

#REWRITE YOUR STORY

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 Marko'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.

Activity 1	Page	Subject focus	Duration	Resources required
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 to get help.	15-45 minutes	Internet access to view the cyberbullying interactive quiz . Internet access to view the 'Marko' Rewrite Your Story video :

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

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 for 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 ' Marko ' 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 Marko video.

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

- What do you think cyberbullying actually is?
- Marko was being cyberbullied but he was also being threatened physically. Do you think it is common for this kind of thing to happen?
- Bec was telling Marko to speak up about the cyberbullying—to tell his teachers and parents. How can she help Marko to tell an adult?

2. Allocate Marko and Bec's personal stories to students as case studies.
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 their chosen character.

Suggested questions post activity:

- What type of cyberbullying behaviour do you think Marko has experienced?
- Why was Marko being cyberbullied?
- As discussed at the beginning of the activity, Bec was encouraging Marko to speak up about the cyberbullying, to tell his teachers and parents, but Marko would rather move to another neighbourhood instead. Why do you think Marko is reluctant to tell anyone about what's happening?
- What are the avenues of help that each of the characters could use?
- Discuss the impact of cyberbullying for each character and brainstorm how Marko and Bec 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: Cyberbullying and its impact

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

General questions you may like to consider:

- What do you think cyberbullying actually is?
- Marko was being cyberbullied but he was also being threatened physically. Do you think it is common for this kind of thing to happen?

2. Suggested character perspective questions and answers:

Marko:

Q: Why was Marko being cyberbullied?

A: Marko doesn't fit the stereotype of what the cricket team expects. He's also moved schools more times than he can remember and Bec and her girlfriends adopted him as one of their own.

Talk through some strategies outlined in [Courage](#).

[You do you](#) explores how fitting in isn't always a positive thing, and in the end what good is it if you're not enjoying your life?

Q: When you're being bullied online, what can you do?

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

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:

- i. have a conversation with adults including parents, teachers and counsellors
- ii. 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: Write this statement on the board:

“Everyone has the right to stand up for themselves if they're being cyberbullied”.

Q for the class:

How easy is this for Marko to do? If he does report it, how do you think the school should respond to JD and the team's behaviour? Discuss.

Bec:

Q: Bec is caught up in the cyberbullying between Marko and JD and is understandably upset. Do you think she took the right action by breaking up with JD and gave the right advice to Marko?

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 Marko wasn't in Bec's close circle of friends and she didn't know him well but feels like she 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.

Generally:

Let's finish Marko's story:

The bullying has stopped and the content is down but Marko is staring at his Instagram posts, wondering if he dares click 'like'. What are some ideas on how Marko can reboot and start to rewrite his story?

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

- How can each of the characters in 'Marko' 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](#)