

The Big Stand Lesson Plan

The Big Stand is a great chance for teachers to engage their pupils in important messages around cyberbullying, online safety, friendship and communication. To make your stand against cyberbullying even better, we've created a special lesson plan that addresses the problem of cyberbullying, teaches safety tips for tackling it, and encourages children to support each other and behave responsibly online.

The following two 30 minute lesson plans are aimed at Key Stage 2 and 3 pupils, but can be adapted for younger or older pupils. They cover areas of the curriculum including Citizenship and PSHE, as well as Art and Design, Design Technology, and Information and Communication Technology. They are designed to enable schools to address cyberbullying and raise awareness of the issue, in particular in the build up to The Big Stand.

The first lesson should be spent exploring the issue of cyberbullying: what is it, how does it happen, what are the effects, and what can you do to help?

Learning outcomes will include:

- Understanding and respecting differences between people
- Understanding the effects of bullying
- Recognition of the influences and pressures on young people, and how to respond to them
- Using imagination to consider other people's experiences and how to respond to them
- Active participation, communication and group discussion

The second lesson is the exciting and creative part! Pupils will have discussed and understood the problem of cyberbullying, now you can encourage them to show their creativity to design their own CyberMentor – who gives advice and support to anyone being bullied. The class, as individuals and a group, will also develop their own pieces of good advice.

Key learning outcomes will include:

- Exploration of visual, tactile and other sensory experiences to communicate ideas and meanings
- Using a variety of approaches and resources, including traditional art forms and new media, to experiment and develop their creativity.
- Development of practical skills and of confidence, competence, imagination and creativity.

To accompany both lessons, Beatbullying has also developed a worksheet for pupils to complete, and created anti-cyberbullying stickers to show merit and completion of each task. The stickers are also a great way for pupils to show that they are standing up to cyberbullying.

It is suggested that the work is extended over two 35 minute lessons, but feel free to take longer if required. The Big Stand 2009 is an opportunity for teachers and pupils to broach the subject of cyberbullying in a creative and positive manner, so please take as much time as is necessary.

This activity is also a great opportunity for schools to discuss the measures they have in place themselves to combat bullying. Such as peer support systems, whole school and community involvement in creating Charters or anti-bullying policies, and being part of a national drive to raise awareness.

Lesson 1:

Requirements: Classroom large enough for students to sit in circle, whiteboard (or flip chart), marker pens.

Step 1: Start by drawing up an agreement on confidentiality and respect for each other. (Note, some classes will already have such an agreement in place, and so this step can be skipped.)

Everyone can participate in suggesting ground rules for how they should behave. The group must agree each point before it is added to the final contract, and stuck to a wall.

Points that should always appear on the ground rules include: confidentiality, listening to each other, the right to question others / challenge things we disagree with, to participate, to have fun, no aggressive or oppressive behaviour.

Step 2: Discussion on cyberbullying: What is it and how does it happen?

Divide everyone into equal groups if possible. Give each group a sheet of flipchart paper and pens. Ask pupils to come up with their ideas of what cyberbullying is and list down the ways it might happen. Maybe encourage pupils to create a mind map of all the words they feel are relevant to bullying. Mind mapping is a brilliant way to cover definitions and gives everyone an opportunity to participate.

Example definition:

“Cyberbullying is when someone uses technology, like the internet or a mobile phone, to deliberately hurt, humiliate, harass, or threaten someone else.”

Different ways in which people cyberbullying include: sending nasty text messages, sending horrible emails, posting hurtful comments on Social Networking Sites like Bebo or MySpace, prank calls, putting up bullying photos or videos on to the internet, spreading these photos or videos, hate sites, and bullying in blogs, chat rooms, virtual worlds, or on gaming sites.

Each group can then present their ideas which can be discussed by the whole class. You might want to discuss

what is and what is not bullying, and why it is sometimes difficult to define.

Step 3: The effects of cyberbullying

Discuss with the group what some of the effects of cyberbullying are.

These can include a lack of self confidence, low self esteem, depression, not wanting to go on the internet, becoming upset or angry, not wanting to go to school. And more serious effects, like self-harm, if suitable to discuss with the age group.

You might want to talk about why cyberbullying might be worse than other types of bullying:

Things to consider might include:

You can't escape it – you can be cyberbullied at home, or anywhere you have your phone or computer. You don't always know who is bullying you. It's easier to type something nasty than say it to someone's face.

Note down all ideas on the flip chart / whiteboard

Step 4: What you can do to help?

