TEACHER GUIDE · MODULE 4 · AGES 14 TO 18 · 50 MINUTES

One Share, a Whole School

Essential question: How can one small tap online have a big impact on someone, and what can I do instead?

Overview

This lesson opens Module 4: Impact, Rights & Advocacy. Through one story, an embarrassing clip of Maya that spreads through a school before 8:30, students see how a pile-on grows from many small taps (post, forward, react, comment), and how its impact moves offline. They learn that "it was already online" is not permission, practice the share check (**Consent. Impact. Purpose. If unsure, don't spread it.**), and see how one upstander can change the direction of a group. The lesson draws on eSafety Commissioner guidance on cyberbullying, consent for sharing and upstanders, and ECPAT's work on youth voice.

Students will be able to

1. Explain how small actions (forwarding, reacting, commenting) combine into a pile-on.
2. Describe the offline impact of online humiliation.
3. Use the share check before sharing a photo or video of someone.
4. Choose safe upstander actions, and know it is never too late to change course.

Key vocabulary

Term	Meaning
Impact	The effect your action has on someone else, which can be much bigger than the tap felt.
Consent for sharing	Asking before you share a photo or video of someone, even when it isn't sexual.
Pile-on	When many people mock, react to or share something about one person, so the hurt adds up.
Bystander	Someone who sees harm happening and doesn't join in, but doesn't help either.
Upstander	Someone who interrupts harm or supports the person affected.
Digital footprint	Everything you leave online, including your likes, shares and comments.

Materials

- Sticky notes, 2 per student
- Wall signs: Upstander move, Standing by, Feeds the pile-on (wall-signs.pdf)

- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)
- Family tips to send home (family-tips.pdf)
- The lesson video, at the top of the lesson web page (about 1 minute 40 seconds)

Before you teach

- **Keep it about the characters.** Students should not name real classmates or describe real incidents in class. Use the cards for distance.
- **Expect strong feelings.** Some students may have been the target of a pile-on, and some may have joined one. Keep the tone non-shaming: the lesson is about changing what we do next, not about blame.
- **Safe upstanding only.** Students should never put themselves at risk. A private message or telling an adult counts as upstanding.
- **Know your anti-bullying policy**, and how students can report bullying at your school.

If a student tells you they are being targeted

1. **Listen and thank them.** Say: "I'm glad you told me. You don't deserve this."
2. **Help save evidence:** screenshots of posts, comments, usernames and dates.
3. **Follow your school's anti-bullying and safeguarding policy.** Inform the right staff and, where appropriate, parents or carers.
4. **Help report** the posts using the app's report tools.
5. **Check on their wellbeing** in the following days. Share the National Lifeline 1564 (24/7). If you are worried about their safety, act on it at once.

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	When a joke goes too far
2. Learn	10 min	The video, and the three zones
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Write an upstander message
5. Wrap up	8 min	Share check, quiz and exit ticket

1. Warm up: When a joke goes too far (5 min)

1. > *"Think of a film, a show or a story where a joke went too far. Not about anyone here. On one sticky note, write the moment it turned hurtful. On the other, write what someone could have done."*

2. Group the notes. Point out: a joke becomes bullying when the target is being hurt, humiliated, or piled on.

2. Learn: Upstander move, standing by, or feeds the pile-on? (10 min)

1. Play the lesson video. Ask: *"How many people made a 'big' decision? What did Karim do differently?"*
2. Walk through the three zones on page 1 of the student sheets.
3. Introduce the reality check: *"Would I send this if the person were standing beside me?"*
4. Quick check: read each line below aloud and have students point to a sign.

Situation	Zone
Forwarding a clip "because it was already online"	Feeds the pile-on
Adding a 😂 to a mocking post	Feeds the pile-on
Saying nothing and closing the app	Standing by
"Delete this. It's not funny."	Upstander move
Messaging the person: "Are you okay?"	Upstander move
"Don't be so sensitive."	Feeds the pile-on

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Upstander move card (4, 6 or 8).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. Ask: *"What is the smallest, safest thing that would change this?"*

4. Create: Write an upstander message (12 min)

1. For one card, students write a short message for the group chat and a private check-in for the person affected.
2. Students tick the statements on page 3 they feel sure about. Point out the last one: it is never too late to change course.

5. Wrap up (8 min)

1. Review the share check:

1 Consent
Did the person agree to this being shared?

2 Impact
Could it embarrass, expose or target them?

3 Purpose
Am I helping, or feeding the crowd?

4 If unsure
Don't spread it.

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Close with: *"You may only tap once. The other person can feel it all day."* Hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. Just a funny clip	Feeds the pile-on	Maya never agreed to the clip being shared. One forward puts it in front of dozens of new people.
2. Just a reaction	Feeds the pile-on	Reactions add energy to a pile-on and tell the poster that the crowd approves.
3. Not my business	Standing by	Not joining in is safer, but the new student still faces the crowd alone.
4. Delete this	Upstander move	One clear message interrupted the pile-on and changed what the group saw as normal.
5. It was already online	Feeds the pile-on	Seeing something online doesn't give you permission to spread it, and the screenshot reached people Nour never chose.
6. Are you okay?	Upstander move	A private check-in means Nour isn't facing it alone.
7. Someone else will	Standing by	When everyone waits for someone else, nobody speaks up. That is how pile-ons keep going.
8. Changing course	Upstander move	Nobody is perfect online. The skill is noticing the moment and changing what you do next.

The next lesson asks: when something goes wrong online, do young people have rights? It covers privacy, consent, dignity and support.

Where to get help

Write these on the board, with your school counselor's name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces, if someone is in danger or threatened

Report tools (in every app): Most apps let you report a post or account that bullies or humiliates someone. Save the messages first.

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One small tap that can add to a pile-on is...

Strong answers include:

- Forwarding a clip
- Liking or reacting to a mean comment
- Adding a laughing emoji
- Commenting "lol"
- Screenshotting it into a group chat

Watch out for: "My one like doesn't matter." Each person thinks their tap is small. For the person targeted, all the taps arrive at once.

2. Before I share a photo or video of someone, I will ask myself...

Strong answers include:

- Would I send this if they were standing beside me?
- Did they agree to this being shared?
- Could this embarrass or hurt them?
- Would I be okay if it were me?

Watch out for: "Someone else posted it first, so it's okay." Seeing something doesn't give you permission to spread it.

3. If I saw a pile-on, one safe thing I could do is...

Strong answers include:

- Not like, comment or share
- Report the post
- Message the person privately to check on them
- Tell a trusted adult or the school
- Post something kind instead

Watch out for: "I have to argue with everyone publicly." You never have to put yourself at risk. Quiet moves count.