Short Story
    c. An Artwork (Painting, Photobook etc)
2. At the end of the week, present it to the class. Be sure to encourage the kids to give a lot of positive feedback.

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 a upstander? Is there anything that could make you more comfortable?

3. Teaching Notes

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Action Against Bullying

This workbook belongs to:

_____

Date:

_____

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ACTION EDUCATION

Name: Date:

TYPES OF BULLYING

Megan is upset because her friends have been ignoring her lately, she has tried to talk to them but they just laugh and walk away. Think about this, and answer the following questions.

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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ACTION EDUCATION

Name: Date:

TYPES OF BULLYING

Jonathon has just started a new school , his classmates have been taking and hiding his backpack. Think about this, and answer the following questions.

1. What type of bullying is this?

2. How do you think Jonathon might feel when his backpack is taken?

3. What effects might the bullying have on Jonathon?

4. As a bystander, 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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ACTION EDUCATION

Name: Date:

WHAT IS BULLYING?

Use the words below to complete the **Three Key Features of Bullying.**

1. It involves the _____ of power.
2. It is _____ and _____ .
3. It involves _____ that can cause _____ .

harm - repeated - ongoing - misuse - behaviours

Use the words below to complete the **Types of Bullying.**

1. It can be _____, physical, or _____.
2. It involves the misuse of _____.
3. It can be _____ (overt) or hidden (_____).
3. It can be using technology, and _____.

online - obvious - power - covert - social - verbal

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Name: Date:

QUIZ

1. Bulling is the repeated, and ongoing misuse of power.

TRUE / FALSE

2. Janet's friends have been ignoring her all week. She tries talking to them, but they keep ignoring her. Is this bullying?

TRUE / FALSE

3. Tom gets a rude text from some classmates, should he:

a) Tell a trusted adult
b) Respond with something equally as rude
c) Confront the classmate and start a fight

4. Dominic took a photo of Julie and posted it on Snapchat, she asked it to take it down, and he didn't. Is this bullying? Why/Why not

5. Everyday at school Maddi's friends make fun of her pigtails, and tell her she looks silly? Is this Bullying? Why/Why not

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Name: Date:

QUIZ

6. Billy chases Mitchell every lunch time and trips him over. Is this Bullying?

TRUE / FALSE

7. What is a Bystander?

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

9. Define each of the following types of Bystanders:

a) Reinforcer

b) Assistant

c) Outsider

d) Defender

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Team Building Activities

Overview

Today's children face new and different challenges than those before them. Technology can overwhelm their lives, and with more pressure on parents due to financial and social obligations, children often miss out on essential opportunities to learn social skills. Cooperative games are a great way to help children learn crucial team building skills.

After each game, have the children discuss how they applied teamwork to the task at hand, why teamwork helped them complete the tasks and tactics they used that did or didn't work. Be sure the ideas are coming from the children themselves; resist the urge to let the conversation become a lecture.

Safety

Safety is a key concern during group games for kids. As such, you may need more facilitators/trainers to keep watch, especially for any physically-strenuous activities. Be sure to conduct a proper risk-assessment of the venue you've selected and check that the activity area is clear of anything that could hinder the action or harm the participants.

Activities

- Team building games that encourage **communication** between teammates give kids the opportunity to pick up communication techniques and learn how to better share their ideas with their peers.

- Group games on **teamwork** teach kids how to cooperate with each other. They learn how to respect each other's point of view, interact in a positive manner and work together towards a common objective.

- **Trust building** activities allow kids to learn interpersonal skills. It also helps them to build relationships with their peers and allows them to better relate with each other through a shared experience.

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Team Building Activities

1. Touch Blue

Group size: Minimum 6
Year Range: K-6

What it is: Participants have to find an item in the room that matches the particular colour called out by the facilitator and touch the item (it cannot be on another person or on themselves). The game becomes more interesting when the facilitator calls out unusual colours or patterns

Why it's great for kids: This fun game will engage the kids' creativity and problem-solving skills.

2. Hey, Me too!

Group size: Minimum 6
Year Range: K-6

What it is: This game shows kids how much they have in common with one another and is a variation of the game above. Before the game begins, have students make "auction paddles" using our template, or have students create their own. Everyone sits at their desk or table. The teacher calls out a trait, such as curly hair or freckles, and everyone with that trait raises their paddle and says "Me Too!". Give students a few seconds to look round and take note. Play continues as above.

Why it's great for kids: It shows the kids that they aren't alone, as almost every trait there will be more than one. It also can be fun, and a bit silly, which can encourage bonding.

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Team Building Activities

3. Snakes

Group size: Minimum 12
Year Range: 3-6

What it is: Begin the activity in pairs. Get participants to lie on the floor on their stomach, with one of them holding onto the ankles of their partner. The aim is to move like a snake without letting go of their partner's ankles. The difficulty of the activity can be increased by adding more people to each 'snake'.

Why it's great for kids: What can be more fun for kids than crawling along the floor? This game also encourages them to work together.

4. Human Shapes

Group size: 8 to 12
Year Range: K-6

What it is: The team has to form shapes (letters, numbers, etc) using their bodies .
Why it's great for kids: This is an irresistibly fun game for kids as they get very physical during the game. It also helps them improve their communication skills as they work together to form the correct shapes.

5. Team Shield

Group size: 3 -4 in each sub-team
Year Range: K-4

What it is: Each sub-team is tasked with creating their own team shield (this can be based on any topic that you would like to focus on).

Why it's great for kids: Kids loving making things so this artsy activity is a fun way to promote teamwork and creative thinking.

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Team Building Activities

6. Group Hop

Group size: 4-6 Kids
Year Range: 4-6

What it is: Have the students in each group stand in a straight line with their right hand on the shoulder of the person in front of them and their left leg forward so that the person in front of them can hold their ankle. The group then sees how far they can hop along together without toppling over. Once groups get the hang of hopping, you can hold a competition to see who can hop the farthest or longest.

Why it's great for kids: This activity requires the kids to show coordination and communication.

7. No hands cup stacking

Group size: 2-8 depending on intensity
Year Range: 2-6

What it is: This hands-on group challenge is an exercise in patience and perseverance, not to mention a total blast! Decide how many students you want in each group and tie that number strings to a single rubber band, making one for each group. Each person in the group holds onto one of the strings attached to the rubber band, and as a group, they use this device to pick up the cups (by expanding and contracting the rubber band) and place them on top of each other in order to build a pyramid.

Why it's great for kids: The kids get to work together to try and reach one singular goal. They can choose to appoint a leader, all all be equals.

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Team Building Activities

8. If you Build It

Group size: 4-6 Kids
Year Range: K-6

What it is: This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows.
Then, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound castle? Which team can build a castle the fastest?).
You can recycle this activity throughout the year by adapting the challenge or materials to specific content areas.

Why it's great for kids: This activity requires the kids to show coordination and communication.

9. Minefield

Group size: 2-8 depending on intensity
Year Range: 3-6

Another classic team-building game. Arrange some sort of obstacle course and divide students into teams. Students take turns navigating the "minefield" while blindfolded, with only their teammates to guide them. You can also require students to only use certain words or clues to make it challenging or content-area specific.

Why it's great for kids: Communication; trust

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Hey, Me Too! Template

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