CYBERBULLYING

TITLE	➜	**Think before you click: Acting responsibly online**
TARGETED STUDENT	➜	Preschool, Elementary Cycles One and Two
OBJECTIVE	➜	Encourage students to reflect on their screen time in order to promote responsible, safe and respectful behaviour.
APPROXIMATE DURATION	➜	Between 15 and 20 minutes
MATERIALS AND RESOURCES	➜	• Éducaloi information sheet: Cyberbullying • If needed: call on resource persons to address the topics covered in the activity.
FLEXIBILITY	➜	The order of activities is for reference only and can be adapted to suit each school or group. For example, activities can be carried out at different times and adjusted according to the students' age group.

CONTEXT

Even online, there are rights and boundaries that must not be crossed.

In this day and age, technology is all around us. Students are starting to use it at an increasingly young age and are just a few clicks away from a wide range of content. It is therefore important to educate children from an early age in order to promote healthy screen time and prevent exposure to inappropriate content.

- Every student has the right to be respected and to feel safe, even on a tablet, computer or in a game.
- Although playing and watching videos in cyberspace can be fun, it is necessary to follow the rules and use technology with caution and respect, both for yourself and for others.
- In cyberspace, as in real life, everyone has the right to feel safe and respected.
- When something is upsetting or causing difficult emotions, it is important to talk to an adult about it.

READING A STORY AND DISCUSSING THE SAFE USE OF CYBERSPACE

The facilitator reads a story about appropriate behaviour in cyberspace (e.g. being polite to others, asking parents' permission before playing a game). Afterwards, a discussion is held with the students to reflect on the impact that screen time can have on their well-being, the right responses to have when experiencing something unpleasant and ways to use technology appropriately.

Story – Part 1: The secret behind the screen

KEY MESSAGE

Some images or videos may be disturbing. Choosing content that is age-appropriate helps keep children safe. When a situation makes us feel uncomfortable, it is important to talk to an adult about it. Léo did the right thing by talking to his teacher because when something is bothering us or causing us to feel difficult emotions, it is important to talk to an adult about it. Léo should also inform his parents so that they can work together to find ways to prevent this from happening again.

Léo is 8 years old. He loves dogs, playing soccer and jumping on the trampoline with his friends.

After school, when he does not have soccer practice, he sometimes likes to spend time using his tablet. While waiting for dinner, he watches videos and plays games where he can chat with other children online. Sometimes he plays with friends, and other times he plays with strangers.

One evening, while his parents are making supper, Léo is looking at his tablet when, suddenly, it starts playing a video automatically. At first, the video is fun, but as it continues, the images become more and more violent and frightening. Léo feels his heart beating faster. He quickly closes the tablet, but the images stay in his mind. During dinner, Léo's parents notice that he doesn't look well, so they ask him if everything is alright. But Léo prefers not to say anything so as not to worry his parents.

Back at school, Léo's teacher leads an activity on screen time and how to behave in cyberspace. During the activity, Léo talks about his experience with the scary video in his video game.

Discussion

› How might Léo feel when he sees violent images?
› When you watch videos or play games online, do you ever find that you don't like what you see? What do you do in this situation?
› Are all the images and videos presented online real? How can you tell if they are true?
› What can we do to avoid seeing things that are frightening or unsuitable for our age?
› Was Léo right to tell his teacher what he saw?
› Other than his teacher, who else can Léo talk to when something bothers him online?

Story – Part 2: When screens hit hard

KEY MESSAGE

Although playing and watching videos in cyberspace can be fun, it is necessary to follow the rules and use technology with caution and respect, both for yourself and for others. In cyberspace, as in real life, everyone has the right to feel safe and respected. What we see in videos can influence our behaviour. Making fun of someone, online or in person, can hurt and become a form of bullying.

Story suggestion

Noah is 7 years old. He likes cats, drawing, and discussing anime and manga with his friends. Sometimes, after school, he watches a few videos on the family tablet.

One evening, Noah is watching funny videos of animals. He laughs a lot when he sees a cat trying to catch a feather.

Then another video appears. In this video, a boy films his friend while he tries to complete a challenge in a game. The friend fails. The boy filming bursts out laughing and starts making fun of him. He says unkind words and repeats several times: "Haha! You suck!"

Other people in the video are laughing too.

At first, Noah finds it a bit funny. He even watches the video a second time.

The next day at school, the students are drawing in class. Noah and his friend William enjoy drawing characters from their favourite anime series.

William shows Noah his drawing. He tried to draw a manga character, but the drawing does not really look like a manga character.

