cyber(smart:)

Upper primary unit

Cyberbullying

Inform
Empower
Educate

schools GATEWAY

www.cybersmart.gov.au

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Before you start

This unit is designed for students aged 10—11 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at www.cybersmart.gov.au/schools.aspx.

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

Teacher background information

Bullying is deliberate and repeated hostile behaviour intended to harm others and involves the misuse of power by an individual or group towards one or more people.

It can include direct or indirect insults, remarks, physical abuse and social exclusion. All forms of bullying can have long-term social, academic and psychological effects for all involved.

Cyberbullying is bullying using information and communication technologies including, but not limited to, mobile phones, social networking sites and instant messaging. It differs from other forms of bullying in that children can be targeted at any time of the day or night and messages can be rapidly forwarded to a wide audience. It can also provide bullies with a relative sense of anonymity and distance, which can encourage them to behave in ways they might not in a face-to-face situation.

Children and young people can also be affected by hostile behaviour that does not fit the definition of cyberbullying. For example, a one-off insensitive or negative remark or joke online or via text is not cyberbullying by definition, but it can still be harmful to a child.

School, parent and peer support are critical to preventing and addressing cyberbullying and its impacts.

For more information about cyberbullying or bullying visit:

- www.cybersmart.gov.au > Schools Gateway > Common cybersafety issues > Cyberbullying

- www.bullyingnoway.com.au

If a child has been involved in cyberbullying (as a target or a bully) and seems distressed or shows changes in behaviour or mood, it may be advisable to talk to his/her parents and help them to seek professional support. Support can be offered by the Cybersmart Online Helpline at www.cybersmart.gov.au > cybersafety help.

This online helpline is run by Kids Helpline and provides free, confidential online counselling for children and young people. Alternately, contact Kids Helpline on 1800 551 800.

If you have immediate concerns about a child or young person's safety call the police on 000.

Unit overview and objectives

This unit aims to help students to:

- understand that bullying can take various forms
- recognise the different roles of people involved in bullying situations, especially bystanders
- acknowledge the effects of cyberbullying on the people involved.

By the end of this unit, students will be able to:

- compare and contrast bullying and cyberbullying
- describe the roles and responsibilities of people involved in bullying
- list strategies to deal with cyberbullying.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises five activities, each designed to take approximately one or two 45 minute lessons.

Required resources

- Worksheets 1—4
- www.bullyingnoway.com.au
- Interactive whiteboard (or several computers) with Internet access
- 'Hector's World stories' animation at www.cybersmart.gov.au

Further information

For more information, contact:

Australian Communications and Media Authority Cybersafety Contact Centre

Tel: 1800 880 176
Email: cybersafety@acma.gov.au

www.cybersmart.gov.au

Activity 1: What is bullying and who is involved?

What you will need:

- Worksheet 1: Bullying–what I know
- www.bullyingnoway.com.au (optional)
- Interactive whiteboard (or several computers) with Internet access (optional)

Students to complete worksheet 1 to record their current understanding of bullying and the various people involved in a bullying situation.

Discuss students' responses.

> Bullying is deliberate and repeated hostile behaviour intended to harm others. It involves the misuse of power by an individual or group towards one or more people. It can include direct or indirect insults, remarks, physical abuse and/or social exclusion. All forms of bullying can have long-term social, academic and/or psychological effects on all involved.

To progress in this unit, students must have a good basic understanding of the various individual roles in a bullying situation (i.e. bully, target, bystander, trusted adult). If the students already have this understanding the following activity can be omitted.

Separate students into four groups, giving each group a piece of butcher's paper. Each group brainstorms and records the role and responsibility of one person involved in bullying (i.e. bully, target, bystander, trusted adult). Ensure that all the groups have the chance to write their ideas on each sheet.

