

FOCUS AREA 1

Resilience and Wellbeing



INTRODUCTION

This focus area provides the explicit teaching of personal and social capabilities that foster resilience and wellbeing among Year 6 students. The skills and attitudes to be explicitly taught are listed under four elements:

- Self-awareness
- Self-management
- Social awareness
- Social management.

Self-awareness

- Identify calming strategies and helpful thoughts that can help to cope with feeling worried and nervous.
- Recognise and label emotions.
- Identify the impacts of positive self-talk on self-worth.
- Reflect on own strengths and challenges.

Self-management

- Recognise the need to get a 'reality check' when feeling unhappy or worried.
- Practise using calming strategies and helpful thoughts when worried or nervous.
- Identify strategies to regulate own feelings and change a bad mood into a good mood.
- Accept that everyone experiences setbacks and problems.
- Set, achieve and monitor goals.
- Predict problems and solve problems using decision-making strategies.

Social awareness

- Read, predict and respond to others' feelings, perspectives and needs.
- Show empathy for the feelings of all involved in a cyber bullying situation.
- Read and respond to others' emotions and needs.
- Recognise and use community resources to seek help in cyber bullying situations.
- Respect social justice and diversity.

Social management

- Know how and when to seek help in a range of situations.
- Understand that it is normal for friendships and other relationships to change.
- Connect positively with individuals to solve disagreements.
- Respond appropriately in cyber bullying situations involving self and others.
- Address others' needs in cyber bullying situations.
- Know how and when to tell someone about cyber bullying.

It is important to explicitly address and name each of the skills and attitudes under these elements when working with students.

Ensure that students are given many opportunities to rehearse these resilience and wellbeing skills. Practising the skills in a safe and supportive environment also increases the chances of these skills being used in a student's everyday life.

Key understandings

- Everyone experiences problems and setbacks. They are a normal part of life and should not be personalised.
- Talking to other people to get a reality check can help when feeling worried or upset.
- There are a range of people we know and agencies we can access and talk to when worried or upset (eg Kids Helpline).
- There are a range of physical responses to the feeling of worry and nervousness.
- Positive feelings help us to learn how to be happy and satisfied with life, make us more open to new things and connect better with others.
- We need to think about what helps us have these positive feelings and work on increasing the feelings.
- Feelings of sadness let us know what we care for and what we have lost. These feelings tell us we need to grieve and find a way to move on, and replace a sense of loss in some way.
- Being active, connecting with people, setting new challenges, doing something for others, and expressing thankfulness, are all proven ways to enhance happiness and overcome sadness.
- Many friendships just 'fade away' but this doesn't mean either person has done something wrong or is not liked.
- Problem solving and negotiating is the best strategy to use when dealing with a disagreement.
- Apologising, being assertive, asking for support and agreeing to disagree are strategies that can also be used to deal with disagreements.
- It takes courage to sort out a disagreement.
- There are several steps that can be used when dealing with a disagreement including calming down before doing anything; planning how to solve the problem; focusing on the problem and not the person; listening to the other person's view without interrupting; recognising that there are always two sides to a disagreement; and looking at what you both agree on.
- Cyber bullying is the use of technology, particularly mobile phones and the internet, to deliberately upset another person.
- Cyber bullying has a much bigger audience than bullying. It has no closure and no escape from the person bullying, and other people involved may not realise the impact and contribution they make.
- There are ways to prevent and stop cyber bullying.

- There are appropriate ways of using communication technologies.
- Speaking out about cyber bullying by helping someone who is being bullied or asking for help takes courage and is the right thing to do.

Key skills to practise
























































- Talk to others to get a reality check to enhance wellness and develop resilience.
- Calm the body and use helpful thinking when worried or nervous.
- Develop a range of strategies to change bad moods into good moods using the ABCDE of happiness acronym.
- Use effective ways of dealing with disagreements in a range of situations.
- Protect self and others from cyber bullying.
- Speak out about cyber bullying to help self and others.
- Self-reflect on own wellbeing and resilience skills.
- Cooperate and work effectively with others.

General capabilities in the Australian Curriculum

The general capabilities of the Australian Curriculum comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

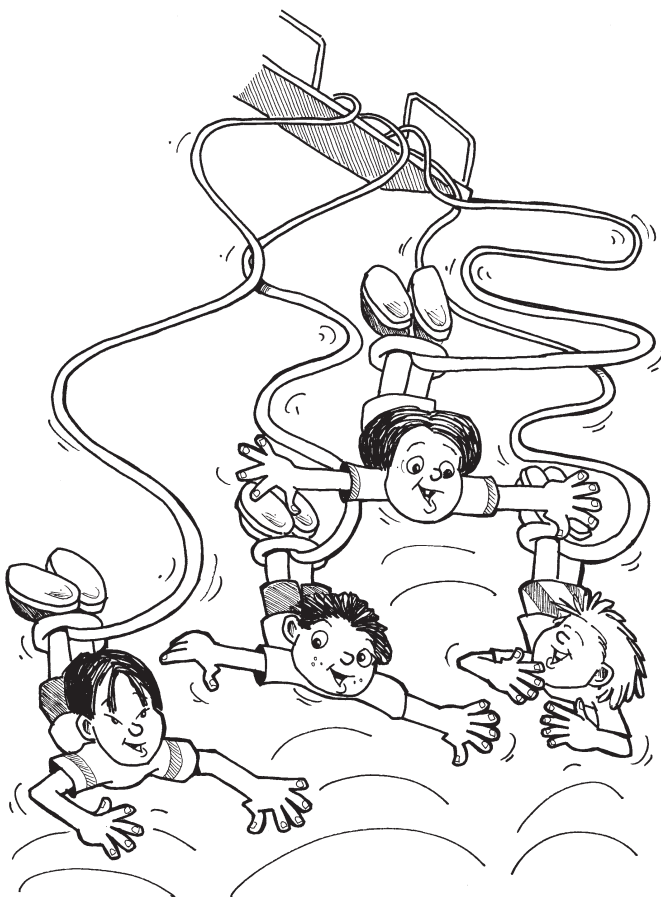
Addressing the Australian Curriculum General Capabilities through Challenges and Choices

Activity		page
TUNING IN		
1 Getting a reality check	     	31
2 Feeling nervous or worried	     	35
FINDING OUT		
3 Changing relationships	     	39
4 What is cyber bullying?	     	41
SORTING OUT		
5 Changing bad moods into good moods	     	44
6 Seven ways to deal with conflict	     	46
7 Cyber bullying – what you can do about it	     	49
REFLECTING		
8 Applying wellbeing and bounce back skills	     	52
Key  Literacy  Numeracy  Information and communication technology (ICT) capability  Critical and creative thinking  Ethical understanding  Personal and social capability  Intercultural understanding		

TEACHER NOTES

Some resilience definitions

- Resilience is the ability to 'bounce back from adversity' in order to lead a healthy and fulfilling life.
- Being resilient involves seeking new experiences and opportunities and taking safe risks.
- The happy knack of being able to bungy jump through the pitfalls of life¹.
- The capacity of people to navigate to the resources they need to overcome challenges, and their capacity to negotiate for these resources so that they are provided in ways that are meaningful².



