

MySelfie

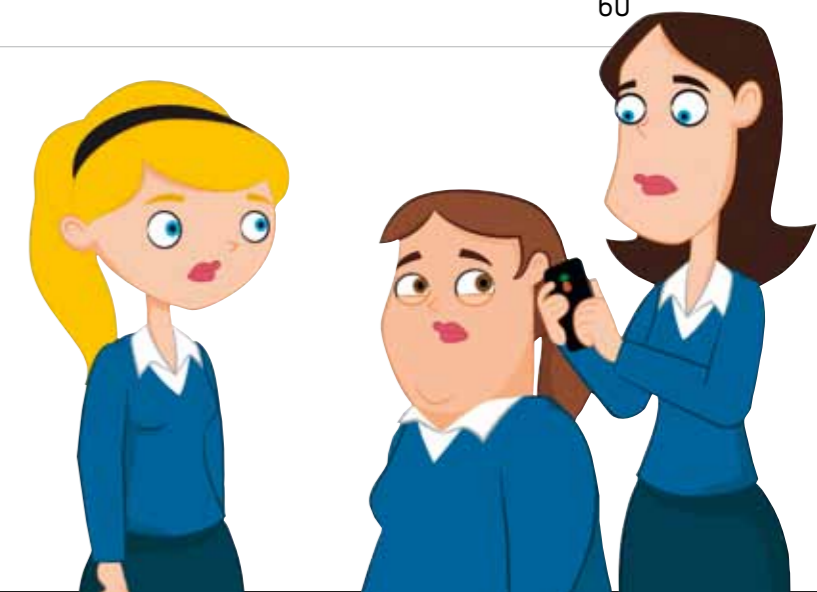
and the wider world

Webwise Primary Anti-Cyber Bullying Teachers' Handbook

webwise.ie

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Foreword

New technologies have become integral to the lives of young people. Consequently it is crucial that we as teachers are fully familiar with the associated benefits and dangers. There is a need for a shared culture of responsibility among families, schools, industry, government and the wider community towards minimising potential harm. Evidence suggests that children are engaging in on-line activity at an increasing rate with much of this activity taking place unsupervised. Such trends demand a new approach to addressing the issue.

Traditionally we have countered the negative aspects of media by developing initiatives which attempted to protect children from its corrupting influence by restricting their access to the media in question. The current ubiquitous access to the internet through mobile phones, games consoles, and other hand-held devices however, means that such approaches are not sufficient.

We accept that there is still a place for restrictive measures. We use content filtering on the schools broadband network to block access to inappropriate websites from schools for example. We cannot assume however that children will always access the internet in a moderated environment. It is vital therefore that we implement educational strategies which promote empowerment, critical thinking and engagement rather than ones which adopt a defensive approach.

As the Social, Personal and Health Education (SPHE) Curriculum clearly states, the most effective way for schools to prevent bullying behaviour is by fostering a positive school culture and climate which welcomes and celebrates difference and diversity. An inclusive school climate encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, and promotes respectful relationships across the school community.

In addition, we need to take action within the classroom in order to raise awareness and to prevent bullying. National and international research has consistently shown that the qualified classroom teacher in having a powerful impact on influencing students' attitudes, values and behaviour is best placed to work sensitively and consistently with pupils.

While there is a space within the teaching of all subjects to foster an attitude of respect for all, to promote value for diversity, to address prejudice and stereotyping and to highlight that bullying behaviour is unacceptable the SPHE Curriculum is the obvious teaching and learning context for exploring the area of anti-bullying. It is an aspect of the Primary School Curriculum through which positive attitudes and values can be fostered.

It is hoped that this resource will help pupils to establish and maintain more positive relationships with each other and will equip them to deal more effectively with interpersonal conflict. It includes suggestions for classroom which will help pupils to develop the skills of empathy, resilience, and assertiveness. Finally it is intended that the class teacher will be assisted to realise the objectives of the SPHE Curriculum which support the underpinning principles of this resource.

*Ciara O'Donnell,
National Director,
Professional Development Service for Teachers*



About this resource

To help primary schools meet the requirements of the new Anti-Bullying Procedures, the Webwise internet safety initiative of the Professional Development Service for Teachers (PDST) has developed this resource to engage upper primary school students on the pertinent topic of cyber bullying. The resource will help students develop the necessary skills and understanding to be responsible, socially conscious and effective internet users, as they explore social networks for the first time.

A series of short animations are the centrepiece of the resource. These short scenario sketches provide a starting point for class discussions around the emotions that drive bullying, the emotional impact that it has on victims, and how children can be agents for positive change in relation to bullying, especially cyber bullying.

The animation is supported by this five lesson teaching resource on cyber bullying, targeted at 5th and 6th class SPHE students. These lessons focus on giving them opportunities to understand why the bully bullies, the emotional impact on the victim, and how bystanders can help in a safe and effective manner.

The prevention of bullying is now an integral part of the written anti-bullying policy of all schools. Schools are now required to document in their anti-bullying policies the specific education and prevention strategies that they will implement. These prevention and awareness raising measures must deal explicitly with cyber bullying. This resource will help schools in Ireland to meet these requirements of the Anti-Bullying Procedures (September 2013) in relation to cyber bullying.

The best way to address cyber bullying is to prevent it happening in the first place. This is a prevention and awareness raising resource that focuses on promoting appropriate online behaviour, on how to stay safe while online and also on developing a culture of reporting any concerns about cyber bullying.

Internet safety education is well grounded in the curriculum in Ireland. The Social, Personal and Health Education (SPHE) curriculum at primary and post-primary level deals with personal safety issues, including bullying, for young people as they interact with the wider world under the curriculum strands of *Myself, Myself and others* and *Myself and the wider world*. The SPHE curriculum makes specific provision for exploring bullying, including cyber bullying, as well as the inter-related areas of belonging and integrating, communication, conflict, friendship, personal safety and relationships.

Rather than dealing with the issue of cyber bullying in isolation, PDST supports schools in their SPHE provision through its Health and Wellbeing team of advisors. The Health and Wellbeing team deliver seminars for school leaders in prevention and intervention for bullying. They also provide support in SPHE, Child Protection, RSE, PE and Wellbeing for Teachers.

This resource in concert with the supports from the PDST Health and Wellbeing team aims to support schools to update their implementation of the SPHE curriculum to include anti-cyber bullying awareness and prevention.

Cyber bullying and children with special education needs (SEN)



While cyber bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs.

The Action Plan on Bullying 2013 (DES, 2013; 4.3.2) outlines some of the recent research in relation to the high levels of bullying amongst pupils with SEN. In particular, it highlights the prevalence of bullying of pupils with Autism. A recent study (Tippett et al, 2010) of parents of pupils with autism found that two in five pupils with autism experience bullying and that for high functioning pupils with autism this figure went to almost three in five. The study also found that boys were more vulnerable and pupils in mainstream settings are more likely to experience bullying.

Pupils with SEN and/or disabilities may have behaviours or characteristics that may make them more vulnerable to online bullying e.g.:

- ▶ the prevalence of language processing deficits in pupils with SEN can be 10 times higher than in the general population resulting in difficulties communicating online
- ▶ limited understanding of social cues and normal social mores can lead to inappropriate behaviour
- ▶ social, language and communication skills are widely considered as key issues in much of the bullying that affects pupils with SEN and/or disabilities; these skills can be more important online where other visual cues are absent.
- ▶ SEN pupils can be more trusting and naïve
- ▶ there can be a lack of understanding with regard to being victimised and also perpetrating bullying behaviour
- ▶ SEN pupils may be more likely to give out private information.

Children with SEN need specific consideration as part of the school wide approach to dealing with cyber bullying. For example it may be appropriate to adopt a school wide policy on the explicit teaching of targeted skills in relation to sharing personal information and communicating with strangers online.

Building on this resource with SEN pupils

Due to the increased vulnerabilities of pupils with SEN special consideration needs to be given to how these pupils can be better enabled to achieve the learning outcomes of this learning resource.

Some SEN pupils may need more time to explore the concepts in the lessons and/or more opportunities to develop strategies and skills needed for their protection. To that end personal safety and anti-bullying lessons should be revisited by resource/ learning support teachers on a one-to-one basis or in a small group situation as appropriate.

Some pupils may need additional and dedicated time to

- ▶ explore the concepts of privacy
- ▶ develop strategies and skills needed for sharing photos and communicating online
- ▶ develop understanding and empathy for others
- ▶ build resilience and to strengthen self
- ▶ build positive and respectful relationships with peers
- ▶ explore how they make and keep friends
- ▶ discuss and agree behaviours that are unacceptable in their class and online
- ▶ review and check previous learning
- ▶ work on tasks that are broken into achievable subtasks and where key learning objectives/ vocabulary can be pre taught
- ▶ practice and apply using new terms, scripts, etc
- ▶ make an agreement on how they will behave on social networks.

Opportunities for direct teaching, learning, role play, modelling, repetition and use of social stories may need to be considered as part of overall planning within the school.

