

## **WE CAN DEAL WITH BULLYING! Empowerment for young people**

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### **Teachers Notes - 2020**

To the teachers, school counsellors, health educators and parents using *We Can Deal with Bullying!*

The below notes are suggestions only as to how *We Can Deal with Bullying!* may be used. It is designed as a flexible and adaptable resource. Whilst suited for children and young adults of all ages, particularly when used as a one-on-one basis, in a classroom sense some concepts are best understood by children of aged ten years and older.

*We Can Deal with Bullying!* has been written in a conversational style (rather than as a text book) in order to encourage and support the reader and to be appealing to all reading levels. It flows in a way that makes it easy to read aloud.

#### **Author Gina Dawson holds the following relevant qualifications and experience:**

Advanced Diploma of the Arts (Professional Writing)

Diploma of Teaching (Early Childhood Education)

Diploma of Professional Counselling

Certificate IV in Business Management

Certificate IV Training & Assessment

Additionally, Gina Dawson spent fifteen years presenting a range of life-skills programs across hundreds of schools and all age levels. Her passions are writing books for children and young adults that promote awareness about personal and social issues, along with short stories. *I Can Deal With Bullying!* is her seventh book.

#### ***We Can Deal with Bullying!* can be used:**

- As a valuable, motivational and practical book for school, classroom or counsellor libraries, available for borrowing by individual students.
- A one-on-one reading and discussion between adult and child.
- A book to supplement and complement any bullying program or policy that the school or organisation has.
- A classroom teaching resource (students to have either a copy each, or can be adapted to work in pairs or small groups).

## TEACHER'S NOTES 2020

### **Curriculum Basics:**

The text and illustrations tie in with the Australian Curriculum: *Personal and Social Capability*, adaptable to whichever year level you are teaching.

### **Personal and Social Capability – overview. Full document available at**

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and Social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'social and emotional learning' is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

***We Can Deal With Bullying!* encompasses all areas of the Personal and Capability Continuum, namely :**

Self-Awareness Element

Social Awareness Element

Social Management Element

Self-Management Element

So enjoy having *We Can Deal with Bullying!* for library loan, discussion or classroom use! The below suggestions are in order of topic as the book progresses and include discussion points, activities and individual worksheets, all adaptable to your own needs.

## **TEACHER'S NOTES 2020**

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Worksheets are available via a separate link:

<https://www.ginadawson.com/wp-content/uploads/2019/12/We-Can-Deal-with-Bullying-Worksheets.pdf>

## **TEACHER'S NOTES 2020**

### **BEFORE EACH LESSON:**

Ask students to read the relevant section before/during class if they each have their own copy, or ask students to share reading aloud. If students each have a copy they can use it to refer to in class.

Most sections then have a discussion point and a group or individual activity. Some sections come with Worksheets, which can be separately downloaded.

It is suggested that you follow the order of the book, even if you choose to not use any or all suggestions or Worksheets.

Individual worksheets are suited to classroom time or homework.

The time taken for each discussion / section is variable, dependent on your students and there may be lessons where more than one topic is discussed.

Flexibility and the ability to adapt to your student needs are one aspect of the suggestions.

Throughout, refer and reinforce your own school or organisation bullying policy.

### **Legal Disclaimer:**

*We Can Deal with Bullying!* book, Teacher's Notes and Worksheets have been compiled following a great deal of research, but are intended as a general information source only. They do not take account student's unique or individual circumstances. This program is not in any way a substitute for parental, medical or other means of professional help.

Students should be encouraged to always seek the advice of a trusted adult and if they are not coping should seek immediate professional help.

The author, illustrator and publisher cannot be held responsible for any claim or action that may arise from reliance on the information contained in this book, Teacher's Notes or Worksheets.

## TEACHER'S NOTES 2020

### GET THE FACTS

#### **Group Activity:**

We all know that bullying exists, but often when it happens to them, people don't want to talk about it.

Divide class into groups of 3-4 students. Ask students to discuss and work together on [Worksheet GTF-1](#)

Then come together and share ideas, discussing the following:

1. What are some of the reasons people don't want to say they are being bullied?
2. Why do they feel this way?

#### **Individual Activity:**

[Refer Worksheet GTF-2](#). This can be used for homework to involve parents and carers in the program. If homework is not given at your school students can discuss with each other.

### WHAT IS BULLYING? / A VICTIM OR A TARGET?

**Group Activity and Discussion:** Divide class into pairs of students.

Ask students to discuss and fill out [Worksheet WIB-AVOAT-3](#)

Come together as a class and ask students to share their answers. Discuss fully, in particular point 4, which is a key point.

### BULLYING CAN HAPPEN ANYWHERE!

**Individual Activity:** Ask students to think about where they have been over the past year, as best as they can remember and if they were alone or with someone. Examples: Did they play sport, visit friends, go on holiday etc. Ask students to think carefully and then fill out

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### Worksheet BCHA-4

Encourage students to then discuss this with their caregiver or a friend.  
Beware of privacy issues if sharing in class.

