



Student resource - upper secondary lesson plans

 **Topic:** Cyberbullying

 **Target age group:** Upper secondary school students (year 11-12).

 **Lesson duration:** 45 - 90 minutes

Lesson overview:

This section contains the teacher notes for lesson activities, as well as the student files to assist you when selecting, planning and delivering these activities.

There are a range of activities available. You should select the activities which you feel are best suited to your students, delivery scenario, or which address issues of particular relevance in your school currently. The activities can be delivered in any order you prefer, and in many cases there are a range of options for delivery.

Each activity is followed by a page (or more) that is not included in the student file. This page contains explanations of the activity, delivery options, response exemplars and further assistance to ensure that you have all the tools you need when running the activity.

Activity purpose:

- Evaluate complex ethical implications of a range of online behaviours
- Identify the ways cyberbullying and digital reputation affect personal relationships
- Respond critically to cyberbullying, privacy and digital reputation issues including how to protect themselves and others
- Analyse the legal and social consequences of online interactions
- Analyse different ways in which damage to a digital reputation occurs and contextualise the role of digital reputation in our society
- Describe how to exercise self-control and responsibility in managing relationships online

Welcome

When a group of high-school friends post a rumour about a rival it sparks a chain reaction that leaves no one untouched. Cyberbullying, sexting, filmed fights and police action ensue – will these friends avoid being Tagged forever?

The following activities have been designed to use with the film **Tagged**. Tagged explores themes of personal and peer safety and responsibility that are crucial to maintaining positive online behaviour and digital reputation into your adulthood.

Definitions

Sexting

Sexting refers to the sending of provocative or sexual photos, messages, or videos, generally using a mobile phone. It can also include posting this type of material online.

While sharing sexually suggestive images or text messages may be seen as innocent flirting or amusement for young people, sexting can have serious personal, social and legal consequences.

Under current Australian law, young people may be committing a crime when taking, receiving or forwarding sexual images of themselves or friends who are minors. This applies even if all participants are willing. These acts can represent the production or distribution of child pornography.

Digital reputation

Digital reputation, like any other form of reputation, refers to the generalised view others take of a person's identity. The digital component refers to the evidence of a person's interactions, comments and behaviours online and how this combines to form a whole impression of an individual.

A digital reputation is as real, lasting and important as an individual's general reputation. It affects a person's image and how their identity and beliefs are understood.

Image-based abuse

Image-based abuse happens when someone shares, or threatens to share, an intimate, nude or sexual image or video, without the permission of the person in the image or video.

The images can be real photos, photos that have been changed or altered, or drawn pictures or videos.

Cyberbullying

Cyberbullying occurs when the internet, email or mobile phones are used to deliberately and repeatedly engage in hostile behaviour to harm or upset someone. Cyberbullying can result in those involved experiencing social, psychological and academic difficulties.

Cyberbullying behaviours include:

- sending abusive texts or emails
- posting unkind messages or inappropriate images on social networking sites
- tagging unflattering, private or offensive images with a person's name to discredit or hurt them
- impersonating others online
- excluding others online.

Included Activities

- The bystander
- Responsibility
- Friend request
- Media discussion
- The startup
- Mock trial
- What's the status?
- Gossip research

Activity 1 - The bystander

'All that is necessary for the triumph of evil is that good men do nothing.'

This has often been quoted by people when commenting on conflicts and human rights abuses around the world, as well as during periods of social change and upheaval such as during historic campaigns for equal rights for women or for indigenous Australians.

The nature of what is meant by 'evil' is hard to define, but for our purposes, let's say it refers to negative, self-serving intentions and actions that may harm others. When a person or a group of people act this way, history shows they will usually continue until stopped.

Discuss:

So, what are the reasons 'good people' sometimes do nothing?

And what does it take for a 'good person' to finally act?

Another useful way of looking at the role of the bystander and at power in relationships is to consider the ancient proverb:

'There is no Queen without her subjects.'

A Queen, or any person with power and influence, is a single person. They only have their powerful position due to the complicity of their 'subjects' – the great many individual people willing to support and empower that single person. Likewise, a celebrity's power

comes solely from their support from a great many individuals. If a celebrity suddenly loses their fans, that celebrity also loses their power and influence.

