

# Cyberbullying

Year: 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> Subject: SPHE Subject Links: CSPE/ICT/Art Duration: 3-4 class periods

## Topic Overview: 3 Topics

1. What is Cyberbullying?
2. Text & Chat Bullying
3. Posting inappropriate photos

Note: All 3 lessons are accompanied by Teacher Resource Notes & Background Information on Cyberbullying.

These lessons are designed to be integrated into a preventative programme for bullying in post-primary schools. The students will have previously learned that bullying is always wrong and what to do if one is bullied.

The lessons propose the use of the visual arts to help the class to define cyberbullying. The lesson outputs (i.e. posters) will provide an effective way to disseminate anti-bullying messages in the school environment and foster an ethos of a 'telling school' – one that clearly sends out the message that bullying will not be tolerated.

The posters and the use of online photos will also allow for discussion and reflection of the issue of posting inappropriate photos to the Internet.

## Curriculum Mapping

### Module

Personal Safety / Friendship / Influences and Decisions

### Topic

The changing nature of friendship

### Aims

- To enable students to recognise cyberbullying behaviour and the damaging impact that cyberbullying can have on its victims.
- To enable students to identify situations in which their safety might be compromised.
- To enable students to develop strategies and skills for use when confronted with bullying behaviour and to learn where to go for help and advice.

## Learning Outcomes

After completing this lesson the student should:

- be able to identify the characteristics of cyberbullying

- be aware of the damaging impact of cyberbullying on its victims
- have developed their skills for dealing with bullying behaviour

## ICT Framework Links: Level 3

- demonstrate an awareness of and comply with responsible and ethical use of ICT
- discuss and demonstrate appropriate care when using social networking websites.
- respect the rights and feelings of others when working in an electronic environment
- discuss and agree the consequences of inappropriate and irresponsible use of ICT. (e.g. accessing or posting inappropriate or harmful material, inappropriate interference with the work of other students etc.)



## Materials/Resources

### Lesson 1: Cyberbullying

Large A3 'jigsaw' template for classroom display

1. Photocopied A4 jigsaw worksheet per student.
2. Teacher Resource Notes & Background Information:  
What is Cyberbullying?

### Lesson 2: Text & Chat Bullying

1. WatchYourSpace Poster: Don't Accept Bullying  
'Everyone hates u' Poster
2. Teacher Resource Notes & Background Information:  
What is Cyberbullying?

### Lesson 3: Posting Inappropriate Photos

1. WatchYourSpace Poster: 'Think Before You Upload' Poster
2. Teacher Resource Notes & Background Information:  
What is Cyberbullying?

## Relevant Websites

[www.watchyourspace.ie](http://www.watchyourspace.ie)

[www.webwise.ie](http://www.webwise.ie)

[www.webwise.ie/LearningResources](http://www.webwise.ie/LearningResources)

**SPHE teachers may like to work with the students' ICT teacher when preparing to deliver these lessons.**

Art paper or Desktop Publishing software or Presentation software may be required if the Extension Activities are undertaken

## Further Resources

- **Glossary of Internet Terms**
- **Webwise 'Internet Safety Pack for Schools'**

## Differentiated Learning Resource:

- **Chatwise Learning Module activities:**  
[www.webwise.ie/LearningResources](http://www.webwise.ie/LearningResources)

## Lesson 1 Cyberbullying

### Activity/Tasks

Small group discussions on cyberbullying, followed by whole class feedback and discussion. Personal learning will be recorded in SPHE Journals.

### Methodology

- 1. Students are each presented with an A4 jigsaw worksheet. In groups of four they are invited to complete each of the four sections of their own jigsaw by answering the following questions:**
  - **WHAT** is cyberbullying?
  - **WHY** might someone cyberbully another?
  - What might be the **EFFECTS** of cyberbullying another person?
  - What **ACTIONS** might one take if they were being cyberbullied or to avoid being cyberbullied?
- 2. Feedback is taken from each group and placed on the large A3 'jigsaw' template for all to see.**

**Note:** Teacher may supplement students understanding using Teacher Resource Notes & Background Information: *What is Cyberbullying?*

An A3 Poster version of this Cyberbullying Jigsaw can be found in the back cover pocket

### Assessment/Evaluation

Students retain a copy of the completed jigsaw worksheet in their folder. Students record their new, personal learning about cyberbullying in their SPHE Journal. The completed A3 jigsaw could be displayed in the classroom.

### Possible Extension Activities

- 1. Students, working in four groups could each create a section of the jigsaw using paper or presentation software. The 4 jigsaw elements could then be gathered together and presented. The students' jigsaw could be kept and used as a focus for discussion on Safer Internet Day in the second week of February.**
- 2. Students could create their own art work/posters or slideshows or short video clips on the topic of cyberbullying.**

**Note:** The resulting work could be distributed amongst the class/school for comment or posted to the WatchYourSpace website. Other students could then view or comment and respond to their work.

As a way to raise the issue of copyright and enable students to gain an understanding of rights and legislation in regard to their own use of online material prior to posting their work the students could apply for a Creative Commons Licence.

Creative Commons (CC) is a licensing system developed at Stanford University which allows a content creator to decide how published work may be used, copied, modified and distributed. It is one of the new licensing systems now growing in popularity allowing for easy sharing and adapting of work on the Internet. The creator can use creative commons to change the copyright terms, for example, from "All Rights Reserved" to "Some Rights Reserved".

<http://creativecommons.org>



## Lesson 2 Cyberbullying - Text and Chat Bullying

### Activity/Tasks

Using the A3 Jigsaw recap on previous class.

