



# Year 7 - 12 Year Olds

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Classroom Resources

## Activity sheet - Unit 1: Letting go and hanging on

Name: \_\_\_\_\_

### Letting go and hanging on

You are playing goalie in the soccer game after school. Throughout the game your team is dominated and barely ever has possession of the ball. However, the opposition are unable to score thanks to your brilliant goal keeping. By the end of the game, the score is tied 0-0. In order to get a result, five minutes of "golden goal" are played. In the last minute the other team takes a shot on goal. Exhausted from your efforts, you are unable to save it and they win the game.

How can you let go of any negative feelings you may have about not winning the game and focus on the fact that you did your best?

Your best friend has been away enjoying a holiday for a few weeks. When he gets back you decide to catch up by going to the Royal Show for a day. You meet up at the entrance and try to decide what to do first. Your friend wants to buy show bags but you want to go on the rides. The two of you start arguing. Eventually you give in, but feel grumpy about it.

How can you focus on having a great time with your friend and avoid thinking about not getting your own way?

You are invited to Jen's party on the weekend. At the very beginning of the party a couple of older students that no-one knows jump over the fence and try to join in. When Jen asks them to leave they become aggressive and try to intimidate her. They eventually leave when Jen's parents confront them. The party has only just started but everyone is a little upset.

How can you still enjoy the party despite the earlier conflict?

You and a group of friends organise to go to the local indoor rock-climbing centre once a fortnight. The first three times are great fun, but on the fourth you slip while abseiling and twist your knee. It hurts badly and you aren't able to attend the next few sessions. Eventually, when your knee is better, you return but you feel a little cautious and worried.

What can you do to control your negative feelings of so you can enjoy rock-climbing again?

You give a presentation to your class about Australian history. While you know your material very well, your delivery was rushed and unorganised. As a result, you don't get a very good mark, but your teacher gives you lots of feedback on how to improve for next time.

What positives can you take from your assignment even though you didn't get a very good mark?

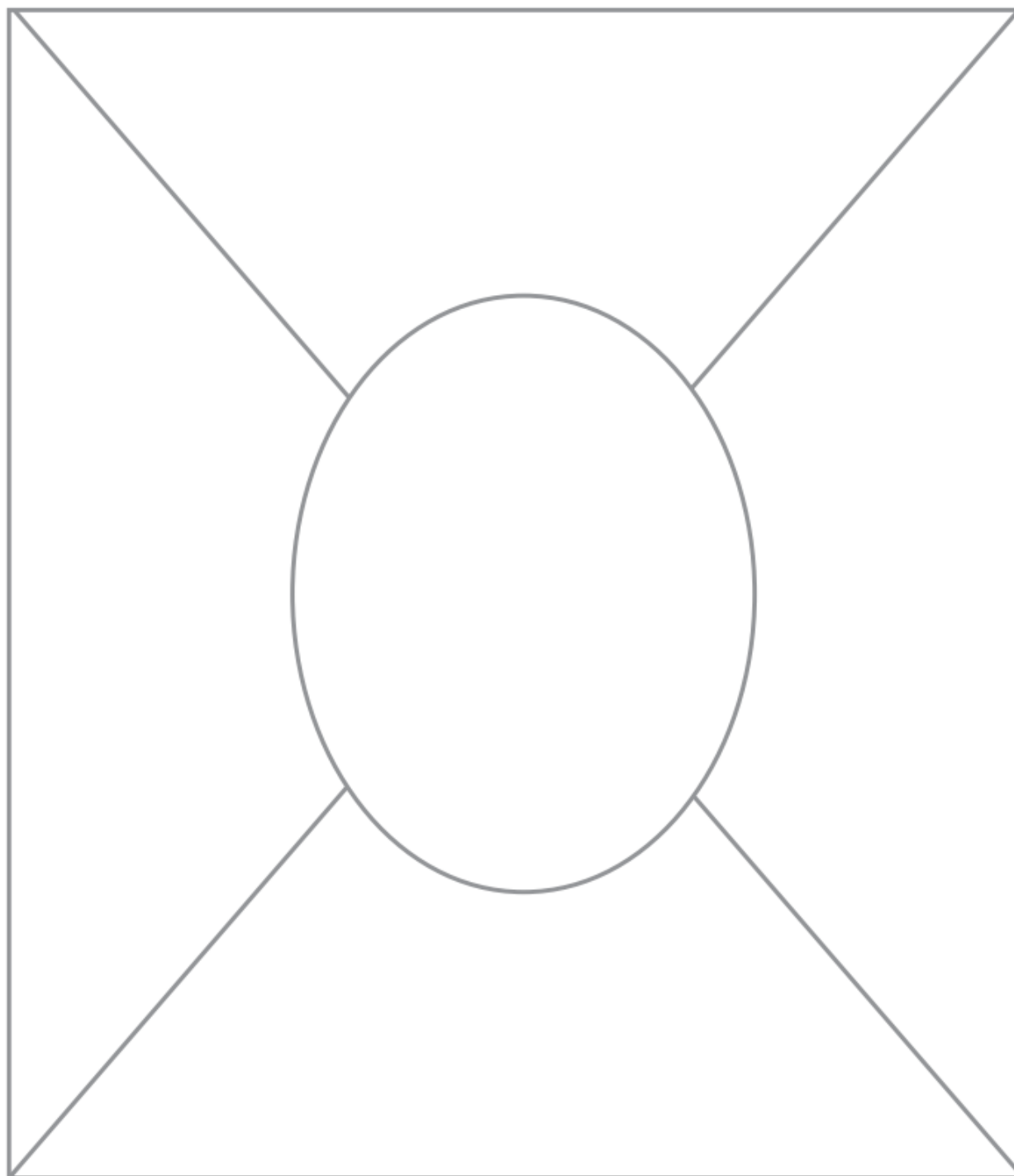
In the cricket final you open the batting for your team and get out for a duck. Despite this your team goes on to win the game. Afterwards you all go to the local ten pin bowling alley to celebrate the win.

