Lesson Focus 4: Cybercitizenship/Cyberbullying/Bystanders

This focus will enable students to:

• recognise the importance of appropriate and responsible use of digital technology
• identify the qualities of a good digital citizen
• recognise the importance of respectful and responsible online behaviour
• understand how online communication is similar to, but differs from, in-person communication

55 minutes

WA HEALTH AND PHYSICAL EDUCATION SYLLABUS:

Communicating and interacting for health and wellbeing

• Skills to establish and manage positive relationships, such as:
  – Showing respect and empathy
  – Actively listening
  – Being trustworthy
  – Accepting differences
• Situations in which emotions can influence decision-making:
  – In peer group
  – With friends
  – With family

WA TECHNOLOGIES – DIGITAL TECHNOLOGIES SYLLABUS:

Collaborating and managing

• Work independently, or collaboratively when required, considering resources and safety, to plan, develop and communicate ideas and information for solutions

PREPARATION AND MATERIALS

• Projector to show media clip as a class
• Coloured pens/pencils
• A3 sheets of paper
• Activity Sheet: Scenarios
• Activity Sheet: Emotions Cards
• Activity Sheet: Types of Bullying
• Activity Sheet: Bystanders or Upstanders in Online Environments

FOCUS 4:
Cybercitizenship/Cyberbullying/Bystanders

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CONTENT

Discussion: Character Interview – Cyberbullying
(ACPPS055)

🕐 **15 minutes**

Social Awareness Online

1. Show and review characters presented in the video "**Asking Claudia**"
   https://www.esafety.gov.au/educators/classroom-resources/gameon/student-home

Bianca is Grace's best friend. Bianca is upset when her photograph with insulting captions is posted online without her permission on Grace's social media page. Some of Grace's followers add nasty comments.

• How do you think Bianca felt about the picture and comments posted about her?
• What could Bianca do to help resolve this situation?

Grace has a social media page where she has shared her password with friends. When her page is hacked, she is embarrassed and upset. Grace tells her parents about what has happened.

• What action should Grace take now that her page has been hacked?
• What could Grace do to better protect her personal information in the future?

Claudia is Grace and Bianca's friend. She hacks Grace's page as a practical joke. Claudia did not expect her friends to be so upset. She admits that she made a mistake and apologises to Grace and Bianca.

• Do you think Claudia thought about Bianca's feelings or whether she should have asked her permission when she posted the photo?
• What will Claudia need to do to build trust with Grace again?

2. Show the video **Character Interview – Cyberbullying**
   https://www.esafety.gov.au/educators/classroom-resources/gameon/meet-the-characters

Discuss the character's actions and consequencesof their actions using key questions:

• What is cyberbullying?
• Why is Claudia's behaviour considered cyberbullying?
• Why does Claudia feel bad about her behaviour?
• What could Grace have done to avoid this situation?
• What lessons have the friends learnt about sharing passwords?

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Activity: Cybercitizenship

(ACPPS055) (ACTDIP022)

15 minutes

Relationship Skills Online

Teacher's Tip: A citizen is a person who holds citizenship of a particular place. A citizen has rights and responsibilities because of their citizenship. As well as being a citizen in the non-online world, we are all citizens in the online world.

This activity aims to encourage students to recognise the importance of appropriate and responsible use of digital technology. Allow time for students to explore what a 'citizen' is and the rights and responsibilities they have, including in an online world.

1. What does being a good digital citizen look like at school?

2. Read the school's policy about digital technology and online behaviour to the class and explain any words or phrases that students do not understand.

3. Use this policy as a basis for students to design a set of student friendly posters about what it means to be a good cybercitizen.

Teacher's Tip: TThe following activity can be run in a variety of different ways. You can choose the option that works best for you and your class:

Unplugged: Give students an **A3 sheet of paper** to design the poster. Designs should include:
- An engaging design concept
- A range of media, e.g. paint, pencil, text, graphic design.

Plugged: Students could use a design application such as Book Creator (www.bookcreator.com) to create their poster. The app allows for the inclusion of text, images, audio and video.

Share the artworks around the school and/or promote them on the school's online platforms.

