Anti-Bullying Week 2007
19th – 23rd November

Cyber Bullying

School Resource Pack
Guidance Notes to Teachers

1. Anti-Bullying Week is a positive opportunity to remind a whole school community of your anti-bullying policy and practice. Children and young people’s participation is critical in ensuring anti-bullying strategies are effective. This is your chance as a teacher to remind pupils of their roles and responsibilities whilst engaging them in developing suggestions, strategies for improvement and wider promotion.

2. For each Key Stage (except Foundation/KS1) there is an activity sheet for bullying through technology (cyber bullying).

3. NIABF defines bullying as the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights and needs of another or others.

4. NIABF defines cyber bullying as bullying through the use of modern technology such as computers and mobile phones.

5. Each activity should last approximately 30-40 minutes, however we would advise you to look at the activities and adjust to suit your pupils’ and your own needs.

6. You might wish to look at the following websites before you start these activities to familiarise yourself with the key issues relating to cyber bullying, e.g. what the legal situation is: http://www.thinkuknow.co.uk/teachers/

7. It is important to consider pupil relationships with their peers and power dynamics between peers when delivering activities on sensitive issues such as bullying.

8. It is important to note equipment needs in advance of delivering the activity.

9. If a pupil discloses, follow up in terms of investigation and support will be required.
Aims of activity sheet studying bullying through technology

- Activity 1: To explore different types of bullying including cyber bullying, and to agree definitions

- Activity 2: To consider the use of mobile phones in bullying, inform pupils of their roles and responsibilities, and develop responsive strategies

- Activity 3: To consider the use of Internet (email, social networking sites, chat rooms) in bullying, inform pupils of their roles and responsibilities, and develop responsive strategies

- Activity 4: To develop a school poster/leaflet/report for the school with advice on cyber bullying

- Activity 5: To think how we can raise awareness of cyber bullying and develop a plan of action
Bullying through technology (cyber bullying)

Key Stage 2

Activity 1
Tell the children you are going to be talking about bullying today and ask if any of the children know what cyber bullying is. Write up a definition of cyber bullying on the board after the discussion.

Split the children into four groups and ask them to draw pictures to represent the following:
- Physical bullying (being hit or kicked)
- Verbal bullying (being teased or called names)
- Indirect bullying (being ignored or left out)
- Cyber bullying (bullying using electronic devices such as computers and mobile phones)

Ask the children to also list on the picture the feelings of the person being bullied and the person who is bullying.

Get the whole class to consider if there are differences between cyber bullying and the other types. Close by stating the differences, e.g. quick and easy access; can follow you everywhere etc.

Activity 2
Tell the story below.
On Friday at school Sam had an argument with her friend Orla and they had not spoken over the weekend as they always did. On Monday Sam was not looking forward to coming into school and felt even worse when she got in because Orla ignored her during assembly. Sam got a text message on her way home from school that day which said ‘Loner’. Sam saw the number and knew this was from Orla – she ignored it and deleted the message. On Tuesday morning when Sam switched on her phone, she had 3 text messages waiting. She opened them one by one. The first said ‘U r so stupid’, the second said ‘Me and the others will get u’ and the third said ‘Ur dead’. Sam cried and was frightened to go to school.

Ask the children the following questions:
- Is this cyber bullying?
- What could Sam do?
- Who can help?

Remind children that when using mobile phones they should:
- Only give their number to good friends and family
- Always be careful about lending their phone to anyone
- Never reply to nasty messages – take a break by switching their phone off
- Report abuse to an adult they trust and the mobile phone provider
- Change their phone number if it gets really bad
- Remember text messages can be traced and the police can become involved in investigating cyber bullying
Activity 3
Ask if any of the children have used email, chat rooms or social networking sites, e.g. Bebo? Ask the children what (if any) rules they think are needed to use these methods of communicating?

Split the class into groups of three. Ask the children to briefly role-play the following scenario. Two people are talking about the other person (who stays silent). They are saying some nasty things about the person.

