cyber(smart:)

Middle primary unit

Cyberbullying

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Before you start

This unit is designed for students aged 8–9 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:

- develop an understanding of bullying and cyberbullying and the similarities and differences between them
- 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 six activities, each designed to take approximately one or two 45 minute lessons.

Required resources

- Butcher's paper
- www.bullyingnoway.com.au
- Worksheets 1–4
- 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?

What you will need:

- Butcher's paper
- www.bullyingnoway.com.au (optional)
- Worksheet 1: What bullying means to me
- Interactive whiteboard (or several computers) with Internet access (optional)

As a class discuss what is meant by bullying. On butcher's paper, make a list of behaviours or acts that could be considered to be bullying. Display this in the classroom so more ideas can be added throughout the unit.

> 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.

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

Ask students to think of a time when they, or someone they know, were bullied (remembering not to mention names) and how they felt at the time. Students to complete worksheet 1, using personal experiences, feelings, etc. to show their understanding of bullying. Students should include words, drawings, magazine pictures, etc. to help illustrate their understanding. If students feel comfortable, they can share their mind maps in pairs for further discussion.

Refer back to the list of behaviours and acts created at the start of the lesson and add any new ideas that have arisen during completion of the worksheet.

Important

If there are major bullying issues with students in your class, or you have particularly vulnerable class members, you may need to establish rules before proceeding with class discussions. For example:

- information shared during the discussion must remain confidential
- people should not be identified by name
- the views of others must be respected
- any type of bullying behaviour will not be tolerated.

Activity 2: Who is involved in bullying?

What you will need:

- Four large pieces of butcher's paper

Read the following scenario to students:

> Samantha is a 10-year-old girl at a nearby school. Until recently she has been part of a close and supportive group of friends. Lately, she has noticed that they have started to exclude her from their activities. They meet after school without her, move away from her if she sits near them and give each other looks if she goes near their group.
>
> One girl in particular, Ella, seems to be leading the others. Another member of the group, Bec, is kind to Samantha when the other girls are not around, but ignores her if they are. Samantha doesn't know what she has done and is very upset at losing her friends. Coming to school is not a very easy experience for her now.
>
> The group is bullying Samantha—they are using group power to make her feel bad.

Ask students to think about the different people who are involved in this bullying situation.

Introduce the terms 'bully', 'target', 'bystanders', 'trusted adult' and discuss with students what they think the definition or role of these people is/are.

> **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 fix the bullying behaviour.

Separate students into four groups. Give each group one piece of butcher's paper (large enough to trace around a student's body). Label each sheet with a different term (i.e. one is the bully, one the target, one the bystander and one the trusted adult).

Trace a body shape onto each piece of paper. Students to decorate the body shapes, writing comments to illustrate what each role involves, and how the person in that role might feel about bullying, or how they can help to make the situation better. Display the sheets around the classroom and allow time for students to walk around, adding extra ideas to each.

Activity 3: Exploring the role of the bystander

What you will need:

- Body shapes from activity 2
- Interactive whiteboard (or several computers) with Internet access
- www.bullyingnoway.com.au

Review activity 2 and the different roles involved in bullying situations by revisiting the body shapes. Emphasise the role of the bystander.

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, watch the film 'The Dream'.

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

Ask students to identify the dream of the main character. 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?

Have five very resilient students role-play the story told in 'The Dream', with the addition of a bystander, who 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.

Ask students to consider the role of the bystander, with the following questions:

- Why do you think the bystander did not help the target?
- What else could the bystander have done?

Revisit the Bullying. No Way! website to look at 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?

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 bystanders can help prevent or stop bullying.

Activity 4: Cyberbullying, what is it?

What you will need:

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

Introduce the concept of cyberbullying, explaining that it is bullying 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 cyberbullying can take on an enlarged copy of worksheet 3. Some 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.

In pairs, students complete worksheet 2 by writing down as many forms of cyberbullying as they can think of, including the ones from the class brainstorm.

Once completed, come back as a class and review what students believe cyberbullying to be. Ask how cyberbullying is similar to and different from bullying. Fill in the cyberbullying section of the class T chart (worksheet 3) to compare them. This can be added to as required.

Activity 5: 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
- Cyberbullying and Bullying T chart from activity 4

Explain to students that you will be watching a video about someone affected by cyberbullying.

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.

Discuss and answer the following questions:

- How did Ming feel when she received the picture 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 seen how cyberbullying affects people's feelings, have another look at the Cyberbullying and Bullying T chart from activity 4 and add any extra ideas.

Activity 6: Preventing cyberbullying

What you will need:

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

Review activity 5 and the effects of cyberbullying illustrated in the video (e.g. Ming felt sad and alone, she didn't know whom to turn to etc.). What were some of the strategies used by Ming, her friends and her mother when dealing with the cyberbullying?

As a class, discuss: 'You can feel alone and powerless if you are the target of cyberbullying'.

