Teacher Resource Pack

ISOLATION

YOUTH CHOICES

EMPOWERED BY CONSTABLE CARE

Contents

Teacher Information and In-Class Activity Pack

Performance Type: Four actor forum theatre play

Topic: Bullying and cyberbullying

Duration: 60-90 minutes, including active interventions after scripted play

Audience Size: Maximum of 100 students

Age Group: Years 7 to 12

Content Warning: Contains strong language and themes of emotional and physical bullying

Synopsis

Provocative, confronting, and authentic – Isolation throws you into some of the harsh realities faced by school students across the country. Being beaten up, ignored, or mocked every day, both in the playground and online.

This performance was devised in collaboration with Western Australian high school students, based on their real experiences of bullying and cyber bullying. We generate an empathy driven dialogue to break down these challenging problems and, with the audience, start to explore solutions, asking, "How can we intervene to stop the bullying cycle?"

Concepts Addressed

- Ethical behaviour and responsibility
- Self-acceptance, respect of self, and concern for others and their rights
- Social and civic responsibility, care and compassion for self and others
- Understanding, tolerance, and inclusion
- Sensitivity to and concern for the wellbeing of other people, and finding constructive ways to manage conflict

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. 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 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 what they are going to see on performance day as well as providing information to parents about the themes that students will be exploring in this production. Introducing students to the key concepts of the show through one or more of the in-class activities in this section will also help to enhance their understanding and engagement when taking part in the performance itself.

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 but 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 may 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.

Curriculum Links

General Capabilities – Critical and Creative Thinking Generating Ideas possibilities and actions

Seek solutions and put ideas into action

- assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action

General Capabilities – Critical and Creative Thinking Reflecting on Thinking and Processes

Think about thinking (metacognition)

- give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions

02 Before the Show

This section of the resource pack outlines some key activities to complete with students prior to watching the performance. These activities are designed to develop critical discussion around the topic, explore essential themes of the performance, and upskill students so they are ready and able to participate in the interactive performance.

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 does bullying mean to you?
2. Have you ever experienced bullying?
3. How can we stop bullying in high schools?
4. What bullying education have you done prior to this session?
5. How could we support someone who is being bullied?
6. What are the consequences of bullying?
7. How does our school deal with bullying?
8. Why do some students get bullied?
9. How do you resolve conflict in a non-violent way?

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

Note: If you intend to run the In-Class Activity: Focus Review Questions after the performance day, retain the students' responses from this activity for comparison in that exercise.

Curriculum Links

General Capabilities – Ethical Understanding
Reasoning in decision making and actions
Reflect on ethical action
• evaluate diverse perceptions and ethical bases of action in complex contexts

General Capabilities – Personal and Social Capacity
Social Management
Communicate effectively
formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

In Class Activity: Follow the Hand

Follow the hand is an activity used to generate discussion around power and control, personal experience of this control and its relation to a social setting. The activity challenges student's habitual patterns of thinking and allows for dynamic learning styles. Students will engage in a quick and light-hearted physical activity that puts them in a position of power and a position of dependence.

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

Set Up

You will need:

- A clear and empty space with students 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

- 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.

Curriculum Links

General Capabilities – Personal and Social Capacity

Self-Awareness

Recognise emotions

- reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Develop reflective practice
- reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

In Class Activity: Anonymous Circle

Learning Outcomes

Students will:
- develop a tangible understanding of bullying in their immediate school context and its influence on their peers
- have a chance to self-reflect in a safe environment and experience the commonality of their lived experience in relation to their peers
- extend their trust and openness to communication with their peer group

Set Up

You will need:
- Space to sit in a circle with the whole class, either on chairs or on the floor
- Paper and pen for each student
- Something to collect and hold pieces of paper (bowl, hat, tray etc)

Instructions

1. Students collect piece of paper and a pen
2. Students sit in a circle including the whole class.
3. The following focus question is written on the board: "Have you experienced bullying in your own life, either by being bullied or watching a friend being bullied? Write a short paragraph about your experience of bullying, elaborating on either the events in the story or how the event made you feel"
4. Students are encouraged to select an experience that doesn't involve anyone currently in the group.
5. Once students have finished writing their paragraph they fold the piece of paper in half and place it in the container in the middle of the circle.
6. The teacher then shuffles the stories in the container and distributes them out randomly to students, so they each end up with a new story.
7. Students are then asked to read the piece of paper they selected, going around the circle one at a time, so that every person's story is read out to the group.
8. The students are reminded that the objective is to remain anonymous, so if they are given their own story, they don't reveal that to the group.

