

Somebody's Daughter Theatre Company &
HighWater Theatre Company
present

Who Owns Me Today



**BULLYING:
SOCIAL NETWORK SITES:**



Discussion starters, activities

Prepared by Jan Osmotherly



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Bullying

Bullying isn't new; it has been around for as long as there have been humans on earth. However, for the person being bullied, the results can range from being mildly upsetting to being absolutely devastating. We are currently being overrun with anti-bullying programs and a huge media focus on cyber-bullying, so you probably already have quite a few resources at school. These local facts, and extracts from *Who Owns Me Today* however, may be a springboard to further develop your response to this issue.

FACTS:

- **3 out of 4 calls to Kids Helpline from callers aged 10 -14 years are about bullying**
- **A recent survey of girls by the NSW Department of Education, Science and Training found 57 per cent had been defamed online, but most were reluctant to tell parents or teachers about it.**
- **It is estimated that workplace bullying affects 1 in 4 people¹**

Cyber Bullying - What is it?

... "a situation when a child, teen, adult is repeatedly tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, teen or adult using text messaging, email, instant messaging or any other type of digital technology"²...

Victorian Student use of Social Networking Sites³

1. **The overwhelming majority (94.9%) of middle school students (years 7 to 10) have used Social Networking Sites (SNS).**
2. **Facebook is the most popular SNS, with 93.4% of students using it, followed by MySpace, with 26.6% of surveyed students using it. Many students use more than one SNS.**
3. **The majority of surveyed students update information on their SNS at least every day, and over a quarter update their SNS profile several times a day.**
4. **A majority of surveyed students (72.4%) indicated that they had had unwanted or unpleasant contact by strangers via their social networking profile.**
5. **Despite the acknowledged risks of students using SNS, there is surprisingly little ongoing conversation about SNS use between parents and their children, on the one hand, or teachers and their students, on the other.** In this respect, almost half of the surveyed students (46.1%) reported that they did not talk with their parents about SNS use, while almost three quarters of the students (74.6%) reported that they did not talk with their teachers about SNS use.

¹ Workplaces Against Violence - www.wave.org

² [Wikipedia Cyber Bullying](#)

³ de Zwart , Lindsay, Henderson, Phillips *Teenagers, Legal Risks and Social Networking Sites, Monash Uni , 2011*

Bullying is a key theme in Somebody's Daughter Theatre & HighWater Theatre's *Who Owns Me Today* as we see characters like Zeek finding life at mainstream school almost too hard because of it. Here's some excerpts from the play. Teachers may wish to get students to read this aloud or do their own audio recording.

EXCERPTS FROM *Who Owns Me Today*

SCENE 12: THE BULLIES

SCHOOL BELL

(A posse of 'Hoodies' outside the school. Ominous music)

ZEEK: I'll catch you on Monday Mr Harris. Hey Joey.

What's going on?

Joey? Who are these guys? If you've got something to say, say it.

DYLAN: This is the fag that lagged me.

ZEEK: I didn't say anything. I kept all names out of it. Tell him Joey...

(PAUSE)

BULLY: Yeah, tell him Joey.

JOEY: What's there to tell.

ZEEK: Joey don't do this...

All pushing him now.

You lag

You dancing fag

You dance like an ape

oo-oo on Facebook

Everyone's baggin on u-ha!ha!ha!

(He runs, stops, turns, is tripped, goes to get up, Is pushed down again)

EMMA: /Did you hear?

JOY: / The ambulance?

RACHAEL: / Outside the school.

IZZY: / OMG! Who?

JOY: / Could you see?

EMMA: / face was covered

IZZY/RACHAEL: / Must be dead then

ALL: dead!/dead!/dead?

BULLY: He's only mucking around aren't you-

BULLY 2: Come on get up.

ZEEK doesn't move they scamper

EMMA: Car accident

IZZY: /someone's dead?

JOY: / where'd you hear that?

ALL: FACEBOOK

EMMA: It's true! That's what it said!

JOEY: ZEEKS' IN EMERGENCY

TYLER: /Don't say anything it was Zeek!

RACHAEL: I won't -Hey check this out

BOB: Ooh that must've hurt.

PETE: /Bullshit!

TYLER: / No shit/

JOY: dead?

RACHAEL/IZZY: No great loss

ALL: LOL!!

EMMA: have some respect guys!

BOB: /What tha?

RACHAEL: /If you don't like my status

ALL: Get off my wall!

JOY/PETE/EMMA: Get Off Facebook Now!!

DYLAN: /I heard he got bashed cos he hit on Tom

BOB: He should keep it in his pants the faggot!

CHLOE: /I reckon youse are all cruel.

PETE/TYLER/: Who cares if he's gay

JOY: / He's not gay-he's got a wife!

EMMA: / Who?

JOY: / Zeek's dad!

BOB: / He got bashed! LAUGHS

TYLER: / Really?

