We All Solid

Learning Materials
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Solid Schools Solid Kids steering committee

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We All Solid
Introduction

**We All Solid** is a program specifically aimed at addressing the different and similar ways bullying occurs in an Aboriginal context. It is based upon research conducted amongst Yamaji people (Midwest/Murchison Aboriginal people), from young children, parents/caregivers to Elders, from Aboriginal teachers to Aboriginal and Islander Education Officers (AIEO, ATA, AEW). The seven specific issues addressed in the films are those which have been most commonly identified as negatively impacting upon Yamaji students at school.

The series of films contained within the program are aimed at providing discussion points educators may utilise to engage students in further learning related to the content of each scenario. The three choices depicted in the scenarios are modelled as options that research indicated were often taken by Yamaji children/youth in these situations. The enacted modelled student responses accompanying each scenario found on the **We All Solid DVD** (e.g. Do Nothing, Talk to Someone and Talk to Family) provide an ideal teaching tool to highlight positive strategies students may employ to respond to bullying behaviours.

The accompanying **Learning Materials** are designed to enable students to understand and identify bullying behaviours explicitly in a social/emotional and physical context. Participation and engagement in the program is aimed at building educative understandings about what bullying is to empower and equip students to develop their own methods and resources for overcoming these issues.

The program integrates a range of learning areas across the curriculum including: Health, English, The Arts, Society and Environment and Technology and Enterprise. A range of learning activities have been designed and included to appeal to varied learning styles and can be utilised in schools as either a comprehensive program or as short individual or ‘stand alone’ units of study.

Whilst the program specifically targets issues of intra-racial bullying amongst Yamaji students and endeavours to provide culturally appropriate ways to deal with such issues, the program is equally applicable to all students as it addresses common bullying problems such as cyber bullying, physical bullying, depression resulting from bullying, exclusion, verbal bullying and threats. The resources developed by Yamaji students as a result of completing this program would be useful to all students and would also be beneficial in developing greater cultural reciprocity and empathy amongst students.
We All Solid – What’s included in the package

This program includes:

i) **We All Solid Learning Package** (to be used in conjunction with the We All Solid DVD).

ii) **We All Solid DVD** incorporating seven of the most common bullying scenarios faced by Yamaji children/youth at school in the Midwest/Murchison region.

iii) **Solid Kids Solid Schools web site** to be used as a ‘stand alone’ program and/or in conjunction with use of the We All Solid DVD and the We All Solid Learning Package.
Bullying in an Aboriginal Context

Introduction

From 2006 to 2009 the Solid Kids, Solid Schools project collected Yamaji stories about childhood bullying through interviews and focus groups. Parents and carers were often concerned that they were bullied when they were children and that their children were being bullied too. Parents and carers, Elders, school staff and community members who participated agreed the cycle of bullying in Yamaji communities needed to be broken. All participants said they wanted help to stop the bullying cycle.

There are different ways kids get involved in bullying: they may be bullied, they may bully, and they may see a friend or family member being bullied. The Solid Kids, Solid Schools project found that Yamaji experiences of childhood bullying are as varied as other issues affecting Aboriginal communities. Bullying behaviours and attitudes among children can be changed through education and leadership by parents and carers. Elders were identified as important to dealing with bullying and other forms of violence, but the picture is not complete without everyone in the community offering a viewpoint and contributing.

Bullying is not a Yamaji word. Yamaji children and young people usually refer to bullying as: teasing, picking on someone, smashing, or carrying yarns.

Often people think bullying is only ‘big kids on little kids’. It is common for people to call bullying between kids who are the same age ‘just teasing’ and to believe this behaviour is okay. Of particular note is the language used by parents and carers in describing bullying behaviours.

Bullying: A definition

*Generally, bullying means deliberately and repeatedly trying to hurt someone to make him/her or a group feel upset, angry, humiliated or afraid. Bullying is a behaviour used by a person or group to gain power over a less powerful person who has difficulty stopping the situation.*
Descriptions:

- Bullying often begins when a child is ‘picked on’ by another child or by a group of children. The child being picked on is unable to stop the bullying from happening and lacks the support of others.
- The bullying will continue if the children doing the bullying have little or no sympathy for the child they are hurting, and especially if they are getting some pleasure from what they are doing and no one tries to stop them.
- Bullying can range from teasing to name-calling, from spreading nasty rumours about someone to threats of intimidation or actual physical aggression. What's considered gentle teasing by one child might appear as intimidation to another. There's often a fine line between some of these behaviours, and the effects of this bullying can vary.

Physical bullying

Smashing, hitting, pinching, biting, pushing, pulling, shoving, slapping, punching, strangling, kicking, intentional bumping, tripping, scratching, throwing things, ripping and double banking.

Body language

Bullying can be done by gestures:

- ‘It can just be a dirty look.’
- ‘It might be a sly smile to mean that something is wrong.’

Verbal bullying

- ‘What’s your go?’
- running someone down
- carrying yarns
- calling someone names
- chipping
- jarring
- teasing someone in a mean and hurtful way
- being sarcastic in a hurtful way

Threatening

- telling someone they’re going to get their family involved, like their brothers and sisters, cousins, parents, carers, nana, aunties or uncles
- making someone feel scared of them
- telling someone they are going to hurt them
- yarning to get someone into trouble
- forcing someone to do their schoolwork or homework for you
- forcing someone to break the law like stealing or damaging someone’s stuff
Property abuse

- taking someone else’s stuff
- breaking or damaging someone else’s belongings
- stealing someone else’s money

Emotional bullying

- getting kids into trouble or wrong situations
- ignoring someone or keeping them out of group conversations (known as exclusion)
- making fun of someone’s appearance or body odour
- trying to get others to dislike someone or not have anything to do with them
- carrying yarns about someone
- trying to get other kids to harm someone

Sexual bullying

- touching someone when and where they don’t want to be touched
- pressuring someone to do things that they don’t want to do with their body or with someone else’s body
- making sexual comments about the way someone looks or behaves

Racist bullying

- making racial comments about someone and/or their family; it might be telling someone they aren’t Aboriginal enough or that they’re trying to be or act ‘White’
- making rude gestures or jokes about someone’s religion
- making comments about the way their features look compared to others (e.g. big lips, curly hair)

Cyber bullying

- uploading videos of other people on social network internet and video sites, such as Bebo, MySpace, Facebook, Diva Chat and YouTube
- sending harassing or abusive emails
- making prank or abusive phone calls
- sending someone offensive texts (SMS) and multimedia messages (MMS) by mobile phone
- carrying yarns through chat rooms, blogs, by email, by SMS and MMS, or on Twitter
- posting insulting messages in chat rooms and on social network sites
Being picked on

Being picked on can be a form of bullying. Sometimes it's hard to work out why kids pick on other kids. It could be because:

- someone is considered a winyarn
- someone is in the wrong place at the wrong time
- someone is different (taller, fatter, darker or lighter skinned, smarter, weaker or slower)
- someone who seems easy to frighten or upset
- someone who is smaller or younger

Bystander bullying

Bystanders are people who see, support or know the bullying is going on. Bystanders can be:

1. the friends of the kid bullying
2. the friends of the kid being bullied
3. kids who see the bullying happening
4. kids who know about the bullying

For more information on Bullying refer to the Solid Kids, Solid Schools website:

http://www.solidkids.net.au/

Factors Influencing Bullying Among Yamaji Kids

Some Aboriginal children are coping with life stressors (e.g. family death, intergenerational poverty, poor health, such as hearing impairment, family violence) that inhibit their ability to connect with their school. Some Aboriginal children also deal with complex familial relationships that can induce bullying incidents, such as family feuding and payback and intra-racial dynamics. As a result of these factors physical confrontations may occur at school or general community events, such as sport, movies, outings and family gatherings.

It is helpful for school staff working with Aboriginal students to remember that it can be beneficial to consult with an AIEO (ATA, AEW) if having concerns regarding Aboriginal children as they often are aware of family situations and can provide information, cultural knowledge and guidance where necessary.
Useful web resources:

http://www.solidkids.net.au/

AUSTRALIAN ANTI-BULLYING WEB SITES

http://www.theline.gov.au/ - has a specific indigenous page and resources


CYBERSAFETY


Kids Help Line provides free, confidential and anonymous telephone and online counseling. http://www.kidshelp.com.au


The Bullying No Way website provides a range of resources including mobile movies made by Australian students. http://www.bullyingnoway.com.au


Bullying.org is a Canadian website providing information and advice on cyber bullying. http://www.bullying.org

CONFLICT RESOLUTION


INTERNATIONAL RESOURCES

http://www.bullying.org/ - facts sheets and activities
http://www.stopbullyingnow.com/

**BLOGS ON BULLYING**

http://sandelee.blogs.com/

http://www.blogtoplist.com/rss/bullying.html

**ASSERTIVENESS**


http://www.improvementtower.com/Teach_Your_Children_to_Be_Assertive.html


http://www.kellybear.com/TeacherArticles/TeacherTip74.html

http://www.angermanagementgroups.com/GoFlyAKITE-AssertivenessTrainingForChildren.html

**TEACHER RESOURCES**

There are a large number of additional teacher resources on bullying available at:


WA Curriculum Council

http://www.curriculum.wa.edu.au/

**HELP FOR KIDS**


Reach Out! – www.reachout.com.au


Geraldton Regional Aboriginal Medical Service (AMS – 60 Rifle Range Rd Geraldton, 99566555)

Beyond Blue – www.beyondblue.org.au and 1300 224 636

Yellow Ribbon – www.yellowribbonmidwest.org.au and 1800 199 008 or 1800 198 313 or 13 11 14

Solid Kids Solid Schools – www.solidkids.net.au
Learning Areas - How the program fits the curriculum

The **We All Solid** learning materials are designed to satisfy the **WA Curriculum Framework** across a range of learning areas. The materials can be utilised within a specific learning area (e.g. English) or can be employed as a ‘stand alone’ personal development activity that will enhance skills across a range of curriculum areas. The materials satisfy **Core Values, Overarching Learning Outcomes** and **Learning and Teaching Principles** of the **Curriculum Framework**.

The learning materials have been specifically designed to meet the **Scope and Sequence** across an **integrated curriculum**. Each section contains a charted overview linking learning tasks to specific aspects of learning areas. Appendix 2 of this package contains a comprehensive list of the **Scope and Sequence** of specific learning areas. Further, the materials are designed to satisfy **Scope and Sequence** in the following phases of development:

- **Middle Childhood** (Yrs 6 – 7, Approximately aged: 12-13)
- **Early Adolescence** (Yrs 7 -9, Approximately aged: 14-15)

The **Scope and Sequence** of the following learning areas are addressed by the learning materials:

- **English** – Reading, Writing, Viewing , Listening and Speaking
- **Health and Physical Education** – Wellbeing, Self Management Skills and Interpersonal Skills
- **Society and Environment** – Culture, ICP and Civics and Citizenship
- **The Arts** – Drama Arts Practice, Media Arts Practice
- **Technology and Enterprise** - Information

**National Curriculum**

The **WA Curriculum Framework** syllabus documents contain “National Consistency in Curriculum Outcomes” and as such the materials within this package are transferable to the National Curriculum. This includes addressing the new **Civics and Citizenship** learning area introduced by the new National Curriculum.

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1. Note that the WA Curriculum Framework includes “National Consistency in Curriculum Outcomes”
2. See page 124 of Appendix 2 – Curriculum Framework
3. See page 125 of Appendix 2 – Curriculum Framework
4. Where a syllabus Scope and Sequence statement is part of the “National Consistency in Curriculum Outcomes” this statement is denoted with a ‘star’ (*).
How to use the learning activities

The learning materials are designed to be simple and straightforward to use. There are 7 scenarios on the We All Solid DVD relating to intra racial bullying issues, each with accompanying learning activities. Additional to this there is a ‘Before Viewing’ section designed to establish prior knowledge and prepare students for the program.

Each bullying scenario on the DVD is broken into sections – the scenario, followed by 3 options as to how to respond to the scenario – options A, B and C. Each activity begins by viewing the scenario, then undertaking activities in the learning materials. Then viewing option A, then undertaking activities in the learning materials, and so on until option C is completed. So a typical sequence looks like:

- View Scenario – complete learning activities
- View option A – complete learning activities
- View option B – complete learning activities
- View option C – complete learning activities

The learning materials contain a unit outline, background information and resources list at the commencement of each scenario, followed by a charted overview. The charted overview indicates the order of completion, estimated timing of each activity and links to the curriculum.

The activity worksheets are designed so that they can be easily followed by students. All the worksheets contain visual cues to indicate the type of activity students will be completing. Complete explanations of the visual cues can be found on the following page of this document.
Visual Cues Explained

Below are listed the visual cues you will find within the learning activities. The visual cues are designed to indicate the type of learning activity that will follow.

- = A teacher led activity and largely means a class discussion (yarn)

- = A viewing activity (viewing the DVD)

- = A writing activity

- = A computer/internet based activity

- = A message of personal and/or cultural significance

- = A small group/partner activity, such as a discussion (yarn), brainstorm or role play

- = A creative/craft related activity

- = A suggested film making or digital photography activity

- = A suggested ‘guest speaker’ activity
Language Explained

Below are listed some of the terms commonly used throughout the learning materials. The definitions provided are also available at the Solid Kids Solid Schools web site at:

www.solidkids.net.au

Yamaji: Yamaji is the collective name for Aboriginal people in the Murchison and Gascoyne regions of Western Australia.

Solid: the term ‘solid’ is used to refer to something being good, positive or likeable. We believe that in order for schools with Aboriginal students to be solid, they must work with their Aboriginal staff, listen to their Aboriginal students and reach out to the Aboriginal families in their school community.

Solid Kids Solid Schools: Solid Kids, Solid Schools is a research project that has aimed to collect cultural understandings of bullying among Yamaji children and their communities. The project has also worked with Yamaji school communities to develop relevant and culturally secure bullying prevention and management strategies.

Elders: Elders are local Aboriginal community members who are deemed to have knowledge both culturally and historically for the region in which they reside. Elders, with their cultural and spiritual guidance, are the link to the past and future.

AIEO: (Aboriginal Islander Education Officer) is a non-teaching Aboriginal staff member who supports Aboriginal students and their families within the school. The term AIEO is unique to the Western Australian Department of Education and Training (DET). In the Catholic Education Office (CEO) a similar role is filled by an Aboriginal Teacher’s Assistant (ATA) or Aboriginal Liaison Officer (ALO); in the Independent School sector the title for this role is Aboriginal Education Worker (AEW).

Winyarn: Winyarn is a Yamaji term to describe someone who is seen as not being strong. It is also used by some other language groups throughout Western Australia. It can be used to describe: the way someone is feeling, a situation, or the way another person looks. It can also be used in a fun, joking way; sometimes it is used to be mean – for example, if it is said as a reason why someone is picked on: ‘because they are just winyarn’.

Yarning: Yarning is a term used to describe informal chatting or talking. Yarning can also mean spreading rumours or, in a derogatory manner, as someone ‘carrying a yarn’ that is not true. Today, many Aboriginal young people use their mobile phone for yarn carrying.

Yamaji wangi: Yamaji wangi means ‘Yamaji talk’.
**Family feuding:** Family feuding is used to describe long-lasting feelings of anger or hostility between particular families. Feuding can affect the relationships that some children have at school and out of school. In some instances feuding has been going on for many years, and sometimes children are involved without knowing why they are ‘not allowed’ to be friends with another family or child.

**Shame:** Shame is more than feeling embarrassed or ashamed; for Aboriginal people it refers to being made to feel different or singled out. Shame can be a matter concerning what can be discussed and by whom, and it can be about gender differences, personal and sexual matters.

**Bystander:** A bystander is someone or a group of people who see, support or know about bullying that is happening.
Before Viewing
Before Viewing - What is Bullying

The Before Viewing activities are designed to establish a framework of information and knowledge about bullying upon which the viewing activities will build. These activities are designed to be completed prior to commencement of the viewing activities and should establish:

- What bullying is
- Different types of bullying
- Students experience and understanding of bullying
- Your school’s approach to bullying problems
- Student ideas as to how to address issues of bullying
- Establish a student sense of self and values

The Before Viewing activities will take between 4 – 5 lessons depending upon the age and ability of the student group and the pace at which individual teachers choose to address each step. Note that you will need the instructions below to play the game in activity 5.

Resources required

- Large sheets of paper (such as butchers paper or A3 paper)
- Your schools bullying action plan or policy and procedure (either hard copy or location online) OR knowledge of how your school approaches bullying issues
- Survey activity sheet
- Types of bullying chart
- Approximately 10 blindfolds
- ‘Numbers Game’ instructions (see below)

Numbers Game (Instructions)

Select 10 people in your group (if you have less than ten you can still try this activity – just number however many students you have). Hand each student a number from one to ten asking them to keep their number to themselves. Have the remainder of the class stand around in a circle and move your numbered students to the middle of the circle. Each of the numbered students should then be blindfolded. Now ask the numbered students to try and organise themselves into a line in order from one to ten without speaking (or being able to see obviously). The students in the circle should observe how the group find ways to get themselves into numerical order. Once they have completed the task, or if enough time has passed without success bring the group together and ask them to discuss what happened.
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<td><strong>Activity worksheets 8, 9</strong></td>
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Before Viewing – Activity 1

THINK SHEET

WRITE

What is Bullying? What do you want to learn about bullying?

Date: ____________________ Name: ____________________

1. Write what you know about bullying in the “1” column.
2. Write what you want to learn about bullying in the “2” column.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
</tr>
</thead>
</table>

AFTER VIEWING – POST: SELF-ASSESSMENT STUDENT TASK

3. What is bullying: What did you learn? Date: ____________________
Before Viewing – Activity 2

What is bullying?

Group Yarn

In small groups of 3 or 4 discuss what you think bullying is. Brainstorm a list of as many types of behaviours that you think could be considered bullying.

NB: Use large sheets of paper so that your group can list these examples of bullying behaviour.

Teacher - Class Yarn

Once you have done this share your group’s ideas with the class and discuss what you think bullying is.

Group Yarn

Return to your groups and develop a definition of bullying.

Teacher - Class Yarn

Share your definition with the class. As a class, come up with a commonly agreed upon definition of bullying.

Role Play

Pick one example of bullying to role play with your group. Be sure to avoid inappropriate classroom behaviour such as swearing and violence.
### Types of Bullying

Write

In the chart below divide and describe the types of bullying into physical bullying and psychological bullying. For each type of bullying provide specific examples.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Non-physical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Emotional</td>
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<tr>
<td></td>
<td>Written &amp; Verbal</td>
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</tbody>
</table>

Before Viewing – Activity 2
Before Viewing – Activity 3

Bullying Survey

Notes on how to use the Bullying Survey:

The idea of the survey is to find out more about bullying, where it occurs and how much of a problem it is within your school and community. DO NOT to put your name on the survey sheet and be entirely honest - no one will see your answers. Read through the survey then circle the answer (or answers) that apply to you.

Write

Go to the Bullying Survey and complete all the questions. Remember not to put your name on the sheet.

Teacher Activity – Class Yarn

Tally the survey results on the whiteboard.

Determine the fractions or percentages for each question.

Discuss:

- What do the survey results show?
- What percentage of students reported having experienced bullying type behaviour?
- What kind of bullying type behaviour have most students experienced?
- Where is the behaviour happening most?
- How much of a problem is the behaviour for students?
- What ideas did students have as to how our school can deal with bullying behaviour?

Group Yarn

In small groups, discuss:

- What does each group member believe to be bullying behaviour?
- Do you all agree on what ‘bullying’ is?
- Were any of you surprised by the finding of the survey?
- What things did group members find surprising?
- How would you like to see your school address issue of bullying?
Bullying Survey

DIRECTIONS: Please circle your answers to the following questions. You may circle more than one answer for some questions. DO NOT put your name on the paper.

1. What does bullying mean to you? (Circle all that you consider bullying)
   Hitting/punching/pushing   Teasing   Name calling   Excluded
   Threatening   Ignored   Stealing/damaging someone’s things

2. Have any of those things you circled ever happened to you?
   Yes       No

3. If you answered yes, how often did they happen to you?
   Rarely   Occasionally   Often   Everyday

4. Where did these things occur? (Circle all that apply to you)
   School   Park   Home   Sport   Somewhere else (Where?)__________

5. If it happened at school, where? (Circle all that apply)
   In between classes   Classroom   Playground   Toilets
   Somewhere else (Where?)__________________

6. Have you seen these things happen to other students at school?
   Yes       No

7. If you answered yes, how often did it happen?
   Rarely   Occasionally   Often   Everyday
8. Where have you seen these things happen to other students? (Circle all that apply)

In between classes  Classroom  Playground  Toilets

Somewhere else (Where?)________________

9. How much of a problem are these kind of things for you?

A Big Problem  Sometimes a Problem  Not much  Rarely

No problem

10. In the section below write a list of ideas about what you think your school, your teachers, your parents, other adults, you and other students can do to help stop bullying behaviour at your school.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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Before Viewing – Activity 4

Your School and Bullying

Write

This activity asks you to think about what you know about how your school deals with bullying.

Locate your schools bullying policy and procedure or action plan OR think about what your school does when someone is being bullied.

What does your school do about bullying? ____________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What steps does your school take to deal with people who are bullying? ________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Do you know what to do if you or someone you know is being bullied? ________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Who you should go to at your school if you are experiencing bullying? ________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How do you think your school could manage bullying better? ________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Before Viewing – Activity 5

Identity and Values

What is Identity?

As a young person you are developing a sense of who you are and where you fit in, this takes time and is often measured against who you want to be. Many things influence your sense of identity, your culture, family, friends and life experiences are among these contributors.

The following activities are designed assist you to learn some ways to maintain a solid identity – even when things around you seem winyarn.

