

ARMED FOR LIFE SCHOOLS PROGRAM

BULLYING UNIT FOR Y6/Y7

10x2h sessions - fortnightly (over two school terms)

	CLASS SESSION 1	CLASS SESSION 2	CLASS SESSION 3	CLASS SESSION 4	CLASS SESSION 5	CLASS SESSION 6	CLASS SESSION 7	CLASS SESSION 8	CLASS SESSION 9	CLASS SESSION 10
<b>TOPIC</b>	<b>DEFINING BULLYING</b>	<b>IMPACTS OF BULLYING</b>	<b>EMPOWER YOURSELF</b>	<b>THE BYSTANDER</b>	<b>THE BULLY</b>	<b>TAKING ACTION</b>	<b>CASE STUDIES</b>	<b>BULLYING VS CONFLICT</b>	<b>PRESENTATIONS</b>	<b>REVIEW</b>
<b>Session Structure</b>	1.1 Unit Introduction and Class brainstorm 1 (25min) <i>BULLYING BEHAVIOURS</i>	2.1 Class Brainstorm 1 (20min) <i>BULLYING IMPACTS</i>	3.1 Class Brainstorm (20min) Bullying as an imbalance of power, victim's ability to gain power	4.1 Video- 2min <i>TAKE THE PLEDGE</i>	5.1 Class Brainstorm (15min) Why do some people bully others?	6.1 Group Activity (30min) Reviewing school policy and help-seeking resources. What can we do to make a difference in our class? At our School?	7.1 Group Activity (60min) CASE STUDIES	8.1 Video and Class Brainstorm (Bullying Vs Conflict) (30min)	9.1 Group presentations (60min)	10.1 Individual Learning Quiz (20min)
	1.2 Video- 5min <i>TYPES OF BULLYING</i>	2.2 Video- 6.5min <i>CYBERBULLYING CASE</i>	3.2 Video- 7min	4.2 Class Brainstorm (30 min) <i>SHARING EXPERIENCES/ REFLECTION</i>	5.2 Video and reflection (15min)	6.2 Class Brainstorm (10min) Sharing Group's Action ideas		8.2 Group Activity: Conflict Resolution the "Talking Stick" method (30min)		
	1.3 Individual Activity(20min) <i>IDENTIFYING BULLYING</i>	2.3 Group Activity (30min) <i>CASE REFLECTION</i>	3.3 Group Activity (30min) <i>AGGRESSIVE VS ASSERTIVE RESPONSES- ROLE PLAYS</i>	4.3 Group Activity (30 min) <i>UNDERSTANDING MY SCHOOL POLICY</i>	5.3 Individual activity (30min) Read the Handout APOLOGIES & Write your own	6.3 Class Activity (20min) Class/School Action Plan				
	Brain Break- 10min	Brain Break-10 min	Brain Break- 10min	Brain Break- 10min	Brain Break- 10min	Brain Break- 10min	Brain Break- 10min	Brain Break- 10min	Brain Break- 10min	Brain Break- 15min
	1.4 Group Activity (25min) <i>SHARING EXPERIENCES/ REFLECTION</i>	2.4 Class Brainstorm 2 (45 min) <i>DEALING WITH BULLYING- DOS /DO NOTs</i>	3.4 Role Plays enactment (30min) <i>SCRIPTED &amp; UNSCRIPTED ROLE PLAYS</i>	4.4 Teacher Activity (15min) Introduce Creative Challenge and form Groups	5.4 Class Activity (20 min) Different ways to tell someone- I'm sorry or I'm being bullied	6.4 Group Activity- CREATIVE CHALLENGE/ BULLYING THROUGH OUR EYES Agree on form of Response & Script/Text Preparation	7.2 Video R U OK and Class Brainstorm (15min)	8.3 Case study: A Fresh Perspective to Bullying (30min)	9.2 Presentations Assessment (20min) 9.3 Secret vote on Best Creative Project (10min)	10.2 Online Group Feedback Quiz (20 min) 10.3 Recording and uploading Best Creative Project for Creative Challenge Competition (30min)- <b>SUBMISSION DEADLINE 4 DECEMBER 2020</b>
	Brain Break- 5min		3.5 Group Activity (25min) <i>SHARING EXPERIENCES/ RESPONSE STRATEGIES</i>	4.5 Group Activity- CREATIVE CHALLENGE/BULLYING THROUGH OUR EYES Ideas & Forms of Response	5.5 Individual Learning Quiz		7.3 Group Activity- CREATIVE CHALLENGE/ BULLYING THROUGH OUR EYES Production	8.4 Group Activity (cont)- CREATIVE CHALLENGE/ BULLYING THROUGH OUR EYES Production	9.4 Class Activity: Vote results & Feedback for the winning team	
