

Hector's World™—Lesson Plan

Episode: Cyberbullying—You're Not Alone

Upper primary

BACKGROUND

Cyberbullying is an increasing problem for children and schools. This lesson addresses the inappropriateness of bullying using an online context. It provides strategies for dealing with cyberbullying, including telling a trusted adult. It teaches students about respecting the feelings of others. Students are encouraged to take social action in relation to cyberbullying.

OBJECTIVES

Students will:

- identify bullying behaviour and understand that it can hurt others
- recognise that cyberbullying is an inappropriate online behaviour
- be provided with strategies to deal with cyberbullying that they can use as required
- be encouraged to take social action including supporting peers who are being cyberbullied.

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

The lesson plans support the national Statements of Learning in ICT for Year 5:

Communicating with ICT

Students have opportunities to use different digital media to improve the communication of ideas, express a personal image and establish an identity. They reflect on experiences to analyse the delivery and effectiveness of the communication.

Ethics, issues and ICT

Students apply codes of practice that promote safety, responsibility and respect when working in online and stand-alone environments. They examine practices in a variety of ICT environments to recognise the underlying values. They recognise the importance of acknowledging the owner(s)/creator(s) of digital work and establish sound practices for acknowledging them. Students implement a range of preventative strategies for addressing health and safety issues when using ICT and develop and apply strategies for the security of personal information.

The Year 5 statement is available at:
www.curriculum.edu.au/verve/_resources/StmntLearning_ICT_2008.pdf

Cross curriculum links

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

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

SUGGESTED LESSON PROGRESSION

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 and 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 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.

Ask students the question, 'This episode is about cyberbullying. Does anyone know what that is?'

Briefly acquaint students with the term 'cyberbullying' through a short discussion. Only a basic understanding of the term is required and should cover these points:

- cyberbullying uses technology such as mobile phones and the internet
- like other forms of bullying, it hurts the feelings of others.

Explain that in this episode, one of the friends gets cyberbullied. They need help to sort out the problem.

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 3 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 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?

Some additional questions to ask:

- Was anyone else involved in the bullying?
- What did Ranjeet do when he got the message on his phone?
- What would have been a better thing for Ranjeet to do?
- Should Hector confront Brooke and Bella, and if so what should he say?

The purpose of these questions is to demonstrate that people react differently in bullying situations. Many people will not intervene or provide support. Ranjeet did not act on the incident initially, though he did later. It was Hector, Sprat and Tama who showed concern and took action.

Resume the animation.

Pause Point 2

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

Ask students:

- What would you suggest Ming do?

The best advice that can be given to Ming at this point is to share the problem with a trusted adult.

Other good strategies that students may mention could include:

- Ignore the messages (by not replying).
- Block the senders.
- Make a note of or save the messages as evidence.
- Report the bullying to the website/phone provider.
- Visit a cybersafety website for more advice, such as www.cybersmart.gov.au .

Conclusion of the animation

Immediately following the viewing, discuss what happened in the animation focussing on the strategies that Ming and her friends used. These include:

- The friends sought advice from a trusted adult. However the most important point is that they identified the bullying behaviour as inappropriate and took action.
- Ming sought help and did not try to deal with the situation on her own.

2. Demonstrate learning

Students can complete the cartoon strip of the interactions between:

- Ming and her Mum
- Hector and Brooke and Bella
- Hector and his friends at Digital Citizens' Day

Ask students to put a line between the speech bubble and a character or characters, and then fill in the bubbles with appropriate dialogue. The illustration template is attached to this plan.

3. Consolidate learning

Students can make a poster for display around school which focuses on one of the following:

- No tolerance of bullying in the community/school/peer group.
- Sources of support and advice, such as support groups, family or websites.
- Specific actions to take against cyberbullying. The emphasis is on sharing the problem and taking other actions such as blocking or ignoring messages.

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 generally very confident, with supportive friends and a responsive parent. Not all children are 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 don'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, if 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...'. Include some of the key words from the previous discussion, for example: holidays, good memories, family times and friends.

Middle and upper primary

List strategies for being responsible with a digital camera, including ones for mobile phone use. Emphasise 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.

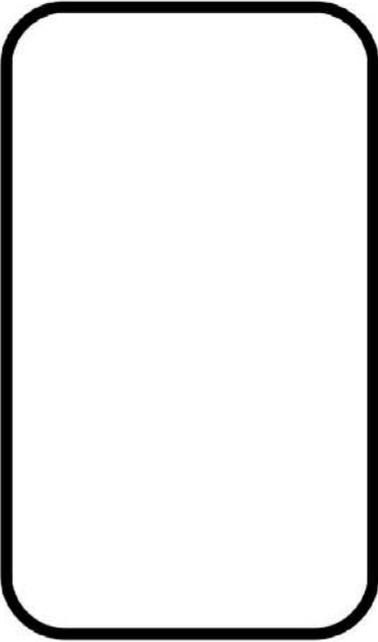
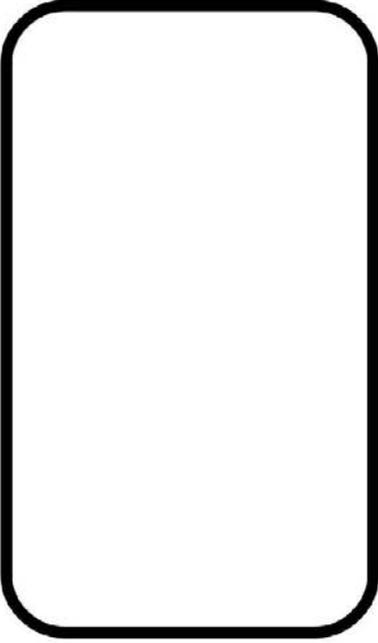
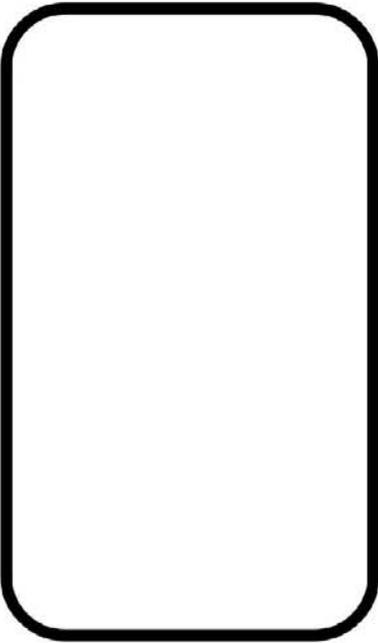
Discuss the feelings the class had about the song and lyrics.

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.



Hector's WorldTM