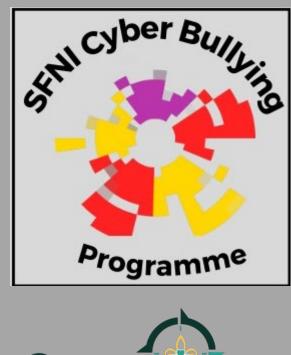# CYBERBULLYING
A SHORT PROGRAMME
FOR SCOUT SECTIONS

As our use and reliance on technology continues to grow, we recognise that it brings with it many positive opportunities to help and enhance how we live our lives. However, like most things, the technological platforms and gadgets that are available can also be open to introducing negative things into our lives. Young people are far more adept at using a range of technologies to communicate, socialize, study and support employment opportunities (e.g. 'Influencing' , 'Twitch – online gaming streaming') and as such exist in an environment that it is often very difficult to break away from.

With so much activity and engagement now existing 'online' and readily accessible through mobile phones, tablets, laptops and even Smart TVs the rules of how we should engage and behave can often be confusing and blurred. Unfortunately, as is too often mirrored in the 'physical' world, opportunities to bully and cause others pain has become an issue not just for young people, but for us all. With that, what this Cyber-Bullying short programme intends to do is introduce the concept of cyber-bullying, explore what is meant by it and illustrate the impacts and consequences that this type of behavior can have.

About the 'Cyberbullying' Short Programme

This programme has been developed using a number of sources but takes it's lead primarily from NSPCC Online abuse and bullying prevention guide to inform the type of information and learning that is included in this programme.

The programme aims to introduce the topic of cyberbullying, explore what is meant by the term and identify behaviours and actions that constitute or fall within the remit of cyberbullying. It will encourage participants to consider behaviours and 'personal' codes of conduct to combat and steer away from becoming a 'cyberbully'. It also touches upon the potential consequences of engaging in this type of behavior.

Preparing for the Programme

This programme explores what is meant by cyberbullying and as such the topic could be an emotive one. Young people may have experienced bullying both in the physical and online world; and/ or engaged in behaviors that while not intentional, may be classed as bullying. Be mindful of disclosures and ensure you are up to date regards all organizational Safeguarding Policy and Guidance. Ask group members to provide anonymous examples when holding discussions, be unjudgmental and neutral to all responses and act to clarify and challenge points raised to ensure group members have a full understanding of the topic and the behaviours explored.

Using the Session Plan

The session plan has been designed to make it easy and accessible to understand the activities and resources required to deliver this short programme on 'Cyberbullying'.

At the top of each session plan, you will find a '**session number'**, a suggested '**session time'** and an '**overall title**' heading for the One-Shot. You will also see a **'session aim'** detailing the intent behind delivery of the session
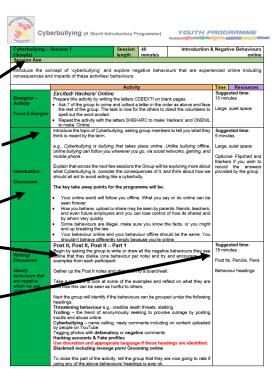
Each session begins with an **energizer** activity, loosely linked to the learning activities. Each session also contains an **introduction**, provides a **description** of the learning activity(s) and includes a **close/ reflection** element.

The first column describes what the activity is and what the **associated learning** will be.

A **description** of an activity to complete, along with prompts on how to undertake the activity are provided in the middle column.

A **suggested timing** has been included, for guidance only, along with the resources required to complete the activities.

The last element of the session plan is a **review activity** which should be complete as part of quality assurance and recording.

Cyberbullying – Session 1 (Scouts)	Session length	60 minutes	Introduction & Negative Behaviours online
Session Aim			

Introduce the concept of 'cyberbullying' and explore negative behaviours that are experienced online including consequences and impacts of these activities/ behaviours.

