

# FRIENDLY SCHOOLS PLUS

Friendly  
Schools  
PLUS



Revised  
Edition



## Classroom resource

Year 8  
13 Year Olds



# What Is bullying?

## One definition for bullying is:

A *repeated* behaviour that may be *physical, verbal, and/or psychological*, where there is *intent to cause fear, distress, or harm* to another that is conducted by a *more powerful* individual or group against a *less powerful* individual or group of individuals, who is/are *unable to stop this* from happening.

There are many definitions from around the world, however, most researchers agree the definition should include the following points in some way:

- power imbalance
- repeated behaviour
- deliberate or intentional behaviour

Types of bullying include:

- physical bullying
- verbal bullying
- threatening
- property abuse
- emotional bullying
- cyberbullying

## Physical bullying

- hitting, pinching, biting, pushing, pulling and shoving, slapping, punching, strangling, kicking, intentional bumping, tripping, scratching, throwing things
- being touched or held when someone doesn't want to be

## Verbal bullying

- calling people names
- spreading nasty rumours
- teasing someone in a mean and hurtful way
- being sarcastic in a hurtful way
- making racial comments about someone and their family
- making rude comments or jokes about someone's religion or beliefs
- making comments about the way someone may look or behave that are hurtful
- commenting about someone's body in a way that is mean and hurtful

## Threatening

- making someone fear that they are going to be hurt or afraid
- making things up to get someone into trouble
- pressuring someone to do things that they don't want to do
- stalking



# What Is bullying?

## Property abuse

- taking things away from someone
- damaging someone's belongings
- stealing someone's money or belongings

## Emotional bullying

- ignoring someone or keeping them out of group conversations (known as exclusion)
- leaving someone out by encouraging others not to have anything to do with them
- spreading lies or stories about someone
- trying to get other students to dislike someone
- trying to get other students to harm someone

## Cyberbullying

Cyberbullying is when, over a period of time, an individual or a group use information and communication technologies to intentionally harm a person who finds it hard to stop this bullying from continuing.

For example, when a person:

- sends or posts nasty or threatening emails or messages to someone on the Internet, e.g. using MSN, or on their mobile phone
- posts or sends mean or nasty comments or pictures about someone to websites, e.g. MySpace, Facebook or to others' mobile phones)
- deliberately ignores or leaves someone out of things over the Internet
- pretends to be someone else online to hurt that person

“Cyberbullying can happen through text messages, pictures, video-clips or emails and so on being *sent directly to a person*, but also when these things are *sent to others or posted on the Internet, about that person.*” (CHPRC 2009)

Young people who engage in cyberbullying exhibit the same behaviour as those who bully, however, the medium through which the bullying occurs is different. There are many ways that students can be cyberbullied. These include:

- harassing or abusive emails and phone messages
- making silent or abusive phone calls
- spreading rumours via email or phone messages
- sending someone offensive SMS phone texts
- posting insulting messages on the Internet
- creating virtual personalities to harass others
- pressuring others to share secrets or photographs which they would otherwise not share
- sending embarrassing pictures to others via the Internet or mobile phone
- online aggression including flaming, impersonation, denigration, trickery, outing and exclusion.



# What Is bullying?

## Why is bullying harmful?

Both bullying and being bullied can have significant consequences on physical, social and mental health, with a notable impact on academic achievement and social development. According to ACBPS (2009) these young people may be more likely to have:

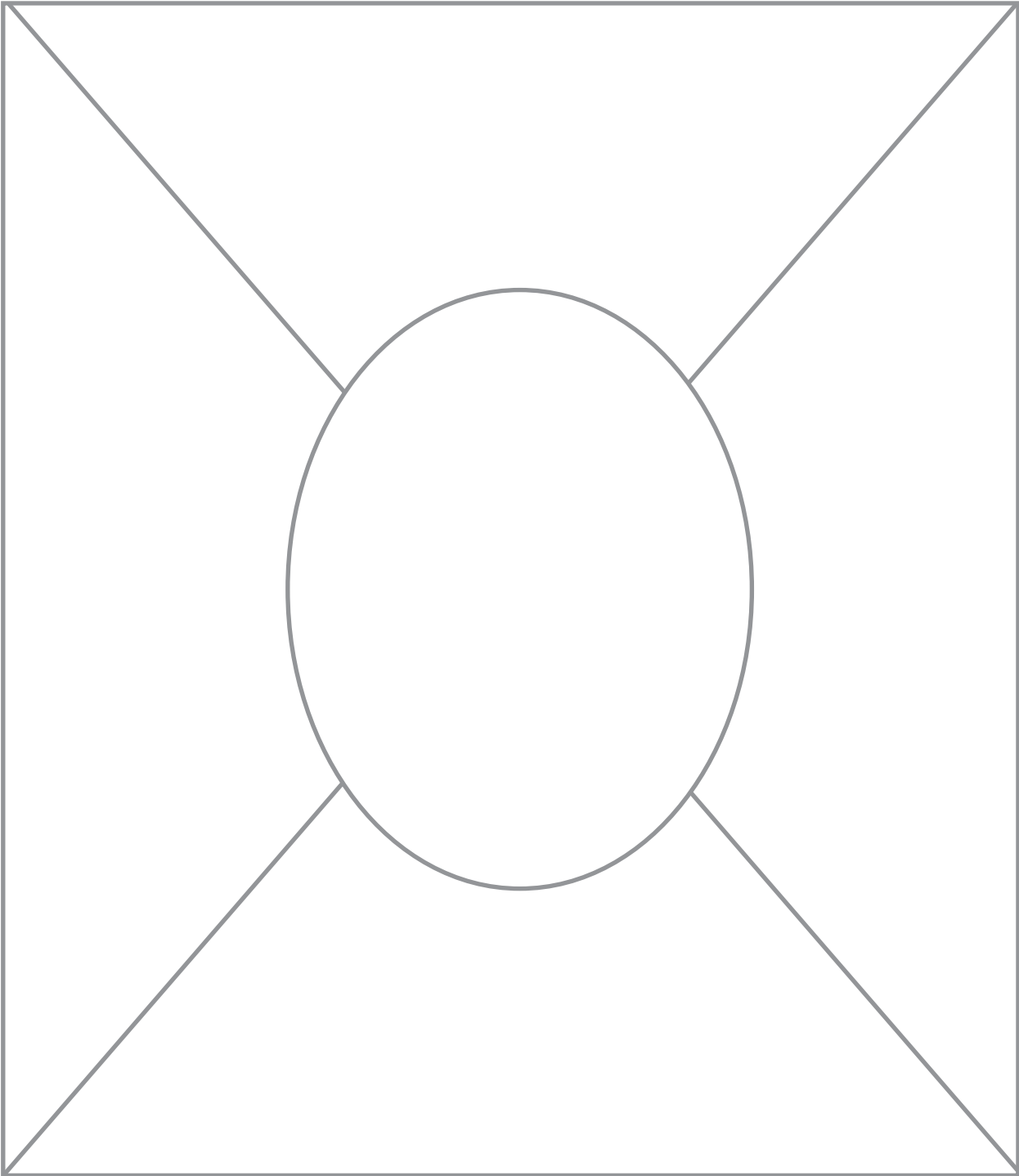
- low self-esteem
- poor assertiveness skills
- poorer health
- more physical complaints
- more interpersonal difficulties
- higher levels of loneliness
- suicidal ideation
- increased anxiety
- academic difficulties due to social exclusion
- peer rejection
- depression and negative self-perceptions
- dislike of and wanting to avoid school
- feelings of loneliness

Students who engage in bullying behaviours are also more likely to be:

- aggressive
- impulsive
- insecure
- lacking empathy
- having poor personal and social skills



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





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

# Sorting cards

Spreading nasty rumours about someone repeatedly	Repeatedly trying to touch someone who doesn't want to be touched	Repeatedly pressuring someone to do things they don't want to do	Repeated aggressive gestures or looks that make someone afraid they are going to be hurt	Making racial comments about someone and their family again and again	Spreading rumours via email or phone messages again and again
Deliberately bumping, pulling, shoving or tripping someone again and again	Repeatedly teasing someone in a way that is hurtful and upsetting	Repeatedly sending someone offensive SMS phone texts	Continually making someone feel afraid that they are going to be hurt	Repeatedly making things up to get someone into trouble	Pinching, biting or scratching someone repeatedly
Repeatedly ignoring someone or keeping them out of group conversations (known as exclusion)	Throwing things at someone to hurt, annoy or upset them again and again	Repeatedly taking someone's money	Continuing to force a student to do hurtful or embarrassing things	Repeatedly taking or hiding someone's belongings	Being sarcastic again and again in a hurtful way
Repeatedly calling people names or offensive nicknames	Posting insulting messages about someone on the Internet again and again	Repeatedly trying to get other students to dislike someone	Videoing someone on their mobile phone and uploading onto a video hosting site without permission	Deliberately blocking someone from an SMS, social networking or gaming group	
Repeatedly damaging someone's belongings	Repeated harassing or abusive emails and phone messages	Hitting, punching or slapping someone again and again			
Repeated rude comments or jokes about someone's religion	Repeated hurtful comments about the way someone may look or behave	Stalking someone, by continually following them or giving unwanted attention, e.g. staring			



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

# The sorting board

Physical bullying	Verbal bullying	Emotional bullying	Property abuse	Threatening	Cyberbullying