> **Bully**–the person/people responsible for the bullying behaviour.
>
> **Target**–the person/people who is/are the target of the bullying behaviour.
>
> **Bystanders**–individuals who witness the bullying behaviour. Bystanders can act in many different ways. They might:
>
> - watch what is going on and not get involved.
> - ignore the situation.
> - choose to get involved in the bullying.
> - choose to get involved and stop the bullying.
> - choose to get help.
>
> **Trusted adult**–an adult whom the bully, target or bystander can talk to about the bullying behaviour. This person may also be able to help stop or rectify the bullying behaviour.

For more information about bullying visit Bullying. No Way! at www.bullyingnoway.com.au.

Activity 2: Exploring the role of the bystander

What you will need:

- Interactive whiteboard (or several computers) with Internet access

- Brainstorm and worksheet 1 from activity 1

- www.bullyingnoway.com.au

Revisit the discussions, brainstorms and information from worksheet 1 (from activity 1) to recap the different roles that people play in bullying situations.

As a class, visit the Bullying. No Way! website to discover further information about bystander behaviour.

You will find this at www.bullyingnoway.com.au > Talkout > Spotlight > Bystander behaviour >

- Who are bystanders?

- Why don't we do something to help?

Having investigated the role of bystanders, view the film 'The Dream'.

This can be found at www.bullyingnoway.com.au > Talkout > Spotlight > Anti cyber bullying mobile movies > The Dream.

After viewing the film discuss the following:

- Why do you think the boy was bullied?

- What do you think he should do about the bullying?

- How do you think each person in this story might feel?

- Do you think the boy will achieve his dream of becoming a dancer? Why or why not?

- What might stop him from achieving his dream?

Separate students into groups of five (or more) to role-play the story told in 'The Dream', with the addition of a bystander. The bystander does not take part in the bullying, but sees the bullying take place and does not help the target or stop the bullies.

> Roles required: boy with the dream of becoming a successful ballet dancer, older boy who judges the audition, two bullies and a bystander. If the groups are larger than five, add extra bystanders.

Ask students to consider the role of the bystander by posing the following questions:

- Does the bystander help the boy?

- How does the bystander feel in this situation?

- Does the bystander have a responsibility to act?

- What can bystanders do?

Revisit the Bullying. No Way! website to explore what can be done about bullying: www.bullyingnoway.com.au > Talkout > Spotlight > Bystander behaviour >

- What can students do?

- What can teachers do?

- What can parents do?

Encourage students to explore the role of the trusted adult. Students often do not report bullying behaviour to adults as they think it might make things worse. Assist students to think of ways in which adults can help them to address bullying issues.

To conclude, give students some reflection time to write down their thoughts and ideas in regard to bystanders. Ask them to concentrate on what they have learnt and list ways in which they think bystanders can help prevent or stop bullying.

Activity 3: Cyberbullying, what is it?

What you will need:

- Worksheet 2: What is cyberbullying?–enlarged to A3
- Interactive whiteboard (or several computers) with Internet access
- www.bullyingnoway.com.au
- Worksheet 3: Cyberbullying and Bullying T chart–enlarged to A3

Students to work with a partner to brainstorm 'What is cyberbullying?'

Record ideas on worksheet 2.

> Cyberbullying is bullying that is carried out online using information and communication technologies such as social networking, SMS or instant messaging (chat).

Visit: www.bullyingnoway.com.au > Talkout > Spotlight > Cyberbullying.

Select a student to roll the cursor over the panel of young people shown on the website to find out what they are discussing. Click on each one and read/discuss:

- 'Cyberbullying'
- 'So does that mean the Internet or SMS or what?'

Then as a class, list the forms that cyberbullying can take on an enlarged copy of worksheet 3 (students can include their ideas from the partner brainstorm). Examples could include:

- making fun of or teasing someone
- spreading rumours or telling lies about a person
- sending unwanted, mean, rude or threatening messages
- creating hate groups
- invading personal space or personal privacy
- making threats
- sending hurtful, violent or abusive messages
- sending unwanted or inappropriate content
- pretending to be someone else
- leaving others out deliberately.