How can you enjoy the celebration despite your poor individual performance?

## Activity sheet - Unit 1: Letting go and hanging on

Name: \_\_\_\_\_

Placemat



## Activity sheet - Unit 1: Letting go and hanging on

Name: \_\_\_\_\_

Finding my way around

Location	Situation	Support
Before school		
Getting to school		
Form or home room		
Finding my way to my classes		
Where to sit in class		
Morning tea break		
Lunch break		
Sport or activities at lunch time		
After class before I go home		
Getting home		
Other		

## Activity sheet - Unit 2: Trying new friendships

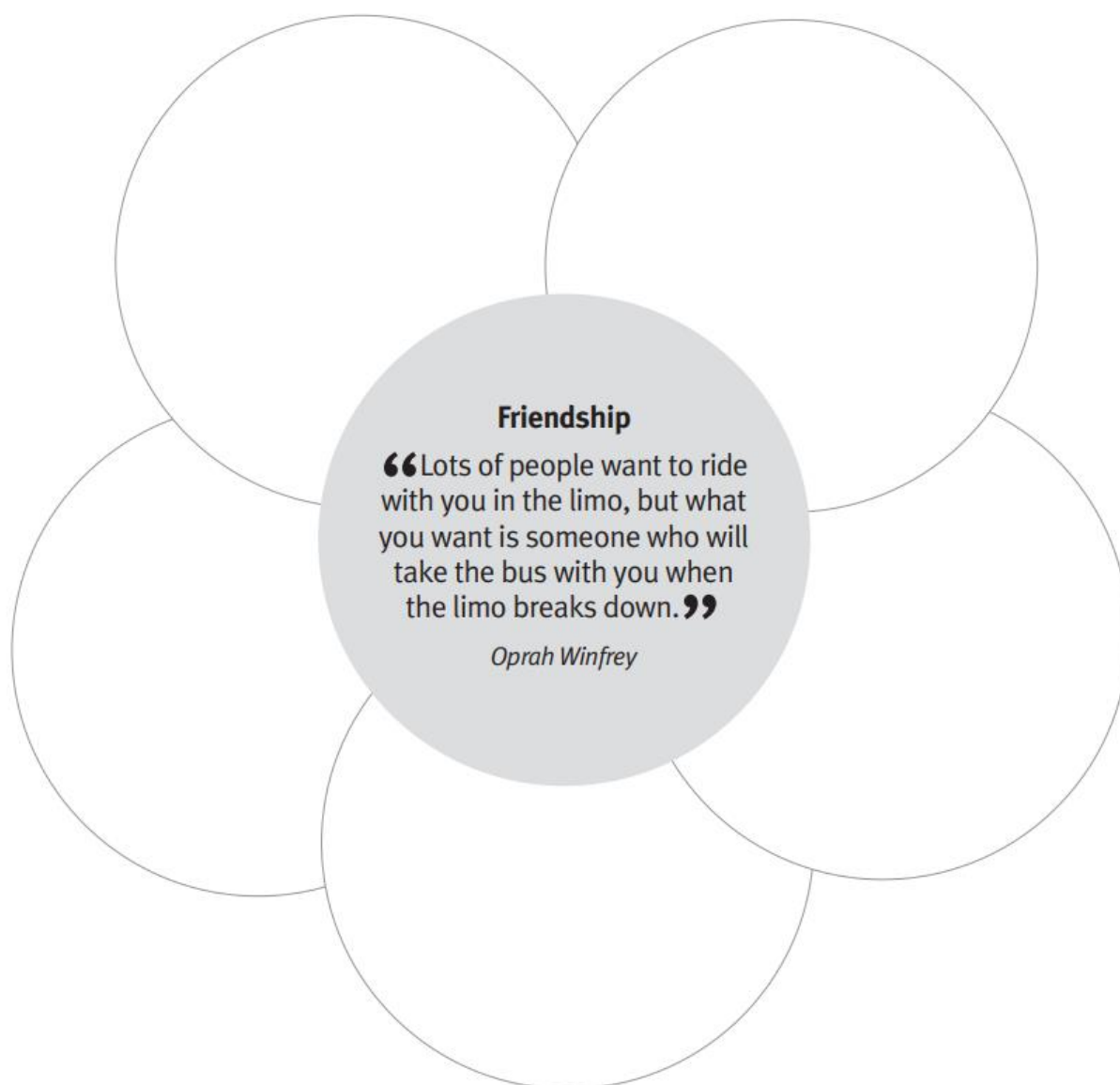
### Focus 2: Self talk

Name: \_\_\_\_\_

### Friendships at school

#### Friendships at school

At times you may be apart—but in the end you are all connected.



## Activity sheet - Unit 2: Trying new friendships

Name: \_\_\_\_\_

### Choosing to take action

Have a think about your interests and talents and which friendship group you feel best describes you and your friends right now. Would you like to have friends in more than one group? Perhaps you need to take some action?

Group or potential friend's interest	What I would need to do?	Up side of taking this action?	What are the down sides of taking this action?



## Activity sheet - Unit 3: Choices and consequences

Name: \_\_\_\_\_

### Sliding doors (1 of 3)

#### Situation 1:

Daniel, a friend of yours, returns to school after the holidays with a new haircut. Your other friends are notably chirpy about it, often making Daniel the butt of their jokes. Daniel is initially cheerful and laughs it off, but you can see it is starting to hurt him. When your group gets together again, Daniel seems cautious—waiting for the barbs to start. You realise you have a decision to make.

