



Hello!

Thank you for downloading your sample pack for the 'Is it Funny or Is It Hate?' lesson. We're certain it will help you teach your students how to handle hate they might experience or witness online to create a more respectful digital space for all.

This lesson is suitable for Years 5 and 6 and is perfect to teach during Anti-Bullying Week, which runs from 11th to 15th November. It is a sample from the full lesson pack available when **registered to Digital Matters**.

How to use your sample lesson

In this pack, you'll find the full lesson plan, accompanying slides and offline handouts. You can adapt these resources to work for you and your students.

1. Review this lesson plan. You'll find there are places you can shorten or separate the lesson into multiple parts. Decide on which format works best for your students.

Note: If you separate the Interactive Learning and Once Upon Online parts, Interactive Learning will take about 35 minutes while Once Upon Online will take about 20 minutes. If you do not split this lessons, it will take about 50 minutes for both parts.

2. As you make your way through the lesson plan, display the accompanying slides for your students. In between activities, you'll see there are discussion points to engage students.
3. If you've decided to use the offline handouts for Once Upon Online, go through the story on your board as a whole class, making decisions based on what they learned from the Interactive Learning section.

Note: If printing out the handouts, you can customise which pages to print. You will want to print pages 14 – 19.

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Title: Is it funny or is it hate?
Module: Online Bullying

Suitable for: Year 5, 6
Total Time: 35+ minutes



The **objective** of the lesson for students is:

- To recognise how words, including jokes, can hurt others and why that hurt might be hard to see

By the end of the lesson, **students should be able to:**

- Explain the potential harm of jokes on others
- Explain why a person's reaction might not show how they truly feel
- Recognise how language can spread hate online
- Identify how to stop hateful or hurtful language from spreading online
- Identify ways victims of hateful or hurtful language may need support and how to find that support

Note: Students should access the Digital Matters platform via www.internetmatters.org/digital-matters on their device to participate in each part of their learning journey below. To begin, they should choose the 'Interactive Learning' option. If students do not have access to a device, please login on your teacher's account and project the screen for all students to see. Further instructions can be found in the Companion Guide.

Lesson summary

Starter: Explore what 'feeling hurt' looks like and why it might be hard to tell. (5 minutes)

Activity 1: Read the scenario on the PowerPoint as a class. Discuss why someone might pretend to laugh at something when they actually feel hurt. (7 minutes)

Discussion A: As a class, decide what is important to remember when we see laughing responses (e.g. smiling emojis, LOL, haha, etc.) online. (2 minutes)

Activity 2: Using the Digital Matters platform, have children start Interactive Learning and answer the first question about the scenario you read. Then, discuss the answers. Repeat with questions 2 and 3. (15 minutes)

Discussion B: As a class, talk about what cyberbullying could look like in online spaces like video games. What could someone do if they see hateful language in a video game or other online space? *Note: If students are completing Once Upon Online separately, use this activity as a plenary.* (5 minutes)

Activity 3: On the Digital Matters platform, have students continue onto Once Upon Online. Complete the first chapter together before letting children decide their journey. (10 minutes)

Plenary: As a class, discuss the journeys they took, the choices they made and the story outcomes. (5 minutes)

Lesson breakdown

This lesson is flexible and can be used in a number of ways:

- a. As directed from Starter to Plenary, completing both Interactive Learning and Once Upon Online (50 minutes).
- b. Split in two parts:
 - i. Complete Interactive Learning in one lesson and Once Upon Online in a second lesson (35 minutes + 15 minutes)
 - ii. Complete Interactive Learning in one lesson and assign Once Upon Online as homework (35 minutes)
- c. By using Once Upon Online as a review tool for a previous lesson on cyberbullying (10-20 minutes)

If you wish to complete the Baseline/Summative assessment, leave an addition 10-15 minutes overall.

Before the Lesson

A Baseline Knowledge (10 mins)

Task Instructions

Have students complete the **baseline assessment** to gauge their prior knowledge and understanding of the lesson's learning outcomes.