Circle Time Activity - Gather the children in a circle and ask them the following questions:
- How did the silent person feel when hearing the nasty comments?
- How did the two people (who were talking about the silent person) feel with the person there?
- How is this scenario different to saying nasty comments online about someone?

Revisit the (Netiquette) rules the children initially came up with, and ask them if they want to add or change anything?

Activity 4
Remind the children what they did in Activities 2 and 3 – talking over the different strategies that the class came up with.

Split the class into two groups. Ask group 1 to develop a poster to highlight what is cyber bullying (they might like to use a collage of previous pictures drawn in Activity 1) and who they can report it to within the school. Ask group 2 to develop an advice leaflet for their school peers on cyber bullying to include:
- A definition
- Some examples
- Advice on how to keep yourself safe and what you can do

Activity 5
Remind the class what they have covered during the week. Ask them now to think about how to raise awareness of cyber bullying within the school, including with parents.

Their posters and advice leaflets are part of what they can share – but how would they like to share these, e.g. assembly plays, information/display evenings for parents, review of school’s anti-bullying policy etc.

Help the pupils develop a plan of action and support them taking it either to the School Council or the Principal.
Bullying through technology (cyber bullying)

Key Stage 3

**Activity 1**
Discuss with the class what is cyber bullying and the different forms it can take. Note the feedback on the board and leave it there for later discussion.

Facilitate the pupils then completing an anonymous survey where pupils post answers in boxes to the following questions:
Q1. Have you been bullied at school in the past couple of months?
Q2. Have you ever been cyber-bullied?
Q3. Has this been in the past couple of months?
Q4. Has this been: at school, outside of school, both?
Q5. Was this through: text messages (SMS), video clips/pictures on phones, phone calls, emails, chat rooms, instant messages (MSN etc.), social networking sites (My Space etc.)?

While you are collating the statistics (if time is running out prioritise Q1 and Q2), split the pupils into four groups and ask them to draft a definition for cyber bullying. Give the feedback of how many students had been bullied and what percentage of these were cyber bullying incidents. Agree a class definition of cyber bullying and inform the class you will be doing more activities on this issue. Provide the Pastoral Care Coordinator with all of the collated statistics and inform the class of your action.

**Activity 2**
Read out the following to the class.
On the school bus home a fight broke out between two boys, Adam and Mark. Mark was kicking and punching Adam. Eoin saw what was happening and videoed the fight on his phone. When he got home he sent the video to one of his mates Paul, and told him what had happened on the bus. When Eoin got into school the next morning, he was told to report to the Principal. The Principal informed Eoin that Adam’s parents had reported him for cyber bullying Adam. Eoin later found out that Paul had circulated it round a bigger group of friends with a joke attached.

Split the class into four groups and ask them the following questions:
- Who is responsible for cyber bullying Adam?
- What was right and wrong with what Eoin did, and why?
- What could the consequences be for each of the boys and why?
- What could have been done to help Adam?

Take feedback from the groups and summarise pupils’ roles and responsibilities in using their mobile phones, different types of sanctions and various responsive strategies to bullying. Feed the pupils’ suggested cyber bullying strategies back to the Pastoral Care Coordinator.
Activity 3
Tell the pupils you are going to be considering instant messages such as MSN. Ask the pupils to get into groups of three and number themselves pupils 1-3. Read out the following scenario:
The three of you are logged onto MSN. Pupils 1 and 2 send Pupil 3 an offensive joke and ask if he/she finds it funny? Pupil 3 who receives the joke replies no. Pupils 1 and 2 then send a string of nasty messages about Pupil 3 to each other but Pupil 3 can see them.

Get the groups of three pupils to draw the chain of messages in the pictorial form of instant messages.
Following this ask the class the following questions:
- Is this cyber bullying?
- How do you think Pupil 3 feels?
- What advice could you give Pupil 3?

Activity 4
Tell the class you are keen to develop a webpage for pupils, to highlight cyber bullying. This webpage will be added to the school’s website.

