

## Dealing with the difficult aspects of life online

### Theme one: Cyberbullying

#### Lesson one: Is cyberbullying really such a big problem? (60 minutes)

##### Learning objectives:

- Pupils will understand how widespread bullying is.
- Pupils will understand how the digital world has amplified bullying.
- Pupils will know how bullying and cyberbullying are connected.

This lesson is split into four parts:

1. Introduction
2. Class discussion
3. Activity
4. Homework (optional)

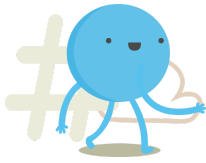
##### Preparation:

If you are using the optional homework sheets (page 5), print them out ready to share with your class or explain the activity to your class. Check that you've got a board you can write on for the discussion and that your pupils have paper they can use to plan for the debate.

##### Introduction (10 minutes):

Explain that today's lesson will cover bullying and cyberbullying. Start by asking your pupils what they think about some general questions. These could include:

- How would you define cyberbullying?
- Do you think there is a difference between offline bullying and cyberbullying?



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- What might motivate some people to behave differently online to offline?

### **Class discussion – online bullying (10 minutes):**

Show pupils the online bullying statistics handout (page 4) or copy the chart into a slide that everyone can see at the same time.

The statistics are collated by Unesco ([bit.ly/2uskzOt](http://bit.ly/2uskzOt)) and show that bullying affects young people everywhere.

Have a brief discussion with your students about what they think of these statistics – are they surprised by how widespread it is? Did they realise that bullying was a problem all over the world? Go on to ask them if they think that the internet has made bullying more widespread or less.

### **Activity (15 minutes + five minutes for recap):**

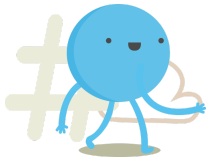
Divide the class into two groups and assign each group one of the following positions:

- The internet has made bullying easier and it is therefore more widespread.
- The internet is just highlighting what has always happened, rather than creating more bullying.

The purpose of this debate is to get your pupils thinking about how the internet has amplified bullying and how easy it is for bullying to spread and for people to get involved in bullying.

Give each group time to prepare (**five minutes**) and have a debate (**10 minutes**), with you as moderator. Encourage your pupils to consider as many issues as possible. Prompts to offer pupils who might be struggling to come up with ideas include:

- Bullies might feel braver online because they don't have to do it to a person's face.
- Bullies might hide behind anonymity.
- Bullying has always happened and rates of offline bullying are still very high.
- Bullying is often about a power imbalance or prejudice and that is true whether the bullying is online or offline.
- Bullying online leaves a 'footprint' so it is easier to prove that bullying has happened.



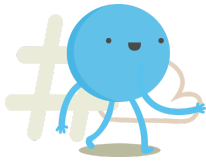
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After the debate ends, recap the issues as a class (**five minutes**). Tell them that global research on cyberbullying is still emerging but evidence points to cyberbullying being a significant and growing problem with around a third of young people experiencing it. Make sure that pupils understand that bullying - online and offline - is always bad. Cyberbullying is just as serious as offline bullying.

### Homework (10 minutes):

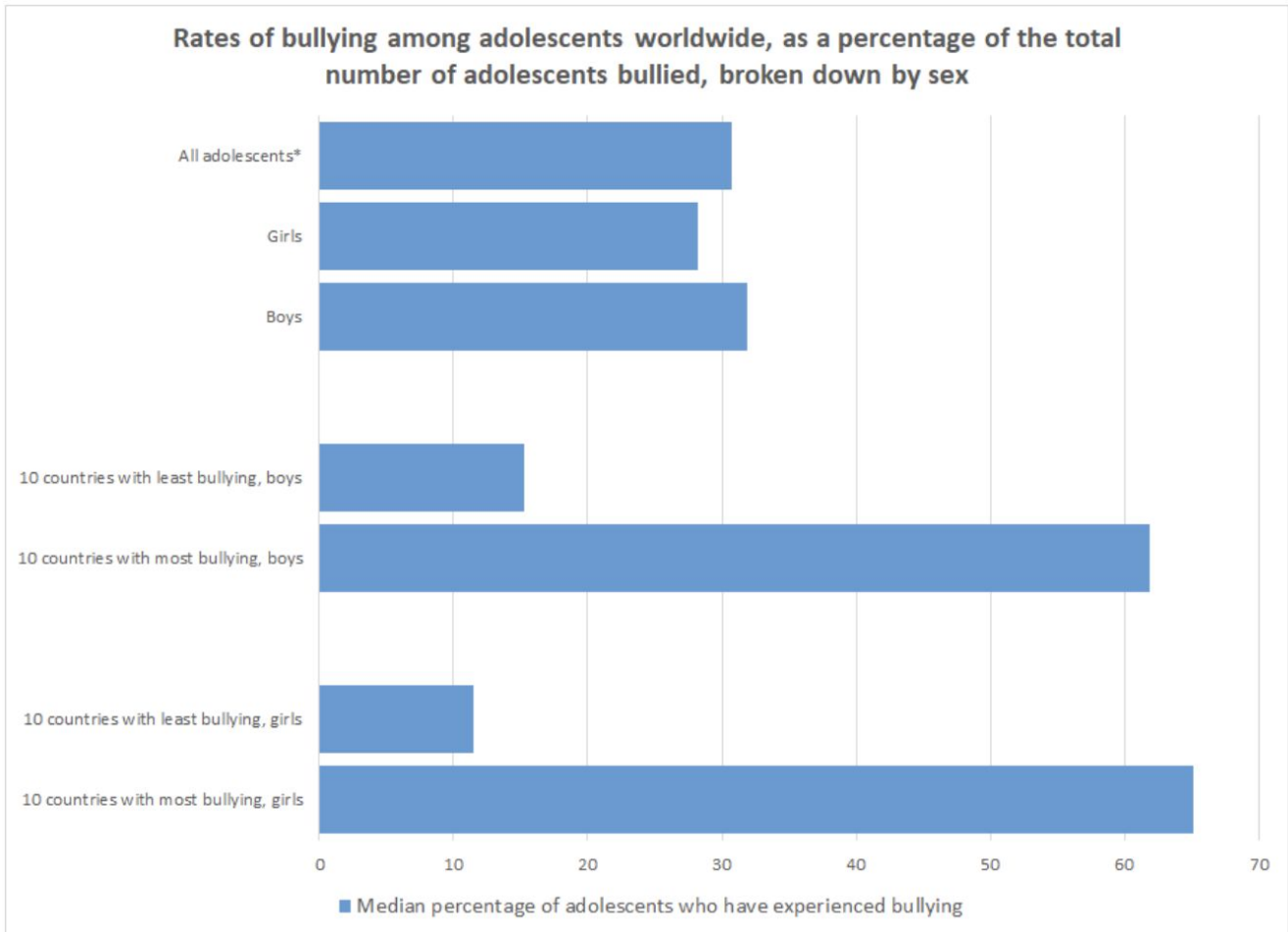
If you'd like to give a short homework assignment to build on this lesson, you can use the homework sheet attached (page 5) where pupils have to consider how they might support a friend who told them they were being bullied.

