

Response

ABILITY

Students' Resources for Teacher Education

Student Material: Case Study Three: Mark

- Aim** To explore possible mental health issues for the angry or aggressive school student, and formulate appropriate responses.
- Contents** This material is structured around five [Questions](#) relating to a scenario about Mark, an aggressive and troubled school student. Under each question there are several suggested activities to aid you in exploring the issue, which you might do alone or in a group. Your lecturer may ask you to complete certain activities as part of your assessment, or in preparation for a tutorial discussion. A list of suggested [Resources](#) is provided, and you should also refer to *Risk and Resilience: A Teacher's Guide to Mental Health*, which is part of this package and is available on CD-ROM or from the Internet.
- Scenario:** You teach in a busy high school, which is unfortunately earning a bit of a reputation for poor behaviour among some of the older school students. You and other staff are working together to minimise this, but there are also some concerns about the use of alcohol and other drugs among students.
- Note: This scenario is also available on video and CD-ROM** Mark has always had a reputation as the class clown. His behaviour is sometimes disruptive and he is generally the centre of attention in his social group. He struggles a little with his school work but does give the impression that he isn't actually working to his full potential. Lately, Mark's results have started to decline and his behaviour is becoming more of a concern. There is a rumour at school that Mark's parents are having marital problems, but Mark really doesn't talk about his home life.
- One afternoon, Mark is called out of class to go to the Principal's office; he and his friends have been accused of bullying another boy. Rumour has it that Mark was trying to force the younger student to try drugs. Mark is suspended and a second rumour starts to circulate the next day: that he has been bringing a knife to school and threatening other students.

This case study can be explored using the following five questions.

Your lecturer or tutor may ask you to complete selected questions or activities, or to read some of this material in preparation for a tutorial discussion. You can go straight to a particular question by clicking on the hyperlink on the left.

The activities suggested are not in any particular order, they are designed to stand alone, so you can move in and out of each question as you wish. Because of this flexibility you may notice some overlap and similarities between activities and themes. However, care has been taken to include a variety of activities, with reflective tasks, written exercises and role plays.

Case Study Questions:

- Question 1:** Could Mark's aggression be a sign of an emotional or mental health problem? What more would you need to know?
- Question 2:** How can you best respond to an aggressive school student like Mark, particularly if you think he may have a mental health problem?
- Question 3:** Is substance abuse linked to mental health problems in young people? If Mark is using drugs how may this affect his mental health?
- Question 4:** What can the school do as a whole to foster positive mental health in students like Mark?
- Question 5:** Mark's bullying affects many people: himself, his peers, his family and the school staff. What is the relationship between bullying and mental health in schools?

Suggested Resources for Case Study Three

The main resource you will need is:

Hunter Institute of Mental Health (2001). *Risk and Resilience: A Teacher's Guide to Mental Health*, on the Response Ability CD-ROM resources, and reference materials on the Internet at www.responseability.org

Other Resources:

AusEinet: Australian Network for Promotion, Prevention and Early Intervention for Mental Health. (2001). *Mental Health Promotion, Prevention and Early Intervention: What's it all About?* Summary sheets at <http://auseinet.flinders.edu.au>

Australian Drug Foundation [website]. www.adf.org.au

Australian Institute of Health and Welfare (1999). *Australia's Young People: Their Health and Wellbeing*. Canberra: AIHW. Internet <http://www.aihw.gov.au/publications/health.html>

Banks (1997). *Bullying in Schools*. Illinois: Educational Research Information Centre (ERIC). Available on line at: <http://ericeece.org/pubs/digests/1997/banks97.html>

Bullough and Gitlin (1995). *Becoming a Student of Teaching: Methodologies for Exploring Self and School Context*. New York, London: Garland Publishing. Pp 25-27, 40-44.

