

Stage 2 – Unit 3

What is bullying?

The following units of work for Stage 2 provide suggested activities to facilitate students' understanding of diversity through an inquiry framework. They emphasise belonging, respect for and appreciation of difference and empathy for others. Students learn about and practice being a good friend and behaviours that protect both themselves and others from bullying.

Note: Teachers should consider and be sensitive to the needs of specific students when planning these activities.

The subject matter includes:

- that belonging is important and people belong to many different groups
- that diversity and difference enrich our society
- the value of diversity in our local community and school
- how to recognise bullying
- how to respond to bullying at school using school wide responses
- protective behaviours to keep ourselves and others safe from bullying.



Syllabus links

- Personal Development, Health and Physical Education
- Human Society and its Environment
- English



Outcomes

EN2-6B Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.

GE2-2 Describes the way people, places and environments interact.

IRS2.11 Describes how relationships with a range of people enhance wellbeing.

INS2.3 Makes positive contributions in group activities.

V1 Refers to a sense of their own worth and dignity.

V2 Respects the right of others to hold different values and attitudes from their own.

V3 Enjoys a sense of belonging.

EN1-2A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.

EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.

EN2-4A Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.

EN2-8B Identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.

EN2-11D Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.



Planned assessment

Assessment for learning

Establish current student understanding using strategies such as retrieval charts, word banks, mind maps and class discussions.

Assessment as learning

Collect, view and discuss data.

Discuss and interpret the impact of diversity for their class, school and community.

Describe and explain school wide anti-bullying strategies and protective behaviours.

Assessment of learning

Work collaboratively to create a visual presentation that communicates their feelings about the value of diversity. Create a campaign supporting school wide anti-bullying strategies.



Broad focus for an inquiry: Personal and social capabilities, ethics and ethical thinking

Generative questions

- What is bullying?
- Why do people bully?
- How do we respond to bullying?
- How can we prevent bullying?

Understandings, skills and values

- Recognising bullying behaviour.
- Why some people bully.
- How to respond to bullying.
- How to be an active bystander (upstander) and assist others who are being bullied.
- Know the whole school anti-bullying approach.

Tuning in

Questions about diversity

Students work in groups to brainstorm what they already know about bullying and create questions they would like to investigate. Display these ideas in the classroom and encourage students to add ideas as the unit progresses.

Finding out

What is bullying?

In groups students research one of the following topics and share their findings with the class:

- types of bullying
- why people bully
- ways to respond to bullying
- the impact of bullying
- how to prevent bullying.

Students could choose how to present their findings. This could present a short dramatic performance, a news report (written, multi-media, video) or poster.

This activity could conclude with students contributing to a class retrieval chart such as a K-W-L chart (what I know, what I want to know and what I learned).

Suggested resources:

- [Bullying. No Way!](#)

Sorting out

How to respond to bullying

In small groups, students prepare and present role plays about bullying scenarios. Discuss and identify the bystanders, the person experiencing bullying and the person displaying bullying behaviour.

Students can practice using the whole school responses to bullying behaviour.

Going further

Reflecting on learning

Students return to their previous groups and list what they have learned about bullying. Groups report back to the class. Investigate any further questions that arise.

Concluding and acting

Encouraging upstander behaviours

In groups, students create posters and displays to support positive whole school responses to bullying and to promote messages about being an [active bystander \(upstander\)](#).