

#REWRITEYOURSTORY

Cyberbullying

Target age group

Lower and Middle Secondary

Lesson duration

 **15mins - 45mins**

Lesson overview

These lesson plans explore the topic of cyberbullying, its impact and avenues for seeking help. The focus of the activities is to explore the impact of cyberbullying on yourself, others, your family and the school community. The activities are based on the Rewrite Your Story (RYS) online resources. RYS is designed to empower young people to consider, discuss and take action about cyberbullying and other negative online behaviour.

Through a series of eight high-quality short films, an interactive quiz and discussion-starter in-school activities, RYS explores real life cyberbullying experiences to help other young people find a pathway to rewrite their stories too.

This lesson plan explores Alexia's Story.

Lesson outcomes

- Define serious cyberbullying.
- Understand the concept of social and ethical protocols in the context of technology use.
- Critically analyse the impact of decisions and actions on yourself, others, your family and the school community when using technology.
- Become familiar with relevant resources on the RYS website, including how to report serious cyberbullying.

Australian Curriculum

This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and communication technology, Ethical behaviour and Personal and social competence.

#REWRITE YOUR STORY

<i>Activity 1</i>	<i>Page</i>	<i>Subject focus</i>	<i>Duration</i>	<i>Resources required</i>
<p>Am I ready?</p> <p>Find out if you've got all the info you need to report cyberbullying.</p>	3	<p>Cyberbullying: unpacks what young people are experiencing using a real life example, and shows what serious cyberbullying looks like as well as the avenues to get help.</p>	15-45 minutes	<p>Internet access to view the cyberbullying interactive quiz.</p> <p>Internet access to view the 'Alexia Rewrite Your Story video:'</p>

<i>Activity 2</i>	<i>Page</i>	<i>Subject focus</i>	<i>Duration</i>	<i>Resources required</i>
<p>How can you rewrite your story?</p> <p>Class discussion and group work.</p>	4	<p>Cyberbullying: its impact on the victim, perpetrator and bystander.</p>	10 – 45 minutes	<p>Internet access to view the 'Alexia Rewrite Your Story video.'</p>

Please note: The length of your activity will be dependent on what aspects of cyberbullying are depicted in the videos, and the related questions you choose to use to conduct the group discussion

Background

RYS is a youth-focussed initiative which explores cyberbullying and the other online issues that young people face. The Office's latest research shows 19 per cent of teenagers (aged 13-17) experienced cyberbullying in the 12 months to June 2016. However, levels of reporting do not reflect this figure. This begs the question, why aren't young people exhibiting help-seeking behaviour with adults in this space?

RYS features real-life cyberbullying stories, alongside advice and support about how to handle it from both youth and professionals. Important information for teachers is housed on the [RYS website](#) that aims to assist in starting a conversation about online issues and working out strategies on how to resolve, recover and build resilience from risks such as cyberbullying.

The program also provides essential information about how and when to report serious cyberbullying to the Office. The Office's [cyberbullying complaints scheme](#) allows young people, parents and an authorised adult (such as a teacher) to report serious cyberbullying material and to get that material removed.

RYS is an educational program designed to empower young people to be courageous in the face of cyberbullying, guide them when they need, and help them to support their friends.

Activity 1: Am I ready?

Activity 1:	Page	Subject focus	Duration	Resources required
Find out if you've got all the info you need to report cyberbullying.	3	Young people's experience of serious cyberbullying using a real life example, and the avenues to get help.	20- 45 min	Internet access to view the cyberbullying interactive quiz Internet access to view the ' Alexia ' Rewrite Your Story video

Instructions

The focus of this activity is to assist in starting a conversation about online issues and working out strategies on how to resolve, recover and build resilience from risks such as cyberbullying.

1. Watch the Alexia video.

General question you may like to consider to get your class thinking about the issues:

- What do you think cyberbullying is? If a page has been set up to bully and threaten someone online, what do you think can be done?

2. Allocate Alexia as a case study.

3. Ask each student to log into the RYS site (www.esafety.gov.au/rys) and take the [Online quiz](#). Click on *It's a School Activity* and answer according to Alexia.

