

# Teacher Resource Pack

---

## FRENEMIES



**CONSTABLE  
CARE**  
FOUNDATION

# Contents

|                                      |    |
|--------------------------------------|----|
| <i>Overview</i>                      | 3  |
| <i>01   Introducing Key Concepts</i> | 5  |
| <i>02   Before the Show</i>          | 6  |
| <i>03   Day of the Show</i>          | 9  |
| <i>04   After the Show</i>           | 11 |
| <i>Constable Care Quiz</i>           | 14 |
| <i>Worksheet 1</i>                   | 15 |
| <i>Worksheet 2</i>                   | 16 |
| <i>Worksheet 3</i>                   | 17 |
| <i>Support Resources</i>             | 18 |

# Teacher Information and In-Class Activity Pack

**Performance Type:** Two Actor Play

**Topic:** Bullying and empathy

**Duration:** 45 minutes (including Q&A time)

**Audience Size:** Maximum of 120 students

**Age Group:** Years 4 to 6

## *Synopsis*

Jasper is the new kid in school and is having a hard time fitting in – how can you help? With the overarching aim of bullying prevention, this show helps children develop pro-social skills and supports them in creating and promoting a culture of respect and consideration amongst their school community. The interactive performance encourages students to think about how their behaviour can affect other people. It also helps them build confidence in social situations, making friends, and developing resilience.

## *Concepts Addressed*

- Communication skills
- Resilience through critical and creative thinking processes
- Recognising emotions and developing reflective practices
- Self awareness and social awareness

## *Curriculum Links*

### **National**

General Capabilities

Social Capability (Level 4)

- Recognise emotions
- Express emotions appropriately
- Become confident, resilient, and adaptable
- Communicate effectively
- Negotiate and resolve conflict

Ethical Understanding (Level 4)

- Reason and make ethical decisions
- Consider consequences
- Examine values
  - Explore rights and responsibilities
  - Consider points of point

## WA

### Health

- Describe how respect, empathy, and valuing diversity can positively influence relationships (ACPPS037)
- Investigate how emotional responses vary in depth and strength (ACPPS038)
- Practise skills to establish and manage relationships (ACPPS055)
- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
- Examine how identities are influenced by people and places (ACPPS051)

## HOW TO USE THIS RESOURCE

**Section 1** should be used prior to the performance. These activities are designed to introduce students to the concepts explored in the play to support their engagement with the performance.

**Section 2** is to be used on the day of the performance, reminding students of key topics and giving them an outline of how the performance will run, focusing them for the interaction with the performers.

**Section 3** is designed as a set of activities to extend the learning after watching the performance of Frenemies. These activities support the learning generated in the performance and solidify student's understanding of the topics.

## PLEASE NOTE

*Constable Care Child Safety Foundation invites schools to participate in pre- and post surveys to determine the impact that our incursion has had on students' knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us at [education@constablecare.com.au](mailto:education@constablecare.com.au) and we will send you the materials.*

# 01

## Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about the performance they will see (described in Section 2). Introduce students to the key messages in the play through some, or all, of the in-class activities in this section.

### *Key concepts for this performance*

- “Bullying is a repeated behaviour; that may be physical, verbal and/or psychological; where there is intent to cause fear, distress, or harm to another; that is conducted by a more powerful individual or group; against a less powerful individual or group of individuals who are unable to stop this from happening.” (Olweus 1996)
- Bullying is a whole school issue and therefore can only be solved through a whole school approach. The first step is a cultural shift amongst the students.
- Bullying is complex and instantaneous solutions don’t exist – only the students have the power to make real, tangible change.
- Resolving the social issue of bullying is multifaceted. Developing coping strategies for victims, deconstructing actions and intentions of perpetrators and empowering bystanders are all essential elements needed to make change.
- Bullying has a myriad of consequences that have lifelong effects.
- On average one in four high school students are bullied at school ‘every few weeks’ or more often.
- Empathy, emotional literacy, problem solving, communication and support networks are our essential values in approaching cultural change towards bullying.

