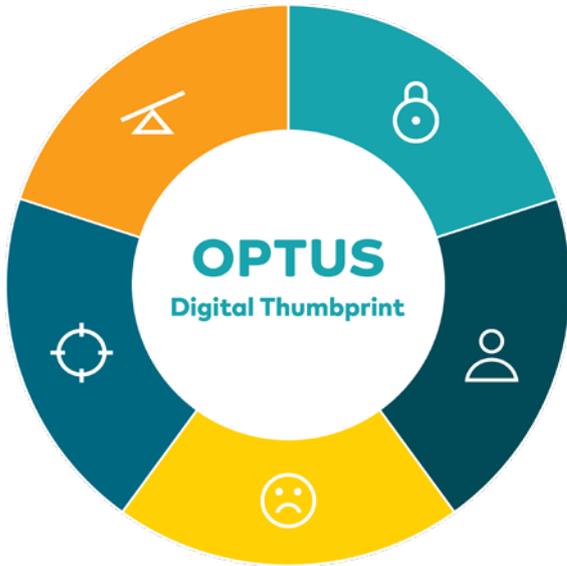


Yes

Cyberbullying and Respectful Relationships Resource Pack

Introduction

The **Optus Digital Thumbprint** program teaches young people to be safe, responsible and positive online through free, curriculum-aligned workshops that are fun and interactive. The Digital Thumbprint program has five key topics:



- **Cyber Security**
- **Digital Identity**
- **Cyberbullying & Respectful Relationships Online**
- **Digital Discernment & Fake News**
- **Digital Balance**

Each workshop focuses on two of these topics as Core Concepts.

This document contains the teacher resources, top tips and take home sheet that support Cyberbullying and Respectful Relationships - create a positive and authentic image online.

The two lesson plans are to be used by teachers in providing students with an interesting and engaging lesson around cyberbullying. Each section of the lesson plan contains: the overall aim of the section, an approximate timing for the section, the interaction between teachers and students, as well as a description of the material and suggestions of how it should be delivered for maximum impact.

Lesson Plans:

These lesson plans are organised by section, interaction type, and description. The section contains important information about the purpose of each phase as well as an estimated time allocation. The interaction describes the ideal flow of information between teachers (T) and students (S). For example, a T-S interaction could be a teacher asking questions and a student replying. An S-S interaction could be students working in pairs. The description explains the actions and questions or concepts that are communicated throughout the lesson. Teachers can use this information as a 'run sheet' for the session to ensure it runs smoothly.

Student Top Tips:

The top tips include some of the most important points students will have learnt in the Digital Thumbprint workshop. These tips will help students to create a positive and authentic image online.

Parent Take Home:

The take home sheet is a resource for parents that allows them to have a structured conversation with their children about difficult topics. Parents are provided with example sentences and answers which can help them navigate a conversation about cyberbullying with their child. These resources can be printed and sent home with students and/or included in school newsletters.

Cyberbullying and Respectful Relationships Lesson Plan 1

Section	Interaction	Description
Intro	T-S	Ask the students: "Do you know anyone who has been cyberbullied?" In pairs, ask the students to discuss cyberbullying incidents they've heard of. Ask the students what kind of impact they think the cyberbullying had upon the students who were cyberbullied. Do they think the victims overreacted in any way? Do they think there was an easy way for them to stop the cyberbullying by themselves? Tell the students that next they will look at the impact of cyberbullying.
Lead-in to set the context		
🕒 3min		