##### Door 1:

You do not actively participate in the bullying, but do nothing to stop it either. When your friends start the teasing again you simply watch and maybe smile at some of their insults. After all, Daniel is just one person, you don't think that it's worth potentially losing favour with your group for one person, and maybe it will all die down on its own eventually.

##### Door 2:

When your friends start the teasing again you ask them to stop saying it isn't funny anymore. Daniel is your friend too and there are plenty of ways you can all have fun without putting him down.

##### Consequences of door 1:

Your friends continue the teasing, you're watching and doing nothing seems to encourage them further, and eventually Daniel stops hanging out with the group.

##### Consequences of door 2:

A few of your friends are a little sheepish about your response, but knowing that someone is willing to support Daniel they stop the bullying and your group returns to normal.

#### Situation 2:

A group of your friends stay at James' place on Saturday night. The night is going well but after a while you notice James has become annoyed. You ask him what is wrong and he says that he has seen one of your friends, Jacob, going around and drawing with a black marker on all the family photos as a joke. He wants Jacob to stop because it will get him in trouble with his parents, but doesn't want to cause a fight.

##### Door 1:

You tell James you'll go with him to confront Jacob, and talk to some others who agree to support James too.

##### Door 2:

You agree with James that ruining the photos is too extreme for a joke, but let him confront Jacob by himself.

##### Consequences of door 1:

James tells Jacob he has seen him vandalising the photos and to stop. Jacob tries to make a joke out of it but the rest of your group tell him that he shouldn't have done it. Jacob quickly backs down and apologises to James. You all help clean the photos up and the rest of the night goes well.

##### Consequences of door 2:

James tells Jacob he has seen him vandalising the photos and to stop. Jacob jokes about it and the two argue and eventually get into a yelling match. Jacob doesn't apologise and James cleans up the photos by himself. The rest of the night is tense.



## Activity sheet - Unit 3: Choices and consequences

Name: \_\_\_\_\_

### Sliding doors (2 of 3)

#### Situation 3:

A friend of yours is passionate about football and he starts his own blog, writing about his favourite team. He is very excited about the blog and asks you to read it. When you check it out one night, you find one reader has been posting consistently rude and critical comments. There are very few other comments. When you talk to your friend about the blog at school, he is far less enthusiastic and says he is thinking about closing it.

##### Door 1:

When you check the blog again that night, you post a bunch of encouraging positive comments, making sure to point out that you disagree with the rude reader's opinion.

##### Door 2:

You don't check the blog again. Your friend says he was thinking about abandoning it anyway.

##### Consequences of door 1:

Your friend is really encouraged by the positive feedback and his passion is renewed, he continues writing on his blog and draws more and more readers.

##### Consequences of door 2:

Your friend writes for a little while longer, but the constant stream of negativity from the single rude poster puts him off and he stops writing the blog.

#### Situation 4:

Today, tetanus shots are being given out at your school. Your class is due for theirs at lunchtime. One of your friends, Sam, has a fear of needles and has previously fainted after being given a shot. At lunch, you go and get your shot and after, some other friends want you to go and play basketball with them. You see Sam, still waiting to get his shot and he is visibly nervous and panicked.

##### Door 1:

You tell your other friends to hang on for a minute and you go to talk to Sam. You tell him jokes and stories to try and take his mind off the shot. When it's his turn, he is much more relaxed. After he's had his shot you sit down with him to make sure he's all right.

##### Door 2:

You go and play basketball and leave Sam by himself. He has to learn to deal with needles on his own eventually.

##### Consequences of door 1:

Sam is fine and he doesn't faint. You go and join the basketball game later, but only get to play for the last quarter of lunch.

##### Consequences of door 2:

Sam comes out pale and shaky. He ends up feeling faint and has to go to the sick bay. You hear some students in your class joking about it.





## Activity sheet - Unit 3: Choices and consequences

Name: \_\_\_\_\_

### Sliding doors (3 of 3)

#### Situation 5:

After school one day, you and two friends, Michael and Jess, go to the local newsagent. While you are walking down the lolly aisle Jess grabs a handful of chocolate bars and thrusts them into her pocket. Michael giggles and Jess shushes him and gestures for him to take something too. Michael grabs some lollipops at the counter and shoves them into his pocket, they are turning it into a game. Next they gesture for you to take something.

##### **Door 1:**

You shake your head at Michael and Jess and refuse to take anything. Michael starts to look hesitant and he puts back the lollipops when Jess gets worried about what they have done.

##### **Door 2:**

You don't want to risk losing their friendship so you grab some lollies and put them in your pocket.

##### **Consequences of door 1:**

You all leave. Outside, Jess teases you about refusing to take any lollies. You tell her that the store has security cameras and that you'd have to be a fool to try and shoplift there. She stops teasing you.

##### **Consequences of door 2:**

On the way out the shopkeeper stops the three of you and tells you to empty your pockets. Michael and Jess immediately run, and after hesitating a moment you run too. The shopkeeper doesn't chase you, but you worry that he has recorded you on the security cameras. You don't know what you should tell your parents.

#### Situation 6:

There is a new boy in your class called George. When your friends organise to spend a day at the beach you decide to invite George along so he can make some friends. While at the beach, your group climbs some of the rocks by the shore. When you've all made it to the top, one of your friends jokingly suggests that George jumps off into the water as an initiation rite. You know it's just a joke, because no-one else in your circle had to perform an "initiation", but the others catch onto the idea and soon they are all jeering George to make the plunge. You don't think the jump would be safe and while George looks hesitant, you think he'll probably cave into the pressure and actually do it.

##### **Door 1:**

You say nothing, neither jeering along with the others nor speaking against them.

##### **Door 2:**

You tell George he doesn't have to do it. When some of the others try to argue with you, you tell them it's not safe to jump off the rock.

