



Bullying and Cyberbullying

In this lesson, students identify what being bullied means and the emotional impact this can have on an individual. Using peer-to-peer discussion, scenarios and videos, students explore different situations in which people can treat others in a negative way, as well as discover strategies to deal with hurtful types of behaviour.



Recommended age: 11–14

Learning objectives

We are learning about the meaning and impact of bullying and cyberbullying, as well as exploring appropriate ways of responding to discriminating, hurtful or intimidating behaviour.

Learning outcomes

Students can:

- describe the meaning of bullying and cyberbullying and the impact it can have on an individual
- explore challenging scenarios and their appropriate responses
- explain where to seek support and advice on bullying/cyberbullying.

Preparation

Before delivering the lesson:

- visit and familiarise yourself with the [Rise Above website](#) and [Rise Above YouTube channel](#)
- read through the [Introduction to Rise Above](#)
- read through [Guidance for learning in a safe environment](#)
- read through the **teacher support sheet** and **classroom tips** included in the download pack.

>> Resources

- Rise Above resources:
<https://riseabove.org.uk/article/do-most-fights-start-online/>
- Access to the Rise Above website
- Blank A3 paper and pens
- Teacher support sheet
- Sticky notes

>> Time

60 minutes approximately

>> Key vocabulary

Social media, discrimination, blackmail, sexting, harassment, race, culture, ethnicity, sex, gender, sexual orientation, prejudice, physical, verbal



Lesson stimulus (3–4 minutes)

Put the following stimulus scenario up on the board and encourage students to reflect silently:

A friend uploads a comment on social media:

'Feeling sad...why won't people just leave me alone?'

How would you respond to the friend?

Think about:

- What would your first action be after reading this?
- What other words would you use to describe your friend's emotions?
- Why do you think your friend has posted this?
- How would you support your friend? (Verbal face-to-face contact, online discussion, etc.)
- Would you involve other people such as family or friends?

Baseline assessment



How do you feel? (5 minutes)

Students should answer the four baseline questions on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions:

- A) How confident are you about understanding the meaning of bullying/cyberbullying?
- B) How confident are you at describing the impact of bullying/cyberbullying?
- C) How confident are you about knowing how to respond appropriately to bullying/cyberbullying?
- D) How confident are you about knowing where to seek support and advice on bullying/cyberbullying?



Core activity 1



Trouble online (15 minutes)

Ask students to discuss and make a note of their responses to the questions below.

All

- What stressful situations occur online?
- What causes online arguments?
- What are the effects of online arguments?
- How can we avoid or get out of conflict online?

Further challenge

- How does cyberbullying differ from other types of bullying? Why do you think this?
- Why can stopping bullying be so difficult? How is this made even harder when the bullying is online?

Students can then watch the video at <https://riseabove.org.uk/article/do-most-fights-start-online/> (2:34), and build on their answers in a different coloured pen, considering both similarities and differences to their previous answers.

Core activity 2



Rise Above independent exploration activity: circles of support (15 minutes)

This activity allows students to explore strategies to deal with bullying through the use of scenario work.

See **Bullying and Cyberbullying presentation** and/or **Bullying and Cyberbullying scenarios** worksheet.

In small groups, ask students to pick a scenario about a young person who is experiencing bullying and create a 'circles of support' diagram. Students should use A3 paper or their books to draw concentric circles and label them – Individual – Friends – School – Other (could include family, police, youth clubs, websites, etc.). Students must then write down in the circles how each of these groups could respond to the scenario and give support in resolving the conflict, using the Rise Above website to find ideas and information if you have the time available.

You can write the following questions on the board to support and extend students' discussions:

All

- Which actions would be the most supportive and why?
- Which circle of support is the most important in your scenario?

Further challenge

- What may be the barriers to accessing these circles of support and how could they be overcome?
- Why might some types of bullying be more serious and require more support than others?

Plenary



(5 minutes)

As a class, students have 3 minutes to come up with as many bullet points/sticky notes as possible that should be included in the school anti-bullying policy based on the topics covered in the lesson. This should include the school's response to cyberbullying.

All students write suggestions on sticky notes or in groups as a list on sheets of paper. The teacher or students themselves can review the collection of sticky notes and turn them into a wall display.

Remember to reinforce the message that students must reach out to trusted adults or friends if they are experiencing bullying or suspect that someone they know is being bullied – either in person or online. Signpost students to [Childline](#) and their pastoral system in school, form tutor, head of year or school nurse.

Assessment for learning



How do you feel? (5 minutes)

Students think back to the confidence line that they shared at the start of the session and consider the same questions:

- A) How confident are you about understanding the meaning of bullying/cyberbullying?
- B) How confident are you at describing the impact of bullying/cyberbullying?
- C) How confident are you about knowing how to respond appropriately to bullying/cyberbullying?
- D) How confident are you about knowing where to seek support and advice on bullying/cyberbullying?

Ask students to consider if their scores have changed and why, and give an example of something new they have learnt or thought about. This can be discussed in pairs or written on paper.



Extended learning projects

Awareness campaign

Students create school resources to raise awareness of bullying such as posters, banners and assembly presentations. As part of this they could review the school's current policy on bullying.

Make a meme

Students create a shareable meme (picture with text overlay) with an anti-bullying message.

Circle of advice

On pieces of paper students write down their own made-up bullying or cyberbullying scenario. They place the scenarios anonymously into a jar or container. One at a time, students read aloud a scenario and together students discuss how they would help or advise the person in each situation.

School anti-bullying policy

Students consider the school ethos and motto and evaluate whether they convey anti-bullying messages. Can they make their own statements or modify the pre-existing ones to promote qualities associated with anti-bullying?

Anti-bullying week

Students design an anti-bullying week campaign for their school. Have them arrange a meeting with their head of year and find a way to put their plans into action.