Tell the pupils to research websites for children and young people that give information about cyber bullying. Ask them to note the following:
- What headings are on the webpage to do with cyber bullying?
- What advice is there for children and young people on bullying through mobile phones and Internet?

Ask the class, from their quick look at other websites, what the headings could be on their website? (Note: Minimum should include a definition and advice)
Recap on the previous definition created by pupils in Activity 1 and see if they would like to change or add anything?
Remind the class what advice they came up with from Activities 2 and 3. Ask if this advice differs from the advice on other websites? Do they want to change or add anything?
Finally ask the pupils if they would like to use some of the pictures they created in Activity 3 on the webpage and finalise the draft content for the webpage? Take this draft webpage to the School Council or Pastoral Care Coordinator.

Activity 5
Recap on the content of the webpage and tell the pupils you want them to plan how they are going to raise awareness of cyber bullying to other pupils and parents.
How would they like to share their work, e.g. assembly plays, information/display evenings for parents, review of school’s anti-bullying policy etc.
Help the pupils develop a plan of action and support them taking it either to the School Council or the Principal.
**Bullying through technology (cyber bullying)**

**Key Stage 4**

**Activity 1**
Discuss briefly with the class what is cyber bullying and the different forms it can take.

Ask the class to complete the anonymous survey and once completed post it in the box. The questions in the survey are as follows:

Q1. Do you know of someone who has been cyber bullied?
Q2. Do you think cyber bullying is more or less hurtful/harmful than other types of bullying? Why?
Q3. What advice would you give to someone if they told you they were being cyber bullied?
Q4. Do you think cyber bullying should be included in a school’s anti-bullying policy? Why?
Q5. Have you been bullied at school in the past couple of months?
Q6. Have you ever been cyber-bullied?
Q7. Has this been in the past couple of months?
Q8. Has this been: at school, outside of school, both?
Q9. Was this through: text messages (SMS), video clips/pictures on phones, phone calls, emails, chat rooms, instant messages (MSN etc.), social networking sites (My Space etc.)?

Split the class into two groups and ask each group to develop a pictorial storyboard on one of the following types of cyber bullying:

- Nasty/threatening texts messages to a pupil by another pupil
- Hate campaign on Bebo about a pupil by a pupil

**Activity 2**
Read out the following to the class:
Mr Smith is the History Teacher at Manor High. On Thursday afternoon in his Year 12 History class, Jane secretly took a photo of Mr Smith on her mobile phone. Jane was aware the school’s policy was that mobile phones were not to be used during lessons. Philip saw what Jane did but Mr Smith did not. Over the weekend Philip saw the photo on a website with offensive comments about Mr Smith. During the next week at school, pupils were sniggering and misbehaving during Mr Smith’s lessons.

Ask the pupils to answer the following questions, making a note of their responses:

- How might the photo have come to be placed on the website?
- What school rules did Jane break?
- Were there any other wrong doings – not necessarily rule-breaking?
- How do you think Mr Smith felt?
- Which people in school are vulnerable to this kind of behaviour?
If a school were a caring and supportive community where everyone matters, would this kind of behaviour occur?
What could have been done to stop this going any further?

**Activity 3**
Tell the pupils you want to look at strategies to deal with cyber bullying.
Inform the pupils of the responses to Q3 of the survey and ask if they want to change or add anything?
Tell the class to get into pairs and answer the following question:
What types of sanctions/consequences do you think could be in place to deal with cyber bullying?
Facilitate group feedback and as a class decide on three different levels of sanctions.

Tell the pupils the class is going to make a DVD by using their previous work, e.g. storyboard to role-play out the scenario. Get the class into the previous two groups and tell them to add into the story, advice on what you can do and sanctions/consequences that were implemented against the person who was cyber bullying.
Once the class is ready to be filmed, assist the filming of the two plays.
Present the two films to the Head of Pastoral Care once finished.

**Activity 4**
Introduce to the class the idea of a Technology Task Group and what the benefits would be relating to technology safety (including cyber bullying).

