Before you begin

<table>
<thead>
<tr>
<th>Time</th>
<th>75 minutes</th>
</tr>
</thead>
</table>
| Resources    | Student workbooks  
Whiteboard and pens or blackboard and chalk  
Overhead projector and overhead transparencies  
Butcher’s paper and textas |
| Things to do | Make photocopies and overhead transparencies as required. |
| Key points   | Harassment has occurred if someone feels mistreated even if the harasser meant no harm and was only joking. It is about how something was done rather than what was done.  
People accused of harassment often try to defend themselves by talking about how they think the victim should feel. They might say they were mucking around or just having fun and claim that the victim needs to lighten up or can’t take a joke.  
These opinions have little to do with whether a person has been harassed.  
Students are very likely to focus on provocation as a justification for assault so the question of what constitutes self-defence needs to be defined clearly, preferably by the police. |
| Links to SACSA | Learning Area: Society and environment  
Strands:  
Societies and cultures  
Social systems  
Outcomes: 3.3, 4.3, 3.5, 4.5, 3.7, 4.7  
Key Competencies: KC1, KC2, KC3, KC4, KC6  
Essential Learnings: Id In T C |
| Getting started | Harassment is a serious crime but it is often trivialised because its effects may not immediately be obvious. Harassment is cruel and damaging. Young people who are harassed at school may have great difficulty being assertive for years even after leaving school.  
Harassment continues when bystanders do nothing and victims are unable or unwilling to speak out or act out against it.  
One of the crimes that people fear most is assault. Media coverage of violent crimes makes many people feel that their neighbourhoods are dangerous, threatening places and heightens this fear.  
The purpose of this module is not to solve the social problems which give rise to violence, but to closely examine students’, responses to aggression and their justification for using violence as a means to solve their problems and to discuss other options available to resolve differences. |

This information is for the presenters. It is not to be read to the group.
Module content

Information for presenters

Ice breaker
This is an activity to engage students. It is suggested that you pick one that best suits the group.

Activity 1 – Ice breakers
‘Find your family’ or ‘Fruit bowl’ or ‘Fight for my attention’
See Handouts/Activities section at the end of this module.

Topic overview – Define the topic 5 mins

Harassment
When someone tries to make another person feel threatened or uncomfortable, it is called harassment. Harassment can be people calling someone names, making things up to cause trouble, taking things away from someone, damaging someone else’s belongings or stealing from them. It can involve ignoring someone by not talking, playing or working with them.

Racial harassment
Occurs when offensive, demeaning, humiliating or intimidating physical or verbal behaviour is directed at a person on the basis of their race, colour, or national or ethnic origin.

Racial vilification and racial hatred
These terms describe wider forms of racial harassment carried out or displayed in public.
Abuse can be verbal or written.
Examples:
- Writing racist graffiti.
- Making racist speeches or comments.
- Circulating, displaying or promoting racist material.
- Making offensive, racist comments in a publication.

Assault
Assault is spitting, squirting, threatening, hitting, pinching, biting, pushing, shoving and aggressive language.
Harassment and assault are crimes.
Bullies harass and assault.

Bullying
Bullying is behaviour that unreasonably interferes with the personal comfort, respect or dignity of others because of the actions of others, usually in positions of authority or power. Bullying occurs where a person inappropriately takes action to coerce, intimidate, oppress, persecute others physically or morally by threat or physical force. In the school yard it may be standover tactics and isolating individuals from the rest of the group.

Police notes
Self defence – life & property
If action in the circumstances is reasonable, proportionate to the threat.

Unlawful threat
When a person threatens to kill or endanger the life of someone and intends to make the person being threatened fearful.

Students need to understand that there are many types of harassment. Even if the people who are hassling another person do not have malicious intent, it is still harassment if the victim feels threatened or uncomfortable.

This topic focuses mainly on bullying. The presenter should explain that in the context of crime prevention, the crime that involves bullying is harassment and assault.
Activity 2 – Values check

See Handouts/Activities section at the end of this module.

Opening discussion – 10 mins

Go through these brainstorming questions. Pick the most appropriate questions for the group. (You may not have time to discuss all of them.)