Differentiating this resource in the classroom

The centre-piece of the MySelfie resource is a selection of animated stories that present cyber bullying case studies in a format that should be reasonably accessible to children with limited language skills. The #MySelfie lessons can be adapted in a number of ways to make the content more accessible to pupils with special educational needs. Clearly there is a very wide spectrum of needs and teachers will need to consider the specific needs of their pupils. For further details, including a planning template, on differentiating curricular material and resources by content, process and product see www.sess.ie/resources/teaching-methods-and-organisation.

Here are some suggestions for adapting these lessons:

Lesson 1:

Rather than have pupils orally present their drawings of 'My Internet', these worksheets could be displayed around the room. Pupils could then be given a chance to find a drawing they find to be interesting. Students can select from a choice of pictures of internet activities and stick these into worksheet 1.1.

The quiz could be made more accessible by simplifying/omitting the introductory comment before each question and by giving only two possible answers to the multiple choice questions. Visuals may also make this activity more accessible for students with SEN.

Finally, it would be a good idea to encourage pupils to explore alternative ways of recording their interviews for **Worksheet 1.2** instead of writing answers. Maybe pupils could record audio clips using tablets, phones or cameras, alternatively the interviewee could record the answers or some pupils might prefer typing responses to these questions. This would help encourage positive use of technology.

Lesson 2:

Some pupils might struggle to empathise with Vicky. Before engaging in the drama activity, naming/ discussing some of the behaviours in the video and sorting them into bullying and not bullying piles may be worthwhile. Further discussion on whether the behaviours would hurt Vicky or make her sad and matching the behaviours with a happy or sad face may be helpful. When completing the drama activity in **Activity 2.1** it might be an idea to get pupils to copy Vicky's expressions, rather than expecting pupils to imagine and then express how Vicky feels.

In **Activity 2.2** students could select an alternative choice of other things that Siobhan could have done and decide would this be better? Would it make Vicky feel happy or sad or hurt?

For **Activity 2.4** some examples of the positive comments could be rehearsed or written down beforehand. Include a visual where possible. Students can select which ones are appropriate and stick them in.

To avoid putting vulnerable pupils in a difficult position, you should take the role of Siobhan in the Conscience Alley activity. For the homework activity on **Worksheet 2.1**, again it might be an idea to have pupils answer the question orally or by using a mobile or tablet, rather than in handwritten form or give students choice of messages and they select one and stick it in the worksheet.

Lesson 3:

In **activity 3.1** make definite links between the event or behaviour with the faces and resulting emotion in the activity. Hula Hoops can be used here where each hoop represents an emotion. When the event or behaviour is described students step into the hoop in the "shoes" of the person who is upset or hurt or happy as a result of the behaviour.

Activity 3.2 could be include having pupils recount what happened from the perspective of Ryan or Conor. This would encourage pupils who are involved in bullying situations to seek help. Rather than have the pupils generate advice, you might respond as the agony aunt; offering suggestions and students may pick appropriate responses and practice key responses (Don't reply, Keep messages, Block sender, Tell someone). Teaching a script or using a comic strip conversation may further reinforce the message here.

Pupils might struggle with cracking the code in **Activity 3.3**. If this is the case you should model how to crack the code and/or pair the student with a buddy and then work on decoding the message as a class or group activity.

Lesson 4:

In **Activity 4.1** pupils might struggle with the initial discussion questions and particularly with understanding why Jack was jealous of Cathal. You should try to focus this lesson on helping pupils to understand how photo sharing online can easily get out of hand and how pupils can protect themselves from this type of bullying. Where possible, discuss responses that arise during role play before completing the activity. A flow chart or sequence box could also be used to demonstrate the consequences of alternative choices that Cathal could have made.

For the maths **Activity 4.2**, you should use the worksheet with SEN pupils and require them to pick a number between 2 and 5 to put in the shaded boxes. If calculations get too difficult you might consider using calculators or completing this activity as a whole-class activity. Again it may be

helpful to link the consequence of sharing photos with the emotion that can result from it. You could use a visual of the emotions to further reinforce this.

The **Photo Time Activity 4.3** might require you to take charge of the camera. Alternatively, the student(s) can be buddied with good role model.

Lesson 5:

It might be necessary for the **Online Code Activity** to be more teacher-led and for it to be written on the board to allow for collaboration. Again you can use visuals to further highlight the key messages here. Take care that clear, unambiguous language is used and check that the child understands the concepts and expectations.

For **Activity 5.2** you should protect vulnerable pupils from embarrassment by reviewing the photos on an individual basis. Again using emotion cards could be beneficial here so that events and behaviours are linked with emotions and emphasise that alternative activities are possible. You could use a flow chart to help illustrate this.

TEACHERS' NOTE:

Teachers of pupils with general learning disabilities can find additional support on differentiating strategies for SEN pupils at www.ncca.ie or www.sess.ie/resources/curricular-material/ or www.sess.ie/resources/teaching-methods-and-organisation

About us



The Webwise initiative is part of the PDST Technology in Education team. This team promotes and supports the integration of ICT in teaching and learning in first and second level schools in Ireland. The main functions of PDST Technology in Education is the provision of a range of ICT-related supports to schools including ICT policy development, advice, professional development, content and exemplar functions.

The PDST is a cross-sectoral support service managed by Dublin West Education Centre (DWEC) under the remit of the Teacher Education and ICT Policy sections of the Department of Education and Skills (DES) and offers professional development support to primary and post-primary teachers and principals. The work of the PDST contributes to school improvement by providing high quality CPD on curricular and educational issues and by fostering reflective practice and ongoing development among teachers.

PDST was established in September 2010 as a new, generic, integrated and cross-sectoral support service for schools. The establishment of PDST marked the culmination of an amalgamation of a number of stand-alone support services. Today, PDST encompasses the supports previously supplied by other support services and programmes, including the National Centre for Technology in Education (now known as PDST Technology in Education).

Webwise also works closely with the Health and Wellbeing team in the PDST. This team provides supports for school leaders and teachers in prevention and intervention for bullying. They also support the implementation of SPHE in primary and post-primary schools.

Historically, the National Centre for Technology in Education (NCTE) had been a partner in a succession of EU funded Safer Internet Programmes since 2000. The NCTE set up the Webwise initiative in 2005 to act as the Irish national internet safety awareness centre funded by the EU Safer Internet Programme and the Department of Education and Skills. Webwise has been the Irish member of the Insafe network ever since. The role of the national awareness centre has been to promote a safer, more effective use of the internet by children in Ireland.

The Safer Internet Ireland Centre provides safer internet awareness, Hotline and helpline functions and activities as the Safer Internet Centre for the Republic of Ireland. Awareness raising is carried out by the PDST through its Webwise initiative.

The project is a consortium of industry, education, child welfare and government partners that provide Safer Internet awareness, hotline and helpline functions and activities for the Republic of Ireland. The Professional Development Service for Teachers (PDST) through its Webwise initiative, Childline, the National Parents Council, and the Internet Service Providers Association of Ireland are the partners in the consortium. It is coordinated by the Office for Internet Safety (OIS) to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable, particularly children, against the downside of the Internet. This consortium builds on the experience gained from the previous highly successful but independently run Safer Internet projects.

01

MY ONLINE WORLD

Lesson 01:

Core concept:

Reflecting on their use of the internet will help students to consider the role it plays in their lives.

Purpose:

For students to think about and talk about what they do online.

Curriculum links:

SPHE strand: Myself and the wider world

Strand unit: Media education

- ▶ Explore various recreation and leisure activities as an alternative to watching television.

Cross-curricular approach

Activity 1.2, in particular, could be used in a cross-curricular approach to teaching SPHE and history. The activity ties in well with teaching the following strands and topics on the history curriculum:

- ▶ Working as an historian: Synthesis and communication
- ▶ Story: Stories from the lives of people in the past
- ▶ Life, society, work and culture in the past: Life in Ireland since the 1950s
- ▶ Continuity and change over time: Communications

The activity might also be used in preparation for Grandparents Week/Day.



TEACHERS' NOTE:

It is important that the discussions in this lesson focus on online activities, rather than on specific online services. You should try to focus discussions on the needs that motivate students' internet use and not the tools they use to achieve these goals. In general, children use the internet to **socialise**, to **share media**, to **find information**, to **play games**, to **communicate**, and to **learn**.

You should be aware that some of the children in your class will be on the cusp of using social networking and media sharing apps and tools for the first time. Many of them will be haggling with their parents for permission to do this. Your words may be brought home and used as part of these negotiations. In this context, it's better to talk about "sharing photos" than "using Instagram".

FYI: Age restrictions on social networking services

Many of the most popular social networking services do not allow children under 13 years of age to register on their site. This isn't because they are worried children might come across pornographic content, or that they might be bullied or groomed, but because it would be a major administrative headache for them to comply with data protection regulations if they did.

Websites must get parental consent before collecting or storing the personal information of a child. In the US the cut-off point, after which it is no longer necessary to get parental consent, is 13 years old, while in Spain it's 14. In Ireland we don't specify a particular age, instead the cut-off point depends on what is called 'informed consent'.

Informed consent means that if a child understands what their personal information will be used for and who will have access to it, they can give consent themselves, regardless of age. For this reason, though most social networking services stipulate that users must be at least 13 years of age, when a young person should start to use a social networking service really is a decision for his/her parents.

At the same time we know from Net Kids Go Mobile research published in February 2014, just under 40% of 11- 12 year olds in Ireland have a social networking profile. Many of these children have created their profiles with the consent and support of their parent.