# The sorting board – completed sorting board with rankings

Physical bullying	Verbal bullying	Emotional bullying	Property abuse	Threatening	Cyberbullying
Repeatedly trying to touch someone who doesn't want to be touched	Repeatedly teasing someone in a way that is hurtful and upsetting ● ● ● ●	Spreading nasty rumours about someone repeatedly	Repeatedly taking or hiding someone's belongings	Stalking someone by continually following them or giving unwanted attention, e.g. staring	Repeatedly sending someone offensive SMS phone texts
Deliberately bumping, pulling, shoving or tripping someone again and again	Repeatedly calling people names or offensive nicknames ● ●	Repeatedly pressuring someone to do things they don't want to do	Repeatedly damaging someone's belongings ● ● ● ●	Continually making someone feel afraid that they are going to be hurt ● ● ●	Posting insulting messages about someone on the Internet again and again ● ● ● ●
Throwing things at someone to hurt, annoy or upset them again and again	Repeated rude comments or jokes about someone's religion	Repeatedly ignoring someone or keeping them out of group conversations (known as exclusion)	Repeatedly taking someone's money	Continuing to force a student to do hurtful or embarrassing things	Repeated harassing or abusive emails and phone messages
Hitting, punching or slapping someone again and again ● ● ●	Being sarcastic again and again in a hurtful way	Repeatedly trying to get other students to dislike someone		Repeated aggressive gestures or looks that make someone afraid they are going to be hurt	Spreading rumours via email or phone messages again and again ●
Pinching, biting or scratching someone repeatedly	Repeated hurtful comments about the way someone may look or behave	Repeatedly making things up to get someone into trouble			Videotaping someone on their mobile phone and uploading onto a video hosting site without permission
	Making racial comments about someone and their family again and again ● ● ● ●				Deliberately blocking someone from an SMS, social networking or gaming group



# Strategic response plan

## Step 1

### Are you being bullied?

- *Ask the question: “Does this bother me?”*
- Ask yourself how you feel about what is happening. Different students can feel differently about the same situation. This affects the way they respond.  
Is the situation something you need to get help for or can you handle it?

## Step 2

### If you are being bullied:

- **Be assertive**  
Stand up for yourself in a positive way. If you look confident when you respond it will show you mean what you are saying, e.g. *“I don’t think the comments you are making are funny”*.
- **Use humour**  
This can be very effective in teasing and verbal bullying situations but may not be appropriate for every situation.  
Try to think up funny or clever replies in advance. Replies don’t have to be brilliant or clever but it helps to have an answer ready. Using prepared replies works best if the student who is bullying is not too threatening and just needs to be “put off”.
- **Avoid the situation**  
Try to avoid being alone in the places where you know the person bullying is likely to pick on you. This might mean changing your route to school, avoiding parts of the school grounds, or only using common rooms when other people are there. It’s not fair that you have to do this, but it might discourage the student from bullying.  
If the bullying is via text messaging, then it might be as simple as getting a new SIM card and only giving your number to friends and family whom you trust.
- **Ignore the bullying**  
Students who bully want to get a reaction, they think it’s “fun”. If you can keep calm and hide your emotions, they might get bored and leave you alone. As one teenager said, “they can’t bully you if you don’t care”.

- **Ask the student who is bullying to repeat what they said**

Often students who are bullying are not brave enough to repeat the remark exactly so they tone it down. If they repeat it, you will have made them do something they hadn’t planned and this gives you some control of the situation.

- **Walk away**

Walk away and use positive self-talk to help boost your confidence, e.g. “I don’t deserve to be treated like this. I am not the one with the problem”.

Remember, it is hard for the bullying to go on when the person being bullied won’t stand still to listen.

- **Don’t fight back**

Most students who bully are bigger or stronger than you. If you fight back you could make the situation worse, get hurt or be blamed for starting the trouble.

- **It’s not worth getting hurt to keep possessions or money**

If you feel threatened, give the students who bully what they want and then get help.

- **Keep a diary**

Write down details of the incidents and your feelings. When you do decide to tell someone, a written record of the bullying makes it easier to talk about what is going on.

- **Ask for help**

When other strategies you have tried are not working or if you feel you can’t deal with the situation yourself, you should get help. Getting help is not dobbing. It is always okay to ask for help.

- **Tell a friend what is happening** and ask him or her to help you. It will be harder for the students to bully you if you have friends who give you support.

