

#REWRITEYOURSTORY



TOPIC - Cyberbullying



TARGET AGE GROUP - Lower and middle secondary



LESSON DURATION - 15 - 45 mins

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 Zach'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 your decisions and actions on yourself, others, your family and the school community when using technology.
- Become familiar with relevant resources on the Rewrite Your Story site, 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 CYBERBULLYING INTERACTIVE QUIZ Internet access to view the 'ZACH' Rewrite Your Story video.
2. How can you rewrite your story? Class discussion and group work.	4-6	Cyberbullying: its impact on the victim, perpetrator and bystander.	10-45 min	Internet access to view the 'ZACH' 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

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	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 'ZACH' 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 Zach video

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

- What do you think cyberbullying actually is?
- What do you think someone should do when they're being targeted for online abuse?

2. Allocate Zach's personal story to students as a case study.

3. Get 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 Zach

SUGGESTED QUESTIONS POST ACTIVITY

- What type of cyberbullying behaviour did you choose in the quiz for Zach?
- What are the avenues of help that Zach could use?
- Discuss the impact of cyberbullying for Zach and brainstorm how he can rewrite his 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.	4-6	Identify negative online behaviour and decide on acceptable behaviour.	Video: 1min 41sec. Class discussion: 10-45min	Internet access to view the ‘ZACH’ 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 to the group. 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 Zach video.

General questions you may like to consider:

- What do you think cyberbullying actually is?
- What do you think someone should do when they’re being targeted for online abuse?

2. Zach

Q: Why was Zach being cyberbullied?

A: Zach doesn’t fit the stereotype expected by the footy team and he feels like he’s on the outer with the guys. Most of his friends are girls. He is really into art and takes photos of the football team for an art project. The football team don’t seem to be into fine art and prefers football heroes to artists.

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?

[FIND YOUR SQUAD](#) explores how being different may seem like something stressful when you’re in high school but it’s actually cool to be nice and there are people out there that appreciate you.

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

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

Activity 2 - continued

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 eSafety Commissioner:

Get Help 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: Zach had a really positive experience when the adults in his life got involved. What did the adults do that made things easier for Zach?

Q: If you could tell your parents, or adults in general, what you wish they understood about cyberbullying and what you and people your age do online, what would it be?

A: [I'M NOT A REGULAR MUM, I'M A COOL MUM :P](#) provides lots of helpful advice for young people about how they can help adults understand what they need and when and why cyberbullying is different to the 'old school' kind.

Top Tip: Use #IWishTheyUnderstood on Twitter and Instagram and we'll post your classes ideas here.

Kids in Zach's year:

Q: What do you say to someone who is really upset? What if Zach wasn't in your close circle of friends and you don't know him 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.

Generally:

Let's finish Zach's story:

The bullying has stopped and the content is down but Zach is staring at his Instagram posts, wondering if he dare click 'like'.

Q: What are some ideas on how Zach can reboot and start to rewrite his story?

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

[TAKE BACK WHAT'S YOURS](#) outlines practical steps on how to feel empowered when the hate is at its worst.

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](#)