



Year 6 - 11 Year Olds

Classroom Resources

Resource sheet - Key area 1: Self-awareness

Focus 2: Aggressive or assertive?

Assertiveness – getting it just right

Speaking and behaving in a positive and confident way, respecting the rights of others and respecting your own rights

How:

- Speak in a firm but friendly way
- Stand up tall, gently look the person in the eyes
- Be polite
- Smile and look calm
- Feel happy, confident and in control

Resource sheet - Key area 1: Self-awareness

Focus 2: Aggressive or assertive?

Same, same, but different (front)

When you are walking to your class an older student trips you over and his friends laugh.	An older student teases you and calls you names.
At lunch you want to join in the king ball game, but the other players refuse to let you play because they don't want to give anyone else a turn.	In art a student tells you they don't like your painting.
You are playing volleyball at lunch and a student walking by kicks the ball away.	You save a seat next to you on the bus for your friend. Another student sits there even though there are plenty of other seats.

Resource sheet - Key area 1: Self-awareness

Focus 2: Aggressive or assertive?

Same, same, but different (reverse)

<input type="checkbox"/> You laugh it off and pretend it's a joke.	<input type="checkbox"/> You try and avoid them when possible.
<input type="checkbox"/> You tell them that you could have been hurt and tell them to not do it again.	<input type="checkbox"/> You make a joke of what they are saying and then tell them to stop.
<input type="checkbox"/> You hit them in the stomach.	<input type="checkbox"/> You spit at them.
<input type="checkbox"/> You go and sit down by yourself and watch.	<input type="checkbox"/> You sulk about it.
<input type="checkbox"/> You tell them you really want to play and that maybe a rotation can be worked out.	<input type="checkbox"/> You ask them why and if they have anything constructive to add.
<input type="checkbox"/> You tell one of the other players to beat it so you can take their spot.	<input type="checkbox"/> You wipe black paint all over their painting to ruin it.
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Activity sheet - Key area 2: Self-management

Focus 2: Self talk

Positive self-talk (front)

Situation:

A girl in my class had a party on Saturday for her birthday. I told her I would bring along my mum's digital camera and take photos for her. The party was lots of fun and I took lots of photos. Everyone wanted me to put the photos up on MySpace so they could all see them. But the next day, as I started uploading the photos to my profile, I started thinking, "My hair wasn't very nice that night. If I put these photos on MySpace people will look at them and make fun of me." I didn't put them up and the people at the party were very disappointed.

Response:

Situation:

A group of students at my school were trying to form a band. They had a guitarist, a singer and a keyboard player, but they needed a drummer. They put an advertisement around at school looking for a drummer and started asking people around school. I had a drum kit and had been taking lessons all year. I really liked the idea of joining the band. But before I approached them to ask to join I started thinking, "I've only been playing for a year. I'm not really very good. I will probably embarrass myself at our first rehearsal and they'll kick me out." So I didn't join and another student who had been playing drums for even less time than me got the position.

Response:

Activity sheet - Key area 2: Self-management

Focus 2: Self talk

Positive self-talk (reverse)

Situation:

On Saturday night I stayed at my friend Simon's house and we decided to walk down to the store to hire a DVD. His big sister Sophie came with us. On the way, Sophie played a game called "Knock and Run". She would knock on someone's door and run away before it was answered. It was funny at first, but at one house a small and frail looking old man answered the door. He was clearly confused when he saw that nobody was there, and searched around his garden before going back in. Sophie thought it was hilarious and she wanted me to go and knock and run at his house so she could watch. I didn't want to look like a wimp in front of Simon or get teased by Sophie so I agreed. When the old man answered the door and saw there was no-one there again, he looked frightened and quickly retreated back inside. Sophie laughed a little, but I felt guilty for the rest of the night.

Response:

Situation:

As a reward for our work over the year, our teacher took the class on an excursion to the ice rink on the last day of school. I was excited at first, but when we arrived I saw there were already lots of people ice-skating. I started to become nervous and thought to myself, "these people all look like they're really good skaters. What if I go out and fall over? They'll probably laugh at me." After everyone got their skates on, the class went out onto the ice. I spent the whole time leaning against the rails and never actually went into the rink. A few people did fall over, but no-one laughed—they just helped them up and went on skating.

