

# *Trakz*

A resource to reduce the impact  
of teasing in the lives of  
Aboriginal youth

## Training Manual 2018

# Introduction



It is known that teasing is as a key source of stress for Aboriginal young people that causes harm to their wellbeing, their families, and their communities.

The Trakz resource was designed to address the impact of teasing and bullying experienced by remote Aboriginal youth. The aim of Trakz is to teach youths how to recognise and respond to teasing and to help protect themselves from the negative effects of teasing.

Trakz is a resource designed to be used in diverse settings by youth workers or facilitators, teachers and people who deliver wellbeing programs to Aboriginal youths.

The Training Manual is written in a PowerPoint format to make it accessible to either an individual, a team or an organization to learn about the Trakz resource and as a guide on how to use Trakz. The PowerPoint presentation can also be used as a professional development training session for an organization's staff.

Trakz is a flexible resource that can be used in a way that maximises its use in the settings which people work. It can be used as a stand alone resource or in conjunction with existing youth wellbeing programs.

For further information or to provide feedback on the Trakz resource, please email [resilient.youth@menzies.edu.au](mailto:resilient.youth@menzies.edu.au)

# Trakz Team



**Philamena McKenzie** is a Burarra woman from Maningrida and works in youth programs that support wellbeing, health, education and leadership for remote Indigenous youth. She mentors youth workers and established the youth leadership committee; she runs youth events and initiatives, such as a 2016 youth forum of young Top End Indigenous youth workers to discuss suicide prevention and cultural healing strategies for young people. Philamena was a finalist in the 2017 Northern Territory young achievers awards.

**Rodriguez Wilson** (aka Pin Pin) is a family and youth support worker for Gunbalanya Family and Youth Services with Top End Association for Mental Health (TEAMhealth). Rodriguez is known for his advocacy for the needs of young people at risk in remote Indigenous communities. Through his work he supports young people and their families at risk of, or affected by mental illness, and strives to be a positive role model and mentor to Gunbalanya youth.



**Jonathon Saunders** has an Honours degree in Visual Arts and works as an illustrator and 2D animator and exhibits nationally. Darwin-born, he is a member of the Woppaburra people, from the Kanomie clan of Keppel Island, Queensland. He created the webcomic, *Astounding Tales of Hero Fiction*, that was selected in 2016 for development under Screen Territory's Illuminator masterclass. While on a Fox Studio internship, he worked on Ridley Scott's *Alien Covenant*. When he's not drawing, he works in the Indigenous Art sector supporting art centres and their artists.

**Yarran Cavalier** has worked with Indigenous Communities for over 25 years in diverse programs including arts & musical development, aged and child care, ranger and land management programs and youth programs. Recently, he has coordinated the professional development and mentoring program for youth workers across the NT.



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# PART A:

## Overview - teasing and bullying

### Across Australia:

- there is a **high level** of teasing amongst students, including Aboriginal youth

### Teasing and bullying:

- causes **stress** to young people
- has long lasting effects on a **young person's health and wellbeing**
- impacts their **achievements** in life
- causes **harm** to a **person**, their **family** and their **community**



**Note:** Aboriginal young people use teasing to refer to both teasing and bullying. This manual uses the word teasing in the same way.



# Definition of Teasing

## Teasing is when:

- a person or a group intentionally and repeatedly use their power to make someone upset, wild, scared, or make them feel bad about themselves

## Teasing can be:

- face to face
- behind someone's back
- online
- physical

## Teasing includes:

- shaming
- backstabbing
- telling stories that are not true

## Teasing is not:

- a fight with a friend that can be sorted out
- a one-off argument or fight with someone
- friendly banter

For example: Birds on a wire

<https://www.youtube.com/watch?v=k2PJ6T7U2eU>



# Teasing is when someone....

Shames or humiliates you in front of others

Sends mean or upsetting texts

Makes you feel bad or scared

Says or does mean things that upset you

Stops you from joining in

Hurts you with physical bullying like hitting, pushing, punching

...does these things **intentionally** and **repeatedly**, often in the **same location**



# Teasing - girls & boys

Teasing by girls is **mostly about relationships**



Teasing by boys often leads to **aggression or violence**



# Teasing is harmful

Teasing causes stress and harm to young people

Teasing negatively affects a youth's:

- health and wellbeing
- learning
- friendship and social activities
- ability to make good choices
- family
- community



# Teasing spreads.....



## Teasing involves a number of people:

- the person **being** teased
- the person or group **doing** the teasing
- the bystander/s **watching**
- family and friends who **hear** about it
- **community** (tensions are triggered) and, it can keep **spreading**.....