### If you are being cyberbullied:

- save the evidence
- block the person who is cyberbullying you
- check your social networking site profile is set to private
- try to find out who is cyberbullying you and why
- ask for advice from a friend about how to stop the cyberbullying
- tell an adult or report them to the service provider



# Strategic response plan

## Bystanders to bullying

If you know someone who is being bullied on or offline, there are actions you can take as a bystander to help improve the situation, including but not limited to:

- Ask the person bullying to stop.
- Offer help to the student being bullied.
- Tell someone who can help if the situation is not safe for you to intervene.
- Invite the student being bullied to join in your group.
- Ask another student or group of students to help you to help the person being bullied.
- Later, let the person who was being bullied know that you didn't like what the person bullying was doing and that they should feel welcome to come and join your group if they wanted to.
- Let the person being bullied know they are not alone.
- Encourage any others who may be supporting the bullying in passive ways to stop.
- Talk with your friends about how you feel when someone is being bullied and what actions you can take together to discourage the bullying from continuing or moving to others.
- Encourage the person being bullied to talk to an adult who will listen – this may be a teacher or a parent.
- Encourage the person being bullied to talk to you about what is happening.
- Do not tell the person being bullied to deal with the problem on their own.
- Offer to speak to an adult on behalf of the person being bullied.
- Let the students bullying know that you know what is going on.
- Raise the issue of bullying with the student council (if the school has one) or in discussions in the classroom.



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

# Choose your own ending: Situation cards

<p>A group of students are teasing you and making nasty and sarcastic comments all the time and you are totally sick of it.</p>	<p><i>Student's own situation</i></p>
<p>A group of students on the school bus sit behind you each day and pull your hair and poke you, then pretend they haven't done anything when you turn around.</p>	<p><i>Student's own situation</i></p>
<p>A group of older students stops you in the hallway on your way to class and won't let you get past. They do this each day at the same place and time. They look pretty tough and push you hard enough to knock your books out of your arms.</p>	<p><i>Student's own situation</i></p>
<p>A student from your school has been posting nasty comments on a chat site you like to visit. The student has told you that if you tell an adult your younger sister will get bashed after school.</p>	<p><i>Student's own situation</i></p>
<p>You were invited to be a friend on Facebook by a friend of a very good friend of yours. This student has started sending abusive, nasty messages to you and saying the messages are from a group of your friends who don't want to be your friend anymore.</p>	<p><i>Student's own situation</i></p>



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

## Situation-strategy match

Give an example of a bullying situation where you might use or suggest the following strategies.

Be assertive	
Use humour	
Avoid the situation	
Ignore the bullying	
Ask for help	

If I was being bullied, the strategies I would use are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

because

\_\_\_\_\_

I felt that I was best at using

strategy when dealing with bullying situations because

\_\_\_\_\_

I would like to improve my use of

strategy because

\_\_\_\_\_



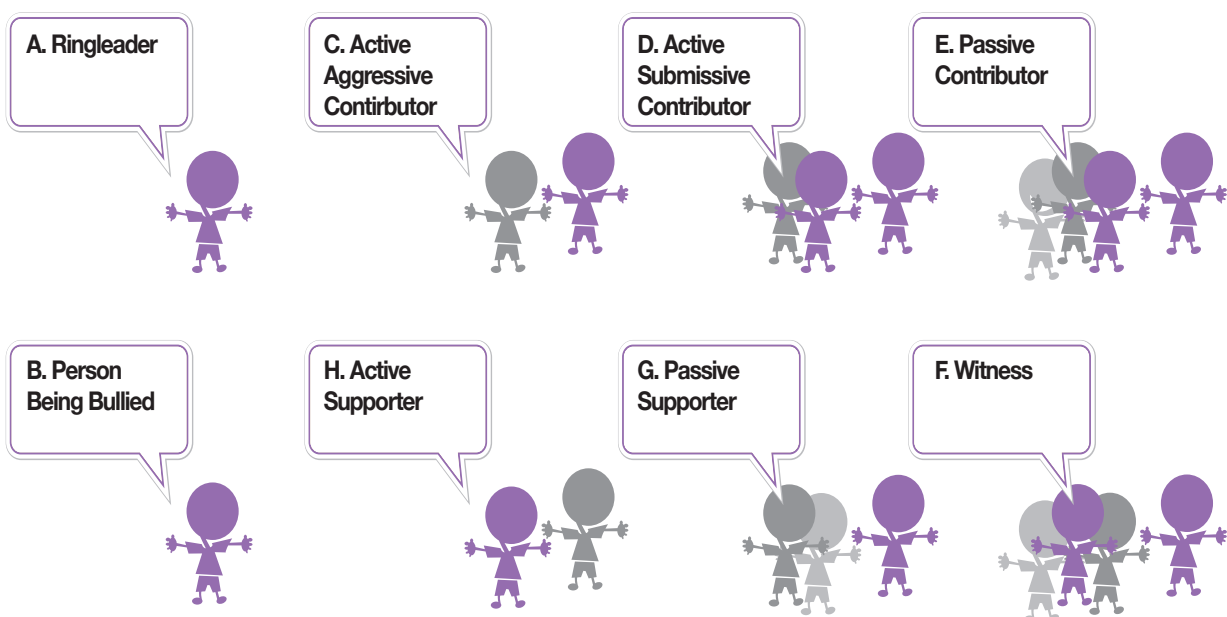
# Bullying and bystanders

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

Bystanders can be identified by the types of roles they play when they observe bullying:

<b>A</b>	<b>Ringleader</b>	One person is usually the instigator of the bullying situation.
<b>B</b>	<b>Person being bullied</b>	
<b>C</b>	<b>Active aggressive contributor</b>	Actively and willingly involved in the bullying—may even carry out acts of bullying for the ringleader.
<b>D</b>	<b>Active submissive contributor</b>	Actively involved in the bullying, however, may be motivated by fear of being hurt themselves or fear of being left out of their friendship group.
<b>E</b>	<b>Passive contributor</b>	Not actively involved in the bullying but still supporting the bullying by watching and doing nothing.
<b>F</b>	<b>Witness</b>	Knows the bullying is going on but is not directly involved.
<b>G</b>	<b>Passive supporter</b>	Dislikes the bullying but does not help the person being bullied.
<b>H</b>	<b>Active supporter</b>	Displays concern about the bullying and helps the person being bullied.

## Bullying situation cart





# Bullying and bystanders

Within each group there may be those who are afraid they may be bullied next and this may influence their social decision-making. As bystanders, peers can either reinforce bullying through their behaviour or do something to stop bullying.

The following are some examples of what bystanders can do if they observe or know another student is being bullied.

## How to help others being bullied (including cyberbullying):

1. Protect the person being bullied
2. Ask your group to take the person being bullied into your group
3. Get an adult to help
4. Tell the person to stop the bullying.

## How to help prevent bullying (including cyberbullying):

1. Don't join in the bullying
2. Include everyone who wants to be involved in activities and groups
3. Watch out for students who may be alone and help them to join in
4. Show your dislike of bullying
5. Mobilise other bystanders against bullying



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

## Thumbs up, thumbs down

Decide whether you agree or disagree with each statement. Show a “thumbs up” sign for agree and a “thumbs down” sign for disagree.

Record the results on this activity sheet.

	Statement	Number of responses	
		Agree	Disagree
1	Students who get picked on all the time, either face-to-face or online, usually deserve it. Bystanders shouldn't do anything.		
2	A student who bullies others likes to have an audience.		
3	Students should not ignore or remain silent if they witness bullying behaviours.		
4	Talking with other students about a bullying incident you witnessed can make the person bullying appear to be a bit of a hero.		
5	It is none of my business if I see a student I know being teased badly online, therefore I do not need to do anything about it.		
6	Being friendly to a student who is bullying others reinforces that you think his/her bullying behaviour is okay.		
7	Shielding a bullying situation from adult view is actively supporting bullying behaviour.		
8	Refusing to give information about a bullying situation when asked is supporting the person bullying.		
9	Empathising with the distress of the person being bullied is one way to help them.		
10	Laughing and smiling when another student is being bullied indicates that you support the person bullying.		



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

# Part of the problem or the solution

Read each situation and in pairs discuss the following:

- level of bystander involvement
- level of seriousness
- actions that could be taken to be part of the solution

Record your answers.

Situation 1	You receive a text message informing you that another student in your year level is going to be beaten up at lunchtime by a group of students who have been bullying the student all year.			
Response	You decide to run out at lunchtime to watch.			
Contributor	Witness	Helper		
Not involved	Part of the problem	Part of the solution		
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5

Situation 2	You overhear an older student on the bus threaten another student to make the student hand over his iPod.			
Response	You say nothing because you don't want to get involved.			
Contributor	Witness	Helper		
Not involved	Part of the problem	Part of the solution		
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5



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

## Part of the problem or the solution

<b>Situation 3</b>	You see a student being teased by some other students. They are always saying things about the person's hair and appearance and then laughing together about it.			
<b>Response</b>	You think the comments are funny and stop and laugh too.			
<b>Contributor</b>	<b>Witness</b>		<b>Helper</b>	
Not involved	Part of the problem		Part of the solution	
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5

<b>Situation 4</b>	Your friend is jealous of another student and starts a nasty and untrue rumour about her. Your friend asks you to tell everyone even though it is not true and very hurtful.			
<b>Response</b>	You are worried that you will lose your friendship so you spread the rumour to a few other people.			
<b>Contributor</b>	<b>Witness</b>		<b>Helper</b>	
Not involved	Part of the problem		Part of the solution	
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5



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



# Part of the problem or the solution

Please create two situation and response scenarios of your own in the spaces below.