Discussion

"What were common themes or experiences from the group's stories?"

"How did you feel when someone else read your story?"

"What did you learn from hearing everyone's stories?"

The discussion should focus on the commonality of experiences rather than isolating the individual details. The discussion should lead the students to make observations about their class as a whole community and relate to their importance and right to belong.

Curriculum Links

General Capabilities – Personal and Social Capacity Self-Management

Express emotions appropriately

- consider control and justify their emotional responses in expressing their opinions, beliefs, values, questions and choices

General Capabilities – Ethical Understanding Reasoning in decision making and actions

Consider points of view

- use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

03 Day of the Show

This section of the resource pack includes some information that should be given to the students before they watch the performance. This information explains how the session will run, what it will cover and what will be expected of the students. Delivering this information to the students empowers them to participate in the session and explore the ideas to the best of their ability.

Forum Theatre FAQ

What is Forum Theatre?

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 Will the Forum Theatre Session Work?

The scripted performance runs for 15 - 20 minutes, which is then followed by an interactive discussion, exploring the complexity and consequences of mental health issues amongst young people today. The actors and the Joker facilitate the discussion and create the chance for the audience to get up on stage, engage in debate and explore their ideas related to these issues within their community.

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

Curriculum Links

General Capabilities – Personal and Social Capacity Self Awareness

Recognise emotions

- reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Develop reflective practice

- reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

General Capabilities – Personal and Social Capacity Self-Management

Express emotions appropriately

- consider control and justify their emotional responses in expressing their opinions, beliefs, values, questions and choices

General Capabilities – Ethical Understanding Reasoning in decision making and actions

Reflect on ethical action

- evaluate diverse perceptions and ethical bases of action in complex contexts

Consider points of view

- use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

General Capabilities – Personal and Social Capacity Social Management

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

In Class Activity: Stages of Change Tableaux (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

Set Up

You will need:

- A clear space for all students to stand and move around freely

Instructions

1. Students begin by creating whole class tableaux (frozen images). The class should create a tableaux of the following scenes:
   a. Holiday in Bali
   b. Airport
   c. Anger (moving into abstract representation)
   d. Bullying
1. To scaffold the process, build the image one student at a time. The teacher can start with the first element of the frozen image, then the students join the image one by one adding to the scene. Students should reset after completing each image.
2. Now split students into smaller groups of 5 – 7 and ask them to find their own space on the floor. They are now given the task to create two tableaux:
   a. A school plagued by bullying
   b. A school free of bullying
3. Students are then asked to discuss in their groups how a school plagued by bullying could transform into a school free from bullying. What steps need to be taken to make the change and remove bullying from a school?
4. The next task is to create 4 more tableaux that represent the journey of change from the school with bullying to the school without bullying.

5. The final task is to isolate the difference between each of the six tableaux the groups have created and create a list of the changes needed to go through each step of the process. Each group should end with a list of linear steps required to remove bullying from a school.

Discussion

"Which school do you prefer, with or without bullying?"

"Are the steps you created to make the change achievable for our school?"

"Do schools without bullying exist?"

"Does bullying exist outside of schools?"

The discussion should focus around developing the need for change within the students. Highlight the benefits of a school free from bullying and the practical, achievable tasks required to make change.

Curriculum Links

General Capabilities – Personal and Social Capacity Social Management

Negotiate and resolve conflict

- generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

In Class Activity: Problem Solving Scenarios

Learning Outcomes

Students will:

- develop their ability to recognise bullying and the ability to make change within situations of oppression.
- extend their capacity to empathise with people involved in bullying situations
- generate practical problem solving strategies appropriate to their own context.

