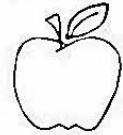
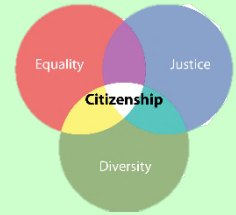


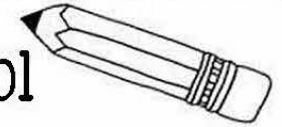
## Stage 3 Learning from home 18/10/21

### Big Idea: Digital Citizenship

Students will be looking at the roles, rights and responsibilities when participating in online activities.



## THE LEADER in **ME** Back - to - School



Make a list: Which of the 7 Habits did you use during Term 3?



Set a Goal: Which of the 7 habits do you want to use more during this school year?



Which habit did you use the MOST? Why?

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Think ahead: Draw a picture to show how you plan to use this Habit

### Be a LEADER...

A boss...

A leader...

- ...knows everything
- ...tells people what to do
- ...criticizes
- ...talks fast and gives orders
- ...demands respect
- ...rules with threats, not law
- ...depends on hearsay
- ...says "I"
- ...places blame on others
- ...commands
- ...pushes people
- ...uses people

- ...admits mistakes
- ...shows how to do things
- ...gives advice
- ...gives direction
- ...earns and deserves respect
- ...shows human kindness
- ...investigates
- ...says "We"
- ...fixes problems collaboratively
- ...asks
- ...inspires people
- ...develops people

...not a boss

# Reading

Monday 18/10

## Cyber Safety for Students

Read the article and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



### Cybersafety for students

#### How to behave online

Staying safe online is partly up to how you behave. Think about:

- How am I portraying myself to others and why?
- Do I treat others respectfully? Do I treat others as I would like to be treated?

<https://tinyurl.com/2nnczr4>



Tuesday 19/10

## E-safety Commissioner- Cyberbullying- Information for young people

Read the article and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://tinyurl.com/6dvv5sb9>



Wednesday 20/10

## Kids Help Line-Cyberbullying Information

Read the article and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://grgo.page.link/GKon>

[w](#)



Thursday 21/10

## Cyber Bullying

Read the article and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.



<https://tinyurl.com/wnxcxdz>



Friday 22/10

## Cyber Bullies Still a Big Problem for Kids

Read the article and answer the questions in the resource pack. Click on the link or scan the QR code to access the reading.

### Cyber bullies still a big problem for kids



<https://tinyurl.com/64a462za>



## Writing

Monday 18/10	Tuesday 19/10	Wednesday 20/10	Thursday 21/10	Friday 22/10
<p><b>WALT:</b> Plan our ideas on a topic  <b>TIB:</b> Effective writers think about they are going to write before they start.</p> <p><b>Last week we looked at online safety.</b> We looked at digital footprints and keeping our information private and secure.</p> <p><b>Task: You will be writing an information text. The topic is “Keeping Safe online” Your end product will be an informative poster. (See the attached poster on Vanilla beans)</b> Use the planning sheet in your pack to help you think about 4-5 ways to keep yourself safe online.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have 4-5 different ideas</li> <li>• I have expanded those ideas using 2-3 different points</li> <li>• I have used dot points</li> <li>• I have completed each section of the sheet</li> </ul>	<p><b>WALT:</b> Use our plan to compose our writing  <b>TIB:</b> Effective writers use their plan to guide their writing. It ensures you use all your good ideas.</p> <p><b>Task:</b> Use your planning sheet from yesterday to help you compose your writing on the draft writing sheet provided in your pack. Today you are expanding on 2 of your ideas.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have used my planning for my writing</li> <li>• I have put my dot points into sentences</li> <li>• I have written a subheading for each idea</li> <li>• You have a topic sentence at the beginning of your paragraph</li> <li>• I have used topic specific vocabulary</li> </ul>	<p><b>WALT:</b> Use our plan to compose our writing  <b>TIB:</b> Effective writers use their plan to guide their writing. It ensures you use all your good ideas.</p> <p><b>Task:</b> Use your planning sheet from yesterday to help you compose your writing on the draft writing sheet provided in your pack. Today you are expanding on your next 2-3 ideas.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have used my planning for my writing</li> <li>• I have put my dot points into sentences</li> <li>• I have written a subheading for each idea</li> <li>• You have a topic sentence at the beginning of your paragraph</li> <li>• I have used topic specific vocabulary</li> <li>• I have thought about an image I will use</li> </ul>	<p><b>WALT:</b> Revise and edit my writing  <b>TIB:</b> Good writers always check that their writing makes sense and sounds right. They make changes to their work when their message is not clear.</p> <p><b>Task:</b> Use a different colour pen or pencil to make changes to your work so that your teacher can see your thinking.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have checked my sentences make sense and sound right</li> <li>• I have written in paragraphs</li> <li>• I have used a range of sentences</li> <li>• I have selected 3-4 suitable images for my poster</li> <li>• I have checked my heading and subheadings match each idea/ section</li> <li>• I have checked my spelling</li> </ul>	<p><b>WALT:</b> Publish our writing  <b>TIB:</b> Good writers always have a finished product that shows their best efforts. Published work is very clear to the person who is reading it.</p> <p><b>Task:</b> Use the A3 poster publishing sheet provided in your pack to complete your poster. A finished product should not have <b>any</b> mistakes in it.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have checked that I have completed all the success criteria</li> <li>• I have filled in all the writing spaces with my planned writing.</li> <li>• I have included appropriate images in the image spaces</li> <li>• I have included a title and subheading for each section.</li> <li>• I have uploaded this work for my teacher to assess</li> </ul>

**This is an assessment ! Please upload each day to class dojo for your child’s teacher to mark off.**

## Numeracy

Monday 18/10	Tuesday 19/10	Wednesday 20/10	Thursday 21/10	Friday 22/10
<p><b><u>Simplifying Fractions</u></b>  <b>WALT:</b> Simplify fractions</p> <p>Today, you will be simplifying fractions to their simplest form.</p> <p>An example has been provided for you in the pack. Answer the questions by finding the same common factor. You will need to use mathematical language to explain your thinking.</p>	<p><b><u>2D Space</u></b>  <b>WALT:</b> Calculate angle of scalene triangles</p> <p>Today, you will be calculating the missing angles in a range of scalene triangles. You will also estimate missing angles of scalene triangles.</p> <p>An example has been provided in the pack and you will need to answer all questions including the questions that ask you to explain your thinking.</p>	<p><b><u>Area of a Triangle</u></b>  <b>WALT:</b> Find the area of right-angled triangles.</p> <p>Today, you will be finding the area of right-angled triangles using the formula <math>A = \frac{1}{2}bh</math>.</p> <p>An example has been provided for you in the pack. Answer the questions by using the base and height labelled on each triangle to work out the area applying the formula. You will need to use mathematical language to explain your thinking.</p>	<p><b><u>Angles</u></b>  <b>WALT:</b> calculate angles</p> <p>Today, you will be calculating to find the missing angles.</p> <p>An example has been provided for you in the pack. Ensure that you are reading the questions carefully and identifying the degree of the angles.</p> <p>You will need to use mathematical language to explain your thinking.</p>	<p><b><u>Data</u></b>  <b>WALT:</b> Represent data in different forms</p> <p>Today, you will be using data which was collected from a class and representing this data in a tally and on a graph.</p> <p>An example has been provided for you in the pack.</p> <p>Answer the questions by observing the spread of the data and which choices were the most popular. Consider how the data is represented.</p>