Commonwealth Department of Education, Training and Youth Affairs (2000). *National Framework for protocols for managing the possession, use and/or distribution of illicit and other unsanctioned Drugs in Schools*. Canberra: Australian Government Publishing Service. Internet: <http://www.detya.gov.au/schools/publications/2000/drugs/protocols>

Commonwealth Dept of Health and Aged Care (1995). *Ways Forward - National Consultancy Report on Aboriginal and Torres Strait Islander Mental Health*. Internet: go to Publications, Resources at www.mentalhealth.gov.au

Commonwealth Dept of Health and Aged Care (2000). *Promotion, prevention and early intervention for mental health: A monograph*. Internet: go to Publications, Resources at www.mentalhealth.gov.au

Your lecturer may ask you to do certain activities in this case study, or you might like to work through them yourself or with others.

You will find these resources useful for the case study, or to help you prepare for tutorials or research assignments.

Suggested Resources for Case Study Three (continued)

Commonwealth Department of Health and Aged Care. (2000). *MindMatters: A Mental Health Promotion Resource for Secondary Schools* [kit]: www.curriculum.edu.au/mindmatters

Commonwealth Government of Australia. *Health Insite* [web site]. Note - this site presents facts and web links about a range of mental health topics. www.healthinsite.gov.au

Davis, et al (2000). *Early intervention in the mental health of young people: A literature review*. South Australia: Australian Early Intervention Network for Mental Health in Young People. Go to Publications, Auseinet at <http://auseinet.flinders.edu.au>

Fuller (1998). *From Surviving to Thriving: Promoting Mental Health in Young People*. Victoria: Australian Council for Educational Research Press. Pages 160-167.

Groundwater-Smith, Cusworth and Dobbins (1988). *Teaching Challenges and Dilemmas*. Sydney: Harcourt Brace.

Kosky, et al (Eds). (1992). *Breaking Out: Challenges in adolescent mental health in Australia*. Canberra: Australian Govt Publishing Service. Pages 52-56. Internet: Search under 'Publications' at www.nhmrc.gov.au

National Health and Medical Research Council (2001). *The Role of Families in the Development, Identification, Prevention and Treatment of Drug Problems*. Canberra: Australian Government Publishing Service. Pages 1-15. Internet: www.nhmrc.gov.au and go to Publications.

Parada and Hong (1999). *The Adolescent Peer Relations Project: An interagency collaborative project for the early intervention of aggressive and antisocial behaviours*. Go to Publications, Conference 1999, at <http://auseinet.flinders.edu.au>

Steingart, S.K. *School Psychology Online* [web site]. Baltimore, U.S. Internet: www.schoolpsychology.net

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You will find these resources useful for the case study, or to help you prepare for tutorials or research assignments.

Question 1:

Could Mark's aggression be a sign of an emotional or mental health problem? What more would you need to know?

Learning Goals

By completing this question, you will gain an understanding of:

- the meaning of mental health, with a focus on adolescence (Activities [One](#) and [Two](#))
- the possible signs of mental health problems in young people (Activities [Three](#) and [Five](#))
- what information to gather when you are concerned about a school student's emotional wellbeing (Activity [Four](#))

Question One Activity One

Individually or in a group, write down ten to twenty words that come to mind when you hear the term 'mental health'. Then, by consulting some of the recommended resources, construct a definition for:

Understanding Mental Health

1. health
2. mental health;
3. mental health problems; and
4. mental illness.

There are a number of myths and misconceptions associated with mental health or illness, as well as much stigma and many negative stereotypes. Now that you have explored some definitions, how many of the words from your first list reflect these stereotypes and misconceptions? How many of your words really related more to mental *illness* than to mental *health*? Would you say Mark has a mental health problem or illness? Why?

Suggested resources:

- *Risk and Resilience: A Teacher's Guide to Mental Health* (www.responseability.org).
- Chapter Two of the report *Mental Health of Young People in Australia* (www.mentalhealth.gov.au)
- Chapter One of the resource *Promotion, prevention and early intervention for mental health: A monograph*. (www.mentalhealth.gov.au)
- The section on *Understanding Mental Illness* in the MindMatters kit (www.curriculum.edu.au/mindmatters)

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**Question One
Activity Two:
An Adolescent
Life History** Write a brief “adolescent-related” life history (500 words). The reading from Bullough and Gitlin may help if you're not sure where to start. Include your memories of what it was like to be an adolescent and the problems you faced at this time. What difficulties did you have that might relate to mental health? Think about your “experience of school”, how school felt, and when you felt most or least valued and connected with others.