Why teach resilience education?

The development of resilience is associated with the prevention of problem substance use, bullying, violence, mental health problems, early sexual activity, depression and suicide that put young people at risk of developing problematic behaviours. The skills and attitudes that develop resilience and wellbeing also promote academic success, better mental and physical health, and more socially responsible lifestyles.³

The role of schools and parents

- Apart from families, schools are the most important agents that provide access to protective processes and resources that promote student wellbeing and resilience.
- Schools can provide: a challenging curriculum; support for learning; and opportunities for meaningful participation. Schools can also teach students protective personal skills to help them bounce back from hardships and frustrations.
- It is important to involve parents in resilience education. A high level of family connectedness is one of the most important of all the protective environmental resources.⁴ Conversely, poor family management and family conflict, along with harsh or inconsistent discipline, are identified risk factors for substance use and other high risk behaviours.
- On a daily basis, schools deal with a range of social, emotional and behaviour problems that impact on student learning. School staff concerned about a student's health and wellbeing should inform school administration and access relevant child mental health services.

1 Fuller, Andrew, *Ten Hints for Creating Resilient Families* (Fact Sheet). Retrieved from www.andrewfuller.com.au/free/AndrewsTenResilienceHints.pdf

2 Ungar, Michael, Resilience Research Centre. Retrieved from resilienceproject.org

3 Carver, C.S & Scheier, M. 1999, *Optimism in Coping. The Psychology of What Works*, New York.

4 Bond, L. et al. 2000, *Improving the Lives of Young Victorians in our Community – a Survey of Risk and Protective Factors*, Centre for Adolescent Health, Melbourne.

Key components of protective environments and personal and social capabilities that foster resilience and wellbeing

Environments that promote resilience and wellbeing and academic success	Personal and social skills and attitudes for resilience and wellbeing	Activities that address the skills and attitudes
<p>School connectedness</p> <ul style="list-style-type: none"> • A sense of belonging • Meaningful participation and contribution • Opportunities for strengths to be acknowledged • Supportive, inclusive culture • Strong rules about bullying <p>Peer connectedness</p> <ul style="list-style-type: none"> • A sense of belonging • Peer support strategies • Pro-social peer groups • Cooperative learning strategies <p>Teacher connectedness</p> <ul style="list-style-type: none"> • Limited number of teachers • Teacher knowledge of students and availability • High expectations and academic support • Pro-social classroom culture • Clear, consistent boundaries <p>Positive family-school links</p> <ul style="list-style-type: none"> • Family involvement with school programs • Strong teacher-family relationships <p>Family connectedness</p> <ul style="list-style-type: none"> • Good communication and shared activities • Positive approach to solving problems • Individual responsibilities • Pro-social family values • Warm relationship with at least one parent <p>Community connectedness</p> <ul style="list-style-type: none"> • Awareness of and access to support services • Involvement in pro-social clubs or teams • Strong cultural identity and pride • Availability to one caring adult outside the family <p>Spirituality or religious involvement</p> <ul style="list-style-type: none"> • Participation in spiritual communities 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Skills for recognising and labelling own emotions • Feeling competent in several areas of one's life • Awareness of factors that influence successes and mistakes • Awareness of the link between thoughts, emotions, behaviour and learning • Realistic and positive self-knowledge of strengths and challenges • Skills of reflective practice <p>Self-management</p> <ul style="list-style-type: none"> • Appropriate expression of emotions • Self-discipline to control impulses and persevere to overcome challenges • Responsibility for own behaviour • Organisational skills • Skills for setting, planning and achieving realistic goals • Having a sense of purpose and future • Problem predicting and solving skills • Age-appropriate levels of independence and initiative • Creativity and adaptability • Confidence to be courageous • Optimistic thinking • Normalising setbacks rather than personalising • Using humour in a helpful way • Evidence based thinking <p>Social awareness</p> <ul style="list-style-type: none"> • Skills for reading, predicting and responding empathically to others' emotions, perspectives and needs • Appreciating diverse perspectives • A pro-social value system that respects inclusivity, equality and social justice • Recognising and using family, school and community resources • Having a belief that relationships matter <p>Social management</p> <ul style="list-style-type: none"> • Cooperating and communicating effectively with others • Working collaboratively to get along with peers • Decision-making skills • Help-seeking skills and preparedness to self-disclose • Conflict resolution and negotiation skills • Friendship skills • Resisting inappropriate social pressure 	<p>Activity 1, 2, 3, 8</p> <p>Activity 1, 2, 3, 7, 8</p> <p>Activity 3, 6, 8</p> <p>Activity 1, 4, 5, 6, 8</p>

Adapted from Bounceback! – A Well-being and Resilience Program, H McGrath and T Noble, 2011.

ACTIVITY 1

Getting a reality check

Preparation

- ▶ *Boy Overboard*, (Morris Gleitzman, 2003, Puffin Books, Penguin Australia, Camberwell)
- ▶ Internet access
- ▶ **Activity sheet** *Kids Helpline* – photocopy one per student
- ▶ Clear document folders and stickers, markers, coloured paper, cardboard
- ▶ **Family information sheet** *Resilient kids* – photocopy one per student

- Read the story *Boy Overboard* by Morris Gleitzman. Discuss how Jamal and Bibi overcame adversity and how the support of their family helped them become more resilient.

Explain that:

- ⊙ everyone has bad times and these times don't last forever
- ⊙ everyone has bad things happen to them that they can't change
- ⊙ everyone makes mistakes
- ⊙ everyone feels rejected, lonely or sad at some stage in their life.

Suggest that talking to others when students are having a bad time, are worried or unhappy will help them put things in perspective and bounce back. Stress that talking to someone about our problems can sometimes take courage and is a sign of strength not weakness.

- Conduct a **circle talk** (refer to page 202) using the following statements. Stress that more than one person may be appropriate to talk to in some of the situations.

Statements

- ⊙ If I was disappointed that I didn't get picked for a sporting side/school play, I could talk to... and in this situation I would say...
- ⊙ If I had had a fight with my best friend and was feeling miserable, I could talk to... and in this situation I would say...
- ⊙ If I was upset about my best friend moving to another school, I could talk to... and in this situation I would say...
- ⊙ If I was disappointed with the mark I received on a project that I had put a lot of work into, I could talk to... and in this situation I would say...

- ⊙ If my parents told me they were going to separate and live in different houses and I felt upset, I could talk to... and in this situation I would say...
- ⊙ If I was nervous about speaking at a school assembly, I could talk to... and in this situation I would say...
- ⊙ If I was worried about a friend who seemed really sad about her family dog dying, I could talk to... and in this situation I would say...

After completing the circle talk use the following questions to process the activity.

