

LESSON PLAN

CYBERBULLYING & EMPATHY ONLINE: HOW LONG?

The videos in this lesson total approximately 60 to 65 minutes. In between sections, there are extra breakout / discussion sections of around 3 to 5 minutes where the students can discuss their lives online and connect with the reality of the training.

OPTION 1: You can simply play the videos - and do shorter breakouts of 2 to 3 minutes when prompted by the presenter on screen. (Total 75 minutes)

OPTION 2: OR you can make this lesson longer by spending more time on the breakouts, perhaps 5 to 7 minutes...(Total 90 to 120 minutes for the full experience)

WHAT'S EXPECTED OF YOU!

- Download the lesson plan < yes, this document! > plus the (optional) teacher pack
- Play the videos within this lesson, look at Step 4 on your "Lesson Dashboard"
- Stop for group breakout / discussion sessions (approx. 3 to 5 mins - you decide how long)
- Complete the lesson
- Ask students to answer questions in an informal quiz, or take a written assessment

WHAT WILL MAKE THIS LESSON SUCCESSFUL?

- **Preparation:** Download the lesson plan, read it, and place it by your PC. It's your map.
- If you like, watch it beforehand, so you feel comfortable with the content mentioned.
- Be interested / open and **not judgmental**, that's your enemy in this "subject": Teens may shock you with how exposed they are. See it more as a fascinating expose of a generation.
- However, many teens **may not want to talk** about this aspect of their life publicly.
- **It's ok not to know it all about their apps, trends etc.** Ask them to show you, or explain it. You don't need to have an answer, just to listen. If they need an answer, Google will have it, or you can email us on info@mysociallife.com if you have a tough question.
- **Watch the room** for students who feel uneasy – they may have experienced issues online (like sexting, bullying or trolling, for example). Check in after class that they are ok.
- Don't press anyone hard to speak publicly – social media and popular culture can be very cruel and some students use their knowledge or their following to assert who is cool, or who knows what. Publicly spotlighting can mean being shamed in front of their class. Or online later.



1. Teacher action >> Play from intro

Topic: Cyberbullying intro

Key message: To older students, the idea of cyberbullying seems really “junior”, but the key is to explain that intimidation, harassment and power dynamics extend way beyond school and social media. Varsities, workplaces, relationships - even families - can demonstrate some of these behaviours. It's worth understanding from a human point of view.

2. SECTION 2: BREAKOUT

Topic: Teasing

Key message: Teachers need students to grasp that we have little idea what comments, photos, or actions deeply hurt another person. Because we cannot know their sensitivities, or their history. Cyberbullying happens when we don't think, we can't see the hurt, or that we don't care.

Ask them: “What are the ways you could find out if something was true or false or safe or dangerous online?”

3: Teacher action >> Play video - Part 2

Topic: Cyberbullying – it's not a big deal?

Key message: Cyberbullying is bigger than most kids think. While they might see it online from time to time, or they see celebrities that get ‘cancelled’ (an extremely rapid drop in popularity or following), they fail to see the nuanced ways that humans are disrespecting each other online and trying to assert themselves or shame others publicly. If you love your device, and it's largely fun escapism, it's easy to overlook the occasional incident. Unless it's you that is targeted!

SECTION 4: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss how they could “run some checks” on content or people.

Ask them: “Where does cyberbullying show up in your life online? Have you experienced it or witnessed it?”

Key message: Let them share their stories (if you have time.) The next section will reveal some tools they may not know.

5. Teacher action >> Play video – Part 3

Topic: So many ways that we can shame or embarrass someone – why we would humans do this to each other?

Key message: This is the hard part, the understanding of the deep motivations within us to feel safe. If we feel we belong to a group, or are successful or popular, and we can show it – even if inside we feel the opposite – it can make us feel secure. And hide our insecurities.

SECTION 6: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss how they could “run some checks” on content or people.

Ask them: “What are the reason that teens (and adults too) cyberbully each other?”

Key message: Let them share their findings (if you have time.) The next section will reveal some tools they may not know.

6. Teacher action >> Play video – Part 4

Topic: We are all unique, every single one of us. But that doesn't make everyone feel secure.

Key message: We need to identify why others try to dominate or hurt us. When we do, we can see their insecurity or weakness or vulnerability. It changes the power dynamic in a group, a class, a grade, even a school. The majority start to understand what lies beneath, dissolving some of the bully's perceived strength.

SECTION 7: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss how they could “run some checks” on content or people.

Ask them: “Which famous people do you know have been bullied online?”

Key message: In a world of cancel culture, and pop culture icons who make reputational errors, this section is rarely short of fascinating examples, many of which a teacher may have never heard of. Enjoy an education in teen pop culture!

8. Teacher action >> Play video 5

Topic: Great people don't always have an easy route to success. They're unique!

Key message: It's important for those that have been targeted to understand that, in one sense, the greatness inside of them, can be threatening to others. And those that experience bullying are often more resilient in life, due to the hardship they endure in school. That doesn't make it less painful. But a little more hopeful.

SECTION 9: BREAKOUT

Break students into groups of 2, 3 or 4 and give them 3 to 5 minutes to discuss any unwanted approaches they have experienced.

Ask them: "Could you tell if someone was suffering online, or was a victim of cyberbullying?"

Key message: Let them share their findings! Often students feel they might be able to know. But later in the lesson, we show how often these issues are well hidden by the victims.

10. Teacher action >> Play video 6

Topic: Tools to help navigate this tough aspect of life online!

Key message: Beneath the tools we share, we need students to grasp that they have a simple power – to take a break, to turn off the phone, to seek help, to block someone, to not give the bully the response they want. But being a victim of online attacks makes it very hard to see. It crushes self-esteem and fear overrides the body. Which is why we need to remind them they can find space - a few clicks + power off!

11. Teacher action >> Play video 7

Topic: Empathy, not sympathy

Key message: For some younger grades, and early teens, they may not fully 'get' this and need your guidance. But to not feel "sorry for someone," but rather check-in with them and share that a situation sucks and is unacceptable - to "sit in the dark with them" - is instrumental in alleviating the **loneliness** that bullying imprints on its targets. We have to "check in," meaningfully.

12. Teacher action >> Download quiz

Topic: Revision!

You can make this a verbal quiz for fun, or a written test? It's really up to you.

DON'T FORGET TO
DOWNLOAD
THE TEST!



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ENJOY!