**Group Activity:** Ask students to think about the worksheet they have filled out. Brainstorm all the places that students have collectively been and write on board. Discuss if students are aware of bullying policies in any organisations visited, or safe behaviour in any informal setting. How can we keep safe and who should we report to?

## NO ONE LIKES BULLIES! SOME OF THE REASONS PEOPLE CHOOSE TO BULLY

**Discussion:** If people don't really like bullying, what would be one reason they seem to support it, or at least do nothing about it?

(Teachers hint on one of the answers to look for "fear". Expand. Fear of what? Being unpopular, unsafe, excluded, laughed at).

Let's look at insecurities. What is an emotion? What is insecurity?

Brainstorm examples.

What is an "opposite"? Explain. Then refer individual activity.

### Individual Activity

Ask students to work individually on [Worksheet RPCTB-5](#)

## ANYONE CAN BE A TARGET!

**Discussion:** We know that everyone is unique, in other words no two of us are the same. What are some of the differences we have? (Suggestion to teacher: First focus on differences we can see, then non-visible. Examples are gender, height, skin colour, religion, ability/disability, culture, and dress-style – record on board whatever comes up and discuss any specifically if needed.)

**Individual Activity:** Explain that the object of the exercise is to learn about ourselves and each other. Therefore no one is required to share any

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information they do not wish to, and “put-downs” are absolutely not permitted.

From the adjectives on the board, or others that the student comes up with, ask students to fill in [Worksheet ACBAT-6](#)

Use at least five words that they feel describe themselves: (they may use words about the way they look, feel, their beliefs or anything else they want to – *there is no right or wrong answer*). Then do same about people they know.

Note: The worksheet can be used for homework or classroom work. This exercise is for learning more than for sharing. Use caution if you choose to use the sheet as a group activity, and students should not identify anyone they have written about.

## BULLIES NEED A REACTION TO FEEL GOOD

**Discussion:** Discuss the contents of the section with the students. Areas of discussion may include body language, mind over matter and getting support.

**Individual Activity:** [Worksheet BNARTFG-7](#) or use as a homework sheet.

## A FRIENDLY TALK WITH THE BULLY / TALKING FIRMLY TO THE BULLY

**Discussion:** Discuss the content of both sections as a class group, making notes on board as applicable. Points to discuss may include:

- “What is an I-statement”?
- Responses when bullying is occurring.
- What to consider in order when deciding if a friendly private talk is a good idea or a bad one.
- What are the safeguards to put in place before doing so?
- Planning content, how to approach a private “friendly” talk.
- Steps to put in place before “talking firmly” with the bully.

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**Group Activity:** Emphasise that in the below activity sensitivity and respect is to be used at all times.

Divide class into threes. Try to use a large space if possible. Two students sit or stand opposite each other, the third is to observe and provide feedback.

Student 1 to role-play the Bully (does not need to do any bullying)  
Student 2 is the Target.

**Role Play 1:** The Target begins the “friendly” conversation guided by the steps shown in the text and the Bully responds depending on what the Target says. Work towards a resolution.

It is up to Student 1 (Bully) whether a resolution is possible or not.

Student 3 to then provide positive feedback. Small group discussion.

Repeat the above a second time, rotating the students so that Student 3 is the Target, 2 is the Bully and 1 is the observer.

**Role Play 2:** Rotate students. This time two students stand together to speak firmly to the bully. Follow the guidelines in the text. Students then discuss in their small group what they found easy or difficult about the two conversations.

Regroup as a class and discuss anything that students wish to.

**Individual Activity:** [Worksheet TTTB-8](#)

## BYSTANDERS

**Group Activity and Discussion:** This can be done either as a class group or in small groups initially. If in small groups, give each group a large sheet of paper to brainstorm.

In one column, write down all the emotions they may feel if they see someone being bullied.



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In a second column, write down all the emotions they may feel if they were being bullied and saw people watching and doing nothing.

In a third column, write down all the feeling they can think of as to why they may not want to do anything if they are a bystander.

Ask the students to be honest, but use general words.

\*\*\*\*\*A variation is to have one third of the groups working on each topic.

Then come together as a class and discuss.

- Groups to read out the emotions they came up with. Record on board.
- Discuss these emotions and how they affect us.
- Referring to the text, what are some ways that a person can safely choose to not be a bystander?

## WAYS TO BE AN UPSTANDER

### Individual Activity [Worksheet WTBAU-9](#)

(This worksheet can be used one per student or work in pairs)

#### **Discussion:**

Class discussion about each point on the above worksheet:

Does the class wish to implement their own approach or project to raise awareness? Ideas?

## SUPPORT THE TARGET

**Discussion:** Class discussion on the first section content of this section.

How might the person feel if they see someone reaching out to them?