Ask

Did you choose the same person in each situation? Why do we choose different people to help us sort out different problems?

How can other people help if you talk to them? (They can give you a 'reality check' because they can look at the problem differently and give you their view on your problem. They may also give you some new information and ideas, and show you they care about you.)

What might happen if you don't ask for help or talk to a trusted friend or adult when you have a problem or are upset? (You may: over-react; become depressed; have a lack of hope about dealing with the problem and give up; feel sorry for yourself.)

Why does it help to practise what you might say in each of these situations? (Asking for help can sometimes require courage. It is useful to practise asking for help so students are more likely to deal with the problem if it happens in real life.)

What is a reality check? (It's making sure you have your facts right and haven't made a mistake; it's getting a second opinion on your thinking; it's looking for evidence to confirm or contradict your thinking; it's getting more facts so you can understand the problem.)

- Explain that during this focus area the class will be looking at some clever skills that will help them develop a sense of wellbeing to:
 - ⊙ stay happy and positive
 - ⊙ have good relationships with friends and family
 - ⊙ bounce back when they have setbacks and problems.

Students access the *Kids Helpline* website at <http://www.kidshelp.com.au/>. Discuss how Kids Helpline can help young people to really sort out what is going on in their life and how to work through a problem or setback.

Introduce the skill of 'getting a reality check' which can be used when setbacks, unpleasant feelings and bad times are experienced. Explain that using a reality check can also help students calm down, solve problems and bounce back. Read the different types of reality checks listed on *Kids helpline*. Have students give an example to a partner of a situation where using a reality check would be useful.

- Distribute the clear document folders and stickers, markers and paper. Explain that students are to make a *My wellness and bounce back pack* by decorating the plastic folder.

Explain that this pack symbolises an invisible backpack that holds all the skills that they can use in real life to help cope with problems, stay happy and positive, and bounce back when they are feeling down. Point out students will be learning about and practising these skills during this focus area.

Ask students to create a symbolic representation of the 'getting a reality check' skill and add this to their pack. Examples could include a hand print, a life buoy ring, a paper chain or a huge pair of lips with the names of five people in their support network clearly marked.

- Send home a copy of *Resilient kids* with each student to share with their family. Leave extra copies in the school foyer, library and pick up areas for parents to access.

Kids Helpline

Why talk to others?

Talking to others and getting a 'reality check' can help us calm down, solve problems and bounce back when we experience problems and setbacks.

What is a reality check?

A reality check is when you:

- Make sure you have your facts right and haven't made a mistake.
- Get a second opinion on your thinking. Are you mind reading? Are you exaggerating the problem?
- Look for evidence to confirm or contradict your thinking.
- Get more facts so you can understand the problem.

Who can you talk to?

A friend, teacher, coach, grandparent, brother or sister, aunty or uncle may all be useful people to talk to when you need a reality check. There is also a service called the Kids Help Line that you can use.



What is the Kids Helpline?

It is a free 24-hour counselling service for Australian kids and young people aged 5–25 years. You can get help over the phone, by email or on the web. Calling is the quickest way to talk to a Kids Helpline counsellor, so if you need help or want to chat phone **1800 55 1800**.

What happens when you call?

You will hear a recorded message which tells you about how Kids Helpline works. After listening to, or reading this message, you will be connected

to a Kids Helpline counsellor. The counsellor you speak with will tell you his or her name, so if you call Kids Helpline again, you can ask to speak to the same person. The counsellor will ask you what you would like to talk about and ask you some questions to help understand what's going on in your life. You don't have to say your name, and your counsellor won't tell anyone what you talk about.

Who will you be talking to?

You will always talk directly with a counsellor when you call or email Kids Helpline or when you use their web counselling. A counsellor listens and helps people with their problems.

When you call, you can ask to speak with either a male or female counsellor.

What can you talk about?

You can talk to the Kids Helpline counsellors about anything. Maybe something has happened at home or school and you're not quite sure what to do about it. You might be feeling sad or lonely, or might be being bullied at school and don't know what to do.

The website

Look at the Kids Helpline website <https://kidshelpline.com.au>. Click on the *Kids* link and *Get help* and *More info you might like to know*.

- What other info here might be useful for someone who was thinking of getting help through Kids Helpline? Why?
- Why might it be difficult for some kids to use the Kids Helpline?
- How could talking to a Kids Helpline counsellor help someone who was upset or had a problem?
- Read some of the stories under the Information link. How could reading some of these stories with a friend, who you think may need to talk to someone about their problem, be a good way to introduce your friend to this support and give them hope?



Resilient kids

It's important for your child to learn the personal and social skills that will help them to become more resilient and cope with problems and difficult situations that may come their way.



Let your child make mistakes

By having to overcome normal challenges for their age and understanding that no one is perfect, your child will learn how to bounce back and be more resourceful.

By over-protecting your child and doing things for them, you deny your child important opportunities for developing resilience.

Don't fight your child's battles

Sorting out conflicts with friends and peers are important skills for healthy social relationships.

Encourage your child to talk about things that are bothering them

Learning to seek help when a problem can't be solved is an important lifelong skill.

Let your child know that unhappy or difficult times are a normal part of life and don't usually last for long.

Encourage your child to re-phrase unhelpful comments

Teach your child to turn words such as – *I'm stupid* or *She hates me* into more helpful and optimistic comments – *I made a mistake, everyone makes mistakes* or *She doesn't hate me she just feels like playing with someone else today.*

Taking responsibility

Encourage your child to take responsibility for the things they have or haven't done that may have contributed to an unhappy situation or setback.

Help your child to understand the role that 'bad luck' and the role that others may have played when they are faced with an unhappy situation or setback.

Be a positive role model for your child

- Talk your problems through with others and look for different solutions.
- Use optimistic thinking and say things out loud, such as – *Things will get better soon.*
- Talk about how you may have managed strong emotions in a calm way.
- Talk about your goals and how you hope to achieve them.
- Show appreciation to others for their friendship.

Thank you for playing a vital role in your child's resilience and wellbeing education.

ACTIVITY 2

Feeling nervous or worried

Preparation

- ▶ **Activity sheet** *Scary for you, not for me* – photocopy one for each student
- ▶ Seven empty tissue boxes or files
- ▶ Scissors – class set
- ▶ A4 paper – one piece per group
- ▶ Internet access
- ▶ Bird seed and cornflour (equal parts) – class set
- ▶ Small plastic lunch bag – one per student
- ▶ Balloons – two per student
- ▶ **Family information sheet** *Creating resilient kids together* – photocopy one per student
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student

- Number the tissue boxes one to seven and place these in front of the class. Distribute copies of the *Scary for you, not for me* activity sheet.

Allow time for students to answer the questions and place their paper strips in the corresponding numbered box. Tally the results for each box then use the following questions.

Ask

What do the results of the survey tell us?