**RESOURCES NEEDED:**

Worksheet 1.1: My internet
Worksheet 1.2: Technology and safety concerns through the ages
Colouring utensils

Extension work:

Access to tablets, smartphones, laptops or PCs

METHODOLOGIES:

Drawing, presenting, analysing, interviewing

DETAILED PROCEDURE:**ACTIVITY 1.1:****My Internet worksheet**

- ▶ Explain to students that today's class will focus on the internet and what they use it for. This activity will allow students to share examples of best internet practice and should help inform you on their level of knowledge and experience of online tools. It will also get students to think about the role the internet plays in their lives and to reflect on their online behaviour.
- ▶ Give students **Worksheet 1.1: My internet** and ask them to fill in the screen with a drawing that shows the best thing to do on the internet. Students should be encouraged to share knowledge of internet sites that other people might find most useful.
- ▶ When students have finished their drawings they should:
 1. present their drawings to the class,
 2. indicate the main reason why they use the internet (e.g. to **socialise**, to **find information**, to **play games**, to **communicate**, to **learn** etc),
 3. describe what features of the internet they find to be most interesting and helpful.

ACTIVITY 1.2:**Technology and safety concerns through the ages**

- ▶ In preparation for the students' homework, have a short quiz, using the multiple choice questions on pages 13 and 14. The quiz will help students think about fears associated with new technological inventions.



- ▶ When the quiz has been completed, give students the answers and have them tot up their scores. Then ask the students the following questions:

Q Were you surprised by any of the answers?

Q What do the examples in the quiz tell us about how people feel about new technology?

Suggested answer: *The examples in the quiz show us how, often times, people worry about change and the effects that new inventions might have. The media can create hysteria so that people develop fears of new inventions. It seems crazy that people once feared light bulbs and comics but it is actually not unusual for people to fear the unknown. The same thing happens nowadays when revolutionary new pieces of technology are developed.*

Q Have you any concerns about new pieces of technology or the internet?

Q What can you do to prevent these fears from becoming reality?

Suggested answer: *It is important to follow safety advice and instructions, particularly when using new products. Follow guidelines for using the internet laid down by your parents and teachers. Stop and think before posting anything online because, once something goes online, it is public and you lose control of it and how it is used. It is also important always to be respectful in online communications, just as you are in real life. Finally make responsible use of reporting tools if you encounter bullying or other material that makes you uncomfortable online.*

- ▶ Distribute **Worksheet 1.2: Technology and safety concerns through the ages.**
- ▶ Then, ask the students to interview the oldest person they know and see regularly. The students should find out what technology was new when the older people were in 5th or 6th class. They should see if people had any strange beliefs or fears about this new technology when it first came out, just as Socrates had fears about writing or President Hayes thought no one would use the telephone.



TECHNOLOGY THROUGH THE AGES QUIZ

- 01** The word philosopher means “lover of wisdom” so it’s no surprise that philosophers were considered to be very clever people. Socrates was one of the first philosophers, who lived in Greece more than 2000 years ago.

What did Socrates think would cause young people to be forgetful?

- a) writing b) skipping c) listening to heavy metal music d) daydreaming

Answer: a) Writing - *Socrates famously warned that writing would “create forgetfulness in the learners’ souls”. Instead Socrates felt that discussions and talking were necessary to help people understand and remember information. Socrates also advised parents not to let their kids read fantasy novels as they might confuse make-believe with reality.*

- 02** Some of the greatest advances in technology have been to do with how we travel. It used to take up to four months to make the journey from Ireland to Australia but now you can do it in about 20 hours. The improvements in transport dramatically improved people’s lives but also frightened many people, at first.

What mode of transport was considered so fast that it would lead to choking and organs falling out of people’s bodies?

- a) fighter jet b) train c) Space Mountain d) race car

Answer: b) Train - *There were all kinds of objections to rail travel in the 19th century. A doctor at University College London famously said “Rail travel at high speed is not possible because passengers, unable to breathe, would die of asphyxia (or choking).” Other people claimed that high speeds of 20 km/h would peel off passengers’ faces and cause organs to fall out of passengers’ bodies when they travelled by train.*

- 03** Technology also transformed life in the home. Before electricity a simple task such as washing clothes took hours of physically exhausting labour, while boiling water meant lighting a fire first. Though electricity made the lives of people easier, people were at first suspicious of electricity.

What regular household item did people fear might be a fire hazard and cause death, when it was first released?

- a) light bulb b) cooker c) television d) radiator

Answer: a) Light bulb - *There were great worries about electricity and light bulbs when they were first invented. People feared that light bulbs might lead to fires and even electrocution. President Benjamin Harrison was the first US president to have electricity in the White House but both he and his wife were so afraid of touching light switches that they often went to bed with the lights on.*

04 Often times it can be hard to tell what inventions will take off and become really popular. Some of the world's most important inventions, including x-rays and pacemakers, were created completely by accident. Therefore you have to understand US President Hayes' uncertainty when shown another new invention.

What new invention did the President think no one would ever want to use?

- a) playstation b) bicycle c) telephone d) mp3 player

Answer: c) Telephone - Many adults (and kids!) nowadays say they couldn't survive without their phones. It's hard to believe it but when the US president of the time, President Rutherford B. Hayes was first shown the telephone in 1876 he said "That's an amazing invention but who would ever want to use one of them?" Other people feared telephones because they thought that people would no longer meet up with each other or the ringing might drive people mad.

05 It's not unusual to hear adults worry that video games will encourage children to run riot and copy the stunts they see on screen. In fact adults have been worrying about the effects of different pastimes on children, since long before the invention of the video game.

What form of entertainment was once accused of turning children into criminals?

- a) movies b) comics c) yoyos d) water guns

Answer: b) Comics - Dr Frederic Wertham was a well-known psychiatrist who referred to any book about good guys and bad guys as a "crime comic book". A psychiatrist is a medical doctor who specialises in the human mind and mental illness. Because Wertham was thought of as an expert, many parents started to believe him and worried that reading superhero comic books would lead children to a life in crime.

EXTENSION ACTIVITY USING TECHNOLOGY:

- ▶ If facilities allow, have students use tablets or computers to look up and show their favourite websites to their peers in Activity 1.

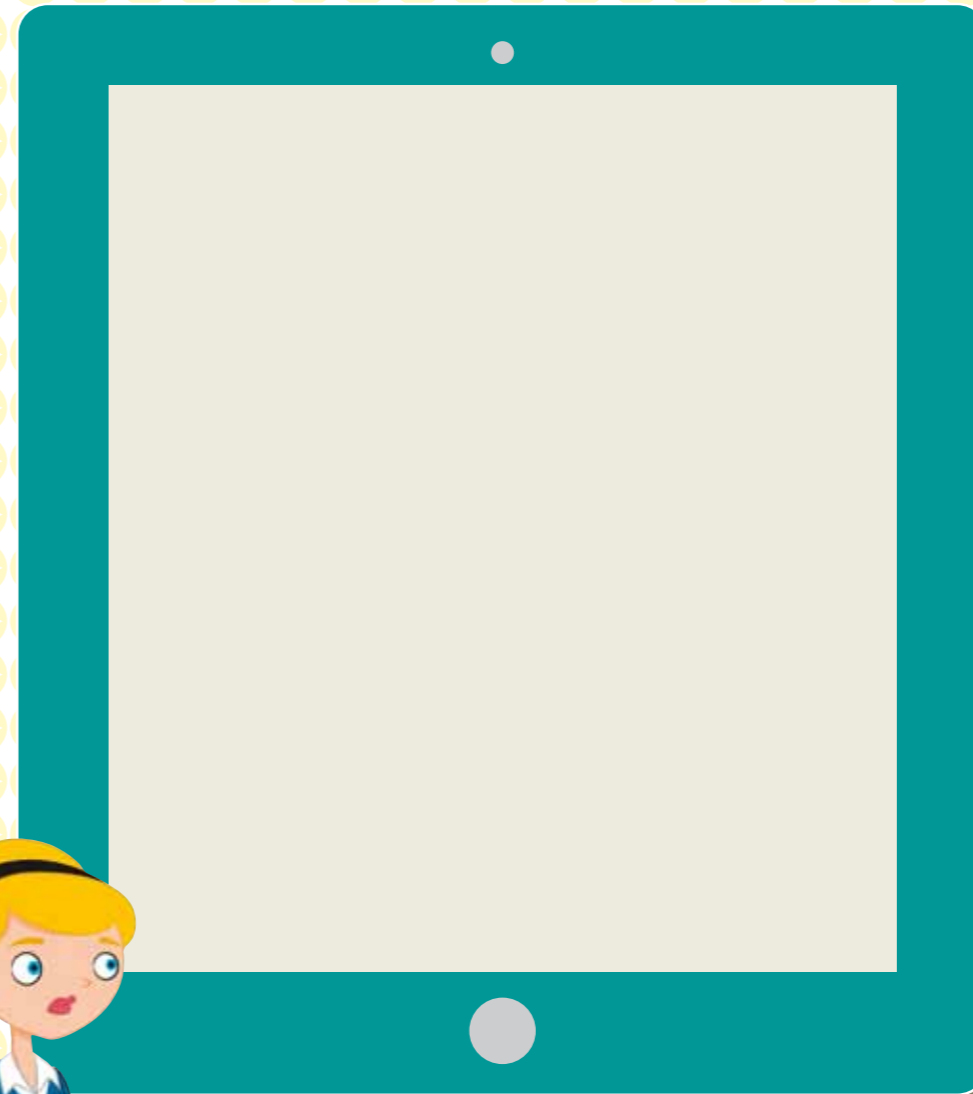


→ WORKSHEET 1.1

MY INTERNET

What's your main reason for using the internet?

