

# 'The Future is Ours. Safe, Fun and Connected'.

KS1

## Resources

- Presentation (Digiduck)

## Warm up

- Who likes going on the Internet?
- What do you do online, or what do you think you might like to do?

## Outcome

Today you are going to learn what a cyberbully is and what you can do to stay safe.

## Main

Most of the time when they go online it is to do fun or interesting things. But sometimes people can be mean to each other online and this is called **cyberbullying**.

Some examples of **cyberbullying**:

- **sending** a mean message to someone
- **posting** mean things about someone on a website
- **making** fun of someone in an online chat
- **doing** mean things to someone's character in an online world like Club Penguin

How does this make someone feel?

## Story

Who likes a happy ending? This is a story about a nice person who nearly became a cyberbully. Digiduck.

## Film

There are other things to look out for. Who likes playing games online? Sometimes you can talk to other players.

## Review

1. Can you remember?
  - What did Digiduck nearly do?
  - Who was nasty in the film?
  - What should you not do? Reply
  - Who was pretending to be someone else?
  - What should you not do? Give away personal information.
  - What is personal information?
2. What must you do if you or your friend are bullied online?
  - a. Stop using the computer until it is safe
  - b. Tell an adult you trust
  - c. Both a and b

# 'The Future is Ours. Safe, Fun and Connected'.

## KS2 (Lower)

### Resources

- A piece of paper between two
- Mindful Messaging video
- Daydreaming video
- Faux Paws video

### Warm up

What's the difference between bullying and cyberbullying? (One piece of paper between two)

- Kids may use more hurtful and extreme language online than offline.
- Cyberbullying can happen anytime, whereas regular bullying generally stops when kids go home.
- Cyberbullying can be very public. Posts can spread rapidly and to a large, invisible audience because of the nature of how information travels online.
- Cyberbullies sometimes act anonymously, whereas with traditional bullying it is often clear who the bully is.
- In-person bullying can cause physical and emotional harm, while cyberbullying causes only emotional harm (though it can lead to physical bullying later).
- The age and size of a person are often less important with cyberbullying because people are not face to face. For example, even teachers can be targets.

### Outcome

How to communicate clearly online and stay safe

### Activity 1

"You're weird." What might be intended without non-verbal cues?

Watch Mindful Messaging **video**

Use a line (crossing the line into the bad) to grade these messages:

READ each of these messages aloud and have students move accordingly:

- You are an idiot.
- I'm having a party and you're not invited.
- I like your new haircut.
- You are really ugly.
- Thanks for the advice. Next time would you mind telling me in person rather than by IM?
- Did you finish your homework?
- Why is it taking you so long to finish it?
- You are such a freak.

What to do?

### Activity 2

Theo is having fun playing Dragons and Knights online. Then he sees a message from another player that says, "You're ruining the game stupid."

What should he do and what should he not do?

THINGS THEO SHOULD DO	THINGS THEO SHOULD <u>NOT</u> DO
a) Ignore the player who sent the mean message	b) Write a message back that says, "You're so stupid, you're the one ruining the game"
d) Save the message in case the other player sends Theo another mean message	c) Pretend that he doesn't feel hurt by the message
e) Tell an adult about the message	f) Never play Dragons and Knights online again

### Activity 3

Watch the Daydreaming **video**.

How do the messages make her feel?

What does the girl get wrong?

Who got something right? What did she do?

Who do we see nothing of but aren't helping? (The rest of the class.)

### Activity 3

Faux Paw **video**

How did the bully find her?

What advice was she given?

### Review

The football team goalkeeper sees a post about how he let the team down by letting a goal in. The rest of the team saw it too. How does he feel?

- Sad and hurt**
- Like it's not a big deal
- Fine

### *Answer feedback*

The correct answer is **a**. This is cyberbullying Dean. This is harmful to the GK, as well as to the rest of the team.

2. Differences between in-person bullying and cyberbullying (Use the two ends and the middle of the room to show answers)

- Makes people feel sad, angry, hurt, and embarrassed
- Can cause physical harm
- Can cause emotional harm
- The bully's identity can be anonymous, or unknown
- Can be witnessed by a bystander
- Can be stopped or made better by an upstander

3. TJ gets nasty messages. What should he do? (Might be more than one right answer)

- a. **TJ should block the bully.**
- b. TJ should write mean messages back.
- c. **TJ should tell an adult.**

*Answer feedback*

The correct answers are **a** and **c**. If you are cyberbullied like TJ, you could block the bully and talk to someone you trust about how you are feeling.