	Activity	**Time**	**Resources**
Energizer – Activity *Focus & Energize*	**Excited/ Hackers/ Online** Prepare this activity by writing the letters CDEEXTI on blank pages. • Ask 7 of the group to come and collect a letter in the order as above and face the rest of the group. The task is now for the others to direct the volunteers to spell out the word excited. • Repeat the activity with the letters SHEKARC to make 'Hackers' and a six-letter word ONENIL to make the word 'Online'.	**Suggested time:** 10 minutes Large, quiet space Pre-prepared sheets with letters
Introduction- **Discussion**	Introduce the topic of Cyberbullying, asking group members to tell you what they think is meant by the term. *e.g., Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow you wherever you go, via social networks, gaming, and mobile phone.* Explain that across the next few sessions the Group will be exploring more about what Cyberbullying is, consider the consequences of it, and think about how we should all act to avoid acting like a cyberbully. **The key take away points for the programme will be:** • Your online world will follow you offline. What you say or do online can be seen forever • How you behave, upload or share may be seen by parents, friends, teachers, and even future employers and you can lose control of how its shared and by whom very quickly • Some behaviours are illegal, make sure you know the facts, or you might end up breaking the law • Your behaviour online and your behaviour offline should be the same. You shouldn't behave differently simply because you're online	**Suggested time:** 5 minutes Large, quiet space Optional- Flipchart and Markers if you wish to record the answers provided by the group
Activity- **Writing/** **Discussion** *Identify behaviours that are negative which we see online*	**Post It, Post It, Post It – Part 1** Begin by asking the group to write or draw all the negative behaviours they see online that they dislike (one behaviour per note) and try and encourage a few examples from each participant. Gather up the Post It notes and stick them to a board/wall. Take a moment to look at some of the examples and reflect on what they are and how this can be seen as hurtful to others. Next the group will identify if the behaviours can be grouped under the following headings: **Threatening behaviour** e.g., credible death threats, stalking **Trolling** – the trend of anonymously seeking to provoke outrage by posting insults and abuse online **Cyberbullying** – name calling, nasty comments including on content uploaded by people on YouTube Tagging photos with **defamatory** or **negative** comments **Hacking accounts & Fake profiles** **Use discretion and appropriate language if these headings are identified:** **Blackmail including revenge porn/ Grooming online** To close this part of the activity, tell the group that they are now going to rate if using any of the above behaviours/ headings is ever ok.	**Suggested time:** 15 minutes Post Its, Pencils, Pens Behaviour headings

Cyberbullying – Session 1 (Scouts)	Session length	40 minutes	Introduction & Negative Behaviours online	
	Activity			Time / Resources

	Activity	Time	Resources
Practical/ Discussion *Identify behaviours that are negative which we see online*	**Post It, Post It, Post It – Part 2 – Is it ever 'ok' to use these behaviours** This activity will ask the group to rate how they feel about these behaviours being used. Create an imaginary line in the centre of the room and indicate that standing at one end means that it is *'ok'* to use these behaviours, the middle means that it is *'sometimes ok'* to use these behaviours, and at the other end of the line *'it is never ok'* to use these behaviours. Say each of the following statements and ask the group to stand where on the line they think the behaviour should be rated: *'Is it ever ok to…'* **Cyberbully** • Stalk someone online • **Threaten someone** • Tag photos with negative comments • **Hack into someone's account** • Steal someone's identity • **Set up a fake profile** • Sharing images of someone that you know are inappropriate. Discuss with the group their choices and use the **Post It, Post It, Post It – Part 2 – Discussion Notes** to help you clarify the legal position of these behaviours and to tease out how, when these things happen, that they can cause pain, upset and anxiety to others and that this is not fair and something we wouldn't like to happen to us.	**Suggested time:** 15 minutes	Large, quiet space You may also wish to create signs that say 'ok, sometimes ok and never ok' for use along the imaginary line.
Recorded/ Discussion *Identify positive behaviours that should be used online.*	**Ending on a positive** This session has focused on a lot of negatives surrounding online engagement so as an antidote to this and to help prepare for the next session, split the group into pairs or trios and ask them to identify the good things they see online, the acts of encouragement and the positive behaviours that they have experienced. Ask the groups to feed these back to you and record them on a flipchart ready for use across the second session of the programme.	**Suggested time:** 10 minutes	Flipchart and Markers
Review & Evaluation *Acknowledging learning and reviewing session*	**Yes, or No?** Ask the group to face you and explain that you will read out a statement and if they agree they raise both arms in the air and if they don't, they should turn and face away from you: *'Do you agree that by taking part in this session you understand better that'*: **"You should think before you post"** **"Negative actions never have consequences for yourself and/or others".** **"You are now more 'Share Aware"** **"Its ok to post hurtful things online"** **"It's never ok to hack or steal someone's identity"** **"It's never ok to share an inappropriate image of someone else"** Finish the session by asking if there is anything that the group would change about the session and make yourself available for any follow up conversations.	**Suggested time:** 5 minutes	Large, quiet space Take a note of any responses that you were not expecting and provide space to clarify this with the young person (i.e. someone doesn't raise their hands on green statements or turn on red statements)

