Responding to Cyberbullying

Target Audience
Key Stage 3

Lesson Aim
Pupils will apply knowledge of internet and mobile phone safety to support positive online experiences.

Learning Objectives
• Pupils will gather information regarding internet and mobile phone safety from online resources.
• Pupils will develop supportive responses to peers facing negative online experiences.
• Pupils will make responsible decisions relating to online experiences.

National Curriculum Links
Curriculum Area
Citizenship
PSHEE

Strands: Pupils should be taught...
3c: to reflect on the process of participating
2g: to recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help.
3a: about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.
3j: to resist pressure to do wrong, to recognise when others need help and how to support them.

Key Vocabulary cyberbullying, accessory, bystander, digizen

Preparation pupils should view Let’s Fight it Together prior to the lesson

Organisation Individual or in pairs, in ICT suite

Resources Let’s Fight it Together DVD, ICT suite with internet capability to access game

Lesson Outline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter</td>
<td>View character interviews with Joe and Kim</td>
<td>10 min</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Discuss bystanders, accessory</td>
<td>10 min</td>
</tr>
<tr>
<td>Activity 2</td>
<td>Play the online cyberbullying game</td>
<td>30 min</td>
</tr>
<tr>
<td>Plenary</td>
<td>Pupils create a widget on Digizen</td>
<td>10 min</td>
</tr>
<tr>
<td>Extension</td>
<td>Pupils create a comic strip of a cyberbullying scenario or develop a dramatic presentation of a scenario</td>
<td>--</td>
</tr>
</tbody>
</table>

Lesson

**Starter** Have students recall what happened to Joe in the cyberbullying film and the different opportunities the other pupils had to react and respond to the situation. View character interviews from Joe and Kim—analyze as a class the different characters’ reactions/emotions. What opportunities did the characters have to stop the situation or report it?

**Activity 1** Have groups create a mind map for accessory and bystander (see sample). Discuss the meaning of the words and the response a responsible digital citizen would have to a cyberbullying situation. Discuss ways to report cyberbullying (teacher, head teacher, parent, police, service providers).

**Activity 2** Students introduced to the cyberbullying game online. Students play the game and print out the correct quiz answers at the end of the game.

**Plenary** Discuss the game and how it relates to being a responsible digizen. Pupils create their own widget on digizen to post on a social networking site or other online service.