

Cyberbullying

Introduction for teachers

This lesson plan aims to educate secondary-age students about cyberbullying and the harm it can cause. It has been developed in partnership with Childnet International and National Deaf Children's Society.

Cyberbullying is one of the most common forms of unacceptable contact that young people face online, so students need to be aware of the different ways that it can happen and the potential consequences for everyone involved. It's essential to talk to young people about what they can do if they're worried about cyberbullying, and explain how to behave positively and appropriately online.

This lesson plan can be used for a whole lesson (approximately 50 minutes), however, if time is limited each activity can be completed separately. The session will work well as a whole class exercise as it allows for plenty of discussion, but small group work within the session is also advised.

You might need to prepare some resources before the lesson, for example, photocopying and cutting out cards.

Lesson aim

To help students to think about the effect cyberbullying can have on others and themselves, and how to seek advice.

Learning objectives

Students should:

- explore and understand what is meant by 'cyberbullying'
- be able to discuss the context of an online post and consider the impact it may have on the recipient
- be able to identify the steps they should take to respond to cyberbullying.

Note: you may wish to spend longer on the activities if you have time to allow for discussion.

Lesson outline

Delivery method

Group work

50 minutes

Starter

Defining cyberbullying

5

Activity one

The emotion compass

10

You will need:

- Scenario cards (Appendix 1, page 11)
- Emotion cards (Appendix 1, page 12)

Activity two

Where does a joke cross the line?

10

You will need:

- Social media post cards (Appendix 2, page 13)

Activity three

Words hurt

10

Watch:

- www.getcybersafe.gc.ca/wrdsprt/index-en.aspx

Activity four

What would you do if...?

10

You will need:

- Scenario cards (Appendix 3, page 16)

Plenary

Getting support

5

Share:

- ChildLine talk to us webpage: www.childline.org.uk/talk/Pages/Talk.aspx
- Childnet how to make a report webpage: www.childnet.com/resources/how-to-make-a-report

Starter

Defining cyberbullying



What is cyberbullying? What does it look like? Where does it happen? Discuss these questions as a group.

Explain that cyberbullying means bullying through technology. This can include online sites and services, games and phones. Cyberbullying can be more hurtful than other forms of bullying as it can happen 24/7 and may seem impossible to get away from. As with other forms of bullying, it is not a one-off or isolated event but repeated attempts to upset or harass someone.

Activity one

The emotion compass

Show the students the different scenarios (Scenario cards, page 11) and ask them to move around the room and stand next to the emotion (Emotion cards, page 12) they think the recipient would feel. Show them examples of where something could be interpreted as a joke, have the context missing, be misinterpreted or just be mean.

Scenarios

Consider the following when talking about the scenarios.

- Is this person a friend and is it meant to be a joke? If so how does it look to people who don't know that?
- Does it make you feel worse to know that other people will see the comments online?
- Do the comments make you worry about what might happen next?

Take it further

You could repeat this exercise, looking at it from the point of view of the sender – how were they feeling when they sent it? If they are angry was the internet the best place to go?

Note: you may wish to change the emotions to suit the level of understanding of your students.



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Activity two

Where does a joke cross the line?



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Appendix 2

Page 13

Cyberbullying vs banter

In groups, ask students to look at the different posts (Social media post cards, page 13) and discuss which ones are examples of cyberbullying and which are examples of banter. Where do they cross the line? Explain that ‘banter’ is a playful and friendly exchange of teasing remarks.

Here is a summary of the social media examples shown in Appendix 2:

1. A negative conversation about someone over a Facebook status.
2. Logging in to another person’s Facebook account and posting on their behalf without their knowledge – known as ‘fraping’.
3. An Instagram photo which could either show two friends messing around or one girl attacking another.
4. A boy making very cruel comments about a girl’s Instagram photo.
5. Someone being cruel to a person who has asked for help on Yahoo Answers.
6. Sharing an embarrassing Snapchat.
7. A text which could just be a joke between friends.
8. An abusive tweet.
9. A threatening message over Twitter.

Consider the same questions you looked at in Activity one, page 7 when talking about the social media posts. Explain that cyberbullying on its own is not illegal but there are some actions which are. For example, a death threat online is illegal as are comments about someone’s sexuality, race, gender and disability, as these are classed as hate crimes. One way to help young people to understand is by reminding them that they wouldn’t contact the police if they were being bullied, but they would if they felt they were in danger.

When reading comments online sometimes the context is missing. This means that a comment which may have been meant as a joke could be taken seriously and upset the recipient.

Show the students different scenarios and ask them to move around the room and stand next to the emotion (Emotion cards, page 12) they think the recipient would feel. Show them examples of where something could be interpreted as a joke, have the context missing, be misinterpreted or just be mean.

Take it further

You could repeat this exercise, looking at it from the point of view of the sender – how were they feeling when they sent it? If they are angry was the internet the best place to go?

Note: you may wish to change the emotions to suit the level of understanding of your students.

Activity three

Words hurt



Using the interactive video link www.getcybersafe.gc.ca/wrdshrt/index-en.aspx ask the students to write comments to the girl to see how she reacts. They could make up their own comments or choose ones from the previous activities. Encourage them to try both negative and positive comments to see how the girl reacts.

Activity four

What would you do if...?



Split the class into three groups and hand out one Scenario card (page 16) to each group. Ask the students to consider what advice they would give to:

- someone who is being cyberbullied
- someone who has seen cyberbullying happen
- someone who has realised they have been unkind online.

