

TELUS Wise®

Bring digital literacy education into your classroom.



Lesson plan: #EndBullying 101

Grades: 4-6 and 7-9

Duration: 1 hour

Overview

In this lesson students consider the similarities and differences between traditional bullying and cyberbullying; actions that can be considered cyberbullying and how to respond to that behaviour; and thoughtful ways to spread kindness in their communities and online.

Learning outcomes

Students will:

- Understand the differences between traditional bullying and cyberbullying
- Understand the impact of cyberbullying
- Learn what they should do when they see or experience cyberbullying

Preparation and materials

- Whiteboard and markers
- Paper or notebooks for journaling
- Computer and projection screen with internet access and speakers.

Procedure

As a class, guide students through the video, [Interactions through digital media can have a real impact](#), and capture class feedback from the following prompts on a whiteboard.

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1. What are some of the similarities between traditional bullying and cyberbullying?

Sample answers:

- Both can make the target feel hurt, sad, or angry
- Both can happen repeatedly
- Both involve someone intentionally trying to cause someone harm

2. What are some of the differences between traditional bullying and cyberbullying?

Sample answers:

- Cyberbullying can occur under the guise of anonymity
- Cyberbullying can involve more instigators and witnesses
- Traditional bullying can be physical

3. What are some examples of behaviours or actions that can be considered cyberbullying?

Sample answers:

- Spreading rumours online
- Sharing an embarrassing photo of someone without their permission
- Intentionally excluding someone from an online activity or group

4. What's a bystander?

A bystander is someone who sees cyberbullying occurring, but takes no action.

5. What's a defender?

A defender takes action and stands up for someone who is being cyberbullied.

6. How do defenders respond to cyberbullying?

Sample answers:

- They comfort and support the target
- They don't react to the instigator
- They talk to a trusted adult

Next, lead a class discussion with the “Put yourself in someone else’s shoes” activity for either grades 4-6 or grades 7-9.

Grades 4–6: class discussion

Share Gabriella and Kyle’s story: put yourself in someone else’s shoes.

Gabriella’s mom packs the same nutritious lunch for her every day: brown rice, salsa, vegetables and a hard-boiled egg. One day, while sitting in the cafeteria, her classmate Kyle snuck up behind her with his phone, snapped a picture of her lunch, and then quickly ran back to his seat giggling. Although Gabriella found his behaviour odd, she didn’t think anything of it and continued to eat with her friends.

Later, when Gabriella checked her phone, she saw that Kyle had posted a picture of her lunch to social media with the caption, ‘Gabriella brought another stinky lunch to school!’. Gabriella felt embarrassed and hurt. Although the lunch wasn’t her favourite, she knew her mom had packed it so that she could grow up big and strong.

Gabriella was on the brink of tears before she saw that one of her classmates had commented on the photo. ‘I love hard-boiled eggs with butter!’ the message read. Moments later, someone else wrote, ‘That lunch looks yummy!’. Before Gabriella knew it, at least five other students had left comments on the photo about something they liked about her lunch. With the support of her classmates, Gabriella immediately felt better.

The next day, Kyle approached Gabriella with an apology.

“I’m sorry that I took a picture of your lunch and posted it online,” he said. “Sometimes my parents forget to pack me lunch because they’re in such a rush to get to work, and I guess I felt jealous.”

“It’s okay,” said Gabriella. “Would you like to share some of mine?”

Kyle smiled, grabbed one of Gabriella’s vegetables and dipped it in salsa before taking a bite. “Thank you,” he said, “It’s delicious!”

1. Do you think that what Kyle did is an example of cyberbullying? Why or why not?

Sample answers:

- Yes, because it happened online and was intended to make fun of Gabriella
- No, because it only happened once and he apologized (regardless, try to reinforce the impact that Kyle’s actions can have on Gabriella’s feelings)

2. If you were to put yourself in Gabriella’s shoes, how do you think she felt when she saw the picture that Kyle had posted?

Sample answers:

- Sad
- Attacked
- Confused

3. How do you think Gabriella felt when she saw the positive comments that her classmates were posting on Kyle's photo?

Sample answers:

- Supported
- Happy

4. How we can we be defenders and respond to cyberbullying with kindness and empathy?

- If you know someone that is being cyberbullied, reach out to them to let them know that you are there to support them
- Send messages that are positive and friendly
- Include people in your group chats or games
- Encourage others to act kindly. For example, start a club at school where kids can look out for each other
- Help others learn about being safe and acting responsibly online



Grades 7–9: class discussion

Class discussion: Put yourself in someone else’s shoes.

Show **Bystander revolution: Bella** | Facebook story on YouTube.

1. How do you think Daniel the goalkeeper felt when he found out that someone had created a mean photo of him?

Sample answers:

- Hurt
- Attacked
- Alone

2. How do you think Daniel felt when he found that classmates had made the photo of him catching the ball as their profile picture?

Sample answers:

- Supported
- Relieved
- Proud

3. How we can we be defenders and respond to cyberbullying with kindness and empathy?

- If you know someone that is being cyberbullied, reach out to them to let them know that you are there to support them
- Send messages that are positive and friendly
- Include people in your group chats or games
- Encourage others to act kindly. For example, start a club at school where kids can look out for each other
- Help others learn about being safe and acting responsibly online

Optional (all grade levels): reflective journaling

- Have you ever been cyberbullied? If yes, how did it make you feel? If no, how do you think it would make you feel?
- Have you ever seen someone being cyberbullied? If yes, how did you respond? Is there anything you wish you did differently? Why or why not?
- What’s something that you can do today to spread positivity?

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