# 02

# Before the Show

## **In class activity: Follow the Hand**

### *Learning Outcomes*

Students will:

- develop a visceral and immediate experience of power relationships
- extend their self-awareness and personal understanding of power in their lives
- create a catalyst from which to discuss power and power relationships
- engage in a quick and light hearted physical activity that puts them in a position of power and a position of dependence. The activity gets students used to changing habitual patterns of thinking and allows for dynamic learning styles. The activity is used to generate discussion around power and control, personal experience of this control and its relation to a social setting.

### *Set Up*

You will require a clear and empty space, with students placed in pairs.

### *Instructions*

1. Students label themselves A and B.
2. A places their hand 5 centimetres away from B's face.
3. A is to take B on a journey through the space by leading them with their hand.
4. B's objective is to keep the same distance (5cm) between their nose and A's hand at all times.
5. A and B swap roles after 2 minutes.

### *Discussion*

Starter questions:

"Which did you prefer, leading or following?"

"Why?"

"Can you think of a real life example where that power play exists?"

The discussion should assist students in recognising their own experience of the activity and power relations. The extension of the discussion should lead students to relate power relationships to their daily lives and then to bullying.

## **In class activity: Focus Questions**

### ***Learning Outcomes***

Students will:

- engage with and reflect on their own, peer and social understandings of bullying in contemporary society
- explore the prevalence and severity of bullying in their schooling environment and the impact it can have on their lives
- develop an understanding of current bullying education discourse, including statistics, definitions and preventative strategies

### ***Suggested Questions***

1. What defines bullying?
2. Have you ever experienced bullying either as the victim, perpetrator or bystander?
3. Is bullying something we need to stop in schools?
4. What bullying education have you done prior to this session?
5. How common is bullying in Australia?
6. What are the consequences of bullying?
7. How does your school deal with bullying?
8. Why do school students get bullied?
9. What makes someone a 'bully'?
10. How do you resolve conflict?

### ***Instructions***

The above focus questions can be approached in a variety of ways, catering to the needs and learning styles of the class. Example options include:

#### **Think Pair Share – Discussion**

1. Students are presented with one question at a time.
2. They are given 1 minute to think individually about the question and make notes.
3. Students pair up and discuss their thoughts, adding to their notes.
4. Pairs are called upon to share their thoughts with the group.

#### **Dot Point Response – Written**

1. Students are given the list of questions and asked to create three key dot point ideas in response to each one.

2. A focus on individual work and time for thought should be given to allow students to reflect honestly on their own personal experiences.
3. Students are asked to share some of their ideas for each question.

### **Expert Groups – Written and Discussion**

1. Students are split into small groups (3 – 5) and the questions are divided up between groups.
2. Groups are then given time to research their questions in detail and prepare specific and factual responses to each question.

The groups then share their findings for the whole class, demonstrating for the larger group their new expert knowledge.

Before the show, you should go through the following documents and recap the key concepts to best scaffold the students to engage effectively with the performance.

## **Forum Theatre FAQ**

### *What is Forum Theatre?*

Students will:

- engage with and reflect on their own, peer and social understandings of bullying in contemporary society;
- explore the prevalence and severity of bullying in their schooling environment and the impact it can have on their lives; and
- develop an understanding of the key ideas around developing safe strategies for using the internet and social media.

Forum Theatre is a style of theatre developed in Brazil by Augusto Boal through his form of Theatre of the Oppressed. It began as a social revolutionary movement to empower the citizens in Brazil and South America to rise up against their oppressive governments. The objective of Forum Theatre is to empower the disempowered by breaking down experiences of oppression and generating options for change.

The style of theatre is interactive and revolves around the audience participating in discussion about the choices the characters make and providing new options to create alternate outcomes. It is a tool to create social change and deconstruct power relations in a hope to make positive differences in people's daily lives.