Working through this program you will find that there are a lot of group activities that require you to work with other people in your class. It is important that you have some rules and ways to approach group work so that it is fun and useful for everyone. Your teacher will take you through some group work activities to begin.

Teacher Activity – Class Yarn

Play the ‘Numbers Game’ (described in the introduction). Then discuss:

- How did the group perform?
- What was the challenge of this activity?
- Why was it difficult?
- Who showed leadership?
- What things did people in the group do to try and get themselves in order?
- What could they have done?

Group Yarn

In small groups, try this activity. All head outside to the school oval. Select one member of your group to be blindfolded. The blindfolded member of your group should stand about 15 – 20 metres away from the rest of the group. Spin the blindfolded member around 10 times. Now the rest of the group has to call out instructions to the blindfolded group member to try and guide them back to the group. It is especially hard if the rest of your class groups are yelling out to their group member at the same time. Try it!

Write

After you have tried the two games, write down what the challenges were in these two games and how well or otherwise you think your group worked together. _______________________________
Before Viewing - Activity 6

Identity – Strong Culture

**Collage** – create a collage of words and pictures that is all about what you value in your life that has added to who you are now. Put your name in the middle, for example names and pictures of important people in your life: friends, family, culture, teaching and non-teaching staff, things that you’re good at.

You will need an A4 or A3 sheet of paper, scissors, magazines, newspapers, pens, pencils, textas.

Below is an example of how you might like to lay out your collage.

```
Friends  Coach
Family

Favourite TV programs  Favourite games

YOUR NAME

Culture  Hobbies

Things you care about  Teacher/s

Sports
```
Before Viewing – Activity 7

What is Cultural Identity?

Use a dictionary to look up the meaning of:

Identity: _____________________________________________________________

Culture: ___________________________________________________________________________

Discuss these two definitions with your class and create a meaning for “cultural Identity”.

Write

What or who has had biggest effect on your cultural identity? How did it happen? What were you taught?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Think about your answer to the previous question and write a list of all your strengths – the things you are good at and the things you like to do because of this. (Include different types of things – good at helping, always smiling, fun to be around, good at running, good at staying out of trouble, good to talk to...)

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<tr>
<th>My Strengths</th>
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Teacher Activity – Class Yarn

How could having a strong identity help you to seek help and reduce the impact of bullying?
Before Viewing – Activity 8

**Guest Speaker**

**Part A**

Invite an AIEO (ATA or AEW); an older student and a community elder to talk to the class about their experiences growing and developing a sense of cultural identity (suggested varied age groups if possible).

- Have students prepare a list of focus questions that they can ask the guest speaker/s prior to the day, for example “who influenced you the most growing up? What things did they do that you learnt and admired? How did they teach you this?”

**Part B**

- Teacher models a table on the board and has students working with a partner to draw their own on A3 paper.
- Students take turns to write what has influenced their sense of identity as they’ve been growing up (Student A then Student B).
- In the middle column students write what influences they shared in common and discuss as a class.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Shared Influences</th>
<th>Student B</th>
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**Teacher Activity – Class Yarn**

- Discuss what factors influenced guests sense of identity, establish if there were any common factors.
- How can being culturally strong and proud help to prevent and assist to deal with bullying situations?
Before Viewing – Activity 9

Creative

**Acrostic Poem** – using the letters of your name and the ideas you wrote down earlier about your strengths, write a poem about the great things about you. If you have a short name you could always use your first and last name (or middle name!) If you are having trouble remembering all the great things about yourself, ask your friends, classmates and teacher. You can also add pictures to make your poem as special as you are. Below is an example of an acrostic poem using the name RICHARD.

**R**eally good at footy

**I**nterested in cars

**C**aring and kind

**H**as a great smile

**A**lways ready to lend a helping hand

**R**ather funny

**D**aring and brave
Scenario One:

You think you white?
Scenario One - You think you white?

Unit Outline, Background Information and Resources

This unit focuses upon friendships and friendship groups. The issue explored relates to bullying due to inter-racial friendships and the non-acceptance of those friendships by other Aboriginal students. The aim of this unit is to identify bullying due to lack of acceptance of inter-racial friendships and develop skills to overcome such issues. The unit also serves the purpose of introducing students to the Solid Kids Solid Schools web site so that they become familiar with resources available that are specifically designed for Aboriginal students.

By the end of the unit students should be able to do the following:

- Define bullying
- Identify a particular form of bullying
- Explain the value of friendship
- Appreciate the value of diversity in friendships
- Become familiar with the Solid Kids Solid Schools web site

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to friend’, and complete the option B activities. Finally, view option C – ‘Talk to an adult’ and complete the option C activities.

Resources Required

- Computers
- TV, DVD or Computer and projector
- A3 paper
- Class copies of activity sheets
<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>DAY &amp; TIMING</th>
<th>DVD VIEWING</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
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</table>
Scenario One – Activity 1

You think you white?

Teacher Activity – Class Yarn

As a class discuss what you believe to be bullying and the different forms of bullying.

Computer

Go to the Solid Kids Solid Schools web site www.solidkids.net.au and click on the ‘Solid Kids’ link. Now click on the ‘About Bullying’ link to find answers to the following questions:

Write

What is bullying?

___________________________________________________________________________

___________________________________________________________________________

List the 10 different types of bullying described in the ‘What are the different types of bullying?’ link.

1. __________________________________________________

2. _________________________________________________________________________

3. _________________________________________________________________________

4. __________________________________________________

5. _________________________________________________________________________

6. _________________________________________________________________________

7. _________________________________________________________________________

8. _________________________________________________________________________

9. _________________________________________________________________________

10. ________________________________________________________________________
Scenario One – Activity 2

View

Begin this activity by viewing Scenario One – ‘You think you white?’

Write

What is the issue in this scenario? Describe what happens and why it is a problem.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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Think back to the 10 different forms of bullying you listed in the ‘Before Viewing’ activity - What form of bullying is this? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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How is the girl feeling in this scenario after being teased by her Aboriginal friends that she “thinks she white”? ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How did this make you feel when you were watching the scenario? Why do you think you felt this way? ____________________________

________________________________________________________________________

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Teacher Activity – Class Yarn

Discuss your responses with the rest of the class.
Scenario One – Activity 3

Computer

Go to the Solid Kids Solid Schools web site www.solidkids.net.au and click on the ‘Solid Kids’ link. Now click on the ‘Solid Kids Message’ link to find answers to the following questions:

Message Stick

What is the Solid Kids message?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

What are the 7 things the Solid Kids message can help you remember?

1. _________________________________________________________________________

   _________________________________________________________________________

2. _________________________________________________________________________

   _________________________________________________________________________

3. _________________________________________________________________________

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4. _________________________________________________________________________

   _________________________________________________________________________

5. _________________________________________________________________________

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6. _________________________________________________________________________

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7. _________________________________________________________________________

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Scenario One – Activity 4

**View**

Begin this activity by viewing option ‘A – Do nothing’

**Write**

What happens when the girl in this scenario ‘does nothing’? How do you think she is feeling? What makes you think that she is feeling that way?

_________________________________________________________________________________
_________________________________________________________________________________
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**Group Yarn**

In small groups brainstorm a list of all the things that could happen as a result of ‘doing nothing’ about this type of bullying? (Use a large sheet of paper to record all your ideas and have each student writing their idea in a different coloured marker)

**Teacher Activity - Class Yarn**

Share your group’s thoughts on the types of things that might happen if you ‘do nothing’.

**Write**

Do you think ‘doing nothing’ is a good way to deal with the issue? Why/why not?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Scenario One – Activity 5

View

Begin this activity by viewing option ‘B – Talk to a friend’

Teacher Activity – Class Yarn

As a class discuss the following 2 questions:

- How can talking to your friends help with a problem like this?
- Why are friends important?

Creative

On the fingers of the hand print below list your Solid 5, that is, 5 friends you can talk to if you are having problems or need someone to talk to. It is okay to list family members and other adults.

On the palm of the hand write why your friends are important to you.

Alternatively you may like to do this as a creative exercise, making your own hand prints and turning your Solid 5 handprint into a creative piece!

My Solid 5
Scenario One – Activity 6

Computer

Go to the Solid Kids Solid Schools web site www.solidkids.net.au and click on the ‘Solid Kids’ link. Now click on the ‘Friend and Groups’ link to find answers to the following questions:

Write

How can friends influence you in a positive way? __________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What good things can friends offer you? What makes a good friend? ______________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

How can you avoid negative pressure before it happens? _________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Who does the site suggest you could talk to about bullying? _____________________________
_________________________________________________________________________________
_________________________________________________________________________________
What are the 6 ways listed that you can help a friend who is being bullied?

1. _________________________________________________________________________
2. _________________________________________________________________________
3. _________________________________________________________________________
4. _________________________________________________________________________
5. _________________________________________________________________________
6. _________________________________________________________________________

Creative

Over the page is an example of a cartoon from the Solid Kids Solid Schools comic book Yarn Now. The cartoon gives an example of issues surrounding friendship bullying and helps come up with a solution to the issue.

Read the cartoon and see if you can identify the issue and how the boy in the cartoon overcomes the issue.

Issue:
__________________________________________________________________________

How is he helped? _____________________________________________________________
............................................................................................................................

What advice is he given that helps him? __________________________________________
............................................................................................................................
............................................................................................................................

Now it’s your turn! Using the blank comic grid following on from the ‘One of Them’ comic strip, create your own comic in which someone is helped to overcome a friendship related bullying problem.
ONE OF THEM

What is going on in here?

Max, just because you aren’t in sports doesn’t mean you are not aboriginal and doesn’t mean you should be getting bullied since I started high school.

The sporty boys say I’m not as good as them and call me a coconut!

How long for?

Sports is not the only group in school. There are groups you can like and is good at!
Scenario One: Activity 7

Create a comic strip

Create your own comic in which someone is helped to overcome a friendship related bullying problem.

<table>
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<tr>
<th>Creative</th>
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</table>
Activity 9- View option ‘B – Talk to a friend’

Complete the flow chart activities.

A. Cause

Put yourself in the girl’s place that was the subject of bullying in scenario one.

Effect

How would she feel?

Solution

Explain why talking to a parent or trusted adult could assist when someone is bullied in this way.

B. Cause

What would happen if your Aboriginal friends didn’t accept some of your Non-Aboriginal friends?

Effect

How would you feel?

Solution

Explain why talking to a parent or trusted adult could assist when someone is bullied in this way.

What would you say to your friends if they were bullying or teasing you about some of your other friends?
Scenario One – Activity 10

View

Begin this activity by viewing option ‘C – Talk to a parent or adult’

Teacher Activity – Class Yarn

How can talking to your family be helpful with a bullying problem like this?

Why is it important to have a number of different friends? How can having friends from a variety of cultures be good for you and others?

What situations might you have to mix with people from a range of cultures and backgrounds?

What can you do if your aboriginal friends don’t accept some of your non-aboriginal friends?

What would you say to your friends if they were bullying or teasing you about some of your other friends?

Message Stick

Write a message to your friends telling them why it’s important that you are free to choose your own friends.

Alternatively you might like to create and decorate your own message sticks and display them in the classroom as a symbol of friendship and the right to choose your own friends!

Your message
Scenario Two:

Family conflict
And sport
Scenario Two - Family conflict and sport

Unit Outline, Background Information and Resources

This unit explores the issue of family conflict and the impact that issue has upon young people within the context of sport. The unit seeks to develop culturally appropriate methods to resolve these types of behaviours that make school and extra-curricular activities difficult for young Aboriginal people. This scenario aims to recognise that conflict between family groups can be highly problematic and in undertaking this unit the goal is that students should develop tools and ideas for addressing and managing problems related to family conflict.

At the end of the unit students should be able to:

- Identify methods by which to resolve problems related to family conflict
- Identify appropriate behaviours as both a player and spectator of sport
- Create ways to promote positive behaviour at sporting events

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to friend’, and complete the option B activities. Finally, view option C – ‘Talk to an adult’ and complete the option C activities.

Resources Required

- TV, DVD or Computer and projector (with sound)
- Message stick (see Activity 1)
- Class copies of activity sheets
- A3 paper and magazines/pencils/textas
- Cameras, computers and movie maker (optional)
<table>
<thead>
<tr>
<th>WEEK 3</th>
<th>DAY &amp; TIMING</th>
<th>DVD VIEWING</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td><strong>Scenario 2: Family Conflict and Sport</strong></td>
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<tr>
<td>10 mins</td>
<td>Class discussion Written response Group discussion Class discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Class Discussion Written response Creative activity Rally Robin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>10 mins</td>
<td>0 mins</td>
<td>5 mins</td>
<td>10 mins</td>
<td>30 mins</td>
</tr>
<tr>
<td>Thursday</td>
<td>5 mins</td>
<td>Complete film making activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>10 mins</td>
<td>35 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Lesson</td>
<td>Complete film making activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cameras Computers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario Two – Activity 1

Family Conflict and Sport

View

Begin the activity by viewing Scenario Two – ‘Family Conflict and Sport’

Teacher Activity – Class Yarn

As a class discuss the following:

- What happened in this scenario?
- What was the cause of the conflict?
- Could the conflict have been avoided? How?
- Identify behaviour in the scenario that caused conflict
- This conflict begins with a player ‘sledging’ another player’s sister. What is ‘sledging’?
- Why is ‘sledging’ a problem in sport?
- Can you think of a time when you have heard of ‘sledging’ being a problem in professional sport (for example, in football)?
- Why are rules about things like ‘sledging’ in sport important?

Write

What do you think is the best thing to do if someone sledges you or your family or friend during sport?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What negative impact can things like ‘sledging’ have on a sporting match and the players involved?

___________________________________________________________________________
___________________________________________________________________________
Scenario Two – Activity 2

Group Yarn

In small groups take a large sheet of paper and discuss record important ‘Rulz of the Game’ for both players of sport and spectators. Your chart should look like the one below:

<table>
<thead>
<tr>
<th>Rulz of the Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Players</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Share your group’s ideas with the class.
Scenario Two – Activity 3

View

Begin this activity by viewing option ‘A – Do nothing’

Teacher Activity – Class Yarn

As a class discuss the following:

- How does the argument between the two women make the girl in this scenario feel?
- What is body language?
- What body language suggests she is not feeling very happy about the women arguing?
- What does she say about how it makes her feel?
- What does it mean to feel “shame”?

Write

Rewrite the script between the two women so that they sort out the issue in a positive way. When the first woman approaches the second woman and says - “Your daughter’s been calling my daughter names out there” – what could have been said to prevent conflict?

WOMAN 1: Your daughter’s been calling my daughter names out there.

WOMAN 2: __________________________________________________________

________________________________________________________

WOMAN 1: ______________________________________________________________________

________________________________________________________________________________

WOMAN 2: _________________________________________________________

________________________________________________________________________________

WOMAN 1: ______________________________________________________________________

___________________________________________________________________________

WOMAN 2: ______________________________________________________________________

________________________________________________________________________________

Creative

Using an A3 sheet of paper create a poster that encourages people to behave appropriately when watching and playing sport. Come up with a slogan and an image for you poster.
Scenario Two – Activity 4

View

Begin this activity by reviewing Scenario Two then view option ‘A – Do nothing’

Partner Yarning Activity – Rally Robin (Kagan, 2009)

- Have students work with a partner labelling them Student A and Student B.
- Teacher provides partners with one set of focus question cards.
- SA draws a card from the pack and reads it aloud for SB to answer. SB then draws a card and the process is repeated until all cards have been answered.

See Rally Robin Focus Questions activity overleaf.

Teacher Activity – Class Yarn

As a class, initiate a discussion about positive strategies students could use if they found themselves in similar situation.
Activity: Rally Robin focus questions

- Teacher copies focus question cards onto card and cuts out to make a class set (partner or small group work).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How does the argument between the two women make the girl in this scenario feel?</td>
<td>6. When the first woman approaches the second woman and says, “Your daughter’s been calling my daughter names out there!” – What could have been said to prevent conflict?</td>
</tr>
<tr>
<td>2. What is body language?</td>
<td>7. Do you think doing ‘nothing’ is a good solution to an issue like this? Explain why you think this?</td>
</tr>
<tr>
<td>3. What body language suggests she is not feeling very happy about the women arguing?</td>
<td>8. What could happen when people ‘do nothing’ about an issue?</td>
</tr>
<tr>
<td>4. What does she say about how it makes her feel?</td>
<td>9. What would you do if someone approached you and said someone in your family had been carrying yarns about their family? How could you avoid conflict in this situation?</td>
</tr>
<tr>
<td>5. What does it mean to feel “shame”?</td>
<td>‘Family Conflict and Sport’ Focus Question Cards Scenario: Two</td>
</tr>
</tbody>
</table>

Teacher Activity – Class Yarn

As a class, initiate a discussion about positive strategies students could use if they found themselves in similar situation.
Scenario Two – Activity 5

View

Begin this activity by viewing option ‘B – Talk to a friend’

Write

How does talking help the girls find a way to approach the problem of family fighting?

__________________________________________________________________________________

__________________________________________________________________________________

What does the girl’s sister tell her she’ll have to “say sorry” for?

__________________________________________________________________________________

__________________________________________________________________________________

Why do you think she should “say sorry” for this? How can apologising be helpful?

__________________________________________________________________________________

__________________________________________________________________________________

Message Stick

In this option one of the girls says that “uncle” had told her that our people use to hold a meeting and sit down and talk about these things (family conflict).

If you were having a problem with family conflict what message would you want to get across to your family? Write your massage on the message stick below.

My message to my family
Scenario Two – Activity 6

View

Begin this activity by viewing option ‘C – Talk to your family’

Activity: Rally Robin

- Teacher copies Focus Question Cards onto card and cuts out to make a class set (partner or small group work). See page 52 for Rally Robin instructions.

Focus Question Cards

<table>
<thead>
<tr>
<th>• Why do you think family conflict can happen at sporting events like netball and football?</th>
<th>• How do you feel about family conflict and violence? How do you think family conflict and violence makes other people feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can family conflict be avoided?</td>
<td>• Who can you talk to if you family is involved in conflict with another family?</td>
</tr>
</tbody>
</table>

Creative

On the fingers of the hand below make a list of people in your family and extended family you can go to if you want to talk about family problems.

You can also do this as a creative exercise, making your own handprint or something different altogether – a family tree, a house, a car – whatever works for you!

My Solid 5

Scenario Two – Activity 7

View

Begin this activity by reviewing Scenario Two then view option ‘C – Talk to your family’

Aboriginal Flag Word Wall

- In groups of four, the teacher provides each group with butches’ paper and markers.
- Teacher draws the Aboriginal Flag, modelled like the one below on the board and writes the heading in the middle circle.
- Teacher directs students to copy the flag onto their group’s butches’ paper and then models some example students give for each section.
- Students are given 2-3 minutes to complete part A of the flag by taking turns in their groups to add suitable words to their group’s flag, the process in repeated for part B.
- When flags are completed, teacher provides time for students to go on a ‘walk about’ around the room to see what other students have produced on their group’s flags. They may return to their flag and add any new words that they liked.
- Display flags around the classroom.

Creative

- Create a ‘rap or rhyme’ using words from your flag that kids will hear to encourage them to talk to their family when they have a problem like the one in Scenario Two. You may like to record the rap and have your teacher give a copy to Radio Mamma!

<table>
<thead>
<tr>
<th>A. List of words that you think of when you see or hear about family violence at sporting events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. <em>Winyarn</em></td>
</tr>
<tr>
<td>Family</td>
</tr>
<tr>
<td>Violence</td>
</tr>
<tr>
<td>&amp; Conflict</td>
</tr>
<tr>
<td>e.g. <em>Solid</em></td>
</tr>
<tr>
<td>B. List words that you think of when you play in and/or attend a sporting event without any family violence.</td>
</tr>
</tbody>
</table>
Scenario Two – Activity 8

Group Yarn

In small groups list the ways that sport can have a positive impact on your own life and the lives of your family.

Share your ideas with the rest of the class.

Write

Who is your sporting hero and what is it that makes them great to you?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Film

Make a short TV commercial pointing out the problems of family violence at sporting events. You might like to post your finished commercial online to get your positive message out there! Alternatively you could use digital cameras to make a ‘photo story’, power point or slide show to address family violence.
Scenario Three:

Jealousy and Cyber bullying
Scenario Three - Jealousy and Cyber bullying
Unit Outline, Background Information and Resources

This unit focuses upon issues related to cyber bullying and jealousy. It explores the impact of cyber bullying upon victims and aims to provide students with knowledge and resources to help themselves should they be cyber bullied. As such the unit has a significant IT component and students will need access to computers and the internet to complete the unit. The unit also addresses the issue of jealousy and bullying, focusing upon developing the idea of empathy and awareness.

This unit presents the opportunity to extend or integrate the content with a secondary English course in the form of a novel study. The novel *Destroying Avalon* (2006) by Kate McCaffrey, for example, explores the issue of cyber bullying and teaching notes are available from the publisher, Fremantle Press at [http://www.fremantlepress.com.au/books/793](http://www.fremantlepress.com.au/books/793).

By the end of this unit students should be able to:

- Define jealousy
- Understand and define the concept of empathy
- Identify various forms of cyber bullying
- Understand the legal ramifications of cyber bullying
- Be able to address ways to deal with issues of cyber bullying
- Develop a list of resources to assist them should they experience cyber bullying

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view

---

5 Note the novel deals with some mature concepts in relation to bullying and suicide and is not suitable for younger students.
‘Talk to friend’, and complete the option B activities. Finally, view option C – ‘Talk to an adult’ and complete the option C activities.