Situation 5				
Response				
Contributor		Witness		Helper
Not involved		Part of the problem		Part of the solution
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5

Situation 6				
Response				
Contributor		Witness		Helper
Not involved		Part of the problem		Part of the solution
What could you do to be part of the solution?				
Not serious 1	A little serious 2	Serious 3	Very serious 4	Extremely serious 5





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

# Powerful people

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My group's question

---

Notes from my reference group discussions

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Summary of feedback from the reference groups



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

# Pressure gauge

Place the pressure situation cards on the pressure gauge to indicate the level of “pressure” each of these pressure situations would put on you.

Level of pressure		<b>10</b>	
		<b>9</b>	
		<b>8</b>	
		<b>7</b>	
		<b>6</b>	
	<b>Hard to ignore but I can still do my own thing</b>	<b>5</b>	
		<b>4</b>	
		<b>3</b>	
		<b>2</b>	
	<b>I can ignore this. I will do my own thing.</b>	<b>1</b>	



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



## Pressure situation cards

Your friend asks you to help graffiti a car belonging to a teacher at your school.

Your friend wants you to back them up when threatening to hit another student.

Your friend asks you to get another student's mobile phone number so that she can send a nasty message to her.

Your friends suggest setting up a blog to embarrass another student and text everyone at school to let them know the web address so they can all see it.

Your friend asks you to make sure that you don't include a particular student in your chat room group.

Your friend tells you not to speak to one of the students in your friendship group or face exclusion by the rest of the group.

Your friend asks you to stop hanging out with one of the people in your group.

Your friend wants you to pass on a nasty rumour about another student via a social networking site.

Your friend wants you to help him/her belt up another student.

Your friend wants you to help embarrass another student by saying things about their accent.

Your friend tells you not to let a certain student sit at the same table as the two of you.



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

# My connections

Use the spaces below to answer the following questions:

1. WHERE do you spend most of your time? (Write this in the first shape.)
2. WHO do you spend most of your time with in these places? (List these people in the second shape.)
3. HOW do you communicate with these people when you are not together? (Draw a line to connect the form of communication with the WHO or WHERE.)