JOEY: NO!!!! I'm at the hospital I should know

ALL: JOEY!!!! So what's the go/ what's happened/ what do you know?

JOEY: Ohhhhh!!!

YANNI: Turn your phone off. This is emergency! (*JOEY does so*)

ALL: - Meet you at hospital.-CU there. -Hospital ALL: Catch!

from SCENE 13: FOSTERING CARE.

JOY (School Principal): (*INTO MICROPHONE*) Good morning everyone. As you are probably aware there has recently been a terrible incident involving cyber bullying, so... as of 9.30 am today... **mobile phone's are banned from the school.** All phones ..will be confiscated. I'm sure there will be a number of you that disagree but –

ALL: OHHHHH...

(*Turning off microphone*) That's the wack LOL.

Discussion Starters

1. What if mobile phones were **totally** banned from school as Joy the Principal does in the play. You could not access them at **any time** during the school day at all. Would this matter to you? Why? What would be the pros and cons of this?
2. Why is Zeek bullied? How is *Facebook* used in this instance? Would Zeek be bullied if he was at **this** school?
3. Why is bullying such an issue in schools **now**? Or is it just the publicity given to it?
4. What are the different types of bullying can you think of? (e.g. cyber bullying) Rank the following types of bullying from least serious to most serious: cyber bullying, physical, exclusion, name calling, rumour spreading. Explain why you think one kind is worse than other.
5. What are common ways in which boys bully others? What are common ways in which girls bully others? What are the differences and why?
6. What does bullying feel like?
7. Do bullies realise the consequences of their actions? What is their purpose in doing it usually?
8. Is it easier to bully people online rather than face to face?
9. What if your school decided to ban mobile phones as happens in the play... what would happen? What is an alternative action?
10. Why can't we stop bullying - given that 75% of all students have seen bullying in the past month. We have school policies.... why don't they work? What would you do to reduce the incidence at your school?
11. Would you go to for help if you were being bullied? Who to? What would you hope that person would do if you told them about your situation?
12. What are the differences between teenage bullying and adult bullying?

Activities

Individuals, pairs or small groups could undertake one or more of these activities and report back to the whole class with their outcomes for further discussion.

1. Create a brief 'dialogue' (in text form) between two people illustrating a typical example of cyber bullying on Facebook.
 - a. What are the options for the person who is the target of the bullying?
 - b. Which option would you take and why.
2. The local primary school has asked to draw on your great knowledge to devise a short PowerPoint presentation that could be used to warn kids from Years 4 -6 about the dangers of Cyber-Bullying. Devise this with or without a soundtrack. When you have completed this – run it by your School Counsellor/Nurse/Chaplain for their thoughts. Consult with the Primary School about the use of your final product.
3. Create a story about bullying. Your story must include the following: mobile phone, after school, empty house, large dogs and body odour. Present it as either a
 - o A written short story
 - o An animation
 - o A short video

4. Think about what you would do if you were watching an obvious bullying incident of one individual in a remote corner of the school ground by 2 or 3 others. (One student is being called names and pushed and shoved around.) Choose one answer only – your immediate reaction.
 - a. I would ignore it
 - b. I would support the person being bullied
 - c. I would support those who are bullying the other person
 - d. I would get a teacher

Write a sentence saying *why* you ticked the one you did.

.....

5. Design a **class survey** asking the same question. Record and analyse the results. Report back on your findings to the class which includes your interpretation of the data. (That is, why you think most kids chose one option and not another, etc..)
6. Many people need help to overcome being bullied. List the positive and negatives of approaching each of these people about being bullied.
 - a. Parent
 - b. School Welfare Counsellor
 - c. Counsellor from outside of the school
 - d. Teacher
 - e. Best Friend
 - f. Older brother or sister
7. Choose a song that relates to the theme of bullying.(It could be the lyrics, the beat, the way the words are sung etc.) Play it to the class and explain why you chose it.

Social or anti-Social Networking?

ARTICLES & ACTIVITIES

ARTICLE 1: My Mobile Watchdog tackles cyber bullying

<http://www.babynews.com.au>

Australian parents will soon have access to a product that monitors their child’s mobile phone usage and could alert them to instances of cyber bullying. **My Mobile Watchdog**, as seen recently on Network Ten’s Dr Phil program, is a sophisticated safety tool that logs and stores copies of all mobile activity, including text messages, phone calls, emails, picture messages and websites accessed.

Geoff Sondergeld is the managing director of Device Connections, the exclusive Australian agent for the software, and said parents can be instantly alerted to unauthorised or potentially harmful use. Three-quarters of Australian children aged 12 to 14 own a mobile phone but by the time they are 15 that number surges to 90 per cent, according to figures from the Australian Communications and Media Authority.

“Kids want highly functional mobile phones that allow them to access the same communication tools they would use on their home computer,” Mr Sondergeld said. “A child’s unlimited access to technology creates a form of social underground that parents don’t know exists.”