- to socialise
- to find information
- to play games
- to communicate
- to learn
- to watch videos/listen to music
- other: _____



← Fill in the tablet screen by drawing the best thing to do using the internet. This might be sending messages to your friend, watching funny videos or using a particularly interesting website.



TECHNOLOGY AND SAFETY CONCERNS THROUGH THE AGES

Interview the oldest person you know and see regularly. Ask questions about a piece of technology that was new when the person was your age.

Name of interviewee: _____

Date of interview: _____

01 What was the most exciting new piece of technology, when you were my age?

02 How did it change your life?

03 Were people worried that it might have bad effects?

04 Were there actually any bad effects?



02



Lesson 02:

WHAT IS CYBER BULLYING?

Core concept:

Being able to recognise exclusion as a form of bullying and empathise with the people will encourage students to act responsibly and intervene in a positive and safe way in online bullying situations.

Purpose:

To help the students recognise cyber bullying and to take positive action to bring it to an end.

To help students recognise that one post shared publicly online is considered cyber bullying.

Curriculum links:

SPHE strand: Myself and others;

SPHE strand unit: My friends and other people:

- ▶ recognise, discuss and understand bullying and its effects.

SPHE strand: Myself and the wider world;

SPHE strand unit: Media education:

- ▶ explore and understand how information is conveyed and practise relaying messages using a variety of methods.

Cross-curricular links

There is strong use of drama methodologies in Activity 2.1 and 2.2, to help students empathise and relate to the characters of Vicky and Siobhan.

This lesson can also be used in a cross-curricular approach to teaching English and SPHE. Activity 2.1 helps develop students' receptiveness to oral language while Activity 2.4 could be used to reinforce students' understanding of adjectives.



FYI: Reporting bullying

Anytime you talk about bullying it is important to outline the reporting procedures in place in your school. Highlight to the students what they should do/to whom they should go if they encounter or experience bullying.

According to the Anti-Bullying Procedures for Primary and Post-Primary Schools “all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in ‘telling’. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidences of bullying they are not considered to be telling tales but are behaving responsibly.”

The primary aim for a teacher investigating and dealing with bullying is “to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved”.

It is vital that students either intervene, in a safe and productive way, or get help when they encounter cyber bullying. Encourage children to keep the message, block the sender, report problems and not to reply when they experience cyber bullying.

FYI: Definition of bullying

In accordance with the Anti-Bullying Procedures for Primary and Post-Primary Schools bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber bullying and
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.



Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

(Anti-Bullying Procedures for Primary and Post Primary Schools (2013, 2.1.)

FYI: Role of bystanders

Bystanders or witnesses play important roles in the dynamic of bullying. According to one study, published in the Canadian Journal of School Psychology, 85% of bullying takes place with bystanders present. The same study found that nearly 60% of the time bullying will stop in less than 10 seconds when peers intervene. However, another study showed that bystanders made attempts to intervene less than 20% of the time.

When we find ourselves in unaccustomed situations, we look to each other for cues on how to behave. In bullying situations bystanders look at each other for signals to tell them whether they should intervene or not. The problem is their peers are looking at them for the same reasons. Both parties interpret the other's hesitation as inaction and conclude that it is best to do nothing. The bully often interprets the bystanders' inaction as approval of their actions while the victim can see it as rejection.

However, when a bystander intervenes to support the victims or let the bully know that their behaviour is unacceptable, this action can inspire positive action by other bystanders and can reduce the negative effects of bullying on the victim.

A study in 2003 showed that bystanders can be influenced by teachers to intervene when they witness bullying behaviour and this is more



likely to occur when peer group pressure is mobilised to bring this about. Many intervention approaches seek to change the behaviour of the bystander through addressing issues of peer pressure, with a view to encouraging disclosure and converting anti-bullying attitudes to anti-bullying behaviour.

Children and young people understandably have all kinds of fears about intervening to stop someone bullying. Many witnesses to bullying may feel embarrassed or powerless, overcome by feelings of guilt or distress for not helping the person being bullied. Many students fear being labelled a “rat”.

Children and young people may fear that if they intervene the person bullying will then turn on them. Students who witness or participate in repeated bullying may become desensitised and lose the ability to recognise the detriments to aggressive behaviour.


In relation to cyber bullying, the distinction between bystanders and active participants can be less distinct. Responsibility often goes beyond the person who creates and posts harmful content online. Sharing, or commenting on content on social networking websites or joining, subscribing, or following online sources of content intended to humiliate or harm individuals can also be considered bullying behaviour.

Many intervention approaches seek to change behaviour and encourage children and young people to report bullying and change attitudes to bullying behaviour.

Given that most bystanders already hold anti-bullying attitudes or beliefs, intervention strategies could potentially utilise these to encourage bystanders to act in supporting victims of bullying when it is witnessed. By raising awareness of their role as bystanders and increasing understanding of the impacts of bullying on victims, bystanders can be encouraged to help to reduce bullying among the peer group. However, they need to be taught how to respond in a safe and constructive way. A shared understanding of clear reporting processes is important.



RESOURCES NEEDED:

 Webwise animation, **Vicky's Party**, available at www.webwise.ie/vickysparty
Worksheet 2.1: What can you say?

Extension work:

Method of accessing the internet

METHODOLOGIES:

Video analysis, class discussion, drama activity, visualisation, reflection.

DETAILED PROCEDURE:

ACTIVITY 2.1:

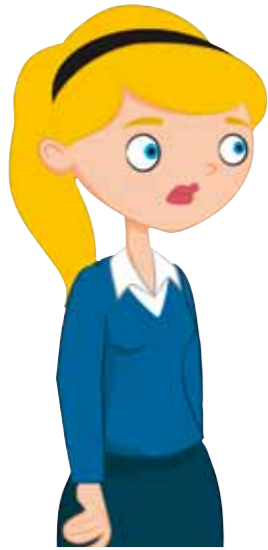
Exclusion as a form of cyber bullying – Video analysis

- ▶ Explain to the students that today they will be exploring the topic of cyber bullying. Be sure to emphasise at the start of the class that if any student encounters cyber bullying they should do something to bring it to an end. This can involve intervening themselves, in a safe, responsible way or asking someone they trust for help.
- ▶ Have students watch the **Vicky's Party** animation (www.webwise.ie/vickysparty).
- ▶ If space permits, have students stand in a circle. Play the video for a second time but be ready to pause the video at the following three key moments:
 1. When Vicky tells friends about her party
 2. When the girls send text messages to each other in class but leave Vicky out
 3. When Vicky falls in the toilet at the end
- ▶ If you would prefer not to lead this drama activity, have students draw faces to represent how Vicky feels at the various key moments.
- ▶ Each time you pause the video ask the students to make a face to show how they think Vicky feels at this point. Then ask a number of students to describe how they think Vicky is feeling. This should help the students to build empathy with the character of Vicky and to recognise that bullying by exclusion is hurtful and wrong.

ACTIVITY 2.2:

Siobhan's Conscience Alley

- ▶ Explain to the students that it's clear that Siobhan felt bad about what she and her friends did but she didn't do anything to stop the bullying.



Have the students stand in two parallel lines to form a Conscience Alley. Then pick a student volunteer to play the role of Siobhan.

- ▶ Have all of the students reflect, quietly and individually, on what Siobhan could have done to stop the bullying
- ▶ Then have the student playing Siobhan walk down the Conscience Alley. As she does so each of the students should whisper advice on what she could do to help stop the bullying.
- ▶ After walking down the Conscience Alley the student playing the role of Siobhan should say what advice she had been given on stopping the bullying. This might then lead to a short discussion on the topic of how bystanders can help in bullying situations.

ACTIVITY 2.3:

The lasting effects of words

- ▶ The aim of this activity is to help students understand the lasting effects of posting a negative message publicly online. This activity should help students recognise that one single post shared publicly online is considered cyber bullying.
- ▶ Get the students to close their eyes and try to recall the different words and posters they see every day on the walls of the classroom and school.
- ▶ While the students keep their eyes closed they should then list out the different examples of posters, signs and words they see around the school each day. Make a list of these words on the blackboard. Try to be sure to include some signs that have been in place for a long time.
- ▶ Next have students open their eyes and categorise how old the signs and posters are (less than a week old, less than a month old but more than a week old, less than six months old, less than a year old, more than a year old). *It might be necessary to take a walk around the school to help the students complete this exercise.*
- ▶ Ask the students the following questions:

Q How were you able to tell what posters were on the walls when you had your eyes shut?

Q What is the effect of seeing the same poster multiple times?

Q How long do posters and signs tend to stay on the walls, according to your survey?