How might you feel having done so?

When is a good time to approach or leave someone alone and why?

Then, using each of the dot points, ask students to either share verbally or write down a sentence about each, a phrase they could use or a way to go about it.

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Examples: "Don't break their trust". What are some ways of keeping trust and breaking it? "Show them they are not alone..." What are some ways or words you could do this with?

### **Individual Activity:** **Worksheet STT-10**

(If you choose to have students read their worksheets aloud, emphasise that names must always be changed/do not identify anyone.)

## **THE TYPES OF BULLYING:**

The text identifies eight (8) types of bullying.

There are five (5) worksheets that can be used to support the class discussions as suggested below.

**Refer Worksheets TOB-11, TOB-12, TOB-13, TOB-14 and TOB-15, which can be used in any order.**

Class activities can include role play and class discussion. You may devote a lesson to each topic or cover several in one session.

Encourage students to share concerns, ideas, and individual and class strategies and to ask questions. Never identify anyone if recounting a story of someone they know.

The bullying types discussed are:

### **PHYSICAL BULLYING**

Discussion topics:

What forms can this bullying take?

Discuss the six tips suggested.

Why is safety more important than possessions?

### **THREATS AND BLACKMAIL**

Discussion topics:

What forms can this bullying take?

## **TEACHER'S NOTES 2020**

Discuss the eight tips suggested.

What can be the end result of going along with threats or blackmail? How can the situation escalate?

If a person has begun to go along with the bully's demands and wants to stop, what avenues of help do they have?

### **VERBAL**

Discussion topics:

What forms can this bullying take?

Discuss the six tips suggested.

How can constant verbal bullying affect self-esteem?

What might the result of trying to "change" yourself or your behaviour to suit the bully be? Think about practical results as well as results in the way it affects well-being.

What types of professional people can assist both young people and adult to learn to relax and develop self-esteem, techniques to cope and resilience. e.g. psychologist, counsellor, doctor etc.

Group Activity

### **BEING EXCLUDED**

Discussion topics:

What forms can this bullying take?

Discuss the five tips suggested.

How can constant verbal bullying affect self-esteem?

If you are being excluded, is it because of you or the bully?

Think about what are some feelings we have about being alone or left out, and why we feel that way. What do we feel we are missing out on doing things by ourselves and why?

### **NASTY AND DEMEANING**

Discussion topics:

What forms can this bullying take?

Discuss the six tips suggested.

What could be some of the consequences of going along with demeaning rules or supporting it?

Discuss options for finding new interests and friend.

## **TEACHER'S NOTES 2020**

What advantages are there to stay in a group with demeaning rules? What disadvantages are there?

### **RUMOURS AND GOSSIP**

Discussion topics:

What is a rumour?

What is gossip?

What forms can this bullying take?

Discuss the six tips suggested.

No one likes being talked about, but what things do you need to think about to decide if a rumour is really damaging to you or if it is just a passing nonsense?

What is a positive thing you can do to stop this type of bullying?

### **SEXUAL**

Discussion topics:

What forms can this bullying take?

Discuss the four tips suggested.

Emphasise that there are many consequences to this form of bullying and immediate action must always be taken.

Emphasise there is no need for embarrassment as adults understand what you are saying and are aware of sexual bullying across all ages. It is never your fault!

### **CYBERBULLYING AND SEXTING**

Discussion topics:

What forms can this bullying take?

Discuss the tips suggested for both topics.

What sort of people can help you to put a stop to or limit the impact of cyber-bullying?

Why do people share images of themselves when deep down they know it is not safe to do so?

Cyber-bullying and sexting are big and complex issues. If your school has a cyber-bullying program, this is a good time to introduce it with more detail than can be provided in this text.

## **TEACHER'S NOTES 2020**

Consider guest speakers in the computer field to provide tips to students on cyber-safety.

### **WHERE TO FROM HERE?**

Individual Activity **Worksheet WTFH-16** Students can work individually or in pairs.

After the sheet has been completed, using student's ideas, come up with a class strategy with an aim to ensure that everyone will feel supported by their classmates if they report to them they are being bullied.

This activity could be written up with a heading "CLASS NAME UPSTAND PLAN 2020" and displayed in the classroom.

### **BULLIES CAN GET HELP TOO**

Discussion: Topics could include taking responsibility for our actions, who to ask for help, self-help.

Individual Activity: **Worksheet BCGHT-17**

### **LOOK AFTER YOURSELF SO THAT'S ABOUT IT THEN!**

Discussion: As a class group discuss:

What have we learned as a group about bullying?

What personal strategies are we going to put in place to:

- a. Protect ourselves against bullying
- b. Support others who are bullied
- c. Upstand as individuals

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Revisit the class strategy and make a regular commitment to discuss bullying (once a month/week/as suits) to talk about any actions taken by individuals or the class and support each other.

Individual Activity: **Refer Worksheet LAYSTTT-18**