Lesson 2: Understanding bullying (55 minute lesson)

Objectives

Students will:

- be able to define bullying
- be able to compare and contrast in person bullying and cyberbullying
- understand some of the consequences of bullying
- develop some strategies for dealing with cyberbullying.

Safety education guidelines - Recap guidelines

Resources needed: Guidelines – if previously displayed.

Time: 2 minutes

Remind students of the guidelines established last lesson.

- Listen carefully to each other
- Be respectful of different opinions
- Keep sensitive information within the group
- Avoid using names when sharing stories
- Try to contribute but, if you feel uncomfortable, you can pass
- If you feel distressed, let the teacher know
- No put downs
- Try to contribute
- Value others' contributions.

(If you displayed these guidelines last time, you can make reference to these)

Introductory activity: What is bullying?

Resources needed: Worksheet: What is bullying? Y-chart

Time: 10 minutes

Write the word 'bullying' on the board. Teacher: "What do you think bullying is?"

Take some answers – you might like to write these on the board. Draw a y-chart on the board.

Ask students what bullying looks like? Take one or two examples.

Ask the students what bullying sounds like. Take one or two examples.

Ask the students what bullying feels like? Take one or two examples.

Hand out the 'What is bullying?' Y-chart

Encourage students to draw 'bullying' in the 'looks like' section. Ask them to think about the kinds of things they might draw.

Students should complete the y-chart individually. When students have finished, share a few examples. Students can add these examples to the Y-chart on the board.

Defining bullying

Resources needed: Worksheet: Is this bullying? Dictionary definition for bullying

Time: 8 minutes

Read students the dictionary definition for bullying.

"Bullying is ongoing or repeated misuse of power in relationships, which causes harm – including psychological harm."

https://kidshelpline.com.au/teens/issues/bullying

If possible, project the definition – or else just write it on the board - so students can see it written down.

Clarify the term 'psychological harm'. Ask students if they think they know what this means. Explain that this means that bullying affects a person's mind/thoughts – it is referring to their mental or emotional state. Also clarify the term 'relationships' so it includes a broader understanding (such as child/coach, employee/ employer etc.).

Ask students to consider the definition of bullying again. What do they think might be the key, or most interesting parts of this definition? Unpack the term 'misuse of power'. Draw attention to the words 'ongoing or repeated'.

Explain that bullying can take may forms (such as hitting, threatening, excluding, humiliating). Point out that a one-off argument between equals is not bullying – although it still needs to be resolved.

Clarify that bullying has three elements:
• misuse of power
• ongoing/repeated
• causes harm.

Handout the Is this bullying? worksheet. Ask students to complete this, according to their own judgement.

After students have all attempted their own responses, talk about these as a class. Go through each example and, in instances where there is so doubt, remind students of the three elements of bullying.

Talk about the fact that it is difficult sometimes to understand if it is bullying, without a context. However, several of these instances are meant to cause harm (even if they are not necessarily ongoing). That makes them unacceptable - regardless.

Teacher: "What does bullying have to do with the ideas we were talking about – with regard to safe and unsafe relationships?"

Cyberbullying vs in person bullying

Resources needed: Video: Are your words doing damage

Cyberbullying vs in person bullying Venn diagram

Time: 10 minutes

Watch the video Are your words doing damage

Trigger warning: *Some versions of the video Are your words doing damage may advise that 'Dolly' (Amy Everett) took her won life after significant cyberbullying. You may wish to stop the video before this statement.*

Discuss: What are the key messages of this video?

(Try to get students to raise ideas beyond just 'cyberbullying hurts'. Consider details such as the grey/empty setting, the girl's distance from her family vs the family photo, the increase in numbers of rock throwers, the increasing number of rocks being thrown, the rock being caught at the end etc.)

• How are bullying and cyberbullying the same/different?

Hand out the Cyberbullying vs in person bullying Venn diagram and ask students to fill it in.

Teacher: "What makes cyberbullying so hurtful?"

Ensure that responses cover the following ideas:

While any type of bullying can be hurtful, cyberbullying can hurt someone just as much as physical or verbal bullying because:

• it's public – lots of people can see it

• it spreads quickly

• it can be hard to escape (continues all day and across home/school etc.)

• the bully can be anonymous – so trusting anyone is difficult

• removing it can be a difficult process.

Keep it tame

Resources needed: Video: Keep it tame

Some internet sites with information about inappropriate images online:

• AIFS

• LegalAid

• Get the Facts

Time: 20 minutes

Teacher: Ask what types of photos of children (anyone under 18) would be considered inappropriate for anyone to post online?

Teacher: "Do you think a partially exposed bottom would be considered to be an inappropriate image?"

Ask students if they think it would be okay for them to post online a picture of a friend with a partially exposed bottom. Show the video clip Keep it tame. Pause the video at 1 minute.

- Ask students how they think the girl might be feeling.
- Ask why they think the first person posted the photo.
- Ask why they think other people reposted the image or made comments.

Have a class discussion in which you cover the following:

What strategies can the following people take to resolve or improve the situation?

- The person who posted it originally
- The people who reposted or commented
- Jenny.

Play the remainder of the video.

Ask the class to brainstorm what the apology from the original poster should involve. Get students to role play an in-person apology and write out a suitable social media apology.

Teacher: "Who is breaking the law in this situation?"

Ask students to research laws regarding inappropriate images of minors. Point out that posting or forwarding an inappropriate image of a minor could result in a criminal conviction. Ask students what else might need to occur to rectify a situation in which someone has posted an inappropriate image of a minor.

Concluding activity: Hold a class discussion

Time: 5 minutes

What do unsafe relationships, in person bullying and cyberbullying all have in common?

What are the most effective strategies for dealing with these situations?

Extension activity

Resources needed: Paper, camera, computer.

The short film Are your words doing damage was created by a student (Charlotte Mc Laverty) who was 15 years old at the time. It was released by the charity 'Dolly's Dream' which was established by parents of Dolly Everett - who suicided after she was significantly cyberbullied.

Students could plan, storyboard and create their own anti- cyberbullying short film.

Trigger warning: Please be aware of the reference to 'Dolly' (Amy Everett's) suicide. As this is a highly sensitive topic, it may not be appropriate for your students to discover this information without the appropraite debrief and support frameworks.