# Impact of teasing

## Teasing has a wide reaching impact



### Teasing impacts:

- a **school's** time and resources dealing with teasing
- **family and friends** of the person being teased
- social & health **youth services**
- **community** interactions



Texting community violence: Cybersmart – Little things

<https://www.youtube.com/watch?v=JyOBkmBuF28>

(Animated cartoon – affects of cyberteasing in a remote community)



# Evidence – 2010 (WA)

Volume 39, 2010

the AUSTRALIAN JOURNAL of INDIGENOUS EDUCATION

## BULLYING *in an* ABORIGINAL CONTEXT

Juli Coffin, Ann Larson & Donna Cross.

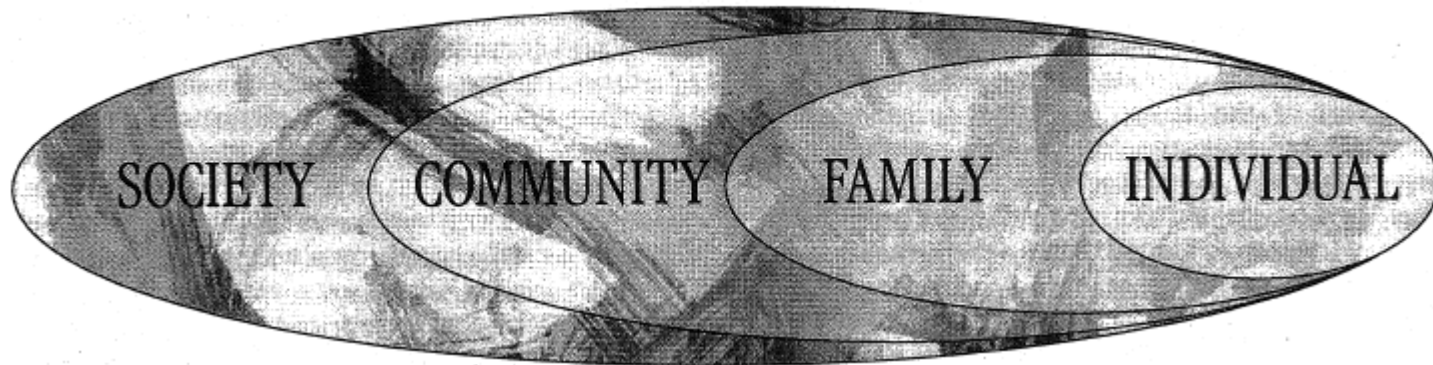
### Key points – bullying:

- occurs **frequently** to Aboriginal students
- can be **perpetuated** by family and community violence, parental responses and institutional racism
- cannot be **effectively tackled** by mainstream programs
- programs need to **understand and engage** with Aboriginal youth's culture, family and socio-economic realities

# Evidence – 2010 (WA)

BULLYING *in an* ABORIGINAL CONTEXT

*Juli Coffin et al.*



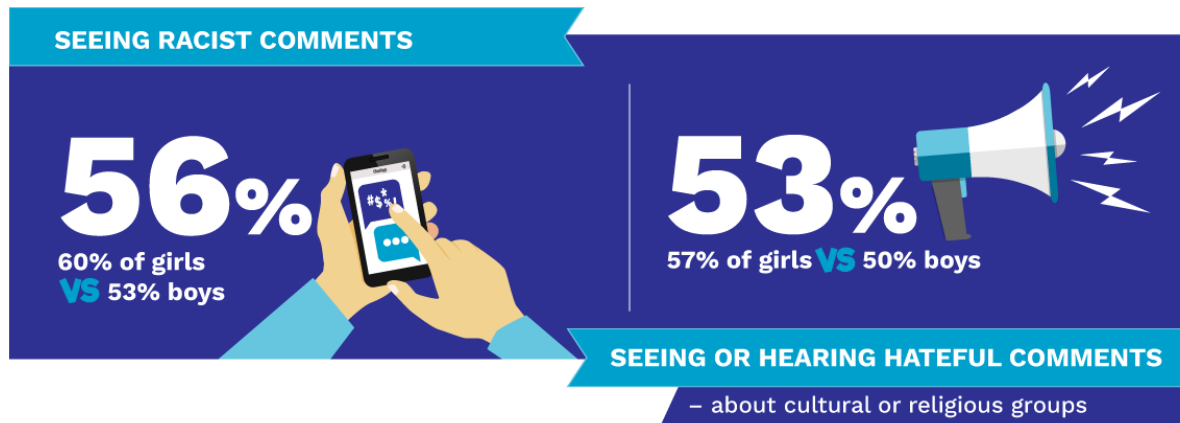
## Bullying:

- can reflect the tensions within and between communities
- is more common in communities with high levels of violence
- remote and isolated communities report higher levels of bullying

## Key Finding:

Factors that **perpetuate bullying** and **protect youth** are **unique** to **each setting**

# eSafety Commissioner 2017



## Cyberbullying - report stated:

- serious complaints **increased** by 63%
- students **12-16 years** were primary targets
- happened to **one in five** students aged 8 -17 years

## Cyberbullying – its different because:

- it **occurs in tandem** with real-life bullying
- is **not isolated** to a place and time
- it has no time restriction – it's **24/7**



Teasing and bullying  
can have serious  
negative long term  
effects on a  
student's life

*Alannah and Madeline  
Foundation*

*The economic cost of  
bullying in Australian  
schools*

*March 2018*

## *The economic cost of bullying in Australian schools*

# Teasing is a serious issue

## Potential long-term effects of teasing and bullying:

- decreased **school attendance** and **educational achievement**
- increased likelihood of engaging in **high risk behaviours**
- increased risk of **mental health issues** - depression, anxiety, self-harm, suicide
- likelihood of long-term **eating disorders** in girls
- males show **violent behaviour** into adulthood, especially towards females
- **police involvement** in life of the youth and family

Alannah and Madeline  
Foundation

*The economic cost of  
bullying in Australian  
schools*

March 2018

*The economic  
cost of  
bullying in  
Australian  
schools*

# PART B

## Introducing Trakz



### TRAKZ

- a resource to address and **reduce the impact of teasing** in the lives of Aboriginal young people, their family and community

#### Designed to:

- help **protect Aboriginal youths** from the negative effects of teasing
- **reduce the impact** of teasing on young people

#### Teaches youth how to:

- **recognise** when being teased
- **respond in a positive** way when teased



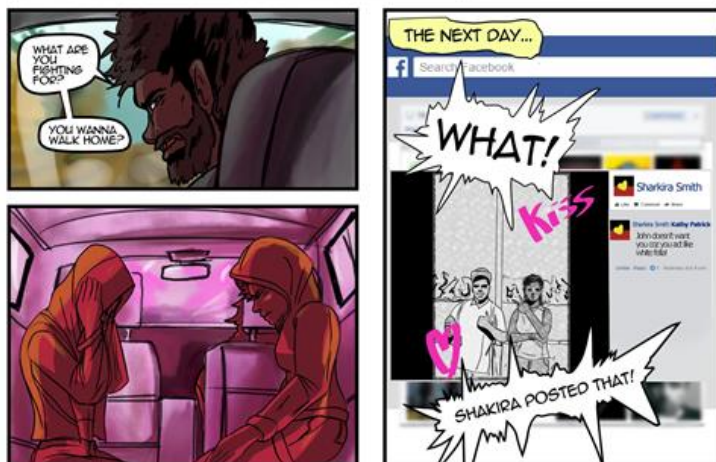
# Trakz - overview

## Trakz:

- is designed for **Aboriginal young people** from remote communities
- can be **used by** youth, sport and rec, mental health workers, teachers, carers and others
- uses **realistic, community based** stories
- gives youths an opportunity to **learn and practise** how to act in a better way
- increases a **youth's skills and confidence** to act positively when they:
  - are teased
  - see others being teased



# Trakz - Learning through story telling



TRAKZ stories are cartoon graphics drawn for Aboriginal youth

## Trakz:

- tells **real-life** stories
- uses **familiar language**
- is set in **community**
- shows **how teasing** happens
- gives examples on how youth can **protect** themselves and their friends from teasing



# Trakz - Learning through story telling



A story is written to assist Aboriginal youth to:

- **recognize** when they or friends are teased
- practise how to **problem solve** when teased
- learn to **respond in a positive way** to teasing
- understand the **effects of teasing** on wellbeing
- **change** the way they **respond** to teasing
- **step-up** when they see friends being teased
- **protect** themselves **from harm** caused by teasing
- see **community** as a **strength**

# Trakz stories

## TRAK 1



W

## A Trakz story:

- covers key **emotional themes or feelings** that youths feel when teased
- introduces **realistic characters** and illustrates their problem
- introduces **'bystanders'** and their role
- asks the reader to **make a choice** – what Trak?
- shows **helpful and unhelpful choices** to make when teased
- highlights the **positive strategies** to use and why these choices are better

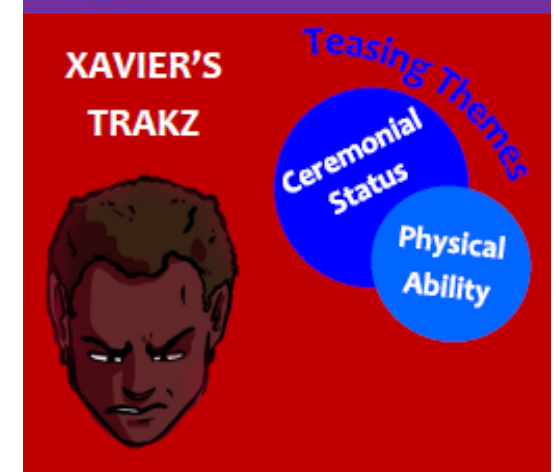
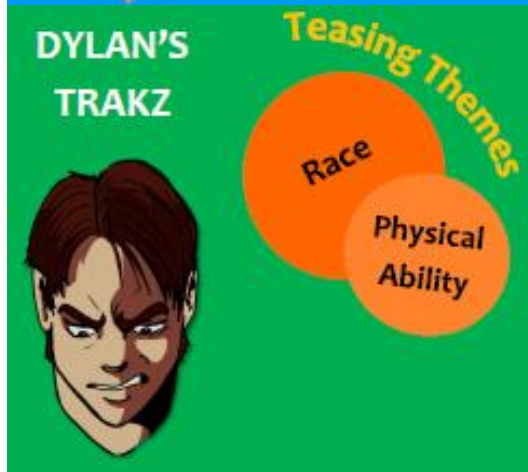
## TRAK 2





# Trakz stories – teasing themes

Each Trakz story covers teasing themes



IHHP *He said, She said* (a remote community hip hop video on the types of teasing that happen)

<https://www.youtube.com/watch?v=R950qk-8SNU>

# Teasing themes: activity

**Activity:** Before using Trakz, find out the types of teasing that the youths have to deal with. Print the teasing topics cards below and ask the youths to rank, in a group or individually, the ones they think affect them the most. This activity can also be done in a Trakz training workshop.

**Name calling & putting people down**

**Picking on people because they are different**

**Jealousy about others & relationships**

**Stopping people from joining in**

**Not respecting Culture and people's family**

**Physically hurting someone**

**Write up the youth's suggestions**

**Gossiping behind someone's back**

**Cyber-bullying facebook & texting**

# PART C:

## Using TRAKZ 1

### Before using the Trakz flipchart:

- **read** through the Trakz story
- be **familiar** with the flow of the story
- know how the **characters** act in
  - Trak 1
  - Trak 2
- be familiar with the **teasing themes** in each story
- think of other **examples of teasing** that are relevant to the group

### KATHY'S TRAKZ

What is the problem?

What is the teasing about?

- a) Jealousing
- b) Half-caste teasing
- c) Teasing on facebook
- d) Teasing about ceremony
- e) Teasing about school
- f) Shame job



# PART C:

## Using TRAKZ 2



### When using the Trakz flipchart and projection:

- **read** the story a few times with the group
- encourage the group to **act or role play** characters to add meaning and context
- talk about the **teasing themes**
- go over the **social and emotional learning** in the story
- discuss the strategies characters used to **respond** in a positive way
- weave the stories into other **social contexts**
- generalize the **social and emotional learning into everyday** happenings
- plan activities that **reinforce** the social and emotional learning



# Structure of a Trak story



1. The teasing story

2. A decision – **which Trak?**



One Trak is **negative** | One Trak is **positive**

# Social and emotional learning



Discuss what happens in:

- Trak 1
- Trak 2

Talk about the social and emotional learning in the:

- **positive** Trak
- **negative** Trak



**Plan other activities**

- that help youth's social and emotional learning



# Positive self talk

A key aspect of changing behavior is positive self-talk



- discuss the concept of **positive self-talk**
- identify the positive self-talk in the Trak story
- talk about - **what influences**:
  - how we act
  - how we feel
  - how we make others feel
- **practise** positive self-talk
- make posters of positive self talk captions





# Stop... Think... Do

## A strategy for acting in a helpful way

- Discuss the concept of **Stop...Think...Do**
- Identify Stop..Think..Do in the Trak stories
- Talk about ways to:
  - **Stop** – before you act, calm down
  - **Think** - use positive self-talk
  - **Do** - act strong and with respect
- Write | act out a Trakz story with a Stop..Think..Do theme



**Controlling Emotions: A Lesson from Angry Birds**  
(cartoon showing how empathy triggered a change in teasing behaviour)

<https://www.youtube.com/watch?v=pFkRbUKy19g>



# Group discussion

Each Trak has activities to guide a youth to think about:

- different **types of teasing**
- positive and negative **ways to react** to teasing
- **impacts** of how a person reacts to teasing
- the **effect** teasing has on a person, group, community
- **why** people shouldn't tease others
- ways to **change** their behavior around teasing
- helping their family and community to **reduce** teasing
- how to **stand up** for someone being teased
- the power of being a **bystander** (85% of bullying is watched)



Be an Upstander – illustrates strategies on how to be a Positive bystander (good for schools)

<https://www.youtube.com/watch?v=eegQCyQOCPg>

# Getting the most out of Trakz

Trakz is a flexible teaching and learning tool – use it:

- in ways that **suits the young people** and setting you work in
- to help youths learn how to **improve their response** to teasing
- with a small **group or as a one-to-one** activity
- to encourage youths to **share their own stories**
- to build **youths' skills and confidence** around teasing
- to talk about **positive things in life** that help deal with teasing



The Solid Kids Program (WA) has a range of videos  
(filmed in urban WA schools)  
<https://www.telethonkids.org.au/our-research/aboriginal-health/cre-aboriginal-health-and-wellbeing/solid-kids/solid-kids/we-all-solid/>



# PART D:

## The six Trakz stories

### Three female stories – Cathy's, Abby's, and Priscilla's story



### Three male stories – Dylan's, Xavier's, and Tom's story





# Priscilla's story focuses on:

## Priscilla's TRAKZ



The impact of teasing and unhelpful responses on a person, family and community

### Teasing themes:

- Teasing at school
- Academic ability
- Racial teasing

### Trak 1 - common reactions to teasing:

- Social withdrawal
- Taking it out on others and fighting
- Risk taking
- Unhelpful self-talk

### Trak 2 - helpful reactions and key learning:

- Empathy: take care of others
- Being supportive
- Helpful self-talk
- Using your support system

### Social/emotional skills activity:

- Empathy
- Personal responsibility
- Connections with others

# Dylan's story focuses on:

## Dylan's TRAKZ



The impact of teasing and unhelpful responses of teasing on Dylan and his community

### Teasing themes:

- Racial teasing
- Physical ability

### Trak 1 - common reactions to teasing:

- Impulsive emotional reactions – destruction and fighting

### Trak 2 - helpful reactions and key learning:

- Stop, Think, Do
- Helpful self-talk

### Social/emotional skills activity:

- Helpful self-talk
- Personal strengths
- Stop, Think, Do
- Tips for calming down

# Kathy's story focuses on:

## Kathy's TRAKZ



The impact of teasing and unhelpful responses on Kathy, her family and her community

### Teasing themes:

- Jealousing
- Cyberbullying/social media
- Racial teasing
- Shame

### Trak 1 - common reactions to teasing:

- Retaliation – teasing back online and in person
- Getting others involved in fights
- Unhelpful self-talk

### Trak 2 - helpful reactions and key learning:

- Helpful self-talk for coping – distancing self from teasing
- Calming down
- Prioritising goals - sport

### Social/emotional skills activity:

- Helpful self-talk
- Personal strengths



# Abby's story focuses on:

## Abby's TRAKZ



**Abby**

This story is about Abby. Abby is a watcher: she sees Tara being teased



**Tara**

Tara is teased by the other girls



**Teasers**

These girls tease Tara. They want Abby to join in the teasing

A watcher or bystander; watching a friend being teased and the impact on community

