

# CYBERBULLYING

**DO YOU HAVE  
THE RIGHT?**

Annual Violence and  
Bullying Prevention  
in Schools Week

**MARCH 23 TO 27, 2026**



|                             |   |   |
|-----------------------------|---|---|
| <b>TITLE</b>                | → | <b>Think before you click: Acting responsibly online</b>  |
| <b>TARGETED STUDENTS</b>    | → | Elementary Cycle Three and secondary school   |
| <b>OBJECTIVE</b>            | → | Encourage students to reflect on their screen time in order to promote responsible and safe behaviour   |
| <b>APPROXIMATE DURATION</b> | → | Between 35 and 40 minutes   |
| <b>MATERIALS</b>            | → | <ul style="list-style-type: none"><li>• Éducaloi information sheet: Cyberbullying</li><li>• If needed: call on resource persons to address the topics covered in the activities</li><li>• List of resources</li></ul> |
| <b>FLEXIBILITY</b>          | → | 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 though the use of cell phones is not permitted on school premises, online interactions are part of young people's daily lives outside of school and can have an impact on school life. Students communicate frequently through various digital platforms and social media (e.g. Snapchat, Instagram, Twitch and online games).

Some people are aware that their words or actions go beyond the boundaries of cyberspace, while others do not always realize it.

Everyone has the right to be respected, both at school and online. Even in cyberspace, there are rights and boundaries that must not be crossed. Every student has the right to be respected and to feel safe, whether on a tablet, on a computer or in an online game.

Although playing games, watching videos or communicating online can be enjoyable, it is important to follow the rules and use cyberspace appropriately, both for yourself and for others.

When a situation is upsetting, causes difficult emotions or crosses boundaries, it is important to talk about it and seek help from the right resources, such as a trusted adult at school, the resource person designated in the institution's anti-bullying and anti-violence plan, or support resources such as Tel-jeunes or the Student Ombudsman.

## 1 Activity: Definitions and laws related to cyberbullying

### Objectives

Help students understand what cyberbullying is, recognize certain behaviours that may be associated with it, and become aware that rules and laws apply online as much as they do in real life.

### KEY MESSAGES

- › Rules and laws apply online as much as they do in real life.
- › Everyone has the right to be respected, to feel safe and to ask for help.

## Overview of the activity

Using Éducaloi's information sheets and concrete examples, the facilitator explains to students what cyberbullying is and the behaviours that can be associated with it.

Students may be invited to participate in the presentation by reading examples of situations, sharing their thoughts or giving examples of interactions that may occur in cyberspace.

The facilitator explains to students what cyberbullying is and reminds them that the rules of respect also apply in cyberspace.

### **Here are some examples of behaviours that may constitute cyberbullying:**

- › sending insulting or threatening messages
- › posting or sharing images to make fun of someone
- › spreading rumours or false information about someone
- › excluding someone from a group chat on purpose
- › sharing an image or video without the person's consent

### **Read different situations to the students. After each situation, ask them:**

- › Is this a case of cyberbullying?
- › Why might this behaviour be problematic?
- › What might the consequences be for the people involved?

### **Examples of situations:**

- › A student posts a negative comment under another student's photo.
- › A rumour about a student is shared in a group chat.
- › An embarrassing photo of a student is being shared in a group without their permission.
- › A student sends several messages to make fun of another student.

### **Discuss with the students the possible consequences of these actions:**

- › impacts on the targeted person (sadness, isolation, fear)
- › impact on the classroom or school climate
- › possible disciplinary or legal consequences

### **Remind them that our online behaviour can have real consequences in real life.**

Encourage students to think about what constitutes respectful behaviour in cyberspace.

Reiterate that if cyberbullying happens, it is important to talk about it and seek help from a trusted adult, a member of school staff or support resources available to young people.

## 2 Activity: Viral or illegal?



### Objectives

Encourage students to reflect on the boundaries that should not be crossed in cyberspace by analyzing various situations inspired by behaviours observed on social media. As part of an interactive game played in teams, students are invited to answer the question, “Do you have the right to do that?” and to think about the rights and responsibilities associated with using digital platforms. The activity also provides a better understanding of the impact that certain actions can have on the person targeted, particularly in terms of cyberbullying, as well as the role that witnesses and peer pressure can play. Based on real-life situations and concepts presented in Éducaloi’s information sheets, this activity is designed to raise students’ awareness of the possible consequences of certain online behaviours and to encourage respectful and responsible behaviour in cyberspace.