Q How would you feel if you constantly saw mean and upsetting messages/signs?

- ▶ Explain to the students that, because a hurtful message on a public social networking site can be viewed many times it can have a lasting effect. Because mean messages on the internet can be viewed repeatedly, a single mean message on the internet is considered cyber bullying. It is very important that whatever we put up in public, be it on walls or on the internet, is appropriate for everyone, from your grandma to your little brother, to see. Once you post something publicly on the internet you lose control of who sees it and it can remain online forever.

ACTIVITY 2.4:

Being a positive bystander

- ▶ Explain to the students that equally positive words can have an uplifting effect.
- ▶ To emphasise this point, have each student write his/her name in the middle of a blank A4 page that is left at his/her desk. Then have the students move around the room and leave positive, anonymous messages for each other. The messages should highlight some of the students' best qualities.



- ▶ When the students have had the chance to write on each other's sheets, have the students look at their own sheets and then ask the following question:

Q How does reading these comments make you feel?

- ▶ Emphasise that everybody has the power to be a positive bystander and make people who experience hard times feel good. You can be a positive bystander online or offline. All that matters is how you choose your words and how you choose to act.

**EXTENSION ACTIVITY
USING TECHNOLOGY:**

- ▶ Encourage students to show the cartoon to their parents at home and complete **Worksheet 2.1: What can you say?**
- ▶ This activity will encourage students and parents to think about how they should respond to cyber bullying.
- ▶ The video is available at: www.webwise.ie/vickysparty

→ WORKSHEET 2.1

WHAT CAN YOU SAY?

Watch 'Vicky's Party' (available at www.webwise.ie/vickysparty) again, with your parents.

Write a text message that Siobhan could send to either Vicky or to the other girls to help resolve the situation.

To: _____



03



Lesson 03:

HOW
BULLYING
FEELS FOR
THOSE
INVOLVED
AND HOW
BEST TO
RESPOND

Core concept:

Online bullying can result in and be caused by strong feelings. This lesson gives students an opportunity to explore the emotions involved in a cyber bullying situation and to develop strategies for coping effectively.

Outcome:

Students will be able to respond in a positive, sympathetic, and effective manner to witnessing or being involved in online bullying situations.

TEACHERS' NOTES:

Access the online resource area to see videos on prevention strategies that can be used to address bullying (www.webwise.ie/cyberbullyingprimarysupport). Also see the article on Webwise (www.webwise.ie/screenshot) on taking screenshots before leading this lesson.

Curriculum links:

SPHE strand: Myself and others;

SPHE strand unit: My friends and other people:

- ▶ explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully

SPHE strand: Myself and the wider world;


SPHE strand unit: Media education:

- ▶ recognise the unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media.

Cross-curricular links:

Activity 3.2 involves letter writing and thus could be completed in the context of an English class.

RESOURCES NEEDED:

-  Webwise animation, The Match, available at www.webwise.ie/thematch
- Worksheet 3.1: The emotions involved in cyber bullying
- Worksheet 3.2: My side of the story
- Worksheet 3.3: Crack the anti-cyber bullying code
- Worksheet 3.4: Your problems solved
- Computer/tablet access

METHODOLOGIES:

Video analysis, group work, personal letter writing, decoding

DETAILED PROCEDURE:**ACTIVITY 3.1:****The emotions involved in cyber bullying**

- ▶ Have students watch the second anti-cyber bullying animation, **The Match** (available at www.webwise.ie/thematch).
- ▶ As the students watch The Match for a second time, have them consider the emotions felt by Conor and Ryan by completing **Worksheet 3.1: The emotions involved in cyber bullying**.
- ▶ Have the students describe how they completed their worksheets and then ask the following questions to help students to understand what led Ryan to bully Conor.

Q Both characters experience negative emotions during the animation. Have a look at your worksheet and explain what causes Ryan to be upset? What causes Conor to be upset?

Suggested answer: Ryan experiences a number of negative emotions. Before the match he is nervous of what his dad might say during the match. During the match Ryan feels stressed and upset. His dad is putting a lot of pressure on him to play well and he feels depressed and disappointed in himself when he can't live up to his dad's expectations. After the match Ryan feels jealousy towards Conor, who played well during the match. Ryan's frustration, anger at himself and feeling of jealousy towards Conor lead him to leave mean and taunting messages online. Though his team lose the match, Conor plays very well during the match and so must be proud of his performance. He feels disappointed that his team didn't win but isn't too dejected as he is confident that he played well. It isn't until he gets home and sees the



comments that Ryan has left on photos of him online that he begins to doubt himself. He begins to feel insecure about how he looks and starts to worry that all the older lads are laughing at him. He feels annoyed at Ryan for making fun of him. Conor can't understand what he did to deserve the abuse.

Q What emotions lead Ryan to bully Conor?

Suggested answer: Ryan's jealousy of Conor's sporting talent causes him to bully. He's also jealous of the fact that Conor wins the admiration of Ryan's dad when all Ryan gets is abuse.

Q In what way might Ryan have dealt with his negative emotions, that didn't involve bullying Conor?

Suggested answer: Rather than pick on Conor and focus on what went wrong during the match, Ryan could have tried to cheer himself up by doing something that he enjoyed that didn't have anything to do with hurling. This would have helped him relax and prevented him from saying something that he might regret, in the heat of the moment online. Ryan could also have tried to speak honestly with his dad. He could have explained to him that he feels stressed and a bit self-conscious when his dad screams at him as he plays. Ryan could have said that if his dad is going to take sport so seriously then he'd prefer if his dad doesn't attend the matches. If he was afraid to speak to his dad, Ryan could also have spoken about what happened to another adult who he trusts, such as his mother, older sibling or a coach.

ACTIVITY 3.2:**My side of the story**

- ▶ In this exercise the students will write letters to an agony aunt looking for advice. When writing the letters the students will take on the roles of the different characters in The Match. These letters will help the students imagine what motivated each character to act the way that he did and will help them to understand the feelings that motivate bullying.
- ▶ Split the class so that half will write their letters from Ryan's perspective and the other half will write their letters from Conor's perspective.
- ▶ Have students complete their letters by filling in **Worksheet 3.2 My side of the story**.

- ▶ When the students have finished writing their letters, the letters should be folded up, as if for sending. Then the letters should be swapped so that everyone who wrote a letter from Ryan's perspective gets one from Conor's perspective and vice versa.

For homework, each student should then pretend to be Aunt-i Bullying and respond to the letters received by writing a response that contains advice (**Worksheet 3.4: Your problems solved**). Students should be encouraged to show the video to their parents and discuss the homework activity with their parents. The following activities will help prepare them to give advice on the topic of cyber bullying.

ACTIVITY 3.3:

Crack the anti-cyber bullying code

- ▶ Before leading this activity discuss with the students the steps they should take if they encounter cyber bullying. Refer to the FYI box with Key Advice for Children.
- ▶ In groups the students should work to crack the code on **Worksheet 3.3: Crack the anti-cyber bullying code**. This code gives the steps that Conor should take to address the cyber bullying.
- ▶ When each group has decoded the important message the groups should then discuss these steps and be able to explain how to complete each step.
- ▶ To crack the code: The number underneath the given letter indicates how many letter places you should go back in the alphabet to find the correct letter. For example, go back one space from E to get D, the first letter in the code. Go back 8 spaces from W to get O. Give this information to students if they are struggling to crack the code.
- ▶ Answer: Don't respond, keep the message, report online, tell someone.

ACTIVITY 3.4:

How to keep the message: taking screenshots

- ▶ In order for students to record evidence of cyber bullying or "keep the message" they'll need to be able to take screenshots on their phones, tablets and computers.



Download this poster at www.watchyourspace.ie/resources

- ▶ Refer to this Webwise article (www.webwise.ie/screenshot) for instructions on how to take screenshots and know how to take screenshots on the most relevant devices before beginning this activity.
- ▶ Demonstrate how to take a screenshot and then have the students work in pairs on computers and tablets to practise taking and saving screenshots.
- ▶ Also mention that another way of recording bullying messages and posts is to take a photo of the message using a camera or another phone or tablet.



FYI: Key advice for children:

//:Don't reply to messages that harass or annoy you. Even though you may really want to, this is exactly what the sender wants. They want to know that they've got you worried and upset. They are trying to mess with your head, don't give them that pleasure. If you respond with an even nastier message it makes them think that they really got to you, and that's just what they want. They might even complain about you!

//:Keep the message: You don't have to read it, but keep it. If you keep getting messages that upset you, you will need to have evidence in order to get help. Teachers, principals, website owners, mobile phone companies and the Gardaí will all look for evidence before they will be able to take any action to help you.

//:Block the sender: You don't need to put up with someone harassing you. If you are getting messages that upset you on your social networking profile or on apps you can usually block the person simply by clicking the block button. On some mobile phones you can block a caller's number. You might need to check the manual or ask an adult to help you do this.

//:Tell someone you trust: Talking to your parents, friends, or someone you trust is usually the first step in dealing with any issue. In the case of school related bullying messages you should also talk to a teacher you trust or guidance counsellor. If you need to speak to someone straight away please call Childline on 1800 66 66 66.

