Cyberbullying: Recognizing and Addressing Harmful Online Behavior

LESSON 4 - CYBERBULLYING

Lesson plan for secondary schools

Scenario developed as part of the "CyberSec EduCheck" project – project no. 2023-2-PL01-KA210-VET-000176822

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Dear,

We present to you a scenario of classes on cyberbullying, and more specifically its form related to peer relationships. We are aware that this topic is very broad and deep, but due to the design requirements, we have prepared only a fragment of this issue.

The lesson on peer cyberbullying fits well into the core curriculum for secondary schools, especially in the context of education about digital security, the development of social competences and the formation of responsible attitudes in the digital society. Our classes are scheduled for 45 minutes. This is the minimum time to carry out key activities, such as group exercises, which are designed to stimulate reflection among students.

However, if you have more time space, we suggest breaking this topic down into smaller parts and using them in future lessons to look at the problem even more closely and allow students to analyze and discuss it more deeply.

We encourage you to adapt the scenario to your own needs and the group's capabilities. Similarly, treating the pptx presentation as a base for editing and adaptation, according to your needs.

Best regards,

CyberSec Project Team

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Lesson objectives

- **Explicit purposes**:
    - Understanding and mastering knowledge about **peer cyberbullying**
    - Developing empathy and critical thinking skills about **responsibility in the digital world**

- **Hidden Goals**:
    - Strengthening group cooperation and accountability for each other
    - Building empathy and reflection on behavior in the Internet space

- **Core curriculum**

"The school is also to prepare students to make informed and responsible choices when using resources available on the Internet, critical analysis of information, safe navigation in the digital space, including establishing and maintaining relationships based on mutual respect with other Internet users"

- Computer science:

The classes develop students' competences in the field of safe movement in the digital space, which meets the requirements of the core curriculum, which emphasizes online security and personal data protection. Students learn how to recognize threats and respond to situations related to cyberbullying.
    - "The changes introduced in IT education will better prepare students for a safe life in a society full of technology"
    - IV. Developing social competences, such as: communication and cooperation in a group, including in virtual environments, participation in team projects and project management.
    - V. Compliance with the law and safety rules. Respecting information privacy and data protection, intellectual property rights, communication etiquette and social coexistence, assessing the risks associated with technology and taking them into account for their own and others' safety.
    - IV. Developing social competences. Basic scope. Pupil:
    4. safely builds their image in the media space;

- Social studies:

Classes develop communication and cooperation skills, in accordance with the curriculum, which emphasizes the importance of discussion, cooperation in a group, dealing with conflict and evaluating one's own decisions in social life. Working on empathy and reflection on online behaviour strengthens the ability to solve problems and participate responsibly in society.
    - III. Self-understanding, recognition and problem solving. Pupil:
        - evaluates their own decisions and actions in social life;
    - VI. Attitudes. Pupil:

3. copes with a situation of conflict, group pressure, stress; knows how to defend his own views;

- ▪ knows the rules of savoir-vivre at home and in various social situations;

- IV. Communication and cooperation. Pupil:
  develops the ability to discuss – formulates, justifies and defends his/her own position in the public forum, respecting different views; cooperates in a group, taking into account the division of tasks and values applicable in social life;
- III In the aspect of attitude to life, i.e. personal commitment, shaping one's intentions according to one's own passions, abilities and a sense of community and service. Pupil: builds his/her own statements on the issues of social life, formulates assessments and justifies them, participates in the debate – with a view to his/her own reliable and creative participation in public life.
- "In order to develop communication and cooperation skills, various methods of group work should be used. (…) Various forms of discussion should also be used."

- o Education for safety:

The Education for Safety program includes elements of mental health and interpersonal communication skills (e.g., assertiveness, refusal, negotiation). Classes help students develop these skills, especially in the context of online interaction.

- IV. Health education. Health in the individual and collective dimension. Health-promoting behaviors.
- 2. Elements of mental health. Pupil:
- 7) selects and demonstrates interpersonal communication skills important for health and safety (refusal, assertive behaviour, negotiation).
- o Ethics:

The lesson supports the development of moral self-awareness and self-understanding in an ethical context, which is crucial in ethical education. Students gain the ability to reflect on their behavior and responsibility online.

- "(…) The specificity of ethical education allows students to focus their attention (…) primarily on goals related to understanding themselves and the world (…) and on strengthening the student's autonomy".
- IV. Self-education. Developing moral self-awareness.

- o Education for family life:

Classes are designed to develop empathy and a better understanding of oneself and others, which helps students to make responsible decisions in the digital environment, in line with the Family Life Education Program.
"The overarching goal of introducing this subject is to influence students in such a way that the thoughts and conclusions from the classes help them better understand themselves and others, as well as affect the right decision-making now and in the future."

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Context - keywords

cyberbullying, peer cyberbullying, empathy, cooperation

- **Justification for the choice of topic**

    o Cyberbullying is a phenomenon that hits mental health and social relationships very hard, especially among young people. Very often, the perpetrators of cyberbullying against children and adolescents are peers. It is the attitudes of children and young people that largely determine whether peer cyberbullying can be minimized.

    o Risks resulting from the use of new technologies, liability for content published online.

    o Developing social skills: empathy, assertiveness, responsibility for others.

Lesson Preparation

- **Materials**:

    o Multimedia presentation [Peer cyberbullying – I know what to do]

    o Worksheets with Questions for Group Work

    o Computer

    o Whiteboard or flipchart to record reflections

- **Space**:

    o Arrangement of desks in a way that allows group work.

Lesson structure

Purpose	Activity	Time	Materials
Introduction	Presentation of the theme and purpose.	5 min	Presentation, whiteboard
Knowledge transfer	Presentation of key information on [Cyberbullying – I know what to do].	10 min	Presentation

1 A brief overview of the concept of cyberbullying. *Sample answer:* *Cyberbullying is violence with the use of electronic devices, such as a phone or computer.* **2 Open-ended questions to students (all or selected questions can be asked):** - Is cyberbullying harassment, bullying, or bullying online? - Is cyberbullying a regular, premeditated action? - Does cyberbullying inflict it on the stronger than the weaker? Discussion and exchange of opinions between students. **3 Dependence of the perpetrator, victim, witness of cyberbullying.** Discussion of the role of the perpetrator, victim and witness in the context of cyberbullying. Examples of behavior of each of these roles. **It is important** for students to understand that these three roles are interchangeable. **It is important** for students to understand that it is necessary to react to cyberbullying (mainly: report it) so that they do not become the perpetrator from the victim or witness, and from the perpetrator or witness into the victim. Open-ended questions for students **(all or selected questions can be asked):** - Could the perpetrator of cyberbullying have been a victim of it in the past? - Can the victim become or be the perpetrator at the same time? - Is a witness also the perpetrator?	Blackboard	

	• Is a witness also a victim? *(It is important for students to understand that experiencing violence just by observing it is already violence; analogically: a small child observing that someone beats his parent is a victim of violence)* • Can you blame a witness for not reacting to cyberbullying? • Is it possible to be a perpetrator of violence out of fear? • Can a witness remain silent out of fear? • More and more European countries are banning the use of phones at school. What do you think about such a solution? Do phones in schools have an impact on cyberbullying, relationships between students, relationships between students and teachers, physical fatigue?		
Practical exercises	Question bridge to the exercise: • Is inventing and sending fake news about a colleague or teacher cyberbullying? Individual work or in small groups. Students are divided into 3 groups: • Victim group • A group of witnesses • A group of perpetrators who no longer want to participate in harassment Each group is given a task: How to tell an educator about cyberbullying, which consists in creating offensive memes and sending them along with gossip to students of other classes? In groups, students: 1. They wonder how they feel before talking to the educator. 2. They write down the first 3-5 sentences that they plan to say to the educator. 3. They are developing an answer to the question that the educator may ask: why are they reporting it only now?	15 min	Worksheets