# Self-Care

Monday 18/10

## Fitness

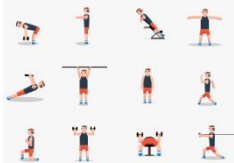
### **Task:**

To complete this activity, scan the barcode and watch the video.



<https://tinyurl.com/v5543e63>

Follow and repeat the fitness activities that are shown. Don't forget to have fun!



### **Challenge:**

Create your own fitness sequence using some of the moves you see in the video.

Tuesday 19/10

## Art

### **Task:**

To complete this activity, scan the barcode and follow the step-by-step video on Neurographic Drawing. You can use any materials you have at home and a blank piece of paper.



<https://tinyurl.com/5awxbtw7>

Remember to upload your artwork on ClassDojo.

Wednesday 20/10

## Yoga

### **Task:**

To complete this activity, scan the barcode and watch the video.



<https://tinyurl.com/pewcdn7c>

Follow and repeat the stretches preferably in an outside area. Yoga exercises will help you feel grounded, make you feel good and give you a kick start to your day.



### **Challenge:**

Write a few sentences about how you felt after completing the activity.

Thursday 21/10

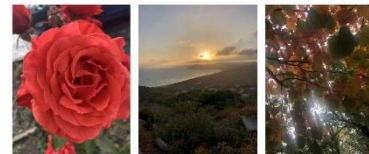
## Mindful Walk

### **Task:**

You are going to go on a mindful walk. You can do this in your yard or around the street.

To work mindfully you need to walk without talking.

See if you can find 3 things that you have not noticed before. When you finish walking you can draw a picture of the three things you noticed on your walk. If you have access to a phone or iPad on your walk, you may take photos of the 3 things you noticed. Upload the picture/photos to your portfolio.



Friday 22/10

## Two Circles



### **Task:**

Using a hula hoop or another round object, place them on the ground in front of each player.

The opposite player needs to bounce the ball in their partner's hoop. If they succeed, they can move their own hoop back a little bit. Continue until you cannot reach the circle anymore. The last person to get the ball in the hoop wins.



### **Challenge:**

Start off with the hoops being wide apart, then come closer each time.



## Cybersafety for students

### How to behave online

Staying safe online is partly up to how you behave. Think about:

- How am I portraying myself to others and why?
- Do I treat others respectfully? Do I treat others as I would like to be treated?

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## Cybersafety for students

### How to behave online

Staying safe online is partly up to how you behave. Think about:

- How am I portraying myself to others and why?
- Do I treat others respectfully? Do I treat others as I would like to be treated?
- How do I make decisions about my behaviour when online?
- What message am I giving the world with my photos online?
- What is the impact on me? My family and friends?
- How would I feel if my information or images were seen by others?
- Have I kept my personal details private?
- Who knows my passwords and my numbers?
- How do I respond to inappropriate behaviour from others?

### Bullying online (cyberbullying)

Bullying online (sometimes called cyberbullying) is using technology to deliberately and repeatedly bully someone else. It can happen to anyone, anytime, and can leave you feeling unsafe and alone.

Bullying online can include:

- abusive texts and emails
- posting unkind messages or images
- imitating others online
- excluding others online
- inappropriate image tagging.

Bullying online can be offensive and upsetting and you don't have to put up with it.

### If you are being bullied, stay CALM and THINK clearly:

- Do not respond to the message when you're angry or upset.
- Tell someone: a parent or carer, relative, adult friend or teacher.
- Ask your teacher if your school has a policy in place to deal with bullying if it happens online.
- You can speak to someone online at Kids Helpline <http://www.kidshelp.com.au/> or call them (free) on 1800 55 1800.

## Protect yourself on the phone

- Give your phone number to friends only.
- Keep your mobile phone away from those who shouldn't have your phone number.
- Use ID blocking on your phone to hide your number when you call others.
- Think about whether it is appropriate to send your messages or make a call.
- Regularly check privacy settings on your mobile phone
- For help use the privacy features on your phone call your mobile company's customer care number.

## Protect yourself on social networking sites

- Regularly check and re-set the privacy settings on your social networking profiles
- Most social networking profiles start with minimum privacy; make sure you select the settings you need to share your personal information only with those you want to.
- Don't share your passwords, even with friends.
- Think about whether you would want other people to see your images; some images should not be posted in public places.

## Report it

- Keep records of calls or messages that are offensive or hurtful.
- Visit the Office of the eSafety Commissioner's Report Cyberbullying section at <https://www.esafety.gov.au/complaints-and-reporting/offensive-and-illegal-content-complaints/report-offensive-or-illegal-content> for advice about reporting and direct links to social network and online gaming websites reporting pages.
- If you are physically threatened call the police in your state or territory.
- Report serious online bullying to <https://www.esafety.gov.au/complaints-and-reporting>



**Cybersafety for students**

**How to behave online**

Staying safe online is partly up to how you behave. Think about:

- How am I portraying myself to others and why?
- Do I treat others respectfully? Do I treat others as I would like to be treated?

1. List 4 questions you need to think about on how to behave online to ensure you stay safe. Use evidence from the text.

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2. What is cyberbullying? Give 3 examples of what bullying online may look like.

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3. The text reminds the reader to stay CALM and THINK clearly. Why do you think the author used capital letters for these two words? What is the importance?

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4. Online bullying is serious, what are some ways you can report it if it were to happen to you?

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## Writing Assessment Week 3- Rubric

This is the criteria that teachers are using to assess Stage 3 writing.  
Use this as a checklist to help you compose an Informative text.

