NAME:

CLASS:

DIGITAL CITIZENSHIP

Cyberbullying PART 2

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What is cyberbullying, and what can you do to stop it?

Learning intention

We are learning to be safe and respectful learners in an online environment

Success criteria

I can identify what cyberbullying is and can recognise the similarities and differences between in-person bullying, cyberbullying, and being mean

I can describe and use strategies in situations of cyberbullying

I can recognise when to seek help in cyberbullying situations

I can empathise with the targets of cyberbullying.

I can be a positive bystander (upstander) in a cyberbullying situation

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KEY VOCABULARY

A Bystander

A person who observes a conflict or unacceptable behaviour, but does not take part in it

An Upstander

A person who supports and stands up for someone else

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KEY VOCABULARY

Empathy

To imagine the feelings that someone else is experiencing

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TASK 3

Reasons Why Cyberbullying Occurs	Ways to Respond if You Are Cyberbullied	Ways to Be an Upstander
[Write a LIST of reasons]	[Write a LIST of ways to respond]	[Write a LIST of how to be an upstander]

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ACTIVITY: SONDRA'S STORY

Sondra's Story

TASK 4

Directions

Read the story of Sondra below. Then read the questions that follow and add your responses.

Sondra *is planning a birthday party. Her parents have set a limit of 15 kids, so she can't invite everyone she'd like. Two kids who were not invited — Jesse and Maya — overhear the plans. They decide to spread mean rumours about Sondra using an anonymous messaging app. They say things like:*

"Sondra is so not cool not sure why anyone would go to her filthy house."

"I heard Sondra is having fruit instead of cake. Yuk!"

"Sondra is totally boring and I don't know why anyone would go to her party."

They encourage the students who were invited to the party to add reasons to why Sondra "isn't cool" and tell them not to go to her party. When Sondra logs onto the app and sees the messages, her stomach sinks. She feels hurt and embarrassed and doesn't know who's posting the messages. She tells her parents she's sick so she won't have to go to school the next day. She even thinks about cancelling her party.

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1. In this situation, who is in each role?

Target	Bully	Bystanders or Upstanders

2. If you were Sondra, how would you feel in this situation? Would your feelings be the same as or different from Sondra's? Why?

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3. Why do you think Jesse and Maya acted the way they did? Could anything have been done so they wouldn't have acted this way in the first place?

4. If you were Sondra, what would you do to try to stop the cyberbullying?

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5 . If you were one of Sondra's friends, how could you be an upstander in the situation?

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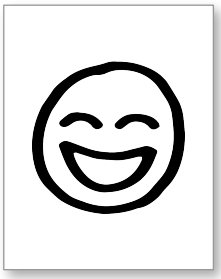
CREATE: UPSTANDER CARDS

Directions

TASK 5

Imagine you see a cyberbullying situation. You're going to create a card to help stop it.

- The card can be for the target, the bully, or someone seeing the cyberbullying.
- It can give them advice, give them action steps, or just say something nice that will make them feel better.
- It should be colourful and creative and use both words and images.
- You decide how you will produce this card. You could use whatever you have available - technology or cardboard and paper. BE CREATIVE!!
- You will also need to submit your card along with your other Tasks.



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Places that offer help

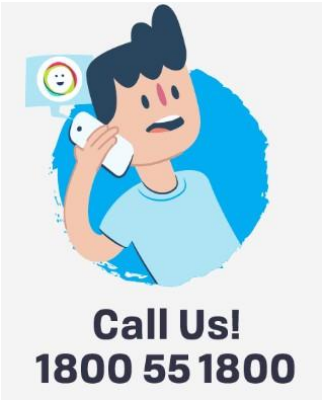
https://kidshelpline.com.au/kids

kidshelpline
Anytime | Any Reason

https://www.esafety.gov.au/kids/how-esafety-can-help

eSafetykids

How eSafety can help



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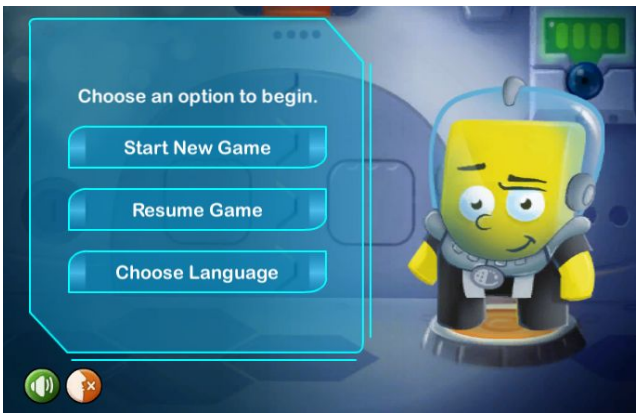
Here is an online game that covers many of the concepts related to cyberbullying. Ask your parent or carer if it is possible for you to go online

https://www.digitalpassport.org/evolve.html



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