Cyber Bullying

What’s happening in this picture?

One girl is ..............................................................................................................
The other two girls are ...........................................................................................
This picture makes me _______ because .......................................................................

What 5 words would you use to describe this scene?

[Blank spaces for five words]
What do bullies do?

Can you explain these actions to your partner?

- Make fun of you
- Threaten you
- Steal from you
- Call you names
- Exclude you
- Cyber-stalk you
- Trip you up
- Beat you up
- Spread rumours about you
- Troll you
- Impersonate you

Read one of the texts & retell the story to your partner.

**Student A**

My name's Paul. I'm 14 and I am being bullied by a gang of older guys. They make fun of my clothes every day and they follow me home in the evening. I feel like they are stalking me!! They have also threatened to beat me up if I tell anyone. I don't know what to do. I'm scared to go anywhere alone and now, they have started to cyber-bully me. They are sending me messages on social media sites, calling me names, posting nasty things about me and even impersonating me. Can you help me?

**Student B**

I'm Laura and I'm 17. They used to be my friends; I don't know why they suddenly turned against me but now they have started spreading rumours about me on the internet. One day we were all getting along and the next day, they completely excluded me and posted pictures of me online! Yesterday in school, one of them tripped me up in the corridor and I fell; my books went everywhere and now I have a huge bruise on my shoulder. But it doesn't stop in school. Even when I'm alone, I get harassed! It's never-ending.
What is Cyber-Bullying?

**Cyber-bullying** is bullying that happens through the use of technology such as mobile phones, tablets, computers and through social media tools like instant messaging, sending pictures, text messaging and chat rooms. People who are cyber-bullied can be victimized 24 hours a day / 7 days a week – there is no escape!

**Kids who are cyber-bullied are more likely to:**

*Take drugs and alcohol, perform poorly in school, have low self-esteem, experience face-to-face bullying, skip school, become depressed and in some cases, commit suicide.*

| 23% | 15% | 30% | Worrying Facts! | 6% | 37% | 95% |

About ___ of young people between the ages of 12 and 17 have been bullied online. ___ have had it happen more than once.

___ of teens in the U.S. are online, and the vast majority access the internet on their mobile device, making it the most common medium for cyber bullying.

___ of students reported that they’ve said or done something mean or cruel to another person online.

Girls are more likely than boys to be both victims and perpetrators of cyber bullying. ___ of teen girls have been the target of at least four different kinds of abusive online behaviours, compared with ___ of boys.

About ___ of LGBTQ+ students experience online harassment, a rate higher than average.
‘The Cyber-Bullying Virus’

Watch the YouTube clip and answer the following questions with your partner:

1. Why is bullying like a virus?
2. In what ways is the girl in the video being bullied?
3. The virus feeds on those who are vulnerable to emotions of
   1. ___________ 2. ___________ 3. ___________
   4. ___________ 5. ________ - __________
4. Bullying can cause long-term effects such as ____________ and ____________
5. How should we fight against it?
Let’s Fight it Together

In your group, discuss and write a policy for anti-bullying in your school. You will then present this policy to your teacher and the other students.

School Policy on Anti-Bullying:

All students have the right to / are entitled to / are responsible for / are expected to.....

All students should/ must / may

No student should be made to feel .............

If you know someone who is being bullied, you are obliged to.......

If you are being bullied, don’t be afraid to........

The most important thing to do is to .............
## Teachers Notes:

<table>
<thead>
<tr>
<th>Level:</th>
<th>B2 – Upper Intermediate</th>
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<tbody>
<tr>
<td>Topic:</td>
<td>Cyber Bullying</td>
</tr>
<tr>
<td>Author:</td>
<td>Aoife McLoughlin</td>
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<tr>
<td>Lesson Aim:</td>
<td>To introduce students to vocabulary related to the topic of bullying as they read short texts and relay information to each other reusing the vocabulary met. To practice listening skills To practice oral fluency while creating and writing an anti-bullying policy for their school, using new dependent prepositions.</td>
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<td>CEFR Student Learning Outcomes:</td>
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<tr>
<td>Listening:</td>
<td>I can understand standard spoken language, live or broadcast, even in a noisy environment.</td>
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<tr>
<td>Reading:</td>
<td>I can understand in detail texts within my field of interest or speciality.</td>
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<td>Spoken Production:</td>
<td>I can give a clear, well-structured presentation, with highlighting of significant points and can answer questions about the content.</td>
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<tr>
<td>Written Production:</td>
<td>I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.</td>
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<tr>
<td>Lexical Aim:</td>
<td>lexical items:</td>
</tr>
<tr>
<td></td>
<td>to make fun of, to threaten, to steal from, to call names, to exclude someone, to stalk you, to trip someone up, to beat someone up, to spread rumours about someone.</td>
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<tr>
<td>Interaction Patterns:</td>
<td>Pair work</td>
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<td></td>
<td>Group work</td>
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<td></td>
<td>Whole class</td>
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<tr>
<td>Preparation:</td>
<td>None necessary</td>
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<tr>
<td>Task Time:</td>
<td>120 minutes</td>
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Lesson:

Project the image on an IWB / hand out the first page of the lesson to each student. In pairs, ask students to answer the question ‘What’s happening in this picture?’

