

Lesson 1: Respect and Responsibility

Preparation

Suggested time: 40-60 minutes – longer if the **Writing Essentials** focus is used.

Resources and materials

- Counselor Resource Letters to Parents, Students and Teachers
- Student Activities 1, 2, 3, 4
- Teacher Resource 1
- Parent Resource 1
- Writing Essentials – Lesson 1 **Prewriting** overview
- Writing Essentials - Lesson Plan: **Clustering ideas that seem to go together**
- Writing Essentials Writing Resource 1- **Clustering**

Lesson goals

Students will demonstrate their understanding of these key concepts:

- The role of social contracts in everyday relationships.
- That social contracts apply both to offline and online communication.
- How lack of respect online can damage friends or family.
- That, when online, it is everybody's responsibility to treat people with respect and to take responsibility for his or her own actions.
- That the prewriting strategy of clustering will assist the student writer in the thinking and planning process necessary before effectively writing about a topic.

EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.1	Uses word recognition skills and strategies to read and comprehend text
	1.3.1	Understands and applies new vocabulary
	2.1.6	Apply comprehension monitoring strategies to understand informational and task-oriented text
Writing	2.3.1	Uses a variety of forms/genres
	3.1.2	Uses an effective organizational structure
	3.2.3	Uses a variety of sentences
	3.3.2	Spells accurately in final draft
	3.3.4	Applies punctuation rules
	3.3.6	Uses complete sentences in writing
Communication	2.2.1	Uses communication skills that demonstrate respect
	1.1.2	Applies a variety of listening and observation skills and strategies to interpret information
	2.2.1	Analyzes the needs of the audience, situation, and setting to adjust language

Educational Technology	1.2.1	Communicate and collaborate to learn with others
	1.2.2	Develop cultural understanding and global awareness by engaging with learners of many cultures
	2.1.2	Practice ethical and respectful behavior
	2.2.1	Develop skills to use technology effectively
	2.3.2	Select and use online applications

Vocabulary

General terms

These concepts are introduced in this lesson.

- **empathy:** Understanding or being sensitive to another's feelings.
- **modeling:** Acting in an excellent, personally responsible way so that others close to you will imitate your behavior.
- **personal information:** Information about an individual that might include address, school, age, gender, phone number, email address, etc.
- **social contract:** Ground rules people follow to show respect for each other and set the stage for productive, positive interactions and behavior; an agreed upon code of behavior based on integrity.
- **social responsibility:** An obligation to act towards others in society in an accountable way.

Other terms

These terms are also relevant to this lesson.

- **privacy**
- **reputation**
- **respect**
- **honesty**
- **kindness**

Technical Terms

- **blog:** An online personal journal.

- **cell phone** (or **mobile phone**): A portable telephone, some of which can connect to the Internet so they can be used to visit Web sites, send e-mail or text messages, and take and send photos.
- **device**: In relation to the Internet, a device is any piece of equipment you use to access the Internet. Devices include personal computers, cell phones, gaming consoles, and personal digital assistants (pda).
- **e-mail**: A tool for sending written messages as well as attached documents to others online.
- **game console**: Devices such as Nintendo that allow you to play electronic games; some game consoles allow you to access the Internet to play interactive games online.
- **instant messaging** (or **IM**): Exchange real time messages with someone else who is online using a program such as AIM from AOL.
- **Internet**: The network of interconnected computers that store online content and enable online interactions. When you are connected to the Internet you are said to be *online*.
- **personal digital assistant (PDA)**: A handheld device that may include a phone, an address book, calculator, or word processor, and the ability to connect to the Internet to view Web sites and synchronize data with a desktop computer.
- **social networking site**: Web sites like **MySpace** or **Facebook** whose focus is on building online communities of people with similar interests. Members connect online to share information in personal blog pages, through chat rooms, discussion boards, or sharing photos or video.
- **text messaging (texting or TM)**: Sending short messages between cell phones.
- **virtual**: Refers to objects, activities, and locations in the online world. A virtual community is a group that gathers on a particular Web site, for example.
- **Web** (or **World Wide Web**): A set of documents hosted on the Internet that make up Web sites, Web pages, and other online content.
- **wiki**: Online content that anybody can edit. Wikipedia, for example, is an online encyclopedia created with contributions from the general public.

Teacher background

The first step in helping students understand cyberbullying is to begin with an overall discussion of social responsibility and the social contracts we abide by every day in order for society to function. These social contracts are founded on respect for others and taking responsibility for one's own actions. This lesson provides a framework for exploring online social contracts based on the social contracts we make in the real world. Online social contracts are less well defined in part because online communication is still evolving and because local cultural norms must be adjusted to allow people from many different cultures around the world to interact.