Ask students to consider how cyberbullying is similar to, and different from, bullying. Record the ideas in the second column of worksheet 3.

Activity 4: Considering the effects of cyberbullying

What you will need:

- Interactive whiteboard (or several computers) with Internet access
- 'Hector's World stories' animation at www.cybersmart.gov.au
- Worksheet 3: Cyberbullying and Bullying T chart from activity 3

Explain to students that you will be watching an animation about cyberbullying. It is designed for younger students, but contains important messages.

Watch 'Cyberbullying: You're Not Alone' in Hector's World stories.

You will find this at www.cybersmart.gov.au > Kids > Hector's World > Hector's World > Hector's World stories > Cyberbullying > Cyberbullying: You're Not Alone.

This episode of 'Hector's World' is interactive. There will be several opportunities to pause the video so students can discuss and share ideas.

After watching the animation, discuss the following questions:

- How did Ming feel when she received the message? How would you feel?
- What options did Ming have in dealing with the situation?
- Why do you think Bella and Brooke sent the photo?
- What did Ming's friends say to make her feel better?
- Did Bella and Brooke make things better in the end? How?
- What cybersafety tips did Ming have?

Now that students have explored how cyberbullying affects people, revisit worksheet 3 (from activity 3) and add any more ideas they have had.

Activity 5: Preventing cyberbullying

What you will need:

- Worksheet 4: What you can do to prevent or stop cyberbullying

Review activity 4 and discuss the strategies used by Ming, her friends and her mother to address cyberbullying.
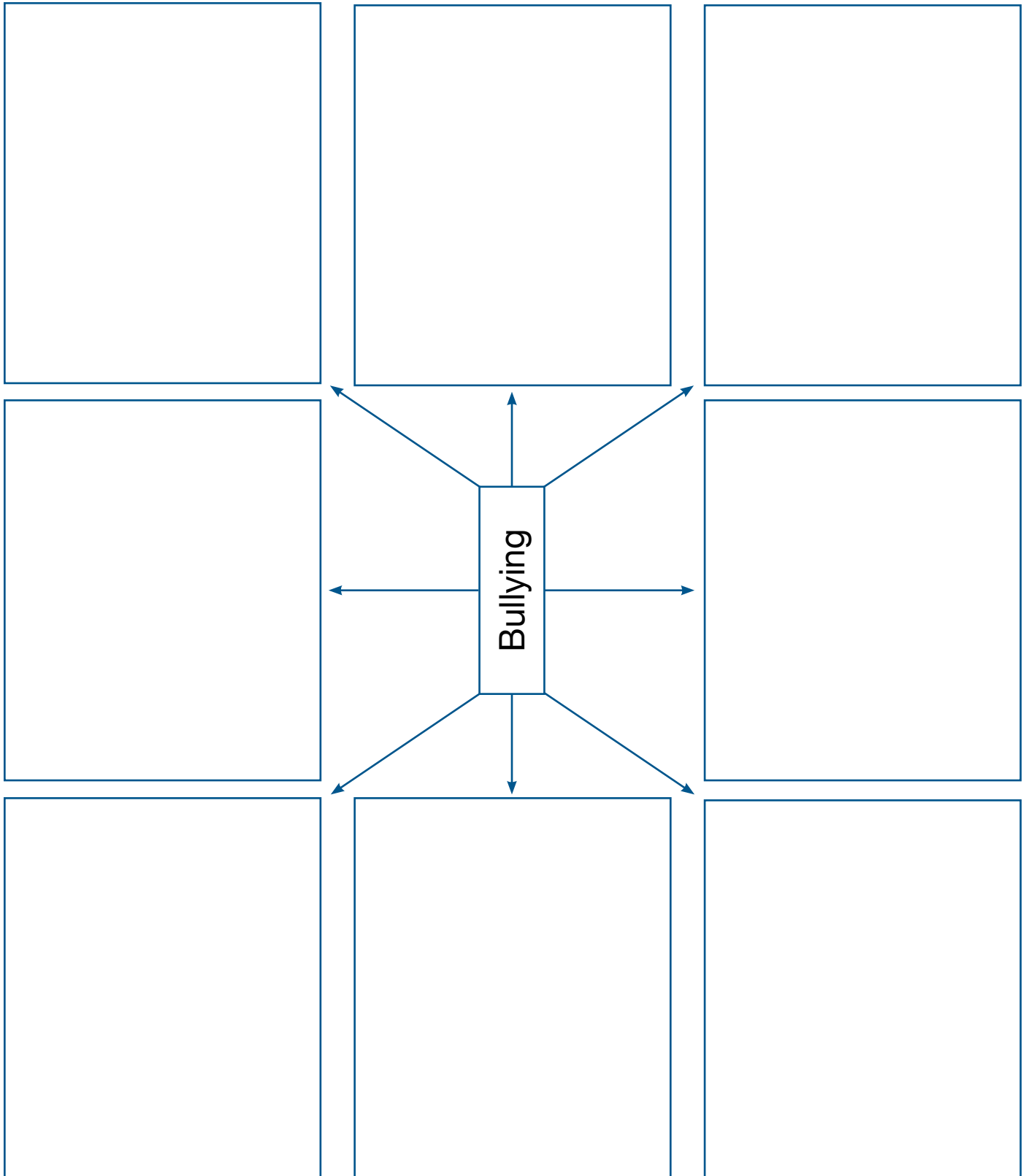
Provide students with a copy of worksheet 4. As a class, read and discuss the tips listed on the worksheet.