At a classroom and friendship group level, this same theory can be applied to the most powerful and influential person in a group. This person may enjoy group support because they are funny, likable and caring. But sometimes it is because they engender a fear of rejection. They bully people and make others too frightened of the negative social consequences of disagreeing with them.

Discuss:

But is this bullying person to blame? Or are the people who give them power to blame?

Write a 200 word discussion on the issues of power and group dynamics raised here.

You may like to discuss the characters from the film in your response.

Activity 2 - Responsibility

Exercise - Motives:

You are a famous TV writer known for your contemporary dramas involving large and complex casts of characters. As part of your method for creating such realistic characters, you take care to provide each character with a strong 'motive' for their behaviour before you write your story. These motives might not always be simple or pleasant, but you know that real people have conflicting motivations and that in uncovering them, your characters are much more believable and successful. As a writer, you are attempting to uncover the truth behind the actions, not to judge them.

Consider the characters in Tagged as if you created them to appear in a TV drama. What motivations would you create for each of these following actions? What emotions would you write to go with them?

1. Jack when he forwards the private images of Kate
2. The students who draw stars on Kate's locker, forward Jack's fight clip, the gossip about Chloe, or Kate's sexting image to each other
3. Lou, the girl who befriends Kate at her new school
4. Raz coming clean about her involvement
5. Kate posting the picture of Chloe suggesting she cheated on Jack and posting a film of Jack fighting
6. The police officer who cautions Jack over sending images of Kate
7. Kate forwarding sexting images to Jack during their once intimate relationship

Conclusion:

People have a wide range of motivations for their behaviours. The one thing most people have in common is a sense of vulnerability and fear. Even the characters of the parents, teachers and police officers in Tagged could be written with fears and vulnerabilities - fears of failing in their jobs, their roles as protectors and instructors of young adults, of being bad parents, a fear of not understanding new technologies, a fear their kids are 'out-of-control', perhaps fears that the results of the teens behaviour will reflect badly on themselves as individuals. The choice to exercise control and confront those fears is

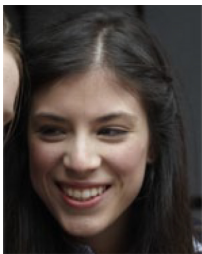
easier for some than others, but it is a choice. Every time you post something or forward something you are making a choice. So what is your motivation? Are you jealous, bored, or angry? The choice is always yours.

Activity 3 - Friend request

After the events of the film, some of the characters became un-friended. Three months later, Kate wants to reach out and become friends with the other characters again. Write her friend request to Jack, Raz and Em including a subject line and brief message to each.

Do you think they will accept her friend request? Why?

Send Raz a friend request?



Raz will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

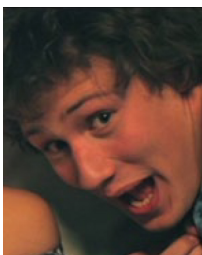
Send Em a friend request?



Em will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

Send Jack a friend request?



Jack will have to confirm your request. Please only send this request if you know her personally.

Include a personal message...

Activity 4 - Media discussion

Can you recall any cases where celebrities or public personalities have been involved in controversy with communication technology?

Use the internet to research an example from the Australian media, and examine the role of the media in these famous cases. These may include examples of image sharing, text messaging, status updates emails or other types of online communications.

1. Answer these questions:

Who was involved?

What was the effect on the careers or reputations of the people involved?

What do you think was the effect on the personal lives and relationships of the people involved?

How did the case change your opinion of the people involved?

Do the same rules apply to celebrity cases as to everyone else?

How did the communication device or medium contribute to or contain the negative effects of the situation?

Where was the 'point of no return'?

What role did the media play in the events?

2. Write a press release:

Write a brief press release on behalf of one of the people involved, explaining what has happened, and defending their actions.

Do you think it would be a good idea to send your press release, or is it better to say nothing at all?

Activity 5 - The startup

You and two friends have developed an idea for a new social networking service.