##### **Consequences of door 1:**

George reluctantly agrees under the barrage of pressure. He jumps in and immediately cries out in pain. You rush to the water's edge and find he has a nasty scrape all the way down his leg from a submerged rock.

##### **Consequences of door 2:**

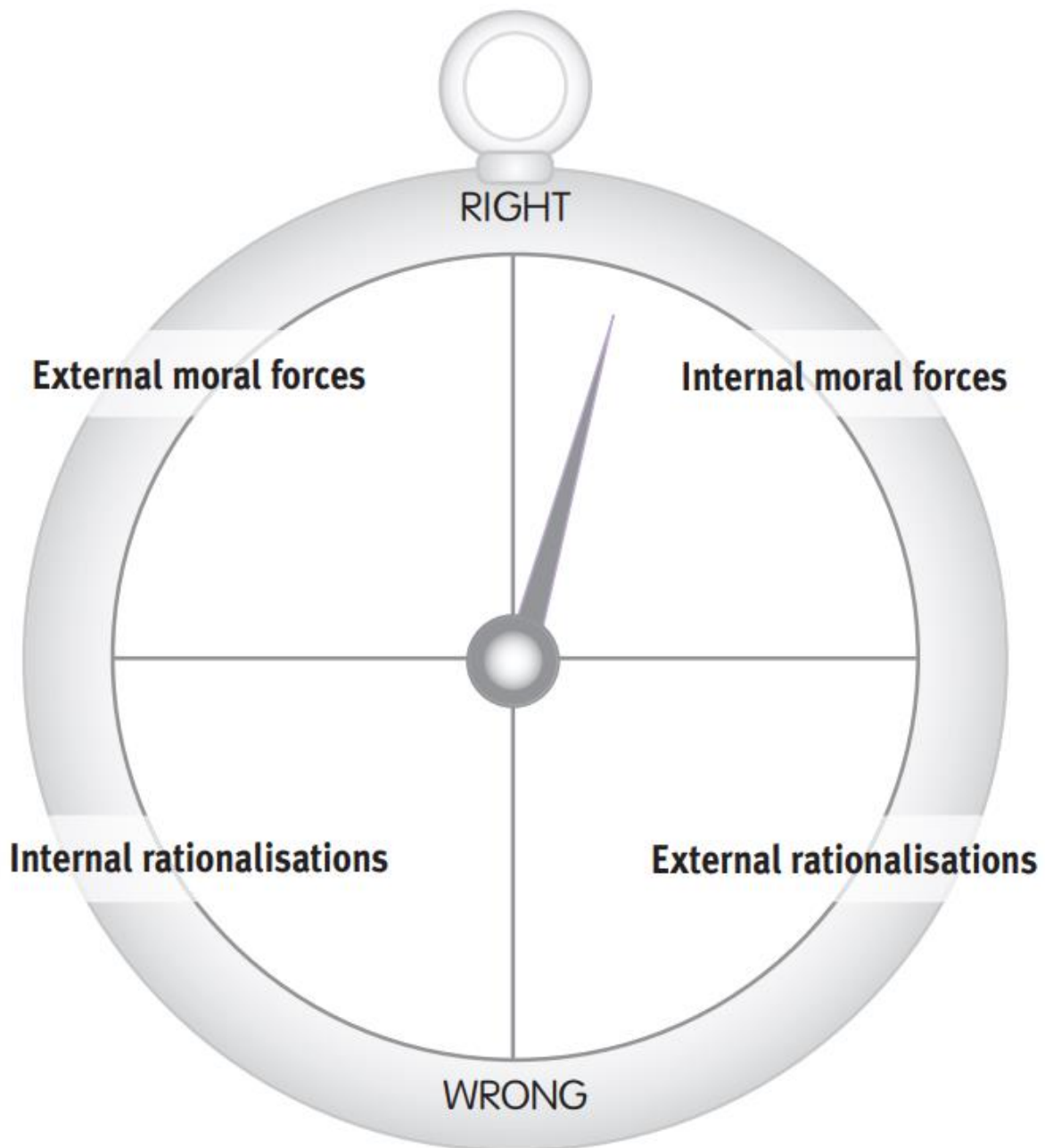
The group pipes down and George thanks you. You all go back to enjoying the beach.



## Activity sheet - Unit 4: The moral compass

Name: \_\_\_\_\_

The moral compass



## Activity sheet – Unit 4: The moral compass

Name: \_\_\_\_\_

### The moral compass (Willard 2004)

There are four main areas of influence on our moral compass:

- *external moral forces*
- *internal moral forces*
- *internal rationalisations*
- *external influences*

Discuss each area of influence and write examples of the factors that would influence you most in each section of the activity sheet (see examples under each heading).

#### Examples of external moral forces

- Society norms – What I have learnt from my parents, school and peers tells me it is wrong.
- Social disapproval – I would feel ashamed, my parents would be ashamed of me or my friends would disapprove.
- Rules and laws – I would get into trouble, be punished or arrested.

#### Examples of internal moral forces

- My conscience – I know that would be wrong and I would feel bad about myself.
- Empathy – Because it might cause harm or distress to someone and I would feel bad about myself and guilty.

#### Examples of internal rationalisations

- “I won’t get caught.” There is an extremely limited chance or no chance of being found out and punished.
- “It didn’t really hurt them.” My actions won’t cause any real lasting damage that I can see.
- “Look at what I got in return.” Sure we are hurting someone, but it is small in comparison with the personal benefit we will gain.
- “I can’t see the person and they can’t see me.”
- “Everyone does it.” Many people engage in such behaviour, even though we know it is illegal or against the rules.
- “They deserve it.” The entity or individual that is or could be harmed by the action has engaged in unfair or unjust actions.