<table>
<thead>
<tr>
<th>Initial questions</th>
<th>Possible responses</th>
</tr>
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</table>
| 1 What is bullying? | • Yelling at someone  
|                   | • Saying things which will upset someone else  
|                   | • Physical violence  
|                   | • Continually stealing from the same person  
|                   | • Exclusion |
| 2 Why do some people threaten others? | • To feel powerful  
| | • Boredom  
| | • To act tough |
| 3 What can you do if you see someone being victimised (bullied)? | • Tell them to stop  
| | • Tell an adult  
| | • Ignore it |
| 4 How do you know when a joke has gone too far? | • When someone gets hurt  
| | • When the victim gets really upset  
| | • When it gets too personal |
| 5 What conflict resolution strategies exist in your school? | • Discipline/welfare scheme  
| | • Supportive friends  
| | • Bullybox  
| | • Peer mediation  
| | • Restorative Practices |

Activity 3a – Taylor’s story and 3b – Rating activity

See Handouts/Activities section at the end of this module.

Activity 4 – Group activity

This activity is designed to make students think about the many ideas which can be associated with a single word.

It will also help them to learn about how other group members feel.

1 Say the word friends to the group.
2 Go around the group and ask each member to say something which they associate with that word.
3 Try to keep the momentum going – come back to a student who can’t think of anything.
4 Do the same exercise with the following words.
   Bullying  Conflict resolution  Teasing  Assault
Concept building

Discussion of activities so far undertaken together with further discussion of specific comments made during the Opening Discussion will help students to build their concepts of harassment, assault and bullying.

Harassment is usually subtle. Victims who are a bit quiet and seem unlikely to tell someone are often selected as victims. They are sometimes accused of inviting the harassment if they do complain.

As well as the misery and sense of isolation it causes, harassment is a contributing cause of absenteeism and refusal to attend school.

It is a common misconception that you can tell when someone has been upset by harassment and that the victim has the power to stop it. The people who harass others seem to have an endless supply of excuses to justify their behaviour.

We weren’t serious… She didn’t complain… He asked for it… They kept coming back for more… As if that’d worry you… It was only a little push…

These are typical attempts to justify harassment, assault and bullying. Harassment, assault or bullying are never acceptable.

Activity 5 – Two interesting ideas (group activity)

Show overhead or large photocopy of the following statements each on a separate sheet.

Ask for volunteers from the group to explain what they think each statement means and discuss.

1 Anger is only one letter away from danger.
2 From violence comes more violence.

See Handouts/Activities section at the end of this module.

Ethical inquiry – Go through these probing questions

- Is a brawl on a football field really any different from a street fight? Explain. Remember that our laws do not stop at the sideline.
- What do you see as the main reasons for conflict at this school?
- How do you and your friends respond to people who like to dress and behave differently from everyone else? Would they be welcomed in your group?
- How much do you think our behaviour is influenced by what we see on television and at the movies?
- What feelings do you think you would feel and dislike if you were being bullied or harassed?
- What would stop a victim of harassment from speaking out?
- What sorts of harassment do newcomers at your school face?
Harassment can be subtle or blatant. Victims of bullying may remain silent and unlikely to report what is happening to them.

This is a summing up session.
Go through this list and try to make sure that the students understand that these are the main things to remember.

This is the opportunity for presenters to revise the main points that have emerged. Students should understand that harassment, bullying and assault are crimes.

- Can you think of any ways that anti-violence could be promoted at this school?
- Which solutions to problems last longer – violent or non-violent ones? Explain.
- What is it about violence that makes people feel scared and uncertain?
- What can you do if you are feeling threatened?
- How would you describe a bully?
- How can we make a No-Zone for bullies in our school?
- How would you respond if someone accused you of being a bully?