Did you know anyone like Mark? Write down what this person was like and imagine what it would have been like to 'walk in their shoes'. Were there any particular incidents that may have influenced your understanding of angry or aggressive school students? Why do you think they responded to school-life in this way?

**Question One
Activity Three
Warning Signs
and Risk
Factors** Watch the Case Study video (on VHS or CD-ROM) and prepare a list of the risk factors and warning signs you see in Mark as indicators of possible mental health problems.

Now consult the resource *Risk and Resilience: A Teacher's to Mental Health* (www.responseability.org) and some other resources to add more detail to your list, so it becomes a general list of signs applicable to other young people too.

Discuss the following questions, in a group or as a piece of written work.

- What is the difference between a warning sign and a risk factor?
- Which warning signs or risk factors might a teacher be most likely to witness?
- Which signs or risk factors might a friend or family member be more aware of?

Now that you have read a bit more, summarise the main signs or risk factors in Mark's situation.

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**Question One
Activity Four:** Having considered the risk factors and indicators of possible mental health problems, what more would you need to know about Mark and his situation, and where would you find this information?

Gathering Information

Check that your list includes accessible information that respects Mark's rights and considers a school team approach in gathering the information. Prepare a one page summary that lists important guidelines in gathering information concerning the mental health of a school student.

For example: How will you ensure confidentiality but also make sure your analysis of the information gathered is appropriate? Could any of this information be misinterpreted? If so, how could you guard against this?

Question One Activity Five:

Talking with Mark's Parents

You are Mark's classroom teacher and you're concerned about whether his aggressive behaviour is a sign of other problems. One afternoon you happen to meet Mark's father in a nearby shopping centre, and he tells you he is also concerned. Build further on your knowledge of warning signs and gathering information, by preparing and acting out a role play of the conversation. Your focus at this stage is gathering information to see whether Mark has personal problems, rather than trying to offer suggestions or solutions. In preparing your role play, consider the following: Are there signs or risk factors which a friend or family member may be more aware of, than a teacher? What elements of Mark's behaviour might you discuss? What would you say and how would you express this in a sensitive way? What might you want to know about Mark's behaviour away from school? How might Mark's father respond - would you expect the parents of an angry teenager to feel defensive, guilty, angry, stressed?

You may find the resource by Groundwater-Smith *et al* helpful. You might also like to review warning signs and risk factors for mental health problems, in *Risk and Resilience: A Teacher's Guide to Mental Health* (www.responseability.org).

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Question 2:

How can you best respond to an aggressive school student like Mark, particularly if you think he may have a mental health problem?

Learning Goals

By completing this question, you will gain an understanding of:

- how teachers and schools can assist aggressive or troublesome students (Activities [One](#), [Two](#) and [Five](#))
- how to overcome barriers which might prevent a troubled school from seeking help (Activities [Three](#) and [Four](#))
- involving others in promoting mental health, including parents (Activity [Four](#) and [Five](#))

Question Two Activity One:

Understanding Mental Health

There are a number of terms used when discussing how teachers and other helping professionals can respond to a troubled young person. After reading some of the recommended resources, conduct a small group discussion, or write a short answer, for each of the following questions:

- What is mental health promotion?
- What is the difference between prevention and early intervention in mental health?
- What is the difference between a universal, a selective, and an indicated intervention?
- Which of these types of intervention might be appropriate for Mark?

The most useful resources for this task include Chapters Four and Five of the document by Davis *et al* (*Early Intervention in the Mental Health of Young People*, at <http://auseinet.flinders.edu.au>), and Chapter Three of *Promotion, prevention and early intervention for mental health: A monograph*. You may also like to look at the summary sheets in the series *Mental Health Promotion, Prevention and Early Intervention: What's it all about?* which are available on the internet at www.mentalhealth.gov.au.

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Question Two Activity Two:

Prepare and act out two short role plays.

1. A discussion between yourself, as Mark's teacher, and Mark.

Responding to an Aggressive Student

You are concerned about Mark's behaviour and his own wellbeing. What would you say to him? How would you ask if he is okay? You might like to refer to *Risk and Resilience: A Teacher's Guide to Mental Health* for some ideas (www.responseability.org). Mark tells you that his parents are fighting and may be heading for divorce. In preparing the role play, explore how this might affect the mental health of a young person.