Instructions

Students are put in small groups and given each of the three scenario outlines below. Their task is to develop strategies to assist in conflict resolution, opening up dialogue and decreasing the bullying present.

Scenario 1: Jacinta and Sophie

Jacinta is a 'popular' girl at school. She has a short temper and often resorts to physical violence to resolve conflict. Sophie is new to the school and is rather shy. She isn't good at making new friends and usually takes a while to adjust to a new school. Sophie has become Jacinta's newest target. Sophie is physically and verbally abused every

day by Jacinta, isolating Sophie at school. Sophie has withdrawn from any extra-curricular activities and missed school at least twice in the last week.

You are Sophie's favourite teacher at school. How can you support her in coming back to school full time and decrease the bullying she experiences?

You are Jacinta's brother/sister in the year above her at school. How can you help her solve the conflict with Sophie in a positive way?

Scenario 2: Ryan and Josh

Ryan and Josh are friends. They have the same friends at school and play footy together on the same team after school. Ryan's family has a lot more money than Josh's family. Ryan constantly ridicules Josh for his second-hand clothes as well as makes fun of Josh's family. Josh is having a particularly bad day one day and ends up in a fight with Ryan where he breaks Ryan's nose.

You are the school principal and have Josh in your office to talk about the fight. How do you plan to deal with this incident?

You are Josh's best mate from Footy and you go to a different school to him. How can you help Josh deal with this conflict?

Scenario 3: Ben

Ben is a dedicated and confident student. He excels academically and at sport. He has lots of friends at school and has a positive rapport with his teachers. Ben also spends a lot of time using Facebook and Instagram. Recently he has started receiving lots of abusive comments on his posts and photos. It has progressed to the point where a few people humiliate and abuse him for everything he posts. He receives private messages from the same people every day insulting him, threatening him and his family.

You are Ben's parent. How would you support him in this conflict?

You are Ben's best friend at school. You are the only person he has spoken to about the abuse. How can you help stop this from happening?

Discussion

Discussion afterwards should focus on generating a list of strategies for dealing with conflict. The discussion should analyse the effectiveness of the strategies and the consequences of the choices.

Curriculum Links

General Capabilities – Critical and Creative Thinking Generating Ideas possibilities and actions

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Seek solutions and put ideas into action
- assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action

In Class Activity: Focus Review Questions

Learning Outcomes

Students will:
- develop their skills of critical reflection and identify the new information they have gained from the session
- extend their understanding of bullying in a personal and academic context
- gain the knowledge to recognise the prevalence and consequences of bullying in their daily lives, along with an understanding of how to combat it

Instructions

1. Students should be given the list of questions from the "Focus Questions In-Class Activity" in Section 1 and asked to write dot point answers for each question.
2. Hand out their previous responses to the questions and ask the students to highlight the changes they notice between the two sets of responses.
3. Continue the focus questions with the following questions:
   a. "How can we remove bullying from Australian schools?"
   b. "Why do people bully others?"
   c. "How can students your age cope when they are bullied?"
   d. "How can the bystander support a person being bullied and make change?"
   e. "How do you/would you deal with being bullied at school?"

Discussion

Once students have had time to think about these questions and/or write their responses, they should be used to generate classroom discussion. The focus should be placed on developing preventative support strategies along with coping strategies. The discussion should also help students see that many of their peers experience or have experienced similar oppression – they are not alone.

Curriculum Links

General Capabilities – Critical and Creative Thinking Reflecting on Thinking and Processes

Think about thinking (metacognition)
- give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions

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Additional Resources

Games for Actors and Non-Actors

Written by Augusto Boal (translated by Adrian Jackson)

Theatre of the Oppressed

Written by Augusto Boal

The Rainbow of Desire

Written by Augusto Boal

Friendly Schools Plus Program

www.friendlyschools.com.au/fsp

Bullying No Way

www.bullyingnoway.gov.au

Kids Helpline

www.kidshelp.com.au

YOUTH CHOICES

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