**Activity 6 – Values walk continuum**
See Handouts/Activities section at the end of this module.

**Sum up key learnings – Discuss these points with the group**

- All members of the community are entitled to feel safe and secure. No-one has to tolerate harassment/bullying/assault. It can be stopped.
- Harassment is not a joke. It is never the victim's fault.
- The effects of name-calling, teasing and bullying can be very long-lasting. It is the only really strong memory some people have of school.
- If you are being harassed, tell someone. It won't stop unless you do. Your teacher needs to know what is going on so find a good time to talk to your teacher.
- Violence is never an effective way of settling differences.
- We all have a part to play in reducing the amount of violence.
- Look for imaginative and creative ways to resolve conflict.
- Assault is a serious crime which carries heavy penalties.
- If you have any information about an assault you can do something about it by ringing BankSA Crime Stoppers on 1800 333 000.
- People who are being bullied need friends. You might be able to help someone who is being victimised.
- Joking and teasing can go too far. Think about the way you act towards others.
- Bullies can frighten a person so much that they don't want to go to school.
- Bullies are not cool and should be stopped.
- There are consequences for bullying, assaulting or harassing another person.

**Activity 7 – Group work**
See Handouts/Activities section at the end of this module.
Enrichment activities

Discuss these activities with students. You may choose to photocopy and display their findings.

• What is an RO? (Restraint Order) (http://www.police.sa.gov.au)
  Have students research what a restraint order is and how to go about getting one.

• Make a resource pamphlet listing all of the relevant phone numbers, contact names, local agencies, websites, web pages that can provide information and advice on assaults, bullying and harassment to young people, eg Kids Help Line.

• In a group, do a role play to show strategies a student can use to deal with bullying and harassment. Show this at an assembly or in class.

• Design a poster/website/PowerPoint display reinforcing anti harassment/assault/bullying strategies. Have these presentations and posters displayed in the School Care office or locally.

Take action

Ask your students to do these activities.

• Ask your school SRC to set up with the adults at your school a Harassment Reporting Reference Group. This could include a teacher from JP, Primary and Middle School, the school chaplain, the school counsellor or deputy principal and an SSO who works with all of the students in the school.

• Contact an agency, for example, Safer Communities, Kids Help Line, Mission Australia and ask if a representative can come and speak to the class/school on bullying, assault and harassment.

• Keep a record book of all the positive choices and actions done by students over a period of time to resolve differences, to reduce the incidence of bullying, harassment and assaults.
Handouts/Activities

Activity 1 – Ice breakers

1 ‘Find your family’

Equipment: One slip of paper for every player.

Number of students involved and formation: Papers should be in groups of five, and each group represents a family, for example, the Smiths. The first Smith paper would be Mr Smith, the second Mrs Smith, the third Brother Smith, the fourth Sister Smith and the fifth Baby Smith. Each family should have a different last name but the same characters.

Description of activity: Each player is given one slip of paper and they must walk around trading papers with everyone else in the room. They should try to make as many exchanges as possible, and they should not be looking at which papers they are receiving. The leader then calls out Find your family. The players must find the other members in their family. When they have found them, they must sit in order from dad to baby in a line on the floor. The last family to sit down may be eliminated if you choose to do so. The leader may also give out specific instructions, for example Find your family without talking.

2 ‘Fruit bowl’

Equipment: Nil

Number of students involved and formation: You have a minimum of five players. One person sits in the middle of a circle.

Description of activity: Each person picks a fruit name (short ones work best, kiwi, pear, etc.). You then pick one person to start the game (excluding the middle player) she/he then calls their fruit name and someone else’s, the person in the middle then tries to tag the second person before they call out their name and someone else’s. For example if I was Kiwi and it was my turn I might say “Kiwi Grape” – the person who was Grape would need to say “Grape-----” before the middle person tagged that Grape person. You go like that until someone on the outside gets tagged by the middle person, then they switch places.

3 ‘Fight for my attention’

Equipment: Nil

Number of students involved and formation: Two at front of observing class.