2. A discussion between yourself and another teacher.

Mark has told you he has some personal problems, and you think this may be affecting his behaviour at school. The other teacher is very angry with Mark's behaviour and says Mark's just a 'bad' kid with no future. How can you discuss this constructively? How much of what Mark has told you in confidence should you share? You and the other teacher go on to talk about what you can both do in your classrooms to ensure that Mark is supported and that his behaviour is managed appropriately.

Question Two Activity Three:

Sometimes troubled young people – and older people - find it hard to reach out for help. It is important to promote help-seeking behaviour in young people, to help prevent mental health problems.

Barriers to Seeking Help

A friend of Mark's is worried about him, and encourages him to talk to someone about his personal problems, and about why he's so worked up all the time - but Mark reacts angrily. Put yourself in Mark's shoes and consider why he might not want to talk about his mental health with anyone else, and why this suggestion might make him angry. Act this out as a role play between Mark and his friend, or write it down as if Mark is keeping a journal or diary at home.

To do this activity, reflect on your own experiences as an adolescent. You might also look at Chapter Six from the report *Mental Health of Young People in Australia* by Sawyer *et al* (available at www.mentalhealth.gov.au) and read some of the material from *Enhancing Resilience 2* in the MindMatters kit (www.curriculum.edu.au).

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Question Two Activity Four:

Prepare an outline of a school plan to encourage positive mental health and foster school students' willingness to seek help. In constructing this plan you should consider:

Promoting Help- Seeking Behaviour

1. The most appropriate school and community members to be involved
2. How the school might gain commitment and ownership from the staff
3. Training of staff
4. Ongoing evaluation and revision of the plan
5. Classroom and school activities which would promote help seeking behaviour among students

You may find it helpful to use *School Matters* and *Community Matters* from the MindMatters kit (www.curriculum.edu.au).

Question Two Activity Five

School Mental Health Promotion

A colleague suggests that one way to better manage aggressive students may be to organise a meeting with members of the school and larger community to discuss the behaviour of aggressive young people in general, and work out how to support their mental health and wellbeing and how the school can work with the broader community.

You have been asked to help out in preparing for the meeting. In particular, you need to organise an invitation list, inviting people from within and outside the school. Prepare the list, with a short rationale of why each individual or agency has been invited, and what they can offer.

You also have to organise a guest speaker to open the meeting, and decide broadly what they will speak about. What type of speaker will you choose? It should be someone from your local community who has some expertise or experience in this area. It could be a psychologist, law enforcement officer, young person, health worker, member of the business community, or someone else. Write a few lines about why you have suggested this speaker, and what they have to offer.

For ideas, refer to *Risk and Resilience: A Teachers Guide to Mental Health* (www.responseability.org) and the *School Matters* and *Community Matters* sections from MindMatters (www.curriculum.edu.au/mindmatters).

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Question 3:

Is substance abuse linked to mental health problems in young people? If Mark is using drugs how may this affect his mental health?

- Learning Goals**
- To explore possible signs or symptoms of substance abuse (Activity [One](#) and [Three](#))
 - To examine the links between mental health problems and substance abuse (Activity [Two](#))
 - To explore the possible causes or risk factors associated with substance abuse (Activity [Four](#))
 - To determine how to assist a school student who may be involved in substance abuse (Activities [Three](#) and [Five](#))

Question Three Activity One

Understanding Substance abuse

Write a list of all of the legal and illegal drugs you can think of that are used in society today. Add to this list, with reference to some of the resources. Select two illegal drugs and one legal drug, and list the major health consequences of abuse of this substance.

Discuss the following question, in a group if possible, or as a piece of written work: when does the taking of drugs and alcohol change from use to abuse? Summarise the key factors which you consider important in distinguishing 'use' from 'abuse'.

A good source of information for this activity is the Australian Drug Foundation website (www.adf.org.au). You might also look for other websites, books in your local library, or brochures from local health or youth services. In addition, Chapter 14 of the book by Fuller may be helpful.

