



Lesson Plan – Online Bullying – Lower/Middle Secondary



Crib notes

Context:

Online bullying is a prevalent danger for young people. The internet has made bullying even more complex. This lesson provides pupils with scenarios of online bullying and allows them to reflect on how to respond to these situations. Each scenario has accompanying context notes and additional info in the lesson plan below.

Useful statistics

Teachers can reference these statistics within the lesson/discussions as appropriate. Teachers may find it useful to relate to the size of class to demonstrate how this is happening all around us. Two pupils subjected to online bullying in a class is two too many!

- 29% of English Secondary school heads received reports of physical and non-physical bullying in UK schools (ref House of Commons briefing paper Feb 2020)
- 17% of YP 10-15 were bullied in the past 12 months (DfE England 2013-18).
That's FIVE pupils in a class of 30
- 7% of young people 10-15 had experienced cyberbullying (girls more likely than boys) (DfE England 2013-18). ***That's TWO pupils in a class of 30***



Lesson plan

Resources:

Online Bullying ppt/IWB/large sheets of paper and pens for group discussion points

Learning objectives:

- To understand what is meant by 'Online Bullying'
- To be able to identify ways in which they can effectively deal with a range of scenarios
- To know how to respond to online bullying



Teaching:

INTRODUCTION

Slide 1 and 2: Title page and L.O.

Teacher Role – Tell the class we will be looking at ‘online bullying’ during this lesson. Read aloud the learning objectives.

Slide 3: What is ‘Online Bullying’?

Teacher Role - Establish what pupils already know. ‘What do you think online bullying is? What platforms do you think it may happen on? Allow time for pupils to respond. Explain that online and offline bullying are both unacceptable.

Read alongside referencing ideas pupils may have already made, if appropriate.

- *‘Online Bullying’ (aka Cyber-Bullying) is bullying that takes place online.*
- *It is using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.*

Ask pupils to give examples before revealing the examples on the ppt. Guide discussion around how they/someone might feel in this situation and why people might act in this way? Possible answers may include – upset, embarrassed, confused, depressed, stressed – showing off, think they’re cool, impress other people, for the laugh, very insecure or unhappy within themselves.

- *Nasty comments via chat apps or under pictures.*
- *People making fun of you online.*
- *Getting nasty messages or calls from anonymous numbers.*
- *Pictures being uploaded without consent.*

Task:

Slides 6-8 contain three animated ‘online bullying’ scenarios for children to discuss together. Decide what works best in your classroom for discussion – pupils could work in pairs, at tables or in pre-arranged groups.

Slide 4: Introduction to task.

Teacher Role - Explain that you want pupils to watch each scenario and then discuss in their groups what they would do if this was their friend. Ask them to jot down some ideas or keywords on their sheets of paper to be used for feedback. Remind pupils to be sensitive when watching and discussing the videos



Slide 5: A quick disclaimer before playing the animated scenarios.

This slide contains a disclaimer to remind pupils that they are going to watch some scenarios which may be very emotive, especially for those who have experienced bullying. It reminds them who they can talk to both inside and outside of school.

Teacher Role - Please ensure that you adapt this part of the lesson to suit your specific context. Remind pupils about who the safeguarding leads are in your school and anyone else they can speak to (pastoral team, counsellors, etc.) Reassure them they are never alone, and there is always help available and someone they can talk to if they are being subjected to, or witness to, ANY kind of bullying.

Slide 6: Scenario 1

Context:

A group of Year 9 students from Heron High School set up a WhatsApp group for their class. The group starts off fun and good natured, but soon some of the members of the group start posting pictures of students with mean and rude comments. Some people begin making inappropriate and insensitive jokes about others in the class. Jaden feels hurt and upset about the messages which are targeted at him.

What would you do if this was your friend?

Teacher Role – Receive feedback from pupils. Provide lots of support, praise and encouragement for sensible, sensitive responses.

- Remind pupils online (and offline) bullying is always wrong
- Remind pupils to screenshot evidence
- Block the people posting mean comments on WhatsApp
- Speak to a trusted adult

Slide 7: Scenario 2

Context:

At Heron Academy, two older boys steal James' phone. He tries to get it back from them by grabbing it out of their hands. The two older boys become angry and begin to punch and kick James. One of their friends records them beating him up and posts it as their Snapchat story. The video on Snapchat spreads around Heron Academy. James is embarrassed, upset and afraid.

What would you do if this was your friend?

Teacher Role – Receive feedback from pupils. Provide lots of support, praise and encouragement for sensible, sensitive responses.

- Remind pupils online (and offline) bullying is always wrong
- Remind pupils that James needs to speak to a trusted adult as soon as possible



- Trusted adult can contact the website the video is posted on to have it removed
- They can report to CEOP and the police if they need support, or feel James is in further danger.

Slide 8: Scenario 3

Context:

On her way home one day, Britney receives a message from an unknown number. The message reads "What's up Britney?".

Britney replies, "Soz. New phone. Who dis?".

The other person replies, "Knew this was your number you *****! ". *

Britney replies, "What you on about? Leave me alone!"

The other person continues to send offensive and insensitive texts. Britney doesn't reply, but the texts keep coming. She feels scared, confused and worried.

What would you do if this was your friend?

Teacher Role – Receive feedback from pupils. Provide lots of support, praise and encouragement for sensible, sensitive responses.

- Remind pupils online (and offline) bullying is always wrong
- Speak to a trusted adult
- Block the number
- Make sure you do not share your number on social media to avoid messages from strangers.



PLENARY

opportunity for assessment

Praise pupils for their ideas and maturity during discussions

Slide 9: Recap what the learning intentions were

Slide 10: Quick Fire Quiz

- 'What is online bullying?' (*bullying that takes place online*)
- 'Is online bullying less 'wrong' than offline bullying?' (**NO**)
- 'Who can someone turn to if they are feeling bullied online?' (*trusted adult, designated teacher in school, friend, *include school specific*)
- 'What are some key things you can do if you are being bullied online?' (*talk to someone, screenshot evidence, contact website, report to CEOP*)
- Explain to the class you are understand this can be a sensitive subject but that bullying – either online or offline and a very serious matter. Encourage



pupils to come to an adult, even confidentially, if they become aware of any online bullying taking place.



Extended Activities:

- Write a text message to one of the characters telling them what they should do in their scenario (**Slide 11**).
- Create/complete a survey on Safer Schools App on online bullying (**Slide 12**).