<b>Rubric</b>	<b>No evidence</b>	<b>Some evidence</b>	<b>Frequent evidence</b>
I have a plan that 4-5 strong ideas			
I have expanded on each idea with 2-3 different points			
I have used my planning for my writing			
I have followed the structure of an informative poster a heading, subheadings and informative paragraphs			
I have used topic-specific vocabulary			
I have included suitable images to match my ideas			
I have used a range of sentences			
My finished product has been revised and edited			

Writing Assessment

Monday Week 3 18/10/21

Informative writing plan

Poster Heading: \_\_\_\_\_

Subheading

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Subheading

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Subheading:

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**Subheading:**

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**Subheading:**

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$$\frac{72}{108} = \frac{72 \div 9}{108 \div 9} = \frac{8}{12} = \frac{8 \div 4}{12 \div 4} = \frac{2}{3}$$

Look at **Known facts (Common Factor)**:

I know that  $9 \times 8 = 72$

I know that  $9 \times 12 = 108$

Remember to:

- Divide your numerator and denominator by the same common factor
- Simplify your fraction to the simplest form.

**What mathematical thinking did you use to find the common factor:** I know that  $9 \times 8 = 72$ . And  $9 \times 12 = 108$ . That would give me  $8/12$ . I need to simplify my fraction to the simplest form, and I know that the common factor in  $8 = 1, 2, 4, 8$

$12 = 1, 2, 3, 4, 6, 12$

Since 4 is the highest common factor, I divide the numerator and denominator with the same number.

Simplify the fraction to the simplest form

$$\frac{46}{60} =$$

**What mathematical thinking did you use to find the common factor:**

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Simplify the fraction to the simplest form

$$\frac{21}{63} =$$

**What mathematical thinking did you use to find the common factor:**

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Simplify the fraction to the simplest form

$$\frac{5}{10} =$$

How can you describe this fraction?

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Simplify the fraction to the simplest form

$$\frac{35}{60} =$$

Explain your thinking when you see this fraction?

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Simplify the fraction to the simplest form

$$\frac{81}{126} =$$

What mathematical thinking did you use to find the common factor:

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**Tuesday Week 3 Reading 19/10/21**  
**E-safety Commissioner-Cyberbullying**  
**Information for Young People**

<https://tinyurl.com/6dwb5sb9>



## Cyberbullying

Cyberbullying is the use of technology to bully a person with the intent to hurt or intimidate them. One in five young people have been bullied online.

This page is for young people.

Advice is also available for parents as well as adults who may be experiencing online abuse.

### Some examples of cyberbullying include:

- ❖ hurtful or abusive messages
- ❖ creating fake accounts in someone's name to trick or humiliate people
- ❖ spreading nasty rumours or lies about someone
- ❖ sharing photos of someone to make fun of them or humiliate them

*“Remember that bullying behaviour is way more a reflection of that person who is being mean, than it is a reflection of you.”*

## What to Do

### ❖ **Resist the urge to respond**

Resist the urge to respond to any hate targeted at you online, it usually just makes it worse. Often people will say hurtful things just to get a reaction and you don't want to be associated with that or provide them with any reason to get you in trouble as well. Stick to treating people the way you want to be treated online and offline, and you will definitely feel better about yourself.

### ❖ **Screenshot evidence**

Before you block or delete, make sure you screenshot. If you've seen or been the target of mean or nasty stuff online, your immediate reaction might be to make it disappear, but it's really important you keep evidence of it. This might help you out down the track if they continue to be nasty and you need to report it to eSafety. However, if the bullying material involves nudes, be aware that possessing or sharing such images of people under 18 may be a crime, even if the picture is of you or you have just taken a screenshot for evidence purposes. For information about relevant laws in Australia, visit Youth Law Australia. You can also read our advice on what to do if your nudes have been shared.

### ❖ **Report and block**

Most social media services, games and apps have a function that makes it easy to report and block online bullying. You can find reporting links for social media, apps, games and websites in the eSafety guide. If people continue to post mean stuff about you that you can't see, but your friends tell you about, encourage your friends to report it too.

### ❖ **Talk to someone**

Cyberbullying can make you feel isolated and like everyone is out to get you, but that's not the case. Make sure you talk to people you trust and get support from mates or adults that have your back, and you'll realise that you are not alone. There are also many online and phone counselling services with caring people ready to hear you out.

### ❖ **Report it to eSafety**

If you have trouble getting the content removed and you are under 18, you can report it to the cyberbullying team at eSafety. We can work with you to get the hurtful content taken down and point you in the right direction to get help and support. If you are 18 and over, read our tips on how to deal with adult cyber abuse.

## Helplines

### **Kids Helpline**

5 to 25 year olds. All issues. Confidential phone counselling available all day, every day. Online chat available 24/7, 365 days a year.



[1800 55 1800](tel:1800551800)



[Online chat](#)

### **Headspace**

12 to 25 year olds. All issues. Phone counselling available all day, every day. Online chat available 9am to 1am EST daily.



[1800 650 890](tel:1800650890)



[Website](#)

**PARENTLINE** →

**Tuesday Week 3 Reading Questions 19/10/21**

**E-safety Commissioner-Cyberbullying**

**Information for Young People**



1. What is cyberbullying? Give at least 3 examples of ways cyberbullying can occur.

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2. Why are readers advised to screenshot evidence of online abuse? How do you think this would help a victim of cyberbullying?

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3. The text mentions reporting abuse to 'eSafety.' Explore the site using the links provided. Use the information on the site to explain what 'eSafety' is.

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4. The webpage was created as a helpful resource for young people. What tools has the creator included to make this resource practical and useful?

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Tuesday/Wednesday 19/10/21

Informative writing Draft

*Remember to check your work against the success criteria*

**Subheading** Expand your dot points into a paragraph.

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What Image will you use for this point? \_\_\_\_\_

**Subheading** Expand your dot points into a paragraph.

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What Image will you use for this point? \_\_\_\_\_

**Subheading** Expand your dot points into a paragraph.

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What Image will you use for this point? \_\_\_\_\_

**Subheading** Expand your dot points into a paragraph.

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What Image will you use for this point? \_\_\_\_\_