Description of activity: Two people are challenged to come up to the front of the room and the audience then chooses a topic. The two people must talk about that topic for one minute in front of the crowd, but they are both talking about the topic at the same time! The audience must then vote on which person held their attention for longer.
## Activity 2 – Values check

**What do you think about the following statements?**

*Put a tick in the box against the one which matches your opinion.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you ignore people who are harassing you, they will stop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jokes about a person’s appearance are not serious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everyone should be able to take a joke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It can’t be harassment if you’re only joking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s only assault if someone gets physically hurt</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>You can always see when someone’s upset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Younger students should accept being bullied by older students</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>If you report that you know someone is being bullied to a teacher, then you are a dobber</td>
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</tbody>
</table>
Activity 3a – Taylor’s story

Below is a short story. After you have read it, there is a task to complete.

New student
Taylor has been at a new school for two weeks. When Taylor first arrived, a group of students kept bumping into Taylor in the canteen area. The teachers didn’t see or know about the incidents. Taylor decided to ignore them but it got worse. Taylor’s bag started to go missing. Now Taylor takes the bag everywhere but it’s a hassle because it weights a ton. Everyone in the class now laughs every time they see Taylor and call out names like ‘dag-bag’ and ‘hag-bag’. Things have got worse because the Science teacher made Taylor leave the bag outside and now Taylor thinks that the same students are deliberately misbehaving so they will be sent out of class so they can go through Taylor’s bag.

Should new students expect to be bullied/harassed/assaulted when they are new to a school?  
☐ Yes  ☐ No

If you saw someone getting a hard time at school would you try to stop it?  
☐ Yes  ☐ No

Can you remember such harassment occurring at school?  
☐ Yes  ☐ No

Why didn’t anyone stand up for Taylor?

______________________________

______________________________

______________________________

______________________________

Write down five strategies Taylor can use to help deal with the problem.

1

2

3

4

5
## Activity 3b – Rating activity

A person could be dealt with by the police for any of the following things. Tick the A box for events which you think are assaults. Tick the H box for the ones which you think are harassment and the B box for the ones which you think are bullying.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Someone writes graffiti about a person on a wall</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>There is a brawl on a football field because some players felt ripped off</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>An old lady is bashed at a bus-stop</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A student calls her friend an offensive name</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You push a smaller student out of a chair in the hall</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Two boys follow a girl home and hang around outside</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Someone keeps making a joke about a person's religion</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Some boys give their friend a wedgie in the playground</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A group of girls exclude another girl every playtime</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>A year 7 student asks a year 2 student for her lunch money every day</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>An older student continually kicks the ball away from a younger student’s game</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Some one continues to call someone an inappropriate name based on where they were born</td>
<td></td>
</tr>
</tbody>
</table>
Activity 5 – OHP

Photocopy or put on to an overhead transparency sheet.

ANGER

is only one letter away from

DANGER
Activity 5 - OHP

Photocopy or put on to an overhead transparency sheet.

FROM VIOLENCE comes MORE VIOLENCE
Activity 6 - Values walk continuum

Students are given a variety of statements and have to place themselves on the continuum according to their personal beliefs / values.

**Statement 1**
Teasing is different to bullying.

**Statement 2**
If someone does something to annoy you, the best way to react is by insulting them.

**Statement 3**
Bullies are respected by their friends.

**Statement 4**
It’s okay to bully new students because they have to fit in with the rest of the students at school.

**Statement 5**
It’s okay to make a joke about someone because they are different. After all, it’s only a joke.

Discuss students’ placement on the line. Note responses that may require follow up.
Encourage students to move themselves along the line if their views have changed as a result of discussion. Add any other statements you see relevant.
**Activity 7 – Group work**

Split the class into small groups. Give each group one of the following questions to answer. Have small groups write their answer on butcher’s paper and report back to the whole group with their solution/strategies to help solve the issue. Encourage the students to put the strategies in place over the course of the next week.

*Suggestion: Place questions on cards and laminate for future use.*

<table>
<thead>
<tr>
<th>How can victims be more assertive?</th>
<th>How can you stop a bully from bullying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can a bully make things right again with the victim?</td>
<td>What can you do if you think someone is being harassed?</td>
</tr>
<tr>
<td>What is the best way to sort out a difference that you may have with someone about something?</td>
<td>Who can help you if you are bullied, harassed or assaulted?</td>
</tr>
</tbody>
</table>