Following this the School Council could present to the class the logistics of their council, e.g. how pupils become members, how frequently meetings are, how staff support them, what their remit is etc. This would aim to increase the pupils’ understanding of a how a group works together and some of the daily practicalities of running a group meeting.

Split the class into three groups and ask each group one question from below:
- Who should and who could be involved in the Task Group? (Think about pupils, parents, teachers, Governors, ICT specialist knowledge, e.g. an external organisation)
- What would the Task Group’s remit be? (Think of aspects such as Internet safety, cyber bullying, promoting policy on use of mobile phones to pupils, informing development of ICT issues, e.g. filters)
- How frequently will you meet and what are your requirements? (Think about room size, time of meetings, equipment access etc.)

Ask for feedback from each group and seek agreement from the class on the draft action plan to form a Technology Task Group. Facilitate the class presenting their plan to the Principal.
Example - Circle Time Lesson Plan

Aim: To raise awareness of bullying behaviour

1. All change activity
   - Stand up and change places across the circle, anyone who is friendly to others
   - Stand up and change places across the circle, anyone who has friends in this class
   - Stand up and change places across the circle, anyone who has seen someone being unkind or unfriendly to another person
   - Stand up and change places across the circle, anyone who has had someone be unkind or unfriendly to them at school

2. Sentence Completion Activity
   - My name is ______ and one thing I do to be friendly to others is ______
   - Someone might be unkind or unfriendly to someone else by ______
   - “When we behave in an unkind way or unfriendly way towards someone else it is sometimes called bullying behaviour.”
   - If I was bullied I would feel ______
   - If I see bullying behaviour happening I would ______

3. Closing Activity

   Play pass the squeeze
KS3 Cyber Bullying Survey

This is to be completed anonymously – this means no one has to see it before you have posted it in the box and do not put your name on it.

Q1. Have you been bullied at school in the past couple of months?
   [ ] Yes
   [ ] No

Q2. Have you ever been cyber-bullied?
   [ ] Yes
   [ ] No

Q3. Has this been in the past couple of months?
   [ ] Yes
   [ ] No

Q4. Has this been?
   [ ] At school
   [ ] Outside of school
   [ ] Both

Q5. Was this through? (please tick all that apply)
   [ ] Text messages (SMS)
   [ ] Video clips/pictures on phones
   [ ] Phone calls
   [ ] Emails
   [ ] Chat rooms
   [ ] Instant messages (MSN etc.)
   [ ] Social networking sites (My Space etc.)

THANK YOU FOR COMPLETING THIS SHORT SURVEY
KS4 Cyber Bullying Survey

This is to be completed anonymously – this means no one has to see it before you have posted it in the box and **do not** put your name on it.

Q1. Do you know of someone who has been cyber bullied?
   - ☐ Yes
   - ☐ No

Q2. Do you think cyber bullying is more or less hurtful/harmful than other types of bullying?
   - ☐ More
   - ☐ Less
   - ☐ Same

Q3. What advice would you give to someone if they told you they were being cyber bullied?
   - ______________________________________________________
   - ______________________________________________________
   - ______________________________________________________
   - ______________________________________________________

Q4. Do you think cyber bullying should be included in a school’s anti-bullying policy?
   - ☐ Yes
   - ☐ No

Q5. Have you been bullied at school in the past couple of months?
   - ☐ Yes
   - ☐ No

Q6. Have you ever been cyber-bullied?
   - ☐ Yes
   - ☐ No
Q7. Has this been in the past couple of months?
☐ Yes
☐ No

Q8. Has this been?
☐ At school
☐ Outside of school
☐ Both

Q9. Was this through? (please tick all that apply)
☐ Text messages (SMS)
☐ Video clips/pictures on phones
☐ Phone calls
☐ Emails
☐ Chat rooms
☐ Instant messages (MSN etc.)
☐ Social networking sites (My Space etc.)

THANK YOU FOR COMPLETING THIS SHORT SURVEY