**Subheading** Expand your dot points into a paragraph.

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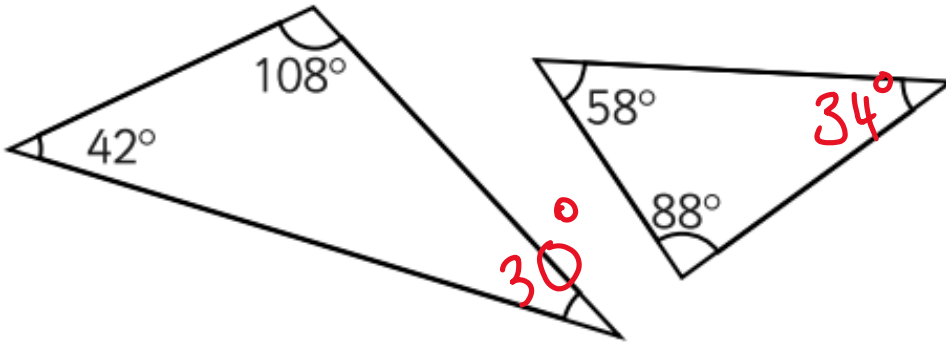
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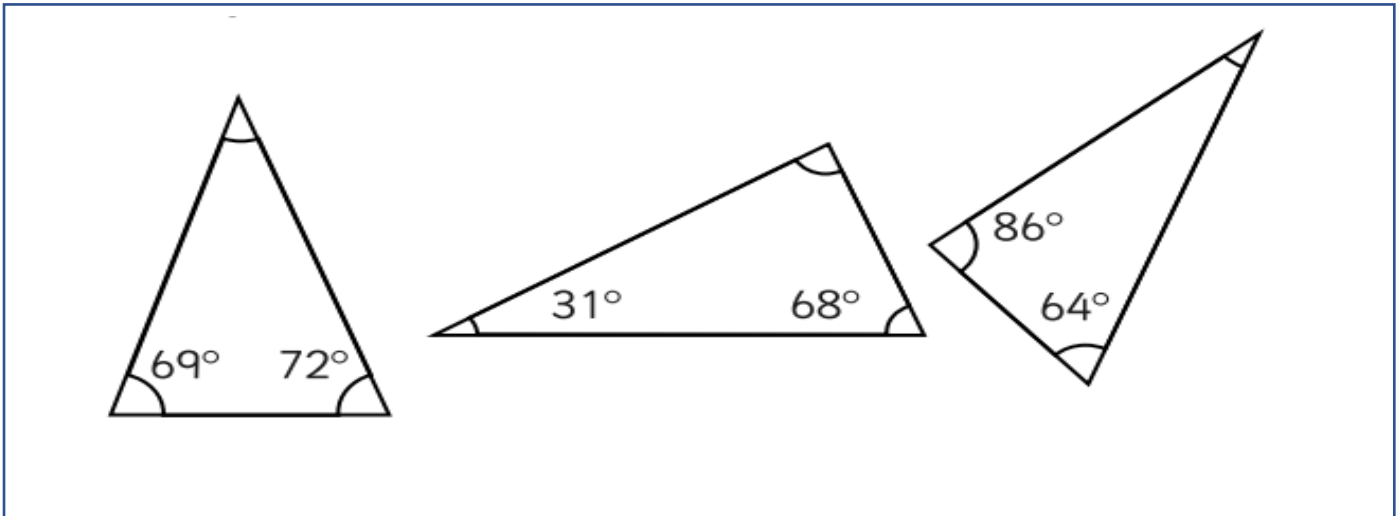
What Image will you use for this point? \_\_\_\_\_

Calculate the missing angle in these scalene triangles.

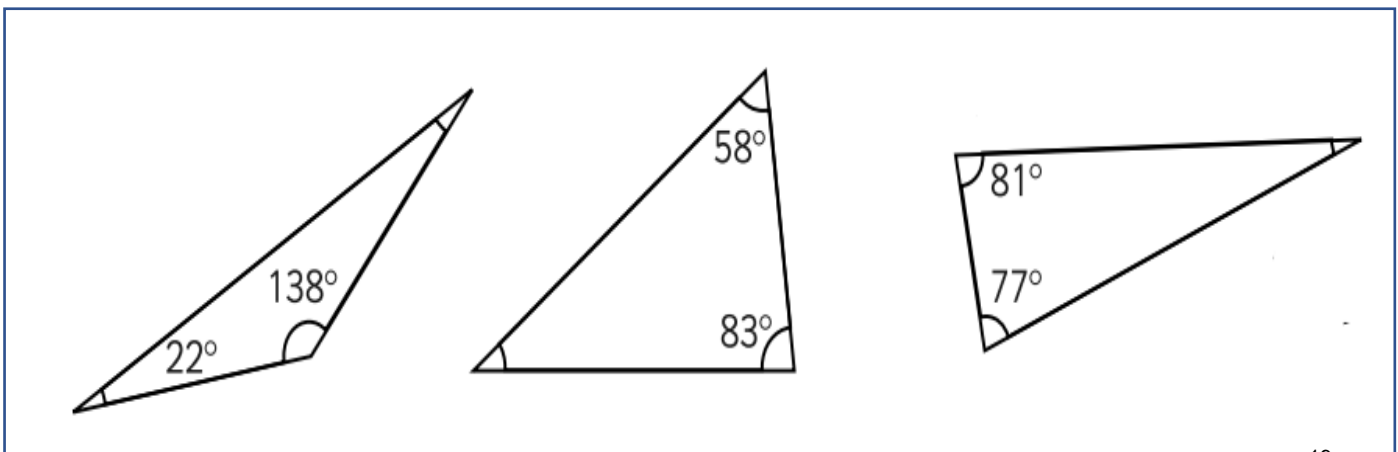


Remember: A scalene triangle is a triangle in which all three sides are in different lengths, and all three angles are of different measures. **However, the sum of all the interior angles is always equal to 180 degrees.**

**Question 1:** Calculate the missing angle in these scalene triangles.



**Question 2:** Calculate the missing angle in these scalene triangles.



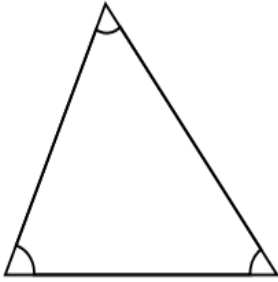
How did you find the angle for each triangle? Write your thinking/working out

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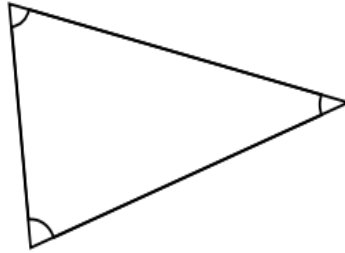
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Estimate the missing angles in these scalene triangles. Ensure the sum of all the angles is correct. Measure the angles when you have finished to check how accurate your estimations were.