Suggested questions post activity:

- What type of cyberbullying behaviour did you choose in the quiz for Alexia?
- Alexia had a hate page set up specifically designed to bully and threaten her. What do you think she should do?
- What are the avenues of help that Alexia could use?
- Do you think it was right for Alexia's Dad to limit the number of friends she could invite to the party, even though Alexia let him know there could be negative consequences? What do you think her parents should have done?
- Do you think it was right for Alexia to take it out on her parents when things went wrong? What else could she have done?
- Discuss the impact of cyberbullying on Alexia and brainstorm how Alexia could rewrite her story.

Activity 2: Cyberbullying and its impact

<i>Activity 2</i>	<i>Page</i>	<i>Subject focus</i>	<i>Duration</i>	<i>Resources required</i>
<p>How can you rewrite your story?</p> <p>Class discussion and group work.</p>	4	Identify negative online behaviour and decide on acceptable behaviour	<p>Video: 1min 41sec.</p> <p>Class discussion: 10 - 45 min.</p>	Internet access to view the Alexia Rewrite Your Story video .

Instructions

The focus of this activity is on the impact of cyberbullying on yourself, others, your family and the school community. The length of the activity is dependent on the number of questions asked. You may also like to split the class into small groups with each group being given a different character perspective to explore.

1. Watch the Alexia video.

General questions you may like to consider:

- Why do you think people create hate pages? Is this type of cyberbullying common?

- If a page has been set up to bully and threaten you online. What can you do?

2. Suggested character perspective questions and answers:

Alexia

Q: Do you think the type of cyberbullying Alexia has experienced is common?

Q: Do you think Alexia deserved to be cyberbullied?

Q: Is there anyone that could help Alexia in this situation?

A: Friends, adults and the Office of the Children's eSafety Commissioner.

1. Friends:

The role of both the active and silent bystander can be explored. There's a lot friends can do to support someone being cyberbullied.

The active bystander:

Talk through some of the strategies outlined in [Support](#) and [Empower](#).

[A friend in need is a friend indeed](#) examines what you say to someone if they're being cyberbullied.

[10 good responses if your friend is being cyberbullied](#) examines how you can support a friend while still protecting yourself.

The silent bystander and how to become an active bystander:

[It's not always easy](#) outlines how sometimes doing the right thing is really hard. It takes courage to do something different and try to swim against the tide. What will you decide to do?

2. Adults and the Office of the Children's eSafety Commissioner:

Talk through some of the strategies outlined in [Get Help](#). This outlines the different roles adults can play in helping young people. Strategies include the following:

- have a conversation with adults including parents, teachers and counsellors
- make a complaint about the cyberbullying. This is a great opportunity to raise awareness for the class about the cyberbullying complaints scheme and how the Office can help to have serious cyberbullying content taken down from social media sites.

Q: What do you say to someone who is really upset? What if Alexia wasn't in your close circle of friends and you don't know her well but feel like you should help?

A: Talk through some of the strategies outlined in [Courage](#).

[Small acts = Big impact](#) examines how it's sometimes the little things that can make the difference to someone who is really feeling down.

The cyberbullies:

Q: Do you think Alexia deserved to be cyberbullied because you weren't invited to her party?

A: Talk through some of the strategies outlined in [Guidance](#).

[How can we help](#) outlines how to report cyberbullying to the Office and to get support even if you bullied back.

Generally:

Let's finish Alexia's story:

The bullying has stopped and the content is down but Alexia is staring at her Instagram posts, wondering if she dare click 'like'. What are some ideas on Alexia can reboot and start to rewrite her story?

A: Talk through some strategies outlined on the RYS [empowerment](#) after cyberbullying has happened.

- How can each of the different characters in 'Alexia' rewrite their stories? These include Alexia, her friends, the girls who set up the hate page and her father.

Follow up discussion:

Finish this sentence: "If I was bullied online, instead of bullying back, I would....."

Post the group's answers on our RYS social media feeds.

[Rewrite Your Story on Facebook](#)

[Rewrite You Story on Instagram](#)