**Resources required**

- DVD and television or computer and projector
- Computers and internet access
- A3 paper, pens, pencils, textas
- Class set of the activity sheets
### WEEK 4

#### DAY & TIMING

<table>
<thead>
<tr>
<th>Scenario 3: Jealousy and Cyber bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>10 mins</td>
</tr>
<tr>
<td>View Scenario 3</td>
</tr>
<tr>
<td>Activity worksheet 1</td>
</tr>
<tr>
<td>TV &amp; DVD</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
</tr>
<tr>
<td>5 mins</td>
</tr>
<tr>
<td>View Option B</td>
</tr>
<tr>
<td>Activity 4 worksheet</td>
</tr>
<tr>
<td>NOTE: Creative activity can be saved for Friday</td>
</tr>
<tr>
<td>TV &amp; DVD</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
</tr>
<tr>
<td>5 mins</td>
</tr>
<tr>
<td>View Option C</td>
</tr>
<tr>
<td>Teacher led discussion</td>
</tr>
<tr>
<td>TV &amp; DVD</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
</tr>
<tr>
<td>10 mins</td>
</tr>
<tr>
<td>Read cartoon</td>
</tr>
<tr>
<td>Activity 7 worksheet</td>
</tr>
<tr>
<td>TV &amp; DVD</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
</tr>
<tr>
<td><strong>Lesson</strong></td>
</tr>
<tr>
<td>Complete poster activity and extension comic activity</td>
</tr>
<tr>
<td>Activity worksheets 4, 7 Activity worksheet 1</td>
</tr>
<tr>
<td>A3 paper</td>
</tr>
<tr>
<td>A: VA – MC p, EA p</td>
</tr>
</tbody>
</table>
Scenario Three – Activity 1

Scenario Three - ‘Jealousy and Cyber Bullying’

**Pre-Viewing Assessment**

Write what you know about ‘cyber bullying before viewing Scenario Three.

**Post-Viewing Assessment**

Write what you know about cyber bullying after viewing Option C.

*Group Yarn* - Discuss what you learnt with your group, were there any common issues.
Scenario Three – Activity 2

Jealousy and Cyber bullying

View

Begin this activity by viewing Scenario Three – ‘Jealousy and Cyber bullying’

Teacher Activity – Class Yarn

As a class group discuss the following:

- What is the issue in this scenario?
- What is jealousy?
- What type of bullying is this?
- How do you think the girl being bullied in this scenario is feeling?
- Can you imagine how you would be feeling if this was happening to you? (ie Empathy)
- What does ‘empathy’ mean?

Write

What does jealousy mean?___________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
What does empathy mean?_________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Write

Imagine that you are the friend of the girl in the scenario. What text message could you send to encourage and support her? Write your text message on the screen of the phone.
Scenario Three – Activity 3

View

Begin this activity by viewing option ‘A – Do nothing’

Write

Do you think ignoring the cyber bullying is a good solution? Why/why not?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

In this option the girl tells us she is “getting really depressed”. What does it mean to feel depressed?

__________________________________________________________________________________

__________________________________________________________________________________

Imagine this is a page from the diary of the girl in the DVD. Write a diary entry for her in which she talks about the bullying that is happening and how it is making her feel.

Dear Diary,
Scenario Three – Activity 4

View

Begin this activity by viewing option ‘B – Talk to a friend’

Group Yarn

In small groups discuss the following:

- How can talking to a friend in this situation be helpful?
- What ideas does the friend suggest?
- If you were the friend of this girl what would you suggest she do?

Computer Activity

Go to the Solid Kids web site - [www.solidkids.net.au](http://www.solidkids.net.au)

Click on - ‘Solid Kids’

Click on - ‘Help with bullying’

Click on - ‘I am being cyber bullied’

How is cyber bullying described by the Solid Kids web site?______________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

What four things does the web site suggest you do if you are being cyber bullied?

1.________________________________________________________________________________
   _________________________________________________________________________________

2.________________________________________________________________________________
   _________________________________________________________________________________

3.________________________________________________________________________________
   _________________________________________________________________________________

4.________________________________________________________________________________
   _________________________________________________________________________________
Teacher Activity – Class Yarn

One of the suggestions the girl’s friend makes is to “block the number”. Most telephone companies cannot BLOCK a number in the way that you can ‘block’ someone online, but there are things they can do to help.

After letting an adult know of the problem you could then...

Contact your mobile service provider (eg. Telstra, Virgin Mobile, Optus etc...) and they can help you out.

And you certainly do not have to read or respond to the messages. DISCUSS.

Computer

Go to the Cybersmart web site at www.cybersmart.gov.au

If you are a secondary student click on ‘Teens’

If you are a primary student click on ‘Kids’

Click on ‘My Mobile’ and read the information

What do you think are the best 3 tips for mobile users? (Summarise them below)

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

What 3 tips does ‘Cybersmart’ give for dealing with unwanted SMS and voice messages?

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________
Click on ‘Tips and Advice’

Click on ‘Cyber bullying’

Read the information on Cyber bullying and complete the sentence below:

At its most serious cyber bullying is ___________________ and can be investigated by the ________________.

List the tips for dealing with cyber bullying:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. Report it to:
   • __________________________________________________________________________
   • __________________________________________________________________________
   • __________________________________________________________________________

What are some of the signs that a friend might be being cyber bullied?____________________
______________________________________________________________________________
______________________________________________________________________________

List the 3 tips to help stop cyber bullying:

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________

Click on ‘Fun things to do’ and take the ‘Quiz – How cyber smart am I?’

Creative

Develop a poster to either help stop cyber bullying or to provide information as to what someone should do if they are being cyber bullied.

You can do this on paper or if you are in the ‘Kids’ section of the Cybersmart web site you can create one in the ‘Fun things to do’ section. You can even post your poster in the Cybersmart ‘Gallery’!
Scenario Three – Activity 5

View

Begin this activity by viewing option ‘C – Talk to a teacher or AlEO’

Teacher Activity – Class Yarn

- Why is the bullying by the jealous females wrong?
- How can talking with a teacher, counsellor or AlEO help?
- Do you know who you would go to for help if you were experiencing cyber bullying?
- What can you do to help someone who is being cyber bullied?

Creative

On the fingers of the hand below make a list of people in your school who can help you if you are experiencing cyber bullying. Include one each of the following:

- Teacher
- Counsellor, school psychologist or school nurse
- Friend
- Student leader
- Web site or help line

You can also do this as a creative exercise, making your own handprint or something different altogether – a family tree, a house, a car – whatever works for you!

My Solid 5
Group Yarn

In small groups, talk about your own experience of cyber bullying:

- Share stories of your own experiences
- Things that you have heard about cyber bullying
- What you did about any cyber bullying you experienced
- What would you do now if you experienced cyber bullying

Computer Activity

Below is a list of web sites you can visit if you need information or help with cyber bullying. Spend some time checking them out!

<table>
<thead>
<tr>
<th>Website</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cybersmart</td>
<td><a href="http://www.cybersmart.com">www.cybersmart.com</a></td>
</tr>
<tr>
<td>Australian Communications and Media Authority</td>
<td><a href="http://www.acma.gov.au">www.acma.gov.au</a></td>
</tr>
<tr>
<td>BBC</td>
<td><a href="http://www.news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm">www.news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm</a></td>
</tr>
<tr>
<td>Bullying.org</td>
<td><a href="http://www.bullying.org">www.bullying.org</a></td>
</tr>
</tbody>
</table>
What is the problem with the message that the girl in this comic received?


Do you think the two girls did the right thing after receiving this message? Why?


Creative (Extension) – Now create your own comic that helps people deal with cyber bullying.
Create a comic strip

Create your own comic in which someone helps people deal with cyber bullying.

Title: ________________________________________________________

Creative
Scenario Four:

Fighting and Internet use
Scenario Four - Fighting and internet use

Unit Outline, Background Information and Resources

This unit deals with the issue of fighting amongst students and the publication of fights on the internet. The unit aims to discourage fighting and to develop skills for managing disputes and aggression. It also aims to draw attention to the issue of publishing recorded fights on the internet and the negative consequences of such behaviour.

Upon completing this unit students should be able to:

- Explain why violence is not a useful solution to an issue
- Develop skills for resolving disputes
- Develop skills to manage aggression
- Identify the negative consequences of publishing violence on the internet
- Explain what a role model is
- Identify family and cultural issues with the publication of violence

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to friend’, and complete the option B activities. Finally, view option C – ‘Talk to an adult’ and complete the option C activities.

Resources required

- DVD and television or computer and projector
- Computers and internet access
- Telephone book/s
- A3 paper, pens, pencils, textas
- Class set of the activity sheets
- Camera
<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>DAY &amp; TIMING</th>
<th>DVD VIEWING</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 mins</td>
<td>Class discussion</td>
<td>Activity 1 worksheet</td>
<td>A3 paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>Small group discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>Written responses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 mins</td>
<td>and newspaper report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 mins</td>
<td>Class discussion</td>
<td>Activity 2 worksheet</td>
<td>3A3 paper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>Small group discussion</td>
<td>Activity 3 worksheet</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Written responses</td>
<td>Activity 3 worksheet</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5 mins</td>
<td>Class discussion</td>
<td>Activity 3 worksheet</td>
<td></td>
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<tr>
<td></td>
<td>5 mins</td>
<td>Small group discussion</td>
<td>Activity 3 worksheet</td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Written responses</td>
<td>Activity 4 worksheet</td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>View Option B</td>
<td>Activity 5 worksheet</td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Class discussion</td>
<td>Activity 5 worksheet</td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Small group discussion</td>
<td>Activity 5 worksheet</td>
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<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Message stick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 mins</td>
<td>Class discussion</td>
<td>Activity 6/7 worksheet</td>
<td></td>
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<tr>
<td></td>
<td>15 mins</td>
<td>Group discussion</td>
<td>Activity 6/7 worksheet</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Writing activity – slogans</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10 mins</td>
<td>Creative activity – film</td>
<td></td>
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</tbody>
</table>
Scenario Four – Activity 1

View

Begin this activity by viewing Scenario Four – ‘Fighting and the internet’

Teacher Activity – Class Yarn

Discuss the following as a class:

- How did the fighting on in the scenario make you feel?
- What sort of issues can arise from fighting?
- Why do you think fighting occurs?
- Do you think it is okay for the male in the scenario to post the fight on the internet?
- What would you do or say if someone told you they were going to post a fight on the internet?

Group Yarn

In small groups get an A3 sheet of paper and write down as many ideas as you can as to the consequences of fights between Aboriginal students being posted on the internet. Share your ideas with the class.

Write

Imagine you are a news reporter writing about this fight being published on the internet. What would you write in your article?

The School News  
Date

Headline:_____________________________________________________

Story:___________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Picture Here
View

Begin this activity by viewing option ‘A – Bad role model for young kids’

Teacher Activity – Class Yarn

After viewing option A, discuss the following:

- What is a role model?
- Why are positive role models important?
- How can you be a positive role model?
- What kind of behaviours make for a positive role model?
- Why do you think the kids in this option kept saying “shame”?

Group Yarn

Write a list of all the qualities you look for in a role model. What things must they do and say for you to look up to them?

Write

What is a role model?

Who are your role models and why do you look up to them?

<table>
<thead>
<tr>
<th>Role Model</th>
<th>Their Positive Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Scenario Four – Activity 3

Teacher Activity – Class Yarn

Fights usually occur as a result of an argument or disagreement of some kind:

- What alternatives are available to resolve problems?
- What can you do rather than fight?
- Can you think of a time you had an argument with someone? What did you do to prevent it becoming a fight?

Group Yarn

In small groups, see if you can come up with a list of ways you can resolve arguments without fighting or using violence. Below is an example – ‘Nuts & Bolts’. Share your ideas with the class.

Problem solving Nuts & Bolts

So someone is driving you NUTS and you just want to BOLT, right?
Well it’s worth remembering that NUTS and BOLTS are really useful. They hold things together.
So here are a few NUTS and BOLTS for your group to use to – KEEP IT TOGETHER.
When we disagree ....USE THE FOLLOWING....

<table>
<thead>
<tr>
<th>THE NUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face each other.</td>
</tr>
<tr>
<td>Each person gets a chance to voice their thoughts and opinions, uninterrupted.</td>
</tr>
<tr>
<td>When the other person is talking you show respect by listening.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE BOLTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have heard what someone has to say, you must, in your own words, repeat back to them what you think they are saying. You say, “So you’re saying that....” The other person will tell you if you have it right.</td>
</tr>
<tr>
<td>THEN</td>
</tr>
<tr>
<td>If you feel differently you must take responsibility for your thoughts and ideas you cannot say, “That’s stupid.” or “Your idea is crap.” You can say, “That does not feel right to me because...” or “I do not agree with that because...”</td>
</tr>
</tbody>
</table>

Roll Play

Test the Nuts and Bolts, or the method your group developed, by role playing. Pick a subject for two people to disagree upon and get them to role play how to use the Nuts & Bolts to resolve their disagreement without fighting. The other group members should help them to follow the method.
Scenario Four – Activity 4

Teacher Activity – Class Yarn

It is normal for people to become angry from time to time. It is how you manage that anger that matters. It is important to find safe ways to express and manage anger.

- What things do you do to try and cool down when angry?
- Below are some examples
- Add some more ideas to keep cool to the ice blocks below

Talk to someone
Go for a run
Punch a pillow
Count
Take deep breaths

Listen to music
Go for a walk
Write

Sometimes anger problems need more help from other people. Below is a list of people and organisations you can go to for help if you are having trouble managing your anger. Use the internet, phone book, other students and your teacher to find the following information:

**Kids Helpline** – phone number________________________________________________________

**Lifeline** – phone number______________________________________________________________

**Aboriginal Medical Service** – address and phone number_________________________________
_____________________________________________________________________________________

**School Counsellor** – name____________________________________________________________

**AIEO** – name and where to find them at your school_____________________________________
_____________________________________________________________________________________

**Write**

Sometimes anger problems need more help from other people. Below is a list of people and organisations you can go to for help if you are having trouble managing your anger. Use the internet, phone book, other students and your teacher to find the following information:

**Kids Helpline** – phone number________________________________________________________

**Lifeline** – phone number______________________________________________________________

**Aboriginal Medical Service** – address and phone number_________________________________
_____________________________________________________________________________________

**School Counsellor** – name____________________________________________________________

**AIEO** – name and where to find them at your school_____________________________________
_____________________________________________________________________________________
Scenario Four – Activity 5

View

Begin this activity by viewing option ‘B – Family shame and disappointment’

Teacher Activity – Class Yarn

• What are the two women talking about?
• How do they seem to be feeling?
• Why do you think they are so disappointed?
• How would you feel if these two women were talking about you?

Group Yarn

In small groups talk about why your family is important to you. What kind of things do you try and do so that your family can be proud of you? Create a list of positive and negative behaviours like the one below:

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>Negative Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Message Stick

On the message stick below write a promise to your family about how you plan to behave so that they can be proud of you.
Scenario Four – Activity 6

View

Begin this activity by viewing option ‘C – Bringing shame upon our culture’

Partner Yarning Activity – Rally Robin (Kagan, 2009)

- Have students work with a partner labelling them Student A and Student B.
- Teacher provides partners with one set of focus question cards.
- SA draws a card from the pack and reads it aloud for SB to answer. SB then draws a card and the process is repeated until all cards have been answered.

Teacher Activity – Class Yarn

As a class, initiate a discussion about positive strategies students could use if they found themselves in similar situation.

Activity: Rally Robin focus questions

- Teacher copies Rally Robin focus question cards onto card and cuts out to make a class set (partner or small group work).

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your cyber responsibility? Why should you ‘think before you post’?</td>
<td>2. What are the negative outcomes of fighting for individuals?</td>
</tr>
<tr>
<td>3. What are the negative outcomes of fighting for Aboriginal culture?</td>
<td>4. What are the problems of fights being made available on sites like YouTube?</td>
</tr>
<tr>
<td>5. Think of a time you saw your people fighting on TV, the internet or the news. How did it make you feel?</td>
<td>6. What do you think other people think when they see fights like this on TV, the internet or the news?</td>
</tr>
<tr>
<td>7. How does the publication of such fights impact on Aboriginal culture?</td>
<td>8. How can talking to an adult if you or someone that you know experiences cyber bullying help?</td>
</tr>
</tbody>
</table>

Group Yarn

Brainstorm a list of ideas as to what you can do to create a positive image of your culture. What positive behaviours would you include?

<table>
<thead>
<tr>
<th>Positive Behaviours = Positive image of culture</th>
</tr>
</thead>
</table>

Creative

Creative Writing – Come up with some slogans to encourage a positive image of culture.

Film

Create a video OR power point/slide, showing what creates a very positive image of your culture. You could even post your video (OR create a power point/slide show) on YouTube.
Scenario Five:

Peer pressure
And Bullying
Scenario Five - Peer pressure and bullying

Unit Outline, Background Information and Resources

This unit focuses upon peer pressure and bullying and bystander responsibility. The unit is designed to help students understand peer pressure and develop skills to resist peer pressure. The second aim of the unit is designed to identify bystander behaviour in relation to bullying. It sets out to identify bystander behaviour as playing a role in bullying and to encourage students to both recognise and avoid this behaviour.

By the end of the unit students should be able to:

- Define peer pressure
- Develop methods to overcome peer pressure
- Identify bystander behaviour
- Understand and identify appropriate responsibilities as a bystander
- Develop a list of resources they can utilise if experiencing bullying

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to friend’, and complete the option B activities. Finally, view option C – ‘Talk to an adult’ and complete the option C activities.

Resources required

- DVD and television or computer and projector
- Computers and internet access
- A3 paper, pens, pencils, textas
- Class set of the activity sheets
## Scenario 5: Peer pressure and bullying

### Monday
- **10 mins**
  - View Scenario 5
- **10 mins**
  - Class discussion
- **15 mins**
  - Computer activity
- **15 mins**
  - Small group discussion

**Activities**
- Teacher led discussion
- Computer Activity 1 worksheet

**Resources**
- TV & DVD
- Computer Activity worksheet 1

**Curriculum**
- E: V – MC p, EA p, R MC p, EA p
  - W – MC p, EA p
  - S&L – MC p, EA p
  - ICT: MC p, EA p
  - SOSE: C – MC p, EA p
  - C&C – MC p, EA p
  - H: W – MC p, EA p

### Tuesday
- **5 mins**
  - View Option A
- **10 mins**
  - Class discussion
- **10 mins**
  - Written response
- **25 mins**
  - Computer activity

**Activities**
- Activity 2 worksheet
- Activity 2 worksheet

**Resources**
- TV & DVD
- Computers Activity worksheet 2

**Curriculum**
- E: V – MC p, EA p, R MC p
  - EA p, W – MC p, EA p
  - S&L – MC p, EA p
  - ICT: MC p, EA p
  - SOSE: C – MC p, EA p
  - C&C – MC p, EA p
  - H: W – MC p, EA p

### Wednesday
- **5 mins**
  - View Option B
- **5 mins**
  - Class discussion
- **20 mins**
  - Creative activity - poster

**Activities**
- Teacher led discussion
- Activity 3 worksheet
- Activity 3 worksheet

**Resources**
- TV & DVD
- Activity worksheets 4, 5 A3 paper

**Curriculum**
- E: V – MC p, EA p, R MC p
  - EA p, W – MC p, EA p
  - S&L – MC p, EA p
  - ICT: MC p, EA p
  - SOSE: C – MC p, EA p
  - C&C – MC p, EA p
  - H: W – MC p, EA p
  - A: VA – MC p, EA p

### Thursday
- **5 mins**
  - View Option C
- **10 mins**
  - Class discussion
- **15 mins**
  - Group discussion
- **10 mins**
  - Solid 5 Continue poster activity

**Activities**
- Activity 6 worksheet
- Activity 6 worksheet
- Activity 6 worksheet
- Activity 6 worksheet
- Activity 3 worksheet

**Resources**
- TV & DVD
- Computers Activity worksheets 3, 6 A3 paper

**Curriculum**
- E: V – MC p, EA p, R MC p
  - EA p, W – MC p, EA p
  - S&L – MC p, EA p
  - ICT: MC p, EA p
  - SOSE: C – MC p, EA p
  - C&C – MC p, EA p
  - H: W – MC p, EA p
  - A: VA – MC p, EA p

### Friday
- **Lesson**
- Complete any incomplete activities

**Resources**
- E: V – MC p, EA p, R MC p
  - EA p, W – MC p, EA p
  - S&L – MC p, EA p
  - ICT: MC p, EA p
  - SOSE: C – MC p, EA p
  - C&C – MC p, EA p
  - H: W – MC p, EA p
  - A: VA – MC p, EA p
Scenario Five – Activity 1

Peer Pressure and Bullying

View

Begin this activity by viewing scenario 5 – ‘Peer Pressure and bullying’

Teacher Activity – Class Yarn

- What kind of bullying is this?
- How did this scenario make you feel?
- Do you think this is acceptable behaviour?
- Who is being pressured to do something he does not want to do?

Computer

Go to - http://au.reachout.com/find/articles/peer-pressure

Read ‘What is peer pressure?’

Write

Now write your own definition of peer pressure. Give an example.____________________________

____________________________________

______________________________________________

__________________________________________________________________________________

Now go to – www.solidkids.net.au

Click on ‘Solid Kids’

Click on ‘Friends and Groups’

Click on ‘Friends who are not good for you’

What 3 examples are given of a friend influencing behaviour in a negative way?

1.________________________________________________________________________________

____________________________________________________________________________________

2.________________________________________________________________________________

____________________________________________________________________________________

3.________________________________________________________________________________

____________________________________________________________________________________
What are the 6 main reasons that people give in to peer pressure?

1.________________________________________________________________________

2.__________________________________________________________________________

3.__________________________________________________________________________

4.__________________________________________________________________________

5.__________________________________________________________________________

6.__________________________________________________________________________

Group Yarn

In small groups discuss times you have experienced peer pressure and what you did about it. Come up with a list of ideas as to how to overcome peer pressure. Share your ideas with the class.