### Teasing themes:

- Dream killers
- Racial teasing

### Trak 1 - common reactions to teasing:

- Joining in with the teasing
- Peer pressure
- Being a bystander
- Not speaking up

### Trak 2 - helpful reactions and key learning:

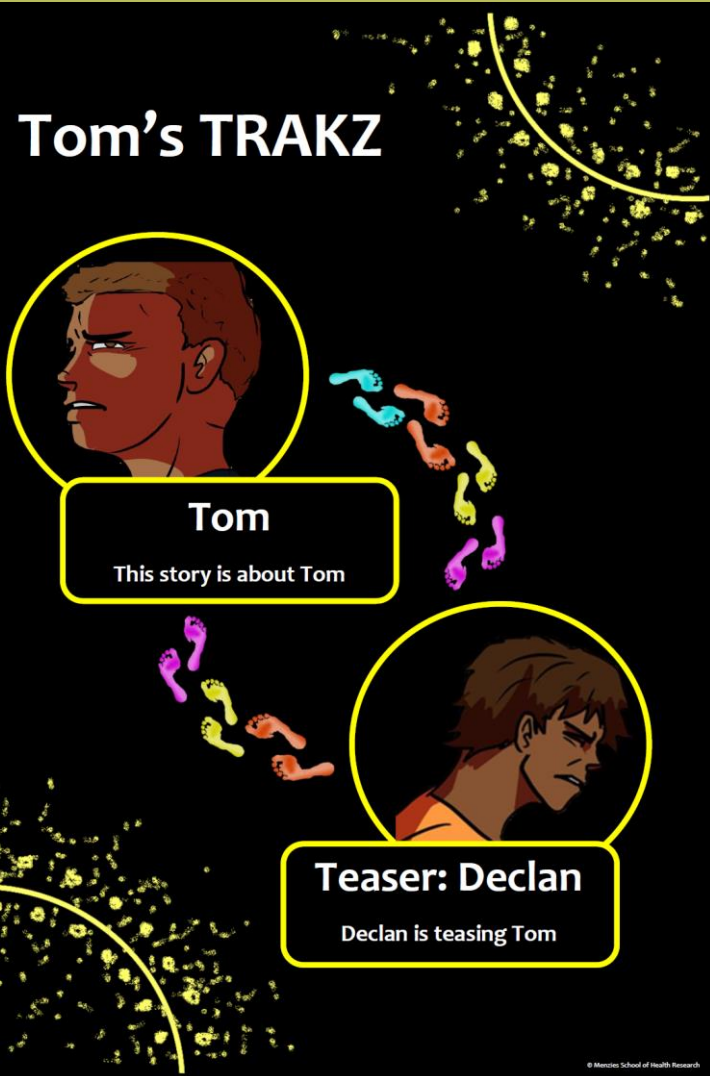
- To step in and speak up for someone being teased
- Being supportive
- Problem-solving
- Emotional regulation