Response:

Resource sheet - Key area 4: Relationship skills

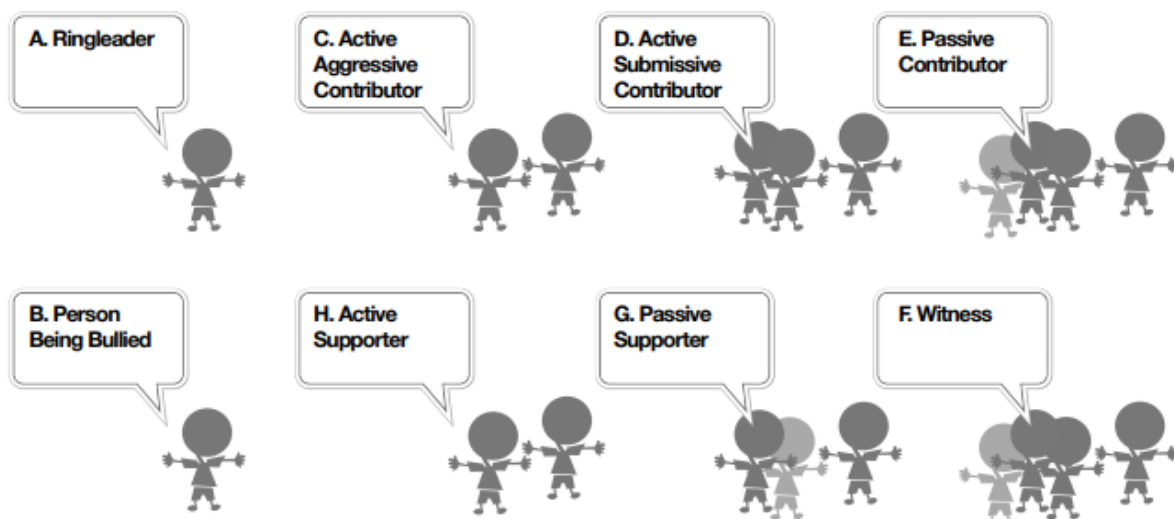
Focus 1: Bystanders to bullying, antisocial & inappropriate behaviours

Bystander categories

A bystander is someone who sees the bullying or knows that it is happening to someone else. Bystanders can be identified in the following categories:

A	Ringleader	One person is the instigator of the bullying situation.
B	Person being bullied	
C	Active aggressive contributor	Actively and willingly involved in the bullying – may even carry out the acts for the ringleader.
D	Active submissive contributor	Actively involved in the bullying however, may be motivated by fear of being hurt themselves or being left out of their friendship group.
E	Passive contributor	Not actively involved in the bullying. Supports the bullying by gathering to watch.
F	Witness	Knows the bullying is going on but is not directly involved.
G	Passive supporter	Dislikes the bullying but does not actively support the person being bullied.
H	Active supporter	Displays concern about the bullying and actively supports the person being bullied.

Bullying Situation Chart



Resource sheet - Key area 4: Relationship skills

Focus 1: Bystanders to bullying, antisocial & inappropriate behaviours

What's the harm?

Scenario 1

You are eating lunch when you see a group of students in your class do something mean to another lone student called Meier. Today they are pouring juice over him.

How harmful is this to Meier? Where would you place yourself on the harm line for this situation?

What actions could you take to move toward the lower end of the harm line?

Scenario 2

A student in your class called Brendan is usually a very clever student who enjoys school. Recently he hasn't been coming to school very often. You know he is being bullied by another boy in your class. The boy who is bullying asks for money and hurts Brendan if he doesn't give it to him.

How harmful is this to Brendan? Where would you place yourself on the harm line for this situation?

What actions could you take to move toward the lower end of the harm line?

Scenario 3

You are watching two students in your year level playing with their trading cards. There is an older student who regularly comes to spoil the group's fun. Today he snatches up one of the card decks and throws it, scattering the cards everywhere.

How harmful is this to the card players? Where would you place yourself on the harm line for this situation?

What actions could you take to move toward the lower end of the harm line?

Scenario 4

Tom Jenkins is a student in your class. One day a bunch of nasty emails were sent to everyone in the class and the sender's name and Tom's hotmail address was visible. Tom swears it wasn't his email and says that someone is pretending to be him to make him look silly. Later, you see a student using a school computer to send emails from Tom's address.

How harmful is this to Tom? Where would you place yourself on the harm line for this situation?

What actions could you take to move toward the lower end of the harm line?

Scenario 5

You have noticed that a girl in your class called Jane has started to sit by herself and not talk to her friends. When you ask her if she is okay, she tells you that her friends are giving her a hard time about her weight and are always talking about her behind her back.

How harmful is this to Jane? Where would you place yourself on the harm line for this situation?

What actions could you take to move toward the lower end of the harm line?

Resource sheet - Key area 4: Relationship skills

Focus 2: Conflict resolution as a bystander

Bystander choices: We can help people who are bullied

A student approaches you at recess and tells you a story about the mother of one of the friends in your group. She asks you to spread this rumour around to as many people as you can.

In class, the student sitting next to you deliberately knocks their own pencil case onto the floor, then calls out: "Oi, stop it." When the teacher asks what is going on the student says that you keep knocking their pencil case off the desk every day and they are sick of it.

You are playing on the school oval with a group of your friends. Another student comes up to the group and asks to join in. One of the students in your group says, "No way. None of us like you. Get lost."