#### Examples of external influences

- Peer pressure:
  - “You can’t hang out with us anymore if you don’t do it.”
  - “You’re not my friend if you don’t help me do this.”
  - “Everyone will think you’re gutless if you don’t do it.”
- Fear:
  - “We will hurt you if you don’t do it.”
  - “Everyone will turn on you if you don’t go along with the group.”

## Activity sheet - Unit 4: The moral compass

Name: \_\_\_\_\_

### Check with your moral compass

Adapted from:

<http://web.archive.org/web/20121028083511/http://csriu.org/cyberbully/docs/cbnparent.pdf>

### Scenario 1

You are sitting around the computer with a group of friends at a Friday night sleepover when one of the boys asks: "Who don't we like? Who can we mess with?"

Someone suggests a girl who walks with a limp. For some time, this girl has been trying to become part of your group, but has been excluded because some think she is "weird".

When you all discover that the girl is online, the boy sets up a fictitious screen name and sends the girl an instant message that says, "Nice moves in gym class yesterday. Walk much?"

You start to laugh along with the others but feel a bit uncomfortable.

### Check with your moral compass

**What factors have influenced your response?**

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**What else could you have done?**

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**What would you do if this really happened to you?**

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## Activity sheet - Unit 4: The moral compass

Name: \_\_\_\_\_

Check with your moral compass

### Scenario 2

You are online and a friend tells you about a blog that was set up to make fun of a student you like at school. You know you shouldn't open it, but you are in your room alone so you visit the site and add some nasty comments because you think no-one will know.

Check with your moral compass

**What factors have influenced your response?**

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**What else could you have done?**

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**What would you do if this really happened to you?**

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## Activity sheet - Unit 4: The moral compass

Name: \_\_\_\_\_

Check with your moral compass

### Scenario 3

Your friend sends you a DVD that you know is a pirate copy, but you really want a copy for yourself so you use it and hide it in your room.

Check with your moral compass

**What factors have influenced your response?**

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**What else could you have done?**

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**What would you do if this really happened to you?**

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## Activity sheet - Unit 4: The moral compass

Name: \_\_\_\_\_

Check with your moral compass

### Student's own scenario

**Students develop own scenario and write in the space below.**

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Check with your moral compass

**What factors have influenced your response?**

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**What else could you have done?**

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**What would you do if this really happened to you?**

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Name: \_\_\_\_\_

Some advice from other young people:

- Choose to send or post only what you think is respectful to yourself and to others.

Add some more online advice for other people your age and younger.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Activity sheet - Unit 5: Bullying uncut

Name: \_\_\_\_\_

KWL Sheet

Topic \_\_\_\_\_

Date \_\_\_\_\_

(K) What I <u>know</u>	(W) What I <u>want</u> to know	(L) What I have <u>learnt</u>

# Teacher resource sheet - Unit 5: Bullying uncut

## Quiz questions and answer sheet

(**Note:** the bolded response is the correct choice)

### Round 1

According to the findings from an Australian survey conducted with 7500 10 to 14 year old students in 2009:

#### Question 1

What percentage of students your age report having been bullied frequently (as in every few weeks or more often)?

- a) 15%
- b) 6%
- c) 26%**
- d) 44%
- e) none in our schools; bullying doesn't happen here

*Answer:* 26% of Year 8 students your age reported they were bullied every few weeks or more often. (ACBPS 2009)

#### Question 2

What percentage of students your age reported bullying someone every few weeks or more often?

- a) 15%**
- b) 29%
- c) 6%
- d) 48%
- e) no-one said they bullied anyone

*Answer:* 15% of Year 8 students reported they bullied someone every few weeks or more often. (ACBPS 2009)

#### Question 3

What was the most common type of bullying reported by Australian students your age?

- a) cyberbullying: being sent mean and hurtful messages on the Internet or mobile phone
- b) emotional bullying: being left out or not allowed to join in; spreading lies or stories about someone
- c) physical bullying: being hit, kicked or punched or pushed around
- d) threatening: made afraid of getting hurt, embarrassed or upset
- e) property abuse: having money or other things broken or taken away
- f) verbal bullying: cruel teasing and name calling and being made fun of and teased in a hurtful way**

*Answer:* Verbal bullying, such as cruel teasing and name calling, is the most common type of bullying reported by Australian Year 8 students with 52% of students surveyed reporting they experienced this type of bullying every few weeks or more often. The following table (ACBPS 2009) can be used as a reference for other types of bullying behaviour experienced, as reported by Australian Year 8 students last term at school.



## Teacher resource sheet - Unit 5: Bullying uncut

### Quiz questions and answer sheet

#### Question 4

What was reported as the most common place or time Australian Year 8 students experienced being bullied?

- a) in the classroom
- b) during break times at school**
- c) on the way to school
- d) on the way home from school

*Answer:* Of those Year 8 Australian students who report being bullied, the majority said they were bullied mainly during break times at school (52%), while others were bullied in the classroom (46%). More students reported having been bullied on their way home from school (17%) than on their way to school (10%) (ACBPS 2009).

#### Question 5

*True or False:* Girls are more likely to be bullied than boys?

- e) a) true
- f) b) false**

*Answer:* While some forms of bullying are higher amongst boys and other forms are higher amongst girls, there is only a 2% difference between the overall responses by boys and girls as to whether they have been bullied or cyberbullied every few weeks or more often (PEET 2009).

### Round 2

#### Question 6

Write a group definition of bullying.

*Answer:* The definition should include the following elements (award one point for each element):

- a) power imbalance
- b) intentional or deliberate behaviour
- c) repeated
- d) person being bullied is unable to help him/herself
- e) type of aggressive behaviour

#### Question 7

One of the best ways to deal with being bullied if you are not able to stop it from happening is to:

- a) bully back
- b) get really angry and yell at the person or group who are bullying you
- c) hurt the person or people bullying you
- d) ask an adult for help**
- e) get upset and cry

*Answer:* Another good way is to be assertive and stand up for yourself in a positive way. Remind students it is always okay to ask for help.