In this class, the poster 'Everyone hates u' will be used to discuss a specific example of cyberbullying. It should initiate a discussion on how to use technology appropriately and what pupils can do if they receive hurtful messages or if they see cyberbullying. Pupils also need to know that they should take responsibility for their own actions online and know where to get help if they experience problems when using the Internet and other technologies.

### Methodology

#### Stage 1

Recap on previous class

Teacher holds up folded poster, only displaying top half and the message

'Everyone hates u.'

Teacher asks is this an example of cyberbullying?

Why is it cyberbullying?

#### Stage 2

Teacher writes the caption 'Everyone hates u' on the board and invites students to give examples of other similar messages they have seen or had concerns about. They are recorded on the board.

Class discuss why such 'messages' give cause for concern. The pupils are asked if they would say any of these things face to face.

They are asked how they would feel if it was said to them or said about them.

They are asked if they think it is OK to use text/chat like this when one chats online.

What other examples of cyberbullying are they aware of?

Do they often see bullying take place online?

By observing the bullying and not taking action are bystanders condoning the bullies' behaviour? What can one do if one is a bystander?

#### Stage 3

What advice would you give to a friend who is being bullied online?

Teacher collates advice on board.

Teacher then displays the bottom half of the poster, checks advice and sends students to

[www.watchyourspace.ie](http://www.watchyourspace.ie) for further advice and support.

**Note:** The teacher needs to ensure that feedback from these questions is general and should not in any way become personal or become an opportunity for people to name or shame others.

An A3 Poster 'Everyone Hates U' can be found in the back cover pocket

### Assessment/Evaluation

Students record their new, personal learning about cyberbullying in their SPHE Journal

Students identify one action they could take if they experienced or witnessed cyberbullying and note it in their SPHE Journals.

## Lesson 3 Cyberbullying - Posting Inappropriate Photos

### Activity/Tasks: 3rd class period

The Watchyourspace.ie poster **'Think before you upload'** will be used as a discussion starter in regard to posting inappropriate photos online and the issue of information and communication privacy. Small group discussions will be followed by whole class feedback and discussion. The discussion will have links to CSPE, data protection and civil liberties. Personal learning will be recorded in SPHE Journals.

Pupils need to know that they should take responsibility for their own actions online and know where to get help if they experience problems when using the Internet and other technologies.

### Methodology

Recap on previous classes

Teacher displays the Watchyourspace.ie poster **'Think before you upload'**, or the website: [www.watchyourspace.ie](http://www.watchyourspace.ie) as a stimulus to discussing the posting or uploading of photos online.

#### Stage 1

In groups of four students are invited to consider the following questions:

1. How would you feel if a photo of you, like any of these photos, was posted on the web without your permission?
2. How might posting such photos be used to hurt and embarrass a person?
3. Does anyone have the right to take a photo of you and post it to the Web without your permission?
4. What are your rights in regard to information and communication privacy?
5. What are Civil Liberties? What rights do we all have under the Data Protection Act?

**The teacher may like to consult with the CSPE Department in school prior to this lesson and view these sites for further information:**

Office of the Data Protection Commission: [www.dataprotection.ie/teens](http://www.dataprotection.ie/teens). Their new CSPE teaching resource on privacy, rights & responsibilities and technology called: Sign Up, Log In, Opt Out: Protecting your Privacy & Controlling your Data is easy to view and download.

Ombudsman for Children's Office: [www.oco.ie](http://www.oco.ie)

Irish Council for Civil Liberties: [www.iccl.ie](http://www.iccl.ie)

Feedback is taken from each group and key points of the discussion are recorded on the board.

#### Stage 2

Returning to their groups of four, students are invited to consider the following questions:

1. What examples of inappropriate photos have the students seen in social networking photo galleries?
2. What might be some of the possible longer term consequences if you post inappropriate photos of yourself?
3. Are you anonymous online? What's an I.P. address? What's an online data trail? Can the Gardaí obtain this and track information to investigate bullying or offensive material online?
4. What are your responsibilities in regard to the privacy of others online? Could the taking and

posting of photos of others without their knowledge or permission be a form of bullying?  
Could it be illegal?

5. What can one do if one sees an inappropriate photo online of a) yourself b) a person you know?

Feedback is taken from each group and key points of the discussion are recorded on the board.

Teacher collates students' advice, hints and tips to taking appropriate action upon finding inappropriate personal photos online. Teacher sends students to [www.watchyourspace.ie](http://www.watchyourspace.ie) for further advice and support if required.

**Note:** The teacher needs to ensure that feedback from these questions is general and should not in any way become personal or become an opportunity for people to name or shame others.

An A3 Poster 'Think before you Upload' can be found in the back cover pocket

## Assessment/Evaluation

Students record their new, personal learning about the posting or uploading of photos in their SPHE Journal

Students identify one action they could take if they come across inappropriate personal photos online.

## Possible Extension Activities

The students working in four groups could each take one of the 4 Characteristics of Digital Media below and create a poster using paper, presentation or other software. The 4 posters could then be gathered together and presented with the slogan:

**Remember: Think before you click or post**

The 4 Characteristics of Digital Media -

1. It's searchable: Anyone, anytime, anywhere can find it.
2. It's forever: Anyone (even Gran and Grandad) can find it today, tomorrow, 30 years from now.
3. It's copyable: once they find it they can copy it, share it and change it.
4. It has a global invisible audience: You can't tell who is sharing your pages. Even if your page is private you have no control over what 'friends' will do with it.

From *Integrating Internet Safety into Teaching + Learning*, NCTE Teachers' Course 2007