

# #REWRITEYOURSTORY



**TOPIC** - Cyberbullying



**TARGET AGE GROUP** - All



**LESSON DURATION** - 15-45min

## 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 Cal'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 - cyberbullying

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
1. Am I ready? Find out if you've got all the info you need to report cyberbullying.	3	Cyberbullying: unpacks what young people are experiencing using a real life example, and shows what serious cyberbullying looks like as well as the avenues that can be taken to get help.	15-45 min	Internet access to view the <a href="#">CYBERBULLYING INTERACTIVE QUIZ</a> Internet access to view the <a href="#">'CAL' Rewrite Your Story</a> video.
2. How can you rewrite your story? Class discussion and group work.	4-5	Cyberbullying: its impact on the victim, perpetrator and bystander.	10-45	Internet access to view the <a href="#">'CAL' Rewrite Your Story</a> video.

**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

Rewrite Your Story is a youth-focussed initiative which explores cyberbullying and other online issues 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?

Rewrite Your Story features real-life cyberbullying stories, alongside advice and support about how to handle it from both a youth and professional focus. Important information for teachers is housed on the [REWRITE YOUR STORY](#) site 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.

Rewrite Your Story 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

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
1. Am I ready? Find out if you've got all the info you need to report cyberbullying.	3	Cyberbullying: unpacks what young people are experiencing using a real life example, and shows what serious cyberbullying looks like as well as the avenues that can be taken to get help.	15-45 min	Internet access to view the <a href="#">CYBERBULLYING INTERACTIVE QUIZ</a> Internet access to view the <a href="#">'CAL' Rewrite Your Story</a> 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 Cal video.

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

- What do you think cyberbullying actually is? When someone close to you is being bullied online, what do you do?

### 2. Allocate Cal, Jac and Nicola's personal stories to students as case studies.

### 3. Ask each student to log into the RYS site ([www.esafety.gov.au/rys](http://www.esafety.gov.au/rys)) and take the [ONLINE QUIZ](#). Click on It's a School Activity and answer according to their chosen character.

Suggested questions post activity:

- What type of cyberbullying behaviour do you think Jac and Nicola have experienced?
- If cyberbullies get bullied back, do you think they are just getting what they deserve? 'Don't dish it out if you can't take it' and all that?
- Cal feels stuck in the middle being Jac's sister. What do you think she should do?
- What are the avenues of help that each of the characters could use?
- How did the adults respond when they found out what had been going on? Do you think they could have done things differently?
- Discuss the impact of cyberbullying for each character and brainstorm how Cal, Jac and Nicola can rewrite their story.

Answers to the suggested questions are below. Check out the RYS website for lots of useful tips and advice.

## ACTIVITY 2

ACTIVITY	PAGE	SUBJECT FOCUS	DURATION	RESOURCES REQUIRED
2. How can you rewrite your story? Class discussion and group work.	4-5	Cyberbullying: its impact on the victim, perpetrator and bystander.	10-45	Internet access to view the <b>'CAL'</b> 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 Cal video.

General question you may like to consider to get your class thinking about the issues:  
Write this statement on the board:

- “Everyone has the right to stand up for themselves if they’re being cyberbullied”.  
Q for the class:
- If cyberbullies get bullied back, do you think they are just getting what they deserve?

#### 2. Suggested character perspective questions and answers:

##### Cal via Jac:

Q: When someone close to you is being bullied online, what do you do?

Q: Why was Cal’s sister Jac getting cyberbullied online? Why is this not ok?

Q: If you hit back after being cyberbullied to give someone a taste of their own medicine, would you be less likely to ask an adult for help when things get too big for you to handle?

A: Talk through some of the strategies outlined in **GET HELP**. This outlines how to:

1. have a conversation with adults including parents, teachers and counsellors and
2. 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.

## ACTIVITY 2

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Q: Cal is caught up in the cyberbullying between Jac and Nicola, is not sure what to do and is understandably upset. How could you help Cal rewrite her story?

A: 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.

Q: What do you say to someone who is really upset? What if Cal 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.

### **Nicola:**

Q: Do you think Nicola deserved to be cyberbullied after attacking Cal's sister Jac?

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.

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

Q: Why do you think some girls attack each other this way online? Do guys act the same way?

### **Let's finish Cal's story:**

The bullying has stopped and the content is down but both Jac and Nicola are staring at their Instagram posts, wondering if they dare click 'like'. What are some ideas on how Jac and Nicola can reboot and start to rewrite their story?

A: Talk through some strategies outlined on the RYS empowerment after cyberbullying has happened.

- How can each of the girls in 'Cal' rewrite their stories?

### **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**