



## YOUNG & eSAFE

---

 **THEME - Responsibility**

---

 **TARGET AGE GROUP - Years 9 and 10 (Level 6)**

---

 **LESSON DURATION - 15-30mins**

---

**Activity purpose:** To engage students in reflection around their personal responsibility when faced with conflict. To explore assertive communication strategies to be a positive online role model or 'upstander'.

---

### BACKGROUND INFORMATION

Responsible internet use is about protecting privacy, understanding users' rights and responsibilities, considering the impact of actions online and staying within the law. All online users have a personal responsibility to avoid engaging in any forms of online bullying and to be an upstander ('helpful bystander').

Typical upstander behaviour includes actively challenging and discouraging bullying, violence and injustice and defending/supporting targets of bullying. Other important upstander behaviour includes help-seeking and reporting bullying to adults and appropriate authorities both online and offline.

In order to be an upstander, students need to develop assertive communication skills, which allows them to express themselves in a way that is confident and objective, as well as considerate of others. This is in direct contrast to aggressive communication (putting the needs of others last and using intimidation) and passive communication (putting the needs of others first and presenting as submissive). Aggressive communication is often associated with bullying behaviours, while passive communication is often associated with not standing up to bullying behaviour. Assertive communication allows upstanders to role-model online personal responsibility and lead by example.

# Activity 1

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>1.</b> Explain to the class that they will view a video and then discuss the key message about taking personal responsibility.</p> <p>Video summary: The video shows a fight between two teenagers in a skate park. Whilst the fight is occurring, another teen is live streaming the fight to social media. One of the teens witnessing the fight intervenes and breaks up the fight. The video depicts two types of bystanders, the hurtful or unhelpful bystander and the upstander.</p>	2 mins	
<p><b>2.</b> Teacher-led discussion on personal responsibility with the following questions:</p> <ul style="list-style-type: none"> <li>• “What are you personally responsible for when online or using technology?”</li> </ul> <p>Answer = Managing and protecting your privacy, knowing your rights and responsibilities, thinking about the impact of your online actions, making choices that think of others, staying within the law, taking responsibility for the way you present yourself online and standing up for others.</p>	2 mins	
<p><b>3.</b> Show the Young &amp; eSafe Responsibility video – ‘I am responsible’.</p>	5 mins	Smartboard/ screen to display the video.
<p><b>4.</b> Teacher-led discussion about personal responsibility as portrayed in the video:</p> <p><b>a.</b> In the video, which character showed personal responsibility? The boy who didn’t stand by and watch the fight but stepped in to help out.</p> <p><b>b.</b> What were the character’s actions that demonstrated personal responsibility through being an upstander? Took action as an upstander rather than hurtful or unhelpful bystander as they felt it was wrong to stand by and observe, and stood up to help others out.</p> <p><b>c.</b> Can you see any possible negative consequences of stepping in –like the boy did? He may be at risk of getting hurt himself.</p> <p><b>d.</b> How can you help others without being putting yourself at risk? Get nearby help, ask for help from others, call Kids Helpline for support.</p>	5 mins	Young & eSafe Re-responsibility video (link on page 6).

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>5.</b> Teacher-led discussion on taking personal responsibility through explaining assertive communication/behaviours:</p> <p>“An upstander can use assertive language to combat bullying and/or other forms of violence. This could be as simple as telling the person to “leave them alone” or “cut it out”. When attempting to intervene and help out, the effectiveness of the message you are trying to send can be impacted by what you say and how you say it. It is therefore important to project confidence and use clear and directive communication when intervening”.</p> <p>Ask the class:</p> <p><b>a.</b> What are examples of assertive communication?            Answer = make eye contact, be brief, firm and direct, offer compromises or try to negotiate, stay calm to help defuse any anger, use 'I statements', acknowledge the other person’s opinion and express your own in a calm way.</p> <p><b>b.</b> What are examples of aggressive communication?            Answer = Using shouting or physical aggression.            Using aggressive or intimidating language online.</p> <p><b>c.</b> What are examples of passive communication?            Answer = Ignoring negative comments online.            Pretending you didn’t see or hear anything, going along with what others are doing even though your gut is telling you to do something.</p>	5 mins	