### Social/emotional skills activity:

- Personal strengths
- Speaking up

# Tom's story focuses on:

## Tom's TRAKZ



Tom being teased by Declan and Declan's family history. Tom can step-up or not

### Teasing themes:

- Family fighting
- Dream killers
- Shame

### Trak 1 - common reactions to teasing:

- Retaliation – teasing back
- Getting others involved in retaliation

### Trak 2 - helpful reactions and key learning:

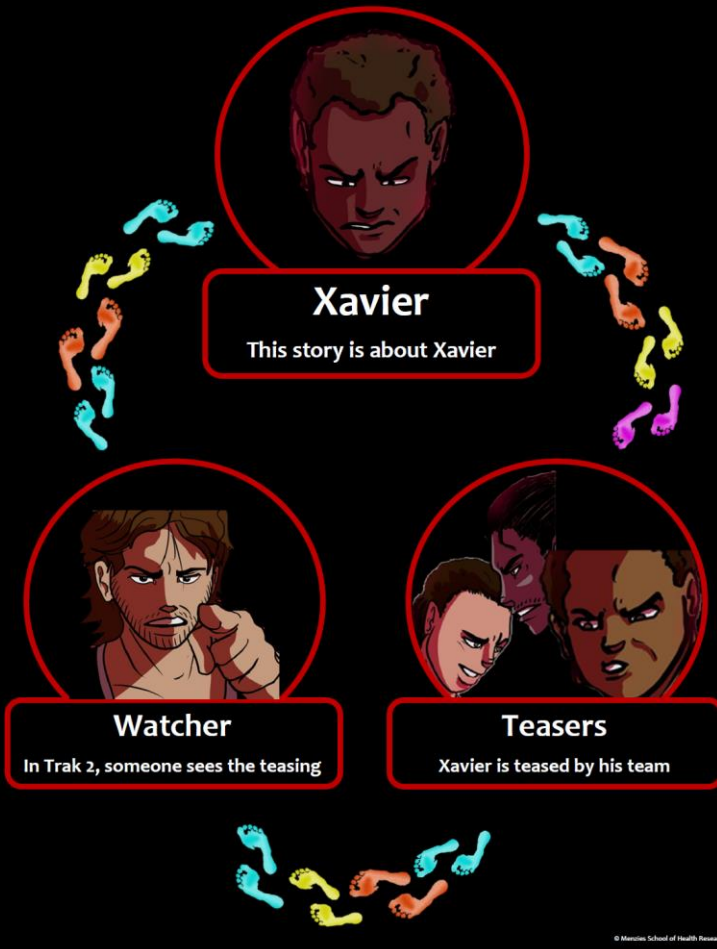
- Empathy - take care and feel for others
- Being supportive
- Helpful self-talk and coping
- Emotional regulation
- Break the cycle

### Social/emotional skills activity:

- Personal strengths
- Break the cycle

# Xavier's story focuses on:

## Xavier's TRAKZ



## Lore and how Xavier acts and the watchers or bystanders reactions

### Teasing themes:

- Ceremonial status
- Physical ability
- Bystanders
- Community

#### Please note

Xavier's TRAKZ is about men's **ceremonial status** and is best delivered by or with the assistance of an initiated man

### Trakz - helpful reactions as key learning:

- Stop, Think, Do
- Tips for calming down
- Communication styles
- Help seeking and coping
- When to step in and when to step back

### Social/emotional skills activity:

- Community and ceremony responsibility
- Emotional regulation
- Personal strengths
- Tips for calming down

# PART E:

## Additional resources - USB

### The resources are for training staff:

- about the Trakz resource
- on how to deliver Trakz to youth groups and students

### The USB has the following files:

- **Trakz Training Manual** - PowerPoint presentation for staff training
- **Trakz student booklet** – for printing more booklets
- **Individual Trakz stories** – for printing an individual Trak story
  - **Girls:** Abby's story; Kathy's story; Priscilla's story
  - **Boys:** Dylan's story; Tom's story; Xavier's story

### Support material:

- **Teasing topic cards** – to use in the teasing theme activity



# Digital Trakz – storybook App



Priscilla's story and Tom's story are available in interactive digital storybook format

Access Priscilla and Tom's story by:

- **downloading** at the App Store
  - **Trakz** available via iTunes and Google Play
- **viewing** on the Hitnet website:
  - <https://www.hitnet.com.au/kiosk/>
  - **Hitnet Hub** in communities across Australia



# Additional resources – video links

## Videos that support the delivery of Trakz



**Don't be a Bystander (Teenage girls at high school)**

<https://www.youtube.com/watch?v=aftXGndJ-Pg>

**Be an Upstander – positive approach to teasing (graphics and voice over)**

<https://www.youtube.com/watch?v=eeqQCyQOCPg>

**IHP *He said, She said* (teasing in community)**

<https://www.youtube.com/watch?v=R950qk-8SNU>

**Texting - community violence: Be Deadly online *Little things* (animation)**

<https://www.youtube.com/watch?v=JyOBkmBuF28>

**Controlling Emotions: A Lesson from Angry Birds (cartoon)**

<https://www.youtube.com/watch?v=pFkRbUKy19g>

**Picking on someone – Birds on a wire (cartoon)**

<https://www.youtube.com/watch?v=k2PJ6T7U2eU>

**Solid kids program (WA) - school teasing and bullying videos**

<https://www.telethonkids.org.au/our-research/aboriginal-health/cre-aboriginal-health-and-wellbeing/solid-kids/solid-kids/we-all-solid/>

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# *Trakz*

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