ANTI-BULLYING WEEK

CYBERBULLYING

A LESSON EXPLORING WHAT **CYBERBULLYING** IS AND HOW TO MANAGE OUR BEHAVIOUR ONLINE

LESSON OBJECTIVES

To **understand the definition of cyberbullying**
To discuss and examine potential cyberbullying situations
To **analyse** their own online behaviour and consider its consequences

NOTES FOR TEACHERS

This lesson allows students to examine their own online behaviours and understand the consequences of some of their actions. It allows them room to explore the subjectivity of cyberbullying behaviour and reinforces their responsibilities regarding their behaviour towards others online.

There is an activity in this lesson which requires students to get out of their seats and move to different sides of the classroom.

If your classroom doesn't allow for movement, or if you'd rather your students didn't move around, then this can be adapted with students raising either their left or right hands.

The plenary section of this lesson requires students to use their own mobile phones with a connection to the internet. If this is something that is not permitted in your school, then feel free to adapt the lesson to account for this. Students could still be encouraged to tweet once they are home, or to simply write a twitter-style answer in their exercise books.

At the end of the lesson, please give out the cyberbullying handout cards to each student.

This lesson contains references to sending nude photographs.

WHAT TO PREPARE BEFORE THE LESSON:

❑ Print off the cyberbullying handout cards on pages 5 & 6. These should be printed double-sided and on card, with enough for 1 per student (there are 2 cards per page).

❑ Download and set up 'Cyberbullying' PowerPoint

❑ Prepare mini whiteboards for each student, or paper for them to write their answers to the starter quiz on

CYBERBULLYING LESSON PLAN

SLIDE 2 *5 minutes*	**VIDEO:** IRL = 'IN REAL LIFE' Whilst students are arriving into lesson, play the video once or twice through. This video shows actors talking to each other in real life, using comments that real people posted online.
SLIDE 3 -6 *7 minutes*	**QUIZ:** CYBERBULLYING FACTS Give out individual mini whiteboards for each student, They should choose A, B or C for each of the questions. The correct answer for each question is highlighted on the slide when you click next. They are: 1.b; 2.c; 3.a; 4.c.
SLIDE 7 *10 minutes*	**DISCUSSION:** "WHAT HAPPENS ONLINE DOESN'T COUNT AS REAL LIFE" Lower ability prompt questions: "Have you ever sent a mean message to a celebrity online?", "What did you say?"; "How would you feel if someone wrote something mean on one of your instagram posts?" Higher ability prompt questions: "Why do you think people feel able to bully others online?"; 'Would you say the same things to people in real life as you would online? Why/not?"; "Should you be punished in real life if you commit a crime online?"
SLIDES 8 - 15 *15 minutes*	**ACTIVITY:** IS IT CYBERBULLYING? In this task, students need to consider if a behaviour counts as cyberbullying or not. For each of the 7 statements, they have 30 seconds to move to the left side of the room if yes, and if no then they should move to the right. The countdown timers on the slides start automatically. Once they have moved to their chosen side of the room, give them 10 -30 seconds to discuss their reasoning with the rest of the group, and then select one or two students from each side to feedback to the rest of the group. They should justify their answers by taking into account how the person affected might feel, the intentions of the person who is carrying out the scenario, and what the consequences would be. Allow one or two of the statements to become a debate, if appropriate. This exercise should demonstrate that online behaviours are subjective – and part of the problem with tackling cyberbullying is that different people have different opinions about what counts as bullying or not. We will come back to review some of them at the end of the lesson.
SLIDES 16 - 29 *10 minutes*	**TEACHER TALK:** THE CONSEQUENCES OF CYBERBULLYING Explain that 69% of young people who responded to a recent Ditch the Label survey on cyberbullying said that they had done something abusive towards another person online. That means that a lot of us are doing stuff online that we probably shouldn't.

SLIDE 17	There have been several cases where trolls have been sent to prison, including a case in December 2017 when a father and son were given 12-month prison sentences under the 1988 Malicious Communications Act, for sending indecent or grossly offensive messages to cause anxiety and stress. *BACKGROUND TO THE CASE:* *The pair had set up a fake Twitter account and were using it to send cruel and indecent messages to the footballer Andy Woodward, after he spoke publicly about the horrific abuse he suffered as a child.* They told the police that it was just "banter" and "personal fun" which they didn't think would upset anyone. However, the judge described it as 'deeply disturbing and unpleasant', and Andy Woodward explained that it was distressing, totally devastating and hugely damaging. What you might see as 'banter' or 'a laugh' can cause significant damage and distress to other people.
SLIDE 18	Cyberbullying is the use of digital technologies with an intent to offend, humiliate, threaten, harass or abuse somebody. Therefore, anything which could hurt, intimidate or humiliate someone can count as cyberbullying. It doesn't matter if *you* think it's just a joke, it matters how the person on the receiving end is affected by it.
SLIDE 19	It is important to realise that cyberbullying can be really dangerous. Just because you think it's 'banter' doesn't make it okay. The statistics on this slide show that what they might perceive as harmless can actually be very harmful.
SLIDE 20 *5 minutes*	**REVIEW:** THE ONLINE COMMANDMENTS Look through the rules on Slide 20 and make sure everyone is comfortable with what the rules are and what they mean. Relate them back to the scenarios that they debated earlier in the lesson - which ones break the rules?
SLIDE 21 *8 minutes*	**PLENARY:** WRITE A TWEET Write your own commandment about how to behave online. (These can be based on specific examples, and lower ability students can use the scenarios from earlier in the lesson, e.g. 'thou shalt not tweet abuse at Rihanna'.) If students are allowed phones and have twitter, they should post their tweet live. If not, they can write a tweet in their exercise books (280 characters/ approx. 45 words). Give out the cyberbullying handout cards from the Printable Resources section.

CYBERBULLYING HANDOUT CARDS

THE ONLINE COMMANDMENTS

1. Thou shalt not troll another person – especially if you don't know them IRL.

2. Thou shalt never share another person's photos or private info online without their permission.

3. Thou shalt not abuse or threaten anyone online, even if you think it is most banterous.

4. Thou shalt only say things online that you would be willing to say to that person's face.

5. If you accidentally upset someone, thou shalt delete thy post and apologise.

For more guidance and support visit DitchtheLabel.org/cyberbullying

CYBERBULLYING HANDOUT CARDS

HOW TO RESPOND TO CYBERBULLYING

1. **Never reply.** Only 3% of people received a positive outcome when they responded to abuse on Twitter. Saying something nasty back or posting something humiliating in revenge may make matters worse or even get you into trouble.

2. **Screenshot.** If you can, take a screenshot of anything that you think could be cyberbullying and keep a record of it on your computer.

3. **Block and report.** Most online platforms have this function; make sure you block and report the offending users to the appropriate social media platform.

4. **Delete.** Having that stuff cluttering up your digital platforms is unhelpful and bad for your mental health. Once you've reported it, delete the screenshots and get it off your screen.

5. **Talk about it.** You may not feel it at the time, but cyberbullying affects you in many different ways. You are not alone. Talking to somebody about bullying not only helps you seek support but it documents evidence and will take a huge weight from your shoulders.

For more guidance and support visit DitchtheLabel.org/cyberbullying

DITCH THE LABEL YOUR WORLD, PREJUDICE FREE .

WANNA TALK?

INSTANT HELP AND SUPPORT

You don't have to go through bullying alone. Get instant help and support from the largest online anti-bullying hub in the world.

Visit DitchtheLabel.org