

1 About this unit

UNIT SUMMARY

In this unit, children develop their understanding of online bullying. Children will watch a series of short video clips presenting an online bullying scenario and examine the role of each person involved. They will then discuss the consequences of the bullying on the victim and perpetrator. Finally, they will review anti-bullying slogans.

REPORTING ROUTES

In Year 3, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111).

These points should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- begin to understand that information shared online cannot always be controlled
- develop a deeper understanding of the consequences of online bullying
- understand the role of a bystander in online bullying.

ENGAGING PARENTS AND CARERS

- In this unit, children will take away what they have learned from this session and share it with their grown-ups at home by discussing how they would respond if they were being bullied online.
- Consider sharing the video from this unit with parents in an online safety session. Discuss potential issues that might arise if children are victims, bystanders or perpetrators of online bullying.

TEACHER KNOWLEDGE

- This unit builds on *Unit 2.2* by asking the children to discuss the negative impact of online bullying as well as how they might respond to a difficult situation caused by inappropriate use of technology. Any questions asked are simply suggestions. It is important to ask questions based on the children's responses and experience.
- Review the definition of the following term using the glossary on page 64: **online bullying/cyberbullying**.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 3 pupils are finding out how online bullying can have a big negative impact on a victim's life.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 3 pupils have been finding out how online bullying can have a big negative impact on a victim's life. All children have been asked to talk to their grown-ups at home about what they would do if they were being bullied online.'

THINGS YOU NEED

- Interactive whiteboard with sound

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Watch *Scratch that!* on My Rising Stars to familiarise yourself with the online scenario.



MY RISING STARS RESOURCES

- *Scratch that!* (.mp4)



OTHER RISING STARS RESOURCES

- This lesson has links with *Switched on Computing Unit 3.4 – We are Vloggers* and *Switched on Online Safety Unit 2.2*.



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may have already experienced bullying, either online or in real life. Any disclosures should be dealt with in a sensitive manner and should follow your current safeguarding procedures.
- This session is about ensuring all children have a voice in developing their understanding of online bullying and resilience online. Consider mixed ability grouping for supporting SEN/D and EAL children to understand the concepts involved.



USEFUL LINKS

- Childnet cyberbullying guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools
- Newsround: 'What to do if you're being bullied online': www.bbc.co.uk/newsround/35506689
- **Childnet** video: 'Who should you tell?': www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew
- Online bullying advice for young people: www.kidscape.org.uk/advice/advice-for-young-people/
- Childnet film winner – 'Football friends' (bullying): www.childnet.com/resources/film-competition/2013/primary-category

3 Running the lesson



Resources

- *Scratch that!* (.mp4)

Possible outcomes

- The children will use all their skills learned so far about online safety and digital citizenship to discuss and respond to an online incident.

Step 1: Introducing the session

- Explain to the children that in this session they are going to review an online bullying incident and develop an appropriate and safe response to it.
- If appropriate, ask the children to recap the anti-online bullying slogan they made in Year 2 and recall what they understand about the topic.

Step 2: Examining the online safety storyline scenario

- Explain that in the video, the actors will talk about a nasty comment left on the Scratch website, but a similar situation could occur with any type of media where comments can be made. Ask the children for some examples, e.g. blogs or community sites, text messages, emails, etc.
- Watch the first part of *Scratch that!* Pause at 00:15 seconds. Ask the children to discuss what might be going on here. Who is the first person talking and what is their role in the scenario? Listen to the children's suggestions.
- Explain that the first person talking is a bystander. Ask them to recall what this means, i.e. they are not responsible for making the comments but they are contributing to the problem by laughing at them (*Unit 2.2 – We are not online bullies*). Ask the children to consider the bystander's feelings about the situation. Are they aware that Mathew is upset about the comment? Ask the children to discuss what they would do if they were the person talking in the video.
- Watch the second part of the video. Who is talking here? Why are they concerned? Listen to the children's discussions to see if they can work out the situation.
- Explain that the person talking might be a teacher or other member of staff who has noticed that Mathew is not his usual self. Ask the children to discuss what they think the adult should do: talk to Mathew, look at the Scratch comment, find out who did it, talk to Mathew's foster mum, do nothing because Mathew hasn't spoken to him personally?
- Explain that a very complicated situation has occurred from posting an unkind comment online. Even if the person who did it meant it as a joke, once the comment was online, they lost control of it. Ask the children how many people are involved in some way?

Step 3: Considering the consequences of online bullying

- Now watch the final part of the video: *Mathew's story*.
- Ask the children if what happened fits with their ideas. What were the consequences of the unkind comment for Mathew? How did Mathew eventually begin to resolve the situation? Reinforce that he opened up to a trusted adult.
- Finally, ask them to discuss the person who made the comment in the first place. What were the mistakes they made? Prompt the children if necessary to discuss inappropriate use of technology (see *Unit 2.5*), online bullying (see *Unit 2.1*), and their own guidelines for staying safe online (see *Unit 3.1*).
- What might have been the consequences of posting the comment for the perpetrator and what advice would the children give them?

Step 4: Summing up

- Explain to the children that once content is put online, no one can control who looks at it or the effect it might have on people. Sometimes we can become involved in bullying scenarios without understanding that we are hurting others. It is always important to remember that, just like in real life, we respect each other online.

4 Taking it further

- Ask the children to talk to their grown-ups at home about what they would do if they were being bullied online.
- If appropriate, ask the children if they are still confident with their anti-online bullying slogan created in Year 2. Give children an opportunity to create a new anti-online bullying slogan based on their discussion today.