Landline phone

Facebook

Email

Mobile phone calls

MSN

Online game

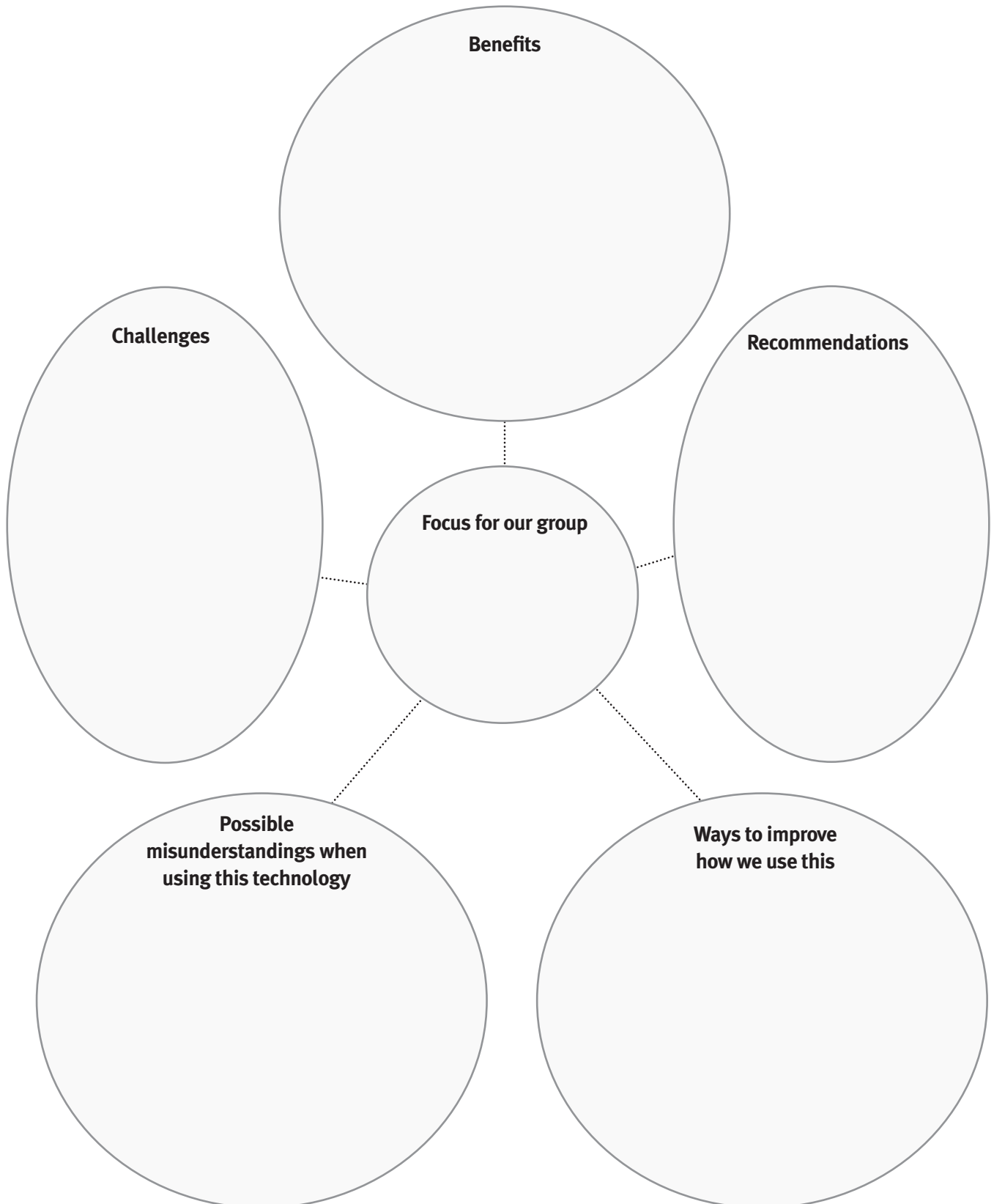
Other social network

Other \_\_\_\_\_



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

# Technology and communication





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

# Leaving a positive mark

**Group focus:**

**Group A suggestion**

**Group B suggestion**

**Group C suggestion**

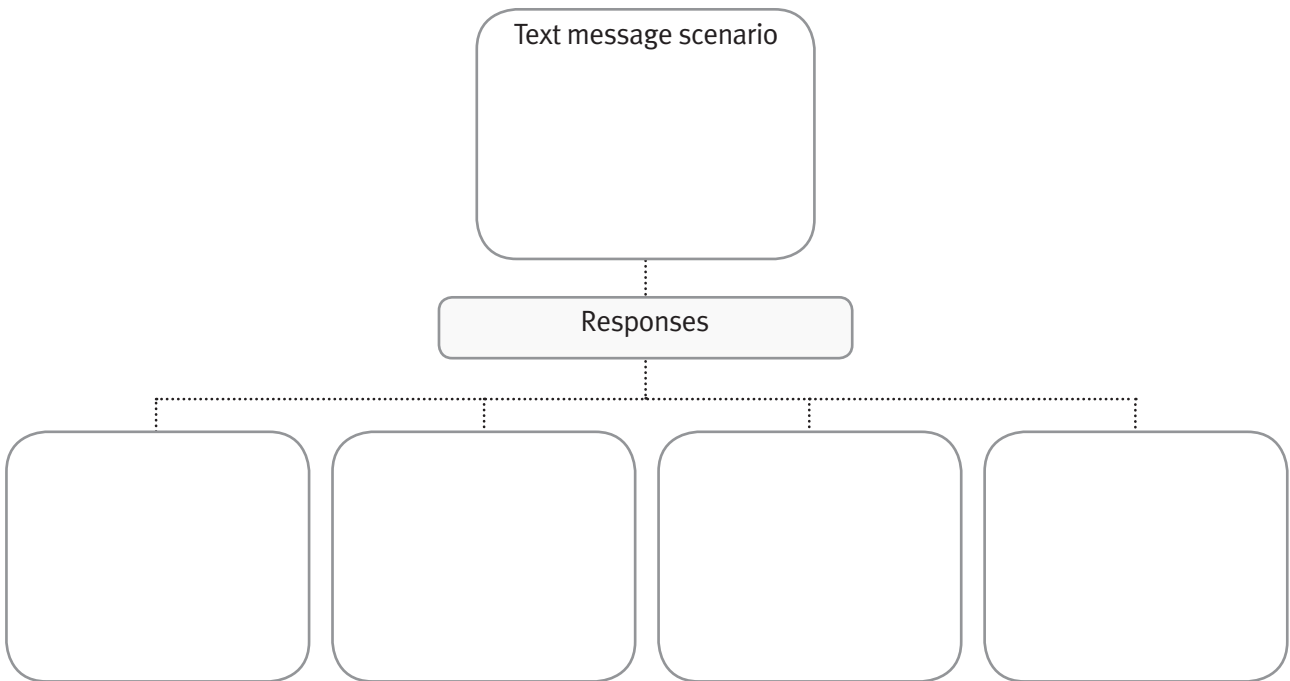
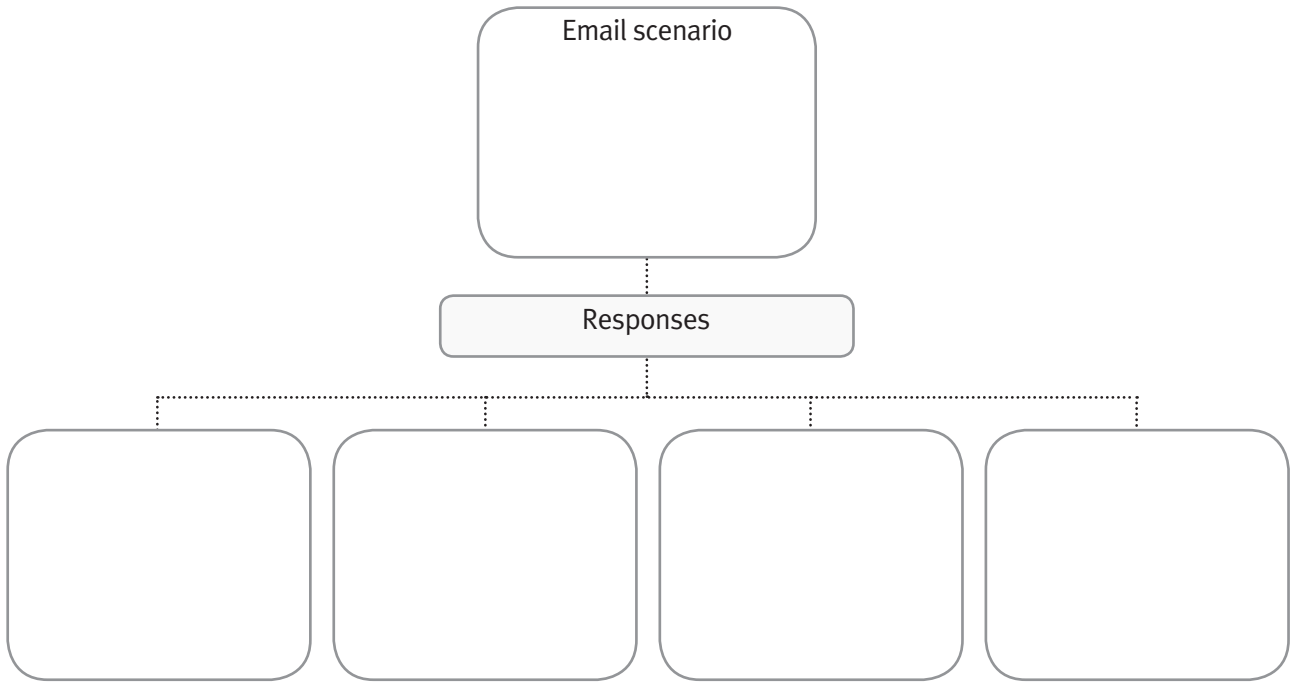
**Group D suggestion**

