

Hector's World™—Lesson Plan

Episode: Cyberbullying—You're Not Alone

Lower primary

BACKGROUND

Children at this age are unlikely to be involved in cyberbullying. However, bullying can be a problem. This lesson addresses the inappropriateness of bullying online. It provides strategies for dealing with cyberbullying including telling a trusted adult. It also looks at respecting the feelings of others.

OBJECTIVES

Students will:

- identify inappropriate and bullying behaviours and consider how these impact on other people's feelings
- describe how they might help others who are feeling sad or upset
- understand that they should seek help from a trusted adult if they are bullied.

CURRICULUM LINKS

This lesson plan supports the National Framework for Values Education in Australian Schools, including the Nine Values for Australian Schooling. For more information, visit:

- www.valueseducation.edu.au/verve/_resources/Framework_PDF_version_for_the_web.pdf
- www.valueseducation.edu.au/values/val_national_framework_for_values_education,8757.html

This lesson plan can be used in any of the following subjects and topic areas:

- identity
- health
- communication
- SOSE
- the arts
- personal development.

Teacher's Hints

Although this lesson may stand alone, it is preferable that students have already been introduced to Hector's World—or that the lesson is used within the context of a unit on Hector's World and online safety. This lesson involves identifying some of the characters' traits. This will be easier for students if they have viewed previous episodes. Episode 1: Details Details... provides a good introduction to the characters.

Introduce the animation to the class by asking who is familiar with Hector's World. Allow the students to share some of their previous knowledge.

Explain, for anyone who is not familiar with the resource, that Hector and his friends live under the sea in Silicon Deep. They have lots of technology, like computers and mobile phones, because a cargo ship that was carrying the items sank. Now they are all learning about how to use these 'sunken treasures' safely.

Use character flashcards to introduce characters. Talk about the qualities of each character as you introduce them. You could write two or three on the back of each flashcard.

- Hector—Responsible, adventurous, fun, caring, loyal friend.
- Ming—Smart, wants to help others, outspoken, worried about safety online.
- Ranjeet—Enthusiastic, loves technology, uses technology cleverly to solve problems.
- Tama—The youngest but thinks about others, caring, honest, likes doing what his older friends do.
- Sprat—Loyal, fun to be with, keen to help, loves music online.
- Constable Solosolave—Upright, trustworthy, good police officer who solves crimes, watches out for the children in his community.
- Kui—Old, wise whale who has travelled the ocean and has seen many things, helps Hector solve problems.

ACTIVITY

1. View the animation

Start the animation, *Cyberbullying—You're not alone*.

A pause point symbol will appear in the episode in the lower right corner, three seconds before the point to stop the video.

Pause Point 1

At the first pause point, stop the animation and allow students time to digest the questions and share some ideas. There are three primary questions for discussion at this first pause point. The discussion could be preceded by a short explanation of 'altering' or 'morphing' a photo.

Ask the students:

- How would Ming feel about the altered photo that made fun of her?
- How would Ming feel about that photo being sent to many other people?
- What could Hector and his friends do to help Ming?

Resume the animation.

Pause Point 2

At the second pause point, stop the animation and again allow the students time to digest the question and share some ideas.

Ask the students:

- What would you suggest Ming do?

For this age group, the best answer is for Ming, being a child, to seek help from a parent first, or other trusted adult.

Conclusion of the animation

Check briefly for understanding by asking some simple recap questions such as, 'Why was Ming upset?', 'What did Hector decide to do about Ming's problem?' and 'Who did Ming go and talk to about the problem?'

Replay the animation, this time split the class into thirds and ask each group to focus on one of the following questions:

- Why were Brooke and Bella laughing?
- Why was Constable Solosolave pleased with the friends at the end?
- What did Brooke and Bella do when they realised they had hurt Ming's feelings?

Explain that what Brooke and Bella did was wrong because it hurt Ming's feelings. Even though they may have meant it as a joke, teasing someone is never a joke.

Hold up the character flashcards and then the one of Brooke and Bella. Ask the students how they would describe these two characters.