What happens if you let nervousness overcome you? (eg you find it hard to think clearly; you give up easily; you feel disappointed in yourself for not having a go)
What can you do to overcome nervousness? (eg develop skills to calm your body or make you feel more confident, and use helpful thinking)

Is feeling a little nervous or worried a good thing? (Yes. Research tells us that feeling a little worried or nervous before we perform or do something challenging can keep us motivated and also makes us try harder.)

- In small groups have students draw an outline of a body and list the physical responses when feeling worried and nervous (eg tightness in the chest; shallow breathing; dizzy and light headed; dry mouth; sweating palms; going pale; sweating; heart racing; shaking; tingling in the fingers). Discuss these as a class.
- Use an example of something someone in the class is nervous about to show students how to complete the table on *Scary for you, not for me*.

Some ways to calm down:

- ⊙ Do some exercise or a physical activity.
- ⊙ Breathe slowly and deeply.
- ⊙ Listen to music.
- ⊙ Play with a pet.
- ⊙ Practise small parts of the skill that is making you nervous.
- ⊙ Talk to someone you trust about your nervous feelings and get a 'reality check'.

Some helpful thoughts:

- ⊙ Remind yourself that everyone feels nervous at some time.
- ⊙ Remind yourself of your strengths.
- ⊙ Remind yourself of previous times when you have overcome nervousness.
- ⊙ Remind yourself that you won't feel this way forever.

Listen to the ideas generated by the class, adding the above examples if not identified by students.


- Have students search for guided relaxation scripts on the internet then in small groups, create their own script to a piece of music of their choice. Groups can conduct the relaxation exercises with the class. Survey the class to determine which exercise relaxed the students the most and discuss why.
- To make a stress ball, place equal amounts of bird seed and cornflour into a small plastic lunch bag. Place the lunch bag inside a balloon and tie a tight knot in the end of the balloon. Place another balloon over the stress ball and tie a tight knot in the end of the balloon. Encourage students to store the stress ball in their *My wellness and bounce back pack* and use the stress ball when they are feeling worried or nervous.
- Send home a copy of *Creating resilient kids together* and *Resilience skills to practise* with each student to share with their family. Leave extra copies in the school foyer, library and pick up areas for parents to access.


Have a 'relaxation' corner equipped with stress balls or music that students can use when they are feeling worried or nervous.


Scary for you, not for me


Something that might be scary for you may not be scary for someone else. Read each sentence and draw a line under the situation that **would** make you feel scared or nervous.





1. Talking in front of the whole school or going on a roller coaster. 


2. Giving blood for the first time or skateboarding down a steep hill. 

3. Standing up to someone who is bullying you or standing up for a friend who is being bullied. 

4. Touching a spider with your hands or going for a sleepover to a new friend's house for the first time. 

5. Sitting an important test or telling someone you have done something wrong. 

6. Going up to the office to see the Principal or walking past a big dog behind a low fence. 

7. Having to complete a project in only one night or asking someone to dance at a party. 

	What could you do to calm down your body?	What could you say to yourself (helpful thinking) so you could think more clearly?
If you had to talk in front of the school at assembly and were nervous...		
If you had a test tomorrow and were nervous...		
If you had to stand up for a friend who was being bullied and were nervous...		



Creating resilient kids together

Resilience is the ability to 'bounce back' from problems and setbacks. It's important for your child to learn the personal and social skills that will help them to become more resilient and cope with problems and difficult situations that may come their way.



What are the skills that develop resilience and wellbeing?

We have been learning and practising some of these personal and social skills in class. Help your child to practise these skills at home.

Self-awareness skills

Be able to identify their strengths and challenges.

Be able to know what might influence their successes and mistakes.

Be able to see that the way they think about mistakes and negative situations can affect how they feel and behave.

Be able to self-reflect on their behaviour and decisions.

Be able to accept that setbacks and problems are a normal part of everyday life, and know that these situations often don't last and will improve with time and effort.

Self-management skills

Be able to manage strong feelings such as fear and anger, and turn these feelings into better ones.

Manage impulses that may present a risk to their safety and wellbeing.

Be able to make plans.

Be organised, self-disciplined and courageous to achieve their goals.

Be able to predict problems and solve problems.

Have an age-appropriate level of independence.

Be able to focus on the positive things in negative situations.

Use thinking that is grounded in fact and reality.

Find something funny in a setback or problem to help keep things in perspective.

Social awareness skills

Be able to read, predict and respond empathically to others' feelings and needs.

Appreciate others' points of view.

Not exclude others because of their differences.

Know where to go to ask for help at home, at school and in the community.

Believe that relationships matter.

Social management skills

Have the skills to make and keep friends.

Be able to sort out conflict and cooperate with friends and peers.

Be able to make decisions based on safety and respect for self and others.

Be able to ask for help when required.

Thank you for playing a vital role in your child's resilience and wellbeing education.



Resilience skills to practise

Recognising and controlling feelings, having a positive outlook, dealing with disagreements and knowing what to do if cyber bullied, are skills that will help your child to become more resilient.

Talk about each skill with your child and find opportunities to help them practise each one.

Getting a reality check when you feel unhappy or worried

Talk to someone else to:

- Make sure you have your facts right and haven't made a mistake.
- Get more facts so you can understand the problem.
- Get a second opinion on your thinking. Are you mind reading? Are you exaggerating the problem?
- Look for evidence to confirm or contradict your thinking.



Turn gloomy to glad – ABCDE of happiness

- **Active** – physical activity can help you feel good. Play a game, walk, run, dance.
- **Belong** – make sure you connect with people around you – classmates, team mates, family, friends, your teacher.
- **Commit** – try to commit to doing something new or set a challenge. Learn a new game, read a new book, make a new friend.
- **Do something for someone else** – it makes you feel good.
- **Express thankfulness** – take time to notice and appreciate things – the food you eat, the people who are kind to you.

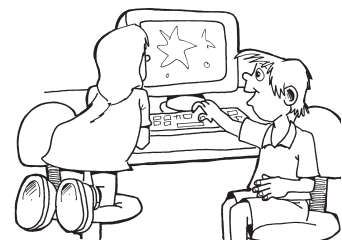


Good ways to deal with disagreements

- **Ignore or walk away** but only if the disagreement is unimportant. If it is important, then you need to stand up for yourself and deal with the problem.
- **Agreeing to disagree** can be helpful if you don't need to make important decisions. Sometimes you just have different ideas about something and both people can be right.
- **Asking someone else to help** you sort things out is sometimes necessary. Do this only as a last resort. Try to deal with a disagreement by yourself first.
- **Being assertive** means speaking up about what you think isn't fair or correct without being angry or nasty. Start what you say with the words 'I feel' or 'I think'.
- **Apologise** if you have been unfair or done something wrong to someone, even if only some of the disagreement was your fault.
- **Problem-solving and negotiating** is the best way to deal with a disagreement. Negotiating means that you try to work out a solution that is fair to both of you and is one that you can both live with. You should both feel that you have achieved some of what you wanted.