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Question Three Activity Two

Links between mental health problems and substance abuse

Consider the following statement: "Mental health problems may cause people to turn to alcohol or other drugs". Prepare an argument, in the form of a short speech, that supports this statement. You may like to consider depression and anxiety as key contributing factors. Is there anything in Mark's scenario which suggests he may have other problems which could have contributed to him using alcohol or drugs?

Now consider the statement: "Substance use may trigger mental health problems in vulnerable people". Do you think this is true? Are there particular types of mental health problems which may be associated with drug use? What might make adolescents vulnerable to mental health problems when using alcohol and other substances?

You will find the Australian Drug Foundation website helpful (www.adf.org.au), and also Chapter 14 of the book by Fuller. You might also look for books in your library, and brochures available from local health or youth services.

Question Three Activity Three

Signs and Symptoms of Substance Abuse

By consulting some books, brochures or websites, compile a list of signs which might be indicators of substance abuse. You could look under the *Information for Parents* section of the Australian Drug Foundation website (www.adf.org.au) if you're not sure where to start. Does Mark show any of these possible signs?

Imagine that Mark has not yet been suspended. You are Mark's classroom teacher and you suspect he may be involved in using and maybe even distributing alcohol and other drugs. Who can help Mark with these problems? Make a list of people and professionals you might speak with in responding to Mark's situation. What would you want to discuss with each of these people?

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Question Three Activity Four

Causes or Risk Factors for Substance abuse

Another teacher is aware of Mark's situation and catches up with you one day to talk about how you can both support Mark in his school work when he returns. But your colleague is exasperated, too, and says: "It's typical, you know. Mark's just the kind of no-good kid to take up drugs! They're all the same!"

Prepare and act out a role play between you and the other teacher in which you discuss substance abuse, with an emphasis on causes and risk factors. The Australian Drug Foundation website (www.adf.org.au) and the links it presents may give you some ideas. Try to challenge the stereotypes raised by your colleague's view. To explore why young people use drugs, you could consult Chapter 14 of the book by Fuller, or the Australian Drug Foundation Website (www.adf.org.au). For another perspective, you could also read pages 1-15 of *The Role of Families in the development, identification, prevention and treatment of illicit drug problems* by the NHMRC, available on the Internet at:

(<http://www.health.gov.au/nhmrc/publications/synopses/ds8syn.htm>).

Question Three Activity Five

Responding to Substance Abuse

Imagine Mark has not yet been suspended. A school student comes to see you, and tells you that Mark is becoming a heavy user of certain drugs. You are Mark's classroom teacher, and you and other teachers have been concerned about him. You consider Mark may be in need of help and support.

1. a conversation between you and Mark

In preparing this role play, consider the importance of good listening skills and open-ended questions, which will encourage Mark to talk with you. Provide a lead-in to the next role play by encouraging Mark to talk with the school counsellor.

2. a follow up conversation between you and the school counsellor

For this role play, consider what you might want to say to the counsellor, and what you might want to ask. Mark is aware that you are talking to the counsellor about his situation, but he's a bit reluctant to talk to the counsellor himself just yet. He wonders what the counsellor can do for him.

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Question 4:

What can the school do as a whole to foster positive mental health in students like Mark?

Learning Goals

By completing this question, you will gain an understanding of:

- the teacher's role in a whole school approach to mental health (Activity [One](#))
- how schools and teachers can encourage positive mental health (Activities [Two](#) , [Three](#) and [Four](#))
- how schools can target school bullying and safeguard students' mental health (Activity [Four](#))
- how schools can maintain a focus on positive mental health (Activity [Five](#))

Question Four Activity One:

Understanding the Teacher's Role

Following the incidents with mark, the school is looking more closely at preventing violence and substance use. The Principal has asked you to summarise the role of the teacher in a whole school approach to dealing with substance use in school. Prepare and deliver a presentation as if you are speaking before a school staff meeting.

Your presentation might consider: What are the important elements of a whole school response to substance abuse? Where does the individual teacher fit within this whole school response? How can the individual teacher demonstrate his or her support for this approach? Where does the responsibility of the individual teacher differ from that of the school?