Possible answers:

- The two girls are sending a nasty text message to another student
- The two girls are bullying another student through texting
- One girl is being bullied
- One girl has just received a bullying text message / photo from two others.
- The picture makes me upset/angry/annoyed/worried/concerned/frustrated/sad/disappointed because...

In pairs, students now think of 5 words to describe the scene and fill in the boxes at the bottom of the page.

Possible answers:

- Bullies
- Victim
- Cyber bullying / bullying
- Mean
- Nasty
- Horrible
- Common
- alone / lonely
- isolated

What do bullies do?

Students now change partners. Instruct them to explain the following actions to their partners. *Make fun of you, threaten you, steal from you, call you names, exclude you, stalk you, trip you up, beat you up, spread rumours about you, cyber-stalk you, impersonate you, troll you.*

Monitor here and support students as they try to explain the meaning of each word to their partners. Take note of errors for error correction slot after this task.

Get feedback from each group. Write any errors you heard while they were on task in groups on the whiteboard. Give students two minutes with their partner to self-correct the errors. Get feedback, highlighting errors on board.
**Reading Texts A and B:**

Now assign half the class as **student A** and the other half as **student B**. In pairs, students who are both **student A** work together (same for students B) – Together they read the text and support each other with any difficult vocabulary. Together, they answer the question: *Is this really bullying?*

Now, pair a ‘**Student A**’ and a ‘**Student B**’ together for the next task.

**Summarize:**

From the students’ previous reading of the text and discussion with their partner, students should now be comfortable enough with the text to summarize it for their new partner.

**Discussion:**

Once both students have summarized the text for each other, write the following question on the whiteboard and instruct students to discuss with their partners. *‘If you were this student’s friend and you found out about the bullying, what would you do?’* Now form groups (2 **Student As** and 2 **Student Bs**) and give them some time to discuss and share their ideas on what they would do.

**Reading - What is cyber-bullying?**

Students will now read a short text called ‘**What is cyber bullying?**’ – This will give students a deeper insight into what exactly cyber bullying is and the effects it can have on victims of this type of bullying. Before students read the text, in pairs, ask them to list 3 effects bullying can have on victims?

**Reading - Worrying Facts:**

Students also read the ‘worrying facts’ text and with partners, choose percentages from the figures on top based on their opinion on bullying. Whether working in pairs or groups for this task, students must come to an agreement for the 6 percentages and explain their reason why they chose that %.

**Discussion:**

Hold a short class discussion on cyber-bullying and encourage students to give their opinions and share their own knowledge of this type of bullying with other students. *Are there other effects of cyber-bullying that are not listed here? Do they know of any stories about bullying that they would like to share with the class?*

**Video:**

Play the following video:

‘The Cyber Bullying Virus’ (Approx 3.40 minutes)

[https://www.youtube.com/watch?v=L8a8kZzhR2M](https://www.youtube.com/watch?v=L8a8kZzhR2M)
On the first watch:
Students don’t take any notes, just simply watch. When finished, students share what they have picked up from the video with their partner. Introduce the questions to the students. Go through each question before playing the video for a second time and ensure all students have full understanding of the questions.

On the second watch:
Students take notes and try to answer the questions as best they can. Now students work together with their partner to answer the questions. Get feedback and ask students about their opinions on the video.

‘Let’s Fight it Together Campaign’
Students work in groups of 3 or 4 to create and write an anti-bullying policy for their school. First, students work together to discuss the meaning of the vocabulary (dependent prepositions). They may need some help with this. When they understand the meaning of the vocabulary, they create sentences in their groups and then present their policy to the class and teacher. While presenting, take notes of errors for correction slot at end of lesson.

Worrying Facts Answers:
About 37% of young people between the ages of 12 and 17 have been bullied online. 30% have had it happen more than once.

95% of teens in the U.S. are online, and the vast majority access the internet on their mobile device, making it the most common medium for cyber bullying.

23% of students reported that they’ve said or done something mean or cruel to another person online.

Girls are more likely than boys to be both victims and perpetrators of cyber bullying. 15% of teen girls have been the target of at least four different kinds of abusive online behaviours, compared with 6% of boys.

About 50% of LGBTQ+ students experience online harassment -- a rate higher than average.