**Group E suggestion**



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

# Scenario and response planning





## Netiquette

- **Consideration is the key.** The use of capitals is like yelling at someone. Make your messages personal and resist the temptation to forward messages (especially without the consent of the original creator).
- **Keep your messages as short as possible** – we are all busy. Try to ensure your message cannot be taken out of context, sometimes abbreviations can have multiple meanings or your friends may not know what your abbreviation means and may be offended by this.
- **Confirm before you click:** Be aware of your tone. Your sender will not be able to see your facial expression, so it could be hard for them to know if you mean what you have written as a joke, or in anger, or simply a comment.
- **Check the recipient's number before you hit "send".**
- **Clarify the message:** If you are upset by a message you have received check if you have understood it correctly before jumping to conclusions.
- **Don't expect an immediate response:** Text and email messages may not be immediately received or read by the recipient. There is no strict rule on how promptly a person should respond to a text or instant message. Try not to get offended if they do not get back to you for a while.
- **Textual harassment:** Try not to overload the recipient with text messages. Consider how many times you would be comfortable calling the same person in a day. Think of each text conversation as a phone call and ask yourself whether you are imposing on the other person.



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

# My mobile

My mobile

- Brand –
- Type –
- Service provider –

Internet connection

- Open or limited –
- Budget for downloads, \$ allowed –
- Family agreement about usage –
- Last 5 sites I visited

My budget

- Plan or prepaid amount –
- Internet costs –
- Cost if I go over my limit –
- How I check my limit –

Call history

Last 10 call I made (how long they lasted) –  
Information stored about every phone call –

Text messages

The average number of text messages I send every month, week or day (find this information on your phone if you can) –  
The top ten people I text message –

Images

Number of images on my phone –  
Geotagging on or off –  
List of people whose image I have taken in my last 10 images –



# Geotagging

Geotagging means attaching (tagging) your geographic location to images (and other data) when you are using a device that has the ability to track your location. If you have a mobile phone with any form of navigation system on it, the chances are it has the ability to “geotag” data.

With a few clicks you can see a Google map of where, geographically, images have been taken.