Discussion: Empathy
(ACPPS056)

🕐 **5 minutes**

Self Awareness Online

Social Awareness Online

Introducing the Key Message

Empathy

Discuss the meaning of the word "empathy". Having empathy means being able to understand and share the feelings of another person.

Explain or read: Have you ever been watching a sad movie and seen someone really upset and crying and felt upset too. Or have you ever seen someone looking really frightened in a movie and felt scared as well.

Well that is because we have what is called mirror neurons in our brains. Even very young babies often start to cry when they hear another baby crying. That is mirror neurons, they reflect other people's feelings back to you just like a mirror. Think about when someone yawns and you do too – mirror neurons. When you see someone frowning and you realise you are doing it too – mirror neurons.

The mirror neurons in our brains are the starting point for us to show empathy to other people (to understand and share their feelings). The other part of empathy is to care about how the other person is feeling. When we truly have empathy, we not only know how another person is feeling but we understand the feeling and care about how the person is feeling. If that person is feeling happy we feel happy for them, if they are feeling sad we feel sad for them and want to help them feel better.

To have good relationships and friendships it is important for us to 'tune in' to the feelings of our family or friends and show that we care about how they feel. You might notice that some people are more sensitive to the emotions of others and can seem to tell how a friend is feeling even when others don't see it. These people are tuned in to the feelings of that person.

But how do we do this?

When we are communicating with them online, on the phone or by text, how do we connect to their emotions?

How do we know how they are feeling?

Activity: Tuning into emotions
(ACPPS056)

🕐 10 minutes

Self Awareness Online

Social Awareness Online

Teacher's Tip: Arrange students into pairs and give each pair:

• A scenario card, see **Activity Sheet: Scenarios**
• An emotions card, see **Activity Sheet: Emotions Cards**
• A blindfold

Explain that you are going to ask the students to communicate with written words, without being able to see with blind folds on and then face to face so they can see each other.

1. Start with the written scenario message. The communicating student gives the receiving student the scenario to read so the child experiences reading the message first as though in a message or email.

2. Next, blindfold the receiving student the emotion card they were given to and ask communicating student to read the same message using guide how it is delivered (i.e. angry, sad, happy, disappointed, etc. encourage students to express their emotions through their voice).

3. This time, ask the communicating student to read the message with the same emotion to the receiving student but without the blindfold so they can see the facial expressions, gestures, movements etc.

Teacher's Tip: You may wish to discuss students' experiences using the following questions and then ask the students to change roles as communicator and receiver of the message so all the students get to experience the differences in communication methods.

Ask students:

• What could you tell about the persons emotions just by reading the message?
• What were some clues that told you us how the person was feeling when you were blind folded or could only hear their voice as though on the phone?
• What were some clues that told you us how the person was feeling when you were not blindfolded and you could see the person face-to-face?
• What might happen if you don't realise that someone is upset or angry?

List the differences in three columns:

Written, Voice, Face-to-face. (see below)

WRITTEN – TEXT MESSAGING OR POSTING	VOICE – PHONE OR VOICE MESSAGES	FACE-TO-FACE
We can't see them	We can't see them	We can see them
They can't see you	They can't see you	They can see you
They can't hear you	They can hear you	They can hear you
We can't hear their tone of voice	We can hear their tone of voice	We can hear their tone of voice
We can't see their facial expressions	We can't see their facial expressions	We can see their facial expressions
They can't see your movements and gestures	They can't see your movements and gestures	They can see your movements and gestures
Everything you 'say' can be read later	Everything you 'say' may be heard later	Things you say disappear (except in memory)
Other people can read what you say	Other people can't read what you say	Other people can't read what you say
We can't see how people react to what is said	We can't see how people react to what is said	We can see how people react to what we say

Discuss with students: The things that tell us about how a person is feeling are called 'cues' which is easy to remember because it is very similar to 'clues'. It can be tough sometimes to know how someone is really feeling when you can't see these 'cues' that help us to know how someone is really feeling.

Ask students: What could you do if you are not sure how someone was really feeling from what you have read or heard.