You will find the *School Matters* section of Mind Matters useful (www.curriculum.edu.au/mindmatters), and also the document by the Department of Education, Training and Youth affairs (<http://www.detya.gov.au/schools/publications/2000/drugs/protocols>).

Try to be creative in designing your presentation, considering the best way to interest other teachers in this issue. You might like to prepare overheads, cartoons, a powerpoint presentation or a role play to make your presentation interesting.

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Question Four Activity Two:

Designing Classroom Activities

Develop an activity you can do in the classroom that will assist young people to become more resilient and prevent mental health problems. Your activity should target one of the following areas, aiming to prevent: school violence, alcohol abuse or the uptake of illegal drugs.

Your activity should not be a simple information session, but an interesting and engaging activity which promotes positive outcomes, such as problem-solving skills, anger management, tolerance or self-esteem.

Try to promote young people's participation during the activity, perhaps finding a way to get them to generate ideas about what they and their school can do to promote good mental health. You might like to draw on ideas in the *Enhancing Resilience* modules of MindMatters (www.curriculum.edu.au/mindmatters), but you should develop a new activity, rather than using one directly taken from the kit.

Question Four Activity Three:

The School Environment

Schools are complex institutions and it can be difficult to maintain caring relationships in a school, since institutional practices and environments often emphasise activity and outcomes over personal relations. Consider a school you are familiar with and think about (or if possible, observe) the way staff and school students relate to each other in both formal and informal settings. What type of discipline policies are used in this school? Does the school foster a caring environment that is supportive and provides a place for the troubled student? List some things which can be done to help schools overcome the potentially depersonalising effects of environments and practices - how can schools encourage caring relationships between staff, students and families? Do you think a culture which promotes caring relationships would help to prevent the problems seen in Mark's school, such as violence and substance abuse? You may find it helpful to use *School Matters* from the MindMatters kit (www.curriculum.edu.au/mindmatters).

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Question Four Activity Four:

Consider Figures 10.2 and 10.3 from pages 113-114 in the book by Fuller (1988). How can this information help schools to:

Bullying and Mental Health

- define appropriate behaviour in schools and communicate this with school students (via curriculum and classroom discussions)
- change practices that particularly target problem times in a school day

How might targeting these issues impact upon the mental health of staff, bullies, and those who are bullied?

Question Four Activity Five:

Mark moved on from his troubled teenage years and he is now training to be a teacher. He returns to his old school on practicum, where he chats to you about his experiences in school.

Looking Ahead

Mark has an assignment for University, exploring how schools can maintain effective programs over time. He remembers that while he was here, the school developed effective policies and procedures, and programs to help students with substance abuse problems.

Mark tells you: *That program really helped me while I was at schoolI mean, my behaviour at the time had a lot to do with personal problems, things I had to work out. Once I did, things just became a lot better for me.... Anyway, I see that the school's still got a pretty proactive approach to things like drugs and alcohol ... how did you maintain that? Can you tell me how you kept things going?*

Write down what you would say to Mark in point form. What do you think are the most important factors in maintaining a mentally healthy school?

The *School Matters* section of the MindMatters kit may be helpful in completing this task (www.curriculum.edu.au/mindmatters). In regard to school actions against substance use, you could also look at the *National Framework* document about drugs in schools, by the Department of Education, Training and Youth Affairs, available on the Internet at (<http://www.detya.gov.au/schools/publications/2000/drugs/protocols>).

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Question 5:

Mark's bullying affects many people: himself, his peers, his family and the school staff. What is the relationship between bullying and mental health in schools?

Learning Goals

By completing this question, you will gain an understanding of:

- definitions and types of bullying (Activities [One](#) and [Three](#))
- the possible reasons for the bullying of some students within the school culture (Activity [Two](#))
- the impact of bullying on the mental health of school students (Activity [Two](#))
- how schools and teachers can respond to and prevent bullying, within a whole school approach to mental health (Activities [Three](#), [Four](#) and [Five](#))

Question Five Activity One

Defining Bullying

You have been asked by the principal to consider a number of resources and develop a general definition of bullying that could be understood by school students, teachers and parents. Start by listing as many different types of bullying as you can. You may like to brainstorm this with others. From this, and with reference to several resources, develop a definition will be used in the regular school newsletter for students and parents.