Protecting yourself from cyber bullying

- Tell your Mum or Dad if you see something online or on your phone that upsets you or makes you feel unhappy. You can also talk to a trusted adult like a teacher.
- **Hide your password.** Only ever share it with your parents – never with your friends.
- **Intruders are not welcome.** Block the person who is bullying. Most social network sites and phone companies allow you to report and block bad behaviour as soon as it occurs.
- **Name calling or being mean on the phone or the internet is not cool.** Respect yourself and others.
- **Keep your personal information safe.** Never give your real name, address or phone number to anyone you don't know in the real world. Use a nickname in chat rooms or when you play online games.



Thank you for playing a vital role in your child's resilience and wellbeing education.

ACTIVITY 3

Changing relationships

Preparation

- ▶ Music and player
- ▶ Internet access
- ▶ **Activity sheet** *Changing relationships* – photocopy one per student
- ▶ Die – one per group

- Explain the **music-think-pair-share** strategy (refer to page 209). Have students stand on their own before playing the music and then ask one of the following questions.

Questions

- ⦿ Is there such a thing as 'the perfect friend'?
- ⦿ Do friends always agree on everything?
- ⦿ Does a good friend accept that you have the right to say 'no' to something you don't want to do?
- ⦿ How do we show loyalty to a friend?
- ⦿ Why do friendships sometimes break up?
- ⦿ How can a person cope if someone tells them they don't want to be their friend anymore?
- ⦿ Can a friendship be saved if one person feels used?
- ⦿ Can a friendship be saved if one person feels like their ideas are never heard?
- ⦿ Can a friendship be saved if one person keeps hurting the other person's feelings?
- ⦿ Can a friendship be saved if one person tries to persuade the other person to do something they don't want to do, like bullying or stealing?

Repeat this process for the remaining questions. It can also be useful to ask each question several times to give students the opportunity to hear a range of opinions and ideas.

Summarise by explaining that most people have times in their lives when they are without close friends. Many friendships just 'fade away' and this doesn't mean that something was wrong or that the person was not likeable. Friends develop new interests, make new friends or just don't get to spend as much time with each other which can cause friendships to change.

- Students form groups of six and use the **toss a die** strategy (refer to page 210) to discuss what they could say or do in the situations provided on the *Changing relationships* sheet. Students can re-roll the die if the same number is rolled or give an alternative viewpoint to the same situation.

Have students write down one idea for each statement on the *Changing relationships* sheet and place this in their *My wellness and bounce back pack*.

- Students research quotes and song lyrics on the internet to illustrate the changing nature of friendships and illustrate with a relevant photo or illustration using PowerPoint. Collate the quotes and illustrations into a class presentation to show in the school library.

Search the internet for music that promotes relationships such as *You've got a friend in me* from *Toy Story* or *Count on me* by Bruno Mars.

Changing relationships

What would you do or say in this situation?

- ① Your friend's parents split up.

- ② Your friend forgets your birthday.

- ③ Your friend calls another boy in your class a loser and always gives him a hard time even though he doesn't seem to be doing anything wrong.

- ④ Two of your friends are arguing about something and they both want you to take their side.

- ⑤ You want to ask a new friend over for a sleepover but you are not sure if they really like you enough.

- ⑥ Your friend tells you that the new kid is not cool enough to be in your group and that you should ignore them.



What would you do or say in this situation?

- 1 Your friend tells you they are moving to another school and that you won't be able to be friends any more.

- 2 You find out your friend has told a lie about your sister to someone else.

- 3 Your friend ignores you for several days and when you ask what's wrong they say there is nothing wrong.

- 4 Your parents tell you that you shouldn't be friends with someone because they think they are a bad influence on you.

- 5 Your friend always decides what you will do on the weekends and you are sick of them being so bossy.

- 6 Your friend always seems to make excuses for not being able to come to your place after school or on the weekends.

ACTIVITY 4

What is cyber bullying?

Preparation

- ▶ **Activity sheet** *Cyber bullying* – photocopy one per group
- ▶ A3 paper – one per group
- ▶ **Activity sheet** *THINK and protect yourself from cyber bullying* – photocopy one per student

- Introduce the topic of cyber bullying using the following questions. Remind the class of the 'no name' rule before starting this discussion.

Ask

Who uses the internet at home?

What is your favourite online activity?

Who uses the internet for chatting?

What sites do you use to chat with people online?

Who has a mobile phone with a camera?

What is bullying? (Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally.)

What is cyber bullying? (Cyber bullying can be defined as the use of technology such as mobile phones and the internet to deliberately upset another person.)

What does cyber bullying look like? (Cyber bullying can include a wide range of unacceptable behaviours including harassment, threats and insults. As with face-to-face bullying, cyber bullying is designed to cause distress and harm.)

What are the differences between cyber bullying and other types of bullying? (Cyber bullying has the possibility of reaching a much bigger audience, no closure, and no escape from the person bullying. The other people involved may not realise the impact and contribution they make. Cyber bullying can occur any time of the day or night and intrudes into spaces that were previously thought of as safe. The person bullying can remain anonymous and this can cause the person who is being bullied to distrust many people. Electronic content is hard to control, and the worry of content resurfacing can make it difficult for those who are bullied to move on. Also, a single incident can comprise of multiple attacks, where one image is viewed numerous times.)

Why do you think people bully others? (eg they don't understand the harm they are doing; they are reproducing behaviour that has been carried out on them; to be popular with other people)

How do you think you would feel if you were being cyber bullied?

What is a bystander? (A bystander is someone who is present at an event without participating in it. For example, somebody who sees another person send a bullying text message to someone else.)

What do you think 'being an accessory to a person who is bullying' means? (eg a person who joins in the bullying behaviour either willingly or unwittingly. For example, someone who forwards an email about a classmate, received from a friend at school.)

- Give each group an A3 sheet of paper and a copy of *Cyber bullying*. Have students fold the paper into quarters and label the quadrants – *Bullying*, *Cyber bullying*, *Not Bullying* and *Undecided* respectively. Explain students are to sort the items listed on the *Cyber bullying* sheet into the category which best describes the behaviour. Discuss as a whole class then ask the following questions.

Ask

What sort of information do people need to think very carefully about before putting it online, sending it to others, or letting others know? (Any information that gives away a person's location, email address, online profiles, full names, passwords and family and friends' personal information. Photos can provide important personal information and should not be posted online without careful thought. Once something has been put online the owner loses control of it and it could stay online forever.)

What can you do to try to protect yourself from being a target of cyber bullying? (Refer to the *THINK and protect yourself from cyber bullying* sheet.)

- Have students complete the *THINK and protect yourself from cyber bullying* sheet and share their responses with a partner.

Refer a student to the school's pastoral care system and alert a parent/guardian if the student has been seriously upset or disturbed by anything seen or said through online social networks or mobile phone messages. Recommend the student uses the Kids Helpline – 1800 55 1800.

Cyber bullying

Bullying is behaviour by an individual or group that is repeated over time and intentionally hurts another individual or group, either physically or emotionally.