### Overview of the activity

The facilitator suggests an interactive game based on the way social media functions and the format of interactive quizzes popular with young people.

The students are divided into small teams (3 or 4 people per team). Each team receives three answer cards with a symbol on them:

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 **Viral but OK**

 **Risky**

 **No right**

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The facilitator presents different situations inspired by behaviours that young people may observe on social media or in group chats. The teams have a short time to discuss each situation and decide which response is most suitable. The teams then hold up the corresponding card.

Points are given to teams that have chosen the correct answer. The facilitator reveals the answer and briefly explains the legal and social boundaries associated with the scenario, drawing on the concepts presented in Éducaloi’s information sheets. A table is used to compile points as the activity progresses.

Each situation gives way to a structured discussion focusing on:

- › the boundaries that should not be crossed in cyberspace
- › rights and responsibilities online
- › the possible impacts on the person targeted (humiliation, stress, isolation)
- › the role of witnesses and peer pressure
- › the possible consequences, including disciplinary or legal consequences

## Suggested scenarios

- › Posting a humiliating meme about a student in a group chat
- › Sharing a screenshot of a private conversation to make other students laugh
- › Creating an anonymous account to make fun of a student or group of students
- › Making repeated comments about a student's appearance, weight or academic struggles
- › Editing a student's photo using an application or artificial intelligence to make them look ridiculous
- › Witnessing cyberbullying in a group chat that involves students at school and not saying anything
- › Reporting an offensive post or offering support to someone who has been targeted

### **BONUS CHALLENGE: THE SNOWBALL EFFECT (5 POINTS)**

The facilitator states a fact and asks the teams a question with a choice of answers.

The fact: "A humiliating photo is posted."

**Question: Who is contributing to the problem?**

- A) the person who posted it
- B) the person who shared it
- C) the person who commented on it
- D) the person who encouraged it



**Answer: All of the above. All of these factors can make bullying worse.**

## **3 Activity: My actions online have an impact - The domino effect of consequences**

### **KEY MESSAGES**

- › Messages, images and comments posted online can have real consequences: they can either hurt someone or help create a respectful and positive environment.
- › In cyberspace, some people know that their actions or words can hurt others, while others do not always realize the impact of what they post or share.
- › Being aware of the effects of their online actions helps people make more responsible choices, while developing healthy and respectful relationships with others.

## Objectives

Have students think about the consequences that cyberbullying can have and help them understand that what they do online can have a real impact on people and the school climate.

## Overview of the activity

The facilitator begins by presenting a fictional cyberbullying scenario to the students. In light of this situation, students are asked to think about the possible consequences of this action. Working in teams or as a large group, they take turns describing who or what could be affected by this situation (victim, perpetrator, passive witnesses, school climate). Each new consequence proposed is added to the previous one to create a “domino effect,” illustrating the repercussions of an action carried out online.

### FICTIONAL SITUATIONS

- › In a group chat, some students begin posting mean comments about a student’s weight and physical appearance. Other students respond by posting laughing emojis or sarcastic comments.
- › A student creates a fake account on a social media site to post humiliating messages about another student at the school. Several students see the posts, and some share them.
- › A student uses artificial intelligence software to create a fabricated image of a classmate in an embarrassing situation. The image is then shared among several group chats of students.
- › After an exam, a student writes in a group chat: “We already know who’s going to flunk . . .” while mentioning the name of a student who has learning difficulties. Some students add disparaging comments.

The facilitator presents one of the fictional situations and a table divided into four columns indicating who or what is affected:

- › Victim
- › Perpetrator
- › Passive witnesses
- › School climate

The facilitator reminds the students that even though the actions are taking place online and outside of school, their consequences can be felt in school life and in relationships between students. The students take a moment to think about the possible consequences of this situation. They may ask themselves the following questions:

- › How would the targeted person feel?
- › What could be the consequences for the student who posted this?
- › How might the other students react?
- › Could this affect the atmosphere or relationships at school?

**The students are then asked to suggest possible consequences.**

Each answer is written on the board in the corresponding column of the table. Each time an idea is suggested, the facilitator asks the students to think about the chain reaction, like dominoes.