<table>
<thead>
<tr>
<th>How to overcome peer pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Scenario Five – Activity 2

View

Begin this activity by viewing option ‘A – Do nothing’

Teacher Activity – Class Yarn

- How do you think the victim of the bullying is feeling?
- Do you think ‘doing nothing’ is a good solution?
- Think of a time you or someone you know was being bullied? How did it feel?

Write

During the DVD one of the students says “it’s just the way it is, these little blokes need to know whose boss” – do you agree with this statement? Why/why not?

______________________________________________________

Computer

Go to - www.solidkids.net.au

Click on ‘Solid Kids’

Click on ‘Help! – with bullying’

Click on ‘Am I bullying?’

What 6 things does the web site identify as bullying behaviour?

1.________________________________________________________________________________

2.________________________________________________________________________________

3.________________________________________________________________________________

4.________________________________________________________________________________

5.________________________________________________________________________________

6.________________________________________________________________________________

For more tips on how to get help if you are being bullied check out reachout.com and click on ‘School, uni + TAFE’, then click on ‘Bullying’, then click on ‘Bullying – How to get help...’
Scenario Five – Activity 3

View

Begin this activity by viewing option ‘B – Speak Up’

Teacher Activity – Class Yarn

- How does speaking up help?
- There are a group of boys standing next to the bullies in this scenario who walk away. Do you think they have done the right thing?
- What could they have done?
- What would you have done?

Computer

Go to – www.solidkids.net.au

Click on ‘Solid Kids’ -Click on ‘About Bullying’ -Click on ‘What is a bystander?’

What is a bystanders?
-------------------------------------------------------------------------------------------------------------------------

Use the diagram on the web site to help you label the blank boxes. Who are the friends of the person being bullied and who are the bystanders?

Bystander graphic adapted from Erceg and Cross (2004). Friendly Schools and Families Project: Classroom Teaching & Learning, Handbook Level 5. Child Health Promotion Research Unit: Edith Cowan University, Western Australia.

What 4 things does the web site tell us are bystander behaviours?

1.________________________________________________________________________________
2.________________________________________________________________________________
3.________________________________________________________________________________
4.________________________________________________________________________________
Now that you know what bystander behaviour is, can you think of a time you behaviour could be considered bystander behaviour? _________________________________________________

Use the diagram below to write what the bystanders could say if they see bullying happening.

Bystander graphic adapted from Erceg and Cross (2004). Friendly Schools and Families Project: Classroom Teaching & Learning, Handbook Level 5. Child Health Promotion Research Unit: Edith Cowan University, Western Australia.

Click on ‘Friends and Groups’

Click on ‘Helping your friends’

What 6 tips does the web site give for helping someone when you see them being bullied?

1. ______________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. _____________________________________________________________________
6. _____________________________________________________________________

For more tips on how to help someone who is being bullied check out reachout.com and click on ‘School, uni + TAFE’, then click on ‘Bullying’.

Creative

Create your own ‘Speak Up!’ poster that lets bystanders know that they are a part of the bullying problem if they do not act.
Scenario Five – Activity 4

View

Begin this activity by viewing option ‘C – Talk to someone’

Teacher Activity – Class Yarn

- Would you go to an adult if you were experiencing bullying? Why/why not?
- How can talking to an adult help if you are experiencing bullying?
- Who would you go to if you needed help with bullying?

Group Yarn

In small groups, discuss how you feel about going to an adult support person for help with bullying.

- What are the reasons you might feel reluctant to do this?
- What are the benefits of getting help for an adult support person?
- Brainstorm all the different types of adult support people and organisations you could turn to for help with bullying.
- Share your group’s thoughts and ideas with the class.

On the fingers of the hand below list your Solid 5 people and organisations you would go to for help with bullying. Include someone from school, a family member, a health professional, an organisation (e.g. Kids Helpline, Reach Out etc.)

My Solid 5
Scenario Six:

Family feuding
And social Isolation
Scenario Six - Family feuding and social isolation

Unit Outline, Background Information and Resources

This unit focuses upon the issue of family feuding and the experience of social isolation as a result of this family feuding. The unit is designed to help students find ways to deal with issues related to family feuding and social isolation. Further the unit aims to develop empathy for those experiencing social isolation and to enhance knowledge and understanding of Yamaji culture.

By the end of the unit students should be able to:

- Define family feuding
- Identify issues of family feuding
- Develop empathy for those socially isolated
- Develop resources to utilise should they experience family issue and/or social isolation
- Display knowledge of the Yamaji region and culture

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to your family’, and complete the option B activities. Finally, view option C – ‘Talk to an Elder’ and complete the option C activities.

Resources required

- DVD and television or computer and projector
- Dictionary
- Computers and internet access
- A3 paper, pens, pencils, textas
- Class set of the activity sheets
- Elder – guest speaker (if you need help arranging this contact Solid Kids Solid Schools)
<table>
<thead>
<tr>
<th>WEEK 7</th>
<th>DAY &amp; TIMING</th>
<th>DVD VIEWING</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scenario 6:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Guest speaker</td>
<td>Activity 4 worksheet</td>
<td>Guest speaker</td>
<td>E: S&amp;L – MC p, EA p</td>
</tr>
</tbody>
</table>
Scenario Six – Activity 1

Family Feuding and Social Isolation

**View**

Begin this activity by viewing scenario six – ‘Family Feuding and Social Isolation’

**Teacher Activity – Class Yarn**

- What is a feud? What does ‘feud’ mean?
- What is family feuding?
- What kind of bullying is this?
- Do you think the students in this scenario should be blamed or shunned because their family is ‘feuding’?
- How do you think the boy and girl in this scenario are feeling? Why?

**Computer**

Go to - www.solidkids.net.au
Click on ‘Solid Kids’
In the ‘What is’ box to the left of the screen click on ‘Family Feuding’
Write a definition of ‘family feuding’: ____________________________________________
________________________________________________________________________________
________________________________________________________________________________

**Group Yarn**

- What is family feuding?
- Have you ever experienced family feuding?
- Have you ever felt or been excluded because of family feuding? How did it make you feel?
  Or, do you know anyone who has been excluded because of family feuding? How were they feeling?
- Discuss how the members of your group feel about the issue of family feuding.

**Message Stick**

Write a message to you family telling them how you feel about family feuding.
Scenario Six – Activity 2

View

Begin this activity by viewing option ‘A – Do nothing’

Group Yarn

- Teacher creates a class set of question cards or alternatively writes each numbered question on the board so all can see them.
- In groups of 4 each student takes a question card.
- Teacher gives the class 10 -30 seconds of ‘think time’ so they have time to think of an answer to their question.
- Teacher nominates a card number to read their question to the group and give their answer, in sequence students continue until all have answered the question on their cards.

<table>
<thead>
<tr>
<th>1. Do you think ‘doing nothing’ is a good solution? Give your reasons.</th>
<th>2. How do you think the two students are feeling in this situation? What makes you think this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Do you think the other students are doing the right thing by excluding the two students? Why/why not?</td>
<td>4. What would you say if you saw people being excluded by others because of family feuding?</td>
</tr>
</tbody>
</table>

Group Yarn

How do you think the two students in this scenario would be feeling? Using a large sheet of paper, create a list of words and phrases that describe how these two students would be feeling. Share your group’s thoughts with the class.
Write

Imagine you are either the boy or girl in this scenario. Write a diary entry describing how you are feeling about being excluded because of your family feuding.

Dear Diary
Scenario Six – Activity 3

View

Begin this activity by viewing option ‘B – Talk to your family’

Teacher Activity – Group Yarn

- Do you think the students have done the right thing talking to their Aunty?
- How can talking to your family be helpful?
- What could you say to your family to let them know their feuding was causing you problems at school?
- What other family member could you talk to about an issue like this one?

Role Play

In a small group role play having a discussion with your family about how feuding is causing them problems at school and how you like your family to resolve this issue.

Creative

Create a cartoon that either shows the impact of someone being excluded due to family feuding OR shows someone talking to their family and asking them to help with the issue of family feuding.

THEN

In the fingers of the handprint below write the names of your Solid 5 family members you could talk to if you were having issues related to family feuding or any other issue about family.

My Solid 5
Scenario Six – Activity 4

View

Begin this activity by viewing option ‘C – Talk to an Elder’

Teacher Activity – Class Yarn

• What is an ‘Elder’?
• Who are some people in your community you consider an ‘Elder’?
• How do you think talking to an Elder can be helpful?

Computer

Go to – [www.solidkids.net.au](http://www.solidkids.net.au)
Click on – ‘Solid Kids’
In the ‘What is?’ box to the left of the screen click on ‘Elders’

Write a definition of an Elder and list some people in your community you consider to be Elders.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

In the ‘What is?’ box to the left of the screen click on ‘Yamaji’. Using the map below mark the Yamaji region. Label the other Aboriginal regions on the map.
Now click on the ‘Yamaji’ link that you can see underlined in the text.

Read the ‘Yamaji’ section. What does the word Yamaji mean?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Read the ‘Yamaji Region’ section. What places form the Yamaji region in Western Australia?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Read the ‘Yamaji People’ section. Name the places around WA where our Yamaji people live.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Read the ‘Yamaji Language’ section. Which Yamaji language group do you belong to?

________________________________________________________________________________

Use the ‘Yamaji History’ section to help you answer the following:

The Yamaji region has been home to many groups of Aboriginal people over ____________ of years. In many areas the stories of the ____________ continue to shape Yamaji _______ and ________________.

These _______ and _____________ are the foundations of the social structures and teach men and women how they should __________, places they can go, food they can eat, and places where they can drink water.

Guest Speaker

Listen to your guest speaker, an Elder from your community. Guest speakers provide a great opportunity to learn more about your community and your culture. Ask questions about these things so that you learn as much as you can from your Elders. This is also a good opportunity to ask question about how to talk to your family, community or ask about any other issues.
Scenario Seven:

Bullying Hurts
Scenario Seven - Bullying Hurts

Unit Outline, Background Information and Resources

This unit focuses upon the impact of bullying upon the victim. The aim of the unit is to identify the seriousness of the bullying issue and to highlight the impact it can have upon the lives of victims. The unit serves the purpose of developing empathy for those who are experiencing bullying and to provide concrete resources that students can utilise should they be experiencing bullying and any mental health impacts such as fear, anxiety and depression.

By the end of the unit students should be able to:

- Empathise with victims of bullying
- Recognise the seriousness of the bullying issue
- Understand the impact of bullying upon victims
- Recognise reasons why some people bully
- Begin to identify symptoms of mental health impacts such as fear, anxiety and depression
- Know where to seek help for bullying and mental health problems resulting from issues such as bullying

Activities are designed to be undertaken in steps and these steps are explained to the students via the activity sheets. As explained in the How to use these activities section (page 12), you should begin by viewing the scenario, then complete the accompanying activity. You should then view option ‘A – Do nothing’, and complete the option A activities. You should then view option B – ‘Talk to a friend’, and complete the option B activities. Finally, view option C – ‘Call a helpline’ and complete the option C activities.

Resources required

- DVD and television or computer and projector
- Computers and internet access
- A3 paper, pens, pencils, textas
- Class set of the activity sheets
- Dictionaries
<table>
<thead>
<tr>
<th>DAY &amp; TIMING</th>
<th>DVD VIEWING</th>
<th>ACTIVITIES</th>
<th>RESOURCES</th>
<th>CURRICULUM</th>
</tr>
</thead>
</table>
Scenario Seven – Activity 1

Bullying Hurts

View

Begin this activity by viewing scenario seven – ‘Bullying Hurts’

Teacher Activity – Class Yarn

You have seen this scene before when examining bullying and peer pressure, this time you are looking at the issue from the victim’s perspective and thinking about the impact of bullying upon individuals.

- What effect do you think bullying like this has upon individuals?
- How do you think he is feeling?
- Have you ever been, or do you know someone, who has been bullied in this way?
- How were you/they feeling?

Computer

Go to – www.solidkids.net.au
Click on – ‘Solid Kids’
Click on – ‘About Bullying’
Click on - ‘Why does bullying happen?’
List the 6 reasons given as to why bullying happens:

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________
6. _______________________________________________________

Read the section ‘Think about these things’

What point about bullies in this section did you find most surprising and why?__________________

________________________________________________________________________________
Read the following ‘Myths and Facts about bullying’

**Myth:** Bullying is just a stage that kids go through at school. We all went through it and were fine.

**FACT:** Bullying is unacceptable behaviour. It can have long-lasting, negative effects on everyone involved.

**Myth:** Bullying is a ‘kids’ issue’. Parents, carers and teachers should just let kids sort it out.

**FACT:** Bullying is not just a kids’ issue and can be very harmful. Kids often don’t have the skills or experience to work out how to effectively respond to bullying themselves; adults should get involved and try to help.

**Myth:** Bullying is the same as a fight.

**FACT:** Bullying is different: it is repeated aggressive behaviour, often premeditated, and it involves an imbalance of power or strength.

**Myth:** Most bullying is physical (smashing, hitting, and throwing things at someone).

**FACT:** Physical bullying is one type of bullying. However, the most common form of bullying, both for boys and girls, is teasing, name-calling and rumour spreading. It is also common for youth to bully each other socially (e.g. shunning or leaving a child out on purpose).

**Myth:** Bullied kids need to learn how to deal with bullying on their own.

**FACT:** Some children have the confidence and skills to stop bullying when it happens, but many do not. Children shouldn’t be expected to deal with bullying on their own.

**Myth:** You should stand up for yourself and hit back when you are bullied.

**FACT:** Hitting back usually makes the bullying worse and increases the risk of serious harm. Students should ask an adult for help if they are bullied.

**Myth:** The best way to deal with a student who bullies others is to use punishment.

**FACT:** Research has found that students who frequently bully others usually have serious mental, social and/or emotional issues. These students need to face the consequences of their actions, but they also need support to change their behaviour.

---

**Creative**

Select one of the Myths and Facts to make into a **poster** to be displayed in your classroom or school. Alternatively you could make a **brochure** that contains all the myths and facts – designed to let students know all about bullying. You might like to include details about where they can go for help.
Scenario Seven - Activity 2

Myths and Facts about Bullying

QUIZ/QUIZ/TRADE (Kagan, 2009)

10 minutes (May be played over a series of consecutive days)

1. Enlarge onto A3.
2. Cut rows and fold in half. One half displays the question and on the back is the answer.
3. Glue and laminate for ready to use Facts about Bullying Quiz/Quiz/Trade cards.

HOW TO USE - Whole class activity

1. Make a class set of cards, repeated copies of questions can be produced to ensure all students have a card each. Repeated use of questions may assist to reinforce key messages to students.
2. Allow time for all students to read their question prior to commencing the activity (assistance provided to those with low literacy ability to enable full participation).
3. Students move around the room until cued by the teacher to stop. Students then pair up with the closes person to them. Labelling each person Student A (SA) and Student B (SB).
4. SA reads their question to SB, allowing them to see the question card as they read it aloud to their partner.
5. SA provides 5 seconds of think time before SB answers. If the partner has difficulty answering correctly then SA may coach to assist in answering correctly and display the answer on the back of the card to confirm the correct response.
6. Student B then takes their turn to reads the question on their card to Student A and the process if repeated.
7. This structure may be used over a number of occasions as to develop students’ understanding regarding facts about bullying.

**Myths and Facts**

**QUIZ/QUIZ/TRADE** (Kagan, 2009)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Bullying is just a stage that kids go through at school. We all went through it and were fine.</td>
<td>Myth</td>
</tr>
<tr>
<td>Q: Bullying is a ‘kids’ issue’. Parents, carers and teachers should just let kids sort it out.</td>
<td>Myth</td>
</tr>
<tr>
<td>Q: Bullying is the same as a fight.</td>
<td>Myth</td>
</tr>
<tr>
<td>Q: Most bullying is physical (smashing, hitting, and throwing things at someone).</td>
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<tr>
<td>Q: Bullied kids need to learn how to deal with bullying on their own.</td>
<td>Myth</td>
</tr>
<tr>
<td>Q: You should stand up for yourself and hit back when you are bullied.</td>
<td>Myth</td>
</tr>
<tr>
<td>Q: The best way to deal with a student who bullies others is to use punishment.</td>
<td>Myth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q: Bullying is unacceptable behaviour. It can have long-lasting, negative effects on everyone involved.</th>
<th>A: Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Bullying is not just a kids’ issue and can be very harmful. Kids often don’t have themselves; adults should get involved and try to help.</td>
<td>A: Fact</td>
</tr>
<tr>
<td>Q: Bullying is different: it is repeated aggressive behaviour, often premeditated, and it involves an imbalance of power or strength.</td>
<td>A: Fact</td>
</tr>
<tr>
<td>Q: Physical bullying is one type of bullying. However, the most common form of bullying, both for boys and girls, is teasing, name-calling and rumour spreading.</td>
<td>A: Fact</td>
</tr>
<tr>
<td>Q: Some children have the confidence and skills to stop bullying when it happens, but many do not. Children shouldn’t be expected to deal with bullying on their own.</td>
<td>A: Fact</td>
</tr>
<tr>
<td>Q: Hitting back usually makes the bullying worse and increases the risk of serious harm. Students should ask an adult for help if they are bullied.</td>
<td>A: Fact</td>
</tr>
<tr>
<td>Q: Research has found that students who frequently bully others usually have serious mental, social and/or emotional issues. These students need to face the consequences of their action, but they also need <strong>support</strong> to change their behaviour.</td>
<td>A: Fact</td>
</tr>
</tbody>
</table>
Scenario Seven – Activity 3

View

Begin this activity by viewing option ‘A – Do nothing’

Teacher Activity – Class Yarn

- Do you think doing nothing is a good solution to physical bullying?
- How do you think the student who is ‘doing nothing’ is feeling?
- What kind of behaviours do we see from him in this scenario?
- What do you think will happen if he continues to ‘do nothing’?
- Do you think people sometimes do not let an adult know about bullying because they fear it will be seen as ‘dobbing’?
- There is a clear difference between ‘dobbing’ and ‘telling’ (about a bullying issue for example) – what is the difference?
- Sometimes people ‘do nothing’ because they do not have the skills to assert themselves. What does it mean to be ‘assertive’?
- What is the difference between assertiveness and aggression?

Computer


Read the ‘Fact Sheet’ on ‘Assertiveness’. This sheet gives you heaps of information about how to use assertive behaviour. After you have read the ‘Fact Sheet’ complete the following:

In fact, being assertive means communicating your __________, __________, __________, __________ and __________to others in a direct and honest manner, while at the same time being receptive to their needs and without intentionally __________ anyone’s feelings.

What are the 8 advantages of assertive behaviour?

1.__________________________________________________________
2.__________________________________________________________
3.__________________________________________________________
4.__________________________________________________________
5.__________________________________________________________
6.__________________________________________________________
7.__________________________________________________________
8.__________________________________________________________
List the 6 body language skills of assertiveness:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

List the 5 tools for ‘Keeping you head’:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

NOW

Go to - http://www.kellybear.com/Activity_Choices.html

Go through the multiple choice quiz and record your responses below.

1. __________ 2. __________ 3. __________ 4. __________
5. __________ 6. __________ 7. __________ 8. __________
9. __________ 10. __________

Teacher Activity - Class Yarn

Go through your responses to the ‘Kelly Bear’ multi choice and see if you can agree on the best responses to each situation. Decide which responses are assertive, aggressive, submissive and proactive.

---

Used by permission of the author, Leah Davies, and selected from the Kelly Bear website [www.kellybear.com], 6/07
In small groups, see if you can come up with a list of examples of assertive behaviour and aggressive behaviour. Share your group’s ideas with the class.

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario Seven – Activity 4

View

Begin this activity by viewing option ‘B – Talk to a friend’

Teacher Activity – Class Yarn

- When the student’s friends approach him the first time, he rejects their offer to be included. How can accepting help from friends be useful?
- How can the friends help the student overcome the bullying issue?
- What friends can you turn to for help with issues like bullying?

Group Yarn

In small groups try to imagine how the student in this scenario must be feeling. Develop a list of words that describe the negative emotions he would be feeling. In the opposite column, write the opposite positive emotion.

<table>
<thead>
<tr>
<th>Negative Emotions</th>
<th>Positive Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario Seven – Activity 5

Computer

Go to – www.solidkids.net.au

Click on – ‘Solid Kids’

Click on – ‘Friends and Groups’

Click on – ‘Helping your friends’

List the 6 ways given that you can help a friend who is being bullied:

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________

6. _______________________________________________________________________

Group Yarn

In small groups, talk about:

- Why your friends are important
- How friends can help when you are experiencing issues such as bullying
- Discuss how you would help a friend who was being bullied

Message Stick

On the message stick below, write a message of support to a friend who is being bullied.
Scenario Seven – Activity 6

View

Begin this activity by viewing option ‘C – Call a helpline’

Teacher Activity – Class Yarn

- In this scenario the student appears quite distressed. How do you think he is feeling?
- What do these things mean – fear, anxiety, stress and depression?
- What would you do if you were feeling this way?
- What does the student do?
- How can calling a service like a Helpline be useful?

Group Yarn

In small groups, come up with definitions of the following conditions – fear, anxiety, stress and depression. You can use a dictionary to help your group come up with definitions. For each term, provide examples that illustrate each of these conditions. Share your ideas with the class.

<table>
<thead>
<tr>
<th>Fear</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>Depression</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario Seven – Activity 7

Computer

Go to - www.beyondblue.org.au

Click on - ‘Depression’

Click on – ‘Signs and Symptoms’

List 8 symptoms of depression:

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________
6. ____________________________________________________________________________
7. ____________________________________________________________________________
8. ____________________________________________________________________________

Click on – ‘What Puts a Person at Risk?’

Under the heading ‘Recent Events’ look at the ‘Life Stressors’ that can lead to depression. List them:

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________

Teacher Activity – Class Yarn

Now that you know some of the Life Stressors that can cause depression, can you see how an issue like bullying if left ignored, might cause someone to become depressed? Which life stressor would ‘bullying’ come under?

