

## Preventing and responding to cyberbullying

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

<b>Objective</b>	Pupils will identify cyberbullying behaviours and provide advice for preventing and responding to cyberbullying.
<b>Materials</b>	Flip-chart paper and marker pens or a computer, screen and projector; bulletin board near main entrance or hall.
<b>Activity</b>	<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><b>Character a:</b> <i>What a long day!</i></p> <p><b>Character b:</b> <i>I agree and can you believe that project we have to do for English? Horrible!</i></p> <p><b>Character a:</b> <i>BTW what did you say to Erin about me – she was giving me strange looks all day.</i></p> <p><b>Character b:</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><b>Character a:</b> <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><b>Character b:</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><b>Character a:</b> <i>Can you please tell them to stop it? Oh wait – hang on I’ve got a text...BRB</i></p> <p><b>Character b:</b> <i>Who is it?</i></p> <p><b>Character a:</b> <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><b>Character b:</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

## Let's fight it together

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

<b>Objective</b>	Pupils will understand what cyberbullying is, the impact it has on people, and what they can do to avoid getting into or contributing to negative situations online
<b>Materials</b>	<p><i>Let's Fight It Together DVD**</i></p> <p>DVD player or computer, speakers, projector and screen, flip-chart paper and marker pens.</p> <p><b>**Maintained schools in the UK can order a free copy of the DVD by ringing DCSF Publications on 0845 60 222 60 and quoting the reference 00239-2008PCK-EN.</b></p>
<b>Activity</b>	<ol style="list-style-type: none"> <li>1 Introduce the assembly through a general discussion with and among pupils about their experiences with online services and applications, email and computers. Ask pupils to discuss with those around them: <ul style="list-style-type: none"> <li>• Who uses the internet at home? On their mobile phone?</li> <li>• What is your favourite online activity?</li> <li>• Who uses the internet for chatting? What are your favourite chat services?</li> <li>• Who has a camera phone? Video phone?</li> <li>• Whose phone has Bluetooth?</li> </ul> <p>This discussion should focus on the positive uses of the technology, and the services young people are happy and confident using.</p> </li> <li>2 Introduce the concept of cyberbullying – the use of information communications technology (ICT), particularly mobile phones and the internet, to upset someone else.</li> <li>3 As a group, discuss why people bully others, what a bystander is (<b>a person who is present at an event without participating in it</b>), and what an accessory to a bully is (<b>a person who is able to help the target, who joins in the bullying behaviour either willingly or unwittingly</b>).</li> <li>4 Explain to pupils that they will be watching a film about a boy who is cyberbullied. Instruct them to watch carefully and look for the ways in which Joe (the main character) is cyberbullied and how it impacts on him.</li> <li>5 Run the DVD <i>Let's Fight It Together</i>.</li> <li>6 When the film is over, ask pupils to give feedback on how it made them feel.</li> <li>7 Ask pupils to discuss with those around them: <ul style="list-style-type: none"> <li>• How many people bullied Joe?</li> <li>• Why did the police get involved?</li> <li>• Joe deleted one of the text messages – was this the right thing to do?</li> <li>• When did the bullying finally come to an end?</li> <li>• How can we keep ourselves safe from cyberbullying?</li> </ul> <p>Record pupils' responses, and any additional answers you wish to add, on flip-chart paper for display in your school's ICT suite.</p> </li> <li>8 Ask pupils to share with a partner nearby, one thing they will do to make sure they stay safe from cyberbullying.</li> </ol> <p>Pupils can log on to the Digizen website <a href="http://www.digizen.org/cyberbullying/film.aspx">www.digizen.org/cyberbullying/film.aspx</a> and play the online cyberbullying interactive game. Pupils will experience a day at school with the main character, Joe, and make decisions about how to help someone who is being cyberbullied. In the course of this they will find out how responsible a 'digital citizen' they are, and more about keeping safe online.</p>

## Random acts of kindness

<b>Objective</b>	Pupils are encouraged to be positive and responsible digital citizens while creating film clips.
<b>Materials</b>	Video camera, projector, speakers.
<b>Activity</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Extension</b>	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.

## Red light, green light

<b>Objective</b>	Pupils classify acceptable and unacceptable online behaviours as they relate to cyberbullying.
<b>Materials</b>	A large sheet of red paper and a large sheet of green paper.
<b>Activity</b>	<p>1 As a whole class, review the definition of cyberbullying.</p> <p>2 Discuss with pupils how the internet and other technologies can be used in both positive and negative ways.</p> <p>3 In pairs, invite pupils to discuss bad things that people do online, negative uses of technologies and unacceptable internet behaviour. Have pupils share their thoughts and list these things on the sheet of red paper.</p> <p>4 Have pupils describe good things to do online, positive uses of technologies and acceptable internet behaviour. List these things on the sheet of green paper.</p>
<b>Extension</b>	Create guidelines for responsible and positive use of the internet and other technologies that your pupils can all agree to. Have all pupils sign these guidelines and post them prominently in your class.

## Cyberbullying scenario discussions and role-plays

Note: We encourage teachers to choose the scenarios relevant to their pupils' age range.