One of your team is working with the programmers to get the code ready for beta testing. Another is working on graphics, icons and interface design. You have been selected to write the End User Agreement (EUA) and Privacy Policy. Bummer.

Quickly write up a draft to present to your team at the next meeting. Make sure you cover some of these key questions your partners have already raised:

What different privacy settings should be allowed?

Who should get access to people's profiles (will we use a friend system)? Should I be able to see images and updates from friends of friends?

What kind of bio information should we collect and offer on the site (eg: gender, religion, height, weight, location, education, footy team)?

We could make some money by selling some personal data to other companies for targeted advertising... should we?

Should people be able to upload photos of anything they like?

What type of content should be restricted?

Should people be able to tag other people's photos?

On your own:

Investigate the privacy settings and user agreements you have signed up to with current social networking sites. Are there aspects you would like to change? Where can you get more information on your settings and privacy?

Activity 6 - Mock trial

In this activity you will stage a mock trial while adopting the roles of characters from the film **Tagged**. Decide which characters will get to air their grievances so that the personal perspectives of bystander, victim, and bully can be discussed as fairly as possible.

Some of you will act as defenders, defendants, prosecution, witnesses and jury. Your teacher may act as judge, or you can elect someone for this role.

It is important to ensure that the defence and prosecution teams have some good arguments and evidence before the trial begins.

Then, as each character pleads their case, try to make sure that the judge and jury are presented with balanced arguments.

Examples of trials include:

- Chloe may sue Kate for falsely implying that Chloe was unfaithful to Jack
- Jack may defend his use of the pictures Kate sent him as fair use of his 'property'
- Kate might plead that her social punishment was too strong for her 'crimes'
- Em may be charged with being an 'accessory' to bullying
- Kate might have to defend a charge of inciting violence due to Jack's fight

The 'charges' faced by each character are not legal ones. They are ethical issues, big and small, and the object of the trial is not to establish guilt but to use a legal framework in order to explore perceptions of blame and fairness.

Activity 7 - What's the status?

Who wrote which status update? Match up the characters from **Tagged** with the statements you think they wrote. You can add a comment from another of the characters in reaction to the update.



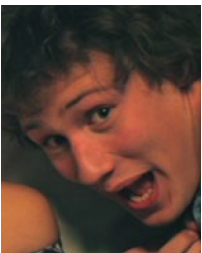
Em



Raz



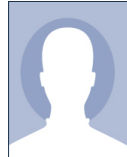
Chloe



Jack



Kate



?????

Can't stop crying.

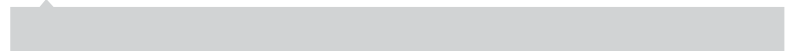
4 hours ago · Like · Comment



?????

Just got unfriended, yeah, thanks a lot. Really mature.

8 hours ago · Like · Comment



?????

cops. not the best day hey.

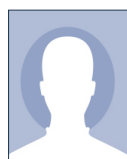
11 hours ago · Like · Comment



?????

To the person who called me a drama queen i didn't start this! sick of lies.

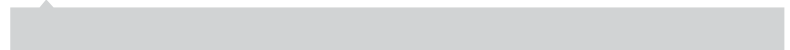
13 hours ago · Like · Comment



?????

can evryone stop asking about the blog??? Its not mine!!!

18 hours ago · Like · Comment



Activity 8 - Gossip research

Exercise - Motives:

Some researchers believe that gossip (talking about other people and including unconfirmed details) is a necessary part of our social evolution, and a vital part of human language.

Others claim that there are neurological aspects to gossip, potentially allowing us to become fore-warned about potentially dangerous members of society by priming our visual perception system.

Use the internet to research gossip, and respond to the following:

1. Provide a formal definition for gossip.
2. Discuss some theories of how humans use gossip (you might find some interesting perspectives from sociologists, linguists, psychologists and historians).
3. Discuss the positive and negative aspects of gossip. What proportion of gossip might be considered negative?
4. So how can we assess the truth and function of gossip when we hear it?
5. How can we manage our natural instinct to gossip to create a positive outcome for speaker, listener and subject(s)?