//:Report problems to the people who can do something about it. You can take control, by not putting up with offensive content and by reporting it when you come across it. Responsible websites and mobile phone operators provide ways for you to report things such as bullying content, or other nasty material.



→ WORKSHEET 3.1

THE EMOTIONS INVOLVED IN CYBER BULLYING

Watch the cartoon for a second time. Then fill in the faces to show how the different characters felt (or how you think they felt) at different times during 'The Match'.

	Before the match	During the match	After the match	While looking at photos online
Ryan				
Conor				



MY SIDE OF THE STORY

Write a letter to the Problem Page in a magazine. Write the letter from the perspective of Ryan or Conor. Give your side of the story and then ask for advice on how to resolve the bullying. You might like to watch 'The Match' again at www.webwise.ie/thematch before writing your response.

Dear Aunt-i Bullying,

I've recently been involved in bullying and I could do with your help. Here's what happened from my point of view:

The reason I acted the way I did is: _____

I feel _____ about what happened.

Please give me some advice on what I should do.

From _____



CRACK THE ANTI-CYBER BULLYING CODE

The alphabet below will help you crack the anti-cyber bullying code. Then use the numbers below the letters to decode the words. The first word is done for you.

Hint: If you're not going forwards, you're going backwards!

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

E	W	N	T
1	8	0	0
D	O	N	T

X	K	Y	V	U	T	E
6	6	6	6	6	6	1
			P			

S	E	E	V
8	0	0	6
	E	E	

Z	N	K
6	6	6
	H	

S	K	T	A	A	G	K
6	6	1	8	0	0	6
			S	A	G	

X	K	V	U	X	U
6	6	6	6	6	1
					T

W	N	L	O	T	K
8	0	0	6	6	6
	N	L			

Z	K	R	M
6	6	6	1
		L	

A	O	M	K	U	T	K
8	0	0	6	6	6	6
	O	M				

The number used in the code is the phone number for Childline. You can call Childline on 1800 66 66 66 if you are involved in bullying and need someone to talk to.

YOUR PROBLEMS SOLVED

Watch *The Match* again at www.webwise.ie/thematch with your parents. Then write the agony aunt response letter to either Ryan or Conor. Your letter should offer advice on how Ryan or Conor can resolve the bullying situation.

Dear _____ ,

Bullying and cyber bullying are big problems that affect and upset many people. You've taken the right first step by asking for help so well done for getting in touch!

Here's my advice on what you should do now: _____

You might think of turning to _____

_____ for more help.

Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling.

Aunt-i Bullying

04

Lesson 04:

YOU'VE BEEN FRAMED: RESPONSIBLE DIGITAL PHOTO SHARING

Core concept:

Exploring the topic of digital photo sharing will help the students to become more responsible in their photo sharing practices.

Outcome:

Students will be able to analyse the characteristics of digital photographs that make them different from analogue photos and describe appropriate responses to potentially harmful situations involving photo sharing.

Curriculum link:

SPHE strand: Myself and others;

SPHE strand unit: My friends and other people

- ▶ explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully.

SPHE strand: Myself and the wider world;

SPHE strand unit: Media education

- ▶ explore and use some simple broadcasting, production and communication techniques.


Cross-curricular links

Activity 2 involves numeracy skills and could be used to help teach indices to 6th class students.

For a cross-curricular approach to teaching English and SPHE, note that the discussions in Activity 4.1 will help develop students' competence and confidence in using oral language while Activity 4.2 will help develop students' receptiveness to oral language.



RESOURCES NEEDED:

-  Webwise animation, The Photo, available at www.webwise.ie/thephoto
- School cameras/tablets
- Worksheet 4.2: Going viral – How photo sharing can get out of hand

METHODOLOGIES:

Pairs work, class discussion, photography, role play, numeracy skills: multiplication

DETAILED PROCEDURE:**ACTIVITY 4.1:****The Photo – what should Cathal have done?**

- ▶ Have students watch the third animation, **The Photo** available at www.webwise.ie/thephoto
- ▶ Lead a short discussion on the following question, to encourage students to empathise with the characters:

Q Why did Jack share the photo in the first place?

Q Why did Cathal attack Jack in the playground?

Q In the end, both Cathal and Jack ended up getting into trouble. Was this fair?

- ▶ As students watch the animation for a second time, have them think about the following question:

Q After the photo had been shared, what could Cathal have done to make sure the situation didn't get out of hand?

- ▶ In pairs, have the students discuss their answers to this question and then prepare a short role play. The role play should explore alternative endings to this story.
- ▶ Have a number of pairs present their alternative endings to the class. Then the class should discuss the alternative endings and decide on which provides the best option.

**ACTIVITY 4.2:****Going viral – How photo sharing can get out of hand**

- ▶ The Photo cartoon shows how picture sharing can easily get out of hand. Emphasise to the students that anything they post online can easily be copied and shared with people that they never intended to see it.. Then have the students work in groups to come up with a list of all the different ways of sharing pictures.
- ▶ Get each group to read out their list of methods of sharing. Remind students that messages and pictures can be saved by taking screenshots or photos and can then be shared.
- ▶ Next have every student take out a blank piece of paper or a calculator, if available (students can alternatively use the **Worksheet 4.2 Going viral** to complete this activity).
- ▶ Students should then follow and complete your instructions carefully.
- ▶ Read the following script:

- Imagine you see a picture that you think all of your friends would really like. You decide to share the picture online or using a messaging app.
- After 10 minutes all of the people you shared the picture with have seen it. Write down the number of people with whom you shared the picture.
- Another 10 minutes pass and your friends have now shared the picture with all of their friends. To get an estimate of how many people have seen the picture after twenty minutes, multiply the first number you wrote down by itself (eg $20 \times 20 = 400$) and write down your answer.
- These people in turn share the picture with their friends. To get an estimate of how many people have seen the picture after thirty minutes, multiply your last answer by the first number you wrote down ($400 \times 20 = 8000$).
- These people in turn share the picture with their friends. To get an estimate of how many people have seen the picture after forty minutes, multiply your last answer by the first number you wrote down ($8000 \times 20 = 160000$).
- Again these people share the picture with their friends within ten minutes. To get an estimate of how many people have seen the picture after fifty minutes, multiply your last answer by the first number you wrote down ($160000 \times 20 = 3200000$).
- Another ten minutes passes and these people now all share the picture with their friends. To get an estimate of how many people have seen the picture after an hour, multiply your last answer by the first number you wrote down ($3200000 \times 20 = 64000000$).
- Next time you login online, the picture you first shared is everywhere. This is called a viral effect, because the picture has spread like a virus.

- ▶ Get the students feedback to this activity:

- Q** What did this exercise teach you about photo sharing using the internet?
- Q** What would the effects be on a person if a mean or hurtful post was shared in this way?
- Q** How easy do you think it is to remove photos from the internet?

Note: This activity can be extended to help explain the mathematical concept of indices to 6th class students.

ACTIVITY 4.3:

Photo time

- ▶ Split the students into small groups and give each group access to a school camera. If there aren't enough cameras to go around, have half the class complete **Worksheet 4.2** while the other half completes this activity. Then switch around to give every student a chance to use the camera.
- ▶ Each group should be given about five minutes to take pictures of themselves using the cameras.
- ▶ The photos can be group or individual shots or selfies. Each student must be included in at least one photo. Say that these photos might be used to remember their time in school. Allow the students to take as many pictures as they like within the given timeframe.
- ▶ These photos will be used in the next lesson.
- ▶ If time and resources permit, download a sock puppets app, such as Sock Puppets or Puppet Pals.
- ▶ Have students act out the role play situation in Activity 1 by creating a digital sock puppet animation.
- ▶ After presenting their animations, students will discuss how they addressed cyber bullying, as described in Activity 1.

EXTENSION ACTIVITY USING TECHNOLOGY:



→ WORKSHEET 4.2

GOING VIRAL – HOW PHOTO SHARING CAN GET OUT OF HAND

Imagine you see a picture that you think all of your friends would really like. You decide to share the picture online or using a messaging app.

After 10 minutes all of the people you shared the picture with have seen it. Write down the number of people with whom you shared the picture in the shaded box.

Now fill in that same number into each of the shaded boxes. Each person who sees the photo then goes on to share the picture with all of their friends, within 10 minutes. To estimate how many people will have seen the picture after twenty minutes you should multiply the numbers in the two boxes together and fill in your answer in the Total number of people section.

Complete the sums to find out how many people will have seen the picture after an hour.

After...	The photo has been shared with ...	Total number of people:
10 minutes	<input type="text"/>	=
20 minutes	<input type="text"/> x <input type="text"/>	=
30 minutes	<input type="text"/> x <input type="text"/> x <input type="text"/>	=
40 minutes	<input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/>	=
50 minutes	<input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/>	=
1 hour	<input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/> x <input type="text"/>	=

05



Lesson 05:

#UP2US:
AGREE
AN ONLINE
CODE



TEACHERS' NOTE:

You will need to have uploaded the photos taken in the previous class to your computer and have them for display in this class.

Core concept:

Students need to be clear on their rights and responsibilities in relation to bullying behaviour within the classroom and to have clear expectations on how issues will be dealt with by the class teacher. While teachers are ultimately responsible for behaviour in the classroom and must not tolerate bullying behaviour, involving pupils in the development of cyber anti-bullying guidelines is likely to have a greater impact on behaviour than simply handing down rules.