Using worksheet 4, students read the tips to prevent or stop cyberbullying and illustrate each to reinforce their understanding of what can be done about cyberbullying. Challenge students to think of two more strategies to add to the worksheet. This work can be presented as a class collage, or alternatively students can cut out each strategy and staple them into a mini book.

Worksheet 1: What bullying means to me

Name: _____
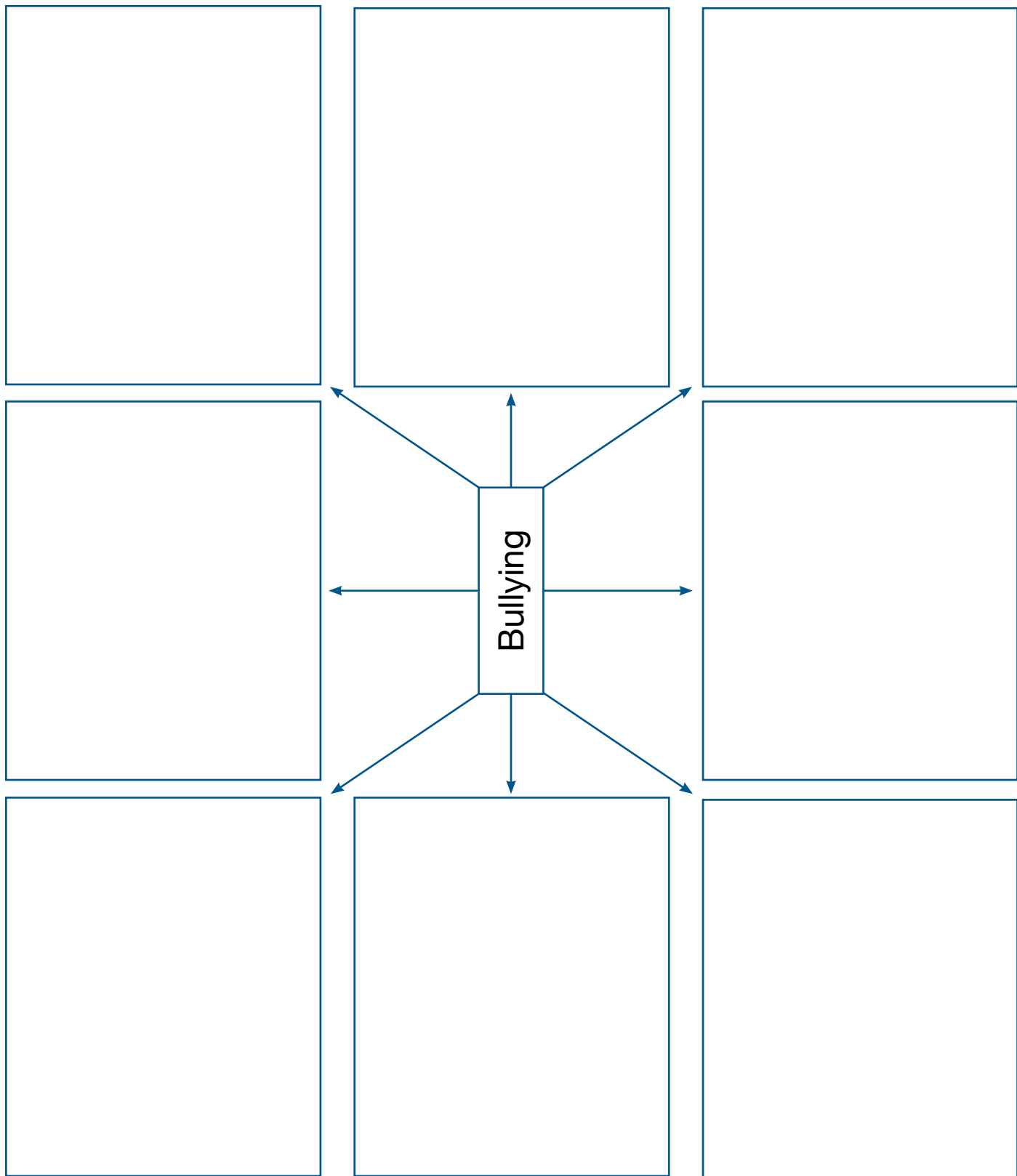
Bullying

Worksheet 2: What is cyberbullying?

Name: _____

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

Worksheet 3: Cyberbullying and Bullying T chart

Name: _____

Cyberbullying	Bullying

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

Name: _____

Draw a picture next to the tips on how to prevent or stop cyberbullying. There are some blank boxes for your own tips.

Keep your personal information private. This includes usernames, passwords and other personal information (address, school, phone number etc.). Ask a trusted adult to help you to use privacy settings on your phone and your computer.	
Keep a record (including the time and date) of any unwanted messages you receive. These can be used by a trusted adult or the police to identify and stop the bully.	
Ignore or don't reply to bullying calls or messages. 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.	
Ask a trusted adult (for example, a parent, friend or teacher) to help you.	

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

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.	
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.	
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	
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.	

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

Name: _____

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.	