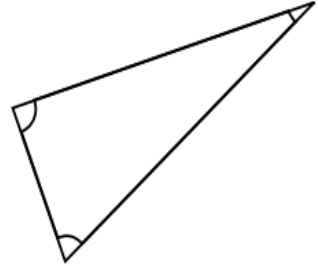
a)



b)

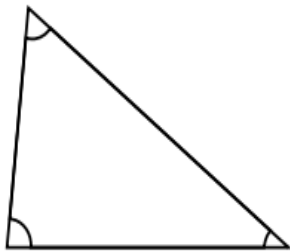


c)

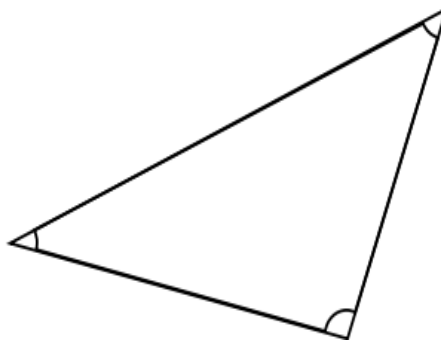


**Questions 3 & 4:** Estimate the missing angles in the following scalene triangles.

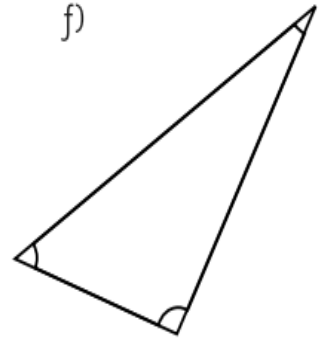
d)



e)



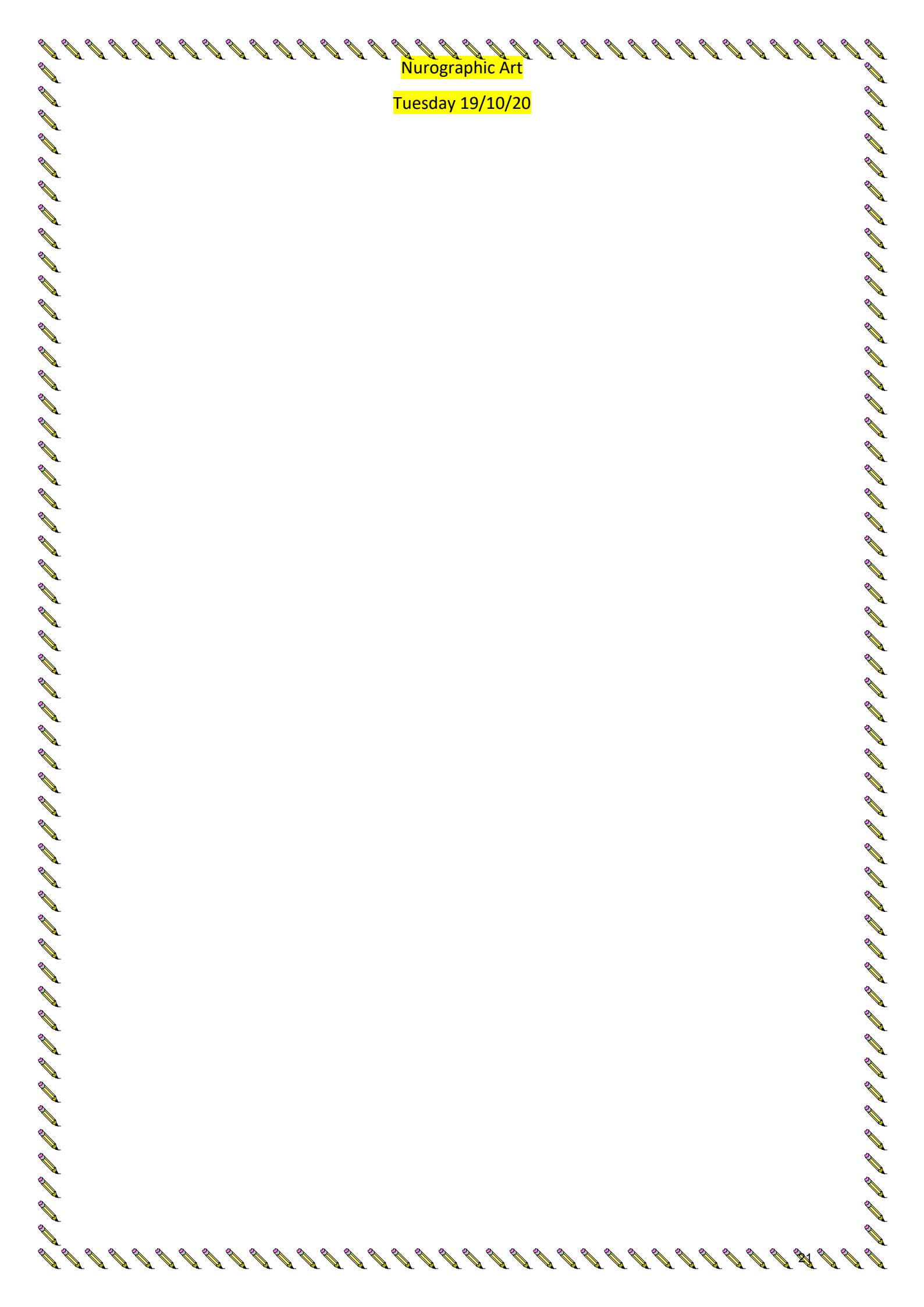
f)



Which factors helped you to estimate the missing angles? Think about the size of the different angles.

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A decorative border of yellow pencils with purple erasers and sharpened tips, arranged in a rectangular frame around the page.

Nurographic Art

Tuesday 19/10/20

Kids Helpline - Cyberbullying



<https://qrgo.page.link/GKonw>

1. What is cyberbullying?

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2. List three forms of cyberbullying?

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3. Why is it important to respond when you see someone getting cyberbullied?

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4. The author wrote this text to inform us on the dangers of cyberbullying. What techniques did they use to do this?

Think about vocabulary, headings, subheadings, images, dot points, questioning?

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**Week 3 - Wednesday 20/10**  
**Numeracy – Area of a Triangle**

Use the formula

$$A = \frac{1}{2}bh$$

to work out the area of the triangles.

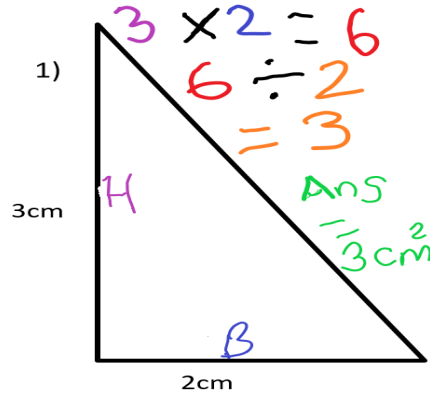
What Do I Know?

