The Character Curriculum
Flourishing for Life

Y8: Cyberbullying L2 - How can you respond?	Learning objective: - Understand how cyberbullying affects other people and how they might use the virtues to act in a responsible way.	Key vocabulary: Cyberbullying, bystander, upstanding, target, self-esteem, self-respect **Key virtues:** Courage, bravery, respect, wisdom, integrity
Resources: PowerPoint presentation, cyberbullying versus banter resource sheet	**Statutory links**: Relationships, Sex and Health Education guidance (2019) Pupils should know: - Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online; - about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online; - not to provide material to others that they would not want shared further and not to share personal material which is sent to them; - what to do and where to get support to report material or manage issues online. PSHE guidance (2020) Students learn: - To establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms; - indicators of positive, healthy relationships and unhealthy relationships, including online.	
Key questions: What virtues are in play when dealing with issues of cyberbullying? What are the tensions and dilemmas involved with dealing with a situation on cyberbullying? What emotions are	**Learning activities:** **Starter:** Students think back to the previous session which introduced the idea of cyber bullying. Ask students to come up with a definition of cyberbullying. How does it compare to the definition in the student text book? **Activity 1**: Virtues and cyber bullying The student text book lists some of the key virtues for dealing with cyberbullying. Discuss in pairs how the virtues focused on	

involved in making good decisions?	in the lesson relate to issues of cyber bullying. Discuss in pairs and then feedback to the class.
	Activity 2: Case Study
	Read the case study. How has Alex's story of being bullied led him to setting up Anti-Bullying Ambassadors? Which virtues would Alex have displayed in order to turn his negative experiences into the positive? How can the online aspect of bullying make things worse for people being bullied? How might you have helped Alex if you'd been a friend when he was being bullied?
	Activity 3: Cyberbullying vs Banter
	Using resource 1 groups, ask students to look at the different posts (Social media post cards) and discuss which ones are examples of cyberbullying and which are examples of banter. Where do they cross the line? Explain that 'banter' is a playful and friendly exchange of teasing remarks.
	- A negative conversation about someone over a Facebook status.
	- Logging in to another person's Facebook account and posting on their behalf without their knowledge – known as 'fraping'.
	- An Instagram photo which could either show two friends messing around or one girl attacking another.
	- A boy making very cruel comments about a girl's Instagram photo.
	- Someone being cruel to a person who has asked for help on Yahoo Answers.
	- Sharing an embarrassing Snapchat.
	- A text which could just be a joke between friends.
	- An abusive tweet.
	- A threatening message over Twitter.

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	Plenary: Explore the quotation and answer the discussion questions. How might this quote relate to cyberbullying? Do you agree with its message? In what ways have you demonstrated the 'right path'? Share some examples with your partner.