Section	Interaction	Description
<p>Knowledge</p> <p>To give students understanding of consequences of their actions</p> <p>🕒 25 min</p>	<p>SS</p>	<p>Tell the students that sometimes cyberbullying is about more than a single nasty comment.</p> <p>Show the students meme picture 1: Star Wars Kid</p> <p>Each student gets one slip of paper and they write down two comments they might make if they saw this picture on their social media account.</p> <p>Show the students meme picture 2: Mosh Girl</p> <p>Each student gets one slip of paper and they write down two comments they might make if they saw this was a picture of their friend on her social media account.</p> <p>Note: Meme pictures can be found in the handout section of this booklet</p>
	<p>S-S</p>	<p>Collect the slips of paper with the comments.</p> <p>Tell the students "when you logged on to your account today, you received a large number of comments about your picture."</p> <p>Put students in pairs. Give each pair 4 random slips of paper with comments on them.</p> <p>Ask the students to discuss how it would make them feel if the comments on the sheet were made about them.</p> <p>Ask the students how they would feel if:</p> <ol style="list-style-type: none"> 1. Only their friends saw the comments. 2. The whole class saw the comments. 3. The whole school saw the comments. 4. The whole world saw the comments. <p>Open the discussion up to the class, talking about how they would feel in these circumstances. What would they do in these circumstances?</p> <p>Tell the students the video of the "Star Wars kid" was viewed almost 900 million times.</p> <p>Do they think it would be practical to respond in the way suggested earlier if nearly 900 million people had said those types of comments about them?</p> <p>Tell the students that the "Star Wars kid" received so much bullying from a video of him (which he didn't know was being filmed) that he had to leave school and go into a psychiatric ward.</p> <p>Similarly, "mosh girl" had her image photoshopped hundreds of times and the pictures were distributed all over the Internet. In an interview, the girl stated "...Some of the pictures that were photoshopped were amazing; some were pretty malicious and cruel... You can't help but realise that you are being humiliated across the country..." Furthermore, people figured out details like her date of birth and her real name based on the photo... (i.e. All from a photo she didn't know had been taken).</p> <p>Do the students think that "mosh girl" has any responsibility for her cyberbullying?</p>

Section	Interaction	Description
Self-efficacy To allow students to identify what steps they can personally take to be safe, responsible and positive online 🕒 10 min	T	Tell the students that the boy in picture 1 is your best friend. Tell the students that the girl in picture 2 is your sister. Put the students in pairs.
	S-S	Students discuss what they should do to help their friend/sibling. As a class, have the students discuss what they think the best method for helping their friend/sibling is.
	S-T	Steps for helping a friend/sibling that is being cyberbullied should include: <ul style="list-style-type: none"> • Making sure that they don't comment on posts, images or videos. • Don't involve themselves in any groups that are sharing posts, images and videos. • Report the bullying to people who can help such as parents or teachers. • Support their friend/sibling online and off-line. • Report inappropriate material to the appropriate reporting area on the social media service (esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres). • Help their friend/sibling record evidence (i.e. screenshots, etc.). • Help their friend/sibling change privacy settings if they don't know how.

Conclusion Ensures students have understood the knowledge given and are prepared to be safe, responsible and positive online 🕒 5 min	T-S	Give students a quick, verbal true-false test about cyberbullying. <ul style="list-style-type: none"> • Cyberbullying is easy to escape. [False - As the story of the "Star Wars kid" shows, cyberbullying can quickly get out of hand]. • Cyberbullying is the same as bullying in person. [False - While there are many similarities, cyberbullying can take many more frightening forms and can often rapidly spread beyond people who know the victim]. Ask students if today's lesson will change how they will act online.
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Meme Pictures:



Cyberbullying and Respectful Relationships

Lesson Plan 2

Section	Interaction	Description
Intro Lead-in to set the context 🕒 2min	T	Ask students to put their hands up if they agree with this statement: "Being bullied on the internet is the same as being bullied in person." Tell the students that today we are going to examine what cyberbullying has in common with or "in person" bullying as well as what makes it different.
Knowledge To give students understanding of consequences of their actions 🕒 15min	S-S	Split class into groups. Each group receives the two part interaction sheets. Each sheet contains a Facebook/chat log that show two people chatting with each other. Write the following 3 questions on the board for students to discuss: <ol style="list-style-type: none">1. Did "cyberbullying" occur in the exchange? [Yes]2. Which person is the victim and which is the bully? [Person 2]3. What type of bullying occurred? [One of the following: harassment, exclusion, flaming, cyberstalking, putting someone down, impersonation, outing] Note to teachers: definitions of different types of cyberbullying are as follows: Harassment Repeatedly sending offensive messages. Exclusion Intentionally excluding someone from an online group. Flaming Sending angry, rude, vulgar messages. Cyberstalking Repeatedly sending threats of harm or highly intimidating messages/interactions. Putting someone down Posting untrue or cruel messages. Impersonation Pretending to be someone else to make that person look bad or put them in danger. Outing Publicly posting material that is sensitive and private or tricking people into giving embarrassing information that is then made public. As a class, discuss the answers to the questions. Encourage students to talk about how they would feel if they were the victim in this scenario.