### *How Does Forum Theatre Work?*

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

## ***What is Forum Theatre Aiming To Do?***

The objective of Forum Theatre is to develop ideas and skills to enact social change in the real world. Forum Theatre acts as a catalyst to generate new conflict resolution ideas and as a medium to practice implementing those ideas. Forum Theatre aims to combat oppression in a community, whatever form that may take.

Forum Theatre does NOT aim to give answers and solutions; rather it creates a platform for the community engaged in the show to build solutions. Forum Theatre is driven by the needs and demands of its audience, being a flexible and ever changing show that reflects the responses of the people who engage with it. Forum Theatre rests on a 'need for change' existing in the audience - if there is no desire to change the ending of the crisis point, no solutions can be created.

## ***How Does Forum Theatre Work?***

Forum Theatre performances are hosted by a person called the 'Joker'. This person facilitates the discussion between the stage and the audience. The company of actors present a short play of scenes that end in a crisis point, where change is desperately needed for the characters. It is here that the 'Joker' will turn to the audience for help, generating discussion and canvassing options for change that exist in the immediacy of the scenes. The Joker will engage the audience in a variety of probing questions and dialogue in order to develop their ideas into action on stage. The audience will influence and re-direct the course of action for the play, generating new endings for scenes. Members of the audience will also have a chance to play their ideas out on stage and discuss the success or failure of each option.

The session is broken into two parts, with two different scenes presented. For each of the sections, the actors will start by presenting a short scene that tells a story driven by a central conflict. Once the scene ends, the actors will lead a discussion with the students, reflecting on the scene. The actors will create the chance for the audience to get up on stage, engage in debate and explore their ideas related to online respect and cyber safety.

At the end of the session the actors will summarise the key concepts identified in this resource pack and encourage students to seek appropriate professional help if they are struggling with any issues related to the performance.

# 04

## After the Show

### In class activity: Role Play Problem Solving (drama based activity)

#### Learning Outcomes

Students will:

- develop a practical and self-driven understanding of problem solving in relation to bullying in their school environment
- explore a new way of problem solving, using their body and images, along with cognitive discussion and group dialogue
- utilise their new skills developed from the session and generate ideas and skills to make direct social change in their school
- explore the difference between assertive, passive and aggressive problem solving responses

#### Set Up

You will need a clear space for all students to stand and move around freely, as well as a whiteboard with the below continuum:



#### Instructions

1. Begin by introducing the terms 'Passive', 'Assertive', and 'Aggressive' behaviour to the students. Create a list of examples of behaviour, dialogue or action for each to support students in their understanding of the terms.
2. Then get the students to reflect on the performance they have watched and identify some key moments where 'passive' and 'aggressive' behaviour was used. Select some key moments/lines of dialogue and write them on the board, along the continuum.
3. Now ask the students to consider what the consequences were of each of these actions/lines of dialogue. Get the class to agree if they are negative or positive consequences.
4. The next step is to ask students to generate assertive alternatives to each of the moments selected. Get students to write down their ideas for assertive responses.

5. Bringing the students into an acting headspace, role play some of the moments from the play (script available upon request) with their assertive responses instead. Have as many students as possible practice being assertive in this space.

### **Discussion**

Have the students reflect on the scenes they participated in and discuss the consequences of their assertive choices. Ask them questions like:

- "What actions/dialogue worked to stop the conflict?"
- "Why did they work?"
- "Why are the assertive responses more effective than the passive or aggressive options?"

The discussion should focus on how assertive behaviour can work to achieve needs and wants, without upsetting or escalating people around you.

## **In class activity: Healthy Friendships**

### **Learning Outcomes**

Students will:

- develop an understanding of healthy and unhealthy relationships
- begin to develop the ability to identify if their own friendships are healthy or unhealthy
- explore options for how to develop and maintain healthy friendships
- extend their learning by examining how they can repair unhealthy relationships

### **Set Up**

- Print Worksheet 1 for all students
- Print and cut out cards on Worksheet 2 for each student

### **Instructions**

1. Hand out Worksheet 1 and the cards from Worksheet 2 to each student.
2. The students are to organise the cards from Worksheet 2 into healthy and unhealthy friendship traits, and stick them onto the appropriate side of Worksheet 1.
3. Once students have completed the worksheet, they should come together as a class and share their answers.
4. Students should discuss why they placed certain values/behaviours where they did and how they think that influences a friendship.
5. Once they have discussed their ideas and everyone is on the same page as to what is involved in a healthy relationship, students should complete Worksheet 3.