Students work in pairs or small groups to create a poster or brochure about cyberbullying prevention. Students can use the tips from worksheet 4, or challenge them to come up with some of their own.

Worksheet 1: Bullying—what I know

Name: _____

Bullying

Worksheet 2: What is cyberbullying?

Name: _____

Inside the computer screen, write down all the forms of cyberbullying that you can think of.

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Worksheet 3: Cyberbullying and Bullying T chart

Name: _____

Cyberbullying	Bullying

Worksheet 4: What you can do to prevent or stop cyberbullying

Name: _____

Choose three or four of the following cyberbullying prevention tips to create a poster or brochure. There are some blank boxes for you to write your own tips.

Keep your personal information private. Usernames, passwords and your personal information need to be kept secret. Ask a trusted adult to help you to use privacy settings on your phone and your computer.	Tell your teacher and principal. They will help to make sure cyberbullying is stopped at school. They will also develop school policies to teach students about their rights and responsibilities in relation to feeling safe and preventing and stopping cyberbullying.
Keep a record, including the time and date, of each message. These traces are evidence that a trusted adult or the police can use to identify and stop the bully.	Change your contact details. Think of a new username and password, create a new email account and change your mobile phone number. Only give your new details to very close and trusted family members or friends.
Ignore or don't reply to bullying calls or messages. A reply or response can give a bully satisfaction and the bullying will often continue. Sometimes if you don't respond or reply, the bully will leave you alone. If this is not the case, ask a trusted adult to help.	If you feel sad, worried, scared or afraid call the Kids Helpline on 1800 551 800, or visit the Cybersmart Online Helpline at www.cybersmart.gov.au/report.aspx.
Ask a trusted adult (for example, a parent, friend or teacher) to help you.	Contact the police. If calls or messages make you feel scared or afraid, ask a trusted adult to help you to contact the police. Making threats is serious and illegal.

Worksheet 4: What you can do to prevent or stop cyberbullying

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Name: _____

Report the bully. With a trusted adult's help, contact and report cyberbullying to your school, mobile phone company or Internet Service Provider (ISP). Block the bully. Ask your ISP to block calls or messages from the bully.	