- Ask questions to find out how they are feeling? Are you okay? Are you upset with me?
- Don't jump to conclusions – Don't automatically think they are upset or angry with you.
- If you think someone might be upset or angry with you and you are not sure why, what could you do?

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Activity: Bystanders or Upstanders in Online Environments
(ACPPS055)

10 minutes

Relationship Skills Online

Teacher's Tip: Sometimes people tease in a fun way where they don't hurt anyone's feelings. Other times people tease in a mean way, upsetting or hurting the feelings of the other person. Teasing or other nasty behaviours like deliberately excluding someone to hurt their feelings is a problem if it keeps happening and the person being teased is hurt by it and cannot stop it from happening. This is called bullying.

Bullying is a repeated nasty behaviour, used by a more powerful person to intentionally cause fear, distress and/or harm to a less powerful person who cannot stop the bullying from happening. When this happens on digital technology it is called cyberbullying.

The Activity Sheet: Types of Bullying could be made into a poster, put onto a PowerPoint presentation or given to students as a resource sheet.

Bystanders or Upstanders?

As bystanders to or witnesses of bullying, peers can encourage or discourage the bullying behaviour and help the target through their own behaviour.

Bystanders' influence can be used in a positive way as an 'upstander' to help the person being bullied and/or to encourage students who bully to change their behaviour. Upstanding bystanders who take action by supporting the person being targeted, getting help from an adult or speaking against or trying other ways to stop the bullying behaviour helps students who are bullied to feel supported and more confident to cope with what's happening.

• Copy and cut up the **Activity Sheet: Bystanders or Upstanders in Online Environments**
• In small groups, students discuss and record what actions they would take as an upstanding bystander in these situations. Two blank boxes are provided for students to script their own stories and upstanding responses.

Connection with home

Teachers may like to share the following information with parents:

Today your child learnt about **Cybercitizenship/Cyberbullying/Bystanders** as part of the curriculum for the Cyber Friendly Primary Schools project run by the Telethon Kids Institute.

This lesson focus enabled students to:
• recognise the importance of appropriate and responsible use of digital technology
• identify the qualities of a good digital citizen
• recognise the importance of respectful and responsible online behaviour
• understand how online communication is similar to, but differs from, in-person communication

Parents are encouraged to access the Cyber Friendly Primary Schools website which provides tips and strategies for families to help children develop positive online social and emotional learning skills:
cyberfriendlyprimary.telethonkids.org.au.

Additional resources

Website	Explanation
https://www.esafety.gov.au/educators/classroom-resources/gameon/student-home	Episode 5 - Asking Claudia (06:03 – video)
https://www.esafety.gov.au/educators/classroomresources/gameon/meet-the-characters	Character Interview – Cyberbullying (01:11 – video)
https://www.digitaltechnologieshub.edu.au/teachers/lessonideas/integrating-digital-technologies/my-digital-portfolio	My Digital Portfolio

Lesson 4 – Teacher Reflection

Syllabus content	Australian curriculum	Digital SEL skills lesson content	Assessment examples
Being healthy, safe and active			
Skills to establish and manage positive relationships, such as: • Showing respect and empathy • Actively listening • Being trustworthy • Accepting differences	Practise skills to establish and manage relationships (ACPPS055)	Social Awareness Online: • Respecting others online, understanding positive and negative relationships online	• Discussion: Character Interview – Cyberbullying
		Relationship Skills Online: • Communicating and interacting respectfully with others online	• Activity: Cybercitizenship • Activity: Bystanders or Upstanders in Online Environments
Situations in which emotions can influence decision-making: • In peer group • With friends • With family	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	Self Awareness Online: • Understanding their own feelings, emotions and moods online	• Activity: Bystanders or Upstanders in Online Environments • Discussion: Empathy • Activity: Tuning into emotions
		Social Awareness Online: • Respecting others online, understanding positive and negative relationships online	
Collaborating and managing			
Work independently, or collaboratively when required, considering resources and safety, to plan, develop and communicate ideas and information for solutions	Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)	Relationship Skills Online: • Communicating and interacting respectfully with others online	• Activity: Cybercitizenship