<b>Objective</b>	Pupils will demonstrate or explain how to respond in different cyberbullying situations.
<b>Materials</b>	Printed scenarios (available below and as a handout from the ABA website) and a large sheet of flow-chart paper.
<b>Activity</b>	<p>1 Arrange pupils in small groups and hand out one scenario to each group.</p> <p>2 Ask each group of pupils to read out their scenario (to their group only) and identify the bullying behaviour in it. Is it:</p> <ul style="list-style-type: none"> <li>• threats</li> <li>• public posting of someone's information or photos</li> <li>• making people do things they don't want to do</li> <li>• leaving someone out</li> <li>• hacking?</li> </ul> <p>3 Ask each group of pupils to discuss among themselves how the person being bullied might be feeling in this situation, then to agree on what advice they as a group would give to a person in this situation.</p> <p>4 Swap scenarios and repeat steps 2 and 3, with the goal of each group working through each of the scenarios.</p> <p>5 Reconvene the whole group then ask pupils to reflect on and share ideas about the scenarios. Ask:</p> <ul style="list-style-type: none"> <li>• What is the impact of cyberbullying on the person who is being bullied?</li> <li>• What steps could you take if you or your friends are being cyberbullied? (Record their responses on flow-chart paper.)</li> <li>• What can we all do to prevent cyberbullying?</li> </ul>
<b>Extension</b>	Pupils choose a scenario to role-play for the class but before they perform it, they must add a positive resolution/conclusion.
<b>Scenarios</b>	<p><b>Scenario 1:</b> 14-year-old Katie has been getting nasty messages on her MySpace page from a group of girls in her year group. They say she is a loser because she doesn't have a boyfriend. She doesn't know what to do and feels she has no one to talk to about this.</p> <p><b>Discussion points:</b> <i>Katie should report this to her parents or another trusted adult who can help sort out the situation. She should take care not to reply to these sorts of messages and might also do well to make her page private or block the other girls from posting to her page.</i></p> <p><b>Scenario 2:</b> James has been receiving a number of text messages from an unknown number. At first they were pretty inoffensive, telling jokes and saying they liked him but James just ignored them; recently, however, they have become offensive – saying that they are upset with him and hope bad things will happen to him. James starts getting about one every couple of hours and he's beginning to get worried.</p> <p><b>Discussion points:</b> <i>James should save these messages as they can be used as evidence – the police or mobile phone operator can trace the sender of the messages or block the number for James. He should also report these texts to his parents or another trusted adult straight away so they can help sort it out for him.</i></p>

## Cyberbullying scenario discussions and role-plays

Continued

**Scenario 3:** Russ and Nina have been going out for about six months and have sent each other some photos using their mobile phones and webcams. Three months after the photos were taken, Russ and Nina break up. Russ is really upset with Nina and decides to get revenge by Bluetoothing the photos around school. He's also posted them on Facebook with some really awful captions. Nina has just found out about the photos from one of her friends and is 'totally mortified'.

**Discussion points:** *You should never post or send images that you wouldn't be happy for everyone to see. Nina should definitely speak to an adult she can trust about this situation to see if something can be done to stop the spread of these photos. She should also report the incident to Facebook as this can be considered a violation of the site's terms and conditions.*

**Scenario 4:** Layna has just received a message on MSN with a hyperlink to a website. The message asks her to follow the link 'for a good laugh'. When she goes through to the site she sees photos of one of her classmates that have obviously been taken without the girl's permission. Music and speech have been added to make the girl look amusing. Layna forwards this site on to all of her MSN contacts.

**Discussion points:** *Viewing a webpage like this one makes Layna a part of the bullying in this case. She should report the page to a trusted adult so it can be taken down straight away. Layna should not pass the link on. Even if something seems funny at the time it could be really hurtful to the target of cyberbullying.*

**Scenario 5:** Adam is one of the only pupils in his year group to not have the internet at home. Other pupils from his class often make fun of Adam – they call him names and say that his family is too poor to have a computer. Frequently pupils from his class will have conversations on MSN where they mention Adam and the fact that he does not have the internet.

**Discussion points:** *Whether they realise it or not, Adam's classmates are bullying him – using MSN to do so means they are cyberbullying. One of the classmates needs to help Adam by reporting the situation to a teacher or another trusted adult – saving a conversation on MSN could provide evidence for the report. Someone could also try standing up for Adam and telling the other classmates that it's not okay to talk about another person like that.*

**Scenario 6:** Last week Kalisha got into trouble with her maths teacher, Miss LaLonde, for talking during lessons. She then secretly took a photo of her teacher using her mobile phone and posted it on a fake Facebook page of Miss LaLonde. She was just having a laugh at first but now more and more pupils from her school are posting comments on the page and some of them are quite nasty. Kalisha feels that things may have gone too far but doesn't know what to do next.

**Discussion points:** *Kalisha needs to stop the comments by deleting the page. She can contact Facebook to have the page taken down straight away. Kalisha must remember that she, and everyone who posted on the site, could potentially be held responsible for their actions – they have cyberbullied a teacher. This type of offence can be reported to the school or possibly even the police.*

## Cyberbullying scenario discussions and role-plays

Continued

**Scenario 7:** Theo has shared his passwords with many of his classmates. One day he goes to karate club and is surprised that his friends are ignoring him. Later on he finds out that they all think he has sent them nasty messages on MSN. Theo knows nothing about these messages. Theo is unsure of what he can do.

**Discussion points:** *Treat your password like your toothbrush – don't share it with anyone! Now that Theo has shared his password with so many people, he needs to change it so that no one can use his site without permission. Theo might also want to gain the help of a trusted adult to help him speak with his friends about what has happened.*

**Scenario 8:** Someone at Amanda's school has put up a Bebo profile about her called 'We Hate Amanda'. The site has a photo of Amanda that someone has taken using their mobile phone. It also has comments from people about Amanda – calling her names and saying nasty things about her. Amanda is really upset but is not sure what to do next. She's afraid if she tells someone the bullying will only get worse.

**Discussion points:** *Amanda needs to tell an adult straight away. An adult can help Amanda get the site taken down by contacting Bebo. Whoever has put up the site can be held responsible for their actions. Amanda's photo should not have been used without her permission – someone's image is their property and they must give permission for it to be used.*