Explain that you could also call Brooke and Bella brave, because even though they did something wrong, they apologised to Ming. Explain that Brooke and Bella did the right thing by apologising. It takes a brave person to say sorry.

Ask what the friends did when they realised Ming was being teased.

Explain that they were also brave for trying to do something to help.

2. Review learning

Ask students:

- Can you think of a time when you felt sad and someone helped you feel better?
- How could you help someone who is feeling sad?

Record the answers on a 'Friends help friends' chart for display in the room.

3. Consolidate learning

Invite students to draw a self portrait which contains three positive words they use to describe themselves. For example, brave, smart, helpful, loyal. The words could be written inside a t-shirt template to which the children add their own face. They can write their name in the speech bubble. A template for the self portrait is attached.

The portraits should be all displayed in a group, perhaps in a line holding hands, under the heading 'Friends Stand Together'. This reflects Constable Solosolave's words in the animation that 'Friends Stand Together'.

EXTENSION ACTIVITIES FOR ALL AGE GROUPS

The following are suggested activities that can be used to further extend students' understanding of cyberbullying. These are for all age groups so they can be modified to suit individual classes.

Some of these activities use Hector's World resources from other episode lesson plans. These are available on the Hector's World pages at www.cybersmart.gov.au.

1. A discussion of 'assets'

In the episode, Ming is shown as being generally very confident, having supportive friends and a responsive parent. But not all children will be so fortunate.

Lower and middle primary

Discuss the following topics with students, and **demonstrate** and **display** strategies for the students to follow.

Actions to take in instances of bullying:

- Tell an adult
- Talk to a friend
- If a friend talks to you about bullying, take them to tell an adult.

Look at being part of a supportive peer group. Discuss:

- How to join in with a group
- How to spot someone feeling left out (body language, sitting alone, looking sad etc.)
- How to ask someone if they need help
- How to support someone being bullied

Middle and upper primary

Make a list of Ming's assets—the advantages/support she has—and talk about things children who didn't have those advantages could do. For example, if the first trusted adult a child tells about the bullying does not recognise the seriousness of the problem, what can the child do? Or the child is new to the school and doesn't have a network of friends yet, what can they do?

2. Photos and photo netiquette

Images of ourselves are very personal. Discuss with students if it is okay to take a photo of someone without their permission. Is it also okay to alter that picture without their permission? What happens to a photo once it is sent? Can it be retrieved?

Lower and middle primary

Encourage students to focus on accentuating the positive aspects of photography. Bring a favourite family photo to school and discuss why it is special.

Ask the group:

- Why do we take photos?
- What special occasions do we take photos of? For example: holidays, parties and family gatherings
- How do we feel when having our photo taken?
- Do we always enjoy having our photo taken?
- Who do we share our photos with?
- Why do we say cheese?

Create a class display of their favourite photos, or take some with the class digital camera, under the heading 'Photos are for...' Use some of the key words from the previous discussion, for example: holidays, good memories, family times and friends.

Middle and upper primary

List good strategies for being responsible with a digital camera including ones for mobile phone use, and the importance of getting a parent or teacher's permission before sending or posting personal images.

A 'Digital photo Ps and Qs' or 'Guide to photo courtesy/photo netiquette' could be displayed on the classroom wall. This idea could be introduced across the school as a student initiative to encourage responsible use of digital images by everyone.

If the school has a consent process for publishing student images or details online, the class could discuss this process by thinking about what scenarios the process might cover, whether they themselves are involved in the process, and why there is a process in the first place.

3. Music, video and song

All resources described in the lesson plans are available on the Hector's World pages at www.cybersmart.gov.au.

Play the music video *Cyberbullying: Turn It Around* to introduce the class to the music and lyrics.

Discuss the feelings the class had about the song and lyrics.

Supply each student with a printed song sheet and go over the words of the song until everyone is confident.

Sing along with the class to the MP3 file of the song.

Other ideas

- In groups, work out movements to the song.
- Teach the song to another class. This teaching could cascade across the school until all students can sing the song together. That is, the first class to learn the song teaches to the next. Each class teaches another until the whole school knows the song and can sing it together.



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