Outcome:

Students will devise guidelines for taking and sharing photos online and for better internet and technology use in general.

Curriculum link:

SPHE strand: Myself and others;

SPHE strand unit: My friends and other people

- ▶ explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully

SPHE strand: Myself and the wider world

SPHE strand unit: Media education:

- ▶ explore and use some simple broadcasting, production and communication techniques.

Cross Curricular links:

There is a link with English as Activity 5.1 provides the opportunity for students to partake in a co-operative writing activity and develop their ability to write independently.

RESOURCES NEEDED:

Worksheet 5.1: Our online code
Worksheet 5.2: Share or delete?

Extension work:

Laptop/PC
Access to the school website/social media sites

METHODOLOGIES:

Photo analysis, brainstorm, group work, polling.

DETAILED PROCEDURE:**ACTIVITY 5.1:****Sign up for a better internet**

- ▶ Have the students rewatch some of the animations included in this education pack. The students should then, in groups, reflect on what they've learned in the course of the last few lessons.
- ▶ Then ask the groups to come up with some guidelines to help prevent cyber bullying and make their community a more inclusive place. Different groups might specifically consider use of mobile phones, tablets, cameras, gaming devices, social networking sites, etc.
- ▶ Emphasise to the students that these guidelines should help prevent people from having embarrassing online or cyber bullying experiences.
- ▶ After the groups have noted their suggestions on **Worksheet 5.1: Our Online Code** and these suggestions have been communicated to the whole class, the class should vote on what to include in their code for internet and mobile phone use.
- ▶ When the code has been completed it should be recorded.
- ▶ Everyone should then sign the code. Students should also take copies of the code home to their parents and have them discuss and sign the code too.
- ▶ It is good practice to display guidelines/rules / rights and responsibilities on the walls of classrooms – see them as the 'golden rules' or a 'classroom charter'.

**ACTIVITY 5.2:****You've been framed (ongoing)**

- ▶ As the students work independently in groups to complete their guidelines in Activity 5.1, you will probably need to facilitate this activity, Activity 5.2.
- ▶ Give each group a chance to review the photos that they took in the previous lesson.
- ▶ After the students have seen all the pictures they should consider the following questions (also included on **Worksheet 5.2: Share or delete?**).



- Q Were any of the photos funny?**
- Q Were any of the photos embarrassing?**
- Q Could the photos get anyone into trouble?**
- Q Would you mind if your grandparents or younger siblings saw the photos?**
- Q Would you mind it if the photos were shared publicly online?**
- Q Would you mind if someone shared the photo publicly, sometime in the future?**

- ▶ If the students answer yes to any of the above questions they may want to consider deleting the picture before it is shared.
- ▶ This time should also be used for students to learn how to delete unwanted photos from a digital camera.

EXTENSION ACTIVITY USING TECHNOLOGY:

- ▶ Type up the code for internet and mobile phone use.
- ▶ Upload it to the school website/social media sites.



SAFER INTERNET DAY

Safer Internet Day is organised in February of each year to promote safer and more responsible use of online technology and mobile phones, especially amongst children and young people across the world. Over 76 countries from around the world participate.

The main objective of Safer Internet Day is to bring together the relevant stakeholders to promote safer, more effective, use of the internet by children.

Safer Internet Day 2015 will be celebrated on Tuesday 10 February 2015, with the strapline, once again, of “Let’s create a better internet together” following the success of last year’s campaign.

Celebrating Safer Internet Day in your school can be extremely effective in highlighting the school’s attitude to cyber bullying behaviours as being unacceptable, while simultaneously promoting positive attitudes of co-operation, friendship and mutual respect across all the relationships within the school community. This whole-school focus is cross-curricular and also draws in the wider community of parents.

A well-run day can pay a huge dividend in terms of excitement and fun in the school. But perhaps more importantly, it can help improve the atmosphere and ethos within a school and sends a clear message to all staff, students and parents that the school is being pro-active on cyber bullying, that cyber bullying is unacceptable, that it’s ok to talk about bullying and that people will be given help.

We created primary and secondary school packs that provide lots of great ideas to help schools get involved in Safer Internet Day. You can find these on the website www.saferinternetday.ie. The Safer Internet Day website showcases some of the exciting activities and events that have taken place in Ireland to celebrate the day in the past and gives you resources you can use in your school.



OUR OTHER RESOURCES

Previous projects co-funded by the Department of Education and Skills and a succession of EU Safer Internet Programmes have worked with curriculum implementation bodies (such as the SPHE support services) to develop a suite of resources that can be used to teach internet skills that are appropriate to all relevant stages of cognitive development and technology use.

Jointly developed by the then National Centre for Technology in Education (NCTE) which is now part of the Professional Development Service for Teachers and the Irish Council for Civil Liberties (ICCL) for use on the Junior Certificate CSPE curriculum, **Think Before You Click** explores online privacy issues and encourages young people to take steps to protect their own privacy, and that of their classmates.

The methodology employed by this resource guides students through these issues using active learning methods to stimulate discussion. These approaches and methodologies allow students the space to consider how these issues affect them personally, how to assert their online rights, and how to respect the rights of their peers. The resource consists of 10 lessons, the Watch Your Space information and advice flyer, ideas for action projects, and a friendly version of The United Nations Convention on the Rights of the Child (CRC).

Working with the Social, Personal and Health Education (SPHE) Second Level Support Service, the NCTE created the Internet Safety teaching and learning programme, **BE SAFE_BE WEBWISE**. This programme, the first educational programme of its kind in Europe, was designed to address the personal safety needs of our young people online and to help them become safe and responsible internet users for life. The learning resources were integrated into in-service SPHE training, with a one-day in-service course being offered on internet safety across all ten SPHE teaching regions for Post-Primary schools.

The **Webwise Primary School Programme** was developed by the NCTE and the Child Abuse Prevention Programme, Stay Safe, to assist and support educators when teaching students about the safe and responsible uses of the internet. It can be used to teach part of the SPHE curriculum in primary schools to children between the ages of 8 and 12. Specifically it addresses the media objectives of the SPHE curriculum that were not previously covered by the Stay Safe, Walk Tall, or RSE resources.

The **#Up2Us Anti-Bullying Kit** is a resource for Junior Cycle SPHE teachers that was launched by the then Minister for Education, Ruairí Quinn, on Safer Internet Day 2014. The aim of the Kit is to empower post-primary students to address bullying, in particular cyber bullying, in their local communities.

The resource includes the #Up2Us Teachers' Handbook which has lessons that cover the anti-bullying section of the new Junior Cycle SPHE course. The lessons aim to engage students on cyber bullying using active and engaging methodologies and updated, relevant information. Through discussion and small-group activities, this programme promotes positive actions and behaviours that should help students to create an anti-cyber bullying environment on a school-wide level and in the wider world.

The second part of the #Up2Us Anti-Bullying Kit is the interactive poster making activity, which is one of the ways in which students can tackle cyber bullying.

We have worked with the **Garda Schools Programme** to integrate cyber bullying content into their comprehensive education programme. The programme recognises the challenges that children and young people face in a modern society, particularly when using new technologies. It aims to foster a sense of care and respect for others online or when using mobile phones and to equip children with the skills to deal effectively with cyber bullying. It aims to develop and enhance the social skills of communication, cooperation and conflict resolution.

Watch Your Space (WYS) is an internet safety initiative run by Webwise, the internet safety initiative of the PDST Technology in Education, that targets young people directly. Decreasing supervision and monitoring occurs with age as we judge our children to be increasing in their competence to identify and manage risks. WYS is a social marketing campaign targeting older children, combining blanket and targeted messages delivered through a wide range of media channels, including social and broadcast media, and involving children and young people themselves. The key messages of the campaign are adapted to meet national priorities and emerging risks. The current iteration focuses on the topic of cyber bullying.

All of the Webwise teaching resources can be accessed at www.webwise.ie/teachers/resources



#UP2US: TIPS FOR A BETTER INTERNET TOGETHER

We all want to make our lives and the world around us better but when it comes to cyber bullying many of us see it and do nothing. We don't need super powers to change the world; small actions by lots of ordinary folk will do the job.

If you see bullying on the internet, don't ignore it. Do something about it or get help! It's up to us!

Here are some things you can do to:

- 1 Reach out to someone you know is being bullied. A simple message of support, a like, or a smile can be enough to give hope to someone who feels alone.
- 2 Include someone that you see being isolated. Invite them to sit with you at lunch, include them in a chat, share jokes with them.
- 3 Make a clear statement that you think bullying is unacceptable and not just another part of growing up. Sharing or liking anti-bullying messages on social networks is a simple way of doing this. You might even go further and create your own.
- 4 Say 'No' or 'Stop' when you see someone behaving unfairly. Standing up takes real courage but not doing it is the same as giving your permission for someone to be bullied.
- 5 Get help from an adult if you think that standing up to a bully might put you at risk of being hurt or becoming the next target. You might not always be able to fix things without putting yourself at risk, but you can always do the right thing - and that means getting help. In fact telling a parent or teacher is usually the moment when the situation stops getting worse and starts being dealt with.
- 6 Report it. All good schools and clubs have ways for you to report bullying incidents. Find out what they are and use them. You can also click the report abuse buttons on websites like Facebook and Twitter. They all have to take reports seriously and remember they won't reveal the identity of the person making the report.
- 7 Don't bully back no matter how angry you feel. You should never accept bullying but don't cross the line and bully the bully. It's ok to point out that the bullying should stop but it's not ok to send abusive messages in retaliation. It makes it more difficult to get help from your school. They might even end up punishing you too.