Cyber bullying is the use of technology, particularly mobile phones and the internet, to deliberately upset someone else.

Read the scenarios and decide if the behaviour is: *Bullying? Cyber bullying? Not bullying? Undecided?*



You send a funny text message to a friend. He doesn't find it funny.	You have had your morning recess snack stolen every day for the last few weeks.
At lunch time you always encourage your friends to sit as far away as possible from the new girl.	It is a casual dress day at your school. You and your friends tease another student about what they are wearing.
You save a photo of your friend on your mobile phone without her permission. She asks you to delete it but you don't.	You use your phone to take a funny photo of your friend. You don't find it offensive, so you forward it to everyone in your address book.
You take a personal diary out of another student's bag and show it to three of your friends. You regret your actions and put it back as soon as possible.	Your best friend goes to another school. She sends you a nasty email about a student at that school. You forward the email to all your mates.
You catch the bus to school every day. One of your friends always snatches your bag and throws it down the aisle.	A friend tells you a secret but doesn't specifically ask you not to tell anyone. You send the information to your cousin. Your friend finds out and is really upset.



THINK and protect yourself and others from cyber bullying



Tell your Mum or Dad if you see something online or on your phone that upsets you or makes you feel unhappy. You can also talk to a trusted adult like a teacher.

Why is this a good idea? _____

Hide your password. Only ever share it with your parents – never with your friends.

Why is this a good idea? _____

Intruders are not welcome. Block the person who is bullying. Most social network sites and phone companies allow you to report and block bad behaviour as soon as it occurs.

Why is this a good idea? _____

Name calling or being mean on the phone or the internet is not cool. Respect yourself and others.

Why is this a good idea? _____

Keeep your special personal information safe. Never give your real name, address or phone number to anyone you don't know in the real world. Use a nickname in chat rooms or when you play online games.

Why is this a good idea? _____

ACTIVITY 5



Changing bad moods into good moods

Preparation

- ▶ **Activity sheet** *ABCDE of happiness* – photocopy one per student

- Conduct a **think-pair-share** (refer to page 209). Ask students to tell their partner one positive thing about today, one positive thing they are looking forward to doing, and one positive memory from the past. Hear feedback from the class.

Explain that positive feelings such as happiness, enthusiasm and excitement help us to learn how to be happy and satisfied with life. Positive feelings also make us more open to new things and connect better with others. We need to think about what helps us feel these positive feelings and work on increasing them.

Ask

When has having a laugh with someone made a problem seem less worrying or taken your mind off a problem for a while? Hear a few examples.

In what kinds of situations do we feel sad? (eg when others feel sad and in situations where there is a sense of loss such as loss of contentment, loss of acceptance, or loss of a family member)

Why is the feeling of sadness important? (It lets us know what we care for and what we have lost. It tells us we need to grieve and find a way to move on and replace that loss in some way.)

How could the feeling of sadness affect how we learn and get on with others? (If we let it overwhelm us we only focus on what we have lost and narrow our capacity to learn and get on with others.)

Listen to songs such as *Don't worry be happy* (Bobby McFerrin), *Try a little kindness* (Bobby Austin/Curt Sapaugh) and *High hopes* (Van Heusen/S. Cahn) and discuss the lyrics in relation to happiness and feeling good about yourself.

- Explain there have been numerous research studies on ways to change bad moods into good moods and feel happier. These studies can be summarised by reading through and discussing the activity sheet *ABCDE of happiness*. Students complete the activity sheet and share their responses in a small group.

Have students place the sheet in their *My wellness and bounce back pack*.

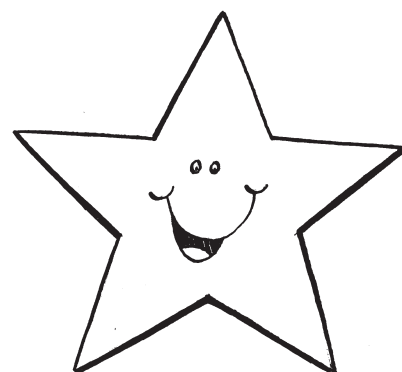
- Students work in groups to develop an action plan to promote the ABCDE of happiness to the whole school. Different members of the group could develop different aspects of the action plan such as:
 - ◉ advertising of the model
 - ◉ assembly presentations
 - ◉ classroom and lunchtime activities to promote each letter of the model
 - ◉ jingles or songs for younger students to learn.



ABCDE of happiness

	Write one positive thing you already do in this area to help with your happiness.	Write one positive thing you would like to do in the future to help with your happiness.
A ctive – physical activity can help you feel good: play a game, walk, run, dance.		
B elong – make sure you connect with people around you: classmates, team mates, family, friends, your teacher.		
C ommit – try to commit to doing something new or set a challenge: learn a new game, read a new book, make a new friend.		
D o something for someone else – it makes you feel good: a friend, your sister, brother, a parent, your teacher.		
E xpress thankfulness – take time to notice and appreciate things: the food you eat, things you see around you, and the people who are kind to you.		

Would remembering and using the *ABCDE of happiness* help you change a bad mood into a good mood? Explain your answer.



ACTIVITY 6



Seven ways to deal with conflict

Preparation

- ▶ **Activity sheet** *7 ways to deal with conflict* – photocopy one per student
- ▶ **Activity sheet** *Let's practise* – photocopy enough for one card between three students
- ▶ Two containers

- Explain that all people who live or work together (eg classmates, family members, parents, work colleagues) will sometimes experience conflict. This is normal and can be handled by having those involved talk about the problem and decide the best way to solve the situation. When conflict is handled well it makes relationships stronger by showing that both people care enough to want to try to fix things. It also makes people feel happier when they feel that they have been heard and had a fair deal.
- Conduct a **think-pair-share** (refer to page 209) using the following questions.

Ask

What are the main things that students your age disagree about?

Why do some people yell and shout when they are having a disagreement? (They think they have to win an argument rather than sort out a problem. They may not have the skills to negotiate and encourage someone to have a conversation about the problem.)

Why do some people pretend that a problem hasn't happened and sulk about it or walk away instead of talking to the other person about the problem? (They may not have seen conflict handled well and are scared of being disliked, looking foolish, getting hurt or losing a friend.)

Why are people usually worried about conflict or disagreements? (Use the same response as above.)

- Distribute copies of *7 ways to deal with conflict*. Read through the seven strategies then have each student sort the strategies into the three categories:
 1. Use hardly ever ie forcing, ignoring.
 2. Use sometimes ie apologising, being assertive, asking for support, agreeing to disagree.
 3. Use all the time ie problem solving and negotiating.

Discuss the strategies as a class.

- Place the cut up strategies from *7 ways to deal with conflict* in one container and the *Let's practise* scenarios in another container. Sort the class into groups of three. Invite groups to draw out a card from each container and prepare a **role-play** (refer to page 207) based on the situation and the strategy.

After watching each role-play, have the class decide if the strategy was effective and if not, which strategy would have been better.