# Teacher resource sheet - Unit 5: Bullying uncut

## Quiz questions and answer sheet

### Question 8

What percentage of students asked their parent or guardian for help when they were bullied?

- a) 82%
- b) 23%
- c) **57%**
- d) 64%

*Answer:* 57% of students asked their parent or guardian for help when they were bullied.

### Question 9

*True or false:* Asking a teacher to help when you see another student bullying someone is “dobbing”.

- a) true
- b) **false**

*Answer:* **Dobbing** is when a person deliberately tries to get attention or to get someone else into trouble.

**Asking for help** is when someone feels the situation is out of his or her control and they feel unable to deal with it alone and need help. Asking for help is always okay. If anyone sees someone else being bullied they should also ask for help.

### Question 10

From whom would most students your age ask for help if they were bullied?

- parents
- **friends**
- teachers and school staff member
- other family members, e.g. *grandparents, aunt, uncle, sister or brother*
- others

*Answer:* If a student was bullied (especially girls) they were most likely to ask their friends (72%), parents (57%) and teachers (44%) for help.

## Teacher resource sheet - Unit 5: Bullying uncut

### Quiz questions and answer sheet

#### Question 11

What did students report as the two best ways to stop online bullying?

- a) **blocking messages**
- b) reporting to the police or other authorities
- c) asking them to stop
- d) fighting back
- e) ignoring it
- f) keeping a record of nasty emails or messages
- g) telling a teacher
- h) **telling a parent**
- i) changing email addresses/mobile phone numbers

*Answer:* 76% of Year 8 students reported that the best way to stop online bullying was to tell a parent. 71% of Year 8 students reported that blocking messages was the best way to stop online bullying. The following table (ACBPS 2009) can be used as a reference for other methods used by students to stop online bullying.

Ways Year 8 Australian students reported they thought were the best ways to stop bullying behaviour online.

Ways to stop bullying behaviour online	%
Telling a parent is the best way to stop students bullying others online.	75.6
Blocking messages is the best way to stop students bullying others online.	70.9
Keeping a record of nasty emails or messages is the best way to stop students bullying others online.	62.6
Ignoring them is the best way to stop students bullying others online.	61.4
Asking them to stop is the best way to stop students bullying others online.	60.7
Telling a teacher is the best way to stop bullying others online.	58.3
Changing email address and mobile phone numbers is the best way to stop students bullying others online.	53.3
Reporting to police and other authorities is the best way to stop students bullying others online.	42.7
Fighting back is the best way to stop students bullying others online.	21.2

## Teacher resource sheet - Unit 5: Bullying uncut

### Quiz questions and answer sheet

#### Round 3

##### Question 12

What percentage of students reported that they helped the person being bullied at the time of the bullying?

- a) 23%
- b) 42%**
- c) 76%
- d) 64%

*Answer:* 42% of students reported they helped. Discuss with the students the type of help students want when they are bullied. Record students' ideas for later lessons.

##### Question 13

*True or False:* Bullying only involves the person bullying and the person being bullied.

- a) true
- b) false**

*Answer:* Bullying occurs in a social context. The behaviour of adults and peers in the school community can either encourage bullying behaviour or discourage bullying and promote a positive and safe environment. Peers are an important group who can discourage bullying and provide support for students who are bullied.

##### Question 14

What percentage of students reported having responded "appropriately" when they saw other students being bullied? When answering this question please consider that appropriate behaviours include:

- telling parents
- telling an adult at school
- telling another student
- helping the person at the time/helping the person later on
- getting help
- telling the person bullying to stop

- a) 48%**
- b) 76%
- c) 23%
- d) 33%

*Answer:* Only 10% of students reported behaving "inappropriately" if they saw bullying situations. Discuss what students would describe as an inappropriate response to bullying.

Inappropriate behaviours were considered by the ACBPS to be:

- doing nothing
- ignoring it
- making a joke of it
- joining in
- later hurting the person bullying

## Teacher resource sheet - Unit 5: Bullying uncut

### Quiz questions and answer sheet

#### Question 15

Who reports feeling lonelier at school: the person being bullied or the person bullying?

- a) the student who reports having been bullied
- b) the student who reports having bullied another student**

*Answer:* 78% of students who report having bullied other students report higher levels of loneliness at school compared to students who were not bullied and those not involved.

#### Question 16

What were the two most common reactions of students to seeing or hearing about someone being bullied?

- a) helping the person being bullied at that time
- b) joining in with the person bullying
- c) getting someone to help stop it
- d) telling their parents
- e) doing nothing
- f) helping the person being bullied later on
- g) telling the person who was bullying to stop**
- h) telling an adult at school
- i) ignoring it
- j) telling another student**
- k) later finding a way to hurt the person who was bullying

*Answer:* 66% of students told another student in response to reporting of seeing or hearing about bullying. Other students helped the person being bullied at the time (42%), got someone to help stop it (40%) with over one half telling the person who was bullying to stop (53%).



## Teacher resource sheet - Unit 5: Bullying uncut

### Quiz questions and answer sheet

What actions did you take when you saw or heard about someone being bullied?	%
I told another student	65.7
I told the person who was bullying to stop	53.4
I helped the person being bullied at that time	42.4
I got someone to help stop it	39.7
I did nothing	39.6
I told my parents	39.0
I helped the person being bullied later on	37.4
I told an adult at school	29.0
I ignored it	28.7
I later found a way to hurt the person who was bullying	8.8
I made a joke of it	7.3
I joined in with the person bullying	3.2

#### Question 17

*True or false:* The most common reason why some students bully is because they are trying to be more popular.