They should read each question and answer them with what they think they already know in the 'I think...' sections. They should leave the 'I know...' sections blank.

Notes

This may be an activity that you do directly before the Interactive Learning or could be done separately in advance of the lesson.

Use the handout titled 'Show what you know: Is it funny or is it hate?' for this activity.

Alternatively and additionally, this can be done as a whole class on flipchart paper to be revisited later (and then posted in the classroom for reference); or it may be done on the white board at the front of the class.

Have students complete the questions on their own and then share with the class (to be added to paper/white board/PowerPoint where applicable) if relevant to your class. They can also keep the assessment individual to them.

This will be revisited after the lessons are completed to assess students' progress.

Starter

What 'hurt' looks like online (5 mins)

Task Instructions

1. Take the opportunity to set ground rules for the lesson as outlined in the Companion Guide.
 2. Using the PowerPoint slides, show the 5 emojis: Happy, Sad, Laughing, Angry and Scared. As a class, ask students to identify which emojis show that someone is 'hurt'.
 3. If students identify the Happy and Laughing emojis as showing hurt, ask them to explain how they show hurt. If they don't, ask them to explain why they don't show hurt.
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Notes

1. Students should feel safe and supported during the lesson without any pressure to share their personal thoughts or experiences. When they do ask a question or share information, other students should be respectful and open to other points of view.

Introduce the Ask-It Basket where, at any point, students can quietly write down a question and put it in the 'basket' anonymously. For the start of the lesson, have each student write down at least one question they have about cyberbullying or online hate that you will answer later in the lesson and that students can add to as you go.

2. Students are most likely to identify the following emojis as showing hurt: Sad, Angry, Scared and Surprised.

Students are less likely to identify the following emojis as showing hurt: Happy and Laughing.

3. Try to avoid guiding their responses or concluding the discussion before moving to the next activity.

Note: if students do not have internet access, use the *Interactive Learning handout* that they can fill out as you guide them through on your screen.

Activity 1

Hiding the hurt (7 mins)

Task Instructions

1. Using the PowerPoint, show the scenario on screen and read through the first half as a class.
 2. Pause and discuss: Has anyone done anything hurtful in the scenario? Is anyone hurt?
 3. Read the rest of the scenario.
 4. Discuss: Why did Jay laugh if he didn't find it funny?
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Notes

1. You may wish to have students take turns reading or read it out yourself, depending on their abilities.
2. Avoid guiding students' responses. After they've had a chance to share their thoughts or debate, continue on without concluding.
3. Continue as in #1.
4. Allow children to share their thoughts and ensure the key points are covered:
 - People often do things to fit in / avoid standing out
 - This could be laughing along to something they don't find funny; it could also be joining in bullying or hate they don't agree with

Discussion A

What should we remember about laughing reactions online? (2 mins)

Task Instructions

1. As a class, and based on the scenario, brainstorm key things to remember about laughing reactions we see online (such as laughing emojis, LOL, haha, etc.).
 2. Take a moment to answer a few questions from the Ask-It Basket.
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Notes

1. Decide on one key takeaway. It should link to how someone's laughing reaction doesn't always mean that's what they feel, so we should be careful about thinking something is okay just because someone laughs.
2. If there are questions relevant later in the lesson, save them until then. Otherwise, take a moment to answer 2-3 questions that suit the time available.

Activity 2

Taking action against cyberbullying (15 mins)

Task Instructions

1. Get students onto the Digital Matters platform and into the Interactive Learning section of the lesson.
2. Before they begin, define or review what 'bystander' and 'upstander' mean.
3. Have students complete the first question then discuss their responses.
4. Repeat with questions 2 and 3.
5. If students finish questions early, have them complete the Stretch & Challenge activities outlined in the PowerPoint.
6. Ask students to think about their answer to the reflection question.

