# Session 5 – Cyber-bullying

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| **Resources** | |
| Warm up activity | Whiteboard or Flip chart and pens |
| Resource Sheet 1: Behaviours for making and keeping friends | 1 copy. Prepare by cutting into 6 cards |
| Resource Sheet 2: Forms of cyber-bullying | A copy for each student |
| PowerPoint Slides 14-15 | Computer, projector and screen |
| Video Together We're Stronger (hardcoded subtitles)  (to be used if there is time) | Computer, projector and screen |
| Resource Sheet 3: How a Defender Can Help | A copy for each student |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

**Intended learning outcomes: ‘I …’ statement(s)**

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| I know the different forms of cyber-bullying and understand how it can start in different contexts  I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour  I have the confidence and resilience to protect myself and others from cyber-bullying |

**Note: In this session, students may share personal experiences of cyber-bullying, which may require steps to be taken according to the school's Safeguarding and Anti-Bullying policies**

**They need to know how to report experiences of cyber-bullying and how to contact available support agencies.**

**Welcome**

Welcome students and ask whether anyone has changed their profile on social media since the last session. If so, why did they do this?

**Warm-up activity: Positive and negative online relationships**

**Purpose**: To examine behaviours that strengthen online relationships and those that disrupt them.

Ask what we have to do to make and keep friends e.g.

* listen well
* take turns
* show understanding of others’ views or feelings
* show patience
* compromise
* encourage and compliment others

Divide the group into 6 and give each sub-group one of the cards from Resource sheet 1.

They have 2 minutes to discuss how they might show this behaviour online. They then share their ideas with the rest of the group.

Next they have 2 minutes to discuss what words describe the negative opposite of this positive behaviour.

List their ideas on a whiteboard or flipchart and ask if there are other behaviours that can damage relationships (e.g. ignoring, excluding, calling names, insulting, being impatient, refusing to discuss, hurting, frowning/staring).

We might all display these behaviours occasionally, sometimes on purpose, sometimes by mistake. But if someone deliberately and repeatedly behaves this way to someone they are bullying them.

**Review group aims:**

Remind them that our group aims, both offline and online, are designed to strengthen, not weaken relationships.

**Plan for today’s session**

Explain that, today, we are going to think about how to avoid these negative behaviours and will work on these learning outcomes for each student in the group.

* I know the different forms of cyber-bullying and understand how it can start in different contexts
* I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour
* I have the confidence and resilience to protect myself and others from cyber-bullying

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

**Core Activity 1: Forms of cyber-bullying**

**Purpose:** to help students to recognise bullying behaviour

Discuss how the aggressive, hurtful behaviours  we have already listed in our Warm up activity can be found online in

Gaming       Texting           Emailing          Social Media

Encourage the group to describe specific behaviours in each context and record them on the white board or flip chart beside the relevant face-to-face bullying behaviours.

Give out Resource Sheet 2 – Forms of cyber - bullying . Give a few minutes for students to read and dicuss it then ask how it compares with their list and whether they want to add anything to that – or to the list on the Resource sheet.

**Core Activity 2: Differences between cyber-bullying and other forms of bullying behaviour**

**Purpose:** to help students to recognise bullying behaviour, whether online or offline

Share these definiitons

**Bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.**

(i.e. bullying goes on over time and there is an imbalance of power)

**'Cyber-bullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles'**

or use your school's **definitions**

Discuss the following question with the group:

'In what ways does cyber-bullying behaviour differ from other forms of bullying behaviour?'

**Core Activity 3 Roles in a cyber - bullying incident**

**Purpose:** To make students aware of what they can do to prevent or respond to cyber-bullying.

Explain that, when bullying happens, there may only be two people involved but, more often, a lot of people are involved in different ways. e.g. they may be supporting the perpetrator or the target or they may just be watching.

Show PPT Slide 15 – Bullying as a group behaviour.

Discuss the different roles and what these people might do online e.g.

* An 'Assistant' could repeat the insult that the 'Ringleader' has used against the 'Target' in a chat room
* A 'Reinforcer' could send the abusive messages to other people
* A 'Defender' could challenge the group's behavior
* An 'Outsider' could block the messages or leave the group.

Discuss how they would help a friend who experienced cyber-bullying behaviour – what would they say/do.