6. For Worksheet 3, students are to think about the friendships and relationships they have and select one that they think is very healthy. They should then fill in the blank squares with healthy values and behaviours that they have with this person. They can also decorate the person in the worksheet to look like their friend.

### **In class activity: Constable Care Quiz**

#### ***Learning Outcomes***

Students will:

- solidify their knowledge and understanding of key principles of pro-social behaviours
- identify gaps in their knowledge of the topic and potential areas for further exploration

#### ***Instructions***

Print out the quiz on the following page for each student and ask them to complete it in whatever way you feel is appropriate for the group or individual student.

Name: \_\_\_\_\_

## Constable Care Quiz

Circle which of the following things are good to do to welcome a new student to school:

ignore them

introduce yourself

show them around the school

insult their bag

use empathy

ask how they are feeling

talk about them behind their back

Imagining how someone is feeling, and wanting to support them when they need help is called...?

E \_ \_ \_ \_ \_

If someone supports a different footy team to you, can you still be friends? What do you have in common?

---

---

---

True or false:

Bullying is repeated behaviour that hurts or humiliates someone

True | False

Bullying can't be stopped or reduced in your school

True | False

If you see someone being bullied at your school, what are some things you could do to help them?

1.

---

2.

---

3.

---

If you're feeling angry or upset, which of the following actions would be good choices to help you feel better? You can tick more than one box.

Talk to a friend about how you're feeling

Keep everything secret and ignore your feelings

Smash a window

Do some exercise

Talk to an adult you know and trust

Do something creative like drawing or listen to music

Other:

# Worksheet 1

**Healthy**

**Unhealthy**

# Worksheet 2

**TRUST**

**CONTROL**

**SELFISHNESS**

**SUPPORT**

**COMMUNICATION**

**FUN**

**LIES**

**KINDNESS**

**VIOLENCE**

**FEAR**

**LOVE**

**EMPATHY**

**INSULTS**

**HONESTY**

**ANGER**

**POWER IMBALANCE**

**RESPECT**

**COMPROMISE**

**ISOLATION**

# Worksheet 3



# Support Resources

## ***Kids Help Line***

Telephone counselling for children and young people

Freecall: 1800 55 1800

E-mail and web counselling [www.kidshelp.com.au](http://www.kidshelp.com.au)

## ***Headspace***

The National Youth Mental Health Foundation providing early intervention mental health services to 12-25 years.

Many branches in local areas.

[www.headspace.org.au](http://www.headspace.org.au)

## ***Turn it Out***

<http://www.tuneinnotout.com/topics/school-uni-tafe/bullying/>

## ***Lifeline***

A national number who can help put you in contact with a crisis service in your State

13 11 14 (24 hours) [www.lifeline.org.au](http://www.lifeline.org.au)

## ***National Centre Against Bullying***

<https://www.ncab.org.au/get-help/>

## ***Bully Zero***

<http://bzaf.org.au/>

## ***Beyond Blue***

<https://www.youthbeyondblue.com>

## ***Mood GYM***

<https://moodgym.anu.edu.au/welcome>

## ***Reach Out***

<http://au.reachout.com/>

## ***eSafety Commissioner***

<https://www.esafety.gov.au/>

## ***Ken Rigby***

<http://www.kenrigby.net/>

## ***e-Couch***

<https://ecouch.anu.edu.au/welcome>

## ***BRAVE Program***

<https://brave4you.psy.uq.edu.au/>

## ***Bullying No Way!***

<https://bullyingnoway.gov.au/>



**CONSTABLE  
CARE**  
FOUNDATION

***48 Sixth Avenue  
Maylands WA 6051***

***(08) 9272 0000***

