

# Egger effect

Ages 16+



THE CYBERSMILE FOUNDATION

# Egger effect

## OBJECTIVE

To learn what the role of an “Egger” is in cyberbullying.


## OUTCOME

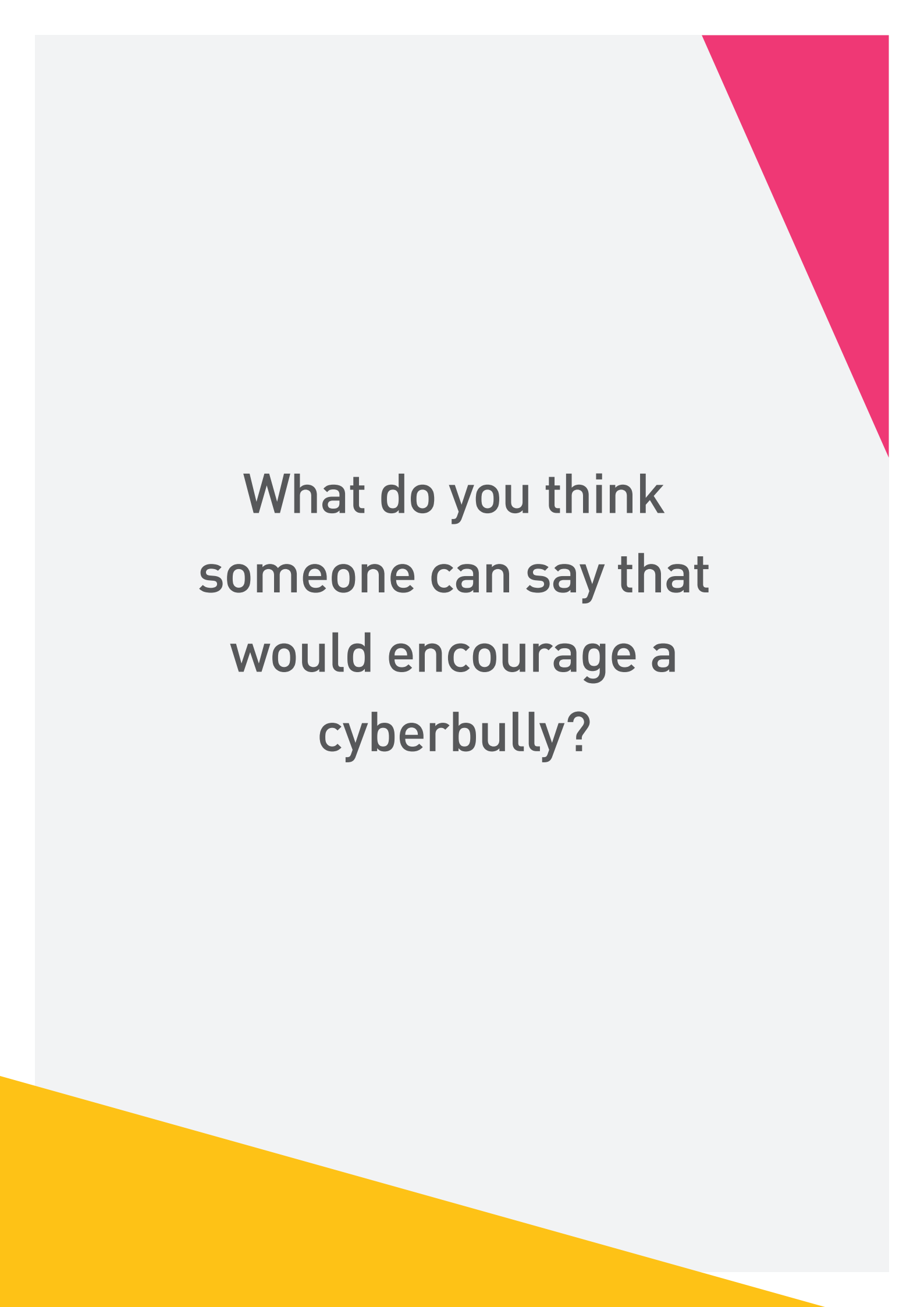
To be aware that being an egger can make a cyberbullying situation worse for a cyber victim.



**EGGER**

Someone who supports and  
encourages a cyberbully.





**What do you think  
someone can say that  
would encourage a  
cyberbully?**

10 MINS

16+ YRS

# Egger effect

## OBJECTIVE

To learn what the role of an “Egger” is in cyberbullying.

## OUTCOME

To be aware that being an egger can make a cyberbullying situation worse for a cyber victim.

## MATERIALS

White board and marker, pens, paper, a copy of the definition below of an “Egger” (you can also use the accompanying slides).

## INSTRUCTIONS

1. Introduce the exercise to the class, and present the objectives and outcomes.
2. Ask the students to think of different comments that someone can write that may encourage a cyberbully. Here are some examples:  
“LOL!,” “Haha!” “That’s so true,” “I never liked them either,” “LMAO,” “Rofl.”
3. Write down the responses as the students say them.  
Present the following definition of an “Egger” - “Someone who supports and encourages a cyberbully.”
4. Then ask the students if they have ever intentionally or unintentionally encouraged a cyberbully. If so, how did the cyberbully or cyber victim react based on that encouragement? Ask them to be as honest as possible.
5. End the exercise by saying to the class that by encouraging a cyberbully, an egger plays a part in cyberbullying the victim. There is no excuse to be taking the cyberbully’s side and it could be adding to the distress of the cyber victim.

## EVALUATION

- Ask the students to work in small groups and produce a brainstorm of the different ways that an egger could affect a cyber victim.

## NOTES

- If none of the students have any experience with this previously, ask them to imagine the scenario.