GLOSSARY

app: An app (short for application) is a software program. An app typically refers to software used on smartphones, tablets or other mobile devices. The terms 'web app' or 'online app' are often used in business settings to describe software that you can use and access while on the internet. Apps are usually available through application distribution platforms typically operated by the owner of the mobile operating system, such as the Apple App Store, Google Play, Windows Phone Store and Blackberry App World. Some apps are free while others must be bought.

Ask.fm: Ask.fm is a social-networking website where users can ask other users questions, with the option of anonymity. The website has been closely linked with a number of high-profile cases of cyber bullying both in Ireland and in the UK.

AUP: An AUP (Acceptable Use Policy) is a written agreement that a user must accept in order to gain access to a network (for example, a school network). It may also cover how other communications devices, such as mobile phones and digital cameras, can be used on school premises. Generally an AUP is signed by students, their parents and their teachers, and it outlines the terms and conditions of acceptable use of information and communication technologies.

block: Blocking a person is a way of stopping social-network interactions with that person. Blocking is a particularly useful way for avoiding spam and for preventing people from bothering or harassing you online. While people you have 'blocked' online aren't immediately told that you have blocked them from viewing and interacting with your online profile, they can easily discover that they've been blocked when they fail to interact with you. For this reason, it is important to consider the ramifications that blocking someone online might have for ordinary interactions with the person. It is also possible to block someone from interacting with you on some mobile phones.

bystanders: Bystanders are people who witness bullying but are not victims or perpetrators of bullying. The **bystander effect** is when the more people who see something happen the less likely each individual is to do something about it.

chat room: A chat room is an area on the internet where people can communicate in real time, that is, when you type in a line of conversation the other person can see it immediately and can reply straight away.

disinhibition: Disinhibition is a lack of restraint that occurs when people aren't directly confronted with the negative consequences of bullying behaviour online. People posting messages on the internet tend not to feel as responsible for their actions or words as they might otherwise.

emoticon: An emoticon is a representation of a facial expression such as a smile or frown, created by various combinations of keyboard characters. Emoticons are generally used in electronic communications to convey the writer's feelings or intended tone.

Facebook: Facebook is an online social-networking service. As of March 2013, Facebook had 1.15 billion active users, making it the biggest social network in the world. Users of Facebook each have their own profile page or wall through which they can communicate either publically or exclusively with selected friends. Facebook also has a private messaging service. Facebook encourages users to specify their likes and dislikes. In more recent times this information has been used for targeted advertising on Facebook.

flame: To pass a derogatory comment in an online conversation.

fraping: Fraping is the action of editing someone's Facebook profile and status without the person's permission. Fraping commonly occurs when a person leaves his or her Facebook logged in, making him or her vulnerable and open to abuse.

group: A group on a social network is a set of people who all share an interest. Groups can be made public so that users of the social network can meet new people who share their interests or they can be private to a select group of people. Groups can result in people interacting with people who they don't already know or with people who they have otherwise blocked from accessing their social-networking content.

happy slapping: This misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the internet.

hashtag: A hashtag is a word or phrase preceded by a hash (#) sign, used on social media sites (notably Twitter) to identify messages on a specific topic. Unless the messages are protected or private, anyone who is following the hashtag can see what other users write under the hashtag. The hashtag encourages interesting debates between a wide body of people but can also expose users to the unsavoury views of strangers.

harassment: Harassment is a criminal offence which is said to occur when any person harasses another, without lawful authority, by persistently pestering, besetting or communicating with him or her. Harassment is deemed to occur where a person seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other. Legislation has been used to prosecute individuals in cases of telephone harassment and stalking and harassment carried out over the internet.

Instagram: Instagram is an online photo- and video-sharing service and social network. Now owned by Facebook, Instagram allows users to apply filters to the photos and videos they take and to then share the content on a variety of social-networking sites.

instant-messaging app: An instant-messaging application allows users to send texts in real time using the internet. When these apps are used on mobile phones, often they are used as a cheaper substitution for regular text messaging.

liking: Liking content on Facebook is a virtual means of approving of or supporting the content. Most social-networking websites have a similar tool that allows users to give what is the virtual equivalent of a 'thumbs up' for content (on Twitter one 'favourites' a tweet). Liking a comment can cause the content to appear on one's timeline and newsfeed and thus be broadcasted to friends and followers or to the general public. For this reason, liking an abusive post can, in some cases, be considered as cyber bullying.

Photo- or picture-messaging app: A photo- or picture-messaging application allows users to send picture messages in real time using the internet.

private: Private is the term used to describe social-networking interactions or messages that are not broadcast to the general public or to larger groups. A private message might be sent from one user to another when they want to have a more personal conversation or when the content of their messages contains more sensitive material. A social-network user can choose to make their profile or particular content private. This feature allows the user a certain amount of control over who sees his or her profile or content.

profile: This is the information about yourself which you write and place up on your social-networking homepage. It contains your particulars, your likes and dislikes and your personal interests.

reporting: When users encounter illegal, abusive or inappropriate content on a social-networking site, they should use the report-abuse mechanisms to notify the social-networking site of the content. Moderators of the website in question then review the content in light of the report and remove any content that violates their policies. Any cyber bullying encountered on a social-networking website should be reported to the website.

screenshot: A screenshot or screen capture is a picture taken by a computer, mobile or tablet user to record the visible items displayed on the screen. Screenshots are often used to demonstrate a computer program or explain a particular technical problem a person might be having. Screenshots can also be used to record evidence of cyber bullying. Students should be particularly aware of the fact that screenshots can be used to record or duplicate any incriminating photos or messages they might hope will be destroyed.

selfie: A selfie is a type of self-portrait photograph, typically taken with a hand-held digital camera or camera phone.

sexting: Sexting is the act of sending sexually explicit messages and photographs, usually by mobile phone.

sharing: Sharing on a social network involves sharing content produced or distributed by another social-network user with your social network of friends or followers. Sharing content greatly increases the amount of people that the content reaches.

Skype: This is an online program or application that can be used to make free voice and video calls over the internet to anyone who is also using Skype. Skype is free and considered easy to download and use. It has, however, been used to video and then blackmail the victim in some cyber bullying cases.

smartphone: A smartphone is a mobile phone that is capable of performing many of the functions of a computer. A smartphone typically has a large screen and an operating system capable of running general-purpose applications.

Snapchat: Snapchat is an application used to share photos, videos, text and drawings. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages self-destruct or disappear from the recipient's phone after a few seconds.

Snap Save: Snap Save is an application that allows users to save snaps (Snapchat messages) without letting the original sender know. Snaps are sent in the belief that they are private messages that will not last more than a few seconds. Snap Save means that the often incriminating content sent in Snaps could be used against the person in question.

social networking: Social networking is connecting, communicating and collaborating with others on the internet via online communities. Social-networking sites can provide an outlet for creativity and expression. They develop from an initial set of members who send out messages inviting their friends to join the site. Care should be taken by students when disclosing personal information on social-networking websites.

tagging: A tag is a keyword used to describe an article or website. In a social-networking context, a tag is a special kind of link. When you tag someone, you create a link to their social-networking profile. For example, you can tag a photo to show who's in the photo or post a message and say who you're with. If you tag a friend in your status update, anyone who sees that update can click on your friend's name and go to their profile. This means that tagging a photo of someone can lead unwanted traffic to their profile or to unwanted photographs being publicly and inappropriately shared.

troll: A troll is a deliberately provocative user of an internet message board, social network or comments section. The troll upsets and angers other users by posting inflammatory, extraneous or off-topic messages in an online community, usually with the deliberate intent of provoking readers into an emotional response or of otherwise disrupting normal discussions.

Tumblr: Tumblr is a cross between a social-networking site and a blog. It is often described as a 'microblog' as people usually post short snippets of text and quick snaps as opposed to longer diary-style entries found in more traditional blogs. A lot of the content posted on Tumblr is very visual.

Twitter: Twitter is a micro-blogging, social-networking site. People make connections by following other people's Twitter feeds. Once you click 'Follow', anything that person or organisation says will appear on your timeline. What is unique about Twitter is that users are limited to posting messages or 'tweets' of 140 characters or less. These messages are instantaneous; in seconds, a tweet can alert the world to disasters. Essentially, Twitter is a form of texting. However, rather than sending that text to one person, Twitter allows users to broadcast their message all over the site.

viral: Content (usually a photo, video or piece of information) is said to have gone viral when it is circulated rapidly and widely from one internet user to another.

WhatsApp: WhatsApp is a closed social network and popular messaging application for mobile phones.

YouTube: YouTube is a popular free video-sharing website to which users upload, view and share video clips. While YouTube can be of great educational value, the comments sections on YouTube are particularly renowned for being abuse and cyber bullying hotspots.