While looking at the drawing, Noah suddenly remembers the video he saw the day before. Without thinking too much about it, he starts laughing at William and tells him loudly: "Haha! You suck!"

Some of the students near them laugh too.

William stops drawing. He lowers his head and says nothing more.

William stops smiling. He looks at his drawing and hides it a little with his hand.

The teacher notices the situation. Later, she calmly asks Noah what happened. Noah explains that he saw a video where a boy said the same thing to his friend and made everyone laugh. Noah also wanted to make the class laugh.

Guided discussion

› Why did Noah repeat what he saw in the video?
› How might William have felt?
› Is what we see in videos always positive and a good idea to imitate?
› Can making fun of someone become a form of bullying?
› What can we do if we see videos where people are being made fun of?
› Was Noah right to tell his teacher what he saw?
› Other than his teacher, who else can Noah talk to when something bothers him online?
› Do the school rules also apply on the Internet? Why?
› When someone is insulted on the Internet, does it hurt as much as it would in person?
› Can people who insult others online face consequences?
› What should we do if we see a hurtful message online? Why should you not share this type of message?

Activity: Cyberspace traffic light

Aims of the activity

Encourage students to reflect on their behaviour in cyberspace and to distinguish between actions that are appropriate, those that are risky and those that should never be taken.

KEY MESSAGES

› Actions performed online have real consequences for yourself and others.
› Some actions are safe, others involve risks and some should never be done.
› If ever in doubt or in an uncomfortable situation, it is important to talk to a trusted adult.

Context (to be read to students)

When we use the Internet, social media or online games, we make several choices.

Some behaviours are safe and respectful, while others can be risky or even hurt others.

To help us think about our actions in cyberspace, we will use the image of a traffic light.

Meaning of colours

🔴 **Red light**: We should never do this.

🟡 **Yellow light**: This action may be risky. We need to talk to an adult before continuing.

🟢 **Green light**: This action is safe and respectful. We can do it without any problem.

Overview of the activity

› The facilitator explains the principle of the traffic light to the students.

› The facilitator then presents various situations experienced in cyberspace.

› The students must decide whether the situation corresponds to:
  – a **red** light
  – a **yellow** light
  – a **green** light

› The students can:
  – raise a coloured card
  – raise their hand and explain their choice
  – move around the classroom to a red, yellow or green zone

› After each answer, a brief discussion is held with the group to understand why the situation corresponds to that colour.

Examples of situations that can be analyzed:

› Sharing a friend's photo without asking their permission.

› Blocking an account that sends mean messages.

› Responding to a message from someone you do not know asking for your address.

› Posting a comment to encourage a friend.

› Sharing your password with a friend.

› Talking to an adult if a message you receive makes you feel uncomfortable.

› Making fun of someone in a group chat.

Return to group

› To conclude the activity, discuss the following questions with the students:
  – Why are certain actions dangerous in cyberspace?
  – What can you do when you see or receive a hurtful message?
  – Which adults can you talk to if you are concerned about an online situation?

RESOURCES

+FORT	+FORT is a mobile application that offers support to young victims of bullying to help them better understand what they are going through and explore strategies to reduce the bullying they experience.
Tel-Jeunes Text: 514-600-1002 Telephone: 1-800-263-2266	Professional counsellors are available for young people aged 20 and under who are affected by various issues, including bullying or cyberbullying. From 8 a.m. to midnight, Monday to Sunday.
Help line (in French only)	Find a help line by administrative region.
Kids Help Phone	Online mental health services for children, adolescents and young adults available 24 hours a day, 7 days a week, throughout Québec.
Cybertip	Cybertip educates the public about sextortionists' tactics, precautions to take, and what teenagers can do if they fall victim to this crime. Cybertip can assist you if you have concerns about various forms of online violence against children, including the distribution of intimate images and online grooming.
National Student Ombudsman (NSO) (in French only)	The NSO ensures that students' rights are respected with regard to the services provided to them and the way in which institutions handle reports or complaints concerning an act of sexual violence.
Crime Victims Assistance Centres (CAVAC)	CAVACs are present in all regions of Québec and provide access to professionals trained in intervention for issues related to violence, bullying or cyberbullying.

Preventing and Managing Violence Against School Staff Practical Support Guide

Practical support guide on preventing and managing violence against school staff.

Guide étape par étape pour régler une situation de partage de photo intime (step-by-step guide to resolving a situation involving the sharing of intimate photos)
(in French only)

Simple explanation of the steps to take if someone has shared your intimate photos without your consent or is threatening to do so.

Resource directory for school staff
(in French only)

Various resources categorized by theme and target audience.

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