YOUTH PROGRAMME

RESOURCE: Post It, Post It, Post It – Part 2 – Discussion Notes

Position Statement	Response	Discussion points
Cyberbully	**Not OK** – but only illegal when you make threats of violence or put people in fear of violence, publish an obscene article about someone. Or if racially or sexually harassing someone or to cause distress or anxiety Maximum consequences could include: Up to 6 months in prison and up to £5000 fine, or both If the messages are racially or religiously targeted the penalty can increase to up to two years in prison, a fine or both	• Careful what you say may cause offence – and you don't know who will see this. How would you feel if your parents / carers see what you post? • How do you want to be treated online?
Stalk someone online	**Not OK** – there are laws to protect people from being stalked online. This isn't about checking someone's Facebook status (like an ex), but fear of violence, alarm or serious distress to an individual Maximum consequences could include: Up to 6 months in prison or 5 years if use fear of violence, and up to £5000 fine, or both	• When would people cross the line in stalking? • Who would you report this to?
Threaten someone online	**Not OK** – threats or fear of violence is illegal, and can cause serious distress to people Maximum consequences could include: Up to Up to 5 years in prison, £5000 fine, or both If racially or religiously aggravated the penalty can increase to up to seven years, a fine or both, or if credible death threat up to 10 years	• Cyberbullying is not OK • This can cause people to be seriously distressed, self-harm or suicidal thoughts
Tag photos with negative comments	**Not OK** if messages that are grossly indecent, or offensive or intended to cause harm or distress to someone Maximum consequences could include: Up to six months in prison, a fine or both	• You can lose control quickly through one comment of who sees, shares and how they react to something • How do you report negative or offensive comments?
Hack into someone's account	**Not OK** and most likely to result in conviction if it's for fraudulent gain personally Maximum consequences could include: Up to Up to 5 years in prison, £5000 fine, or both	• Hacking is illegal, and it can be very harmful for the victim • How can you know when you've been hacked and how to report?
Steal someone's identity	**Not OK** and illegal if it's for fraudulent gain personally • What steps can you take to protect your identity online? Set up a fake profile Not OK and illegal if it's for fraudulent gain personally, harassment or stalking someone online Maximum consequences could include: Up to 10 years in prison, £5000 fine, or Both	• What would be the steps to report a fake profile? • Why do people set up fake profiles?
Sharing images of someone that you know are inappropriate.	**Use discretion when discussing the consequences of this action and language that will not cause young people anxiety** - **Not OK** and can mean a caution under Sexual Offences and also Protection of Children Act as production and distribution of child pornography Maximum consequences could include: Up to 10 years in prison, £5000 fine or Both Having sexting photos or videos on your phone or computer If you are under the age of 18, the law sees you as a child.	• You can lose control once an image had been made • What steps could you take to report?

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Cyberbullying – Session 2 (Scouts)	Session length	65 minutes	Personal/ Group Codes of conduct for behaving online
Session Aim			

Explore positive behaviours and personal codes of conduct to follow when engaging online with others.

