

Cyberbullying II

HOW TO DEAL WITH CYBERBULLYING

Time: 45-90 minutes

Students' age group: grades 5-7

We recommend you see lesson plan Cyberbullying I beforehand.

Background information

In Estonia, children's Internet use has been most thoroughly researched within the EU Kids Online project. The latest research of this kind was conducted in 2018. As a part of the study, 1020 Estonian 9-17-year old Internet users and their parents were interviewed (one parent per child).

Twenty-three percent of the participating children had experienced bullying within the past 12 months, 67% of them specifically online. Cyberbullying comes in many different forms. Fifty-eight percent of the bullied children have received nasty, insulting messages. Some of them have also had experience with being left out of conversations, receiving threats or being insulted in other ways. Children who have been through cyberbullying mostly share their experiences with parents (33%) and friends (32%), while teachers and other people are turned to less often. Unfortunately, children often keep to themselves when it comes to sharing such stories (36%).

There is a significant number of children who have witnessed cyberbullying within the past 12 months (40%). Witnesses tend to be older children. For example, 31% of 11-12-year-olds and 31% of 15-17-year-olds claimed that they had born witness to such a situation.

Cyberbullying can be reacted to in different ways, for example by helping out or ignoring the incident. There were no age- or gender-based differences in children's answers but it did appear that Russian children were more likely to help the victims than Estonians – among the former, 40% tried to help the bullied, while 60% of Russians had aimed to help.

Source: https://sisu.ut.ee/sites/default/files/euko/files/eu_kids_online_eeesti_2018_raport.pdf.

Recommendations from the police to stop cyberbullying:

- block the bully on social media. If someone sends you mocking and derogatory messages and notifications via a virtual communication platform (Messenger, Facebook, etc.), then block the sender;
- copy the messages for them to be potentially used as evidence in backing the criminal case later;
- on social media, stop the bully from hurting people by reporting the host of forbidden activity.

Source: <https://www2.politsei.ee/et/nouanded/noorele/kuberkiusamine/>

Allikas: <https://www2.politsei.ee/et/nouanded/noorele/kuberkiusamine/>

COUNSELLING AND SUPPORT IS AVAILABLE:

LASTEABI

24/7 helpline 116111

Chat on www.lasteabi.ee

Skype – [Lasteabi_116111](https://www.skype.com/en/contacts/voicechat/lasteabi_116111)

E-mail – info@lasteabi.ee

WEB CONSTABLE

ANDERO SEPP

Facebook: Web Constable Andero

E-mail: andero.sepp@politsei.ee

JANA FROLOVA

Facebook: Web Constable Jana

VK: [yana frolova veebikonstaabel](https://vk.com/yana_frolova)

Odnoklassniki: Яна Фролова

E-mail: jana.frolova@politsei.ee

VILLE RÄNIK

Facebook: Web Constable Ville

E-mail: ville.ranik@politsei.ee

SMARTLY ON THE WEB

<http://noor.targaltinternetis.ee/>



Lesson objectives

The student:

- understands the topic of cyberbullying;
- knows who can help to stop bullying and how;
- knows how they can help upon noticing cyberbullying.

Tools: computer, Internet for watching a cartoon, worksheets for all students, group work paper, writing supplies

LESSON PLAN

Introduction	15 min	<ul style="list-style-type: none">• For starters, watch the Greatest Courage video https://www.youtube.com/watch?v=SdAZX_FZmNI.• Discuss with students what should be done if someone (themselves or someone else) falls prey to a cyberbully and what kind of action should be taken to reduce bullying online.• The teacher introduces the topic, based on the background info for the lesson.
Main concepts	25 min	<p>GROUP WORK OR CLASS DISCUSSION</p> <ul style="list-style-type: none">• Students are divided into groups of 4-5. Every group receives a worksheet with an article. <p>Group members familiarise themselves with the article and make written comments. Younger children can be aided by providing them extra questions.</p> <p>Two strands of the discussion:</p> <ol style="list-style-type: none">1) What do you think of this case – how relevant is it for our school, how do you judge students behaviour with their peers, could such behaviour be justified, etc.?2) What do you think of the solution or how the school acted, what you could have done differently, what are alternative solutions? <p>Students write down step-by-step plans for taking action against cyber-bullying.</p>
SUMMARY	5 min	<p>GROUP WORK PRESENTATION</p> <p>Homework – look up a web constable on Facebook. Read through their account and if you like, add them</p>



