

# Cyberbullying teaching scenarios

The following scenarios are designed for use with students to start skill-building conversations and with teachers for professional learning.

## Integration across learning areas

### Target Audience

- Level – middle primary, upper primary, lower secondary, middle secondary
- Keywords – online safety practices, emotional awareness and regulation, critical thinking, privacy awareness, using technology safety, emotional awareness and regulation, critical thinking, the law, understanding sexual harassment, understanding gendered violence, critical thinking.
- Type of resource – factsheet and scenarios

### Australian Curriculum

- Key learning areas – Digital Technologies, Health and Physical Education, Humanities and Social Science
- General Capabilities – ICT Capability, Personal and Social Capabilities
- Curriculum connections – [Online Safety](#)

## Prevent and respond to cyberbullying

### From Early Years to Year 2 – students should build skills in:

- respectful online relationships (as part of the [ACARA](#) Health and Physical Education curriculum, [Online Safety](#) and [Respect Matters](#) Curriculum Connections)
- interacting respectfully online
- identifying how emotional responses differ in online environments, for example, excitement when playing games or when in a group chat
- blocking and reporting for safer online relationships
- help-seeking strategies such as going to a trusted adult.



### **Years 3 to 6 – students should:**

- understand the nature of online identity and the range of ways that people express themselves and their emotions online
- describe the ways that technology can enhance relationships between people
- practise appropriate communication strategies to share power within relationships online
- develop digital skills to manage negative experiences; managing what they see in their feed, controlling who can contact them, balancing time spent online and reporting bullying and discrimination
- investigate support services such as [Kids Helpline](#) and reporting to [eSafety](#).

### **Years 7 to 10 – students should:**

- apply concepts of rights and responsibilities in making online decisions
- understand the psycho-social impacts of cyberbullying and the legislation that is used to protect young people from serious cyberbullying
- identify situations where an imbalance of power plays a role in cyberbullying incidents and practise strategies that can be put in place to deescalate or redress the power balance
- evaluate the most appropriate sources of support if they experience cyberbullying
- offer empathetic support to someone else who has experienced cyberbullying.

## **How to use the scenarios**

Use the scenarios with students or with teachers for professional learning.

The scenarios include questions and discussions about online safety incidents. As with child protection training, this material is important for you to know about. You are encouraged to take care of yourself and others and reach out to school and/or sector support services as needed.

### **Using the scenarios in professional learning**

- Discuss the individual scenarios using the questions as a basis for discussion.
- Work in groups and identify where in the curriculum students can be taught skills to protect them from risk.
- Use the scenarios for parent information evenings to build parent skills and knowledge.

### **Using the scenarios with students**

- Provide students with the scenarios to read, either in groups or individually.
- Students look at the scenario from the character's perspective and answer the questions provided.
- Once the students have read the scenario ask them to reflect on their own skills in managing this type of online risk.

# Scenarios

## 1. That's mean

**Name: Thanh | Age: 7**

Thanh has been sharing photos of his cake creations with his teacher and classmates at school. However, some classmates have started teasing him in the playground and have posted mean comments about Thanh to a class group chat. Thanh is hurt and confused and doesn't know what to do.

### What should Thanh do?

Possible responses:

- Thanh could talk to someone he feels safe with, like a parent or carer or teacher and discuss what to do next.
- Thanh could ask a 'trusted adult' to help take screenshots of the comments and report what has happened to the class teacher.
- Thanh could talk about how this made him feel, especially to his class teacher.
- Thanh could contact Kids Helpline for advice.

Teachers can help Thanh and other students be prepared for this online risk by:

- teaching strategies that students can use when they feel uncomfortable or need help with a situation
- explicitly including online safety in lessons on friendship and relationships
- teaching technical skills to take screenshots of bullying comments
- ensuring all students understand how to report and manage cyberbullying incidents
- making help-seeking commonplace in the classroom ensuring students always know they can come to teachers for help
- displaying information on school notice boards about help-seeking agencies, like [Kids Helpline](#), [Parentline](#).

## 2. Working together

**Name: Kobe | Age: 10**

Kobe and Alex have been sending angry texts back and forth after school because of a misunderstanding about something that happened at school. This spills over into an online game and soon Alex is spreading rumours and firing insults in a gaming chat. This bothers other friends who are frightened by Alex's comments and want it to stop so that gaming can be fun again.

### How could Kobe and Alex's friends help?

Possible responses:

- Friends could talk to someone they feel safe with and discuss what to do next.
- Friends could report the situation to their teacher or to a 'trusted adult'.
- They could take a break from that gaming platform until the situation is resolved, especially if what is happening is worrying them.

Teachers can help Kobe and other students be prepared for this online risk by:

- explicitly including online safety in teaching and learning activities related to respectful relationships and wellbeing
- working with students in the class to include other students online and offline
- discussing how students can access support if they don't feel comfortable talking to their teacher. (For example, a school counsellor or wellbeing leader.)
- teaching students about platform's Terms of Service and what this means for their conduct online
- reinforcing to them that following the platform's Terms of Service is important
- posting messages to make sure they are following the platform's Terms of Service
- integrating social and emotional learning into everyday classroom routines, especially activities to help with emotion regulation and clear communication.

### 3. You're not invited

**Name: Amy | Age: 15**

Amy has moved to a new school. A group of students in Amy's class have been invited to join the same WhatsApp group. At first, it was to chat about a soccer game, but soon it seemed like everyone was in the chat. Amy wasn't asked to join, and a friend showed her a message posted in the group which said, 'We hate Amy. She should go back where she came from.' Others have joined in, adding reasons why Amy should not be part of the group. Amy is devastated because she has been trying very hard to make new friends.

#### How can Amy get support?

Possible responses:

- Amy could talk to a trusted adult or teacher about the situation and problem solve how to get support.
- Amy could report the issue to the platform first. If she feels she needs help – she can use [The eSafety Guide](#) to find out how. (See eSafety's [reporting page](#) for advice, support and FAQs.)
- Amy could access eSafety's Young People webpages for advice on [cyberbullying and what to do](#).
- Amy might ask a teacher or wellbeing leader or school counsellor to help her report the issue.

Teachers can help Amy and other students be prepared for this online risk by:

- including online examples in teaching and learning activities related to cyberbullying, respectful relationships, and wellbeing
- ensuring all students understand platform standards and the consequence for misuse even in private communications
- ensuring all students understand how to report an online safety issue to platforms games and apps and when to report to eSafety. (See eSafety's [reporting page](#) for advice, support and FAQs.)
- helping all students know [where to go for help](#) if they have been called a bully or have been bullied
- promoting appropriate counselling and support services to all students.