

## Impact of Cyberbullying

Grade 6

**Lesson 2 of 4**

**30 minutes**

**Curriculum expectations:** C1.2, C1.3, C2.3, C3.2, C2.6, 1.3, 1.5

**Other curriculum expectations:** Language – Media Literacy: 1.2

**Topics:** Healthy Living

### Learning Goals

By the end of this lesson, students will be able to:

- identify factors that affect the development of a person's self-concept
- identify people and community resources to turn to for support when dealing with addictive behaviours online (e.g., excessive gaming)
- apply critical and creative thinking skills and communication skills to make informed choices that demonstrate respect (e.g., assertiveness and refusal skills, to promote positive interactions amongst their peers and to avoid or manage conflicts related to cyberbullying)
- apply critical and creative thinking skills to interpret media texts and reflect on a piece of media using overt and implied messages as evidence for their interpretations
- demonstrate an understanding of safety practices and appropriate procedures for responding to cyberbullying.

### Facility

Classroom, Computer lab

### Equipment List

- 1 sticky notepad per student
- One or more computers with access to the Connect[ED] Grade 6 Part 1 video (via Internet access or prior download at the following link:  
<http://teachingtools.ophea.net/lesson-plans/connected/lesson-2-impact-cyberbullying>)
-  [Teacher Resource 6: Creating a Safer Online Community Synopsis](#)
-  [Teacher Resource 8: Internet Safety Anecdotal Recording Chart](#)
-  [Teacher Resource 9: Gallery Walk Discussion Prompts and Possible Answers](#)

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-  [Student Resource 11: Gallery Walk](#)

### Minds On

Share and clarify the lesson Learning Goals with the class in a large group discussion.

Using Teacher Resource 6: Creating a Safer Online Community Synopsis review key events that took place in Part 1 of the video in a large group discussion and record student responses on the board.

*Teacher prompt:* “What conflicts did we learn about in Part 1 of the Connect[ED] Grade 6 video episode: Creating a Safer Online Community?”

*Student response:* “Mayumi had a FaceSpace group set up about her, Faheem is spending too much time playing video games and is ignoring his friends, Ashley flashed Carlos and he saved the picture and sent the image as a text to all of the students at school.”

*Teacher prompt:* “Have you ever seen cyberbullying conflicts in the media? If so, do you believe cyberbullying could happen in real life?”

*Student response:* “Yes, I have seen cyberbullying conflicts in the media. I once watched a TV show that showed a girl being bullied online by her friends. I thought it may have been exaggerated, but I guess it is more real than I thought.”

*Teacher Prompt:* “How do you think cyberbullying can affect the victim’s self-concept? What impact does bullying have on the victim? What positive ways can someone’s self-concept be impacted?”

*Student Response:* “The victim may start to believe what the bully is saying. They might feel bad about themselves and think they deserve to be treated that way. The victim might be sad and hurt. Some positive ways include having support from family and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you’ve accomplished.”

*Teacher prompt:* “Do you know someone who spends too much time online playing videos or surfing the Internet? How could you encourage them to cut down on their online activity?”

*Student response:* “My friend plays a lot of online video games. I can keep encouraging him to participate in different kinds of activities with us.”

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*Teacher prompt:* “What age of students is this media (video) designed for? How do you know? Do you think that this video is an effective way to get information about cyber safety out to Grade 6 students?”

*Student response:* “I think this video was made for Grade 6 students because it discusses issues we are faced with everyday when online. I think it is an effective way to get information out to Grade 6 students because it is done in a creative and engaging way.”

View Part 2 of the Connect[ED] Grade 6 video episode, Creating a Safer Online Community. For a synopsis of Part 2 of the video see Teacher Resource 6: Creating a Safer Online Community Synopsis.

### A&E - Minds On

Teacher observation and verbal feedback of students’ ability to review and reflect on Part 1 of Creating a Safer Online Community and how the conflicts identified may be present in real life media

### Action

Hand out Student Resource 11: Gallery Walk to each student to complete individually.

Using Teacher Resource 9: Gallery Walk Discussion Prompts and Possible Answers, organize the room into six stations with one discussion prompt at each station.

Using direct instruction, inform students that they will be participating in a class activity that will help them to discuss the significant events that take place during Part 2 of the video by rotating through six stations.

Divide the students into small groups of 3-4. Using whole group direct instruction, inform the class that they will discuss the significant events that take place in the Connect[ED] video at each station and will record their responses on Student Resource 11: Gallery Walk. Have students confirm their understanding of the activity by using the Thumbs Up Strategy (see Notes to Teacher) and review directions if necessary.

Collect Student Resource 11: Gallery Walk at the end of the Action section.

See Teacher Resource 9: Gallery Walk Discussion Prompts and Possible Answers for some possible student

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responses to the Gallery Walk Prompts.

### A&E - Action

Teacher observation and feedback of students' ability to apply critical thinking skills to reflect on a piece of media (video), and their knowledge of identifying support for addictive behaviour, how to respond to cyberbullying, and how to manage conflict using Teacher Resource 8: Internet Safety Anecdotal Recording Chart

### Consolidation

Hand one sticky note out to each student and ask them to record their name on the sticky note and direct students to record one way they can improve their online behaviour and where they can turn to for support if they need help coping with an addictive behaviour or cyberbullying.

Collect each sticky note for review.

### A&E - Consolidation

Teacher observation of students' ability to demonstrate their knowledge and understanding of concepts related to addictive behaviours and cyberbullying and ability to identify where they can find support related to addictive behaviours and cyberbullying

Collect and review each sticky note. Review Student Resource 11: Gallery Walk and provide feedback using the Success Criteria from Teacher Resource 8: Internet Safety Anecdotal Recording Chart

### Ideas for Extension

Students can work in pairs to create a solution to one of the conflicts presented in the video. Encourage

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students to include positive strategies that will help them to resolve or better manage the conflict presented. If time remains, invite students to share their alternative endings with the class.

OR

Have the students go to the TextED.ca website to take a closer look at appropriate online behaviour. Have the students click on the TxtRel 101 and work through the DidUknow, Being Harassed? And Psst...secrets discussion pages. After they have looked at the three discussion pages have them click on the 411 and use the information there to develop a personal set of rules for appropriate online conduct.

The URL for the website is: [www.texted.ca/app/en](http://www.texted.ca/app/en)

### Next Steps

Students will use critical and creative thinking skills to help them identify appropriate solutions to conflicts related to cyberbullying. They will begin to identify how they can make more informed decisions that will result in healthier relationships. Students will continue following the characters in the Connect[ED] video.

### Notes to Teacher

**Tips for a successful Gallery Walk:** To save time, using Teacher Resource 9: Gallery Walk Discussion Prompts and Possible Answers, organize the room into six stations with one discussion prompt at each station before the activity starts.

**Thumbs Up Strategy:** A strategy used for students to self assess their understanding of a specified goal. Thumbs up = I understand, Thumbs Sideways = working on it/almost there, Thumbs Down= I have more questions.

\*May require two 30-minute periods

### Additional Resources

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For additional resources and websites please see Teacher Resource section.