ADDITIONAL ACTIVITIES:

Card game Greatest Courage The aim of the game is to create discussion and allow players the chance to offer up potential solutions to the situations described on the case cards. The game leader is the teacher whose job is to make sure the instructions are followed. After players have offered their solution, the game leader can highlight arguments, facts, references, etc. connected to the topic and initiate and guide further case-based discussion.

Instructions: https://suurimjulgus.ee/assets/files/Telia_juhis_315x280.pdf

Cards: https://suurimjulgus.ee/assets/files/Telia_kaar-did_EST_A4_print.pdf

The teacher chooses one case that students have likely had experience with in some way beforehand. In class, the teacher makes up groups of 5-8 people and introduces the game. Each group presents their solution. (time 15 min)

Comment: solving others' solutions can be a task for the follow-up class. The teacher should previously select topics that are the most relevant for students and then perform them in a way. The game also has an empty case study card so students can put down situations they have experienced and solve the issues together.

FOLLOW-UP ACTIVITY RECOMMENDATIONS

- Think about the other cases of the Greatest Courage game.
- Lesson plan for changing privacy settings on social media <https://www.targaltinternetis.ee/wp-content/uploads/2015/12/Tunnikava-Privaatsusseadete-muutmine-sotsiaalv%C3%B5rgustikes.pdf>

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.

JUHUS



Arvutitund lõppes ja kõik jooksid vahetundi. Renar unustas oma sotsiaalmeedia kontolt välja logida ning arvuti sulgeda. Teet märkas seda ja istus arvuti taha, et saata Renari nime alt välja mõned ebasobiva sisuga teated. Renari sõber sai sellise teate ning andis sellest kohe Renarile teada.

Tegutseja – Teet
Kannataja – Renar

KOOLIKELL



Koolis on kasutusel koolikell, mis mängib märguandeks erinevaid helinaid. Seitsmenda klassi õpilased otsustavad, et teevad sellest helinast kooptia ja mängivad selle enne tunni lõppu õpetajale ette. Õpetaja ei märka viga ning lõpetab tunni varem ära.

Tegutseja – õpilane, kes heli oma seadmest ette mängis
Kannataja – õpetaja

PILDISTAMINE JA FILMIMINE



Grupp õpilasi filmib ja teeb pilte vahetunnis toimuvast. Et oleks, mida filmida, võetakse kellegi koridori asetatud kott, visatakse prügikasti ning jäädakse ootama, mis juhtub, kui omanik tuleb ja oma kotti otsima hakkab. Tehtud fotosid ning videoid jagatakse erinevate sotsiaalmeediakanalite kaudu.

Tegutseja – rühm õpilasi, kes pildistab ja filmib
Kannataja – koolikoti omanik

ARVUTIMÄNG



Ants mängib internetis arvutimängu. Mängul on parool. Et saada kiiremini kõrgemale tasemele, peab ta tõmbama lisaprogrammi, mis aitab seda teha. Kahjuks tõmbab ta arvutisse Keyloggeri, mille abiga mängukonto üle võetakse, nii et Ants ei saa enam oma kontosse sisse. Kaduma läheb hulk aega, raha, mängutasemed ja mängus kogutud asjad.

Tegutseja – kräkker
Kannataja – Ants

What do you think of this case – how relevant is it for our school, how do you judge how students behave with their peers, could such behaviour be justified, etc.?

What do you think of the solution and how the school acted, what you could have done differently, what are alternative solutions?

Write down step-by-step plans for taking action against cyber-bullying.