Recent instances of violent cyber bullying and “sexting” has confirmed the need for greater supervision and **My Mobile Watchdog** is a way for parents to monitor mobile phone use and ensure their children are safe, he said.

<http://www.mymobilewatchdog.com.au/>

1. What do you think of this software?
2. How would you feel if your parents bought this software and could access all your mobile phone activity?
3. What are the arguments for and against it?
 - a. (Can do this as a PMI activity. Plus Minus Interesting. In pairs or small groups, write down in note form
 - the positives +s for this software
 - the negatives –s
 - questions or interesting pointsThis can be done in notebooks, on butcher’s paper, on a wiki, etc)
 - b. Report back to class & have a big PMI.
4. Write a Letter to Dr Phil explaining your point of view

ARTICLE 2: Teens 'too blasé' about online legal dangers

Peter Munro *The Age*, March 20, 2011

VICTORIAN teenagers are ignorant of the legal pitfalls of using social media - such as posting explicit photographs of themselves or others online - and only 1 per cent would ask an adult for advice about dangers online, a study has found.

A Monash University-led study of more than 1000 year 7 to 10 students at 17 Victorian schools found social media was almost universal: 95 per cent of students used at least one social networking site and six in 10 updated their profile at least once a day. And 72 per cent had received unpleasant or unwanted contact from strangers via their online profiles.

But the study, *Teenagers, Legal Risks and Social Networking Sites*, found students were often blasé about online dangers, with almost 30 per cent believing sites such as Facebook were risk-free.

Parents and teachers also had little awareness of the "potentially serious consequences" young people faced, such as stalking, identity theft and harassment.

Of concern was the prevalence of teenagers posting explicit photos of themselves or others online, the study found, citing the case of the 17-year-old girl who released nude photos of two St Kilda footballers on Facebook.

Doing so could breach laws of privacy, confidentiality, defamation and copyright.

Children sending and receiving sexually explicit images on mobile phones - "sexting" - are also potentially liable under child pornography laws.

The focus on cyber bullying had overshadowed the need to educate young people against breaking laws about privacy, copyright, defamation and distribution of offensive material, the study found.

Victorian Privacy Commissioner Helen Versey supported the call for cyber-safety education, saying young people were "putting themselves at risk of running foul of the law".

Former schoolteacher Mike Phillips, a co-author of the Monash study, said it was difficult to keep pace with digital technologies. His son Riley, 14, uses social networking sites such as Skype and Steam, a multiplayer games site, about five times a week.

"Even though I trust my son, it's when information gets online and falls into the hands of friends of friends that you tend to lose control - and that's a real concern," he said.

Riley, a year 8 student, said he was careful online. "With Skype video calls, I never show or do anything inappropriate because they could be recording and I'm very careful with my passwords because there's people out there who can hack into your account."

Last week police charged a 17-year-old schoolboy with harassment in Sydney for allegedly hijacking a girl's Facebook page and posting an open invitation to her 16th birthday party, which drew more than 200,000 replies.

The Victorian Council of School Organisations, which represents more than 500 school councils, said there was a need for a state-wide program on safe, respectful use of online networks.

1. So just what is a Social Networking Site SNS? Try and explain it in words that your grandparents would understand.
2. One of the features of a SNS that it is a place where you create a profile of yourself, which can be seen by your friends or 'others' or if you don't tick the right privacy box – can be shared by the *whole world*. List as many websites as you can that are **SNS** other than Facebook. Share answers with the class and make a class list. Discuss the 'safety' of these sites..
3. Read the following article and read the question following it.

Will U Be My Friend? (extract from Monash University study & resources)⁴

The popularity of SNS among school students gives rise to two different kinds of threats to privacy. The first set of concerns relates to the disclosure of personal information by yourself. The second set of concerns relates to the posting of information about you by other people.

Many students believe that the in-built privacy settings of many SNS will protect them from any problems. While it is true that there are privacy settings that individuals can control, many people don't understand how these settings work and how they can be changed by the SNS (we will talk more about this in Section 2 of this book). Our research has also found that, despite awareness of privacy settings, many students don't protect their information on their sites.

Do you protect your information?

The students in our survey revealed a general trend, that students from years 7 to 10 are increasingly more selective in who can see their profile. Another way to say this is that the younger the student, the less selective they are.

Over 50% of year 7 students have low privacy settings (for example their profiles can be seen by *everyone, everyone in my network* or *friends of friends*). However, even though year 7 students are less selective in who can see their profiles, almost 40% of year 10 students have similarly low privacy settings.

The most popular SNS (such as Facebook and MySpace) have a number of different privacy settings for your information. Usually each category of information such as photos, your contact information, your status updates, your list of friends and your age can have different privacy settings.