Section	Interaction	Description
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Self-efficacy

To allow students to identify what steps they can personally take to be safe, responsible and positive online

🕒 10min

S-S

Put students into pairs and have them discuss the following questions:

1. Have you ever had a conversation like the ones in the interaction sheets?
2. What things can you think of so that you don't become like the bully in the examples?

S-T

As a class, encourage students to share any interesting answers they may have discussed about the questions.

Ask the students:

"Did anyone who was being a bully ever provide excuses for the behaviour?" (eg. "I was only joking, why do they have to take it so seriously?", "I just wanted to help them understand that they shouldn't post the photo because it didn't look cool", etc.).

As a class, discuss why the excuses are not valid.

Conclusion

Ensures students have understood the knowledge given and are prepared to be safe, responsible and positive online

🕒 5 min

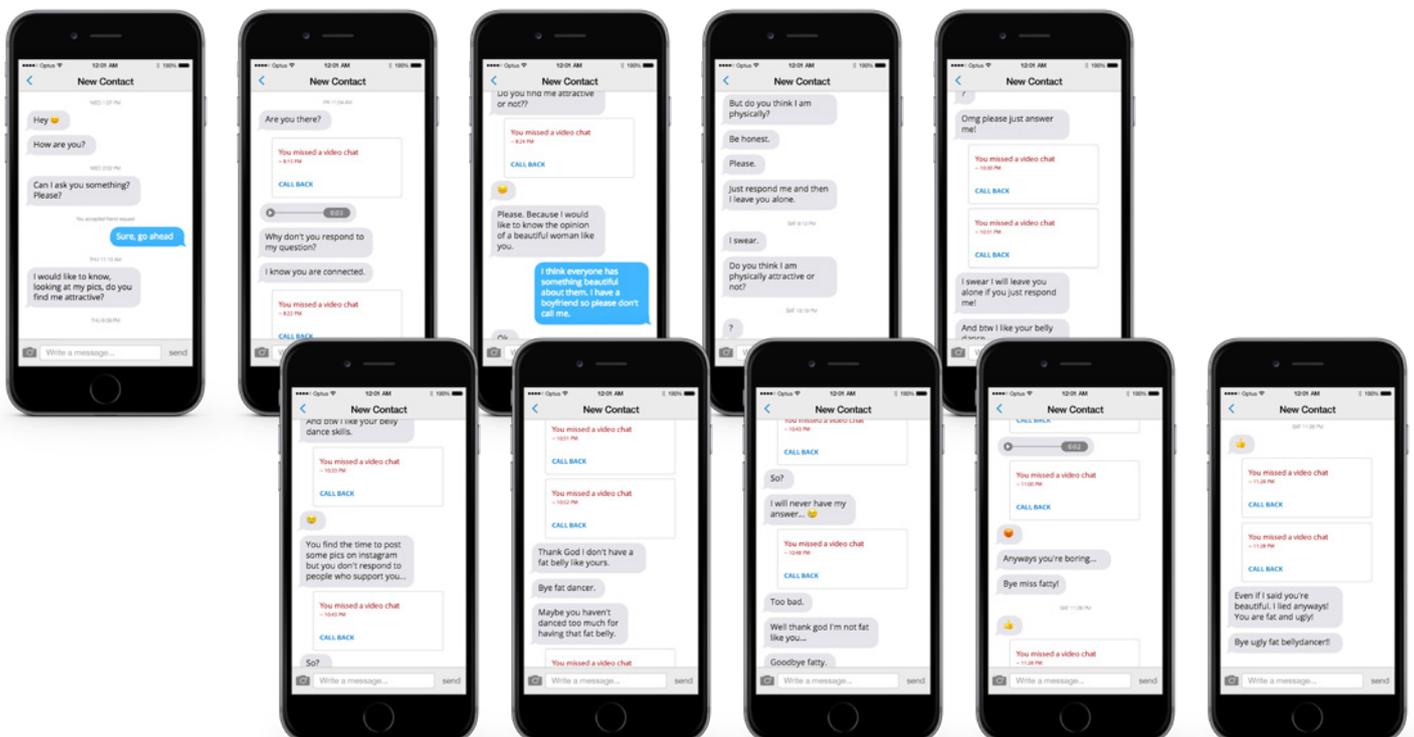
T-S

Give students a quick, verbal true-false test about cyberbullying.

- Cyberbullying is the same as in person bullying. [False - While there are many similarities, cyberbullying can take many more frightening forms and can often rapidly spread beyond people who know the victim].
- Once cyberbullying starts, the only thing you can do is wait for the bullies to get bored. [False - As we've discussed in today's lesson, there are a number of practical steps you can do if you were being cyberbullied and to help other people who are being cyberbullied].

Ask students if today's lesson will change how they will act online.

Knowledge activity interactions:



Handouts

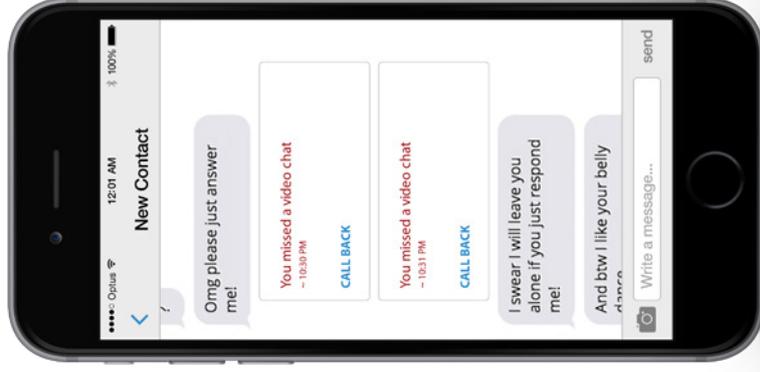
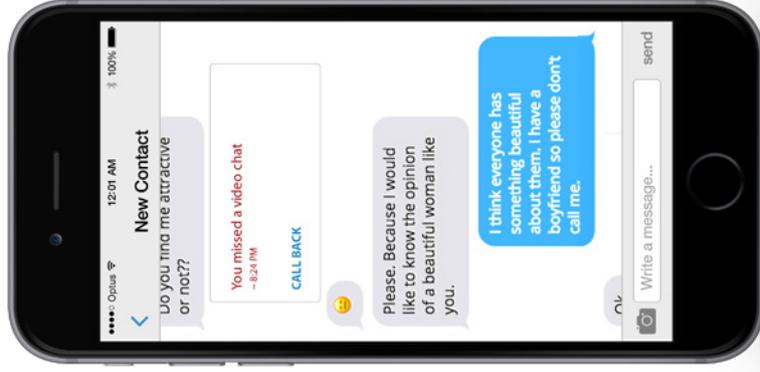
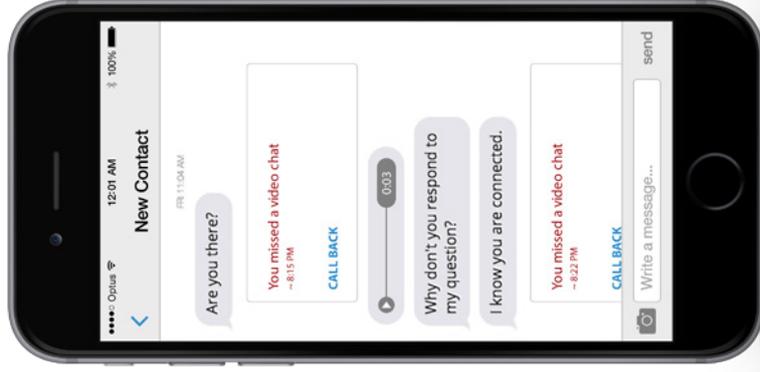
Meme picture 1: Star Wars kid



