Lesson plan

Topic: Digital resilience

Target age group: Years 4-6

Lesson duration: 20 minutes

Recommended teaching approach:
This presentation allows students to consider strategies to help them bounce back from online bullying. Suggested structure:

1. Whole class takes part in the virtual classroom event.
2. The teacher then uses the lesson plan to guide further discussion.
3. Choose a digital resilience skill to practice and develop.

Activity purpose:
By the end of the learning students will be able to:

- Identify strategies to help them recover from difficult online situations.
- Know where to get help for online bullying situations.
- Choose a digital resilience skill to practice and develop.

Key words:
Respectful online relationships, social and emotional skills, digital resilience, help-seeking

Australian curriculum links:

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<th>Health &amp; Physical Education</th>
<th>ACPPS055, ACPPS053</th>
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<td>Digital Technologies</td>
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Story synopsis
The story looks at a real situation where some kids are dealing with online bullying. One of the students, Connor, receives a message that if posted could earn him hundreds of likes and shares. Connor shares the funny post about Kyle, a new student at the school. The result seriously impacts on the wellbeing of Connor, Kyle and the people around them. The story explores strategies that Connor and Kyle can use to help them manage a challenging online situation.

What is online bullying?
Online bullying can happen to anyone and at any time. This can make it hard to deal with and bounce back from. The most common negative experience young people report include:
- Unwanted contact/content (33%) – getting repeated unwanted messages, getting sent inappropriate content or being contacted by someone they did not know.
- Social exclusion (21%) – being left out by others.
- Threats and abuse (21%) – having others say mean things about them, having people threaten them or say they will hurt them.

What are the impacts of online bullying?
Young people told us the negative impacts of online experiences can include:
- Not feeling good about yourself (36%).
- Emotions like anger, sadness, fear or helplessness (35%).
- Feeling left out or like you are losing friends (24%).

Poll question
Have you ever felt like you didn't know how to cope with an online bullying situation?
- Yes
- No

How do young people manage negative online experiences?
Our research tells us young people actively manage negative online experiences by:
- Talking to family and friends e.g parents, siblings or friends (71%).
- Self-help e.g. managing their social media account, confronting the person, searching for information online (51%).
- Formal reporting e.g to a school counsellor, the social media company or the police (24%).

Download the infographics and the full report on the ESAFETY RESEARCH section of the website.
Learning to manage negative online experiences

Young people have told us that they learn important skills from dealing with negative online experiences including:

• Becoming more aware of online risks (40%)
• Becoming more aware of their real friends (33%).
• Learning to use the internet in a more balanced way (23%).

Think, pair, share question

What have you learnt from negative online experiences?

Online bullying and the brain

Being involved in a bullying situation can be very stressful. This is true whether you’re the one who is being targeted, the one who is doing the bullying behaviour or a bystander. When we are under stress it can be difficult to make good decisions. Kids Helpline has a good way of explaining how stress can impact our BRAIN. They explain that different parts of the brain help us to manage different situations. For example:

• Survival brain – heart rate, breathing, sleep, survival reflexes, movement, keeping safe if there is danger.
• Emotional brain – emotions and feelings, remembering things, keeping safe if there is danger.
• Smart brain – making smart choices and solving problems, imagination and creativity, thinking clearly, managing tricky emotions.

Digital resilience skills

Talking about an incident

Explaining how you feel about an incident can be an important part of bouncing back. Some young people might feel comfortable sharing their feelings with the person who has upset them, others might feel more comfortable talking to a friend or a counsellor. When talking about an incident it can be important to share your perspective.

For example:

• Explain how the incident made you feel.
• Explain why it’s not ok. Saying ‘this is not ok’ out loud reinforces to your brain that it isn’t ok and that you are ok and not to blame. This has a big impact on how you feel about yourself.
• Explain how you want things to be different.

Develop skills to keep unwanted content out of your feed

Social media platforms often have comment controls to manage offensive content. When the setting is activated, inappropriate, offensive or bullying content doesn’t appear in posts and live videos. It can be useful to manage the comment filter by:

• Adding keywords that might not be filtered automatically.
• Blocking people from commenting on content.
Report bullying to the social media service

Bullying is against social networking community standards. Inappropriate or offensive content should always be reported. Social media services rely on users to keep their service safe.

- Reporting can help you feel like you’ve got more control of the situation.
- The person won’t be notified that you reported them.
- You don’t have to have an account to report.

Poll question

Have you ever reported content to a social media service?

Reporting cyberbullying to the eSafety Cyberbullying Report team

Young people tell us that getting the content removed is one of the most important aspects of recovering from cyberbullying. Our legislative powers mean that we can work with social media companies to help content get taken down as quickly as possible. If the cyberbullying is serious the eSafety office can help by:

- Reviewing the complaint and evidence.
- Trying to get the content removed.
- Suggesting support services.

Refocusing the mind can help calm the bodies stress response

Mindfulness techniques, fun and distraction can be helpful in a stressful situation. Some ideas include:

- Using a mindfulness app – e.g. Smiling Mind has a version for young people.
- Watching an inspiring or funny YouTube video may work for some young people.
- Breathing techniques e.g. circular breathing, counting the breath.

Talking with a counsellor

Talking to a counsellor can help to calm down the stress response and when you’re calm, you’re better able to problem solve. A webchat counsellor might help by:

- Asking questions.
- Listening and being interested.
- Problem-solving together.

The Kids Helpline service is non-judgemental and will provide support to any young person. It’s doesn’t matter if they were the person doing the bullying behaviour, experiencing it or a witness to it. Any young person can go to Kids Helpline for help.

Learn more about talking with a KIDS HELPLINE COUNSELLOR.

Think, pair, share question

What skill have you learnt that you could try out?
Digital resilience strategies
Practising skills today can help prepare young people for online challenges tomorrow. Some ways young people can increase their digital resilience include:

- Developing skills to minimise unwanted contact and content online.
- Learning strategies to calm the stress response e.g. breathing techniques or mindfulness.
- Talking often about small online challenges.
- Learning how to report cyberbullying.
- Trying out Kids Helpline – start a webchat tomorrow.

Other ways you can take action every day
The Bullying No Way website has ideas for taking positive action in the face of all types of bullying. Use their kit to find other ways to build resilience and wellbeing in your school.

Tell us what you think
You can review this resource by taking a short survey.
HTTPS://WWW.SURVEYMONKEY.COM/R/ESAFETYCLASSROOM