# Social Media and Me- Cyberbullying and Digital Citizenship

**ABC ME screening details: Thursday** 28th May, 2020 at 2:10pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/social-media-me) after the scheduled screening time.

**Key learning areas:** PDHPE

**Level:** secondary

**About: Jules goes on a roller coaster ride taking steps to make right with her social media followers, meanwhile her friend Aaron is thinking seriously about online revenge tactics**

## Before the episode

Anyone online is a digital citizen and our contribution as a digital citizen can be very powerful. Power online can impact on people both positively and negatively

1. When is it important to be an ‘Upstander’ rather than a ‘Bystander’?
2. Think of a time when you know someone let a situation get worse because they stood by, rather than getting involved? What could they have done differently?
3. Make a list of the reasons why someone might not stand up when they could? Now make a list of why they should ‘stand up’.

## During the episode

1. Who had power (used both positively and negatively) in the scenario?
2. What was the impact of the power?
3. Draw a flow chart of the lead up to the scenario, showing where actions were taken and offer different options for those actions.

## After the episode

1. Think about the #Lessonslearned hashtag. What are some of the lessons learned in the scenario?
2. What does online Empathy mean?
3. How can you show online empathy? What simple words could you use to shut down hate online?
4. Using the main ideas from the scenario and the follow up situations, create a short comic about real friends.

**Follow-up activity:** Reflect on your how you would like to be defined. Come up with three words to define yourself and would reflect your values and how you choose to live your life? Why have you chosen these words? Based your digital citizenship identity, would others use those or similar words to define you?

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To consider different perspective of those involved in a cyberbullying incident.
* To identify ways to be an ‘upstander’ or ally to someone being bullied.
* Problem solve potential challenges to responding to cyberbullying

## NSW PDHPE K-10 Syllabus outcomes

* Examine and demonstrate the role help seeking strategies and behaviours play in supporting themselves and others (PD4-2)
	+ Recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real life situations
	+ Recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others.

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