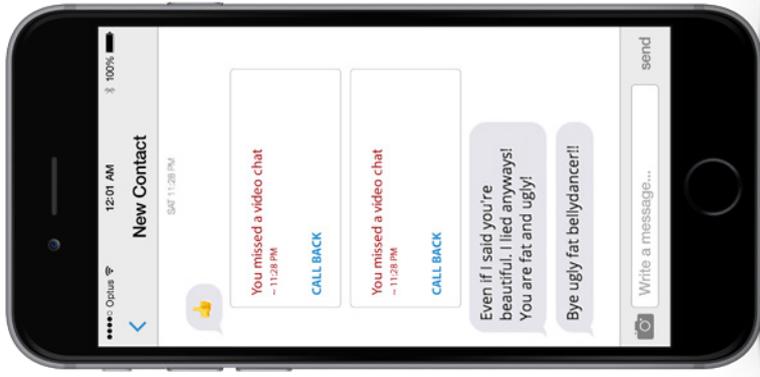
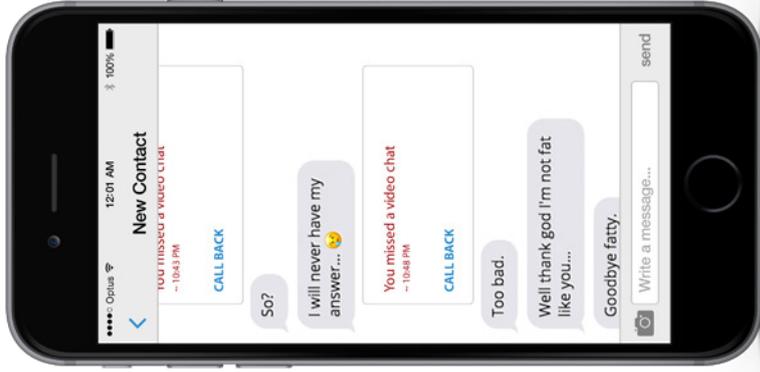
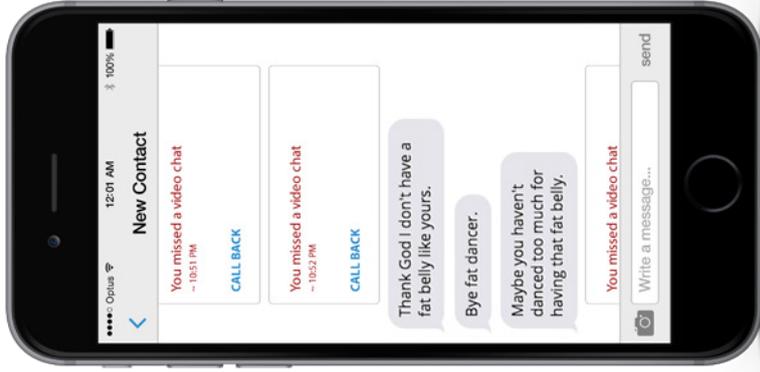
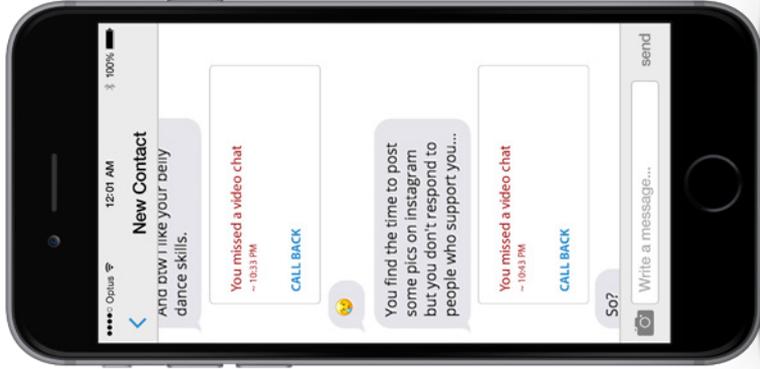
Meme picture 2: Mosh Girl



Interaction pt 1



Interaction pt 2



Digital Thumbprint

Student Top Tips: **Cyberbullying** and **Respectful Relationships**

Bullying is not OK in any form. These top tips will help you to understand your digital interactions and how they can have an unintended impact on others.