	1.4 Group Activity and Class discussion (30min) <i>SHARING EXAMPLE WITH CLASS</i>	2.5 Introduce Learning Journal Activity (8min) <i>LEARNING JOURNAL/HOMEWORK</i>	3.6 Learning Journal <i>HOMEWORK/OPTIONAL</i>	4.6 Learning Journal <i>HOMEWORK/OPTIONAL</i>	5.6 Online Group Feedback Quiz	6.5 Learning Journal <i>HOMEWORK/OPTIONAL</i>	7.4 Learning Journal <i>HOMEWORK/OPTIONAL</i>			
<b>Time total</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>	<b>120min</b>
<b>Class Brainstorm</b>	1.1 Define Bullying; Provide examples of bullying behaviours; Classify in bullying types	2.1 How can bullying affect you?	3.2 Bullying is an imbalance of power	4.2 Bystander: Sharing Experiences	5.1 Why do some people bully others? 5.4 Different ways to tell someone- I'm sorry or I'm being bullied	6.2 Sharing Group's Action Ideas on what we can do to make a difference 6.3 Class/School Action Plan	7.2 Steps to Asking R U OK		9.4 Vote Results & Feedback for the winning team	10.2 Class feedback quiz
<b>Videos &amp; Handouts</b>	1.2 Video: Types of Bullying	2.2 Video: Cyberbullying case	3.2 Video: Empower yourself	4.1 Video: The Pledge	5.1 Video: Why I Bully You	6.1 Handout: Three School's approaches to Bullying Handout: Your School's policy (not included, to be provided by the teacher)	7.1 Handout: Bullying Case 1 & 2 Video 7.2: How to ask a schoolmate R U OK	8.1 Video: Bullying vs Conflict 8.2 Handout: News Article 8.3 Handout: A Fresh Perspective	9.2 Handout: Assessment Sheets 9.3 Handout: Voting sheets	
<b>Individual Student Activity</b>	1.3 Match behaviour with bullying type	2.5 Learning Journal	3.6 Learning Journal	4.6 Learning Journal	5.3 Read the Handout Apologies & Write your own 5.5 Individual Learning Quiz	6.5 Learning Journal	7.4 Learning Journal		9.3 Secret Vote on Best Creative Project	10.1 Individual Learning Quiz
<b>Group Activity Breakup and Discussion</b>	1.4: Sharing experiences of bullying, feelings and responses	2.3 Reflecting on Video 2.2 and expanding into the Dos and Do Nots for victims of bullying	3.3 Aggressive vs Assertive Responses- Role Plays 3.4 Role Plays Enactment 3.5 Sharing Experiences/Response Strategies	4.3 Understanding the Law and My School Policy 4.5 Creative Challenge/Bullying Through Our Eyes	5.6 Group Quiz	6.1 What can we do to make a difference in our class? In our school? 6.4 Creative Challenge/Bullying Through Our Eyes	7.3 Creative Challenge/ Bullying Through Our Eyes	8.2 Conflict Resolution 8.3 Creative Challenge/ Bullying Through Our Eyes	9.1 Group Presentations 9.2 Presentations Assessment	10.2 Group Quiz
Addresses the Nine Key Rights- Statement of Commitment ( The Commissioner for Children and Young People )										
1. Be safe and feel safe everywhere; 2. Belong and be me; 3. Be treated fairly and humanely; 4. Contribute, make decisions and be listened to; 5. Education and lifelong learning; 6. Explore, express and create; 7. A healthy life; 8. Play, have fun and be active; 9. Be loved.										
Core Capabilities (WA Curriculum)										
1. Critical and creative thinking, 2. Personal and social capability, 3. Ethical understanding, 4. Literacy, 5. Information and Communication Technology (ICT) capability.										