	Activity	Time	Resources
Energizer – Activity *Focus & Energize*	**Count up** *This activity should get the group thinking and working together to complete a simple task.* • Ask everyone to stand in a circle and to stare at the floor. • Tell the group that the aim of the game is to count from 1-30 in consecutive order, with each person taking it in turns to state a number. If a number is called out by 2 people at the same time, you begin the task again. • Encourage the group to think of a strategy if they are struggling or reduce the target number	**Suggested time:** 5 minutes Large, quiet space
Introduction- **Discussion**	This session will focus on the ways that we would like and expect to behave online. Using the recorded discussion flipchart from the end of session one that highlighted positive experiences and behaviours explain that the group will spend some time thinking about the right way to act online, create a personal 'code of conduct' for themselves and create a piece of art that illustrates negative and positive behaviours related to how we act online.	**Suggested time:** 5 minutes Large, quiet space Positive behaviours flipchart from session 1
Activity- **Writing/** **Discussion** *Identify behaviours that are negative which we see online*	**My own code of conduct** This exercise is designed so that it remains personal to the individual, the objective is for participants to identify what positives they experience online and to consider what actions they should undertake to ensure they don't cause a negative experience for themselves or others. Participants will take this code of conduct away with them and use it to refer to, keeping themselves safe and right. The role of the facilitator is to support individuals to complete their own 'code of conduct'. Using the template below: 'My personal code', print off hard copies and one to each group member. You could ask the group to share a few things in a group session but only if they are comfortable: • *What are the things you value most about your online world?* • *What things do you like and comment on?* • *What things most upset you online? And what would you do if something upset you?* • *What are the things you promise to do to keep the online world safe and positive for others?*	**Suggested time:** 15 minutes My Personal Code template Pencils, Pens
Activity- **Arts/** **Discussion** *Create a Group Code for others to follow*	**Our 'Group Code'** On a large piece of paper, ask the participants as a group to write or draw all the negative behaviours they see, understand or experience online. You may wish to refer to the post it activities from session 1. Next, carefully fill some water balloons with a little paint (use various colours) and then ask the group to take turns to paint bomb the words they think are the most negative behaviours, so they are partially covered. Whilst waiting for this to dry, using paper and large letters / writing ask the group to come up with a list of all the things they would commit to, to help online be a positive and safe place for all young people. Add these actions on top of the paint and fill in the other blank spaces creating a painting that illustrates positively how we should behave online. You may wish to create a #hashtag and share the image and trend it across your groups social media channels.	**Suggested time:** 30 minutes A large roll of paper (backing wallpaper etc) or large piece of cardboard. Water balloons, paint Tarp/ floor covering Markers/ Felt tips

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Northern Ireland

YOUTH PROGRAMME

Cyberbullying – Session 2 (Scouts)		Session length	40 minutes	Personal/ Group Codes of conduct for behaving online
	Activity			**Time** | **Resources**

Review & Evaluation
 	
Acknowledging learning and reviewing session
	Learning Review
	
	• Conclude by asking the group what they have learnt. Focus on the fact that there are clear behaviours that have both criminal and personal consequences for young people
	
	• Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult or can call ChildLine 0800 1111 about making themselves safe.
	
	• Revisit the key take aways from the short programme:
	   - Your online world will follow you offline. What you say or do online can be seen forever
	   - How you behave, upload or share may be seen by your parents, friends, teachers, lecturers or future employers and you can lose control of how its shared and by who very quickly
	   - Some behaviours are illegal, make sure you know the facts, or you could end up in trouble with the law
	   - Your behaviour online and your behaviour offline should be the same.
	   - Your online behaviour should reflect your offline behaviour – you shouldn't behave differently simply because you're online
	
	• Ask the group to identify any other areas that they would like to learn more about relating to the topic and what things they would change or do better about this session.
	
	• Make yourself available to answer any other questions or provide support for any issues raised by the session...
				Suggested time: 10 minutes
				
				Large, quiet space
				
				Take a note of responses about learning and/ or changes to the session as necessary.

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My Personal Code for being online

Things I like about online world are:

I comment on or like these things:

Things I don't like about online world are:

Things I like about online world are:

To keep the online world safe and positive I promise to:

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