It is important to remember that SNS change their Terms of Service. Sometimes this has significant implications for your privacy. Matt McKeon (see <http://mattmckeeon.com/facebook-privacy/>) reports that in 2005 Facebook's default settings meant that your list of friends, wall posts and photos were available to only your network. However, after several changes to the ToS, in 2010 the default settings now allow all this information to be seen by all Facebook users but also by anyone in the world (eg. someone searching your name on Google could see your photos, lists of friends, wall posts, etc.).

Have you checked lately to see if your privacy settings are the same as what you remember?

- 3.1 Do you regularly check your privacy settings? What are your current privacy settings on your SNS (e.g. Facebook)? Do you agree with the researchers that the younger you are, the more at risk you are?

⁴ Michael Henderson, Melissa de Zwart, David Lindsay, Michael Phillips, *Will u friend me? Legal Risks and Social Networking Sites* –Monash Uni, 2011

4. As part of the Monash Uni research, Victorian students were asked about the different ways they used SNS. Use the table below⁵ to conduct your own research of your friends/classmates. When you have done this you will be able to compare your results with the results with year 7 -10 across Victoria as sampled in that survey.

WHAT SORT OF THINGS DO YOUR CLASSMATES/FRIENDS PUT ON THEIR SOCIAL NETWORKING SITES				
CATEGORY	MY ANSWER	TOTAL SAYING YES	PERCENT OF CLASS	<i>Compare your findings to the report#</i>
<i>This row gives you an example of how to use this table. In this example 6 students in a class of 20 students answered the question</i>	Yes	6	$6/20 \times 100 = 30\%$	
I post messages to a friend's page or wall				43.1%
I post photos / images to a friend's page or wall				15.3%
I send private messages to a friend within the social networking system				50%
I post pictures of myself on my own SNS				60.9%
I post pictures of friends on my SNS				52.6%
I upload music created by myself or other people (eg. singers/bands)				26.7%
I post other pictures (e.g. of celebrities, general funny photos, etc.)				9.5%
I post video such as my own video clips, other movies, linking to YouTube, etc				38.5%

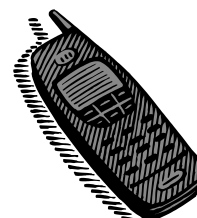
1004 students were surveyed but 47 students indicated they did not use SNS. This table is therefore based on the remaining 957 students from years 7 to 10 from across Victoria.

5. What conclusions do you draw from your class research? Write up a report on this research. Present it as either:
- A PowerPoint presentation
 - An article for the local newspaper
 - A radio or TV news report
 - A blog
6. Do you think life would be different if mobile phones **didn't have cameras** (still or video)?

TOPIC: Cameras should be prohibited on mobile phones.

Do one of the following:

- Have a debate on the issue.
- Do a PMI (Plus, Minus, Interesting) on the issue.
- Create a short video or drama sketch on the topic. Feature a party with mobiles with cameras. The same party with mobiles without cameras..



⁵ Michael Henderson, Melissa de Zwart, David Lindsay, Michael Phillips, *Will u friend me? Legal Risks and Social Networking Sites* –Monash Uni, 2011d

ARTICLE COLLECTION:

2.1 Viral video sparks school bullying debate

ABC March 16, 2011,

A video of a Year 10 student slamming his younger tormentor into the ground has re-ignited debate about how schools are handling bullying.

The footage of the fight went viral after being posted on the website YouTube, and both western Sydney students have been suspended.

It shows a boy antagonising and repeatedly punching a larger student, who then retaliates by picking up his tormentor and dumping him onto a bench and concrete path.

Adolescent psychologist Michael Carr-Gregg has applauded the decision to suspend both boys.

He says people who have defended the youth who hit back are "troglydites".

"It's just moronic to say, hit back. When you hit back and a kid falls over and basically bangs their head and is either dead or brain damaged, is that a really clever solution?" he said.

2.2 Casey Heynes breaks silence over bully video from Chifley College and thoughts of suicide

Nathan Klein : *The Daily Telegraph* March 21, 2011 10:00PM

IN just one week, Casey Heynes went from having one friend to 230,000.

The 16-year-old became a global Internet sensation after he was filmed picking up a bully in the schoolyard and throwing him to the ground after being repeatedly punched in the face for being "overweight". During an interview with A Current Affair, Casey Heynes said he had been bullied almost every day at school and even contemplated suicide a year ago when the taunts became too much. "I started putting myself down and all the crap just kept piling on," he said. "That's when I contemplated suicide." A Year 10 student at Chifley College, St Marys, Casey said he was being targeted by a new gang of Year Seven students last Monday when he was attacked by Ritchard Gale.

Standing up against the wall with nowhere to move, Casey was punched repeatedly by Ritchard until he snapped - lifting the Year Seven bully over his shoulders and throwing him to the ground.

The footage was captured by another student, who filmed the incident on his mobile phone and then posted it on YouTube.

Casey said his outburst was a "build-up" of more than three years of being attacked verbally and physically by other students.