The online social contract includes all of the things we expect in dealing with people in the real world like honesty, integrity, and kindness. There are, however, some behaviors that are

unique to the Internet, the most important of which relates to how information is shared online. Students need to understand that:

- They may unwittingly put themselves, friends, or family, at risk simply by not thinking about what information they are revealing.
- Once information is put online, it is permanent—whether they accidentally slip up or deliberately disclose information about others, they can't take it back.



Writing Essentials for Lesson 1

The writing focus for this lesson is on **Clustering Ideas That Go Together**. This is a prewriting lesson, included here to compliment and enhance the cyberbullying content of Lesson 1. It teaches a skill that your students can use in many writing situations that call for them to extend their thinking. When you see this icon on page 11 of the Teacher Manual, that is the spot we recommend you take some extra time to challenge your students to learn about and practice **clustering**.



Just a reminder to email the **Lesson 1 Letter to Parents** (MS Cyberbullying-Lesson 1 CRT.doc), and the **Lesson 1 Letter to Students** (MS Cyberbullying-Lesson 1 CRS.doc). These letters serve as an introduction to the topics covered in this lesson as well as giving strategies and encouragement.

It's also a good time for you to read the **Lesson 1 Letter to Teachers** (MS Cyberbullying-Lesson 1 CRT) to give yourself a boost!

Lesson: Respect and Responsibility



If your students received their **Lesson 1 Letter to Students**, this may be a good time to discuss their thoughts and reactions to the letter. Then proceed with the following lesson.

Topic 1: Social contracts in everyday life

Activity 1: Understanding social contracts

Post the following definition of social contracts on the overhead.

Ground rules people follow to show respect for each other and set the stage for productive, positive interactions and behavior; an unspoken, agreed upon code of behavior based on integrity.

Explain that social contracts are built on respect for each other and taking responsibility for our actions. This combination of respect for others and responsibility is called social responsibility.

Then discuss with students the following questions. You may wish to post them on the overhead and note the student responses below each one:

- What social contracts do we agree to when we drive a car?
Stop at stop signs or red lights, change lanes carefully, etc.
- What happens when drivers ignore the rules?
Traffic accidents, anger at other drivers, etc.
- What are some examples of social contracts that people need to follow in order for our society to function productively and safely?
We don't steal from others; we try to tell the truth; we avoid saying hurtful things, etc.

Topic 2: Social contracts on the Internet

Activity 2: Understanding online social contracts

In making the leap to understanding **online social contracts**, discuss the following background information questions with students:

- What are some examples of online devices?
Cell phones, gaming devices, PDAs, computers
- What are some online tools you can use to interact with others?
Blogs, wikis, instant messaging, e-mail, text messaging, etc.
- What can you do online to harm others?

Share their personal information with strangers; harass or bully them in your communications; lie about them in your blog or a text message, etc.

Briefly discuss with students the following concepts. You may wish to post them on the overhead, one by one, as you discuss them. Or you can ask student volunteers to simply restate the concept in their own words, thus testing them for understanding:

- **online social contracts must be based on mutual respect and taking responsibility for your actions**
- **because online communication tools are relatively new and the Internet is used by a great many people from many different cultures, we are still developing online social contracts for their use.**
- **unlike having to take a driver's test to get a license to drive a car, a person does not have to pass a test to use a cell phone, a computer, or other device connected to the Internet.**
- **To use those devices safely, there are online social contracts that every person needs to follow**

Break students into small groups of two or three to answer the question below. Discuss their answers with the class. If possible, use the overhead to list and project their examples.

- What are some examples of online social contracts?
We don't insult people in e-mail. We don't lie about a friend in a blog or text message. We don't give personal or private information about people to online strangers, etc.

Student Activity 1 (Lesson 1 SA1.doc): Match Real-World and Online Actions.

Hand out Student Activity 1 to pairs of students (or individuals, if you prefer). Complete the first match with the class and then ask the students to complete the rest of the worksheet on their own. Debrief with the entire class using the overhead to display the correct answers.

Real-world actions	Online actions
1. Excluding somebody from your group when you are no longer friends.	<u>7</u> Downloading a music file without permission.
2. Gossiping about somebody.	<u>2</u> Spreading lies about someone on your blog.
3. Putting somebody else's quote in a book report and pretending they are your words.	<u>4</u> Sending a mean text message.
4. Screaming at people and treating them with disrespect.	<u>3</u> Cutting and pasting material from a Web site and putting it in a report without giving credit.
5. Stalking somebody by following them	<u>1</u> Blocking somebody from IM and social

around all day and insulting them.	networking spaces you and others in your group use.
6. Standing on a corner and shouting out someone's name, phone number, or address.	5 Sending constant mean text messages and making phone calls to bully someone.
7. Stealing a DVD in a music store.	6 Giving away someone's private information on MySpace, Facebook, or other social networking sites.
8. Telling something somebody told you in private to others.	8 Posting a secret someone told you on a Web page.