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>6.</b> Working in pairs, instruct students to role-play how they could intervene and be an upstander in the scenario from the video.</p> <p><b>a.</b> What could you do to try and prevent a fight or safely intervene if you witnessed a fight without getting physical or becoming a target yourself? Realistically role-play how you could do this in your pairs.</p> <ul style="list-style-type: none"> <li>• Keep your distance – your safety is the most important thing.</li> <li>• Communicate calmly. This can often make others calm down. Avoid raising your voice/ yelling as this can escalate the situation. Keep it simple and directive. You might say something like “You need to stop. This isn’t okay.”</li> <li>• Report to an adult or authorities.</li> </ul> <p><b>b.</b> How would you challenge your friend, who is filming the fight to post it online? What would you say to remind them of their personal responsibility to take action/stand up for others? Role play how you could do this in your pairs.</p> <ul style="list-style-type: none"> <li><b>i.</b> Use “I feel” statements. “I feel it’s wrong to film this fight.”</li> <li><b>ii.</b> Encourage the friend to be personally responsible. “It’s important that we take action to help.”</li> <li><b>iii.</b> Create a plan. “How can we help”.</li> <li><b>iv.</b> Agree to remove the content if it has been posted online.</li> </ul>	10 mins	

# Optional extension: Research task

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>1.</b> Instruct students to research and find an article/news report about an upstander who is an 'unsung hero' who stepped in to help in a challenging situation.</p> <p>Background information on upstanders: Upstanders can be 'unsung heroes' – everyday people who do the right thing and help others. Unsung heroes are often unrecognised and help others because they feel it's the right thing to do/feel responsible. An unsung hero might be a person who stands up for someone being bullied on a train, helps a puppy trapped in a drain, reports a crime they witnessed, buys lunch for someone less fortunate or helps a lost child find their parents/carers.</p>	15 mins	
<p><b>2.</b> Show students examples of upstander behaviour from news articles (links below).</p> <p>Teacher-led discussion with the following questions:</p> <ul style="list-style-type: none"> <li><b>a.</b> What was the situation?</li> <li><b>b.</b> What did the 'upstander' do to help?</li> <li><b>c.</b> What was the outcome for the person they were trying to help?</li> </ul>	5-10 mins	<p>Student access to a device.</p> <p>Smartboard/ screen to display the URL (see link on page 6)</p>
<p><b>3.</b> How would upstander behaviour work online? Can you think of any examples?</p>	5 mins	

# Young & eSafe - Responsibility

---

## AUSTRALIAN CURRICULUM

### Health and Physical Education Learning Area:

- Help-seeking: Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own and or others' health, safety and wellbeing may be at short or long term risk (ACPPS091).
- Communicating and interacting for health and wellbeing: Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093).
- Understanding emotions: Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094).

### Ethical Understanding:

- Consider consequences: Analyse the objectivity or subjectivity behind decision making where there are many possible consequences.
- Reflect on ethical action: Evaluate diverse perceptions and ethical bases of action in complex contexts.

### Personal and Social Capability:

- Communicate effectively: Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.
- Negotiate and resolve conflict: Generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts.
- Become confident, resilient and adaptable: Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.

## EXTERNAL LINKS INCLUDED IN THE ACTIVITY

Young & eSafe 'I am responsible' video: [esafety.gov.au/youngandesafe/responsible](https://esafety.gov.au/youngandesafe/responsible)

Option extension activity:

Article 1: [abc.net.au/news/2016-04-05/breaking-the-bystander-effect-and-saving-lives/7300152](https://abc.net.au/news/2016-04-05/breaking-the-bystander-effect-and-saving-lives/7300152)

Article 2: [honey.nine.com.au/2017/08/21/13/30/inspirational-homeless-man-goes-viral](https://honey.nine.com.au/2017/08/21/13/30/inspirational-homeless-man-goes-viral)

Article 3: [dailytelegraph.com.au/news/nsw/racist-train-rant-stacey-eden-sticks-up-for-muslim-couple-after-verbal-abuse/news-story/10300ff1eda8748e6699aa00fc212e8b](https://dailytelegraph.com.au/news/nsw/racist-train-rant-stacey-eden-sticks-up-for-muslim-couple-after-verbal-abuse/news-story/10300ff1eda8748e6699aa00fc212e8b)