"They used to slap me on the back of the head and said I was a fatty and to lose some weight.

"I've been duct taped to a pole before as well. They target me because I don't retaliate. I've never reacted that way before but everything built up inside me for three years...I just had enough. All I wanted is for it to stop."

Casey's celebrity status peaked once again after his interview last night, with social networking sites like Facebook and Twitter - which have more than 230,000 followers - labelling him "a hero".

One blogger, Wayne McCoy, said minutes after the television interview: "you have inspired a lot of kids who have and are being bullied. you have changed lives. well done mate. hopefully the bullies will learn their lesson." Others, like Aidan Blackley, said: "Good on ya!!! You're a legend".

Casey said he had been overwhelmed by the amount of people who backed him after last week's footage went viral.

"I've never had so much support before," he said.

"Nobody touches me and teases me anymore."

Both Casey Heynes and Ritchard Gale were suspended by the school following the incident, as well as the student who filmed it on their mobile phone.

2.3 Bullied boy interview reprehensible: expert

Erik Jensen *March 21, 2011* [Sydney Morning Herald](#)

JUDGING from his face, you could not possibly guess at the trauma of these past eight years. He has a child's eyes; a broad smile, filled out by the gaps between his teeth.

But this is the same boy, 16, who last week retaliated as a schoolyard bully punched at his face; who hurled the smaller boy into the ground, and in doing so became an internet phenomenon. He had been picked on since year two, he said, but he had finally cracked.

"Once I hit, um, high school, one person started it," he told Channel Nine last night. "I had about eight friends. My eight friends ditched me that first year, and then the teasing started from there."

The teasing was fairly basic: other children calling him "fatty", telling him to lose weight, tripping him, slapping at the back of his head.

At one point, he was pelted with waterbombs. At another he was duct-taped to a pole. "They put duct tape over my eyes first, dropped me down and then duct-taped me to a pole."

At his worst, about a year ago, he said he contemplated suicide. "I just started putting myself down, putting myself down to that level. And then all the crap just kept on piling on."

Michael Carr-Gregg, an adolescent psychologist and founding member of the National Centre Against Bullying, called the interview reprehensible.

"All this is going to do is put more focus on this kid. I can't see this as a positive - he'll just be further victimised and his life made more difficult," Dr Carr-Gregg, who is also the Queensland government's adviser on bullying, said.

"Should this kid deteriorate and possibly harm himself, doesn't that sit squarely on the shoulders of Channel Nine?"

The boy, who this website has chosen not to name, said the support he received online had made him feel "pretty good". He did not regret lashing out, even after being suspended. "All I wanted was it just to stop. So ... I just did it."

His father thought similarly. "I don't condone the violence - it was a horrific thing to see, two boys fighting in a schoolyard and it ending like that. It is nothing to be proud of, but I'm glad that he stood up for himself."

Lifeline: 131 114 Sane Australia: 1800 187 263 Kids Helpline: 1800 55 1800

2.4 I'm a victim too: video bully

March 22, 2011, [Sydney Morning Herald](#)

The Sydney schoolboy who has become a focus of global bullying outrage says he was provoked into the schoolyard fight in which he was thrown heavily to the ground by a bigger, older student. The Year 7 student, who appears to be the antagonist in an ugly video that has gone viral on the internet, told the Seven Network he was also a victim of bullies.

"I got bullied at primary school," he told Seven last night.

His appearance on TV last night followed a Channel Nine interview with the older boy on Sunday, which child psychologist Dr Michael Carr-Gregg called "reprehensible", warning of the potential for further victimisation and self harm.

The Year Seven student is depicted as the bully in the video, throwing punches at a Year 10 boy, who then picks him up and throws him heavily to the ground.

The Chifley College student also says the bigger boy, 16, had bullied him prior to the altercation and threw the first punch.

"He abused me first ... he was like 'get to class, you idiot', all that sort of stuff," the boy told Seven.

The boy's father said he was worried about how the attention was affecting his son.

"(It has been) very hard, unbelievable," the father said.

The boy, dubbed a "rat" on some online forums, said he was not really sorry about teasing the older boy because, he claimed, the older boy started it.

And his mother said she was shocked at the video showing her son thrown to the ground.

"My son could have been a paraplegic out of it for starters," she said.

Meanwhile, the older boy's father says he does not think it's safe for his son to return to Chifley College. "That is the attitude I got, you know, he has to learn to live with it. You know, be a man, man-up, whatever," the father told the Nine Network.

"He is not going back there ... it is not a safe place for him."

The older boy said that he wouldn't accept an apology from the younger student as "it's just going to happen again".

"It doesn't really mean anything and he might just get his friends on me," he said.

He also said that the school had suspended someone who had bullied him in the past but that the bullies just come back and do it again. He said he had been bullied since he was in second grade, with children going as far as duct-taping him to a pole and teasing him about his weight.