Think about how you might feel if you received the comment you're about to make. ✓

Think about what might happen if everyone could see the picture you're about to post. ✓

Offer your support to those you know who are being bullied. ✓

There's never a good excuse to be a bully. ✓

If you see cyberbullying happening again, report it again. ✓

If you see cyberbullying, report it to parents, teachers or the appropriate area on the relevant social media service. ✓

(esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/social-media-services-safety-centres)

If you need more help or information contact: ✓

Kids Helpline

call **1800 55 1800**

visit kidshelpline.com.au



kidshelpline
Anytime | Any Reason

or

Office of the eSafety Commissioner

visit esafety.gov.au



Australian Government

Office of the
eSafety Commissioner

Cyberbullying and Respectful Relationships

Parent Discussion Guide



The **Optus Digital Thumbprint** program teaches young people to be safe, responsible and positive online through free, curriculum-aligned workshops that are fun and interactive. The Digital Thumbprint program has five key topics:

- **Cyber Security**
- **Digital Identity**
- **Cyberbullying & Respectful Relationships Online**
- **Digital Discernment & Fake News**
- **Digital Balance**

This sheet is intended to help you have a conversation with your child about cyberbullying and online interaction. Below, we have suggested topics you can discuss with your child. The following discussion points are important and often difficult topics to broach. The intention is to show both bullying and its solutions can happen in the school environment and the adult world. Each topic below should be discussed by both your child AND yourself.



Talk about bullying that you have seen at your school/your workplace (past or present).
(e.g. Bring up an example you have seen or heard about at your workplace in order to show that bullying can happen to anyone, no matter their age or gender.)



Both describe what you think an inappropriate picture is. Are there any differences?



How could you respond if someone you knew (at school/work) was being bullied?
(e.g. Report bullying if you see it, offer your support for those who are being bullied, etc.)



Take one post or comment from both of you on social media. Compare the two. Ask if they would post the same messages to a teacher, parent or someone they knew well. Would they say the same thing if they were face-to-face with someone? Why/Why not?



Why might someone post pictures of themselves (school-age/adult)?
(i.e. To please friends or partners, to get approval from friends and strangers, to make friends and strangers jealous of their lifestyle, to share what is happening in their life with friends, etc.)



What do you (student) think could go wrong if someone asked you to send a provocative picture? What are your options? Can you prevent or minimise what could go wrong?
(e.g. It might get passed on to people it was not intended for (friends, parents, teachers and strangers), there might be legal implications, you could choose not to send the picture, or discuss some rules with your partner, etc.)



What would you do to help someone who is being bullied at school/work?
(e.g. Report it, talk to the person being bullied, talk to the bully, etc.)



What would you do if someone was cyberbullying you (at school/work)?
(If possible, bring up how bullying is handled at your workplace (with reference to the HR department) to show that there are often official processes and procedures to handle bullying.)



What do you (student and parent) think you can do to be a better digital citizen?
(e.g. Report bullying if you see it, offer your support for those who are being bullied, think about how other people might feel about the comments you make, think about what might happen if your comment went viral, etc.)

If you need more help

Optus Digital Thumbprint

For more free parent resources and conversation guides visit the **Optus Digital Thumbprint website.**

digitalthumbprint.com.au/resources

Optus Digital Thumbprint



If you need more help or information contact Kids Helpline.

[1800 55 1800](tel:1800551800)

kidshelpline.com.au

For more resources and information, visit the **Office of the eSafety Commissioner website.**

esafety.gov.au



Office of the **eSafety Commissioner**