Group Yarn

If you, or someone you know is feeling depressed there are many people and places to go to for help. In small groups, using a large sheet of paper, brainstorm a list of all the many people and places you can go to for help. Share your thoughts and ideas with the class.
Scenario Seven – Activity 8

Computer

Below is a list of organisations and groups who you can go to for help with bullying, depression or any other life issues you might be experiencing. Spend some time checking these out so you know who to go to should you ever need it. Help is always available:

Reach Out! – www.reachout.com.au
Geraldton Regional Aboriginal Medical Service (AMS – 60 Rifle Range Rd Geraldton, 99566555)
Beyond Blue – www.beyondblue.org.au and 1300 224 636
Yellow Ribbon – www.yellowribbonmidwest.org.au and 1800 199 008 or 1800 198 313 or 13 11 14

At school - School Psychologist or Counsellor, AIEO (Aboriginal Islander Education Officer), Student Services, School Nurse, House Co-ordinators, School Deputy, School Chaplain, Teacher
Outside of school - Family member and extended family member, Trusted adult, Friend

Decide who you will go to for help should you ever need it and list your Solid 5 in the fingers of the hand below:

My Solid 5
Scenario Seven – Activity 9

What’s Your Message?

Group Yarn

- In small groups or with a partner write a message to other children/youth to help them to overcome depression as a result of bullying.

For example

It’s not shame to be bullied.

It’s shame to bully!

Film Making

Create a class film

- Record each group saying their bullying message to create a class film that can be shown to others to promote the message that bullying is ‘not cool’ and that bullying has the potential to hurt.
- Discuss with your teacher how to organise showing the class’s film to possible audiences.

Give a Yamaji Kids Strong & Solid voucher to someone you think is strong and solid and says no to bullying.

A voucher for you

Yamaji Kids—

“Strong & Solid”

Say No to Bullying!

Check out: www.solidkids.net.au
Appendix
Appendix 1 - Additional background information

The impact of racism

Racism is a major influence on bullying in an Aboriginal context. Yamaji kids and their families who participated in the Solid Kids, Solid Schools project felt that racism in a school environment was covert. Participants described feeling excluded, alienated and/or and ‘made to feel bad’. Aboriginal parents and carers find racism a difficult issue to address because of the poor treatment of Aboriginal people by Australian governments.

On occasions when Aboriginal students bullied non-Aboriginal students, Aboriginal students who were bystanders felt there could be negative ramifications for them if they sided with the non-Aboriginal students.

- Yamaji wangi
- Intra-racial bullying (between Aboriginal children) was considered more hurtful than interracial bullying (between Aboriginal children and non-Aboriginal children).
- Some Aboriginal children with fair skin described being left out and teased about not being Aboriginal enough.
- Feeling rejected and teased because of how you look by Aboriginal kids seems to have a deeper negative impact that being rejected or teased by non-Aboriginal kids.

The role of the family

Aboriginal students may have family obligations, such as caring for younger siblings, which non-Aboriginal students do not have until they are older. Some parents and carers who participated in the Solid Kids, Solid Schools project expressed concern that their school did not allow younger students to play and mix with their older siblings. These parents and carers felt that separating students could put the younger children at greater risk of being bullied.

Yamaji parents and carers also shared their observations of bullying in their families and community. The majority of incidents described by parents and carers were physical retaliations to prevent future bullying for being ‘winyarn’. Parents and carers were also concerned about the level of acceptance by adults of bullying behaviour as normal.

The influence of parents and carers

Parents and carers who participated in the Solid Kids, Solid Schools felt that a close-knit family helped protect children from bullying and being bullied.

More research on socialisation and parenting practices is needed to investigate ways to help Aboriginal parents and carers support their children. Some parenting styles are not conducive to helping their children feel safe or supporting them to share with adults in their life when they have problems.
Family feuding

Family feuding can be complex and take place over many years. When feuding carries over to school it is difficult for school staff to manage. Many participants in the Solid Kids, Solid Schools project believed that family feuding had a significant impact on bullying behaviours at school.

Payback

The concept of payback has a powerful influence in the way some Aboriginal children respond to bullying behaviour. If children think they have been dealt with unfairly, or a situation is unresolved, they wait until there is an opportunity to retaliate.

Age groups

Generally, participants in the Solid Kids, Solid Schools perceived bullying to be ‘bigger kids on little kids’. Consequently, bullying incidents tend to go unnoticed if it involves two children who appear equal in size and development.

Boys and girls

Most parents and carers, AIEOs (ATAs or AEWs) and school staff who participated in the Solid Kids, Solid Schools project felt there was little difference between boys and girls involved in bullying. There was a sentiment among participants that in the past physical fighting only involved boys; today, physical fighting is increasing among girls.

Why is bullying harmful for Aboriginal students?

Children who are bullied can feel lonely, unhappy and frightened; those who bully others are also likely to have mental health issues. Most children say seeing bullying happening at school makes them feel worried and uncomfortable.

When compared to students who are not bullied, students who are bullied:

- feel unhappier at school
- feel school is an unsafe place
- feel lonelier
- have higher rates of absenteeism
- experience more negative health symptoms
- experience higher levels of depression, suicidal thoughts and attempts to harm oneself
- are more likely to bully others when they are older

When compared to students who do not bully, students who bully:

- are more likely to have feelings of ineffectiveness
• are more often struggle with interpersonal difficulties
• have higher levels of depression
• experience higher levels of suicidal thoughts
• experience higher levels of anxiety and worry
• are more likely to wag school, graffiti and/or shoplift
• are more likely to engage in violent behaviour and/or have a criminal conviction by the age of 24
• are more likely to have children who engage in bullying
• have greater incidences of mental health issues

Because bullying is a relationship issue it also weakens the way Aboriginal kids involved in bullying relate to their family, culture, community and Country.

**Why does bullying happen?**

Many students get involved in bullying sometime during their lives – they may be bullied themselves, they may bully someone else, or they may see a friend being bullied.

Aboriginal students bully other kids and are bullied for lots of reasons. Sometimes they’re bullied because they are different, or because they’re clever or popular and at other times simply because they are in the wrong place at the wrong time. Sometimes there are ongoing issues between families (family feuding). Bullying often comes from a belief that it is okay to act that way.

**Why do some people bully?**

• to gain a sense of power among their group
• to get attention or become popular
• to get things they want
• to copy another person they admire
• to make themselves feel better when they are feeling bad about themselves or jealous of someone else
• because they feel that another person is becoming more popular than they are in their group

Students who bully often need to feel powerful and seem to enjoy inflicting harm on others. Some of the main reasons for bullying include:

• **aggressive behaviour at home and elsewhere**  
  Children who have significant role models who bully are more likely to imitate this behaviour.

• **harsh physical punishment at home**  
  Children can bully smaller, weaker children to re-enact what happens to them at home.

• **peers that bully**  
  Children may follow the lead of their peers who bully: they feel they have to bully to fit in.
• **not enough supervision**
  Children who do not have enough supervision may believe it is okay to use bullying behaviour to get what they want. Children need to be taught that bullying is never acceptable behaviour.

• **the behaviour works for them**
  When children are allowed to use their power, aggression or bad behaviour to get what they want, they continue to use this type of behaviour.

• **pre-emptive behaviour**
  Some children feel they need to strike first for fear of being bullied. They feel that using their power and assuming a hostile stance will discourage other children from bullying them.

• **getting attention**
  These children feel they need to use negative behaviour to attract attention. This behaviour makes them feel powerful and noticed by adults and/or peers.

### Why most kids DO NOT bully others?

Most students do not bully other kids in schools. Some students don’t bully because they don’t have the power over others to do so. However, many students who have the power choose not to use it in a negative way because:

• They have good social skills so they can make friends and be happy without bullying.
• They think bullying is wrong.
• They don’t feel they need to bully, because they feel good about themselves and enjoy school.
• They are too busy to think about it; they are involved in lots of activities such as sport, drama, art etc.
• They have strong, supportive friendship groups.
• They believe that bullying isn’t worth it. For example, they know they will get into trouble at home and at school, and/or their bullying will make them look bad to friends.
• They understand how bad it can make someone feel (i.e. they have empathy).

### Where does bullying happen?

Bullying can happen anywhere. Bullying takes place mostly where kids hang out together, for example, at school during free play, recess or lunchtime, or after school. Bullying may occur in the classroom but it is usually non-physical such as cruel teasing, making faces at someone, or making unkind and sarcastic comments. Bullying at school can happen at any place and any time.
Who is involved in bullying?

Bullying can be done by one person or a group of people. It can either be someone younger or older, including friends, boyfriends or girlfriends, brothers or sisters or extended family members. A person bullying can also be an older person, or someone in a position of power such as an adult, parent or relative.

Bystanders of bullying

Bullying involves more than the people who are bullied and those who do the bullying. Most kids report having witnessed bullying occurring. Bullying often continues because kids who are involved do not talk about it or seek help. This includes people who observe bullying – the bystanders.

A bystander is someone who sees the bullying or knows that it is happening to someone else.

Bystanders who are part of the bullying – those who encourage and support the person bullying or watch the bullying from the sidelines, but do nothing to intervene or help the person being bullied.

Bystanders who are part of the solution – those who seek to stop the bullying, protest it, provide support to the target, or tell an adult.

We need more bystanders who are part of the solution, including adults.
A child might ask you: ‘If I am just watching the bullying and I am not involved, how can I be part of the issue?’

The answer is: People bullying usually want attention. By paying attention to the person bullying you are giving them what they want and that encourages them to keep bullying.

**What can bystanders do?**

If a child sees another child being bullied, he or she could:

- ask a teacher or support person for help
- let the person doing the bullying know that what they are doing is wrong
- refuse to join in with his or her bullying and walk away
- support the child who is being bullied
- support friends and protect them from bullying by being there for them

**Asking for help when bullied**

Aboriginal students who are bullied are often reluctant to tell anyone for fear of shame or retaliation. They may also think that talking about a bullying situation is like ‘dobbing’.

Aboriginal students in primary school appear to ask for help more readily than Aboriginal students of high school age. Older students, both boys and girls, tend to keep concerns related to bullying within their family rather than involve school staff. It is important to teach younger students and remind older students the difference between dobbing and asking for help.

- **Dobbing** is when a person tries to get attention, or to get someone into trouble, by telling on them.
- **Asking for help** is when kids feel a situation is out of their control and they are unable to deal with it alone. Asking for help may prevent someone from getting hurt. If kids see someone else in this situation, they should also ask for help. **Asking for help is always okay.**
## Appendix 2 - We All Solid Seven Scenarios Overview

### WE ALL SOLID SEVEN SENARIOS

<table>
<thead>
<tr>
<th>NAME OF SCENARIO</th>
<th>KEY THEME</th>
<th>TARGET AUDIENCE</th>
<th>SETTING</th>
<th>SOLUTION OFFERED IN THE FILM</th>
<th>TAKE HOME MESSAGE FOR THE TARGET AUDIENCE</th>
<th>MAIN MESSAGE FROM THE SCRIPT</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| One: You Think You White? | Intra racial bullying: Inter-racial friendships and non-acceptance of such friendships by other Aboriginal (Yamaji) students. | Aboriginal students in Years six to nine. | School grounds – there is a group of inter-racial students (girls) sitting on a wall as a group of Aboriginal girls walk past. | **One:** Do nothing  
**Two:** Talk to a friend  
**Three:** Talk to an adult. | Bullying is not acceptable or socially appropriate behaviour and taking action may reduce the harm it causes.  
It’s okay for Aboriginal children and youth to make friends from other ethnic and cultural groups; this doesn’t make you any less Aboriginal.  
Students may take positive action to address and manage problems resulting from incidences of intra racial bullying. | Intra racial bullying is unacceptable behaviour. This form of bullying can involve teasing about having inter racial friendships. It may take the form of name calling and taunting.  
This is potentially emotionally harmful to the child/youth being bullied. | Aboriginal girls tended to engage in covert methods of bullying e.g. name calling, ‘yarn carrying’, and rumours.  
Positive interaction between Aboriginal and Non-Aboriginal friendships acted to fuel aggressive behaviour leading to intra racial bullying among Aboriginal students. |
| Two: Family Conflict and Sport | Conflict between family groups at sporting events: the impact family conflict has upon Aboriginal youth within the context of sport. | Aboriginal students in Years six to nine. | 1. A game of basketball is being played between girls. The parents (mothers) of two of the girls are watching the game from the sidelines.  
2. Student sitting on the school steps. | **One:** Do nothing  
**Two:** Talk to someone  
**Three:** Talk to family. | Conflict at sporting events is not acceptable behaviour, such behaviour has the potential to make participation in such events increasingly difficult for Aboriginal children/youth.  
Students may take positive action to address and manage problems resulting from incidences of family conflict at sporting events. | Family conflict/feuding at sporting events causes 'shame' for Aboriginal children/youth, creating difficulties for Aboriginal children/youth to participate in such activities.  
Bullying behaviours have the potential to be reinforced between families, through family relationships with other families i.e. feuding and the possible sense of cultural obligation to defend ones' family.  
Environmental and social stressors have been found among Aboriginal children and the communities in which they live, which enable social issues such as bullying to manifest. |

| Three: Jealousy and Cyber Bullying | Cyber bullying and jealousy. Explores the impact of cyber bullying in an Aboriginal context and the strategies students can use when faced with such problems. | Aboriginal students in Years six to nine. | 1. A group of girls are sitting on park benches as a student and her boyfriend walk past.  
2. The student who was bullied is sitting on the grass with a friend talking about the incident. | **One:** Do nothing  
**Two:** Talk to a friend  
**Three:** Talk to a teacher or AIEO. | The use of mobile phones to carry a yarn about another person is a form of bullying and is unacceptable behaviour.  
Students may take positive action to address and manage problems resulting from incidences of cyber bullying. | The use of mobile phones to text a yarn is an unacceptable form of bullying and has the potential to cause emotional and psychological harm.  
There are things students can do to resolve or reduce the harmful effects of such bullying. | The use of mobile phones and texting as a vehicle for bullying is high and problematic in the Yamaji community: 'Text a Yarn'.
### Four: Fighting and Internet Use

- **Use of the internet to publish recorded fights and negative consequences of such behaviour.**
- **Aboriginal students in Years six to nine.**
- **1. A fight breaks out on the school oval and one student films the fight using his mobile phone and posts it on the internet.**

**One:** Bad role model for kids.

**Two:** Family shame and disappointment.

**Three:** Bringing disgrace upon our culture.

- **There are other ways to develop skills for managing disputes and aggression.**
- **Publishing fights on the internet causes harm to, not just the person being bullied but others, such as their family and friends, school and Aboriginal community.**
- **There are other ways to solve problems rather than engage in behaviour that causes harm to others, such as filming and publishing fights on the internet. This only acts to ignite the problem and may lead to long term mental health problems for those involved.**

### Five: Pressure and Bullying

- **Identifying what a bystander is and the role the bystander takes in a bullying context.**
- **Aboriginal students in Years six to nine.**
- **Two groups of students are standing beside a water tank on the school oval, all boys. An Aboriginal student walks past and is pushed roughly to the ground by another Aboriginal student.**

**One:** Do nothing

**Two:** Be helped

**Three:** Talk to someone.

- **Avoid being a bystander, as a bystander in a bullying situation, it is important to try to avoid situations of peer pressure that lead to bystander behaviour.**
- **By seeking help a**
- **Avoid being a bystander when incidences of bullying occur.**
- **Bystander behaviour acts to encourage the bully, thus a bystander may take a primary role in diffusing a bullying**

---

Children tend to use...
**Six: Family Feuding and Social Isolation**

Family feuding and social isolation students experience as a result of such behaviour in an Aboriginal context. Aboriginal students in Years six to nine.

1. The Aboriginal students in a classroom exclude two other Aboriginal students from sitting with them. **One: Do nothing**

2. The two excluded student are sitting in the hallway yarning about the incident. **Two: Talk to your family**

**Three: Talk to an elder.**

Excluding others is a form of bullying. Family feuding in the community can lead to students connected to feuding families being excluded from groups/others. They may experience feelings of isolation. Help is available in such situations if students talk to the right people about it. Excluding others is a form of bullying. Family feuding impacts upon students at school, they can be excluded and made to feel shame and sad. These issues can be resolved by seeking assistance and talking about the situation.

**Bullying behaviour tended to be reinforced within families and through families’ relationships with other families.**

Data suggest that bullying between families can be very volatile, is often related to family feuding and entrenched in the community.

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**Seven: Bullying Hurts**

Recognise the seriousness of bullying and build understandings about how bullying impacts Aboriginal students in Years six to nine.

Two groups of students are standing beside a water tank on the school oval, all boys. An Aboriginal

**One: Talk to someone**

Bullying can lead to serious health problems such as depression and suicide. Bullying can have serious health consequences for those bullied.

**Two: Ask a teacher for**

Kids Help Line found bullying to be one of the major concerns for callers from Aboriginal
<table>
<thead>
<tr>
<th>Help</th>
<th>There is help available for those affected by bullying, such as calling the KIDS HELP LINE.</th>
<th>Help is available when action is taken; by seeking assistance and talking about the situation, students may be able to overcome health and mental health problems resulting from experiences of bullying and social violence.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three:</strong> Call the HELPLINE.</td>
<td>KIDS HELP LINE is a service available to provide counselling and support to young people.</td>
<td>Environmental and social stressors have been found among Aboriginal children and the communities in which they live, which enable social issues such as bullying to manifest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bullying behaviours involved older children bullying younger children.</td>
</tr>
</tbody>
</table>

Upon the health/mental health and wellbeing of those involved.

Where to seek help as a result of bullying.

- Student walks past and is pushed roughly to the ground and taunted by another Aboriginal student.
Core Values

The Curriculum Framework is underpinned by these shared values, which can be summarised as follows:

- a commitment to the pursuit of knowledge and achievement of potential, resulting in a disposition towards striving to understand the world and how best one can make a contribution to it, and the pursuit of excellence in all fields of experience and endeavour;
- self acceptance and respect of self, resulting in attitudes and actions which develop each person’s unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social;
- respect and concern for others and their rights, resulting in sensitivity to and concern for the well-being of others, respect for others and a search for constructive ways of managing conflict;
- social and civic responsibility, resulting in a commitment to exploring and promoting the common good; meeting individual needs in ways which do not infringe the rights of others; participating in democratic processes; social justice and cultural diversity; and
- environmental responsibility, resulting in a respect and concern for the natural and cultural environments and a commitment to regenerative and sustainable resource use.

Overarching Learning Outcomes

1. Students use language to understand, develop and communicate ideas and information, and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge and skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and well being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.

Learning and Teaching

Opportunity to learn: Learning experiences should enable students to observe and practise the actual processes, products, skills and values which are expected of them.

Connection and challenge: Learning experiences should connect with students’ existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.

Action and reflection: Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.

Motivation and purpose: Learning experiences should be motivating and their purpose clear to the student.

Inclusivity and difference: Learning experiences should respect and accommodate differences between learners.

Independence and collaboration: Learning experiences should encourage students to learn both independently and from and with others.

Supportive environment: The school and classroom setting should be safe and conducive to effective learning.