I know the formula for working out the area of a triangle

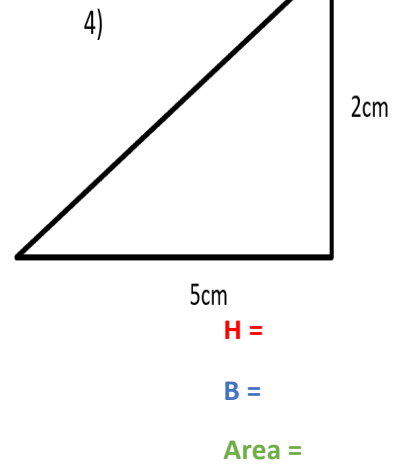
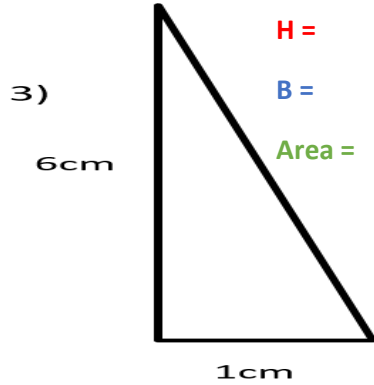
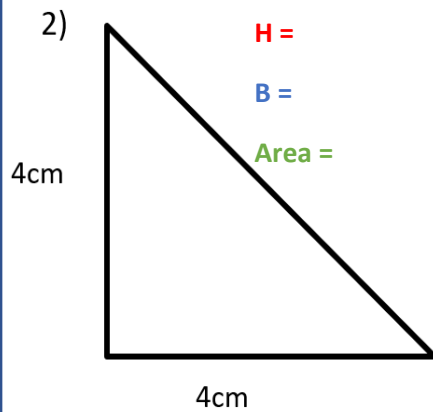
I know the steps are, **1.** Multiply the base by the height and **2.** Half this answer by dividing by 2

I know that a right-angle triangle is exactly half of a square.

I know the area of a of a triangle is written in squared units. E.g., CM2, M2.

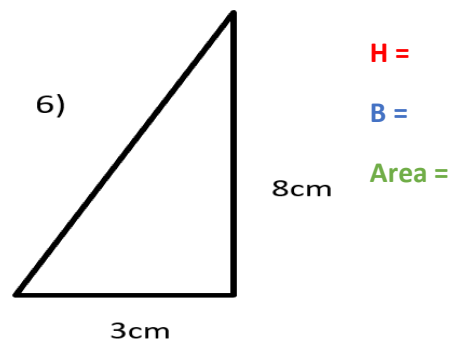
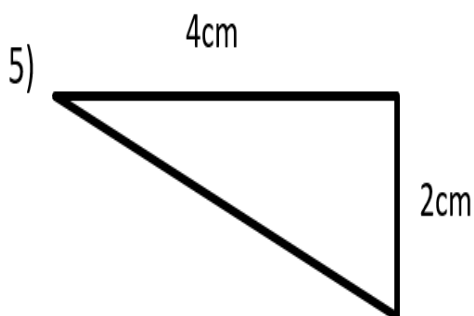


H = 3cm  
 B = 2cm  
 Area = 3cm<sup>2</sup>



**Question:** Why does the formula ask you to half the number you get, when you multiply the base by the height?

**Answer:**



7)

4cm      7cm

H =

B =

Area =

8)

10cm

9cm

H =

B =

Area =

9)

6cm

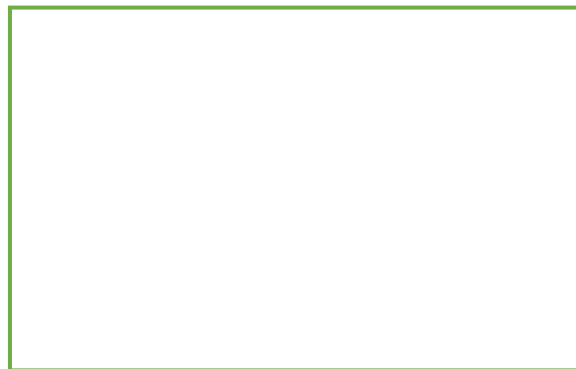
3cm

H =

B =

Area =

**Question:** Choose one of these three triangles. Represent the number you get when you multiply the base by the height by turning the triangle in to a square. Draw it in the box below. Label the length of each of its sides.



10)

5cm

10cm

H =

B =

Area =

11)

3cm

3cm

H =

B =

Area =

12)

3cm

5cm

H =

B =

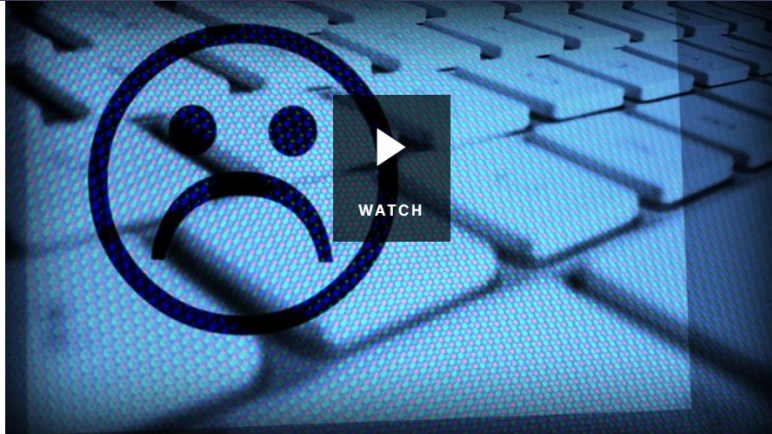
Area =

**Question:** How confident did you feel completing this task? Circle one of the faces to indicate your answer.





Cyber Bullying



<https://tinyurl.com/wnxmxdz>



You might remember before the holidays we did a story on Kids Help Line. We found out that 1 in 10 kids your age has experienced some form of cyber bullying. The problem seems to be getting worse as well. Kids Help Line set up a survey to ask you exactly what's happening and now the results are in. So let's take a look at what cyber bullying is, and how you can stop it.

**Broadcast:** Tue 12 May 2009, 10:00am

NATHAN BAZLEY, REPORTER: You've probably heard it before - 'sticks and stones may break my bones, but names will never hurt me.' Whoever said that hasn't experienced cyber bullying.

We all know bullying is bad - but experts are now realising cyber bullying can be worse. The problem is, it doesn't stop at school. It can follow you wherever you have access to the Internet, or whenever you have your mobile on.

THANIA, KIDS HELP LINE: It can actually invade your personal space at home as well because it goes outside the confines of physical, face to face bullying. You can be affected when you're reading something about yourself on the internet, it can be very hurtful.

We met Thania last term. She's a counsellor with Kids Help Line. She says she's talking to more kids about cyber bullying every day.

THANIA: It's becoming a big problem and we've actually had a big increase in calls around just cyber bullying, as opposed to bullying in the school.

So what exactly is it? Well cyber bullying is anyone using technology to give you a hard time; that includes Myspace, Facebook, MSN, email, or even your mobile phone. And because it's done from a long way away, bullies don't have to see the consequences of their actions.

THANIA: There are certainly people who would find it a lot easier to pick on someone online because they don't have to see that person face to face, so like you were saying it's a lot easier to type something and be nasty and not have to deal with what's going to happen.