Write down a list of the behaviours you associate with aggressive or bullying school students. Write down what that person might be feeling, which may contribute to these behaviours. Which of these behaviours does Mark exhibit in the case study video?

There are a number of resources about bullying on the internet or in your library. You could also begin with the document by Parada and Hong about *The Adolescent Peer Relations Project* (go to publications, then 'conference 1999' at <http://auseinet.flinders.edu.au>) and look at the MindMatters section entitled *Dealing with Bullying and Harassment* (www.curriculum.edu.au/mindmatters).

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Question Five Activity Two:

A 'Hard' Culture

Consider pages 52-56 from Kosky *et al*, in *Breaking Out: Challenges in Adolescent Health in Australia*. Write down how the elements of the 'hard culture' they describe may result in the ostracism of some school students. (<http://www.health.gov.au/hfs/nhmrc/publications/synopses/mh1syn.htm>).

Remember back to your secondary schooling. Construct a list of the groups of students you remember and the names they were given (eg. "geeks"). Describe the attributes of these groups. Which groups were bullied and why? Can bullying be considered a form of discrimination? Why or why not?

Individually or in a group brainstorm, write down what feelings a person who is acting as a bully might experience. Write down what feelings a person who is bullied might experience. Could one or both of these people have, or develop, a mental health problem? If so, what type of problem(s) might be involved?

For more information about bullying, look on the Internet or in your library. You could also consider the article by Parada and Hong about *The Adolescent Peer Relations Project* (go to publications, then 'conference 1999' at <http://auseinet.flinders.edu.au>) and at the MindMatters section entitled *Dealing with Bullying and Harassment* (www.curriculum.edu.au/mindmatters).

Question Five Activity Three

Bullying in boys and girls

Some cultures have different expectations of behaviour in boys and girls. If the aggressive school student was a female, in what ways might their behaviour be different from what we see in Mark? Prepare three short role plays :

1. bullying among female students only
2. bullying among male students only
3. a male student bullying a female student

Develop some activities you could do with young people to encourage a culture which does not tolerate bullying. In developing these activities, consider why young people may not report acts of bullying, and how to overcome these barriers. You will find the *Dealing with Bullying and Harassment* module from MindMatters helpful (www.curriculum.edu.au/mindmatters).

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Question Five Activity Four

Bullying in the Classroom

Mark has become an ongoing problem in class. You have decided that you will need to engage in some intervention strategies to deal with the issue. Individually or in a group brainstorm, write down some key strategies that you will use in the classroom to intervene appropriately in Mark's behaviour. You should consider:

1. the bully: what can you do in the classroom to help students to deal with their aggression in a positive manner?
2. the individual being bullied: how do you develop coping behaviours and resilience in students to combat being bullied?
3. the classroom culture: how do you create a classroom culture that discourages bullying?

Now prepare a role play between yourself and Mark, in which he is bullying another school student during class (use some 'extras' or the rest of your own class to represent the other school students). What will you say and do? While preparing the role-play, reflect on how you will feel in dealing with a bully. Do you think female and male teachers would feel and respond the same way? For these tasks you might like to draw on the *Dealing with Bullying and Harassment* section of the MindMatters material (www.curriculum.edu.au/mindmatters).

Question Five Activity Five

A Whole School Approach against Bullying

Mark is now working with others to talk about some personal problems he has been having, and how this has been affecting his behaviour. However, you have started to think about what the school can do as a whole to support students who have similar issues with managing their anger. Develop a draft School Plan, with a possible time line, which will allow the school to deal with bullying, and also take into account the support needs of those who are bullied, and those who participate in bullying.

You may need to consider: Recognising and discouraging bullying and aggression, support structures and programs, involving those in the school community, partnerships with the broader community, effective responses to bullying incidents, classroom and playground management, pastoral care, the whole school curriculum, staff training and support. For these tasks you might like to draw on the *Dealing with Bullying and Harassment* section of the MindMatters material (www.curriculum.edu.au/mindmatters).

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