At recess you and your friend are practising a routine with a skipping rope. Another student is making a video using her mobile phone. Your friend trips over during the routine, is very embarrassed and starts to cry. The student with the mobile phone laughs hysterically, keeps the video going and then posts the video on YouTube.

Activity sheet - Key area 4: Relationship skills

Focus 3: Bystanders online

Name: _____

Bystanders online

<p>You post some new photos of you and your friends at a party on Facebook. One of your online contacts makes some rude comments about how your friend looks in the photos.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>A student in your class is laughing and showing everyone a video on their phone of another student crying.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>You receive an email of a photoshopped picture of a classmate with a message urging you to add something nasty and pass it on.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>A group of your friends play the same online game. You organise to meet online and play cooperatively on Tuesday nights. Another student outside of the group wants to join in, but your friends refuse to let them.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>A text message is circulating through the class declaring that Jeff and John are going to fight behind the shed at lunch and to be there. Jeff seems very nervous.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>You and your friends like to post on a skateboarding forum. One night you see a thread your friend started being continuously flamed by a poster you don't know.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>On MSN one of your classmates has a stupid photo of another student as their profile picture. They are encouraging everyone else to save the photo and use it as their profile picture too. Many students have done so.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>Your school has a swimming carnival and everyone has to swim in at least one race. One student in your class isn't a very good swimmer, but she does her one race anyway. Later a mobile phone video is posted on YouTube showing how bad she was in the race.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>
<p>Some kids in your class are gang spamming another student's Facebook page. It is just for fun, but the student is very annoyed as it makes it very hard to use the site to contact their friends.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>	<p>You are in a chat room talking to some kids from school. Josh is only responding to Jenna's posts and all he does is pick apart what she says and try and make her look bad.</p> <p><i>How do you feel?</i></p> <p><i>What do you do?</i></p>

