

What Is Cyberbullying & How Does It Affect Me?

Students use the content of Cyberbullying Learning Pathway Videos to increase their awareness of sexting and the associated risks.

National Curriculum: Computing

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Learning Outcomes

- To understand what Cyberbullying is and the possible consequences associated with it.
- To understand that, once shared, content of any kind is no longer in our control.

Before The Lesson

- Watch the Cyberbullying 101 clip to familiarise yourself with the content.

Resources

- Devices with internet access to allow anonymous individual completion of the online assessment.
- An environment suitable for administering the assessment in a controlled manner, which allows privacy.
- Cyberbullying Toolkit Worksheet (included).

Lesson Detail

1 Hour Total

Introduction

5 Minutes

Watch:

“Cyberbullying 101” online eAWARE video (1:52 mins).

Discuss:

What is Cyberbullying?

- Cyberbullying is the use of the internet, email, online games or digital technology to threaten, tease, upset or humiliate someone else (ref: Childline).

What is Trolling?

- Trolling is any unkind, sarcastic or negative comments or rumours circulated online (Ref: NSPCC).

On which platforms can Cyberbullying take place?

- Devices: Phones, computers, tablets
- Software: social media, text, Snapchat, instant messaging services, website creation

Consider: What Have We Learnt So Far?

10 Minutes

Students begin to complete the toolkit, starting with the Cyberbullying 101 section. This section is made up of 3 subsections; definitions, provide examples, relate to the victim.

On reaching the 3rd subsection, students will benefit from working in pairs. Students should discuss possible sentences; empathically relating each of the 4 key terms to a victim.

4 Key Terms: isolated, constant, desperate and low self-esteem.

Share & Discuss

5 Minutes

Invite pairs to share the sentences that they have created.

Ensure that students' sentences demonstrate their understanding of the video content:

Q: Why do we think Cyberbullying can become such a negative force?

Watch

3 Minutes

“Cyberbullying – The Facts” online eAWARE video clip (2:41 mins).

Consider: The Facts

3 Minutes

Students continue by completing the next section of their toolkit - The Facts.

Ask students to take a moment to think about these facts. How could they positively affect these statistics?

Watch

2 1/2 Minutes

“Cyberbullying & Social Media” online eAWARE video clip (2:08 mins)

Consider: Social Media

3 Minutes

Students continue by completing the Social Media section of their toolkit, making sure that they include:

- Report It! Block It! Stop It!
- Searching the web for [Social Media Site Name] Abuse or Blocking.

Watch

3 Minutes

“Accidental Cyberbullying” online eAWARE video clip (2:37 mins)

Consider: Reducing Risk

5 Minutes

Students works in pairs to devise an example scenario in which an individual intentionally uses technology to negatively impact another person. Once devised, students should include this on their toolkit sheets.

Students continue by devising another example scenario in which an individual unintentionally negatively impacts another person.

Encourage students to come up with original ideas, i.e. not based on examples used within the video

Share & Discuss

5 Minutes

Invite pairs to share one of their example scenarios with the class.

Q: How could we avoid unintentional Cyberbullying?

“Cyberbullying – Where To Get Help” online eAWARE video clip (2:08 mins)

Consider: Getting Help

5 Minutes

Pairs complete their toolkit by detailing how they can protect themselves from Cyberbullying, should they experience it on their smart phones.

Share & Discuss

5 Minutes

Invite pairs to share one of the ideas that they have collected.

Ensure that, if not included, the following are highlighted to students:

- Don't reply to abusive messages/content
- Don't answer calls from numbers that you don't recognise
- Keep the messages/call logs/content as evidence
- Childline (with the telephone number 0800 1111)
- Talking to a trusted friend and
- Talking to parents/guardian/teacher
- If need be can consider changing number (with parental support)
- Be discerning about who you share your number with
- If you feel unsafe talk to the police
- Remember you are NEVER alone

Q: How can we reduce the chances of being affected by Cyberbullying?

- Consider carefully who they share contact numbers with and who they connect with online.
- Friendships are measured by quality not quantity only connect with people online who really are good friends

Q: How can we avoid becoming a Cyberbully, intentionally or other.

Conclude

3 Minutes

If we are not happy to show or share content (whatever it might be) in any public space, should we share it online?

Once shared, content of any kind is no longer in our control; even with strong privacy settings.

Think before you share or react online; is it positive, is it necessary

- T = is it True?
- H = is it Helpful?
- I = is it Inspiring?
- N = Is it Necessary?
- K = is it Kind?

Extension Task

Advise students that:

How we behave online could affect our future as well as that of others.

Create a list:

Students list the various ways in which they think Cyberbullying could affect both the Cyberbully and the victim.

Next Steps

Cyberbullying: Assessment of Learning

Repeat the eAware Assessment during school time in a controlled environment. (5 mins).

Review the assessment results, to confirm progression in understanding and increased awareness.

Homework

Students to print out and complete the Cyberbullying worksheet