Notes

1. Students can navigate to Digital Matters using the link installed on their device (if applicable) or by going to internetmatters.org/digital-matters. They should then click START NOW > Student > Online Bullying > Is it funny or is it hate? > Interactive Learning. If you use a virtual classroom tool, you can also share the direct link with them.
2. If you've had previous lessons on bullying, children should have an idea of what bystander and upstander mean. However, some might not. A **bystander** is someone who sees bullying but does nothing. An **upstander** is someone who sees bullying and takes action like supporting the victim, telling a trusted adult and reporting it to the online platform.
3. Interactive Learning is designed with stop points in mind. Once students finish a question, they will see whether they were right and will have information that explains the correct answer(s).
4. Question 1 looks at options others in the group chat (bystanders) had, Question 2 looks at options Devin (the bully) had and Question 3 looks at options Jay (the victim) had.
5. **Stretch & Challenge**
Level 1: Think about an example of cyberbullying that you've seen in real life or that's made up. What could anyone involved have done differently?
Level 2: Jokes are meant to be funny and can spread laughter. So, how can someone tell if a joke could be hurtful to someone else? What could they do to make sure their jokes aren't hurtful?
6. **Reflection:** after students finish this activity, ask them to think about a time where someone said something hurtful that they didn't think was hurtful. What could have been done differently? This is an independent activity and shouldn't be shared with anyone else.

Discussion B

Keeping the internet positive (5 mins)

Task Instructions

1. As a class, discuss what cyberbullying and hateful language might look like in online spaces like video games.
 2. Then, brainstorm actions someone could take to stop the online bullying or hate.
 3. Answer questions from the Ask-It Basket.
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Notes

1. Students shouldn't give examples of hateful language but can share what it could look like in terms of who might be targeted or in what scenario. Things to cover include:
 - Making 'jokes' about someone's appearance, gender or beliefs – especially if it's shown in their avatar
 - Insulting people's skills or abilities
 - Using certain words that their friends think are 'okay' even though others could find them hurtful
2. Actions to cover include:
 - Reporting the user in-game (or wherever it happens)
 - Blocking users
 - Telling a trusted adult such as a teacher, parent or carer.
 - Privately messaging the victim to ask if they're okay and to help them take the above actions
3. Answer any previous questions if relevant along with another 2-3 if time allows. If time is restricted, return to the Ask-It Basket later in the day or in a later lesson.

Note: If you wish to split Interactive Learning and Once Upon Online, use Discussion B as the plenary.

Activity 3

Playing With Hate (10 mins)

Task Instructions

1. Have students continue onto Once Upon Online and choose their helper then wait for your instructions.
2. Once students are ready, ask them to start the story. Read through the first chapter together and ask them whether the choices are positive and safe.
3. Ask students what other choices the character could make, then have them complete the story on their own, in pairs or in groups.
4. Circulate and ask questions while students complete the story.
5. When students are finished, they should complete the Stretch & Challenge and Reflection activities.

Notes

1. From Interactive Learning, students can choose to continue. From the lesson screen, they can select Once Upon Online. They will then be asked to choose a helper and will land on the starting screen. Then, they will click Start Now to get into the story.
2. Read the story out or have students take turns to read. Ask students to explain why they think the choices are positive or not.
3. Explain that, in life, people often have more than two choices. However, this story only has two. So, what other actions could the character take? Students can then make their own choice, or you can select half the class to go one way and the other half to go the other way to guarantee more varied endings.
4. Accessibility options are available for students who need different fonts or content colours. It may be advisable to pair some students up or place them in groups with an adult helper so they can all do the journey together with support. When students select an option, they will get immediate feedback on the effect of their choice. As they go through their journeys, ask them questions such as:
 - How might the character feel?
 - What other decisions could the character make?

- Is this the right journey for the character? Where might they end up?
- How could the story change if different choices were made?

5. Stretch & Challenge

Level 1: Ask students to redo the journey by choosing the opposite of their preferred choices. Is the new outcome surprising? Why or why not?

Level 2: Ask students to share their endings with peers around them. Are there any similarities? Discuss what options led to the different (or same) end points.

