



Cyberbullying

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Summary

Cyberbullying refers to the use of digital platforms—such as social media, text messaging, emails, and online games—to deliberately harm, harass, or manipulate others. Unlike traditional bullying, which occurs in person, cyberbullying takes place in the digital world and can happen 24/7. It often involves repetitive actions like sending threatening messages, spreading false rumors, sharing embarrassing photos or videos, and excluding someone from online activities or groups.

Cyberbullying has a significant impact on young people, and its effects can be long-lasting and severe. Since young people today are deeply integrated into digital spaces, they are especially vulnerable to the harmful effects of cyberbullying.

We created three lessons designed for high school students on understanding the nature of cyberbullying, strategies to prevent cyberbullying, and ways to respond to cyberbullying. Each lesson includes a combination of activities, discussions, and assignments.

Keywords

Child online safety, Cyberbullying, Internet, AI, STEM, Collaborative.

Trends

Lifelong learning – learning never stops, it is a continuous process over a lifetime.

Active learning – students are actively engaged with the lessons through discussions, observation, problem-solving, role-playing etc.

Collaborative learning – students focus on group work and interaction.

Peer learning – students learn from peers and give each other feedback.

Student-centred learning – students and their needs are at the centre of the learning process.

Project-based learning: students solve problems in groups.

STEM learning: learning in which child online safety relates to science, art, biology and problems from everyday life



21st century skills

This learning scenario intends to increase the development of the 21st-century skills in students as follows:

Communication – students will work on their reading, writing, speaking, and listening skills to engage in productive discussions.

Collaboration – students work in pairs and groups to complete activities and tasks.

Creativity and innovation – students create and develop new ideas and learn how to address challenges.

Critical thinking – students explore ideas and discuss, respect, and credit other points of view.

Problem-solving – students engage in solving real-world problems and develop the ability to find a solution/answer.

Leadership and responsibilities – students develop the ability to guide and motivate each other.

Information, media, and technology skills: students use these skills to access and assess information and to present data.

Health literacy: students learn about health, exercise, healthy food.

Initiative and self-direction: students create their own survey and organize group work.

Strategy Criteria for implementation innovative technologies

Elements and criteria	How is this criterion addressed in the learning scenario
Instruction	
Personalization of learning	The learning scenario includes different options for some activities, keeping in mind students with special educational needs (SEN).
Problem and project-based learning (PBL)	Students work on problems in groups, focusing on finding their own solutions.
Inquiry-Based Science Education (IBSE)	Students are presented with problems (exploring, creating, and analysing)
Curriculum implementation	
Interdisciplinary instruction	There is an interdisciplinary approach by implementing activities from biology, science, ICT) and non-STEM (communication, art).
Innovative Technologies Across	Real-world problems and experiences are presented to the students with IKT



Elements and criteria	How is this criterion addressed in the learning scenario
the CurriculumI	
Assessment	
Continuous assessment	Students' progress will be permanently assessed.
Personalized assessment	Personalised assessment is carried out according to the pace of learning and the instructional approach.
Professionalization of staff	
Highly qualified professionals	Connecting with teachers of Biology, IKT, Psychology English language.
Existence of supporting (pedagogical) staff	Supporting staff play an essential role in providing a safe and encouraging learning environment for the students.
Professional development	Opportunities for staff professional development to improve their teaching strategies.
School leadership and culture	
School leadership	Management board and teams.
High level of cooperation among staff	Staff members are encouraged to work together and support each other.
Inclusive culture	All colleagues' views and opinions are valued and respected.
Connections	
With industry	A talk with a IKT, Biology, Psychology so students can access information directly from an expert.
With parents/guardians	The learning scenario includes a survey involving parents/guardians. It also lists an additional task for parents.
With other schools and/or educational platforms	The learning scenario is presented to other schools/colleagues from other schools at a school visit, workshop, or talk.
With universities and/or research centres	/
With local communities	The learning scenario is presented on the school webpage, so it is accessible to the public.
School infrastructure	
Access to technology and equipment	Learning is supported and enhanced with authentic, relevant use of technology (using school computers/laptops, searching for information, etc.)
High quality instruction classroom materials	The teaching materials are in line with the school curriculum.



