

Tell someone who can help

Note: This assembly plan could also be used as a lesson plan.

Objective	Pupils will identify cyberbullying behaviour and learn to tell a trusted adult if it happens to them or to someone they know.
Materials	<p><i>SMART Adventure</i>, episode 4: 'Tell' computer or DVD player, speakers, projector and screen.</p> <p>The <i>SMART Adventure</i> DVD for pupils illustrates a set of simple cybersafety – SMART – rules. It includes cartoon characters who are guided by a set of 'real' characters – the SMART Crew of young people, who guide them in their quest and help them make smart online decisions.</p> <p>Captain Kara, Windswept Winston and their monkey buddy, Cookie, sail the high-tech seas looking for adventure. The three friends love using technology and the internet but sometimes need to call on their trusted friends, the SMART Crew, when they find themselves in sticky situations.</p> <p>The SMART Adventure can be viewed online (or downloaded using RealPlayer) from http://www.childnet.com/kia/primary/smartadventure/default.aspx. The resource is supported by the Training and Development Agency for Schools (TDA), Becta, the UK Council for Child Internet Safety and the Department for Children, Schools and Families (DCSF). Maintained schools in the UK can order a free DVD by ringing DCSF Publications on 0845 60 222 60 and quoting the reference 00321-2009CDO-EN.</p>
Activity	<ol style="list-style-type: none"> 1 Have pupils discuss what bullying is in small groups. 2 Invite pupils to share their thoughts with the whole group. 3 Discuss with pupils what cyberbullying is – that it's like bullying except that it happens using a computer or mobile phone. 4 Ask pupils to think about how these technologies could be used to bully someone and then ask them to give feedback to the group. 5 Introduce the <i>SMART Adventure</i> (The Adventures of Kara, Winston and the SMART Crew) and tell pupils they will have to look for how Kara is cyberbullied and what she does to solve her problem. Tell them that when they see bullying behaviour they are to put their hands on their heads (or other hand gesture). 6 Show 'Tell' (episode 4) to pupils. 7 Ask pupils how Kara was cyberbullied (answer: unkind photo on her social networking site, rude message on computer, nasty text message). Reinforce that these are all forms of cyberbullying and we need to watch out for them and be sure that we do not participate in these kinds of behaviours. 8 Ask pupils what the SMART Crew recommended that Kara do (answer: don't reply, don't be rude back, tell an adult, save the evidence) – if necessary, replay the SMART Crew advice (1:34 on video timeline).
Extension	When pupils return to class, have them make a class promise of the things they will do if they or someone they know is cyberbullied.

Preventing and responding to cyberbullying

Note: This assembly plan could also be used as a lesson plan.

Objective	Pupils will identify cyberbullying behaviours and provide advice for preventing and responding to cyberbullying.
Materials	Flip-chart paper and marker pens or a computer, screen and projector; bulletin board near main entrance or hall.
Activity	<p>1 Two characters (these could be teachers or pupils chosen to act out the drama) assume positions at opposite ends of the staging area. A narrator explains the scenario:</p> <p>It is after school one day and two friends rush home to sign on to their favourite instant messaging service – MSN. They have lots to chat about as it has been an eventful day at school. As soon as the friends sign on, they begin their conversation together about the events of the day.</p> <p>2 The two characters act as if they are typing on their computers as they speak aloud. [All ‘text speak’ should be read out as individual letters, for example BTW should be read as B. T. W.]</p> <p>Character a: <i>What a long day!</i></p> <p>Character b: <i>I agree and can you believe that project we have to do for English? Horrible!</i></p> <p>Character a: <i>BTW what did you say to Erin about me – she was giving me strange looks all day.</i></p> <p>Character b: <i>LOL – I told her about those hilarious photos that were posted of you from the weekend. You looked so ridiculous and we had a good laugh about it.</i></p> <p>Character a: <i>What! Oh no! I didn’t want anyone to see those – no one asked me before they were posted on the internet. I am SO embarrassed!</i></p> <p>Character b: <i>HAHAHA! You looked like such a loser! Alex Bluetoothed the photos around as well – guess you have no secrets now!</i></p> <p>Character a: <i>Can you please tell them to stop it? Oh wait – hang on I’ve got a text...BRB</i></p> <p>Character b: <i>Who is it?</i></p> <p>Character a: <i>[Looks horrified and then really sad] It was from Erin. Her text said [read in a shouting voice as the text was all in caps] – HOPE U HAD FUN LAST WEEKEND. NOW THAT THOSE PICS ARE OUT EVERYONE WILL KNOW WHAT A LOSER YOU ARE! What am I going to do?</i></p> <p>Character b: <i>I have no idea...</i></p> <p>3 The narrator steps back in front and addresses the audience: <i>How was Character a bullied?</i> The narrator takes answers from the audience, then explains: <i>This is called cyberbullying – when someone uses the internet or mobile phones to intimidate, embarrass or hurt the feelings of another person.</i></p>

