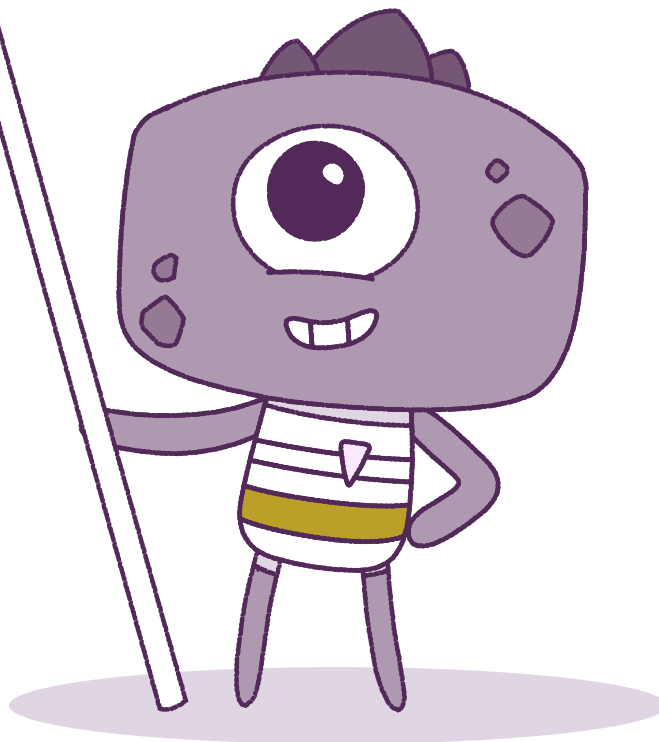




BIG TALKS for Little people

LESSON 8 CONFLICT-MANAGEMENT



LESSON 8 - CONFLICT-MANAGEMENT

LESSON AIMS

Explore conflict-management.

EQUIPMENT REQUIRED

Digital animation: “Three Steps”

Printout: Online Safety Plan.

General Stationery: For drawing and writing.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Discuss online experiences.

PART 3: Watch animation “Three Steps”.

PART 4: Online Safety Plan Worksheet.

TEACHER NOTES

In this lesson, students will engage with strategies to identify, respond to and protect themselves from cyberbullying.

In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will: Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Additionally, this learning connects to content descriptors and elaborations of digital literacy, specifically: practising digital safety and wellbeing; and managing online safety (AC9HP6P08GC/CCP).

Please read the recommended Teacher Sheet: ‘Bullying’, located on the ‘Big Talks...’ website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember about self-concept from last week.

PART 2: DISCUSS ONLINE EXPERIENCES

Begin lesson by asking students what kind of platforms they use on the internet. This may include social media, entertainment media.

Prompt: Create a word wall of the platforms they access, such as TikTok, Instagram, YouTube, or Discord.

Ask students what kind of negative comments they notice online.

Prompt: This could include a celebrity or influencer figure they like, ask them if they ever notice them receiving negative comments e.g. ‘that’s cringe’, making comments about how the person looks.

Highlight to students how anybody on the internet could be subject to the unkind comments of strangers, even people with fame and power.

PART 2: CURRICULUM LINKS

Personal, social and community health – Interaction with others.

Students analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools. Students recognise when to step away from negative online social interactions

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PART 3: WATCH ANIMATION THREE STEPS

Show students the 'Three Steps' animation. Ensure they record any emotions and feelings in their 'wellbeing dictionary'.

After students have watched the animation, ask them how they felt after seeing what the Peep - Crown, experienced. Highlight to students that doing this is a process of empathy.

Ask students if the way people act and speak online, like they do in the animation, is the same as in real life?

Prompt: Facilitate a discussion about differences in online and offline behaviour. Ask students to provide examples of things they might have read or seen that seemed normal online, but was actually inappropriate, hurtful or harmful.

Students can be referred to the Australian e-safety website: <https://www.esafety.gov.au/>

PART 3: CURRICULUM LINKS

Students analyse and rehearse protective behaviours and help- seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration (Literacy: reading and viewing)

Students discuss strategies for maintain online safety when using digital tools and environments, including the options and processes for reporting negative or harmful behaviour.

Continuum extract:

Students report negative or harmful online behaviour to trusted adults and know how to report it in online tools.

Students recognise when to step away from negative online social interactions.

PART 4: ONLINE SAFETY PLAN

Lesson conclusion summary: Give each student an 'Online Safety Plan' worksheet, allowing them to devise their own individual strategies for responding to cyberbullying.

Students can write explicit actions and plans for each part of their plan in the three sections: 'Stay calm', 'Report it', 'Get support'.

PART 4: CURRICULUM LINKS

Students analyse and rehearse protective behaviours and help- seeking strategies that can be used in a range of online and offline situations (AC9HP6P08).

Elaboration: Students examine ways to de-stigmatise help-seeking behaviour, so all students feel more comfortable and confident to seek help when needed.

Elaboration: Students explore actions they can take when they feel unsafe when online; for example, who to speak to if someone posts an embarrassing picture of them without their permission or when to step away from negative online social interactions.

General Capability: Digital Literacy, practising digital safety and wellbeing, manage online safety.

Continuum extract:

Report negative or harmful online behaviour to trusted adults and know how to report it in online tools. Recognise when to step away from negative online social interactions.

TEACHER CHECKLIST

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