

1 About this unit

UNIT SUMMARY

In this unit, children will begin to understand what is meant by online bullying and its consequences. They will discuss how and where online bullying can occur and the role of the bystander. They will discuss the consequences of online bullying for the victim and the perpetrator and finally, they will create an anti-online bullying slogan to send a strong message that bullying is never acceptable.

REPORTING ROUTES

In Year 2, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult.

This point should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

ONLINE SAFETY FOCUS

In this unit, children will:

- begin to understand the concept of online bullying and the role of the bystander
- develop an understanding of the consequences of online bullying
- recall their online safety rules for reporting concerns and inappropriate behaviour.

ENGAGING PARENTS AND CARERS

- In this unit, children will work with parents or carers to come up with an online safety slogan for use at home.
- Before running the session, consider running an after-school online safety session with parents to discuss online bullying. Invite the police school liaison team to share their knowledge and/or relevant representatives of a local secondary school to discuss their experiences of online bullying among older students.

TEACHER KNOWLEDGE

- This unit introduces **online bullying**, also known as **cyberbullying**, in general terms.
- Online bullying advice for parents, schools and children: www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/
- ‘What is cyber bullying?’ www.bullying.co.uk/cyberbullying/what-is-cyberbullying/
- Review the definitions of the following terms using the glossary on page 64: **emoticon**, **hashtag**, **online bullying**, **cyberbullying**.

CROSS-CURRICULAR LINKS

Computing

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

2 Getting ready

ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 2 pupils are finding out about online bullying and how to deal with this.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 2 pupils have been creating anti-online bullying slogans. All children have been asked to work with parents and carers to create another online safety slogan for use at home. Please support them in doing this.'

THINGS YOU NEED

- Prepared digital citizen (see *Things to do*).
- Piece of paper and sticky tape to repair the digital citizen.
- Paper, blank stickers and colouring pens for the children to design their anti-bullying slogan.

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- On a large sheet of paper, draw a simple picture of a digital citizen (similar to that developed in Year 1, *Unit 1.5 – We are good digital citizens*.) Make a hole anywhere on the citizen's body. The hole should be big enough that the children can see it clearly, around 5–7 cm in diameter.
- Decide if the slogan(s) will be created as a class, as individuals or in groups.



MY RISING STARS RESOURCES

- There are no related Rising Stars resources for this unit.



OTHER RISING STARS RESOURCES

- *Switched on Online Safety: Unit 1.5 – We are good digital citizens*



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may have already experienced bullying, online or in real life. Any disclosures should be dealt with in a sensitive manner and follow your current safeguarding procedures.
- This session is about ensuring all children have a voice in developing their understanding of online bullying and reporting procedures. Consider mixed ability grouping for supporting SEN/D and EAL children to understand the concepts involved.

- Consider running this activity during anti-bullying week in the autumn term to reinforce your online anti-bullying message.



USEFUL LINKS

- Childnet cyberbullying guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools
- Online bullying advice for young people: www.kidscape.org.uk/advice/advice-for-young-people/
- Scenario cards from London Grid for Learning (not all cards are appropriate for Year 2 pupils): www.lgfl.net/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf
- Childnet film winner 2013: 'Football friends' (online bullying): www.childnet.com/resources/film-competition/2013/primary-category

3 Running the lesson

Resources

- Prepared digital citizen
- Piece of paper and sticky tape
- Paper, blank stickers and colouring pens

Possible outcomes

- The children will use their knowledge of online bullying to create a catchy anti-bullying slogan.
- Children could create an online safety slogan with their family to use at home.

Step 1: Introducing the session

- Explain to the children that in this activity they are going to learn about online bullying and what to do if they think it is happening to them or someone they know.
- Explain what online bullying is: using the internet to threaten, embarrass or tease another person. It can happen to anyone and be done by anyone. Emphasise that we must learn to recognise cyberbullying so we can stop it.

Step 2: Understanding online bullying

Prepare in advance for this step by drawing the digital citizen created in *Unit 1.5 – We are good digital citizens* (see *Things to do*).

- Ask the children to recall the good digital citizen they looked at in *Unit 1.5 – We are good digital citizens* (see page 32). Recap that the citizen has a kind heart, a warning tummy and a thinking brain.
- Show the children your prepared picture of the citizen and ask them if they notice anything different about him/her.
- Point out the hole and explain that someone keeps putting pictures of the digital citizen online and changing them to make him/her look silly. Children in school are talking about it and laughing. Now the digital citizen is hurt inside.
- Explain that the citizen is being bullied online. Someone is using the internet to be unkind to him/her over and over again. Ask the children how the citizen might be feeling.
- Spend some time unpicking the concept of online bullying, e.g. where it happens, how it spreads, etc.
- Next ask the children to discuss the children who are laughing. Explain that they are known as ‘bystanders’. Explain that the bystanders didn’t make the pictures or put them online, but by laughing at the digital citizen, they are contributing to the bullying. Ask the children what they would do if they were a bystander who had seen the pictures.

Step 3: Making good choices

- If appropriate, ask children to get into pairs and role-play the online bullying situation, with one child acting as the digital citizen and the other child acting as a bystander. Walk around the room listening to the role-play. Prompt the children to remember their online safety rules and if necessary, reinforce that they must tell their trusted adults.
- Praise the children for their responses, and ‘repair’ the hole in the digital citizen.
- Explain that even though the hole is repaired, the scar from the online bullying is still inside the digital citizen. Explain that, just like in real life, someone who has been bullied carries the scars for a very long time after the bullying has stopped.
- Now ask the children what they think should happen to the bully, e.g. have their devices taken away, say sorry. Explain that some online bullying activity is against the law and can get people in trouble with the police.

Step 4: Creating a strong slogan

- Explain to the children that now they are going to develop an anti-online bullying slogan which will help everyone remember that we stand together against bullying. Offer some examples, e.g. ‘buddies not bullies’, ‘keep calm and tell someone’.
- Ask the children to suggest ways they could share their slogan with the rest of the school. Suggest creating a poster, using stickers or even using a **hashtag** or **emoticon** (write an example of what these are on the interactive whiteboard) or design a logo.
- If time allows, encourage children to put their plans for their slogan promotion into action.

Step 5: Summing up

- Reinforce that online bullying happens when someone uses the internet to threaten, embarrass or tease another person. Explain that bullying is never acceptable and we must always tell a trusted adult that it’s happening, even if we are a bystander. We can use our slogan to send the strong message that we stand together against online bullying.

4 Taking it further

- If children have created promotional materials for their slogan, put these up around the classroom or share them with other classes in school (in the case of stickers), or the wider community (in the cases of hashtags and logos).
- You might like to have a competition to decide which of the anti-online bullying slogans are the best. The winner could be used across the school on digital signage and displays, and feature in the school newsletter.
- Ask the children to work with their grown-ups at home to come up with a new slogan that helps them to stay safe when using technology. The slogan should be specific to the way they use technology at home or in the local community.