Middle primary lesson plan

Background

Cyberbullying is an increasing problem for children and schools. Students will learn that teasing can be bullying, that it is never a joke because it can hurt people. This lesson addresses how inappropriate bullying is in the online world. It provides strategies for dealing with cyberbullying, including telling a trusted adult. It also looks at respecting other’s feelings.

Objectives

Students will:
- identify inappropriate and bullying behaviours and consider how these impact on other people’s feelings
- describe how they might help others who are feeling sad or upset
- understand that they should seek help from a trusted adult if they are bullied.

Curriculum links

This lesson plan supports the Australian Student wellbeing Framework - “collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

[https://www.studentwellbeinghub.edu.au/educators/australian-student-wellbeing-framework#/]

This lesson plan can be used in the following key learning areas and cover the following capabilities:
- Health and physical education
- Technologies
- ICT capability
- Ethical understanding
- Personal and social capability
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’ trait. This will be easier for students if they have viewed previous episodes. Episode1 : 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 the 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 is 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, three 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 the 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:

- Why do you think Brooke and Bella sent the messages in the first place?
- Is it a good joke to play? Why not?

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 the students:**

- What would you suggest Ming do?

This time, direct the discussion towards advising a victim of cyberbullying to seek assistance. Ideally, Ming, being a child, should seek help from a parent, or other trusted adult.

**Conclusion of the animation**

Immediately following the animation, briefly recap the episode with the students to check their understanding.

**Gather** students into small groups and distribute scene cards (attached), one to each group. These cards show the following:

- Brooke and Bella thinking about what they did
- The friends happy when Ming returns to the group
- Brooke and Bella when they saw Ming’s reaction to the first message
- Hector when Ming ignores him
- Sprat when he sees the message
- Tama when he sees Brooke and Bella laughing
- Hector when he is asking for help from the audience
- Ming crying in her room.

**Ask** the group to take one minute to write down three words which describe how the character is feeling in each picture. After one minute, groups should exchange cards with another group and so on until each group has had each card. Each group keeps the same piece of paper for recording their answers throughout the exercise.

**2. Review learning**

Groups report back to the class the words they came up with for each scene. This could be done on a whiteboard, using a digital projector, or on large sheets of paper.

**3. Consolidate learning**

Distribute the cloze cyberbullying worksheets (attached). Students complete the sheets individually where possible. Use the words on the board to complete the sentences.
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.esafety.gov.au

1. A discussion of ‘assets’

In the episode, Ming is shown as being generally very confident, having supportive friends and a responsive parent. But not all children will be 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 didn'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 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...’ Use some of the key words from the previous discussion, for example: holidays, good memories, family times and friends.

Middle and upper primary

List good strategies for being responsible with a digital camera including ones for mobile phone use, and 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.esafety.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 music video.

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.
Cyberbullying worksheet

Cyberbullying is when technology, like the internet or a mobile phone, is used to make someone feel __________.

Some jokes are funny, but teasing and making someone feel __________ is not a joke.

When Hector saw that Ming was sad he felt ________.

Constable Solosolave said that we should never stand by and let _________ things happen to people in our community.

Ming’s friends were _________ when she re-joined them at Digital Citizens’ Day.

When Brooke and Bella realised that what they did was wrong they said they were really ________.

The friends learned it is not okay to tease someone even if it is just a ________.

Ming learned that talking to someone about a problem will make you feel ________.

Draw a picture of Silicon Deep!