On the now-famous video, the older boy advances on the smaller boy, who had repeatedly hit him, picks him up and throws him onto concrete.

The younger boy received a grazed knee in the incident.

This website has chosen not to identify either boy.

This 'video' of the schoolyard fight which went viral caused a media storm and a range of opinions have been expressed. Here's a selection of some which were posted online.

OPINION 1: This boy is my choice for "Young Australian of the Year"!

Dree | Melbourne - March 21, 2011

OPINION 2: While school yard bully is an extremely important issue I wish Fairfax and all other media providers would take down this video and put in place measures that would limit the amount of footage similar to this being published. These videos remaining available only add to the entire problem.

It must humiliating for these kids to watch as the number of hits on these videos rise and more and more people witness their trauma. This is not ok. Remove the videos and keep talking about the issue!

stop_the_videos | Melb - March 21, 2011

OPINION 3: I would've thought that the little guy has more to worry about. The world now knows him as a spineless loser who got what he deserved. He's going to be teased for the rest of his.

bilbo - March 21, 2011,

OPINION 4: Well the bully got what he deserved and good on the kid for slamming him. As for Dr Carr-Gregg what's wrong with allowing this kid to tell his story? Everyone should stand up and tell their bullying stories and this might lead to some effective action being taken to stop this in schools. I thought we had learnt long ago that keeping quiet was not a good thing.

Bob | Southbank - March 21, 2011

OPINION 5: There are a couple of others that should also be suspended. The person taking and publishing the video needs to understand that the video should have gone to the school first. Whoever it was just sat back and watched, taking advantage of the situation. Also, the boy who walked forward to confront the retaliator & protect the bully did nothing to stop the bullying. He at least needs to justify why he would only protect the bully.

Concerned about it | Melbourne - March 21, 2011, 2:04PM

DISCUSSION:

1. What is your opinion of the incident?

Is the boy who retaliated a 'hero'? Should he be 'Young Australian of the Year'? Or do you agree more with Dr Michael Carr-Gregg who said people who have defended the youth who hit back are "troglodytes". "It's just moronic to say, hit back. When you hit back and a kid falls over and basically bangs their head and is either dead or brain damaged, is that a really clever solution?" he said.

2. Teachers – get class to generate all the different issues this case raises.... e.g. how to deal with bullying at school; do you have a right to hit back; the media treatment of the issue; the filming of the fight & uploading on You Tube; etcetera... List them. Then in groups, students are to put the issues in a list of priority importance.
 Could write each issue on piece of cardboard and groups are to keep arranging in order. They have to justify this order. (*For example – is the actual fight the main issue or the bullying that led up to it. Is it the way the school has or hasn't dealt with bullying that's the issue. What of the issue of something like this going 'viral' - And if the media didn't take advantage and keep showing this video... And so it goes on.*)
 Each group to report back & see if class can agree on an order.
3. 'In just one week, Casey Heynes went from having one friend to 230,000.' How do you define a 'friend.' Has Facebook, etc redefined 'friend'? Does it matter how many friends you have on Facebook?
4. What do you think should happen to the boy who videoed the fight & posted it on You Tube? Is it OK to do this?
5. Imagine this happened at your school. What do you think the response would have been? What do you believe is appropriate to happen? Suspensions? Who? Police involvement? What could be done to prevent more incidents like this?

ACTIVITIES:

1. Conduct a **mock trial** on this incident. Imagine the boy who retaliated (Casey) and threw the other boy (Richard) onto the concrete has been charged with assault. Divide the class into two. One group will be responsible for preparing the prosecution and the other – the defence. Once you have the 2 'teams' – you may wish to further divide them into groups so there are approx 4 or 5 students in each group - or any number to ensure they can each participate in a discussion to devise case. Then they may reform into the larger team and share ideas.

Each team is to nominate a leader who will be the prosecution/defence lawyer. This leader will then assign their team members different task in preparing the case. Each team will be responsible for providing at least 3 witnesses.

The following people must be called as witnesses:

- The boy who videoed the fight
- Another student who also witnessed fight (but didn't film it)
- School Principal
- Parent/s
- Psychologist
- Anyone else you want to – to make your case.

When cases are prepared, witnesses briefed and each lawyer is ready to go... it's time to organise the trial. The teacher is to be judge. A mix of students & teachers could be selected from other classes to be the jury.

All members of the class who don't have a role in the actual trial will be court reporters so they need to take notes. Another person could be court artist and do sketches of key people in the trial.

Possible activities arising from the trial:

- Write a report of the trial suitable for publication in a newspaper
- Write an opinion Blog about the trial and its outcome.
- Script & perform/film a TV interview/report about the trial.
- Write a song about the case.
- Prepare a series of recommendations for your school council about handling bullying in your school.
- Draw a series of sketches/cartoons which depict the case.