Links Across the Curriculum

The learning materials are designed to provide an integrated curriculum encompassing English, Society and Environment, Health, Mathematics, Technology and Enterprise and the Arts. The charted overviews at the start of each will indicate which learning area the activities encompass and the specific outcomes covered. The learning areas will be indicated using the first letter of the area, as per below:

E = English - V = viewing, R = reading, W = writing, L&S = listening and speaking
S&E = Society and Environment – C = culture, C&C = civics and citizenship
H = Health – W = wellness, SMS = self management skills, IS = interpersonal skills
A = The Arts – D = drama, V = visual arts, T&E = Technology and Enterprise – I = information

Scope and Sequence

English – Middle Childhood
<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Contextual Understanding</strong></td>
<td><strong>Contextual Understanding</strong></td>
</tr>
<tr>
<td>- readers understand that texts are created for different purposes including:</td>
<td>- readers understand that texts are created for different purposes including:</td>
</tr>
<tr>
<td>- to entertain and evoke emotion through play scripts and narrative poems*</td>
<td>- to entertain and evoke emotion through story books and verse novels</td>
</tr>
<tr>
<td>- to recount through eyewitness accounts</td>
<td>- to recount through autobiographies and biographies</td>
</tr>
<tr>
<td>- to describe through explanations</td>
<td>- to describe through eye witness accounts</td>
</tr>
<tr>
<td>- to socialise through email</td>
<td>- to socialise through email</td>
</tr>
<tr>
<td>- to instruct through procedures</td>
<td>- to instruct through instruction manuals</td>
</tr>
<tr>
<td>- to explain through survey results</td>
<td>- to explain through survey results</td>
</tr>
<tr>
<td>- to inquire through questionnaires</td>
<td>- to inquire through questionnaires</td>
</tr>
<tr>
<td>- authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts*</td>
<td>- authors and illustrators use particular language, ideas and presentation to appeal to target audiences and readers can use this information to identify audiences for different texts*</td>
</tr>
<tr>
<td>- readers' interpretations of texts are influenced by their experiences and by the knowledge and values of the groups to which they belong*</td>
<td>- readers' interpretations of texts are influenced by their experiences and by the knowledge and values of the groups to which they belong*</td>
</tr>
<tr>
<td>- texts may contain symbolic meanings that different cultures interpret in different ways</td>
<td>- texts may contain symbolic meanings that different cultures interpret in different ways</td>
</tr>
<tr>
<td><strong>Information and Argument Texts</strong></td>
<td><strong>Information and Argument Texts</strong></td>
</tr>
<tr>
<td>- information texts sometimes contain the writer’s opinions and can be identified and challenged by the reader*</td>
<td>- information texts sometimes contain the writer’s opinions and can be identified and challenged by the reader*</td>
</tr>
<tr>
<td>- readers make inferences about ideas, information and events in texts by relating stated information to background knowledge, experience, ideology and opinions*</td>
<td>- readers make inferences about ideas, information and events in texts by relating stated information to background knowledge, experience, ideology and opinions*</td>
</tr>
<tr>
<td>- argument texts require a position supported by a line of reasoning*</td>
<td>- argument texts require a position supported by a line of reasoning*</td>
</tr>
<tr>
<td>- aspects of subject matter are selected to appeal to, and influence, different groups of readers*</td>
<td>- aspects of subject matter are selected to appeal to, and influence, different groups of readers*</td>
</tr>
<tr>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
</tr>
<tr>
<td>- generic structure of information and argument text forms and the ways they can be manipulated to achieve the author’s purpose*</td>
<td>- readers identify causes and effects in some information texts*</td>
</tr>
<tr>
<td>- features of complex information and argument texts including diagrams, graphs, photographs in a report and Internet site maps and hyperlinks in electronic texts*</td>
<td>- features of complex information and argument texts including diagrams, graphs, photographs in a report and Internet site maps and hyperlinks in electronic texts*</td>
</tr>
<tr>
<td><strong>Process And Strategies</strong></td>
<td><strong>Process And Strategies</strong></td>
</tr>
<tr>
<td><strong>Reading Processes – Learning to Read</strong></td>
<td><strong>Reading Processes – Learning to Read</strong></td>
</tr>
<tr>
<td>- decoding using knowledge of sound, visual and meaning patterns*</td>
<td>- decoding using knowledge of sound, visual and meaning patterns*</td>
</tr>
<tr>
<td>- word identification strategies including consulting a reference in order to clarify complex meanings</td>
<td>- word identification strategies including consulting a reference in order to clarify complex meanings</td>
</tr>
<tr>
<td>- reading strategies including comparing, inferring, self-questioning, slowing down and creating images to maintain meaning</td>
<td>- reading strategies including comparing, inferring, self-questioning, slowing down and creating images to maintain meaning</td>
</tr>
<tr>
<td>- strategies for comprehending texts using knowledge of text types including the expectation that orientations include descriptions of characters in stories and distinguishing between claims of fact and opinion in arguments</td>
<td>- strategies for comprehending texts using knowledge of text types including the expectation that evidence will be elaborated in each successive paragraph in explanations and differentiating between literal and figurative meanings</td>
</tr>
<tr>
<td><strong>Information Processes – Reading to Learn</strong></td>
<td><strong>Information Processes – Reading to Learn</strong></td>
</tr>
<tr>
<td>- ways to use vocabulary for reflecting on the effectiveness of reading strategies and usefulness of resources*</td>
<td>- ways to use vocabulary for reflecting on the effectiveness of reading strategies and usefulness of resources*</td>
</tr>
<tr>
<td>- strategies for independently developing focus questions</td>
<td>- strategies for independently developing focus questions</td>
</tr>
<tr>
<td>- strategies for identifying and defining information needs including structured overviews, question web, KWL Chart</td>
<td>- strategies for identifying and defining information needs including structured overviews, question web, KWL Chart</td>
</tr>
<tr>
<td>- strategies for locating information resources relevant to a research task including undertaking subject/keyword and advanced searches using library and other databases and websites, and consulting encyclopaedias, atlases and yearbooks*</td>
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</tr>
<tr>
<td>- strategies for evaluating appropriate resources for a particular purpose including determining the authenticity of the resource</td>
<td>- strategies for evaluating appropriate resources for a particular purpose including determining the authenticity of the resource</td>
</tr>
<tr>
<td>- strategies for locating information in a resource including scanning for keywords and main ideas that support the purpose for reading and answer focus questions*</td>
<td>- strategies for locating information in a resource including scanning for keywords and main ideas that support the purpose for reading and answer focus questions*</td>
</tr>
</tbody>
</table>
| - strategies for processing and organising information for a specific purpose | - strategies for recording information for a specific purpose including
Writing

**Contextual Understanding**

- writers create texts for different purposes including:
  - to entertain through myths and form poems
  - to recount through simple biographies
  - to describe through recounts of a character's day
  - to socialise through emails
  - to instruct through instruction manuals
  - to explain through book reviews
  - to inquire through surveys within the class for an investigation
  - to persuade through letters to the editor

**Imaginative Texts**

- writers consider the purpose for writing and the interests and background knowledge of the audience when selecting subject matter within a chosen topic to appeal to certain groups*
- writers draw on their own knowledge, experiences, thoughts and feelings to explore challenging ideas*
- writers can represent people, places, events and things in ways that have social justice implications*
- writers create characters with feelings and personalities that go beyond traditional characters through descriptions, actions and dialogue*
- writers create texts for different purposes including:
  - to entertain through fantasy stories and ballads including song lyrics
  - to recount through autobiographies
  - to describe through eyewitness accounts
  - to socialise through SMS
  - to instruct through instruction manuals
  - to explain through Science reports
  - to inquire through surveys within the school for a research topic
  - to persuade through expositions

**Information and Argument Texts**

- writers can influence others by systematically using a formal, logical structure to argue a case*
- writers can select ideas and information to support their position or purpose, and to appeal to or suit different audiences*
- information texts introduce an introduction that outlines the scope of the topic, which is then developed with ideas, descriptions, opinions and/or explanations that are logically organised*
- writers can include evaluative comments on the significance of an event* and may use humour to entertain*
### Contextual Understanding
#### Imaginative Visual Texts
- characters and plot are developed using dialogue and visual elements that describe appearance and actions*
- viewers understand that visual texts are created for different purposes including:
  - to entertain through a feature film* *(eg musicals)*
  - to recount through sequencing photographs to record a person’s life
  - to describe through feature articles in magazines
  - to socialise through emotions in emails
  - to instruct through symbols in educational DVD programs
  - to persuade through selecting or omitting television footage to present a point of view in a news story
  - visual texts are created using subject matter that appeals to target audiences*

#### Information and Argument Visual Texts
- textual conventions are used to create still and moving images including:
  - layout and structure of visual texts
  - audience and usage
- viewers compare information and ideas in different visual texts
- written, visual, spoken and auditory conventions are chosen to appeal to different groups*
- written, visual, spoken and auditory conventions are chosen to appeal to different groups*
- viewers identify how the construction of characters contributes to plot development and consider ethical choices made by various characters*
- viewers infer meanings and messages developed through the narrative using auditory information and visual images in films to identify the theme*
- viewers draw conclusions about possible reasons for characters’ behaviours and feelings*
- viewers understand that visual texts are created for different purposes
- viewers draw conclusions about possible reasons for characters’ behaviours and feelings*
- viewers infer meanings and messages developed through the narrative using auditory information and visual images in films to identify the theme*
- viewers infer meanings and messages developed through the narrative using illustrations in picture books to enhance the written text by providing a different visual story*
- viewers identify how the construction of characters contributes to plot development and consider ethical choices made by various characters*
- viewers understand that visual texts are created for different purposes

#### Information and Argument Visual Texts
- textual conventions are used to create still and moving images including:
  - layout and structure of visual texts
  - audience and usage
  - written, visual, spoken and auditory conventions are chosen to appeal to different groups*
- viewers identify how the construction of characters contributes to plot development and consider ethical choices made by various characters*
- viewers infer meanings and messages developed through the narrative using auditory information and visual images in films to identify the theme*
- viewers infer meanings and messages developed through the narrative using illustrations in picture books to enhance the written text by providing a different visual story*
- viewers identify how the construction of characters contributes to plot development and consider ethical choices made by various characters*
- viewers understand that visual texts are created for different purposes

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### Codes
#### Codes
- visual codes *(eg shot types, non-verbal codes (eg imagery), spoken codes (eg voice qualities) and auditory codes (eg silence)) that add meaning, interest, immediacy and authority to multimedia texts*
- techniques used to create still and moving images including:
  - computer imaging, fade-outs, inserts, cutaways and flashbacks*
  - viewing and thinking strategies for justifying interpretations of visual texts including:
    - summarising, comparing and evaluating

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<table>
<thead>
<tr>
<th>Intranet/Internet</th>
<th>Intranet/Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>ways to acknowledge the source of ideas and information when publishing writing including recording the book, film, website details including title, writer, publisher, date and place of publication, URL</td>
<td></td>
</tr>
<tr>
<td>ways to acknowledge the source of ideas and information when publishing writing including recording the book, film, website details including title, writer, publisher, date and place of publication, URL</td>
<td></td>
</tr>
<tr>
<td>strategies used in the writing process including paraphrasing or summarising, connecting, comparing and synergising</td>
<td></td>
</tr>
<tr>
<td>strategies used in the writing process including paraphrasing or summarising, connecting, comparing and synergising</td>
<td></td>
</tr>
<tr>
<td>viewing and thinking strategies for justifying interpretations of visual texts including summarising, scanning, self-questioning, summarising and paraphrasing</td>
<td></td>
</tr>
<tr>
<td>viewing and thinking strategies for justifying interpretations of visual texts including summarising, scanning, self-questioning, summarising and paraphrasing</td>
<td></td>
</tr>
</tbody>
</table>
**Listening and Speaking**

### Contextual Understanding

- ways to use vocabulary to name and explore viewing and thinking strategies including comparing and self-questioning
- ways to ask and respond to questions to explore opinions and judgements about visual texts
- viewers integrate visual codes, non-verbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts

<table>
<thead>
<tr>
<th>Process and Strategies</th>
<th>Evidence and Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions</strong></td>
<td></td>
</tr>
<tr>
<td>generic structure of prepared and spontaneous discussions, oral presentations, meetings and debates*</td>
<td>generic structure of prepared and spontaneous discussions, oral presentations, meetings and debates*</td>
</tr>
<tr>
<td>language features of different spoken texts including using ‘I statements in mediations</td>
<td>language features of different spoken texts including using ‘I statements in mediations</td>
</tr>
<tr>
<td>conversational skills including negotiating meaning, managing topic and situation changes and responding to the contributions of others*</td>
<td>conversational skills including negotiating meaning, managing topic and situation changes and responding to the contributions of others*</td>
</tr>
<tr>
<td>vocabulary including words to indicate degrees of certainty (eg could, should), verbs, adjectives and evaluative nouns (eg hero, villain) to express opinions and to portray people, places, events and things in ways that appeal to certain groups*</td>
<td>vocabulary, including words to indicate degrees of certainty (eg must, may), verbs, adjectives and evaluative nouns (eg disaster, miracle) to express opinions and to portray people, places, events and things in ways that appeal to certain groups*</td>
</tr>
<tr>
<td>listening and speaking behaviours including projecting a sense of commitment, interest and authority on a topic and responding to the speaker by laughing at jokes*</td>
<td>listening and speaking behaviours including projecting a sense of commitment, interest and authority on a topic and responding to the speaker by nodding in agreement*</td>
</tr>
<tr>
<td>non-verbal techniques (eg gestures) and spoken techniques (eg pace, pausing for effect) to emphasise meaning and to appeal to different audiences*</td>
<td>non-verbal techniques (eg imagery) and spoken techniques (eg voice qualities) to emphasise meaning and to appeal to different audiences*</td>
</tr>
<tr>
<td>statements, questions and commands to sustain a point of view in a discussion*</td>
<td>statements, questions and commands to sustain a point of view in a discussion*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Verbal Techniques</th>
<th>Verbal Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>ways to use vocabulary to name and explore viewing and thinking strategies including comparing and self-questioning*</td>
<td>ways to ask and respond to questions to explore opinions and judgements about visual texts</td>
</tr>
<tr>
<td>viewers integrate visual codes, non-verbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts*</td>
<td>viewers integrate visual codes, non-verbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts*</td>
</tr>
</tbody>
</table>

- speakers and listeners interact in different ways depending on the context and purpose including:
  - to entertain through performing plays and raps
  - to recount through retelling an oral presentation by a visiting speaker
  - to describe through telling the class about an event reported in the evening news
  - to socialise through apologising to a friend
  - to instruct through telling a class mate how to use a piece of equipment safely
  - to explain through discussing the results of a Science experiment or the findings of a social survey
  - to persuade through providing a strong argument for or against a particular point of view in a debate
  - discussions and conversations provide opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view*
  - speakers identify main issues of the topic and provide arguments, which may compare and contrast viewpoints and include some supporting details and evidence in discussions and presentations*
  - language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships*
  - speakers engage the interests and attention of their listeners by using their assumptions about the characteristics of listeners*

**Non-Verbal Techniques**

- ways to use vocabulary to name and explore viewing and thinking strategies including comparing and self-questioning*
- ways to ask and respond to questions to explore opinions and judgements about visual texts
- viewers integrate visual codes, non-verbal codes, spoken codes and auditory codes to create, make meaning and find information in visual texts*

- speakers and listeners interact in different ways depending on the context and purpose including:
  - to entertain through performing plays and raps
  - to recount through retelling an oral presentation by a visiting speaker
  - to describe through telling the class about an event reported in the evening news
  - to socialise through apologising to a friend
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  - discussions and conversations provide opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view*
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  - language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships*
  - speakers engage the interests and attention of their listeners by using their assumptions about the characteristics of listeners*

**Conventions**

- generic structure of prepared and spontaneous discussions, oral presentations, meetings and debates*
- language features of different spoken texts including using ‘I statements in mediations
- conversational skills including negotiating meaning, managing topic and situation changes and responding to the contributions of others*
- vocabulary including words to indicate degrees of certainty (eg could, should), verbs, adjectives and evaluative nouns (eg hero, villain) to express opinions and to portray people, places, events and things in ways that appeal to certain groups*
- listening and speaking behaviours including projecting a sense of commitment, interest and authority on a topic and responding to the speaker by laughing at jokes*
- non-verbal techniques (eg gestures) and spoken techniques (eg pace, pausing for effect) to emphasise meaning and to appeal to different audiences*
- statements, questions and commands to sustain a point of view in a discussion*

**Process and Strategies**

- vocabulary including ‘purpose’, ‘opinion’ and ‘reflect’ to name and explore listening, speaking and thinking strategies*
- strategies for cooperative learning including providing opportunities for everyone to speak and reaching shared decisions
- a range of before, during and after listening strategies appropriate to audience and purpose including setting goals for listening, giving verbal reassurances to confirm understanding, using a scaffold to identify, record and organise information, comparing notes with others and providing encouraging feedback
- strategies to use before speaking to plan and rehearse appropriate to audience and purpose including making notes, using mind
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Year 8</th>
<th>Purpose</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Understandings</strong></td>
<td><strong>Contextual Understandings</strong></td>
<td><strong>Contextual Understandings</strong></td>
<td><strong>Contextual Understandings</strong></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td><strong>Purpose</strong></td>
<td><strong>Purpose</strong></td>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>readers read texts that have been written for different purposes including:</td>
<td>readers read texts that have been written for different purposes including:</td>
<td>readers read texts that have been written for different purposes including:</td>
<td>readers read texts that have been written for different purposes including:</td>
</tr>
<tr>
<td>o to entertain, move and present themes*</td>
<td>o to investigate and provide information about accessible local issues*</td>
<td>o to persuade readers*</td>
<td>o to critically analyse other texts and events and argue a position*</td>
</tr>
<tr>
<td>o to understand new ideas</td>
<td>o to support an interpretation of a text</td>
<td>o to find good models for writing</td>
<td>o to appreciate writing</td>
</tr>
<tr>
<td>o to enjoy writing</td>
<td>o to imitate writing styles</td>
<td>o to engage in the enjoyment of writing</td>
<td>o to appreciate writing</td>
</tr>
<tr>
<td><strong>Context/Audience</strong></td>
<td><strong>Context/Audience</strong></td>
<td><strong>Context/Audience</strong></td>
<td><strong>Context/Audience</strong></td>
</tr>
<tr>
<td>representations of concepts, events, people, places are constructed to convey a particular set of beliefs or ideas</td>
<td>stereotypes can be used satirically for social comment, including shaping attitudes*</td>
<td>symbols and symbolic actions have culturally recognised meanings and can be used to represent concepts</td>
<td>readers draw conclusions about themes using references to particular moments and incidents; their responses to characters and situations may vary at differing points within a text*</td>
</tr>
<tr>
<td>readers may need to develop knowledge about particular events, issues and contexts to interpret texts*</td>
<td>readers' interpretations are influenced by their knowledge, values and practices*</td>
<td>experiences created in texts can help readers understand themselves and others, their own world and the wider world*</td>
<td>readers' knowledge of context, purpose and audience assists comprehension*</td>
</tr>
<tr>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
</tr>
<tr>
<td>Imaginative Texts can be created for multiple purposes</td>
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<td>Imaginative Texts can be created for multiple purposes</td>
</tr>
<tr>
<td>ideas are explored through the interplay of setting, plot, character and narrative point of view*</td>
<td>techniques used to create emotional responses through comparison, contrast, exaggeration and juxtaposition</td>
<td>techniques used to create suspense and conflict through the plot sequence</td>
<td>texts can combine features from other genres</td>
</tr>
<tr>
<td>techniques used to construct characters through narrative perspective, actions, thoughts and feelings, relationships and conflict</td>
<td>different text genres use devices to express ideas*</td>
<td>different text genres use devices to express ideas*</td>
<td>texts make references to other texts to contribute to meaning*</td>
</tr>
<tr>
<td>techniques used to construct plot and create emotional responses*</td>
<td>particular features of character, setting and plot associated with different forms and styles*</td>
<td>particular features of character, setting and plot associated with different forms and styles*</td>
<td>language features to show relationship between ideas</td>
</tr>
<tr>
<td>different text genres use devices to express ideas*</td>
<td>different text genres use devices to express ideas*</td>
<td>different text genres use devices to express ideas*</td>
<td>different text genres use devices to express ideas*</td>
</tr>
<tr>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
<td><strong>Text Conventions</strong></td>
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<tr>
<td>Information and Argument Texts</td>
<td>Information and Argument Texts</td>
<td>Information and Argument Texts</td>
<td>Information and Argument Texts</td>
</tr>
<tr>
<td>structural features to analyse, evaluate and clearly present information*</td>
<td>language features to show relationship between ideas</td>
<td>language features to show relationship between ideas</td>
<td>language features to show relationship between ideas</td>
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<tr>
<td>language features to show relationship between ideas</td>
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</tr>
<tr>
<td>Processes and Strategies</td>
<td>Purpose</td>
<td>Context/Audience</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
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<td></td>
</tr>
<tr>
<td>descriptive language to encourage readership of a text/product</td>
<td>• to entertain, move, question and explore ideas and attitudes which writers achieve, for example, by writing monologues, stories or poetry*</td>
<td>writers want readers to empathise with the ideas and emotions expressed or implied in their writing*</td>
<td></td>
</tr>
<tr>
<td>paragraph structure including a topic sentence, supporting and concluding sentences</td>
<td>• to entertain, move, question and explore ideas and attitudes, which writers achieve, for example, by writing monologues, stories or poetry*</td>
<td>writers select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information*</td>
<td></td>
</tr>
<tr>
<td>a repertoire of before, during and after reading comprehension strategies</td>
<td>• to inform, inquire, explain, describe or instruct, which writers achieve, for example, by writing summaries or reports*</td>
<td>writers create characters and situations which explore ethical dilemmas and which move beyond stereotypes or expectations*</td>
<td></td>
</tr>
<tr>
<td>thinking strategies to make meaning from texts including drawing on personal experience or that of others</td>
<td>• to persuade, which writers achieve, for example, by writing analytical essays or letters to the editor*</td>
<td>writers explore ideas and issues in which they would like to effect change and that the ideas and issues can extend beyond the immediate plot*</td>
<td></td>
</tr>
<tr>
<td>strategies to extract, organise and summarise information</td>
<td>• writers use knowledge of a subject to create texts that provide the reader with explanations, details and evidence</td>
<td>writers explore ideas and issues in which they would like to effect change and that the ideas and issues can extend beyond the immediate plot*</td>
<td></td>
</tr>
<tr>
<td>strategies for information sharing and presentation</td>
<td>• writers develop ideas through interconnections of plot, settings and characters*</td>
<td>writers make references to other texts and use parody to extend meaning and create humour*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contextual Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>• writers consider the context in which their texts are going to be read</td>
</tr>
<tr>
<td>• writers choose content and language to present their opinions about characters, ideas and events, however they can express views and values other than their own*</td>
</tr>
<tr>
<td>• writers explore social themes and issues through sustained imaginative texts and position readers to agree with the ideas and emotions expressed</td>
</tr>
<tr>
<td>• writers use knowledge of a subject to create texts that provide the reader with explanations, details and evidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole Text</strong></td>
</tr>
<tr>
<td>• narrative conventions used in sustained imaginative texts with attention to time order, characterisation, consistent point of view and development of a resolution*</td>
</tr>
<tr>
<td>• information text conventions used to construct order such as an introduction, headings, bullet points, graphics</td>
</tr>
<tr>
<td>• argument text conventions used to persuade such as language features and structures of particular forms</td>
</tr>
<tr>
<td>• paragraph structure involves a topic sentence, supporting details and a concluding sentence to explore one aspect of the topic*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Processes and Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ways to use terminology to describe the writing process</td>
</tr>
<tr>
<td>• strategies to address a topic including defining key words and concepts, brainstorming and discussing ideas drawing on personal knowledge*</td>
</tr>
</tbody>
</table>
- strategies to gather and organise information including note-taking in structured overviews, story maps, retrieval and flow charts*
- strategies to use other texts as models for structure and format
- strategies to express a consistent idea/topic/story
- strategies to revise and improve writing including re-reading and self-editing
- how to select and use a straightforward publishing format that suits the purpose and audience
- ways to reflect on writing including peer feedback and journal reflection using metalanguage
- strategies to record and sequentially organise information including note-taking guides, text frameworks, clustering lists or information under headings for paragraph consistency
- strategies to structure texts beginning with a statement of position and outline of arguments to follow; and concluding with restatement of position or summary of main arguments and issues*
- strategies to paraphrase information by selecting main points and key concepts and changing ideas into a new form*
- strategies to revise and improve writing including peer or teacher conferencing, proofreading, extending, editing and drafting*
- how to select and use more complex publishing formats, including electronic and multimodal, that best suit the intended purpose and audience*
- ways to reflect on and evaluate writing using metalanguage to discuss the choices of text features and the interrelationships of purpose, context and audience*