Resource sheet - Key area 5: Social decision-making

Focus 1: Decision-making skills

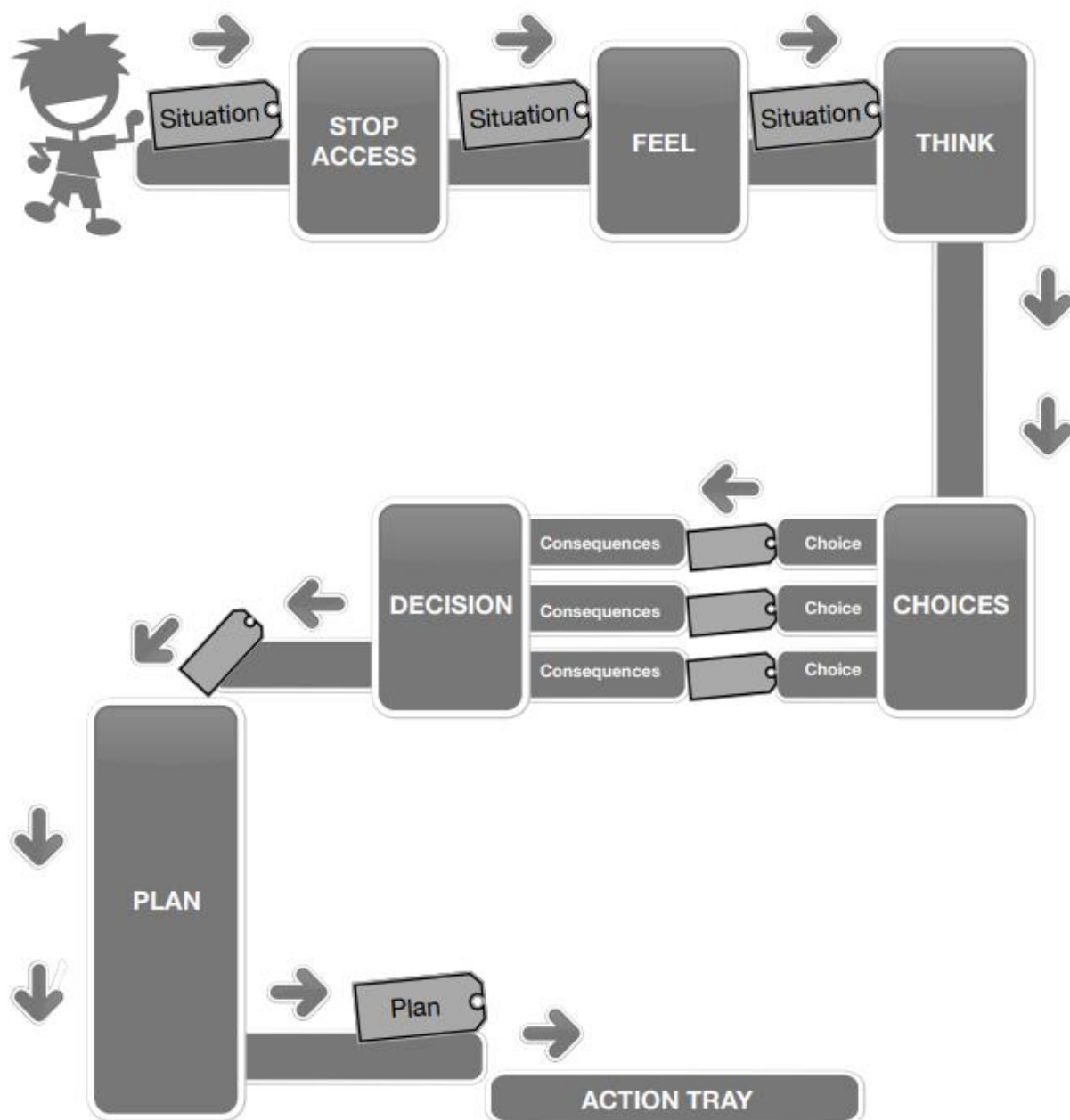
Smoke and mirrors

1. Wrap eight “gifts” in wrapping paper and number them. The contents of each wrapped gift should be different, e.g. one with chocolate, another with a voucher, another with an apple. The gifts should be wrapped and sealed so that students cannot see their contents.
2. Place the eight gifts in a row, on a desk. Ask five or six students to approach the desk and choose a gift each. Ask students why they chose their particular gift but not open it. Discuss with students why making choices with no information is not the best way to make a decision.
3. Ask the students to pick up their gift and feel its weight. Tell them that they can now trade gifts with each other or swap with one of the unchosen gifts. Discuss how sometimes access to information can be limited and decisions have to be made without knowing exactly what the outcome will be.
4. Allow students to squeeze and shake the gift to try and work out what is in the wrapping. Once they have done this, ask students to repeat the trading process with each other or with the unchosen gifts. Explain that the more information you gain, the greater insight you have into the possible outcome of a decision. For example, if your gift is light you can probably guess that it is not a can of beans. Ask selected students to volunteer what they think their gift might be and to explain to the class how they came to this conclusion.
5. Finally, allow students to open the gifts and see what is inside. Display the contents to the class. Allow the students to trade one final time. Explain that even after a decision has been made and the outcome reached, there are sometimes opportunities to change your mind.
6. Begin a discussion about the importance of gathering information from a variety of sources before making a decision that affects their life. Ask and explain where the students could gather such information from, e.g. past experiences, parents, teachers, pamphlets, legitimate websites.

Resource sheet - Key area 5: Social decision-making

Focus 2: Decision-making model

Decision-making model



Activity sheet - Key area 5: Social decision-making

Focus 2: Decision-making model

Decision-making

In your class a student keeps getting into trouble because his mobile phone keeps ringing while the teacher is talking. At recess the student tells you that another student in the class keeps calling it to get him into trouble on purpose.

What action can you take?

You are watching two students playing with their trading cards. An older student snatches up one of the card decks and throws it, scattering the cards everywhere.

What action can you take?

Every student in the class receives an email sent by a student containing a joke that is quite rude. The student insists she did not send it and someone is trying to get her into trouble, however no-one believes her. Later a student brags to you that he has used her password to send the joke from her e-mail.

What action can you take?

A student in your class gives you a note and tells you to pass it to the student next to you. You read it quickly. It is a threat to beat up the kid if he doesn't hand over his lunch money.

What action can you take?

Your friend trips up a younger student and pushes them into the sandpit. Your friend thinks it is funny but the younger student is clearly frightened and gets up and runs away. Your friend chases them laughing.

What action can you take?

A student in your class is drawing mean pictures of another student. She passes them around the class. You get it and are expected to pass it onto the student who is in the drawing.

What action can you take?

At lunchtime your group wants to get the cricket set. You all get a bat and the wickets but another student takes the last ball. He throws it against a wall by himself, which means your group can't play cricket.

What action can you take?

At lunchtime some younger students are playing basketball. Some older students from your class think it is funny to lie down in the middle of the court so the younger students can't play.

What action can you take?

Resource sheet – Key area 5: Social decision-making

Focus 3: Possibilities

Information Plus

1 Organise five other students and form a group. Allocate a timekeeper and allow your group five minutes to compile a list of as many questions you can think of about your allocated topic.	2 Brainstorm three questions about your topic you think might be difficult to answer. Write them down.
3 There are always exciting and not so exciting aspects to exploring new topics. After consulting with your group, write down one of these for each category.	4 Assign a recorder and ask them to list one thing each person in the group already knows about your allocated topic.
5 Brainstorm ways you could learn more about your topic. Make sure you list at least four ideas.	6 Discuss and record reasons your group thinks it will be beneficial to learn more about your topic.