4. What mistakes did Faux Paw make?

# 'The Future is Ours. Safe, Fun and Connected'.

## KS2 (Upper)

### Resources

- A piece of paper to screw up
- The Antisocial Network video
- Jigsaw video
- BBC clip prepared

### **The paper action**

### Warm up

1. How old do you have to be to have a Facebook account?
  - There is no age limit.
  - Any age with your parents' permission.
  - 12
  - **13**
  - 15
  - 18
2. Webcams can let you see and hear who you are chatting to. Is it possible for this to be recorded without you knowing? **Yes**
3. Which of these can help keep you safe online and help others when you are using social networking or messaging?
  - **Check your privacy settings.**
  - **Find out how to make an online report.**
  - **Always treat others with respect.**
  - **Tell an adult you trust if something upsets you.**

### Outcome

- To know how to be brave if you see something happening.
- To know what to do to stay safer online.

### Main

(Remind students that cyberbullying is the use of digital media tools such as the Internet and mobile phones to deliberately upset or harass another person.)

### Activity 1 What does it mean to be brave?

Kevin sends his friend José a short video he made at home, a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin's video. Nasty comments are posted. Every day, Kevin goes online to check the site and sees more comments like "idiot" and "fat nerd." Every day, he goes to school and hears similar cruel comments from his classmates.

- 1) What do you call someone who sees something wrong happening?  
(bystander/witness)

- 2) How can you show bravery if someone is being cyberbullied and you are a witness?
  - 3) Where did it cross the line from being a joke to being bullying?
  - 4) How could an 'upstander' have helped?
- Who is doing the cyberbullying in this story? (Encourage students to decide for themselves and support their reasoning. Ask them to consider if it is only José? What about the boys at school who helped him upload the video to the website? What about the people who posted nasty comments? What about the people who viewed the video?)
  - Who are the bystanders? (The students at school who witnessed the abuse and kids online who viewed the video.)
  - What could you do if you were a bystander? (Guide students to think about empathizing, telling the other boys to stop or encouraging Kevin to tell a trusted adult.)
  - What could you say to someone if you wanted him to stop
  - What would you say to Kevin or do for him to show your support for him? (Guide students to talk about how it is important to listen to Kevin and empathize with him, and then discuss with him what actions to take.)
  - What could you say to the other kids at school who viewed the video and left cruel comments? (I could let them know that they are followers. I could tell them how Kevin feels.)
  - How could you have involved a trusted adult? (Guide students to consider what the consequences of telling an adult for Kevin could be. The other students might make fun of him, so he has to confide in someone who is trustworthy and has the skill and authority to help him.) Make sure students understand that the people who posted cruel comments were just as guilty of being bullies as the boys who originally uploaded the video. Discuss with students how trusted adults could help, including asking a guidance counselor to talk to Kevin, a technology teacher to investigate whether it would be possible to remove the video from the site, and a headteacher to enforce school bullying rules.

### Activity 2

- Watch the **video**. (The Anti-social Network)
- What are the main points?
- Who was the victim here?
- Where did it cross the line?

### Activity 3

- Watch Jigsaw **video**.
- What advice about staying safe comes out of it?

### Review

- What kinds of online behaviors could be considered cyberbullying?
- Posting someone else's video without permission
- Leaving cruel comments on a website.
- What does it mean to be a bystander to cyberbullying?

- A bystander sees cyberbullying happening, but does nothing to help.
- Some bystanders also might get involved in the bullying
- Some will spread the disaster further by recruiting even more bystanders.
- What are some things a bystander can do to become an upstander?
- Show understanding and support for the target
- Don't react to the bully
- Tell a trusted adult
- What should you avoid doing to stay safe?
- Personal information

### **Conclusion**

1. Remember cyberbullying isn't a crime but the actions are. It's not whether the sender thinks they're bullying but what the receiver thinks.
2. Most importantly the analogy of **the paper.**
3. Think before you post!
4. Lastly you might be sensible but are your 'friends only'?

<http://www.bbc.co.uk/cbbc/clips/p01g2pt6>