2. Go to the following website <http://www.cybersmart.gov.au>
 Click on Teens
 Click on Fun Things To Do.
 Click on Jack's new mobile phone and watch the short cartoon.
 - a. What is the purpose of this cartoon? Did it work? Why?
 Click on Stand up and speak out and watch the short cartoon.
 - b. What is the purpose of this cartoon? Did it work? Why?
 - c. Devise you own short cartoons/PowerPoint/digital stories on one of the same topics. Contact this Government website and send them a copy of your version, explain why you think yours should be uploaded.



Additional Resources

1. Somebody's Daughter Theatre and HighWater Theatre DVD on bullying.
2. *Will u friend me? Legal risks and Social Networking Sites* Michael Henderson, Melissa de Zwart, David Lindsay, Michael Phillips –Monash university, 2011. A great teacher resource. You can download from:
<http://newmediaresearch.educ.monash.edu.au/moodle/course/view.php?id=37>
3. The following resources have some good lesson plans and video on bullying, safe internet use, cyber-bullying etc..
<http://www.bullyingnoway.com.au>
<http://www.cybersmart.gov.au/en/Schools.aspx>

The ACMA Schools Gateway offers a wide range of accessible and engaging resources to assist primary and secondary schools to develop and implement a holistic approach to cybersafety.

The following resources are available:

- Common cybersafety issues—guides to assist schools to address cybersafety issues as they arise
- policies and procedures to encourage cybersafe behaviour across the school
- video explanations of how children engage with online technologies at different ages
- explanations of the relevant skills and knowledge children and young people need to behave as safe and responsible cybercitizens
- teacher resources including practical units of work with engaging activities
- explanations of technologies commonly used by children and young people
- free cybersafety professional development for teachers
- free internet safety awareness presentations for parents

<http://www.wiseuptoit.com.au/videoclips.htm> **Wise Up to IT** explores the lives of four young people and their experiences on the internet. The videos present four situations in four stories—offering many strategies to address the issues raised.

LINKS TO VELS Level 5

Physical, Personal and Social Learning strand

Interpersonal Development

Building social relationships

At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

Working in teams

At Level 5, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance

Civics and Citizenship

Community engagement

At Level 5, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems. They use democratic processes when working in groups on class and community projects.

Health and Physical Education

Health knowledge and promotion

At Level 5, students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health.

Personal Learning

The individual learner

At Level 5, students seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding. Students demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others. They consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.

Managing personal learning

At Level 5, students complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. They initiate and undertake some tasks independently, within negotiated timeframes.

Interdisciplinary Learning strand

Information and Communications Technology

ICT for visual thinking

At Level 5, students use a range of data types, **including sound and still and moving images, to record the decisions made and actions taken when developing new understanding and problem solving.**

ICT for creating.

At Level 5, students independently apply a range of processing skills, functions and equipment to solve problems and create products which contain minimal functional, typographical, formatting and readability errors.

ICT for communicating

Students share their **ideas through their blog, website or other public forums, which are correctly formatted, comply with ICT conventions and demonstrate an awareness of the characteristics that contribute to products meeting their purpose.** They evaluate the merits of contemporary communication tools, taking into account their security, ease of use, speed of communication and impact on individuals.

Communication

Listening, viewing and responding

At Level 5, students modify **their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.**

Presenting

At Level 5, **students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.** They provide and use constructive feedback and reflection to develop effective communication skills.

Thinking Processes

Reasoning, processing and inquiry

At Level 5, students use a **range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.**

Creativity

At Level 5, **students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.**

Reflection, evaluation and metacognition

At Level 5, students **modify and evaluate their thinking strategies.** They describe and explain changes that may occur in their ideas and beliefs over time.

Discipline-based Learning Strands Level 5

English

Reading

At Level 5, students read and view imaginative, **informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues**. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. **They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.**

e.g. reading script of WOMT: range of persuasive texts on issues – articles, blogs, etc

Writing

At Level 5, students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues. Students improve the accuracy and readability of their writing, developing confidence in the identification and use of grammatical conventions and features of language and in their use of figurative language.

e.g. essays; letters to editors; blogs; short stories; scripts

Speaking and listening

At Level 5, students express creative and analytical responses to texts, themes and issues. **They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience.**

When listening to others, students ask clarifying questions and build on the ideas of others. They identify key ideas and take notes. They show an awareness of the influence of audience on the construction and presentation of spoken texts.

e.g. groups discussions on issues/questions in this resource; oral presentations on issue; mock trial; performance of interviews; presentation of views/ideas to real audiences about bullying, etc

The Arts

Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose.

e.g. cartoons; video; graffiti – expressing views on issues

Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.

e.g. What is the new 'art'? Art & the internet? Art & Facebook?