What happens, though, can be just as bad as physical bullying, or worse. Kids often feel alone and overwhelmed by the amount of exposure online abuse can gain. Many also feel powerless to stop it, because it's not always clear who's responsible.

NATHAN BAZLEY, REPORTER: Last term we asked you to head to the Kids Help Line site to fill in a survey on Cyber bullying and the results have been very interesting. Not surprisingly, social networking sites seem to be the most common place for bullying, but scarily, only one third of you have told an adult about it.

So what can you do to stop to this kind of abuse? Kids Help Line say more kids should speak out.

THANIA: For a lot of people I think the best support is people you trust, so anyone in your family and people within the school system you can talk to about what's happening.

Another place where many kids don't realise they can get help is the websites themselves.

THANIA: Get an adult to help you contact myspace or google or whatever online service you're being cyberbullied on to let them know what's going on, because they do take cyberbullying very seriously and want to protect their users.

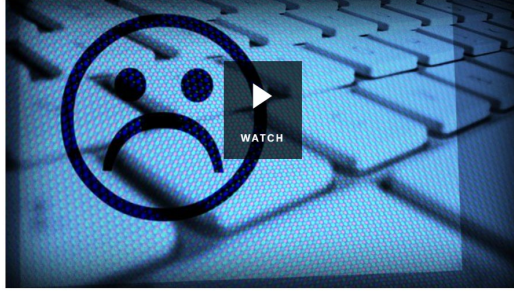
NATHAN BAZLEY: Finally it's important to remember that while bullying can happen anytime, school is when most kids experience it. I remember I got a pretty hard time in school and I know a lot of my friends did as well. It was horrible and hurtful at the time, but it doesn't last forever.

THANIA: We talk to lots of young people that develop really great coping strategies and ways to manage their negative emotions associated with bullying, so they end up becoming really resilient and confident young people when they're adults, and they become very successful adults as well.

Presenter

Now you should also know some sorts of cyber bullying are illegal and can get you in to trouble with police.

Cyber Bullying



1. What is Cyberbullying? Provide examples from the text to support your answer.

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2. How can those who experience cyber bullying feel? Have you ever felt this way?

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3. What can you do to stop or prevent cyber bullying? Provide examples.

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4. What is the purpose of this text? What is the key message they are trying to convey to their audience?

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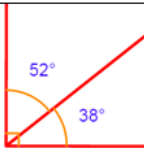
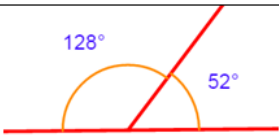
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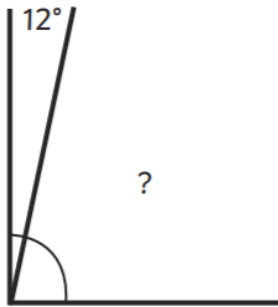
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**Numeracy – Calculate the missing angles**

Today we will be looking what complementary and supplementary angles are!

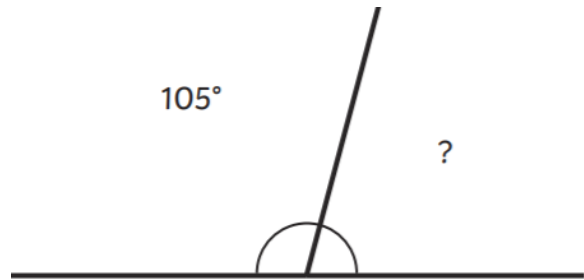
Look at explanation below of the difference between them.

Type of Angles	Description	Example
Complementary Angles	Angles that add up to 90°	
Supplementary Angles	Angles that add up to 180°	



The missing angle is:

$$90 - 12 = 78^\circ$$

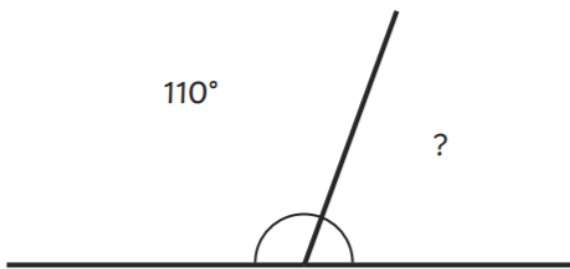


The missing angle is:

$$180 - 105 = 75^\circ$$

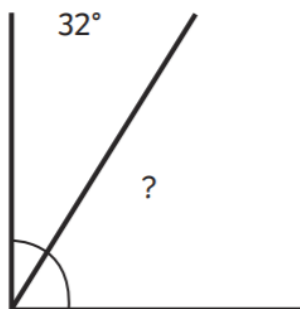
Answer the following questions below and don't forget to name the angle.

**Question 1:**



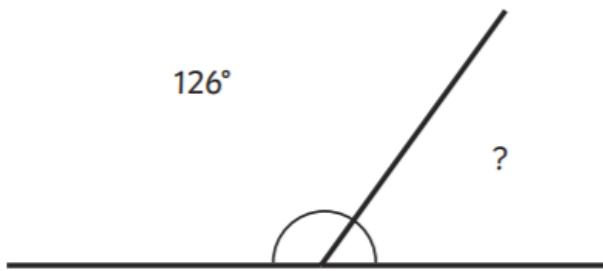
The missing angle is:

**Question 2:**



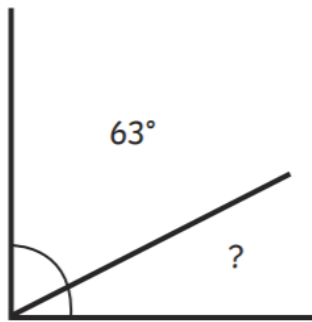
The missing angle is:

Question 3:



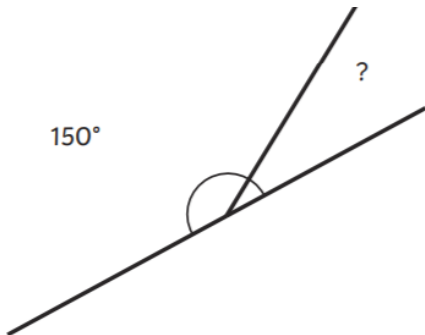
The missing angle is:

Question 4:



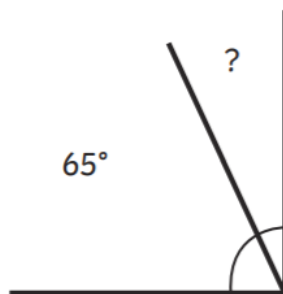
The missing angle is:

Question 5:



The missing angle is:

Question 6:



The missing angle is:

**Cyber Bullies still a Big Problem for Kids**

**Cyber bullies still a big problem for kids**



<https://tinyurl.com/64a462>



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One in two young people say they have been the target of cyber bullying with a quarter threatened with harm.