Reflection: after students finish this activity, ask them to think about Nia's journey and the choices she made. If you or someone you know experienced bullying or hate online, what could you do to get support? This is an independent task and should not be a discussion.

Note: If you have separated Once Upon Online into a separate lesson, review the Discussion questions from the first half to serve as the Starter.

Alternatively, create your own Starter using information from this lesson.

You may also wish to answer more questions from the Ask-It Basket as part of the Starter.

If separating the activities, remember to review the rules set up in the first part.

Plenary

Where did Nia's journey lead? (5 mins)

Task Instructions

1. As a class, discuss the outcomes students found. Did everyone end at the same point or were different paths taken? Ask students with different endings to volunteer to share the choices they made to get to that point.
 2. Introduce one of the take home activities.
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Notes

1. Ensure that you're choosing volunteers rather than putting children on the spot. Try to choose 3-5 students depending on time available.

While students are sharing their journeys, these are some guiding questions to help them reflect on the journey:

- Why was it better for Nia to choose X instead of Y?
 - What are some other choices Nia could have made that weren't in the story?
 - Which choices might Nia have found most difficult and why?
 - What choices could Nia make to get to a different end point?
 - Would someone make the same choices outside of the story? Why or why not?
2. If you'd like to consolidate students' learning at home, choose one or more of the suggested take home activities to assign, or create your own.

Take Home (10-20 mins)

Task Instructions

At home, students can discuss their Once Upon Online journey with their parent, carer, older sibling or someone else they live with.

Using the reflection questions, students review their in-class journey and then complete the take home activity that you've chosen. .

Notes

In this pack, you'll find a **letter to parents** explaining what Digital Matters is and how they can get access to the Parent and Carer Companion Guide. This will help them test or improve their knowledge on the subject as well. If you did not send it home prior to the lesson, sending it home now would help parents understand the platform a little better.

You can decide which take home activity would best suit your class:

Option 1: Have students show their parents the printout or **offline record** of their journey in Once Upon Online. With their parents' help, have students consider what other choices the characters could have made on their journey and what the results might have been. [Slide 22]

Option 2: Students share their Once Upon Online journey and reflection with a trusted adult or older sibling at home. The trusted adult or sibling then should be encouraged to do the journey themselves to see what outcome they get. The student and adult/sibling can then discuss and compare the choices the character made. [Slide 23]

In the next lesson or as a review, students can share the additional options they thought of or the outcomes of the trusted adult/older sibling's journey and what they found out.

After the lesson

Summative Assessment (10 mins)

Task Instructions

Return to the **baseline assessment**. Have children fill in the “I know...” box for each question either including new information they learnt, information they got wrong or adding to the information they already have.

Notes

This can be done immediately after the lessons as a part of the plenary or may be done after students have had a chance to complete any take home activities.

You may wish to have students complete the “I know...” section in a different colour to the baseline answers for greater contrast.

If this was done as a whole class as well, ask students to share their new knowledge and complete the paper for display in the classroom or the whiteboard/PowerPoint for reference.

Is it funny or is it hate?: Offline Handout

Read the questions and instructions below to show your knowledge and understanding of hurtful words and hate online.

Starter: What 'hurt' looks like online

Look at the emojis below. CIRCLE the ones that show hurt feelings



Do the HAPPY and LAUGHING emojis show hurt? Why or why not?

Activity 1: Hiding the hurt

Read the following scenario.

One day, Devin and Jay are joking back and forth in a group chat with classmates. Devin says Jay shouldn't be in Year 6 because of a mistake he made while reading out loud in class earlier that day. Everyone in the group chat finds this funny, and Jay responds with a laughing emoji.

STOP & TALK:

With your class, group or partner, discuss the first part of the scenario. Has anyone done anything hurtful so far? Is anyone hurt?

Read the rest of the scenario below.

Later, Devin's mum tells her that Jay's dad called to say he's really upset about what Devin said. Jay actually used to be behind with his reading and worked really hard to catch up. Devin's comment made him feel like he was still behind everyone else.