### Viewing

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Purpose</th>
<th>Context/Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• visual texts are created for different purposes, including:</td>
<td>• visual texts are created for different purposes, including:</td>
<td>• texts are constructed to be viewed in a certain way, reflecting and shaping socio-cultural values and to appeal to target audiences</td>
</tr>
<tr>
<td>o to entertain and engage a target audience*</td>
<td>o to entertain and satirise, including parody*</td>
<td></td>
</tr>
<tr>
<td>o to explore human relationships</td>
<td>o to explore ideas, issues and complex human relationships</td>
<td></td>
</tr>
<tr>
<td>o to instruct</td>
<td>o to present accessible local issues*</td>
<td></td>
</tr>
<tr>
<td>o to investigate and analyse public opinion*</td>
<td>o to investigate alternative opinions on sensitive societal issues*</td>
<td></td>
</tr>
<tr>
<td>o to inform and comment by presenting information</td>
<td>o to inform an audience through analysis of challenging issues*</td>
<td></td>
</tr>
<tr>
<td>o to persuade a target audience*</td>
<td>o to persuade an audience of a particular point of view or issue*</td>
<td></td>
</tr>
</tbody>
</table>

### Context/Audience

- ideas are explored through the narrative elements of imaginative texts*
- experiences created in texts can help viewers understand themselves and others, their own world and the wider world*
- viewers may need to develop knowledge of particular events, issues and contexts to fully understand texts*
- features and effects in one text can be used to interpret another text
- structural features of different media genres including television serials, sitcoms, documentaries, reality shows, action films
- features of visual information texts
- varied composition elements of visual text
- composition elements used to position viewers and shape text*

### Codes

- audio, visual, technical and symbolic codes used to shape viewers’ understanding of visual texts*
- audiovisual codes can indicate the time period a text represents

### Process and Strategies

- how to use terminology to understand and discuss visual texts*
- viewing and thinking strategies to infer meanings
- viewing processes used to understand that texts are a construction*
- after-viewing strategies to reflect on personal understandings and appreciation of the conventions used in a text
- ways to reflect on viewing such as peer discussion and journal reflection using metalanguage

### Listening and Speaking

### Contextual Understanding

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Purpose</th>
<th>Process and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speakers and listeners interact in different ways depending on the context and purpose including:</td>
<td>• Speakers and listeners interact in different ways depending on the context and purpose including:</td>
<td></td>
</tr>
<tr>
<td>o to entertain through storytelling or recounting a personal anecdote*</td>
<td>o to entertain through dramatic monologue or recount*</td>
<td></td>
</tr>
<tr>
<td>o to clarify personal beliefs and ideas and formulate opinions</td>
<td>o to make connections between text and own attitudes, values and beliefs</td>
<td></td>
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<tr>
<td>o to socialise and form relationships</td>
<td>o to socialise and form relationships</td>
<td></td>
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<tr>
<td>o to elaborate by providing additional information</td>
<td>o to analyse, investigate and synthesise challenging ideas*</td>
<td></td>
</tr>
<tr>
<td>o to demonstrate a new skill</td>
<td>o to mentor</td>
<td></td>
</tr>
<tr>
<td>Processes and Strategies</td>
<td>Conventions</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• ways to use terminology to name listening, speaking and</td>
<td>• generic structures of formal oral presentations such as</td>
<td></td>
</tr>
<tr>
<td>thinking strategies</td>
<td>argumentative or informative talks on a familiar topic including</td>
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<tr>
<td></td>
<td>introduction to an issue, arguments for and against, using evidence,</td>
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<tr>
<td></td>
<td>reasoning and elaborations, and a conclusion*</td>
<td></td>
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<tr>
<td>• strategies for collaborative learning</td>
<td>• organisational features of various spoken text types such as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recasts</td>
<td></td>
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<tr>
<td>• ways to identify ideas and information relevant to listening</td>
<td>• organisational features of various spoken text types such as</td>
<td></td>
</tr>
<tr>
<td>purposes such as using prepared questions, activating prior</td>
<td>commentary</td>
<td></td>
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<tr>
<td>knowledge, listening for keywords, determining important</td>
<td>• conversation/discussion conventions such as introductions,</td>
<td></td>
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<tr>
<td>ideas and summarising the argument</td>
<td>inquiring about others' thoughts and feelings, managing topic</td>
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<tr>
<td></td>
<td>changes, weighing up pros and cons, responding constructively</td>
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<tr>
<td></td>
<td>to others, and reporting back to the class with a synthesised</td>
<td></td>
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<tr>
<td>• ways to record information to assist listening purpose such</td>
<td>• formal and informal language adjusted to the size and nature of</td>
<td></td>
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<tr>
<td>as categorising ideas under headings, identifying supporting</td>
<td>the group and their relationship to the listener including</td>
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<tr>
<td>evidence and facts using mind maps and graphic organisers</td>
<td>intonation, pronunciation and pace*</td>
<td></td>
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<tr>
<td>• strategies to compose and deliver an oral presentation</td>
<td>• forms of register including pitch, facial expression, gesture, phrasing,</td>
<td></td>
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<tr>
<td>including planning, prior subject and vocabulary knowledge,</td>
<td>sound (projection) and silence adjusted for different contexts to</td>
<td></td>
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<tr>
<td>determining importance of information and evidence,</td>
<td>influence an audience*</td>
<td></td>
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<tr>
<td>predicting listeners' responses and adjusting speaking to</td>
<td>• language features of spoken texts will vary according to the text</td>
<td></td>
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<tr>
<td>meet the needs of the audience and task*</td>
<td>being used including emotive language and subjective imagery and context</td>
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<tr>
<td>• ways to use visual aids for presentation including</td>
<td>• text connectives to sequence and to contrast*</td>
<td></td>
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<tr>
<td>storyboard, photographic posters, interactive activities,</td>
<td>• statements to give opinions including thinking and feeling verbs</td>
<td></td>
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<tr>
<td>props, costume, handouts and audiovisual technology</td>
<td>• words and phrases used to convey probability or authority and to</td>
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<td></td>
<td>distinguish fact from opinion; and to position listeners*</td>
<td></td>
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<tr>
<td>• ways to repair miscommunication such as questioning to</td>
<td>• ways to identify ideas and information relevant to listening purposes</td>
<td></td>
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<tr>
<td>clarify meaning, paraphrasing ideas, self-monitoring and</td>
<td>such as using pre-prepared questions, activating prior knowledge,</td>
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<tr>
<td>self-correcting, interpreting body language, facial</td>
<td>determining important ideas and summarising the argument</td>
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<tr>
<td>expression and gesture to indicate understanding</td>
<td>• ways to record information to assist listening purpose such as</td>
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<tr>
<td></td>
<td>categorising ideas under headings, identifying supporting</td>
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<tr>
<td></td>
<td>evidence and facts using mind maps and graphic organisers</td>
<td></td>
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<tr>
<td>• ways to reflect on personal speaking and listening</td>
<td>• ways to analyse spoken texts such as following cues, change of pace,</td>
<td></td>
</tr>
<tr>
<td>abilities including one-on-one/peer/group/teacher feedback,</td>
<td>emphasis, repetition and tone and identifying omissions in information</td>
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<tr>
<td>checklists and journal reflection</td>
<td>• ways to analyse the themes, implications and issues raised, such as</td>
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<tr>
<td></td>
<td>examining the relationships between speech and graphics in multi-modal texts</td>
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<tr>
<td></td>
<td>• strategies to compose and deliver a sustained oral presentation</td>
<td></td>
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<tr>
<td></td>
<td>including researching, rehearsing, standing confidently, monitoring</td>
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</tr>
<tr>
<td></td>
<td>audibility, enunciation and timing by gauging responses and asking</td>
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<td></td>
<td>for feedback and adapting material accordingly</td>
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<tr>
<td></td>
<td>• ways to use advertising techniques to promote a cause such as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>background music, voice-overs, testimonials and audiovisual technology</td>
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<tr>
<td></td>
<td>• ways to monitor, respond and confirm understanding such as</td>
<td></td>
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<tr>
<td></td>
<td>seeking further explanations and rephrasing in own vocabulary,</td>
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<tr>
<td></td>
<td>identifying omissions in information: anticipating and gauging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>responses, adding details and examples and code-switching to adapt to others'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>context*</td>
<td></td>
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<tr>
<td></td>
<td>• ways to reflect on speaking and listening skills including rehearsing</td>
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<tr>
<td></td>
<td>phrases to extract opinions from others in group discussion, seeking</td>
<td></td>
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<td></td>
<td>feedback and using metaleanguage to assay skills</td>
<td></td>
</tr>
</tbody>
</table>

**Context/Audience**

- spoken language changes with the socio-cultural context in which it is delivered
- differing perspectives can confirm, broaden or challenge an existing view
- generic structures of formal oral presentations including introduction of the topic, rationale, elaborations and a conclusion*
- organisational features of various spoken text types such as recounts
- conversation/discussion conventions such as introductions, inquiring about others' thoughts and feelings, managing topic changes, weighing up pros and cons, responding constructively to others, and reporting back to the class with a synthesised perspective
- formal and informal language adjusted to the size and nature of the group and their relationship to the listener including intonation, pronunciation and pace*
- active listening behaviours to understand spoken texts
- active listening behaviours to engage with the speaker
- language features of spoken texts will vary according to the text being used including dialect, word choice, grammar
- language features of spoken texts will vary according to the text being used including emotive language and subjective imagery and context
- statement to give opinions including thinking and feeling verbs
- text connectives to sequence and to contrast*
- ways to give opinions including thinking and feeling verbs
- ways to identify ideas and information relevant to listening purposes such as using pre-prepared questions, activating prior knowledge, listening for keywords, determining important ideas and summarising the argument
- ways to record information to assist listening purpose such as categorising ideas under headings, identifying supporting evidence and facts using mind maps and graphic organisers
- strategies to compose and deliver an oral presentation including planning, prior subject and vocabulary knowledge, determining importance of information and evidence, predicting listeners' responses and adjusting speaking to meet the needs of the audience and task*
- strategies to compose and deliver a sustained oral presentation including researching, rehearsing, standing confidently, monitoring audibility, enunciation and timing by gauging responses and asking for feedback and adapting material accordingly
- ways to use visual aids for presentation including storyboard, photographic posters, interactive activities, props, costume, handouts and audiovisual technology
- ways to repair miscommunication such as questioning to clarify meaning, paraphrasing ideas, self-monitoring and self-correcting, interpreting body language, facial expression and gesture to indicate understanding
- ways to reflect on personal speaking and listening abilities including one-on-one/peer/group/teacher feedback, checklists and journal reflection
- generic beliefs and values influence the interpretation and construction of spoken texts
- personal beliefs and values influence the interpretation and construction of spoken texts
- ways to use terminology to interpret listening, speaking and thinking strategies
- strategies for collaborative learning through comparing ideas, building upon the ideas of others, providing other points of view and reaching conclusions that take account of aspects of an issue*
- ways to analyse spoken texts such as following cues, change of pace, emphasis, repetition and tone and identifying omissions in information
- ways to set, change and adjust the register according to the context
- ways to analyse the themes, implications and issues raised, such as examining the relationships between speech and graphics in multi-modal texts
- strategies to compose and deliver a sustained oral presentation including researching, rehearsing, standing confidently, monitoring audibility, enunciation and timing by gauging responses and asking for feedback and adapting material accordingly
- ways to use advertising techniques to promote a cause such as background music, voice-overs, testimonials and audiovisual technology
- ways to monitor, respond and confirm understanding such as seeking further explanations and rephrasing in own vocabulary, identifying omissions in information: anticipating and gauging responses, adding details and examples and code-switching to adapt to others' context*
**Society and Environment - Middle Childhood**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>changes within Aboriginal and Torres Strait Islander cultures* (Civics &amp; Citizenship)</td>
<td>changes resulting from cross-cultural contact on cultural groups within Australia</td>
</tr>
<tr>
<td>the contributions of diverse groups, including migrants and Indigenous peoples to the development of Australian society* (Civics &amp; Citizenship)</td>
<td>the right of others to be different within the rule of law* (Civics &amp; Citizenship)</td>
</tr>
<tr>
<td>connections between personal identities and material and non-material aspects of different groups</td>
<td>religious and spiritual diversity within Asia and Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beliefs and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>that Australia has many different cultural groups who have their own beliefs, values and practices* (Civics &amp; Citizenship)</td>
</tr>
<tr>
<td>what influences the similarities and differences between cultural groups within Australian society* (Civics &amp; Citizenship)</td>
</tr>
<tr>
<td>that people’s world views are informed by the beliefs, values and attitudes they hold* (Civics &amp; Citizenship)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohesion and Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>the formal and informal practices that are used to regulate and control the behaviour of cultural group members* (Civics &amp; Citizenship)</td>
</tr>
<tr>
<td>that traditional cultural practices can change meaning over time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal, Group and Cultural Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>ways personal, group and cultural identity can change</td>
</tr>
<tr>
<td>that individuals and groups see themselves evolving as Australians based on different life experiences</td>
</tr>
</tbody>
</table>

**Active Citizenship**

<table>
<thead>
<tr>
<th>How to critically reflect on planned actions and potential consequences when participating in society</th>
<th>How to critically reflect on planned actions and potential consequences when participating in society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible social action involves: thorough research, critical thinking, and ethical decision-making</td>
<td>Responsible social action involves: thorough research, critical thinking, and ethical decision-making</td>
</tr>
<tr>
<td>identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights.</td>
<td>examining the potential outcomes of actions and how they may affect different groups of people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investigation, Communication and Participation (ICP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>ways to reflect on current understandings of a topic</td>
</tr>
<tr>
<td>to identify factors to be considered</td>
</tr>
<tr>
<td>how to devise a range of questions</td>
</tr>
<tr>
<td>to make predictions based on personal experience</td>
</tr>
<tr>
<td>ways to gather information from a range of sources</td>
</tr>
<tr>
<td>to search, select and organise information and/or data using ICT* (ICT)</td>
</tr>
<tr>
<td>how to plan using appropriate graphic organisers</td>
</tr>
<tr>
<td>the protocols and conventions that should be followed when investigating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conducting</th>
</tr>
</thead>
<tbody>
<tr>
<td>how to use electronic navigation tools such as hyperlinked text and objects, navigation buttons, site maps* (ICT)</td>
</tr>
<tr>
<td>to use ICT to represent ideas and create imaginative responses to problems and tasks* (ICT)</td>
</tr>
<tr>
<td>to identify key ideas from a variety of sources</td>
</tr>
<tr>
<td>to recognise the main themes or purposes of a series of photographs</td>
</tr>
<tr>
<td>to take notes, while continuing to listen and observe speakers</td>
</tr>
<tr>
<td>how to interrogate sources for the views that they represent</td>
</tr>
</tbody>
</table>

*ICT = Information and Communication Technology
- how to transfer information from one context to another* (Mathematics)
- how to record information using a variety of formats
- to interpret a variety of sources
- ways to make comparisons between information sources
- how to use a table to identify the topic or purpose or other identifying data
- to make links between elements and describe cause-effect relationships
- to describe, compare and contrast evidence, events, features and patterns using relevant/specific terminology

**Processing and Translating**

- to interpret pictorial information
- how to identify point of view
- to use a table to identify the topic or purpose or other identifying data

**Active Citizenship**

**How to critically reflect on planned actions and potential consequences when participating in society**

Responsible social action involves:

- identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights.

**How to critically reflect on planned actions and potential consequences when participating in society**

Responsible social action involves:

- identifying actions that can be taken, selecting an action to follow, considering how the action may impact on others and their rights.

### Society and Environment – Early Adolescent

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture</strong></td>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td><strong>Beliefs and Culture</strong></td>
<td><strong>Civics &amp; Citizenship</strong></td>
</tr>
<tr>
<td>visible characteristics of cultural groups are often reflected in stereotypes</td>
<td>characteristics of a cultural group may be visible and invisible to people outside the group</td>
</tr>
<tr>
<td>cultural groups influence the beliefs, attitudes and behaviours of members through formal and informal socialisation</td>
<td>Australia is a pluralist society which includes influences from a range of ethnic groups*</td>
</tr>
<tr>
<td>each person has a world view (a system of values, attitudes and beliefs that shape how they view or interpret the world)</td>
<td>ethnocentrism (looking at the world from a single cultural belief system), can influence and limit the way people may view other cultures</td>
</tr>
<tr>
<td>there are different types of world views</td>
<td>world views and values of a society are reflected in the political and legal system*</td>
</tr>
</tbody>
</table>

**Cohesion and diversity**

- practices and beliefs of cultural groups can be forces for both cohesion and social acceptance of diversity
- formation of groups (subcultures) within a society offers individuals the chance to express their identity and be a force for change
- forces for cohesion share ideas
- groups respond to dissent or non-conformity in different ways

**Personal, group and cultural identity**

- cultural practices can influence identity
- stereotyping of individuals and groups can influence identity in both positive and negative ways
- conflict between, and within, groups can be the result of different perspectives on individual rights and responsibilities* |

**Planning**

- to identify an appropriate code of conduct
- cultural questions
- to develop a culturally inclusive personal code of conduct
- cultural questions

**Conducting**

- to adopt appropriate cultural behaviour when investigating
- to locate a range of sources that reflect the breadth and depth of culture:
  - through cultural observation
  - through information about traditions, customs, rituals, habits
- to use ethical behaviour and consider various perspectives when investigating
- to locate and select source information that reflects various cultural perspectives

- to select appropriate formats for recording and organising cultural information/evidence
- interview and questionnaire planning and construction reflecting cultural awareness
- to locate and select source information that reflects various cultural perspectives

- to locate a range of sources that reflect the breadth and depth of culture:
Processing and translating

- ways to use cultural information in supporting a point of view
- ways to analyse information/evidence collected
- how to identify individual perspectives of people, events and ideas and how this might differ with others
- how to recognise cultural assumptions, stereotypes and value judgments

Applying and communicating findings

- to give simple explanations of cultural beliefs, institutions, practices and values
- how to identify connections between people’s cultural beliefs and their behaviours and actions
- recognise cultural beliefs of others
- how to empathise with people, events and cultural ideas and beliefs
- ways to communicate findings in culturally appropriate ways
- ways to communicate and apply findings in culturally appropriate ways, avoiding stereotypes
- that cross-cultural interaction needs to be inclusive of many world views

that cross-cultural interaction needs to be based on informed opinion and reflection* (Civics & Citizenship)

Health – Early Adolescent

Wellness

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
</table>
| • Maintaining self-esteem and self-concept  
  o developing and maintaining positive self-concept  
  o learning to cope with worries  
  o coping with negative influences  
  o ways to respond | • Self-understanding  
  o developing and maintaining positive self-understanding  
  o positive self-talk  
  o gender images and expectations  
  o coping with negative influences  
  o Ways to communicate, cooperate and care for others  
  o strengthening support networks  
  o codes of conduct  
  o evaluating group dynamics  
  o Resilience and coping  
  o thinking optimistically  
  o challenging discrimination  
  o evaluating strategies  
  o selecting responses towards bullying  
  o assessing situations  
  o locating help  
  o coping with negative influences  
  o reporting abuse | • Self-understanding  
  o developing/maintaining self-esteem as an adolescent  
  o recognition of roles  
  o recognition of changes in responsibilities  
  o well-being – balancing the social/emotional/physical/mental  
  o mental health  
  o Types and nature of relationships  
  o importance of family/peers  
  o factors influencing relationships  
  o relating appropriately in relationships  
  o qualities of positive relationships  
  o rights and responsibilities in relationships  
  o appreciating diversity  
  o Power in relationships  
  o types of power  
  o peer pressure  
  o Being resilient as an adolescent  
  o coping and responding to change and challenge  
  o identifying fears and feelings  
  o dealing with conflicting demands  
  o creating connections – friendships/belonging  
  o protective strategies  
  o Recognising abuse  
  o feelings and warning signals  
  o protective strategies  
  o Self-understanding  
  o influences of different beliefs and values (including those related to sexuality and gender) on self-esteem and self-concept  
  o mental health issues  
  o Developing respectful relationships  
  o affirming diversity  
  o building and maintaining positive relationships as an adolescent  
  o understanding changing relationships  
  o applying social skills to different situations and relationships  
  o cyber bullying  
  o SMS bullying seeking advice and help  
  o Enhancing resilience as an adolescent  
  o thinking optimistically  
  o making connections  
  o promoting positive attitudes  
  o protective behaviours – Plan A/Plan B  
  o preparing for future challenges  
  o time management  
  o study techniques  
  o strategies to seek help  
  o benefits of support |
### Health - Middle Childhood