- Have students use the *7 ways to deal with conflict* sheet to reflect on the ways they usually deal with conflict and then write about the skills they need to practise to use more problem solving and negotiation.

Students place these reflections in their *My wellness and bounce back pack*.

Display an A3 copy of *7 ways to deal with conflict* in the classroom. When two students have a disagreement, ask them to use the chart to help them resolve their problem.

7 ways to deal with conflict

Conflict is another word for disagreement. There are some good and not so good ways to handle disagreements.

Remember:

- It takes courage to sort out a disagreement.
- Calm down first and then plan how to solve your disagreement.
- Focus on the problem that caused your disagreement not the person – look at what you already agree on.
- Listen to their views and don't interrupt. There are always two sides to a disagreement.



- ① **Forcing doesn't work.** Forcing isn't a good way to deal with a disagreement. Forcing means trying to make the other person do what you want by hurting or threatening them. If you force someone you will usually make things worse. You might damage your friendship and feel bad about what you said or did.
- ② **Ignoring doesn't usually work either.** Only ignore or walk away from a disagreement if it is unimportant. If it is important, you need to stand up for yourself and deal with the problem. Some people are too scared to do this because they fear being yelled at or disliked. If you don't stand up for yourself, you won't solve the problem and other people may lose respect for you.
- ③ **Agreeing to disagree can be helpful.** Sometimes you might have different ideas about something and both people can be right. When this happens, and if you don't need to make any decisions or sort things out, you can just 'agree to disagree'.
- ④ **Asking someone else to help you sort things out is sometimes necessary.** First of all you should try to deal with the disagreement yourself but if this hasn't worked, you might need to ask someone else to help you sort it out.
- ⑤ **Being assertive is a good strategy.** Being assertive is a good strategy for dealing with a disagreement. Being assertive means speaking up about what you think isn't fair or correct without being angry or nasty. Start what you say with the words 'I feel' or 'I think'.
- ⑥ **Apologising is also a good strategy.** If you have been unfair or done something wrong to someone, it is helpful to apologise, even if only some of the disagreement was your fault.
- ⑦ **Problem solving and negotiating is the very best strategy.** Negotiating means that you try to work out a solution that is fair to both people and you can both live with. You should both feel that you have achieved some of what you wanted. By negotiating, you ensure that there is a much greater chance of staying friends and sorting things out.

(Adapted from *BounceBack! Years 5-8 – A Well-being and Resilience Program*, H McGrath and T Noble, 2011.)



Let's practise

Annie's mum says she has to do some jobs before she goes to play at her friend's house. Annie does the jobs but when she has finished, her Mum gives her more jobs to do. Annie doesn't think this is fair.	Meg writes a diary every night. Her younger brother Callum keeps sneaking into her room and reading her diary. This upsets Meg.	Mr Jones needs someone to take a client to the football. He organises for his secretary Miss Smith to go without asking her and tells her it is a special treat for all the hard work she has done lately. It is Miss Smith's birthday and she doesn't want to spend it with a client at the football.
Max finds out that his best friend Toby is telling everyone that Max's parents are splitting up, which is not true.	Bryn is tired from playing sport. He is trying to sleep but his older brother Chris is playing really loud music in the next room. This is making Bryn feel angry.	Tessa and her brother both want the last piece of chocolate cake and both think they deserve to have it.
Caitlin and Alex often do school projects together. Caitlin feels like she does all the work and Alex does very little. This is starting to annoy Caitlin.	Tash sits next to Taj in class. Taj constantly hums to himself and this makes it hard for Tash to concentrate.	Jenni and Jodi are best friends. Jodi tells Jenni that if she was a true friend she wouldn't keep playing with Sharni. Jenni really likes Sharni.
Drew supports the Dockers and Blair supports the Eagles. They start arguing about who is the best team and the argument gets very heated.	Mitch borrows Dan's new scooter and accidentally breaks the front wheel doing a jump over a kerb. Dan is really angry.	Blair is looking forward to going to the skate park with Scott. When Blair gets to Scott's house, Scott wants to play computer games instead. Blair is disappointed.



ACTIVITY 7

Cyber bullying – what you can do about it

Preparation

- ▶ **Activity sheet** *Are you cyber smart?* – photocopy one per student
- ▶ **Activity sheet** *Cyber bullying is everyone's problem* – photocopy one per group
- ▶ Six name tags – class set
- ▶ Poster making equipment – class set

- Students individually complete *Are you cyber smart?*. Discuss the responses as a class or in small groups.

Ask

How do you think you would feel if you were being cyber bullied? (eg powerless, angry, alone)

How might you know if a friend is being cyber bullied? (It may be hard to tell if a friend is being cyber bullied as they might keep it to themselves. If they are being cyber bullied you might notice that: they might not chat with you online as much; they suddenly receive lots of SMS messages; they are unhappy after they have been on the computer or checked their phone messages; they may stop hanging around with friends or have lost interest in school or social activities.)

What can you do if you or someone you know is being cyber bullied? (Refer to the information listed under What to do if cyber bullied on this page.)

- Students form small groups of three or four. Assign each group one character from the *Cyber bullying is everyone's problem* sheet. Explain students are to discuss the questions on the activity sheet and choose one person from their group to **role-play** (refer to page 207) their character.

Give each character a name tag to wear. Interview each character using the questions on the activity sheet. (Another adult helper or the teacher should conduct the interview.) Students remaining in the audience may ask questions of the characters. The characters are allowed to consult with their original team members if they are unable to answer a question. At the end of each interview, ensure that students take off their name tag and come out of the role they are playing.

Ask

Why is it important not to be a bystander in a cyber bullying situation?

Why is it important not to be an accessory in a cyber bullying situation?

Why is it important to ask for help in a cyber bullying situation?

Why is it important to keep the evidence in a cyber bullying situation?

Has doing this activity made you more aware of how other people may feel in a cyber bullying situation?

How can you help stop cyber bullying? (Stand up and speak out! If you see or know about cyber bullying happening to a friend, support them and report the bullying. Don't forward on messages or pictures that may be offensive or upsetting to someone. Even though you may not have started it, you will be seen to be part of the cyber bullying cycle. Treat others as you would like to be treated when communicating online.)

- Write the following information on the board. Discuss the strategies for dealing with cyber bullying and help seeking ideas.