Despite the focus on safe cyber use, headspace National Youth Mental Health Foundation said alarming new research showed the message wasn't getting through.

It said 33 per cent had been the victim of a rumour and 35 per cent received mean and hurtful comments online with others facing mental and physical threats of harm.

Released to mark National Day of Action against Bullying and Violence on Friday March 19, headspace said there had been no change in the incidence\* of cyber bullying since its last research in 2018.

The new research came from a survey of 4000 young people aged 12 to 25.

The organisation is launching its campaign "bullying isn't banter\*" to raise awareness and get families and friends to buy into good role modelling.

"It is really worrying that the numbers of reported cyber bullying experiences in young people remain so high as the impacts of bullying and cyber bullying can be significant and long lasting," headspace chief executive Jason Trethowan said.

"We can see from the research that things aren't getting better in this space and now is the time to do more."

Clinical leadership head Mr Nick Duigan said the research pointed to an alarming trend.

“We know that being bullied is associated with an increased risk of experiencing anxiety, depression and self-harming behaviours. This is really concerning, but also presents us with an opportunity to help create change,” he said.

### **WHAT TO DO**

If you’re being trolled, cyber bullied or cyber stalked:

#### **TAKE CARE** of yourself

Trolling\* can take its toll on anyone. Constant exposure to negative content can leave you feeling exhausted, angry or distressed.



📷 If you're being trolled, cyber bullied or cyber stalked, talk to a trusted adult, friend or mentor.

#### **TALK** to someone

This might be a trusted adult, a friend, a teacher, a mentor, an elder, or even a friendly headspace clinician.

#### **DECIDE** if it’s trolling, cyber bullying or cyber stalking

Consider the behaviour you’re witnessing and work out what it is. If it’s trolling, you may be best to ignore it, so the troll does not get the reaction they are looking for.

#### **IGNORE** it

People who troll want a reaction. They want you to get upset and keep on replying to their messages. They want you to tag your friends and pull other people into it, too. Often, by ignoring the content altogether and not responding, they’ll get bored and move on.

#### **REPORT** or block it

Sites give you the option to block and report content that is offensive, or you can block the individual. If you do this to a troll, the site may notice that they’re posting nasty stuff and block their access so they can’t post anymore.

#### **LOG OFF**

Log out of your social accounts and stay offline for a few days. This will give you a break, and hopefully lead to the troll moving on when they don’t get a response.

#### **REPORT** cyber bullying and cyber stalking

Confide in people and keep records.

Change your privacy settings and passwords.

*Visit [headspace.org.au](https://www.headspace.org.au)*

*Headspace is hosting a cyber-bullying online group chat on Sunday April 4 at 7pm*

### **GLOSSARY**

- **incidence:** the rate or frequency that something happens
- **banter:** playful or friendly exchange or teasing
- **trolling:** starting arguments or upsetting people on the internet

**Cyber Bullies still a Big Problem for Kids**

**Cyber bullies still a big problem for kids**



1. What did the author mean by saying “The message was not getting through?” Justify your thinking using evidence.

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2. If you were ever stuck in a cyber bullying incident. How would you deal with it? List 3 ways.

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3. Why is it important to ignore and report cyber bullies? Support your answer using evidence from the text.

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4. Why did the author suggest ‘logging off’ as a method of self-care? Justify your answer.

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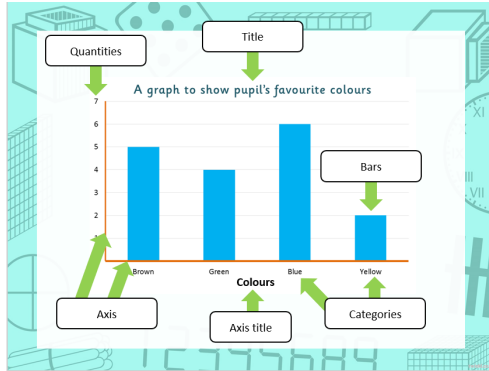
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Data is very useful because it can be used to show patterns.

Shops look at data to know how much of their stock sells at each time of the year. They use this information to predict how much they will need at certain points of the next year, or when busier periods might be.

**Recap – Look at the picture below which highlights the features of a graph:**



30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.

Trip to the park!	Swimming!	Play computer games!	Swimming!	Trip to the park!	Baking!
Baking!	Reading!	Trip to the park!	Baking!	Play computer games!	Reading!
Play computer games!	Play computer games!	Trip to the park!	Swimming!	Play computer games!	Swimming!
Play computer games!	Reading!	Baking!	Swimming!	Baking!	Swimming!
Play computer games!	Swimming!	Swimming!	Play computer games!	Reading!	Trip to the park!

1. What type of graph would be the best to represent this data:

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2. Using the data above fill in the tally chart and then calculate the total of each response.

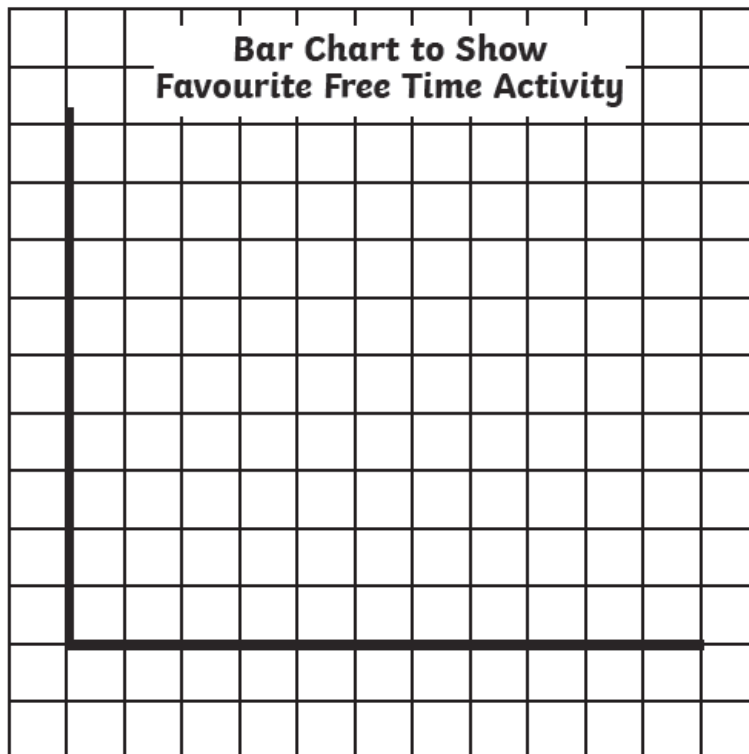
Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		

3. Do you think this chart represents the data well? Why/Why not?

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4. Using the data above fill in the bar chart below.



5. Do you think this chart represents the data well? Why/Why not?

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Title: