

# LESSON PLAN - SECONDARY

Law Week is an opportunity for teachers and pupils to broach the subject of anti-discrimination in a creative and positive manner. This activity is also a great opportunity for schools to discuss the measures they have in place to combat bullying, like peer support systems, whole school and community involvement in creating charters or anti-bullying policies.

## LEARNING OUTCOMES

- Identifying what bullying is.
- Understanding the effects of bullying and discrimination.
- Identifying ways to deal with bullying.
- Understanding and respecting differences between people.
- Developing confidence and competence to address unfair treatment.
- Using imagination to consider other people's experiences and how to respond to them.
- Exploration of visual methods to communicate ideas.
- Using a variety of techniques to experiment and develop creativity.

## Step 1

Start by drawing up a working agreement on confidentiality and respect for each other. (If such an agreement is already in place, this step can be skipped.)

Everyone should participate in suggesting ground rules for how people should behave, and the group should agree on each point before it is added to the final contract and stuck to the wall.

The working agreement should include:

- listening to each other
- respecting the opinions of others
- confidentiality

## Step 2

While the students are sitting in a circle, have an informal discussion about social networking sites and bullying. Try to elicit whether any students use these sites and whether they have ever experienced online bullying.

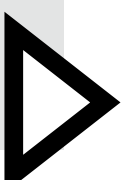
Also try to elicit whether users of online interactive gaming are experiencing bullying while gaming.

## Step 3

Divide everyone into equal groups. Give each group a sheet of flipchart paper and pens. Ask pupils to come up with all the different ways that cyberbullying can occur. (Refer to teacher's notes.)

Also ask them to discuss the effects of cyberbullying on people. These may include:

- lack of self confidence and low self esteem
- depression
- not wanting to go on the internet
- becoming upset or angry
- not wanting to go to school
- more serious effects, like self-harm, if suitable to discuss with the age group.



**Step 4**

Each group can then present their ideas to the whole group, and they can be discussed further. Note any further ideas on the flip chart.

Points to consider in discussions:

- The ways in which cyberbullying is different to other types of bullying.
- Why cyberbullying might be worse than other types of bullying.
- Why it might be a bad idea to meet up with someone you meet online, and what precautions you should take if you do
- That victims of cyberbullying may feel there is no escape – even at home or holiday, etc.
- The fact that anyone can be cyberbullied if they have access to a mobile or a computer.

**Step 5**

Ask students to think about what messages are important to give other young people about bullying and cyberbullying. How can these be conveyed as a catchy slogan?

Ask students to create their own postcard about bullying and/or cyberbullying. They can use the template on the entry form or create an image of a similar size on a computer using Word, PowerPoint, Photoshop etc.

**Tip:** Remember that a postcard is quite small, so the message and image need to be simple.

**Tips for safer surfing**

- Don't post any personal details online.
- Don't let anyone know your password – even friends.
- Think carefully before you post any information about yourself at all.
- Never upload photos of yourself online for safety reasons.
- If you are being cyberbullied, tell someone you trust such as your parents or a teacher.
- Report any cyberbullying, whether it's targeted at you or not.
- Never respond or retaliate to cyberbullying, as this can make things worse and play into the bully's hands. It may be difficult not to respond, but try to ignore it.
- Block the cyberbullies from contacting you.
- Save any offensive emails or texts as these can be used to trace them.
- If you are continuously cyberbullied, consider changing your user ID.