	Work individually or in groups on tasks		
Discussion of the results and discussion	Presentation of the results of work, discussion, explanation of more difficult issues.	10 min	Whiteboard, notes
Summary and reflection	**Criminal liability of children and adolescents for cyberbullying.** Question bridge to students: Are children and young people legally liable if they commit cyberbullying? Explanation: After the age of 10: proceedings are conducted against the child in a case for demoralization under the Act of 9 June 2022 on the support and rehabilitation of minors After the age of 13: is responsible for crimes under the Act of 9 June 2022 on the Support and Rehabilitation of Juveniles After the age of 17: you are responsible for crimes under the Penal Code as a juvenile **4 Support for children and young people**: familiarization with the telephone number and website: 116 111, www.116111.pl Summary of key takeaways from the lesson: • What to do when we witness or are a victim of cyberbullying? • What actions can perpetrators take to correct their mistakes? • Encouraging reflection on your online attitude.	5 min	Presentation

Optional homework

- Worksheet for students No. 2. Topic: What if I am involved in cyberbullying?
  Task: Complete the answers to the questions, think about your feelings, reactions and what you can do to prevent further cyberbullying if you are part of it.

Additional Resources and Knowledge

Examples of websites and educational portals

https://pracownieorange.pl/publication/jak-zmniejszac-ryzyko-cyberprzemocy-wsrod-uczniow-wskazowki-dla-osob-pracujacych-z-dziecmi-i-mlodzieza/

https://edukacja.fdds.pl/course/view.php?id=370

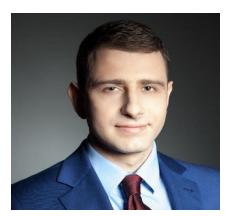https://ore.edu.pl/2021/05/cyberprzemoc-w-szkole-poradnik-dla-nauczycieli/

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Authors and experts

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Weronika Kędzierska - an expert in the field of soft aspects of cybersecurity, focusing on creating a secure cybersecurity base for young organizations. He specializes in developing effective teams, organizational changes and implementing innovation strategies. As an independent consultant and coach, she helps leaders and teams build engagement and collaboration. Valued for creative and valuable sessions that effectively inspire teams to achieve their goals.

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Worksheet for Students 1   Group: (Victims / Witnesses / Offender)

1. How do we feel before talking to the teacher?

Think about what emotions accompany you before talking to the teacher. Describe your feelings (e.g. anxiety, fear, sense of responsibility, relief, shame).

Our Feeling:

2. The first 3-5 sentences that we plan to say to the educator:

Write down together the first sentences you want to say during the conversation with the teacher.

Our opinions:

1)

2)

3)

3. Answering the question of the educator: "Why are you reporting it only now?"

Think about how to answer the homeroom teacher's question about the delay in reporting the situation.

Our answer:

Additional questions to think about:

4. What do we want to achieve by reporting a situation of cyberbullying? What do we expect?

5. What assumptions do we make about the situation, and what are the facts? What is true and what can be subjective?

6. What are we responsible for in this situation? What responsibilities do we have to ourselves and others?

7. How might another person (e.g. victim, perpetrator, witness) feel? What does she expect?

8. What can we learn from this situation? What do we learn about ourselves, relationships with others, and problem-solving?

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Worksheet for Students 2   (Optional homework)

Topic: What if I am involved in cyberbullying?

Task: Complete the answers to the questions, think about your feelings, reactions and what you can do to prevent or end cyberbullying if you are part of it.

1. What are your roles?

Consider whether you are a victim, witness, or perpetrator of cyberbullying. Then answer the following questions in the context of your role.

2. What do you think and feel?

How do you feel about this situation when judging yourself or others? Does the way you think or react help solve the problem of cyberbullying?

3.What are the facts?

Focus on the facts of the situation. What happened? What information is certain and which can be based on emotions or guesses?

4. Is this what I want to feel and do?

Are the emotions you feel the ones you want to have?

5. What does the other person think, feel, and want?

Try to put yourself in the other person's shoes. How can she feel? What can he think and what can he want?

6. What positive can I find in this situation?

Sometimes keeping a distance or finding a bit of humor can help us look at difficult situations differently. Do you see anything surprising or optimistic about this situation?

7. NOW, what's my choice?

Summarize what you can do now to solve the problem of cyberbullying in your environment. What options do you have for action that can bring a better result?

More information about project

- https://www.coventry.ac.uk/wroclaw/
- https://kreatywnidlabiznesu.pl/cyber-sec-edu-check/
- https://eccedu.net/