- a) true
- b) false

*Answer:* Most students who bully want to be popular and admired and they think if they use their power over someone else it will make them look strong, attractive or smart to their peers. These students are often afraid that if they don't make other students like them by bullying they may not have friends of their own

## Activity sheet - Unit 5: Bullying uncut

### Understanding bullying quiz

#### ROUND 1

##### Question 1

What percentage of students your age report having been bullied frequently (every few weeks or more often)?

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*being hit, kicked or punched or pushed around*
- d) threatening  
*made afraid of getting hurt, embarrassed or upset*
- e) property abuse  
*having money or other things broken or taken away*
- f) verbal bullying  
*cruel teasing and name calling and being made fun of and teased in a hurtful way*

## Activity sheet - Unit 5: Bullying uncut

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#### Question 5

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- a) true
- b) false

### ROUND 2

#### Question 6

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What did students report as the best ways to stop online bullying?

- a) blocking messages
- b) reporting to the police or other authorities
- c) asking them to stop
- d) fighting back or ignoring it
- e) keeping a record of nasty emails or messages
- f) telling a teacher
- g) telling a parent
- h) changing email addresses and mobile phone numbers

## Activity sheet - Unit 5: Bullying uncut

### Understanding bullying quiz

#### ROUND 3

##### Question 12

What percentage of students your age reported that they helped the person being bullied at the time of the bullying?

- a) 23%
- b) 42%
- c) 76%
- d) 64%

##### Question 13

*True or false:* Bullying only involves the person bullying and the person being bullied.

- a) true
- b) false

##### Question 14

What percentage of students reported having responded “appropriately” when reacting when they see other students being bullied? When answering please consider that appropriate behaviours include:

- telling parents
- telling an adult at school
- telling another student
- helping the person at the time
- helping the person later on
- getting help
- telling the person bullying to stop

- a) 48%
- b) 76%
- c) 23%
- d) 33%



## Activity sheet - Unit 5: Bullying uncut

### Understanding bullying quiz

#### Question 15

Who reports feeling lonelier at school: the person being bullied or the person bullying?

- a) the person who reports having been bullied
- b) the person who reports having bullied another student

#### Question 16

What are the two most common reactions of students to seeing or hearing about someone being bullied?

- a) helping the person being bullied at that time
- b) joining in with the person bullying
- c) getting someone to help stop it
- d) telling their parents
- e) doing nothing
- f) helping the person being bullied later on
- g) telling the person who was bullying to stop
- h) telling an adult at school
- i) ignoring it
- j) telling another student
- k) later finding a way to hurt the person who was bullying

#### Question 17

*True or false:* The most common reason why some students bully is because they are trying to be more popular.

