CYBERBULLYING I

Time: **45-90 minutes**
Students' age group: **grades 5-7**

Overview

Today's children are born into a digital world and for them, using these tools is obvious. Compared to the so-called real world, the digital realm requires similar social skills to get by well and safely. Just like in the real world, you must be polite upon communicating with others, take your peers' wishes into consideration and be able to assess the potential consequences of your behaviour.

Often for children and youngsters, there is no real border between digital and regular communication. However, there are some differences. The shared information can unexpectedly reach a much bigger crowd, including strangers, than when communicating face-to-face. Additionally, when communicating in the digital world, you must always take into account that the affect a text or a recoding might have is not necessarily perceivable or graspable (there is no way to know if the recipient started crying or how they took the message), unless you use web cameras. Communicating via a computer or smart device, you might feel like you can stay anonymous. This is why people use more vulgarities and extreme speech mannerisms online compared to talking face-to-face. Anonymity is not guaranteed because everything you do online leaves a trace. Thus it is possible to prove, who hurt who, etc. Cyberbullies are usually caught and punished if the misdemeanour is shared with an adult. The stories must be talked about until a good solution is found and the victim gets help.

If a student notices that their classmate's behaviour has changed or that they are sad and withdrawn, they should always ask if and how they can help. If it is a case of bullying or cyberbullying, an adult should be notified to find a solution.

EXTRA READINGS FOR THE TEACHER:

A bully-free education
https://www.hm.ee/sites/default/files/kiusamisvaba_haridustee_kontseptsioon.pdf

If the school has already adopted some preventive measures, interventions or programmes (the aforementioned concept of a bully-free education, see table on p. 8), we recommend familiarising yourself with the info they contain about cyberbullying. To understand the students' presumed pre-knowledge, we recommend finding out if they have already covered the topics of bullying and cyberbullying within some previous study level's curriculum.

- **Cyberbullying info on the police webpage**
  https://www2.politsei.ee/et/nouanded/noorele/kuberkiusamine/.
- **#Greatest courage webpage**
  www.greatestcourage.ee.

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Lesson objectives

- The student understands:
- the nature of bullying and the distinctive features of cyberbullying;
- that it is possible to uncover the identity of cyberbullies and anonymity is an illusion;
- that if they are being bullied, they must tell their friends and adults;
- that the people witnessing bullying play a key role in stopping the process.

Teacher tools: a computer, Internet for playing a cartoon, speakers, a large piece of paper, a piece of paper for summarising statements. Student tools: different colours of stickers (green, yellow, red), tools necessary for creating a poster (white papers or yellow, red or green paper), yellow, red and green pencils.

LESSON PLAN

Introduction	**5 min**	**GREETINGS AND INTRODUCTION:** • think of three features characteristic of a good peer and share it with your desk mate. • The desk mate picks one feature and adds it to the answergarden.com platform or puts it down on a large piece of paper (this can be reviewed and amended, if necessary, at the end of the class). • Introduce the day's agenda to the students: in this class, we will be creating posters with guidelines for good conduct online.
Main concepts	**25 min**	1. **Watch the cartoon at** http://et.sheeplive.eu/fairytales/kattemaks Discuss the content of the cartoon. How did the farmer solve the sheep's problem? 2. The teacher introduces the topic of cyberbullying, following the bullet points outlined before. 3. The teacher holds a vote, using the following statement sheet and utilising the concept of a stoplight: **red** signals that a behaviour is not recommended, **yellow** means that opinions are mixed and **green** that it is allowed (see statement sheet). 4. The teacher reads out a statement and the students raise a pen, pencil or piece of paper of the corresponding colour. The teacher comments on each statement. If opinions diverge, an agreement must be reached. The teacher marks the colours down in a table. There should be three statement sheets as well. Three students are elected to record the answers. 5. Independent group work • Student divide themselves into three groups: red, yellow and green. Each group is handed papers of the corresponding colour. • Posters of the three topics are created – what is allowed online, what creates disagreements and whether a multitude of opinions is good, what is not permissible online. Students use the completed tables and add their own thoughts. Each group shortly introduces their poster. The posters can later be hung on classroom walls or be used as study materials.

LESSON PLAN		
Summary	**5 min**	• Students' participation in the class and in discussions. • Messages proposed by students on posters, recommendations and comments for homework. • Giving anonymous examples from everyday life and making connections
		HOMEWORK: Think about one idea or example either individually or in pairs to be added to each paper the next day.

FOLLOW-UP ACTIVITY RECOMMENDATIONS

Lesson plan: Cyberbullying II How to deal with cyber-bullying

The lesson plan was compiled in 2011 by Birgy Lorenz and Kärt Käesel, teachers at Pelgulinna Gümnaasium within the framework of the Smartly on the Web project and amended in April 2019 by the teams of the Smartly on the Web and Free from Bullying programmes.

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Statements to put up for vote, students can add their own ideas

Is the statement connected to cyberbullying? Can it cause cyberbullying? If the following sentences need to be further sketched out, you can brainstorm with students to map out all daily activities appearing in online communication.

RED YELLOW GREEN

1. I set up a user account with my friend's name to surprise them.
2. I write my passwords on the front or back cover of my diary.
3. I take a photo of my friend with my phone.
4. I type my class schedule into my phone.
5. I film fighting classmates with my phone.
6. If I don't like something, I post it online.
7. I use Messenger or Skype to ask for help with homework.
8. I create a Facebook group named "X is stupid"
9. I write on a forum, that "there's a bomb in the school and it was planted by X".
10. The school gave everyone email addresses. I log onto my friend's account because I know they haven't changed the password yet.
11. Someone I know sent me a photo of my classmate, and I upload it online.
12. A video of a teacher being filmed secretly is circling around, and I forward it to them.
13. I know my friend has a secret second account but I don't tell them that I know.

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