

TELUS Wise impact



A facilitator's guide.

TELUS Wise® workshops are available free-of-charge and help empower Canadians of all ages to have a positive experience as digital citizens.

telus.com/WiseWorkshops



The workshop

Make a positive impact when you witness cyberbullying and know what to do if you experience it firsthand.

Grades: 6-9

Duration: 1 hour

TELUS Wise impact is designed to engage youth in a conversation about cyberbullying. The workshop provides guidance on what to do if you experience cyberbullying firsthand, and helps youth explore different options for safe and appropriate ways of intervening when they witness cruel behaviour online. The content and suggestions are evidence-based and have been developed in partnership with MediaSmarts.



The workshop is divided into 6 lessons:

- **Welcome:** what to do if you experience cyberbullying
- **Lesson 1:** Have you witnessed cyberbullying?
- **Lesson 2:** How do you react when you witness cyberbullying?
- **Lesson 3:** How can we make an impact?
- **Lesson 4:** Impact scenarios 1, 2, and 3
- **Lesson 5:** What to consider before you intervene

The workshop can be completed independently, assigned as homework, or educators and program facilitators can complete the workshop with a group.

Welcome: Introducing the workshop

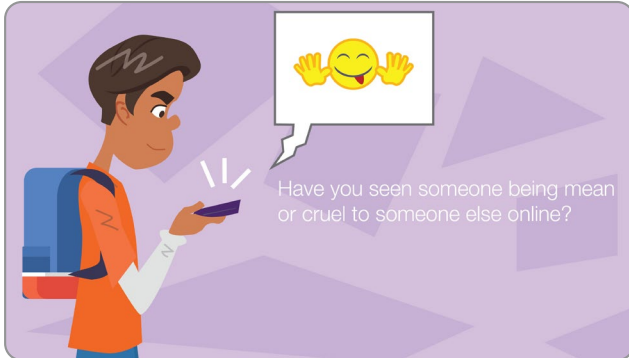


Begin by telling participants what content will be covered in the workshop. Reading aloud the text on screen, review the steps to take if you are the target of cyberbullying - Stop, Block, Record and Talk. Remind participants that knowing how to protect yourself if you're being cyberbullied is important, but it's just as important to know how you can help if you see someone else being bullied online. There is always something that we can do to make an impact.

Next, watch the introduction **video: TELUS Wise Impact**. Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next lesson.

Lesson 1: Have you witnessed cyberbullying?

Begin by asking participants, “Have you seen someone being mean or cruel to someone else online?” Encourage responses from participants, acknowledging them. Next, read aloud the text on screen and follow the prompts.



Most participants will relate to having witnessed cyberbullying, but how common is this behaviour? Follow the prompts and turn the flip cards to reveal more content, engaging participants in conversation as you go.

Remind participants that they may have valid concerns about intervening when they witness cyberbullying like making the situation worse or becoming the target themselves, but there is always something we can do to step in and offer our support.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next page.



Optional resource: **#EndBullying tip sheet**

Lesson 2: How do you react when you witness cyberbullying?

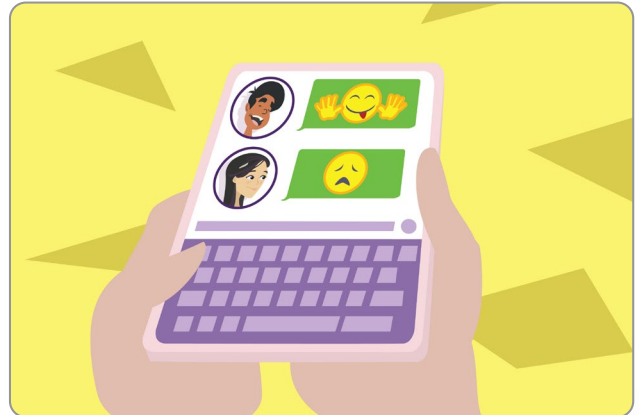
Begin by asking participants, “When you witness cyberbullying, have you ever said to yourself: ‘It’s not my problem. They’re not my friend. I hardly know them?’”. Scroll horizontally through each of the excuses that people use for not intervening when they witness cyberbullying.

These common excuses can be categorized as:

1. Making the situation seem less serious
2. Telling yourself that it’s not your problem
3. Minimizing the harm that’s being done
4. Blaming the victim

Remind participants that though these are totally normal reactions to witnessing cyberbullying, they’re not the best reactions because we are simply making an excuse for not doing what we know is the right thing to do - like stepping in and offering our support. Explain that it is important to know about these excuses so we can make an effort to avoid using them.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next page.



Lesson 3: How can we make an impact?

Begin by asking participants, “How can we make an impact when we witness cyberbullying?” Encourage responses from participants, acknowledging them, and watch the **video: Make an impact when you witness cyberbullying**.

Present the chart and highlight some of the most effective ways in which someone can respond if they witness cyberbullying. Comforting the target privately is effective because it will not make the situation worse for the target and as it is done privately, the witness does not need to worry about becoming the target.



Next, introduce the **IMPACT! tool** that can be used to help navigate the upcoming cyberbullying scenarios. The tool asks simple Yes and No questions about the cyberbullying scenario they have witnessed; after users answer a series of questions, the tool offers suggestions for the best strategy for intervening .

Explain that while it is not expected that youth use the tool every time they witness cyberbullying, exploring the tool proactively can help empower them to know how to respond if and when they witness cyberbullying in the future.

Follow the prompts and click **NEXT** in the bottom right corner to navigate to the next page.



Lesson 4: Impact scenarios 1, 2, and 3

In this section of the workshop, participants will review three different scenarios through videos that illustrate cyberbullying. Each scenario presents the opportunity for a discussion about how to best intervene given the situation.

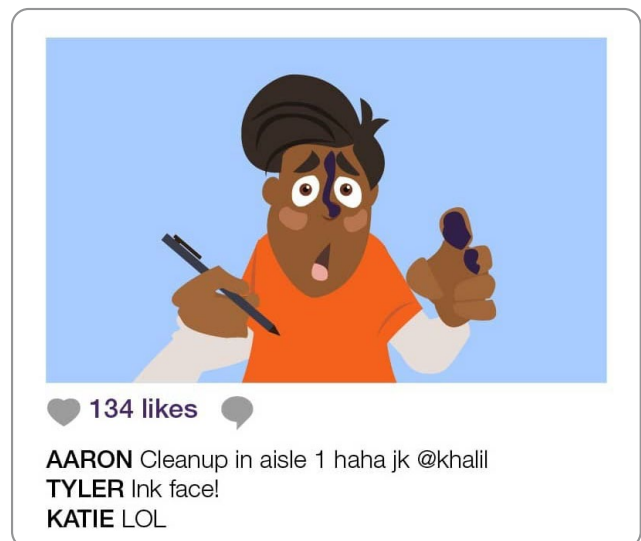
Optional: the **IMPACT! tool** can be leveraged at the end of each video to determine the best way to offer support and intervene, or you can simply leverage the course of action suggested on screen. For example, in Aaron and Khalil's scenario, you would access the IMPACT tool and answer the questions step by step, or tell participants, "In this scenario, it might be best to try to help the target feel better".

Scenario 1: Aaron and Khalil: Meet Khalil - "the ink face"

Begin by watching the video and asking participants, "What would you do in this situation?". Encourage responses from participants, acknowledging them. Next, access the **IMPACT! tool** to determine the best way to offer support or read the suggestion on screen, "In this scenario, it might be best to try to help the target feel better".

Remind participants that one of the easiest ways to help when you witness cyberbullying is to privately reach out to the person being bullied.

Continue by reading aloud the text on screen, following the prompts, and click **NEXT** in the bottom right corner to navigate to the next scenario.



Scenario 2: Amelia and Jody: Meet Jody - “the gridlock”

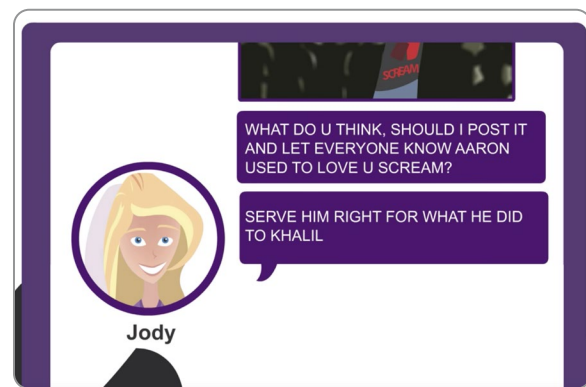
Begin by watching the video and asking participants, “Could you make things worse for Jody by getting involved?”. Encourage students to think about how even a well-intentioned comment on the post could draw unnecessary attention to the photo and make matters worse for Jody. Next, access the IMPACT tool to determine the best way to offer support or read the suggestion on screen, “In this scenario, it might be best to help promote and build a positive online community”.

Remind participants that as a digital citizen, we have a right to insist that online spaces are free of bullying. We can take a stand by disliking or reporting mean content, or even liking content that shows someone speaking out against cruel behaviour online.

Continue by reading aloud the text on screen, following the prompts, and click **NEXT** in the bottom right corner to navigate to the next scenario.

Scenario 3: Jody and Aaron: Meet Aaron - “the victim of his own doing”

Begin by watching the video and asking participants, “Do you think Jody is making an excuse to bully Aaron?”. Encourage responses from participants, acknowledging them. Remind participants that getting revenge for something that was done to you or a friend is one of the most common excuses we use to tell ourselves that bullying isn’t wrong. Two wrongs don’t make a right and can actually make matters worse for everyone involved. Next, access the IMPACT tool to determine the best way to offer support or read the suggestion on screen, “In this scenario, it might be best to defuse the situation”.



Remind participants that even if something starts as drama, it’s easy for it to escalate into much more. It can be hard to tell what someone really means online and arguing back will only make things worse.

Continue by reading aloud the text on screen, following the prompts, and click **NEXT** in the bottom right corner to navigate to the next page.

Lesson 5: What to consider before you intervene?

Begin by reading aloud the text on screen, following the prompts. Scroll horizontally to review the questions we should ask ourselves before we intervene when cyberbullying is witnessed, for example, “Do I really know what’s going on? How could I make things worse by getting involved?”.

Remind participants that regardless of how we answer there is always a way that we can make a positive impact. Next, ask students, “So what do we say when we intervene?”. Continue by reading aloud the text on screen, following the prompts, and click **NEXT** in the bottom right corner to navigate to the next page.



Lesson 6: Stepping in can make a real impact

Begin by reading through the quotes of real life youth who have experienced cyberbullying, but had a friend step in and make an impact. Wrap up the workshop by watching the **video: “Meet Idris - Who can you trust?”**.

Click **NEXT** in the bottom right corner to navigate to the next page.



Summary

Wrap up the workshop by encouraging participants to help create a more positive, friendly world online by taking the **TELUS Wise Digital Pledge** to #EndBullying.

For educators and workshop facilitators

TELUS Wise has a wealth of digital literacy lesson plans, comics, classroom activities and resources, available to download free-of-charge at telus.com/wise.



For educators and workshop facilitators, we encourage you to take our post-workshop survey to help improve the program. **Take the survey.**

