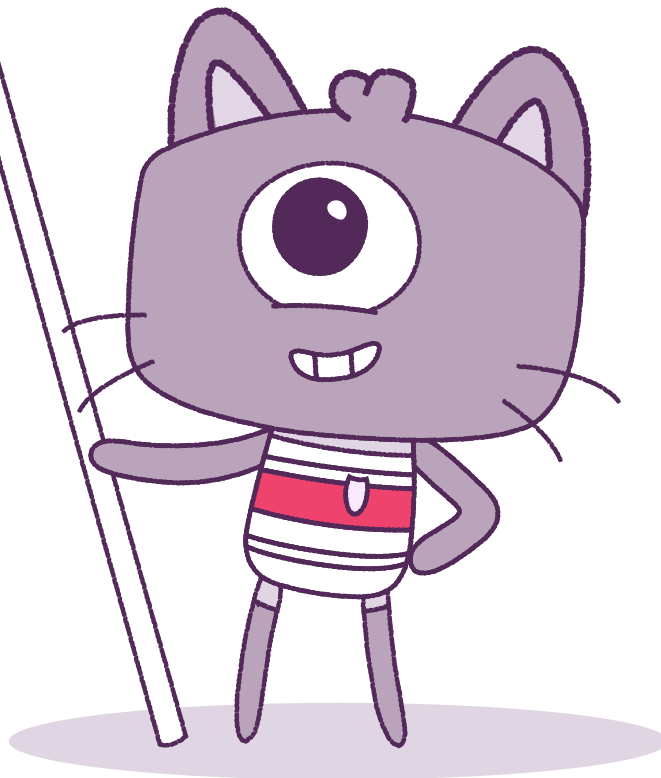




BIG TALKS for Little people

LESSON 9 EXCLUSION & BULLYING



LESSON 9 - EXCLUSION & BULLYING

LESSON AIMS

Explore more about exclusion & bullying.

EQUIPMENT REQUIRED

Digital animation: "Handball"

General Stationery: For drawing and writing.

Printout: Lesson printout.

Printout: Upstanders and Bystanders printout.

Access to Browser: To watch Youtube.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch animation "Handball".

PART 3: Character printout activity.

PART 4: Watch Youtube video.

PART 5: Bystander or Upstander discussion.

TEACHER NOTES

In this lesson, students extend their prior knowledge of relationships, conflict and exclusion and begin to develop values defined by their self-concept to address bullying.

In alignment with HPE Australian Curriculum V.9 Year level content descriptions, students will:

Select, use, and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04).

Additionally, this learning connects to the content descriptors, whereby students:

Predict and reflect on how other students might feel in a range of challenging situations and discuss what they can do to support them. (AC9HP4P04).

Recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school. (AC9HP4P04).

Please read the recommended Teacher Sheet: 'SEL', located on the 'Big Talks...' website.

Please read the recommended Teacher Sheet: 'The benefits of sport for mental health', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about exclusion and bullying from last week.

PART 2: WATCH ANIMATION

Begin the lesson by revisiting the 'Handball' animation, asking students to share their thoughts and recollections of the previous lesson.

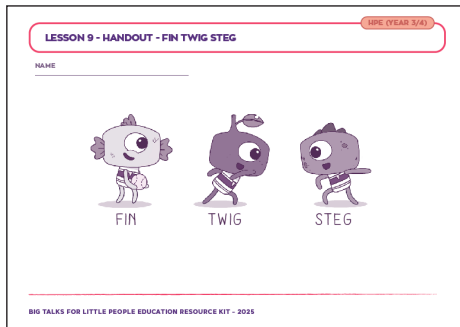
PART 2: CURRICULUM LINKS

Personal, social and community health - Interacting with others. (AC9HP4P04)

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PART 3: CHARACTER PRINTOUT ACTIVITY

Once the scenario has been revisited, give each student the task sheet for this lesson.



Have students consider the alternative scenarios from last lesson, and have them brainstorm and list the values, qualities, and empathy each character could develop (i.e. Fin might need to be assertive, brave and speak up to affect a different outcome). Prompt: Encourage students to have the characters consider the feelings of everyone i.e.

What can Steg do to help themselves?

What can Fin do to help Steg?

What can Fin do to help Twig?

When students have completed this part of the task, bring them back together as a group and pose the question: 'How could the Peeps work together to help one another?'

PART 3: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P04).

Elaboration:

Students predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do to support them.

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

PART 4: WATCH YOUTUBE VIDEO

Watch the 'Growing Connections' video below from the 'Bullying No Way' website, which discusses connections and bullying.

https://youtu.be/3gK1BsKarek?si=_hioAhlaF_QedHz6

Once the students have considered the video, write 'What is a bully?' on the whiteboard/interactive smartboard and ask students to provide examples of bullying in the following domains (adapt where appropriate):

- The classroom
- The schoolyard/at lunch times etc.
- Outside of school
- On the internet

PART 4: CURRICULUM LINKS

Personal, social and community health
Interacting with others. (AC9HP4P04).

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

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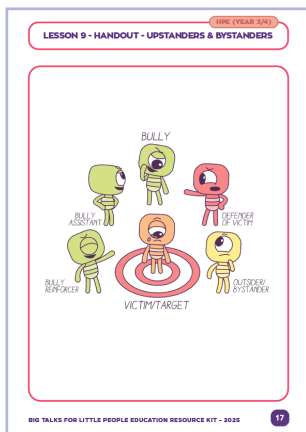
PART 5: BYSTANDER OR UPSTANDER DISCUSSION

As a whole class, go through each example and provide a possible response to each example, using the phrase 'bystander or upstander' (article below for further reading).

<https://www.proquest.com/openview/e2314e92a672a14eeb2376bbc6a655a0/1?pq-origsite=scholar&cbl=18750&diss=y>

Prompt: a bystander doesn't get involved, an upstander intervenes in a helpful and productive way.

Also provide the **"Upstanders and Bystanders"** printout to the students. Have students discuss which role they would like to take, and why.



Hnetkovsky, K. K. (2022). *The Relations Among Upstander, Bystander, Reinforcer, and Perpetrator Bullying Behaviour's in Middle School Students*.

ProQuest Dissertations Publishing.

PART 5: CURRICULUM LINKS

Personal, social and community health – Interacting with others. (AC9HP4P04).

Continuum Extract:

Students identify how they can contribute to healthy relationships and manage challenging relationships.

Elaboration:

Students recognise that bullying behaviours can take many forms, including online, and proposing strategies to challenge bullying in and out of school.

Describe the differences and connections between rights and responsibilities, and care and respect, and how this affects decision-making.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?