



LESSON PLAN

Title: What's cyberbullying?

How can I take action against cyberbullying?

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Grades (age of students):	9th-12th grades
Materials:	Class Book, Computer, WIFI
Duration:	40 minutes
Skills:	Media Literacy, Social Cohesion, co-existence, well-being, empathy, emotional control, emotional regulation.

Objectives:

In the end of the lesson students will be able:
to define and grasp what cyberbullying is.
to learn how to avoid being a perpetrator or a bully.
to tackle cyberbullying as a victim.
to distinguish bystander and upstander

Lesson Procedure

Introduction: The teacher introduces the phenomenon of bullying as all kinds of repetitive deliberate hurting and uncomfortable behaviors and words towards others; and cyberbullying as the digital form of bullying comprises unpleasant and snide messages, comments and visual contents which aims to harass somebody or a group of people. He/ She mentions that bullying can be behavioral, verbal or virtual and that it usually involves a social status and power disparity.	Key Terms Bullying/ Cyberbullying Bullying is "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power." It can be physical, verbal or psychological , it can happen face-to-face or in cyberspace . Impersonation To send unpleasant messages to or post some photos etc. This type of bullying happens in an offline context when the victim leaves their phone or computer unlocked, but it's actually taking place online. Outing The act of sharing and publishing private information online or forwarding personal communications to people who did not mean to be the recipients.
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Activity 1

Students are asked these questions to respond.

1. Who are usually supposed to be the bully?
2. Who are frequently subjected to bullying/cyberbullying?
3. What are the roles of bystanders and upstanders?
4. What is needed to be done to prevent (cyber)bullying?

Students give their answers and then discuss.

Student's own Answers

(Expected Answers)

1. A bully can be a boy or a girl, a young or old person, a student with good or bad grades, coming from a wealthy or not wealthy family, having parents with high or low educational status etc.
2. People, especially children who are different in appearance, cultural or religious background, social status, or have health issues or disabilities, or those who are super achievers etc.
3. Bystanders seem to have neutral role, but in fact, depending on how they respond, they can either be a part of the problem or prevent it.

Upstanders the ones who prevent the bully and protect the victim directly or indirectly.

4. To block the bully.

To talk to a reliable adult. (teacher, parents etc.)

As for cyberbullying, to gather proofs before talking to an adult or applying to authorities.

Activity 2

Students will be given a video about cyberbullying to watch and answer the questions,

1. What do you think about how a victim of bullying feels?
2. What do you think about the reasons of bullying/cyberbullying?
3. Why do you think that boys group joins bullying?

https://youtu.be/L_FZkOMXbis

(The video was created within WISA (Wise and Inventive ScreenAgers) during the 4th Transnational meeting in Turkey.)

Students answer the questions and discuss after they watch the video.



Activity 3

Students will be divided into groups (max. 5 students), they will have the same task:
to create a list of effects of cyberbullying. Teacher explains that they have to refer in their answers to:
effects on academic success/school performance
effects on social and family relationships
physical influences.

At the end of the time, each group presents their lists.

Evaluation

Teacher asks a set of questions to get feedback to illuminate if the topic was grasped well.

1. What is bullying and cyberbullying?
2. What do you think drag people to be perpetrators and are also influenced in their life by what they are committing?
3. There are many ways to stop (cyber)bullying. What do you think is the most effective way to stop it?