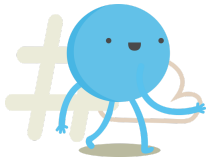


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### Theme one: Cyberbullying

#### Lesson one: Cyberbullying – Handout (Online bullying statistics)





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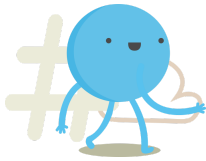
#### Theme one: Cyberbullying

##### Lesson one: Cyberbullying – Homework Sheet

A friend tells you that they are being bullied. They are receiving very upsetting messages online on multiple platforms and have also experienced name-calling at school. Help them create an action plan to deal with it. Remember, people who are feeling bullied often feel out of control. Helping them to create their own plan will help them to take back control and decide how to deal with the situation.

You should encourage them to think about:

- Digital steps they could take including blocking the bully and reporting them to the platforms.
- Offline people they could speak to in order to get help.
- Other ways to get support to deal with the bully.



### Dealing with the difficult aspects of life online

#### Theme one: Cyberbullying

#### Lesson two: This is not OK (60 minutes)

**Learning objectives:**

- Pupils will understand the impact of derogatory language.
- Pupils will know what is OK to say and what isn't.
- Pupils will build and agree a class statement together.

This lesson is split into four parts:

1. Introduction
2. Activity
3. Discussion
4. Optional stretch activity

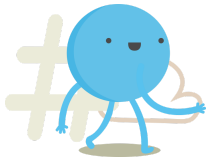
**Preparation:**

Your class will need paper to create lists and develop their ideas. If you decide to complete the stretch activity with your pupils, they will need art equipment.

**Introduction (five to 10 minutes):**

Explain that during this lesson they are going to work together to agree a class code of conduct, thinking specifically about behaviour and language that is OK and behaviour and language that is not OK. You might want to have a brief class discussion about what a code of conduct is and why it is important.

It is important to review the information about creating a safe teaching environment on the Digiworld 'For Teachers' page ([bit.ly/2s3UN2c](https://bit.ly/2s3UN2c)) ahead of teaching this session.



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### Activity (five minutes for introduction + 15 minutes for activity):

Divide the class into smaller groups of pupils - between four and six pupils in each group is ideal. Introduce the next activity (**five minutes**) by asking them to create two lists. The first should include words that make them feel positive about themselves and the second should include words that could make them - or other people - feel bad about themselves. Allow them to come up with their lists before asking them to feed back from their groups (**15 minutes**).

### Discussion (five to 10 minutes):

Once all of the groups have shared their words, have a class discussion to explore why they have chosen the words on their lists. Start by asking:

- Do the words on the 'bad' list have anything in common?
- What is different about the list of words that make you feel positive about yourself?

The discussion should create an opportunity for them to think about the impact of words that label people based on characteristics that are either real or imagined.

Next, ask your pupils to return to their groups and think about how they could encourage the use of positive words and challenge the use of negative words. Examples could include:

- We could explain to someone using a negative word why it might make other people feel bad.
- We could start using some of the positive words we have chosen every day.
- We could ban some words in our classroom.

Finally, get your pupils to create a statement that captures the behaviour they would like to promote in their class.

### Stretch activity (10 minutes):

This activity can be given as homework or completed during another lesson.

Ask your pupils to create a poster, film, or presentation to promote their statement to other classes. Encourage them to be as creative as they can.