Lesson Plan

Name of activity	Procedure	Duration
Lesson 1: Understanding the Nature of Cyberbullying	<p>Objective:</p> <p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> 1. Define cyberbullying and recognize its different forms. 2. Understand the emotional and psychological effects of cyberbullying. 3. Identify common behaviours that constitute cyberbullying. <p>Materials Needed:</p> <ul style="list-style-type: none"> • Whiteboard or projector • Markers or chalk • Video clip or real-life case study (optional) • Handout: "Understanding Cyberbullying" Facts and Reflection Worksheet • Computer or internet access for research <p>Lesson plan</p> <p>1. Introduction to Cyberbullying (9 minutes)</p> <ul style="list-style-type: none"> • Warm-up Question: “What comes to mind when you hear the term ‘cyberbullying’? Have you seen or heard about it happening to someone?” 	

- **Discussion:**

Students and teacher together define cyberbullying as using technology (such as social media, text messages, or online games) to deliberately harm or harass others. Teacher emphasizes the difference between traditional bullying and cyberbullying, focusing on the anonymity and reach of digital platforms.

- **Forms of Cyberbullying:**

- **Harassment:** Repeated harmful messages or comments.
- **Impersonation:** Pretending to be someone else to harm their reputation.
- **Outing:** Sharing private or embarrassing information online.
- **Exclusion:** Intentionally excluding someone from online groups.
- **Cyberstalking:** Repeated, aggressive online behaviour meant to control or intimidate someone.

2. Video/Case Study (Optional) (1 minute)

- A video about cyberbullying, illustrating the emotional impact on victims.

<https://www.youtube.com/watch?v=E0WbSOpIlqY>

- Discussion about the key points and effects shown in the video (e.g., feelings of isolation, depression, and anxiety).

3. The Emotional Impact of Cyberbullying (15 minutes)

- **Discussion:**

Teacher asks: “What emotional effects might cyberbullying have on someone? How might it affect their relationships, school performance, and sense of self-worth?”



	<ul style="list-style-type: none"> • Key Points: <ul style="list-style-type: none"> ○ Cyberbullying can cause anxiety, depression, and low self-esteem. ○ Victims might feel isolated, hopeless, or afraid to go online. ○ In severe cases, cyberbullying has led to self-harm or suicide. <p>4. Activity: Reflection Worksheet (15 minutes) Distribute the “Understanding Cyberbullying” Facts and Reflection Worksheet, which includes the following questions:</p> <ul style="list-style-type: none"> • After reading a real-life story about cyberbullying (included in the handout), answer the following: <ol style="list-style-type: none"> 1. How did the victim feel during and after the cyberbullying incident? 2. What consequences did the bullying have on the victim’s mental health? 3. What could have been done to prevent this situation? <p>5. Homework Assignment (5 minutes)</p> <ul style="list-style-type: none"> • Write a Response: Write a short essay (300-500 words) discussing the following: "How does the anonymity of the internet contribute to the rise of cyberbullying? Provide examples from the video/case study discussed in class."
<p>Lesson 2: Strategies to Prevent Cyberbullying</p>	<p>Objective:</p> <p>By the end of this lesson, students will:</p> <ol style="list-style-type: none"> 1. Understand strategies for preventing cyberbullying in both personal and school environments. 2. Recognize the importance of digital citizenship and online responsibility. 3. Create a plan to promote safe online spaces for themselves and their peers.

Materials Needed:

- Whiteboard or projector
- Markers or chalk
- Handout: "Preventing Cyberbullying" Strategies List
- Internet access (for research)

Lesson plan:

1. Recap of Cyberbullying (10 minutes)

- Briefly review what cyberbullying is, using the definitions and examples from the previous lesson.

2. Discussion: Why is prevention important (15 minutes)

- **Warm-up Question:**
Teacher asks students:
 - “Why do you think it is important to prevent cyberbullying in our schools and online spaces?”
- **Teacher gives students discussion Points:**
 - The long-term emotional and psychological harm of cyberbullying on victims.
 - The impact of cyberbullying on the overall school or online community environment.