Example:

› **Victim**

- May feel humiliated or hurt
- May be afraid to come to school
- May lose confidence in themselves

› **Perpetrator**

- May face disciplinary action if this becomes prevalent at school
- May lose the trust of friends
- May need to meet with school administrators and their parents

› **Passive witnesses**

- Action to be taken
- May be afraid of becoming the next target
- May add to the problem by not reacting and become passive contributors

› **School climate**

- Tensions may rise between students.
- The atmosphere in the classroom may become less respectful.
- There could be more and more conflict.

The facilitator may ask questions to encourage deeper reflection and to help students see the domino effect:

- › What might happen next?
- › How could this situation get worse?
- › Who else might be affected?

**DISCUSSION ON RIGHTS AND BOUNDARIES**

Once several consequences have been identified, the facilitator brings the activity back to a group discussion on the theme, “Do you have the right?”

**Suggested questions:**

- › Did the person have the right to post this comment?
- › What are our responsibilities in social networks and group chats?

## REFLECTION ON SOLUTIONS

At the end, the facilitator invites the students to think about and share ideas on what could be done to improve the situation.

### Suggested questions:

- › What could the victim do to get help?
- › What can a witness do if they see this type of situation?
- › Which trusted adults can they talk to about this?

The facilitator reminds the students that it is important to seek help when an online situation crosses boundaries or causes difficult emotions (see resources in the appendix).

## 4 Activity: Analyze a cyberbullying situation reported in the media

### Objectives

Encourage students to think about cyberbullying by analyzing a situation reported in the media. The activity helps students recognize problematic behaviours, propose solutions for the person targeted and understand the possible consequences of these behaviours.

### KEY MESSAGES

- › Actions taken in cyberspace can have real consequences for the people involved.
- › Observing situations experienced by others provides a better understanding of the impacts of cyberbullying.
- › It is possible to take action to support victims and help prevent these situations.

### Overview of the activity

The facilitator presents the students with a newspaper article, report, or recent news story dealing with cyberbullying or problematic behaviour observed in cyberspace.

The article may, for example, deal with:

- › the sharing of a message or video that humiliates a person
- › a rumour spread on social media
- › the sharing of hurtful images or comments

**The objective is not to judge the individuals involved, but to understand the behaviours and their consequences.**

## Reading or presenting the situation

The facilitator reads a short excerpt from the article or summarizes the situation presented in the media.

## Analysis in teams or as a large group

The students discuss the following questions:

- › The actions observed
- › What actions or behaviours are problematic in this situation?
- › In what way can these actions hurt or harm someone?

### THE CONSEQUENCES

- › What might be the consequences for the person targeted?
- › What might the consequences be for the person who carried out these actions?
- › What impact could this situation have on the group or community?

### POSSIBLE SOLUTIONS AND ACTIONS

- › What could the targeted person do to get help?
- › How could witnesses react to improve the situation?
- › What actions could help prevent this type of situation?

## Return to group

The facilitator summarizes the students' ideas and reminds them that behaviour online must follow the same rules of respect as in real life.

They can also reiterate the importance of seeking help from a trusted adult, school staff member or support resources when cyberbullying occurs.

## **5 Activity: The consequences of my actions, my posts and my unspoken words on social media—Kahoot! quiz**

### **KEY MESSAGES**

- › Posting, commenting or sharing on social media is an action that can have very real consequences.
- › Even behind the screen, words can hurt, humiliate or isolate someone.
- › Respecting others online also means respecting their rights, dignity and reputation.
- › Everyone has a responsibility to contribute to a respectful and safe digital environment.
- › The victim of cyberbullying may experience embarrassment, humiliation or a feeling of exclusion.
- › Our actions can influence the atmosphere and climate within a group. Witnesses may fear that they will be the next victims.
- › Sharing intimate images, threats or harassment may result in disciplinary action and, in some cases, legal consequences.
- › Artificial intelligence tools make it possible to create or modify images and videos. Using these tools to portray someone without their consent or to make fun of them can cause harm and have serious consequences.
- › Before sharing, posting or creating content using artificial intelligence, it is important to think about the possible impacts on others and to respect their rights.

### **Objectives**

This activity is designed to encourage students to reflect on the consequences of certain behaviours online and to realize that actions, posts or even unspoken words on social media can have a real impact on people and on the school climate.