How might their help be affected by the emotions that the target is feeling? (*Remind them of the work done in Session 3 on emotions and resilience*).

**Give out Resource Sheet 3  which** offers ideas for what a 'Defender'could do and say, and ask them to discuss it in pairs.

Ask which suggestions they think might be most effective in stopping the bullying. Have they ever used any of them? What can outsiders do?

If there is time, show the short video Together We're Stronger (hardcoded subtitles)

Agree that, to solve the problem, it is necessary to change the balance of power – to strengthen the defence and weaken the aggression.

Do they have the status and confidence in the online group to challenge the behaviour alone, or will they need to talk with others in the group or to adults?

Check that they know how to report cyber-bullying and what the school’s policy is in preventing and tackling it.

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| **Faciltator tip:** If peer supporters are involved in this session they might wish to develop a presentation / assembly to share the outcomes of it more widely with other students. |

**Review and reflection on intended learning outcomes and group aims**

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students indicate that they haven’t achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 5

We have covered a lot of ideas in this session. Which ones do they want to think about some more before the next session?

**Session 5. Resource Sheet 1: Behaviours for making and keeping friends**

Prepare by cutting into 6 cards

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| **listen well** | **take turns** |
| **show understanding of others’ views or feelings** | **show patience** |
| **compromise** | **encourage and compliment others** |

**Session 5. Resource Sheet 2: Forms of cyber-bullying**

* Verbal abuse while gaming ('*Griefting'*)
* Extreme text abuse ('*Flaming'*)
* Leaving out or blocking people from online groups (*'Excluding'*)
* Ganging up on an individual ('*Roasting')*
* Revealing personal information about others -spreading rumours - sending/posting embarrassing images of others ('*Outing')*
* Sending/posting information that damages another’s reputation (*'Dissing*')
* Creating a fake identity or impersonating another person to harass other ('*Masquerading ')*
* Angering people intentionally through words or behaviour ('*Baiting')*
* Repeatedly sending threatening messages ('*Cyberstalking/trolling*')
* Sexting and exposing others to inappropriate content ('*Harassment ')*
* Threatening to share personal information/images unless there is payment of some kind (*'Blackmail'*)
* Posting provocative, insulting messages or hate crime messages ('*Trolling ')*
* Taking over/hacking others’ accounts or setting up accounts in their names (*'Fraping')*

**Session 5. Resource Sheet 3: How a defender can help**

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| **What Could You Do?** | **What Could You Say?** |
| Send messages of support to the ‘Target’ to show that they’re not alone | ‘Don’t listen to them – you’re ok with us’’  ‘We don’t accept this at this school – this isn’t fair’ |
| Encourage the ‘Target’ to take screenshots of the hurtful messages, block them or change their account.  Support them in talking to adults |  |
| Support the ‘Target’ in developing appropriate ways of responding, such as ‘Fogging’ | You could suggest: ‘That’s an interesting opinion’; ‘I’m not others would agree’, ‘What do you mean exactly’; ‘Thank you – I never knew that about myself’ |
| Ask the ‘Outsider’ to send positive messages about the ‘Target’ | ‘I need you to help with this – can you tell him/her what you’re thinking of her?’ |
| Message/talk with the ‘Reinforcer’ to find out their reasons for passing on the messages about the ‘Target’ – ask them to pass on positive messages | ‘What made you pass this on?’  ‘How do you think this makes him/her feel?’  ‘How do you really feel about him/her?’  ‘How do you feel about passing on the good things that we’ve said about him/her?’ |
| Message/talk with the ‘Assistant’ to find out their reasons for sending the messages about the ‘Target’ – support them in standing up to pressure from the ‘Ringleader’ | ‘What made you pass this on?’  ‘How do you think this makes him/her feel?’  ‘How do you feel about the person that asked you to send these messages – do you feel bullied too?’  ‘How will you respond if you’re asked to do it again?’ |
| Message/talk with the ‘Ringleader’ to find out about their issues with the ‘Target’ and offer to help with resolving the conflict and restoring the relationship | ‘What made you do this?’  ‘How do you think this makes him/her feel?’  ‘How can you make this right? – how can I help?’  ‘How can you persuade others to stop sending the messages?’ |