Divide everyone into groups again. Imagine a cyberbullying scenario (see box 1), and encourage your pupils to imagine what it feels like to be cyberbullied. Then think about what you could say or do to help make that person feel better.

Ideas might include:

Asking them how they are.
Including them in your games at playtime.
Not joining in with the bullying.
Standing up to the bully and supporting the person being bullied.
Being nice to that person and saying something nice to them.
Making friends with them and trying to talk to them more often.

Again, write down ideas on flip chart paper or the whiteboard.

Box 1: Teachers' notes: Scenario

Rachel started to get text messages saying things like “no one likes you”, “you're fat and ugly” and “I'm going to get you”. Rachel had no idea who it was that sent the messages. Then someone posted a message on her Bebo profile. She followed a link and there was a photo of her on Bebo and lots of people had written horrible things about her next to it. She thought she knew who had written some of the things, but she wasn't sure.

When Rachel went into school the next day, some of her classmates told her they had seen the picture on Bebo and started laughing at her. They didn't let her sit next to them at lunchtime.

Rachel was really upset and didn't know what to do.

If Rachel was in your class, what would you do?

ACTION: Pupils to complete section 1 of the Big Stand cyberbullying worksheet

Lesson 2:

Requirements: Templates of CyberMentor designs and speech bubbles, art and craft materials, classroom with IT access (optional).

Step 1: Overview of Lesson 1

Review the mind maps and discussion from the last lesson: What is cyberbullying, how does it happen, what are the effects, and what can you do to help? Stick up the flip chart papers and mind maps around the room.

Step 2: Design your own CyberMentor

Hand out a template of a CyberMentor to each pupil. (downloadable from www.beatbullying.org/thebigstand) Have a look at www.cybermentors.org.uk and see Box 2 to understand what CyberMentors are.

Pupils can create their own CyberMentors, using colours and fabrics, materials etc that they want. Remember, a CyberMentor should be friendly and reflect your personality!

Colours

What sort of colours might your CyberMentor be? Will your CyberMentor have eyes? Where will they go and will they be big or small? What about ears? A mouth? How can he/she look friendly and reflect your personality? What about using bright colours so you can be easily spotted by someone needing help,

Fabrics and materials

You might like to use different materials on your CyberMentor. Soft material to comfort someone? Or hard materials to show a tough shell that the bullies can't get through? What about reflective materials or sequins?

Step 3: Giving advice and supporting people being cyberbullied

Ask your pupils to think about what advice they might be able to offer. Teachers might like to visit www.cybermentors.org.uk and highlight that young people can get confidential advice here (see box 2).

Examples of good advice:

- Tell someone you trust that you're being cyberbullied
- Report any cyberbullying, whether it's targeted at you or not.
- Never respond or retaliate, as this can just make things worse. It might be difficult, but try to ignore the bullies.
- Block the cyberbullies from contacting you.
- Save and print out any bullying messages, posts, pictures or videos you receive or see.
- Make a note of dates and times of bullying messages, along with any details you have about the sender's ID.
- Don't pass on cyberbullying videos or messages – that makes you as bad as the cyberbully.
- If you're being bullied repeatedly online, think about changing your user ID, nickname or profile.
- Don't post personal information online.
- Don't let anyone know your passwords.
- Think carefully about what you say before you write or post anything online.
- Respect other people's views – just because you don't agree with them, it doesn't mean that you have to be rude or nasty.

And remember, if you are being bullied, you can talk to another young person and get help at www.cybermentors.org.uk.

Pupils can then write their pieces of advice on speech bubbles, also downloadable from www.beatbullying.org/thebigstand. They can then stick these on the wall, or use the CyberMentor cut out as a mask and give a presentation using their advice to others in the class.

When you do your Big Stand against cyberbullying, get your pupils to hold up the CyberMentors and speech bubbles they have designed.

You can then keep the speech bubbles as examples of advice and display them around the classroom.

Box 2: Teachers' notes: CyberMentors

CyberMentors (www.cybermentors.org.uk) is a website where young people can go if they're being bullied or cyberbullied, to get information, help and support from other young people.

It's never easy talking about bullying, especially to an adult, face to face or on the phone. All CyberMentors are aged 11-25, and have been trained by Beatbullying to be online peer mentors and support other young people. They listen and chat to all young people who log on to the site and ask for help. Everything is confidential and the majority of the online support comes directly from other young people. However, users can gain real-time, on-line access to Senior CyberMentors and BACP accredited counsellors when necessary. CyberMentors are trained that when there is a child protection issue, they must refer the mentee to a counsellor.

*****ACTION: Pupils to complete section 2 of the Big Stand cyberbullying worksheet*****