Devin is confused because she thought Jay found it funny. Why did Jay laugh?

STOP & TALK:

With your class, group or partner, discuss why Jay laughed if he didn't find the comment funny. What should we remember when we see laughing reactions like laughing emojis, LOL, haha and others online?

Activity 2: Taking action against cyberbullying

Using the scenario from Activity 1, read and answer the following questions.

1. When Devin and Jay's friends saw Devin's message in the group chat, what could they have done to support Jay? **CIRCLE all correct answers.**
 - a. In the group chat, tell Devin that she's an even worse reader
 - b. In the group chat, say that they think Jay actually reads really well
 - c. Privately, tell Devin that they didn't think what they said about Jay was that nice
 - d. Privately, message Jay and ask if he is okay
2. What could Devin do to make things right? **CIRCLE all correct answers.**
 - a. Message Jay in the group chat and apologise; she was just joking
 - b. Message Jay in the group chat and apologise; she should've thought more carefully about her words
 - c. Message Jay privately and apologise; she doesn't actually think that his reading is bad
 - d. Apologise to her mum and promise she'll never do it again
3. What could Jay do differently instead of pretending to find the words funny? **CIRCLE all correct answers.**
 - a. Not respond
 - b. Report and block Devin
 - c. Tell Devin she shouldn't talk because her Maths skills are even worse
 - d. Privately message Devin and tell her that it really hurt his feelings

STOP & TALK:

With your class, group or partner, discuss what cyberbullying or hate could look like in spaces like video games. What should someone do if they see this behaviour online?

Once Upon Online Story Record

For each step of the journey below, summarise what happened in each scenario and which option was chosen.

Part 1:

In this scenario...

-
-
-

Choice made:

Part 2:

In this scenario...

-
-
-

Choice made:

Part 3:

In this scenario...

-
-
-

Choice made:

Part 4:

In this scenario...

-
-
-

Choice made:

End:

In this scenario...

-
-
-

Reflection Questions

Based on the choices made above, answer the following questions to reflect on the journey made in Once Upon Online.

1. What do you think went well or could have been done better? Why?

2. Do you think the end outcome was positive or negative? What could have made it better (or worse)?

3. How did Once Upon Online help you learn more about the topic? Who else could benefit from completing this journey?

4. What's the most important thing people need to know about this topic and why?

5. How will you use your knowledge from Once Upon Online to be safer online?

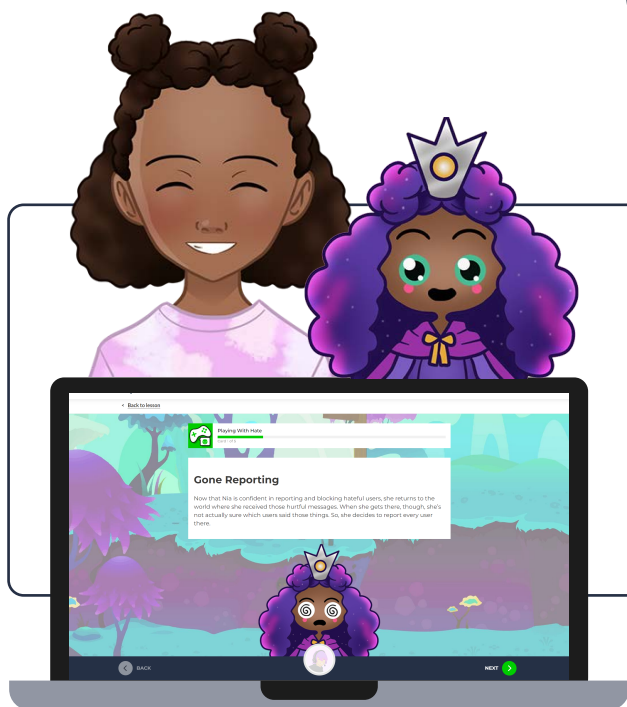


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