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WA CURRICULUM LINKS- HEALTH AND PHYSICAL EDUCATION SYLLABUS	
YEAR 5	BEING HEALTHY, SAFE AND ACTIVE: Ways that individuals and groups adapt to different contexts and situations Sessions/Activities: 1.4, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 6.4, 6.5, 7.1, 7.3, 7.4, 8.3
	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING: Skills and strategies to establish and manage relationships over time (such as exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment) Sessions/Activities: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.3, 5.4, 5.6, 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.4
	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING: Ways in which inappropriate responses impact on relationships (such as loss of trust, fear, loss of respect) Sessions/Activities: 1.1, 1.4, 2.1, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 8.1, 8.2
	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES Sessions/Activities: 4.3, 6.1, 6.2, 6.3, 9.1, 9.2, 9.3, 9.4
YEAR 6	BEING HEALTHY, SAFE AND ACTIVE: Strategies that promote a healthy lifestyle (such as being safe in an online environment) Sessions/Activities: 1.3, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 6.1, 6.2, 6.3, 7.2, 8.1, 8.2
	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING: Skills to establish and manage positive relationships (such as showing respect and empathy, being cooperative, actively listening, being trustworthy, accepting differences) Sessions/Activities: 1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 5.3, 5.4, 5.6, 6.1, 6.2, 6.3, 6.5, 7.2, 7.4, 8.1, 8.2
	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING: Situations in which emotions can influence decision-making (in peer group, with friends, with family) Sessions/Activities: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.3, 5.4, 7.1, 7.2
	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES: Preventive health measures that can promote and maintain community health, safety and wellbeing (such as creating social connections for better mental health) Sessions/Activities: 4.1, 4.2, 4.3, 4.6, 6.1, 6.2, 6.3, 6.5, 7.2, 8.1, 8.2
YEAR 7	BEING HEALTHY, SAFE AND ACTIVE: Strategies to promote safety in online environments Sessions/Activities: 1.3, 2.2, 2.3, 2.4, 2.5
	BEING HEALTHY, SAFE AND ACTIVE: Management of emotional and social changes associated with puberty through the use of coping skills, communication skills, problem-solving skills and strategies Sessions/Activities: 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.2, 5.3, 5.4, 7.2, 8.1, 8.2
	BEING HEALTHY, SAFE AND ACTIVE: Help-seeking strategies that young people can use in a variety of situations Sessions/Activities: 6.1, 6.2, 6.3
	COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING: The impact of relationships on own and others' wellbeing (the benefits of relationships, the influence of peers and family, applying online and social protocols to enhance relationships) Sessions/Activities: 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.6, 7.1, 7.2, 7.4, 8.1, 8.2
	CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES: Preventive health practices for young people to avoid and manage risk Sessions/Activities: 2.4, 4.3, 6.1, 6.2, 6.3, 6.5, 7.2, 8.1, 8.2
WA CURRICULUM LINKS- OTHER SYLLABUS	
	HUMANITIES AND SOCIAL SCIENCES- QUESTIONING AND RESEARCHING, EVALUATING, COMMUNICATING AND REFLECTING Case studies, Self-reflection, School policy review and action plans, Creative Competition project: 2.2, 2.3, 2.5, 3.6, 4.3, 4.5, 4.6, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.3, 7.4, 8.2, 8.3, 9.1, 9.2, 9.3, 9.4
	HUMANITIES AND SOCIAL SCIENCES- HISTORY (Aboriginal Culture) The Talking Stick Method: 8.2
	THE ARTS (Media Arts)- MAKING (Ideas, Production), RESPONDING (Analysing and reflecting on intentions) Creative Competition Project and evaluation: 4.4, 4.5, 6.4, 7.3, 8.3, 9.1, 9.2, 9.3, 9.4