- a) true
- b) false

## Activity sheet - Unit 6: Advocacy action

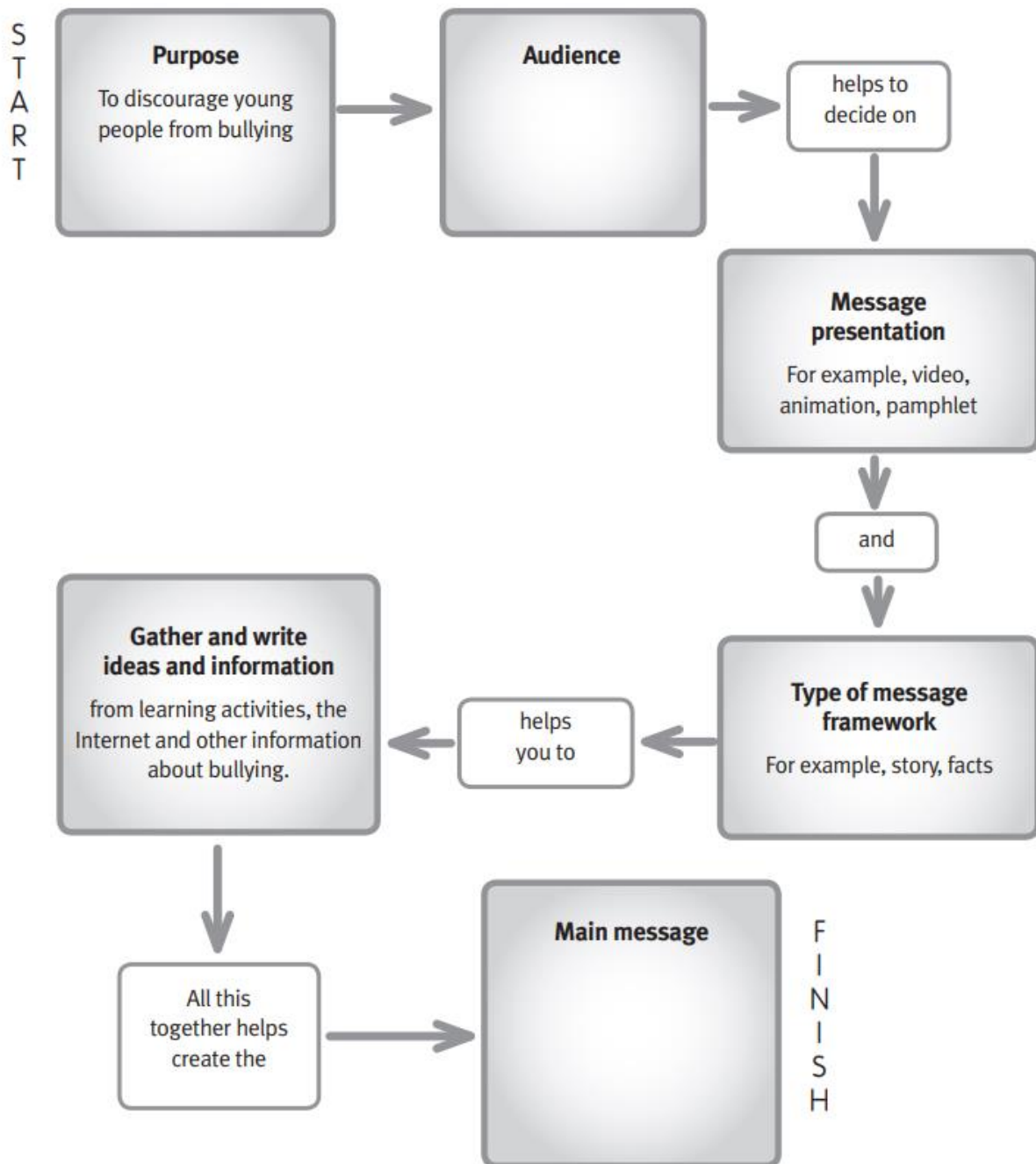
### Call for action

Write the key components of your school policy into the space in the table below under the appropriate headings. Canvas your school to see how well the school's bullying

Bullying policy checklist	Yes, I saw evidence	No, I didn't see evidence
<b>Actions to encourage positive social behaviour:</b>		
1.		
2.		
3.		
<b>Actions to prevent bullying:</b>		
1.		
2.		
3.		
<b>Actions to respond to bullying behaviour:</b>		
1.		
2.		
3.		

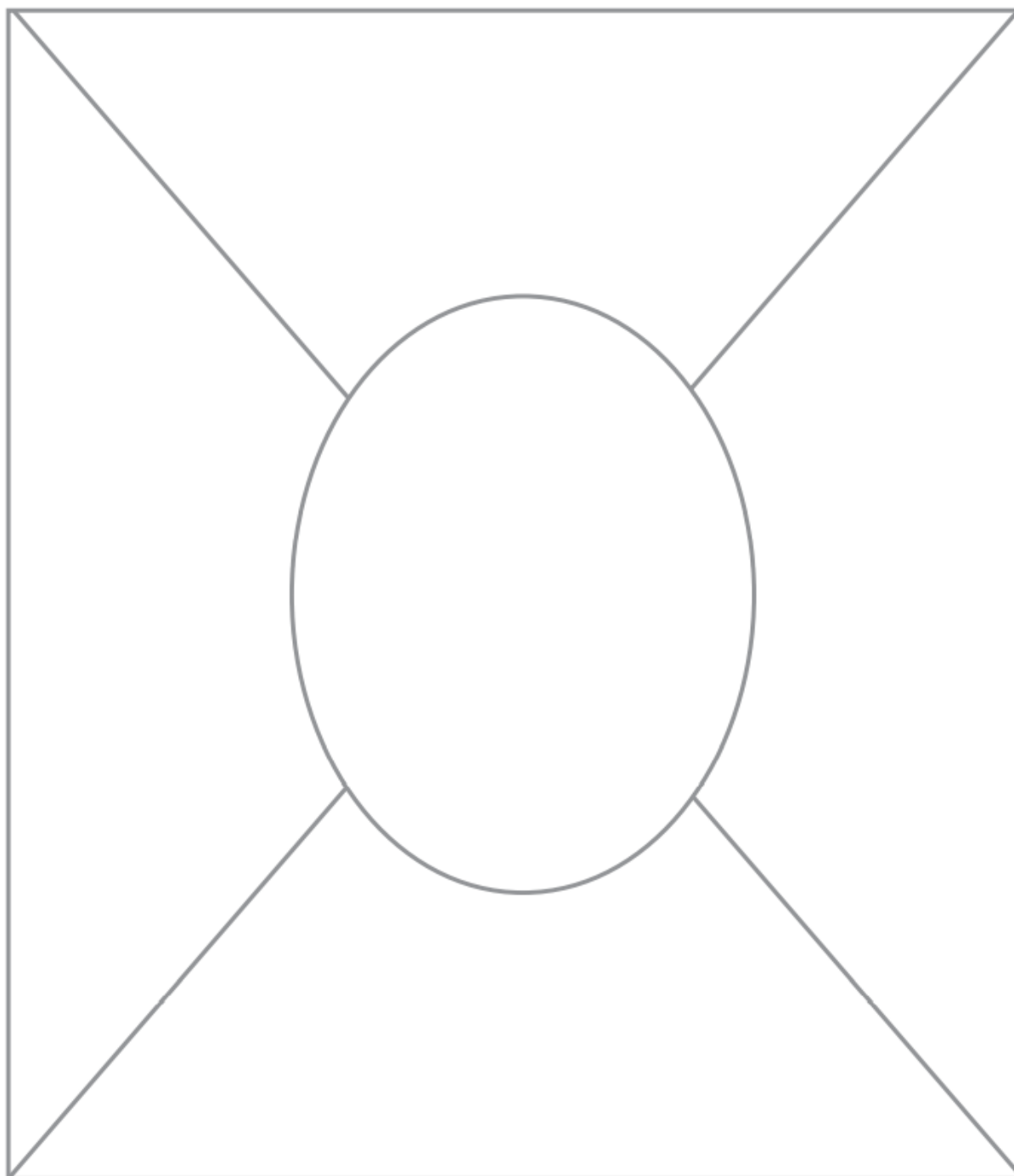
## Activity sheet - Unit 7: Creating a bullying prevention campaign online and offline

### The message writing process



## Activity sheet - Unit 7: Creating a bullying prevention campaign online and offline

Message placemat



## Activity sheet - Unit 7: Creating a bullying prevention campaign online and offline

### Message framework

#### Classification

What is bullying?

#### Description

How do we describe bullying behaviour?

How does bullying make us feel?

How do we get support to help in a bullying situation?

How can we develop a friendly school and prevent or reduce bullying?