

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.

Red light, green light

Objective	Pupils classify acceptable and unacceptable online behaviours as they relate to cyberbullying.
Materials	A large sheet of red paper and a large sheet of green paper.
Activity	<ol style="list-style-type: none"> 1 As a whole class, review the definition of cyberbullying. 2 Discuss with pupils how the internet and other technologies can be used in both positive and negative ways. 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. 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.
Extension	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.

Objective	Pupils will demonstrate or explain how to respond in different cyberbullying situations.
Materials	Printed scenarios (available below and as a handout from the ABA website) and a large sheet of flow-chart paper.
Activity	<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"> • threats • public posting of someone's information or photos • making people do things they don't want to do • leaving someone out • hacking? <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"> • What is the impact of cyberbullying on the person who is being bullied? • What steps could you take if you or your friends are being cyberbullied? (Record their responses on flow-chart paper.) • What can we all do to prevent cyberbullying?
Extension	Pupils choose a scenario to role-play for the class but before they perform it, they must add a positive resolution/conclusion.
Scenarios	<p>Scenario 1: 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>Discussion points: <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>Scenario 2: 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>Discussion points: <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.*

Parents become pupils

Objective	Pupils demonstrate their knowledge of online technologies, including relevant safety features and creative uses for online technologies.
Materials	<p>ICT suite or portable laptop computers, projector and screen, speakers</p> <p>Mobile phones, games consoles or personal gaming devices</p> <p>Access to the internet and popular online social networking and instant messaging services.</p>
Activity	<p>1 Ask pupils to think about all the ways in which they use the internet and other online technologies such as games consoles, laptop computers and mobile phones. Discuss the fact that often people – especially adults – have a difficult time seeing the benefits or positive side of using these types of technology.</p> <p>2 In small groups of 3 or 4, have pupils create a three-column table that lists an online game, social networking service or technology alongside the negative uses or risks of using that technology, and positive uses or benefits of using that technology. Then ask pupils to share their ideas with the class.</p> <p>3 Compile the best ideas and divide pupils into working groups. Each of these groups will be responsible for showcasing one aspect of online technology and the positive uses for that technology.</p> <p><i>Examples include:</i></p> <ul style="list-style-type: none"> • <i>chatting on MSN or Skype using a webcam with pen pals from another country or city</i> • <i>using mobile phone cameras to take photos of plant or animal specimens being studied</i> • <i>creating a profile page or group on a social networking site to connect pupils in a study or tutor group</i> • <i>using MSN to have a 'silent' discussion about a novel or subject of study in class</i> • <i>giving a presentation using an interactive whiteboard or video recording software</i> • <i>using mobile phones to text safety messages or school announcements</i> • <i>creating a PE workout routine using the Wii Fit, Dance Dance Revolution or other video gaming technology that requires physical activity.</i> <p>4 During an evening for parents, ask pupils to present projects that champion the positive uses of technology. Be sure that parents have a chance to try these different technologies and that pupils are also able to share relevant safety tips with parents.</p>
Extension	Take photos or video clips of the evening and have pupils create a promotional advert or video about their successful evening for parents. This video can be presented to school governors, community members or other teachers and pupils.

Photo essay

Objective	Pupils use digital media to create a photo essay or story of a possible cyberbullying incident that shows a positive resolution.
Materials	DVD <i>Let's Fight It Together</i> Digital camera/mobile phone camera or webcam Computer and printer Large sheet of chart paper
Activity	<p>1 <i>Either:</i></p> <ul style="list-style-type: none"> show the DVD, <i>Let's Fight It Together</i>, to the pupils then discuss with them the impact of the film and how it made them feel. <p><i>or</i></p> <ul style="list-style-type: none"> read the following scenario aloud to the pupils. <p>Joe participated in his school's talent show last week and gave a brilliant performance. Now, however, his friends have started to make fun of him for his role in the show. They started by calling him names and mocking him at school. Yesterday when Joe approached them during break they all simply ignored him – pretended he wasn't even there. Joe texted one of his mates on his way home from school asking what was going on and trying to reason with him – he got no reply. Later that night he received a text from an unknown number that called him some really horrible names. Joe shrugged it off but later, when he was on MSN, he started getting messages from someone he didn't recognise. These messages were obviously from someone at school because they talked about his performance in the show and made fun of him. He wanted to tell his parents but thought he was a little old to be complaining about something like this.</p> <p>The next day Joe receives an email with a website link. When he clicks on the link it leads to a Facebook profile page with his photo on it! Joe didn't create the page but there is lots of detailed information about him on it including his mobile number, school name and address. Joe has had enough. He feels hurt, angry and really alone. He leaves a note for his parents in the kitchen before he leaves for school the next day. After talking with his parents and showing them the texts, MSN messages, and web page, Joe's mum decides to go to the headteacher at Joe's school to sort the problem out.</p> <p>It turns out that a few of Joe's friends were behind the messages. Joe is relieved to know who is behind all these messages. The headteacher has a talk with the other pupils and their parents, and some of the pupils are suspended from school for their actions. The web page is taken down and Joe no longer receives texts or MSN messages from unknown senders – he even makes up with a couple of his friends after they've apologised to him.</p> <p>2 Ask pupils to think about other possible cyberbullying scenarios in small groups or pairs. (Use the cyberbullying scenarios on the ABA website to stimulate ideas.) Share these ideas as a whole class and record them on a large sheet of flow-chart paper.</p> <p>3 In small groups, have pupils choose one situation to illustrate using digital images. Ask pupils to think carefully about what images they will capture. Set a limit of 3–5 images and have pupils plan these using a storyboard-type illustration.</p> <p>4 Allow pupils to shoot the photos and print them out using the school's computer and printer. Images can either be used to create a bulletin board or go into a book to be available in the school's library.</p>
Extension	Have pupils write captions to create a story for the photos.