### **Overview of the activity**

The activity is conducted using the Kahoot! platform. Students must therefore have access to a technological device (tablet or computer) in order to participate in the quiz in real time.

Beforehand, the facilitator prepares a quiz on Kahoot!, consisting of various questions and multiple-choice answers focusing on rights, responsibilities and the possible consequences of certain online behaviours (e.g. respect for dignity, reputation, privacy, freedom of expression, etc.).

At the start of the activity, students log in to the Kahoot.it platform using the PIN provided by the facilitator. The quiz is then projected onto the classroom screen so that everyone can follow the quiz in real time.

For each question, students must use their device to select the answer they think is most appropriate. After each question, the facilitator may take a moment to review the answers and start a short discussion with the group to explore certain concepts in greater depth, particularly the rights and responsibilities associated with online behaviour. The Éducaloi information sheets may be used to support and guide discussions.

Kahoot! is a fun (free) online learning platform that allows users to create and participate in interactive multiple-choice quizzes. It makes learning fun with real-time exercises that can be done on a computer, tablet or mobile phone. The facilitator projects the questions, and the students answer using their own electronic devices via a PIN on Kahoot.it. The system awards points based on speed and accuracy, displaying a ranking to motivate participants.

## Examples of questions and answers

› A student posts: “I thought his presentation was really awful.” The person targeted feels humiliated. How can this situation be viewed from a legal perspective?

- A) It is allowed: everyone can give their opinion.
- B) It can become problematic if it damages dignity or reputation.
- C) It is still bullying.
- D) It is only permitted if it is posted in a private group.

**Most appropriate answer: B**

› A screenshot of a private conversation is circulating around the school. The person who shared it said: “It’s not illegal because it’s a real conversation.” What concept of law could this refer to?

- A) The right to privacy
- B) Freedom of expression
- C) The right to popularity
- D) No rights, because the message was already written

**Most relevant answer: A**

› In a group chat, several students insult a classmate. You are not participating, but you are still part of the conversation. What principle should be used to reflect on the situation?

- A) Online actions can have consequences even within a private group.
- B) Private groups are protected by law.
- C) The classmate is not in the group chat, so this has no impact.
- D) Witnesses cannot be held liable.

**Most relevant answer: A**

› You share a screenshot of a private conversation because you find the message offensive. Is this always acceptable?

- A) Yes, because it is a real conversation.
- B) No, it is still illegal.
- C) It depends: it may violate privacy.
- D) Yes, if it is within a group of friends.

**Answer: C**

Concept: privacy and sharing private messages

- › A student shares an embarrassing video of a classmate and then says: “It was all over the place already.” Which statement is most accurate?
  - A) When content is already widely circulated, sharing it may seem harmless, but it can still contribute to furthering the harm caused.
  - B) When content is already public, responsibility lies primarily with the first person who shared it.
  - C) The context, intent and extent of sharing can influence how the situation is assessed.
  - D) Once content is shared many times, it becomes virtually impossible to prevent its distribution.

**Most relevant answer: A or C** (depending on the preferred pedagogical approach)

- › A student harshly criticizes another person in the comments section of a post. She claims to be exercising her freedom of expression. What limitations might there be?
  - A) Freedom of expression allows a person to criticize another person, but not to make comments that humiliate or belittle that person.
  - B) Freedom of expression protects the right to express an opinion, but it may be restricted if the comments are harmful to someone’s dignity or reputation.
  - C) On social media, anyone can express their opinion as long as they do not threaten the person.
  - D) If the criticism is based on actual experience, it is generally permissible even if the person feels hurt.

**Most relevant answer: A or B**

- › A student posts a rumour and adds: “I don’t know if it’s true.” Could this still pose a legal problem?
  - A) No, because they said it might not be true.
  - B) Yes, it can damage reputation even if it’s only a rumour.
  - C) No, if several people are talking about it.
  - D) No, if it’s in a private group.

**Answer: B**

Concept: damage to reputation / defamation

## **6 Activity: Preventing cyberbullying** **- Interactive scenario and guided discussion:** ***The decisive choice - what would you do?***

### **KEY MESSAGES:**

- › I can make choices to prevent cyberbullying.
- › There are strategies for avoiding hurtful words or behaviour.
- › Witnesses can positively influence a cyberbullying situation.
- › Several actions can be taken when a situation becomes uncomfortable or crosses boundaries.