#### Wellness

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintaining self-esteem and self-concept</strong></td>
<td><strong>Self-understanding</strong></td>
</tr>
<tr>
<td>o developing and maintaining positive self-concept</td>
<td>o developing and maintaining positive self-understanding</td>
</tr>
<tr>
<td>o learning to cope with worries</td>
<td>o positive self-talk</td>
</tr>
<tr>
<td>o coping with negative influences</td>
<td>o gender images and expectations</td>
</tr>
<tr>
<td><strong>Changing relationships</strong></td>
<td>o coping with negative influences</td>
</tr>
<tr>
<td>o support networks</td>
<td>o evaluating group dynamics</td>
</tr>
<tr>
<td>o managing and maintaining changing relationships</td>
<td><strong>Ways to communicate, cooperate and care for others</strong></td>
</tr>
<tr>
<td>o talking about problems in a group</td>
<td>o strengthening support networks</td>
</tr>
<tr>
<td><strong>Resilience – Taking action</strong></td>
<td>o codes of conduct</td>
</tr>
<tr>
<td>o speaking up</td>
<td>o evaluating strategies</td>
</tr>
<tr>
<td>o solving problems</td>
<td>o selecting responses towards bullying</td>
</tr>
<tr>
<td>o where to get help</td>
<td>o how to assess situations</td>
</tr>
<tr>
<td>o how to use protective behaviours – Plan A/Plan B</td>
<td>o locating help</td>
</tr>
<tr>
<td>o cyber bullying</td>
<td>o coping with negative influences</td>
</tr>
<tr>
<td>o SMS bullying</td>
<td>o reporting abuse</td>
</tr>
<tr>
<td>o relationship between self-esteem and resilience</td>
<td><strong>Resilience and coping</strong></td>
</tr>
<tr>
<td>o ways to respond</td>
<td>o thinking optimistically</td>
</tr>
<tr>
<td><strong>Self Management Skills</strong></td>
<td>o challenging discrimination</td>
</tr>
<tr>
<td>Understanding emotions</td>
<td>o evaluating strategies</td>
</tr>
<tr>
<td>o how to take account of cultural differences in self-understanding</td>
<td>o selecting responses towards bullying</td>
</tr>
<tr>
<td>o ways to define intense feelings</td>
<td>o how to assess situations</td>
</tr>
<tr>
<td>Managing emotions</td>
<td>o locating help</td>
</tr>
<tr>
<td>o proactive strategies to cope with intense emotions</td>
<td>o coping with negative influences</td>
</tr>
<tr>
<td>o strategies to enhance resilience</td>
<td><strong>Resilience and coping</strong></td>
</tr>
<tr>
<td>o how to use protective behaviours and minimise harm</td>
<td>o thinking optimistically</td>
</tr>
<tr>
<td><strong>Reviewing the situation</strong></td>
<td>o challenging discrimination</td>
</tr>
<tr>
<td>o how to take into account all elements prior to making a decision</td>
<td>o evaluating strategies</td>
</tr>
<tr>
<td>o how to broaden the range of people to approach for help</td>
<td>o selecting responses towards bullying</td>
</tr>
<tr>
<td>o how to identify risk</td>
<td>o how to assess situations</td>
</tr>
<tr>
<td><strong>Planning before deciding</strong></td>
<td>o locating help</td>
</tr>
<tr>
<td>o strategies to protect individual’s rights and the rights of others</td>
<td>o coping with negative influences</td>
</tr>
<tr>
<td>o how to use protective behaviours and minimise harm</td>
<td>o reporting abuse</td>
</tr>
<tr>
<td><strong>Deciding and acting</strong></td>
<td><strong>Deciding and acting</strong></td>
</tr>
<tr>
<td>o how to be assertive and use protective behaviours</td>
<td>o how to be assertive and use protective behaviours when taking action, including how to say ‘no’</td>
</tr>
<tr>
<td><strong>Monitoring and evaluating</strong></td>
<td>Monitoring and evaluating</td>
</tr>
<tr>
<td>o ways to reflect and evaluate decisions</td>
<td>o ways to monitor and evaluate decisions</td>
</tr>
<tr>
<td><a href="#">Interpersonal Skills</a></td>
<td><a href="#">Interpersonal Skills</a></td>
</tr>
</tbody>
</table>

### Interpersonal Skills

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>o how to make clear, reasoned statements</td>
<td>o how to make clear, reasoned statements about views, needs and emotions</td>
</tr>
<tr>
<td>o how to respond appropriately to advice</td>
<td>Building and nurturing relationships</td>
</tr>
<tr>
<td>Building and nurturing relationships</td>
<td>o ways to show concern, care and empathy</td>
</tr>
<tr>
<td>o ways to show care, concern and empathy</td>
<td>o how to consider different factors when showing affection</td>
</tr>
<tr>
<td>o ways to cope with negative influences</td>
<td>o ways to develop and maintain positive relationships</td>
</tr>
<tr>
<td>Preventing and managing conflict</td>
<td>Preventing and managing conflict</td>
</tr>
<tr>
<td>o ways to respond to teasing and bullying of others</td>
<td>o ways to respond to teasing, anger and bullying</td>
</tr>
<tr>
<td>o how to show self-control</td>
<td>Cooperating and collaborating in groups</td>
</tr>
<tr>
<td>Cooperating and collaborating in groups</td>
<td>o ways to establish support networks</td>
</tr>
<tr>
<td>o ways to establish support networks</td>
<td>Leading, initiating and facilitating</td>
</tr>
<tr>
<td>Leading, initiating and facilitating</td>
<td>o ways to acknowledge and support people with concerns and skills</td>
</tr>
<tr>
<td>o ways to help others when they are subjected to negative actions</td>
<td></td>
</tr>
</tbody>
</table>
Technology and Enterprise - Middle Childhood

<table>
<thead>
<tr>
<th>Information</th>
<th>The Nature of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• information has meaning</td>
<td>• information comprises data, and can be stored and transmitted</td>
</tr>
<tr>
<td>• various ways to classify information and information products*</td>
<td>• standards and conventions used to classify and organise</td>
</tr>
<tr>
<td>• the form of information and information products will be influenced</td>
<td>• choices in the use of information and information products will</td>
</tr>
<tr>
<td>by purpose and features of the intended audience*</td>
<td>• affect meaning and audience response*</td>
</tr>
<tr>
<td>• intended audience and purpose affect the construction of</td>
<td>• particular contexts demand information to be presented in</td>
</tr>
<tr>
<td>particular information products and processes*</td>
<td>• particular forms*</td>
</tr>
<tr>
<td>• information and information products and processes impact on</td>
<td>• information and information products impact on people in</td>
</tr>
<tr>
<td>people in many ways*</td>
<td>• unexpected ways*</td>
</tr>
<tr>
<td>• information is not the same as truth*</td>
<td>• information sources need to be examined critically for factual</td>
</tr>
<tr>
<td>• ethical and legal issues relevant to information and information</td>
<td>• ethical, legal, social and environmental issues associated</td>
</tr>
<tr>
<td>products and processes*</td>
<td>• with information and information products and processes*</td>
</tr>
</tbody>
</table>

The Creation of Information

| how to examine and evaluate information products in the light of           | strategies for identifying alternative ways to meet identified  |
| how needs and wants are met*                                             | needs and wants*                                                |
| how to identify features of information products to develop design       | contextual considerations when examining information products*  |
| criteria                                                                  |                                                                 |
| technical names or terms that contribute to common                       | conventions and terminology that apply to particular information|
| understandings between creators and users of information*                | products and technologies*                                       |
| the common ethics and legalities of using information*                   | conventions for acknowledging sources of information used*      |
| strategies for generating ideas and planning the production of           | ways to plan and design information products, given a design   |
| information products, taking into account audience, purpose and context* | brief*                                                          |
| ways to consider and compare needs, requirements and processes when      | factors to consider when choosing media and methodology for an  |
| creating an information product*                                         | information product*                                            |
| ways to identify and work within practical constraints when              | ways to organise the practicalities of creating information     |
| creating information products*                                           | products*                                                       |
| ways to communicate ideas, taking into account audience and              | ways of presenting and communicating personal ideas for an      |
| purpose*                                                                  | information product, considering such factors as delivery      |
| a range of ways to classify, sort and analyse information products        | medium*                                                         |
|   for specific audiences and purposes*                                   | a range of ways to classify, sort and analyse information      |
|                                                                          | products for specific audiences and purposes*                   |

Technology and Enterprise – Early Adolescence

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>The Nature of Information</td>
</tr>
<tr>
<td>• information comprises data which can be stored, retrieved, manipulated and transmitted*</td>
<td>the difference between data and information, and how information can be stored, retrieved, manipulated and transmitted in different ways*</td>
</tr>
<tr>
<td>• general formats of document and information product layout and construction*</td>
<td>specific formats and conventions that apply to information product design*</td>
</tr>
<tr>
<td>• how choices in information presentation can affect meaning*</td>
<td>the ways choice of media can and have affected meaning*</td>
</tr>
<tr>
<td>• specific effects of design choices on information products*</td>
<td>the form of information products will often reflect the values, attitudes, beliefs, experiences and environment of the audience*</td>
</tr>
<tr>
<td>• particular audiences require information to be presented in particular forms*</td>
<td>issues of social justice associated with information*</td>
</tr>
<tr>
<td>• environmental issues associated with information*</td>
<td>there are economic and political issues associated with information*</td>
</tr>
<tr>
<td>• ethical and legal issues associated with information*</td>
<td>the practicalities and issues associated with copyright, patent and trademark law*</td>
</tr>
</tbody>
</table>

The Creation and Use of Information

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• common terms associated with information products*</td>
<td>specific terminology relevant to the information product or process under consideration*</td>
</tr>
<tr>
<td>• methods of recording, sorting and retrieving information*</td>
<td>techniques for recording, sorting, transforming and transferring information, taking into account purpose and audience*</td>
</tr>
<tr>
<td>• ways to determine and document the specifications for an information product or process, given a design brief*</td>
<td>criteria for determining appropriateness of an information product or process*</td>
</tr>
<tr>
<td>• factors that should be considered when investigating an existing information product or process*</td>
<td>the common critical choices that people make when creating information products or processes*</td>
</tr>
<tr>
<td>• ways to identify various sources of information*</td>
<td>the elements of an established referencing system*</td>
</tr>
<tr>
<td>• how to use planning and thinking frameworks for devising</td>
<td>formal techniques to assist in devising original solutions to</td>
</tr>
<tr>
<td>Information products and processes*</td>
<td>Technology challenges*</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>• ways to present design proposals*</td>
<td>• ways to share design ideas and proposals, taking into account audience and practicalities of delivery*</td>
</tr>
<tr>
<td>• frameworks and planning structures outlining common processes and procedures*</td>
<td>• planning practices and procedures that incorporate previously identified criteria and design choices*</td>
</tr>
<tr>
<td>• ways to work within practical constraints and solve problems as they arise</td>
<td>• methods of dealing with constraints and problems*</td>
</tr>
<tr>
<td>• ways to make and adapt information products and processes given a design brief*</td>
<td>• how to make and adapt a range of information products and processes that meet the needs of particular audiences*</td>
</tr>
<tr>
<td>• common safety procedures when dealing with information products*</td>
<td>• strategies for ensuring safety when making and adapting information products and processes*</td>
</tr>
<tr>
<td>• common ways to evaluate information products and processes*</td>
<td>• criteria by which to evaluate information products*</td>
</tr>
</tbody>
</table>

The Arts – Middle Childhood and Early Adolescence

<table>
<thead>
<tr>
<th>Arts Practice</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drama</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of gesture and facial expression</td>
<td>• use of gesture and facial expression</td>
<td>• use of gesture and facial expression</td>
<td>• use of gesture and facial expression</td>
<td></td>
</tr>
<tr>
<td>• active listening skills</td>
<td>• active listening skills</td>
<td>• active listening skills</td>
<td>• active listening skills</td>
<td></td>
</tr>
<tr>
<td>• techniques for speaking in role</td>
<td>• techniques for speaking in role</td>
<td>• techniques for speaking in role</td>
<td>• techniques for speaking in role</td>
<td></td>
</tr>
<tr>
<td>• strategies for developing trust, cooperation, group building and problem solving skills* (Civics &amp; Citizenship)</td>
<td>• strategies for developing trust, cooperation, group building and problem solving skills* (Civics &amp; Citizenship)</td>
<td>• strategies for developing trust, cooperation, group building and problem solving skills* (Civics &amp; Citizenship)</td>
<td>• strategies for developing trust, cooperation, group building and problem solving skills* (Civics &amp; Citizenship)</td>
<td></td>
</tr>
<tr>
<td>• the use of observation, group discussion and research to formulate, select and explore a topic/theme/issue* (ICT)</td>
<td>• the use of observation, group discussion and research to formulate, select and explore a topic/theme/issue* (ICT)</td>
<td>• the use of observation, group discussion and research to formulate, select and explore a topic/theme/issue* (ICT)</td>
<td>• the use of observation, group discussion and research to formulate, select and explore a topic/theme/issue* (ICT)</td>
<td></td>
</tr>
<tr>
<td>• strategies for developing dialogue</td>
<td>• strategies for developing dialogue</td>
<td>• strategies for developing dialogue</td>
<td>• strategies for developing dialogue</td>
<td></td>
</tr>
<tr>
<td>• appropriate and protective behaviours when using the Internet, in accord with system/sector policies* (ICT)</td>
<td>• appropriate and protective behaviours when using the Internet, in accord with system/sector policies* (ICT)</td>
<td>• appropriate and protective behaviours when using the Internet, in accord with system/sector policies* (ICT)</td>
<td>• appropriate and protective behaviours when using the Internet, in accord with system/sector policies* (ICT)</td>
<td></td>
</tr>
<tr>
<td>• use appropriate conventions of form and style</td>
<td>• use appropriate conventions of form and style</td>
<td>• use appropriate conventions of form and style</td>
<td>• use appropriate conventions of form and style</td>
<td></td>
</tr>
</tbody>
</table>

**Media**

<table>
<thead>
<tr>
<th>Arts Practice</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>• a variety of written codes create meaning* (English)</td>
<td>• a variety of written codes create meaning* (English)</td>
<td>• a variety of written codes create meaning* (English)</td>
<td>• a variety of written codes create meaning* (English)</td>
<td></td>
</tr>
<tr>
<td>• music, sound effects and/or dialogue are used for emotional impact* (ICT)</td>
<td>• music, sound effects and/or dialogue are used for emotional impact* (ICT)</td>
<td>• music, sound effects and/or dialogue are used for emotional impact* (ICT)</td>
<td>• music, sound effects and/or dialogue are used for emotional impact* (ICT)</td>
<td></td>
</tr>
<tr>
<td>• layout conventions</td>
<td>• layout conventions</td>
<td>• layout conventions</td>
<td>• layout conventions</td>
<td></td>
</tr>
<tr>
<td>• narrative elements* (English)</td>
<td>• narrative elements* (English)</td>
<td>• narrative elements* (English)</td>
<td>• narrative elements* (English)</td>
<td></td>
</tr>
<tr>
<td>• to identify the features of a range of media forms* (ICT)</td>
<td>• to identify the features of a range of media forms* (ICT)</td>
<td>• to identify the features of a range of media forms* (ICT)</td>
<td>• to identify the features of a range of media forms* (ICT)</td>
<td></td>
</tr>
</tbody>
</table>
- the functions of new and traditional technologies* (ICT)
- how to operate video camera equipment* (ICT)
- in camera editing* (ICT)
- to explore functions of digital technology* (ICT)
- skills and processes in using media technologies*
- appropriate and protective behaviours when using the Internet, in accord with system/sector policies* (ICT)
- to generate media ideas and themes using a range of multiple intelligences
- to communicate media ideas in a variety of ways choosing appropriate codes and conventions to enhance meaning in media productions* (ICT)
- techniques to enhance meaning* (ICT) (English)
- to combine skills and techniques to create media processes* (ICT)
- to present finished products which combine media elements to a target audience

### Visual Arts Practice

<table>
<thead>
<tr>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work</td>
<td>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work</td>
<td>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work</td>
<td>in visual arts practice, it is conventional to explore the best way to express an idea for a visual arts work</td>
</tr>
<tr>
<td>ways to express their personal responses to real experiences in visual arts works</td>
<td>ways to express their personal responses to real experiences in visual arts works</td>
<td>ways to express their personal responses to real experiences in visual arts works</td>
<td>ways to express their personal responses to real experiences in visual arts works</td>
</tr>
<tr>
<td>ways to use recall, memory and imagination as a source of inspiration in visual arts works</td>
<td>ways to use recall, memory and imagination as a source of inspiration in visual arts works</td>
<td>ways to use recall, memory and imagination as a source of inspiration in visual arts works</td>
<td>ways to use recall, memory and imagination as a source of inspiration in visual arts works</td>
</tr>
<tr>
<td>the intended audience or purpose will influence the expression</td>
<td>the intended audience or purpose will influence the expression</td>
<td>the intended audience or purpose will influence the expression</td>
<td>the intended audience or purpose will influence the expression</td>
</tr>
<tr>
<td>to use collage to produce an image or represent an idea</td>
<td>to use collage to produce an image or represent an idea</td>
<td>to use collage to produce an image or represent an idea</td>
<td>to use collage to produce an image or represent an idea</td>
</tr>
<tr>
<td>to visually communicate information considering layout, imagery, lettering and audience</td>
<td>to visually communicate information considering layout, imagery, lettering and audience</td>
<td>to visually communicate information considering layout, imagery, lettering and audience</td>
<td>to visually communicate information considering layout, imagery, lettering and audience</td>
</tr>
<tr>
<td>to use the selected technology and tools effectively to express the visual arts idea in the chosen media</td>
<td>to use the selected technology and tools effectively to express the visual arts idea in the chosen media</td>
<td>to use the selected technology and tools effectively to express the visual arts idea in the chosen media</td>
<td>to use the selected technology and tools effectively to express the visual arts idea in the chosen media</td>
</tr>
</tbody>
</table>
Department of Education WA – Additional relevant links

Aboriginal and Torres Strait Education Plan 2010 – 2014


Further Reading

Manifestation: Journal of Community Engaged Research and Learning Partnerships

Volume 1, Number 1, November 2008

Juli Coffin, Senior Lecturer, Aboriginal Health, Combined Universities Centre for Rural Health, Geraldton, Western Australia, Australia.

Essay: Embedding Cultural Security in Bullying Prevention Research

http://web.mac.com/peterlevesque/ManifestationJournal/Volume1Number1_files/Coffin_Manifestation_Volume1_Number1_November_2008.pdf

# Appendix 3 - We All Solid Planning Form

**Lesson Topic** ____________________________________________

**Scenario/s** ________________  **Time:** ________________

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
<th>Lesson Objective/s</th>
<th>Learning Activities</th>
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<table>
<thead>
<tr>
<th>Integrated Curriculum</th>
<th>Assessment</th>
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# We All Solid Planning Form

**Term:** ________  **Scenario/s:** ____________________  **Class:** ______

<table>
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<tr>
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<th>Outcome:</th>
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<tr>
<td>Sub Strand/s:</td>
<td>Sub Strand/s:</td>
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<td>Sub Strand/s:</td>
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**Integrated Assessment Task**
We All Solid Planning Form

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<tr>
<td>Objective</td>
<td>Activities</td>
<td>Resources</td>
<td>Assessment</td>
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</table>
CURRICULUM PLANNER – WE ALL SOLID

TERM: ________  WEEK/S: ___________  CLASS: ____________

Scenario/s: ________________________________________________

Learning Area/s:
________________________________________________________________

OUTCOME/S: ________________________________________________

<table>
<thead>
<tr>
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CURRICULUM PLANNER – WE ALL SOLID

TERM: ___________  WEEK/S: ___________  CLASS: ___________

Scenario/s: ____________________________________________________________

Learning Area/s:
____________________________________________________________________

OUTCOME/S: ___________________________________________________________

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<tr>
<td>Year 9</td>
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CURRICULUM PLANNER – WE ALL SOLID

TERM: ________  WEEK/S: ___________  CLASS: ____________

Scenario/s: ____________________________________________________________

Learning Area/s:

_____________________________________________________________________

OUTCOME/S: ____________________________________________________________

<table>
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<tbody>
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<td>Year 7</td>
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<tr>
<td>Year 8</td>
<td>Year 9</td>
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</tbody>
</table>
Appendix 4 - Assessment Suggestions Qualitative, Formative and Summative

Assessment – Yarning Map

Ongoing Assessment

A yarning map is an ideal assessment format as it caters to all literacy levels as students may add information in both written and pictorial form.

1. Provide each student with an A3 sheet of paper. The teacher instructs students to write ‘Bullying’ as a heading in the centre of the page.
2. At the end of each session the teacher instructs students to think of the most important information they gained from the day’s session. Teachers then provide 5 seconds of quiet think time to the whole class, this is just think time and students are not allowed to speak during think time.
3. Students then are given 5 minutes of writing time to add what they learnt or deemed important from the days’ lesson. This also acts to empty their short term memory and reflect upon the key issues from the lesson.
4. The student’s yarning maps can also be used to commence the next lesson as a reflection tool to activate prior knowledge/learning.

*e.g. Some suggested headings for the bullying yarning mapping*
Yarning Map
ASSESSMENT: REFLECTIVE JOURNAL

Ongoing Assessment

1. Provide each student with an A5 exercise book to use as a reflective journal.
2. At the end of each session or at designated intervals (can be used at any point throughout the lesson, as necessary) allocate students to work with a partner and take turns (one minute each) to explain their thoughts, feelings and or identify what the key ideas from the session were.
3. Students then write their thoughts or key ideas down in their reflective journals. Teachers can use the focus questions set out in the package as questions students respond to when completing journal entries.
4. A reflective journal provides teachers with a tool for monitoring student’s wellbeing and responses to issues raised, while providing a method of assessing student understands of the lesson objectives.
Acknowledgements

The information and activities within these learning materials were developed utilising information from the following sources:

http://www.solidkids.net.au/


http://news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm

http://www.bullying.org


http://www.bullying.org/

http://www.stopbullyingnow.com/


http://www.improvementtower.com/Teach_Your_Children_to_Be Assertive.html


http://www.kellybear.com/TeacherArticles/TeacherTip74.html

http://www.angermanagementgroups.com/GoFlyAKITE-AssertivenessTrainingForChildren.html


Reach Out! – www.reachout.com.au
Lifeline – www.lifeline.org.au
The Line – www.theline.gov.au
Beyond Blue – www.beyondblue.org.au
Yellow Ribbon – www.yellowribbonmidwest.org.au