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Share the following advice with the group

If you are being cyberbullied:

- tell a trusted adult
- block or delete the contact
- save the evidence (you can take screen shots to do this)
- never reply.

If you think someone is being cyberbullied:

- tell a trusted adult
- support the person and let them know they are not alone
- make it clear that these messages are not ok
- show others good online behaviour by writing positive comments.

If you think you may have posted something that has upset someone:

- remove the content
- apologise to the person and explain that you won't do it again.

Plenary

Getting support



Discuss where young people can go for support.

- An adult they trust, for example, a parent or teacher.
- Another family member, for example, grandparents, aunt or uncle.
- A friend, for example, someone who may support them and help them talk to an adult.
- ChildLine, using email, message boards, online chat or the Ask Sam question-asking service (you may wish to look at some of ChildLine's contact options in more detail with the students).
- Visit social networking safety centres and get to know the tools, for example, how to block and report (you may wish to visit the safety centre of their preferred social network and look at the reporting and blocking tools in more detail with the students).



Activity one – The emotion compass

Scenario cards

Photocopy and cut out each card before the lesson.



You upload a picture of you and a friend out and about at the weekend and someone leaves a comment saying
“Omg why did you go there, ha how stupid!”

You share a funny video on your social networking page and receive negative comments:
“How is that funny?”
“Why would anyone want to watch that?”
“This is stupid!”

Someone in your school sends you a private message saying
“No one likes you, loser!”

A stranger comments on one of your pictures saying
“You are so ugly”
and 12 people like it.

Someone keeps sending you text messages saying things like **“I don’t like you, no one does!”**
“You’re an idiot”.

Emotion cards

Photocopy and cut out each card before the lesson.



Helpless

Embarrassed

Amused

Afraid

Annoyed

Proud

Upset

Small

Activity two – Where does a joke cross the line?

Social media post cards

Photocopy and cut out each card before the lesson.



Tyler Flynn

Haha that was too funny!

Like • Comment • 9 minutes ago

4 people like this



Davy Little Did you see how bad Jake's pass was?!
Seriously who put him on the team? 5 minutes ago



Jamie P Haha lets just not pick him to go on next
week 4 minutes ago



Izzy Stevens

I ♥ Ben Acton so much, hes so fit!

Like • Comment • 22 minutes ago

27 people like this



Ben Acton Errrrmmm ok :s 11 minutes ago
Reply • Like



Izzy Stevens OMG I didn't write that!! seriously not
me!!! 6 minutes ago Reply • Like

I'm guna get you! You little idiot!

Loser

Who is this???

HAHA! I know where you are! this is guna be easy!

Leave me alone

You better hide! hahahaha



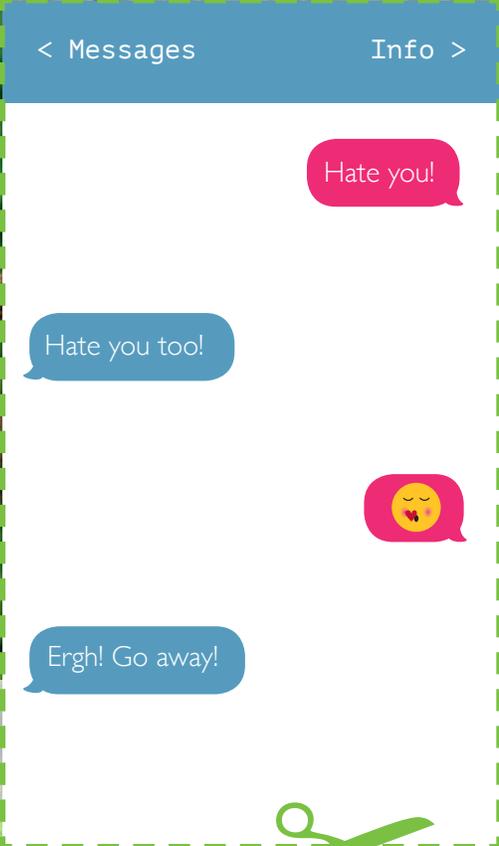
@HelenMannis
Ha ha! I got her!
She had no chance, silly girl
shouldn't mess with me!



Ha ha she didn't know I took this



@MattyBoyWinner
This girl is so ugly!!
#actlikeagirl #footballisforboys





Question

no friends HELP!!

I don't understand why no one wants to be my friend, what can I do to make it better??

19 hours ago

Report Abuse

What's your answer?

Best answer – chosen by Voters

Nothing, you're a loser! You might as well get used to having no friends Damian cos you are so boring! hahahaha!

18 hours ago

Report Abuse

6 votes | **12 people rated this as a good answer**

Add as friend

New message



Cara Turner

@NicCable2004 shut up and go away!!
#noonecares

Activity four – What would you do if...?

Scenario cards

Photocopy and cut out each card before the lesson.



...you are bullied? You accept a friend request from someone in your school and they start tagging you in horrible comments and pictures and sending you threatening private messages.

...you are a witness of bullying? Someone in your year group uploads a video to their YouTube channel. A few people leave really hurtful comments and encourage others to unsubscribe.

...you have bullied someone? You take a picture of a girl who falls over in the canteen, spilling her food everywhere. You then share this online saying how funny it is. It's re-shared by practically everyone in the school making fun of this girl. It really upsets her and some people comment on the picture saying how mean you are.