### **Objectives**

Encourage students to think about the choices they can make when they are involved in a cyberbullying situation or witness it. The activity helps students understand that every action they carry out online can have real consequences. It helps them recognize the boundaries they should not cross in cyberspace and adopt strategies to avoid hurtful behaviour. It also encourages students to reflect on the role of witnesses and their ability to positively influence a situation, while exploring what actions to take when a situation becomes uncomfortable or no longer respects boundaries.

### **Overview of the activity**

The facilitator presents the students with a fictional cyberbullying scenario, broken down into several stages. At each stage, a situation is described and students are asked to think about the choices available to them. They must then decide how they would react (for example: intervene, do nothing, support the person targeted or seek help). Responses can be shared as a large group or in teams. After each choice, holding a discussion allows students to explore the possible consequences of the proposed actions and to reflect on each person's responsibilities. The activity highlights the role that witnesses can play and shows how decisions made online can influence how a cyberbullying situation unfolds.

The facilitator presents a scenario in several stages. At each stage, students must choose what they would do in the situation presented.

The students can:

- › vote by raising hands
- › move around the classroom according to their choice

After each choice, the facilitator discusses with the students the possible consequences and responsibilities associated with each decision.

## Example of a fictitious scenario

### STAGE 1: PRESENTATION OF THE SCENARIO

The facilitator presents the fictional scenario:

“In a group chat, several students share an embarrassing photo of a classmate taken without their knowledge. The photo is posted with insulting comments.”

The facilitator tells the students that they have to think about the possible choices in this situation and the consequences that these choices may have.

### STAGE 1.2 - POSSIBLE REACTIONS

The students must decide collectively how they would react in this situation.

#### Examples of possible reactions:

- A) Share the photo because it makes you laugh
- B) Observe the conversation without intervening
- C) Write in the group that it is not okay to share this photo
- D) Talk to a trusted adult or member of the school staff

### STAGE 1.3 - GUIDED DISCUSSION - ANALYZING THE CONSEQUENCES

After gathering the students' choices, the facilitator initiates a discussion:

- › Did the person have the right to share this photo?
- › What might be the consequences for the person targeted?
- › How might this situation affect the atmosphere in the classroom or school?
- › What role can witnesses play in this situation?

This discussion allows students to explore everyone's responsibilities and the possible impacts of the decisions made.

### STAGE 2 - CONTINUATION OF THE SCENARIO

The facilitator presents the rest of the scenario:

“Despite some reactions, the group continues to share the photo, and the comments become increasingly hurtful. Some students add hurtful emojis and insults.”

The students must once again consider the choices available to them.

## **STAGE 2.1 - CHOOSING REACTIONS**

**Examples of possible reactions that students can choose collectively:**

- › Add a comment to make others laugh
- › Leave the conversation
- › Ignore the situation
- › Send a supportive message to the person targeted
- › Report the situation with the consent of the person targeted
- › Report the situation and ask an adult for help

## **STAGE 2.2 - GUIDED DISCUSSION - ANALYZING THE CONSEQUENCES**

The facilitator invites the students to reflect on the possible consequences of the choices proposed:

- › Does ignoring the situation help the person being targeted?
- › What actions can alleviate or resolve the situation?
- › Why do witnesses play an important role in this type of situation?

The facilitator discusses the topic of restorative actions and how to communicate positively in cyberspace. The possibility of ending an uncomfortable situation is also addressed in this guided discussion.

## **Examples of questions**

- › What restorative actions can be taken toward the victim, for example when defamatory or hurtful messages have been posted online?
- › Before posting or participating in a conversation, what habits can we adopt to avoid hurting someone's feelings?

# RESSOURCES

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## +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.

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## 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.

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## Help (in French only)

Find a help line by administrative region.

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## Kids Help Phone

Online mental health services for children, adolescents and young adults available 24 hours a day, 7 days a week, throughout Québec.

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## 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.

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## 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.

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## 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.

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**Preventing and Managing  
Violence Against School  
Staff - Practical Support Guide**

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

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**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.

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**Resource directory  
for school staff**  
(in French only)

Various resources categorized by theme and target audience.

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This content is also available in French. The *Charter of the French language*, its regulations and the **ministerial directive** govern the **consultation of English-language content**.