


Lesson Plan: Playground Level – (ages 5-7) – Scenario 8: Online Bullying

Scenario	<p>Taff has added a new friend to his online game. She has started to be very unkind to him and tells others to join in and block Taff from the group.</p> <p>Questions and answer choices from the game:</p> <p>Qu1: What should Taff do if someone is sending him nasty messages? Ignore/Tell a trusted adult/Reply</p> <p>Qu2: What is Online Bullying? Name calling online/Being unkind online/Spreading lies online/All of these</p> <p>Qu3: What should you do if someone threatens you online? Tell a trusted adult/Ignore them</p> 
Teacher notes	<p>This lesson looks at online bullying, what constitutes bullying, what to do if you are bullied online and how to support someone else who is being bullied. Online bullying has some different features from face-to-face bullying:</p> <ol style="list-style-type: none"> 1. It can occur at any time of day or night, leaving no escape from it, even at home. 2. It may be viewed by a large, public audience. (This adds to the victim's humiliation but can also impact the bully by damaging their online reputation). 3. It may leave a permanent record of the bullying; (it can be difficult to remove posts or images that have been widely shared). 4. It is less obvious and more difficult for teachers or parents to be aware of. <p>At this age, most children will not be using sites where bullying commonly takes place such as social media platforms (eg Facebook, Instagram, Snapchat, Twitter), text or instant messaging and email. They may, however, be exposed to bullying through online gaming. Bullies often exploit a power imbalance and online this may relate to age, gaming ability or access to embarrassing images or information.</p> <p>This lesson will talk about the types of behaviour that constitute bullying and how they are unacceptable. It will encourage children to be good digital citizens who strive to be kind and positive in their interactions online, to think about the effect of unkind behaviour, to support those who are being bullied and always tell a trusted adult to ask for help. It will also help them to develop strategies to respond proactively to online bullying.</p>
Framework Links	<p>Computing curriculum: use technology safely and respectfully, identify where to go for help about online contact, recognise acceptable/unacceptable behaviour</p> <p>PSHE curriculum: H4: good and not so good feelings, R2: behaviour can affect other people, R4: what is kind and unkind, R11: that feelings can be hurt, R12 recognise when people are being unkind to them or others, how to respond, who to tell and what to say. R13: recognise different types of teasing and bullying, understand that these are wrong and unacceptable R14: strategies to resist teasing or bullying, seeking help where needed.</p> <p>UKCCIS Framework: online bullying; self-image and identity, online relationships</p>
Key words	online, bullying, unkind, exclude, unacceptable
Learning objective	To know how to recognise and deal with online bullying of themselves or others
Success points	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise kind and unkind behaviour and explain how it can make someone feel • Recognise bullying and how to deal with it • Know ways of supporting someone who is being bullied • Know who to tell to seek help

Lesson sequence: See PowerPoint slides

Slide 1: Share the learning objective with the children.

Slide 2: What sort of behaviour do we call bullying? Share children's suggestions on the whiteboard. (They will probably come up with a mixture of verbal, physical and social behaviours – name calling, teasing, hitting, tripping, mean or rude gestures, spreading rumours, embarrassing someone, excluding someone or telling people not to be friends with someone). Help them make a distinction between simply having a fight or disagreement with another child and a situation where there is persistent unkind behaviour. **Which bullying behaviours might be used online?** Apart from physical contact, most of these behaviours

www.gooseberryplanet.com

hello@gooseberryplanet.com

01865 366468

© 2018 Gooseberry Planet™ All rights reserved



can be used online and the impact can be greater than face to face because of anonymity, ease of contact 24/7, ease of sharing images and the potentially wide audience.

Slide 3: How do we feel when someone bullies us? Identify and list words that describe the feelings that bullying might cause. (*sad, unhappy, negative, miserable, lonely, depressed, anxious, worried, angry, bitter, excluded, hurt, friendless*).

Slide 4: How do we feel if someone is nice and kind to us? (*happy, positive, joyous, delighted, proud, liked, popular*).

Complete **Activity 1**:

Slide 5: Share the scenario: 'Taff has added a new friend to his online game. She has started to be very unkind to him and tells others to join in and block Taff from the group'. **Is this bullying?** (*Yes, we can assume from the scenario that this is not the first time she has been unkind*). Ask whether any of the children have come across this type of behaviour before when online or playing a game). How did it make them feel? **Is it acceptable behaviour?** Take a class vote. Emphasise that our behaviour online should be kind and respectful, just as it should be face to face.

Slide 6: Recap on the scenario. Assume the bullying is happening during the gameplay. **What should Taff do? What options does he have?** Children to discuss in pairs/groups/tables then share ideas with the class. Take this opportunity to advise that it is not a good idea to reply to any bullying – this can make things worse. It is a good idea to save a copy of the message to prove what has happened. (*Good ideas: Don't reply; save or take a screen shot (photo) of the words if they are written; turn off the game; block the bully; report the bully; tell a trusted adult*), (*Poor idea: Reply; Be unkind back*). Introduce **Activity 2**.

What could Taff's friends do to support him? (*don't join in the bullying; support Taff by leaving the game with him; privately or publicly message support for Taff; tell a trusted adult or encourage Taff to do so*). **Is it easy to stand up for and support someone who is being bullied?** (*it can be difficult especially if the bully is popular/cool; you might worry that they will start to bully you too, but you can always tell a trusted adult*). Introduce **Activity 3**.

Slide 7: What could Taff do to reduce the risk of online bullying? Ask the class for suggestions. (*Behave politely and kindly himself; only be friends online with real life friends; be aware of fake profiles; avoid using microphones and headsets when gaming; avoid sharing information that might lead to bullying*). Children to complete **Activity 4**.

Plenary:

Play the **Gooseberry Planet Playground Scenario 8: Online Bullying** game. All results are recorded online for teacher tracking purposes; use the results as an assessment for learning tool. If a number of children have got a question wrong, use this as an opportunity to address the misconception before moving on.

Slide 8: Display the advice for dealing with online bullying. Reaffirm that children should always speak to their trusted adults if they are being bullied. Adults can support them and help them to report and block the bully.

Gooseberry Planet is a complete e-safety tool kit to educate the whole school community

www.gooseberryplanet.com

hello@gooseberryplanet.com

01865 366468

© 2018 Gooseberry Planet™ All rights reserved