Preventing and responding to cyberbullying (continued)

4 Give pupils 30 seconds to talk with those around them about how many ways they can think of that people could be bullied using technology.

5 Invite pupils to give feedback and have a teacher list the cyberbullying behaviours on flip-chart paper or on a computer screen at the front.

(answers on cyberbullying behaviours may include: sending nasty text messages; posting embarrassing photos or posting photos without permission; sending mean or rude messages via MSN, email or in a chatroom; making prank phone calls.)

6 Recall that the two friends were chatting online together and one friend asked the other what they could do about the problem. Have pupils think about how, as a friend, you could help someone deal with cyberbullying.

7 Ask pupils to discuss with those around them ways to either prevent or respond to cyberbullying.

(answers may include: tell an adult, save evidence of the bullying, either don't reply or don't be rude back, change your passwords, report the abuse to the website or your mobile phone service provider.)

8 Choose a few pupils to share their thoughts and record these on flip-chart paper or a computer screen at the front. Add any recommendations that have not been shared by pupils.

9 Challenge pupils to fill out a pledge slip sometime in the next 24 hours/week that will record how they will stop cyberbullying at their school. Pledges should begin with 'I will STOP/PREVENT cyberbullying by...'. You may also choose to have a class competition to see who can submit the most pledges.

Textspeak

BTW – by the way

LOL – in this case it means 'laugh out loud' (but can also be used in place of 'lots of love')

BRB – be right back

U – you

SMART Adventure

Objective	To encourage positive and safe use of online technologies by viewing <i>The Adventures of Kara, Winston and the SMART Crew</i> and creating SMART rules posters.
Materials	Computer, projector, screen, speakers and internet connection A3 sheets of paper, markers or crayons
Activity	<ol style="list-style-type: none"> 1 Discuss with pupils that, while cyberbullying is a serious online issue, there are some really simple things we can do to make sure it doesn't happen when we're online or using our mobile phones. Ask pupils to discuss how technology can be used to bully someone. 2 Show <i>The Adventures of Kara, Winston and the SMART Crew</i>, pausing after each episode to speak with pupils about what they have seen in the episode. Use the PowerPoint slides 'Stay SMART Online' to help summarise main points. You may also choose to assign hand motions or body movements to each rule to help pupils remember them. 3 When all episodes have been viewed, arrange pupils in groups of three or four and have them create SMART rules posters. Each group can create a poster for one rule; or groups may choose to represent each of the five rules on their poster. 4 Invite groups to present their posters. As a class, discuss how following these rules can help us make safe and responsible choices online. Hopefully, if we all follow these rules, cyberbullying will not happen to us – but if it does, we know what to do.

Random acts of kindness

Objective	Pupils are encouraged to be positive and responsible digital citizens while creating film clips.
Materials	Video camera, projector, speakers.
Activity	<ol style="list-style-type: none"> 1 Discuss with pupils that the best way to advertise something is to show all of the good things about it. Lead the conversation on and ask pupils to come up with ideas of 'random acts of kindness' that could occur at school. For example, a pupil could surprise a teacher by helping to carry their books to a lesson; a pupil could offer to make sandwiches for a friend's lunch; or a pupil could compose a letter to a friend saying thanks for being a good friend. 2 In small groups, have pupils come up with a short 1–2 minute dramatic presentation demonstrating one of the ideas in point 1 above – or a new idea to perform in front of the class. 3 Arrange to film the three most imaginative 'random acts of kindness' and show them during school assembly on Blue Friday (the Friday of Anti-Bullying Week – 20 November). Have all pupils vote on their favourite film.
Extension	Ask pupils to plan a parents evening where the positive use of technology is championed. Pupils could even train parents on how to use different pieces of technology.