- **Teacher describes key strategies for prevention:**

- **Digital Citizenship:** Promote respectful, responsible, and ethical behaviour online.
- **Privacy Settings:** Encourage students to use privacy settings on social media to control who can access their information.
- **Education and Awareness:** Teach students about the consequences of cyberbullying and how to spot it.
- **Open Communication:** Create an open dialogue in schools where students can report cyberbullying safely.
- **Support Networks:** Build a supportive environment with peer mentoring or support groups.

3. Group Activity: Brainstorming Prevention Strategies (10 minutes)

In small groups, students will brainstorm and discuss different strategies to prevent cyberbullying. Each group should:

- Develop a set of prevention strategies for either school or social media platforms.
- Present their strategies to the class and discuss how they could implement them.

4. Homework Assignment (10 minutes)

- **Write a Plan:**

Teacher asks students to write a one-page plan that outlines how they can contribute to preventing cyberbullying in their school or online community. They should include specific actions they will take and who they will involve in the process. The teacher asks students to write their homework with the help of their parents.

Lesson 3:
Ways to
Respond to
Cyberbullying

Objective:

By the end of this lesson, students will:

1. Learn how to respond effectively if they or someone they know is being cyberbullied.
2. Understand how to support others who are victims of cyberbullying.
3. Recognize the importance of standing up against cyberbullying.

Materials Needed:

- Whiteboard or projector
- Markers or chalk
- Handout: "Responding to Cyberbullying" Steps
- Internet access (for research)

Lesson plan:

1. Introduction to Responding to Cyberbullying (10 minutes)

- Teacher asks students:
“What should you do if you or someone you know is being cyberbullied?”
- **A short discussion follows:**

The teacher emphasizes key points:

- It's important not to respond with anger or retaliation.
- Keep evidence of the bullying (screenshots, messages).
- Reach out to a trusted adult or authority.

2. With the use of the Internet students are exploring effective strategies for responding to Cyberbullying (30 minutes)

- **Key Responses:**

- **Do Not Engage:** Encourage students to avoid retaliating or continuing the conversation with the bully.
- **Save Evidence:** Explain the importance of documenting the bullying behaviour for evidence.
- **Report the Bullying:** Students should report incidents of cyberbullying to trusted adults, school authorities, or website administrators.
- **Seek Support:** Encourage students to talk to friends, family, or counsellors for emotional support.
- **Support the Victim:** Encourage bystanders to offer support to victims and not ignore the situation.

3. Role-playing Activity (30 minutes)

- Students will pair up and role-play different scenarios where one student is the cyberbully and the other is the victim. Afterward, switch roles.
 - One student will practice how to support the victim in the role-play scenario.
 - Discuss how both the victim and the helper felt and what could have been done differently in the situation.

4. Group Discussion: How Can We All Help? (10 minutes)

- **Discussion Prompt:**

- “What can we as a class or group do to help someone who is a victim of cyberbullying?”
 - List ways to create a supportive community and encourage peer support.

5. Homework Assignment (10 minutes)



- **Reflective Journal:**

Teacher asks students to write a short journal entry (200-300 words) on how they would respond to seeing someone being cyberbullied. What actions would they take, and how would they support the victim?

Assessment

Formative assessment is done using different methods depending on the activities. Evaluation worksheets, drawings, and free discussions are used to express students' level of understanding of the topic.

Student feedback

Students give feedback on their work through regular and continuous discussions during lessons. They also give feedback through the assessment process. To improve the teacher's teaching process, students are asked to explain why they liked/disliked the activities.

Teachers' remarks

The worksheets can easily be modified and translated into any language. This learning scenario went mostly as planned. Since we planned every activity in detail, most tasks lasted for the expected period. The learning scenario is adaptable and flexible so it can be used for different levels of knowledge. These lessons provide a comprehensive understanding of cyberbullying, ways to prevent it, and strategies for responding to it. The students have gained new knowledge that will be very useful to them.