What to do if you are cyber bullied

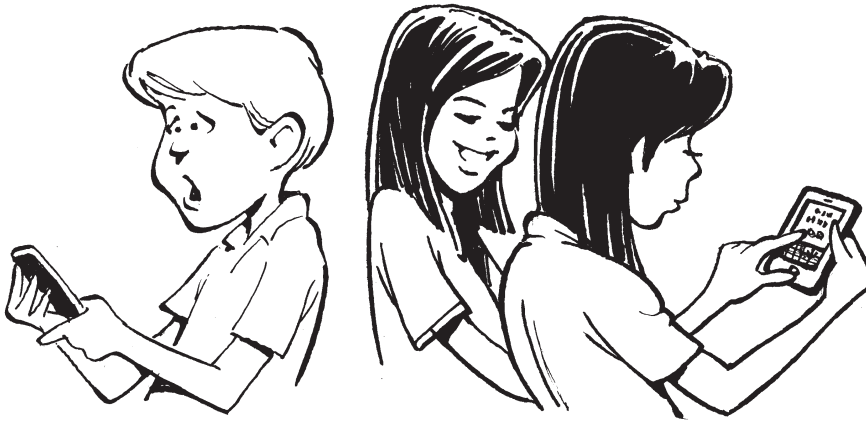
- ⊙ Ignore it. If they don't get a response they may get bored and go away.
- ⊙ Block the person. This will stop you seeing messages or texts from a particular person.
- ⊙ Tell someone - your mum or dad, or another adult you trust. You can also call Kids Helpline on 1800 55 1800 or visit <https://www.esafety.gov.au/about-us/counselling-support-services>.
- ⊙ Keep the evidence. Save texts, emails, online conversations or voicemails as proof.
- ⊙ Report it to your ISP and/or phone provider or the website administrator as there are actions they can take to help. Also call the Police if there is a threat to your safety. Call Crime Stoppers on 1800 333 000.

Have students use this information to make a poster or PowerPoint. Display the finished work in the library and canteen area.



Are you cyber smart?

Read the sentences and tick your answer.



	Agree	Disagree
It's okay for me to put a photo of my friends and me on the internet without my friends' permission.		
It's okay to share my computer passwords with my friends.		
The best ways to deal with cyber bullying is to turn off your computer and mobile phone.		
Changing schools will not stop cyber bullying.		
It is not my responsibility to tell an adult if I think someone is being cyber bullied.		
It's okay to laugh at a funny picture of someone I receive on my phone and then forward it to my best friend.		
Saving texts, emails, online conversations or voicemails as proof of cyber bullying, is a good idea.		
If I tell an adult about someone who is being a cyber bully, I will get cyber bullied myself.		
It's possible to get a parent/carer to ask your internet service provider (ISP) to block calls or messages from a cyber bully.		
Bystanders can be part of the solution of cyber bullying.		
Ignoring a nasty text will sometimes stop cyber bullying because the person who is sending the text gets bored if they don't get a response.		
Telling a trusted adult or contacting the police if you are being threatened are both good options to stop cyber bullying.		

Cyber bullying is everyone's problem

Read about your character and discuss with your group.

- What do you think motivated your character to act the way they did?
- How do you think your character would be feeling in this situation?
- What could your character have done differently to improve the situation?



MATT has been receiving lots of anonymous nasty text messages from two different phone numbers. When he calls the phone numbers no one answers and they just respond to his texts with another nasty message. This has been going on for three weeks now and is really starting to worry him. He has stopped going anywhere after school and is really nervous around people at school. He finally talks to his parents about it.

.....

JOSH has been sending Matt anonymous nasty text messages for three weeks as a bit of a joke. He doesn't see it as harmful and thinks that Matt will guess who it is eventually and they will have a big laugh about it. He is really surprised when Mr Taylor his teacher starts talking about cyber bullying and says that what he has been doing is a form of bullying.

.....

TRAN has been talked into sending a few nasty text messages to Matt by his friend Josh. He only does it when he is around Josh because Josh tells him it will be a great joke when Matt finally works out who they are. He knows it's probably not a good thing to be doing but is a bit scared of what Josh will say or do if he doesn't do it.

.....

KATE is Josh's sister. She overhears Josh and Tran composing nasty text messages to send to their friend Matt. She thinks it's a pretty stupid thing to be doing but because her brother is older, she decides not to say anything to her parents.

.....

MRS BROWN is Matt's mum. Matt tells her he has been receiving nasty text messages for three weeks from two different numbers. She contacts the phone service provider and they block the two numbers. She also decides to talk to Matt's teacher because Matt said he is sure it is someone in his class.

.....

MR TAYLOR is Matt's Year 6 teacher. He has had a meeting with Mrs Brown, Matt's mum who tells him that Matt is getting very worried and nervous about being at school because he has had nasty text messages for three weeks. He decides to do several lessons on cyber bullying. He also talks to a few of Matt's friends just to see if he can find out who is doing this.

.....

ACTIVITY 8

Applying wellbeing and bounce back skills

Preparation

- ▶ **Activity sheet** *Putting skills into practice* – photocopy one per student

- Review the four skills or ‘clever tricks’ that students have practised during this focus area which include:
 - ◉ recognising and controlling feelings
 - ◉ having a positive outlook and being thankful
 - ◉ dealing with disagreements
 - ◉ knowing what to do if cyber bullied.

Remind the class that these wellbeing skills can help them to:

- ◉ stay happy and positive
- ◉ have good relationships with friends and family
- ◉ bounce back when they have setbacks and problems.

Stress that the skills require practise and that it is normal to make mistakes when first trying to use these skills. Explain that one way to incorporate these skills in their own lives is to practise them within the safety of the classroom.

- Have students complete their own copy of *Putting skills into practice*. This can be done as a written assignment or as a recorded oral response.
- Students write reflections to the following questions.
 - ◉ Think of a situation that may worry you in the future. Who could you talk to get a reality check and what would you be checking for?
 - ◉ If you had a few days where you were feeling really sad, using the ABCDE of happiness, what strategies would you most likely try to improve your mood?
 - ◉ What are three things that you need to be careful about next time you have a disagreement with someone?
 - ◉ What are some things you can do to protect yourself from cyber bullying?
 - ◉ What are some things you can do if you or someone you know is being cyber bullied?

Putting skills into practice

Wellbeing and bounce back skills

1. Recognising and controlling your feelings.
2. Having a positive outlook and being thankful.
3. Dealing with disagreements.
4. Knowing what to do if cyber bullied.

- Decide which skills you would advise the character in each situation to use.
- Describe each skill in detail and why it is a useful skill.

Situation 1

Tory has been invited out on a friend's boat but she is really worried that the weather might be bad and she might get sea sick. She's also worried that it's her friend's brother who will be the skipper and not her dad. She thinks she might have to say no because she is so worried about what might happen.

Skills to use: _____

Situation 2

Blake's pet dog died a few weeks ago. Since then he has felt really sad. He hasn't wanted to go to school or play with mates after school. Every day he thinks about his dog and feels sad. He doesn't think he will ever feel happy again and at the moment, he can't find any good things in his life.

Skills to use: _____

Situation 3

Kim told Annie a secret about her mum and dad getting divorced. Even though she didn't say 'don't tell anyone', she expected that Annie would keep the secret. Annie didn't and now Kim has found out that two other classmates know about it. She's really upset and hurt.

Skills to use: _____

Situation 4

Jake's friend tells him that he has been getting some nasty text messages from someone over the last few days. Jake wants to help his friend and also make sure that he is protected against cyber bullying.

Skills to use: _____