Mathematics

Measurement, chance and data

Students organise, tabulate and display discrete and continuous data (grouped and ungrouped) using technology for larger data sets. They represent uni-variate data in appropriate graphical forms including dot plots, stem and leaf plots, column graphs, bar charts and histograms. They calculate summary statistics for measures of centre (mean, median, mode) and spread (range, and mean absolute difference), and make simple inferences based on this data.

e.g. surveys about Social Networking sites & representation of data

The Humanities – History

Historical knowledge and understanding

At Level 5, **students analyse change and continuity over time and compare key aspects of past and present societies; for example, aspects of daily life, social and political ideas and structures, and cultural values and beliefs.**

Historical reasoning and interpretation

At Level 5, students frame key research questions, plan their investigations, and report on their findings. They use a range of primary and secondary sources including visual sources that record features of the societies in their investigations.

e.g. Compare ancient civilisations to now -development of Internet – how that will be regarded in history; Social Networking Sites – mobile phones – influence on society. Is this technology creating conflict or helping resolve it?

LINKS TO VELS Level 6

Physical, Personal and Social Learning strand

Interpersonal Development

Building social relationships

At Level 6, **students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.**

Working in teams

At Level 6, students work collaboratively, **negotiate roles and delegate tasks to complete complex tasks in teams.** Working with the strengths of a team they achieve agreed goals within set timeframes.

Civics and Citizenship

Community engagement

At Level 6, **students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems.**

Health and Physical Education

Health knowledge and promotion

At Level 6, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

Personal Learning

The individual learner

At Level 6, students identify the ethical frameworks that underpin their own and others' beliefs and values and describe how the conflicts and dilemmas they identify may affect learning.

Managing personal learning

At Level 6, students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes.

Interdisciplinary Learning strand

Information and Communications Technology

ICT for visual thinking

At Level 6, students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding.

ICT for creating

At Level 6, students appraise different strategies for organising and managing resources involved in problem solving and creating information products. **Their products demonstrate a clear sense of purpose and respect for the audience.** Students apply processing practices that take into account their legal obligations and ethical considerations.

ICT for communicating

At Level 6, students exchange ideas and considered opinions with others through online forums and websites. They use accepted protocols to communicate regularly online with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.

Communication

Listening, viewing and responding

At Level 6, students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.

Presenting

At Level 6, **students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.** They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.

Thinking Processes

Reasoning, processing and inquiry

At Level 6, **students discriminate in the way they use a variety of sources. They generate questions that explore perspectives. They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.**

Creativity

At Level 6, students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions. **They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas**

Reflection, evaluation and metacognition

At Level 6, when reviewing information and refining ideas and beliefs, **students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions.** They use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.

Discipline-based Learning Strands Level 6

English

Reading

At Level 6, students read, view, analyse, critique, reflect on and discuss **contemporary** and classical imaginative texts that **explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions.**

e.g. reading script of WOMT: range of persuasive texts on issues – articles, blogs, etc

Writing

At Level 6, students write **sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They write persuasive texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They compose a range of other texts, such as feature articles, web pages and workplace texts. They plan and deliver presentations, sequencing and organising complex ideas.**

e.g. essays; letters to editors; blogs; short stories; scripts

Speaking and listening

At Level 6, students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.

They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

e.g. groups discussions on issues/questions in this resource; oral presentations on issue; mock trial; performance of interviews; presentation of views/ideas to real audiences about bullying, etc

The Arts

Creating and making

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies.

Exploring and responding

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning.

e.g. cartoons; video; graffiti – expressing views on issues

Mathematics

Measurement, chance and data

Students comprehend the difference between a population and a sample. They generate data using surveys, experiments and sampling procedures. They calculate summary statistics for centrality (mode, median and mean), spread (box plot, inter-quartile range, outliers) and association (by-eye estimation of the line of best fit from a scatter plot).

Working mathematically

They select and use technology in various combinations to assist in mathematical inquiry, to manipulate and represent data, to analyse functions and carry out symbolic manipulation

e.g. surveys about Social Networking sites & representation of data

The Humanities – History

Historical knowledge and understanding

At Level 6, students analyse events which contributed to Australia’s social, political and cultural development. They explain aspects of increasing global interconnections in the twentieth and twenty-first centuries. They demonstrate understanding of key ideologies and explain their influence on people’s lives, national events and international relations. They explain why significant social and cultural movements have developed and evaluate their influence on societies. **They analyse changes in technology, medicine and communication.**

Historical reasoning and interpretation

At Level 6, students frame research questions and locate relevant resources, including contemporary media and online resources. They identify, comprehend and evaluate a range of primary and secondary sources, including visual sources and use historical conventions such as footnotes and bibliographies to document sources. They critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. They recognise that in history there are multiple perspectives and partial explanations. They use appropriate historical language and concepts in historical explanations. They use evidence to support arguments and select and use appropriate written and oral forms to communicate develop historical explanations in a variety of oral, written and electronic forms.

e.g. Development of Internet – how that will be regarded in history; Social Networking Sites – mobile phones – influence on society. Is this technology creating conflict or helping resolve it?