Writing Essentials: Prewriting Strategy for Clustering

At this point in Lesson 1, you may wish to take extra time for this writing activity. This session will focus on a pre-writing strategy that can be used in any writing lesson when the writer wishes to extend student thinking on a topic and narrow their thoughts to what might be a manageable topic. Before embarking on this lesson, you'll want to keep in mind students will need to practice this strategy with you or as partners several times before trying it on their own. It's a stand-alone strategy that can later be used as students develop a topic and take it on through the writing process. As a stand-alone, you'll see students mull over ideas as they explore making connections on a topic they know well.

Alternative: This student worksheet (Student Activity 1) might also be used as a homework assignment. If you use it this way, discuss student answers at the beginning of Topic 3. (Another idea: post the completed worksheet for students to check their own work.)



If you want to break this lesson into a shorter module, this would be a good place to do so.

Topic 3: Acting respectfully and responsibly online

Activity 3: Making your own online social contract

Discuss these questions with your students or have student teams answer them. Debrief with the whole class.

- Why does the Internet make it easier for some people to disregard responsible social contracts?
You feel invisible; you can assume another identity or pose as someone else; you don't see the person you are communicating with face to face, etc.
- Why doesn't the Internet have strict rules of social conduct?

The Internet is still very new and constantly changing. The numbers of people who are online at any time is huge (in the tens of millions) and diverse, representing different cultures from around the world. It takes time to assemble and communicate a set of acceptable rules that everybody will agree to follow. There is no single government or authority that controls the Internet that can lay down the rules and enforce them.

- What is the Golden Rule? How can you follow it online?
Treat others as you want to be treated. Be careful not to give out to strangers online personal or hurtful information about your friends and others you know (just as you wouldn't want somebody to share your personal information with strangers). Don't use cell phones or the Web to harass.
- Discuss the definition of **empathy**. Ask students how having empathy for others relates to following the Golden Rule.
By being sensitive to and caring about how other people feel, you can more easily treat them in a way that you would like to be treated.
- Have any of you experienced somebody disrespecting you or a friend of yours online?

Student Activity 2 (Lesson 1 SA2.doc): Create Your Own Online Social Contract

Direct small groups of students to work together to create a set of three to five rules that they feel should be part of an online social contract. Their rules should use the following words: respect, honesty, privacy, and kindness. They may find the Review of class discussions (SA2, page 2) helpful in making their rules. When the groups are finished, discuss the rules with the class as a whole.

Alternative: You could make this a homework assignment. In that case, have the students discuss this assignment with their parents, and have the parents sign off that they have participated. In the next session, don't forget to ask students to share their rules with the entire class.

Final Assignment

Resources:

Student Activity 3 (Lesson 1 SA3.doc): How Can Online Actions Affect Someone in the Real World?

Student Activity 4 (Lesson 1 SA4.doc): Vocabulary Review

Parent Resource 1 (Lesson 1 PR1.doc): Letter to Parents

Hand out to students the above 3 resources.

Read together or have one student volunteer to read aloud the **Think About It** statement in SA3. Brainstorm with the class, ideas about what this statement means to them and record these, in brief terms, on the overhead.

- **Think About It: Many people believe that whatever happens online has no impact on the real world. While some online activities, like playing games, are simply fun, every interaction you have with someone online is real. And every contact can affect you, either for good or bad.**

Then, assign SA3 as an in class or homework writing assignment. The Vocabulary Review (SA4) may be useful to students as they begin to include cyberbullying and online vocabulary words in their writing.



'image: www.freeimages.co.uk'

Homework: In addition, ask students, as homework, to give their parents the Parent Letter and return tomorrow with their parent's reaction or comments. This will inform the parents about this cyberbullying class and the content you'll be covering.

Debrief those parent reactions as a lead in to the next lesson.

Lesson 2: What Is Cyberbullying?

Preparation

Suggested time: 75-90 minutes – longer if the Writing Essentials focus is used.

Resources and materials

- Counselor Resource Letters to Teachers, Students and Parents
- Online Video Resource 1
http://www.teachertube.com/view_video.php?viewkey=05a09d33779a17adf170 (If you do not have access to the Internet in the classroom, there is an alternative scenario in Activity 1 to read aloud in class.)
- Student Activities 1,2 3, 4
- Teacher Resource 1
- Writing Essentials – Lesson 2 **Elaboration** overview
- Writing Essentials – Lesson Plan: **Elaboration Strategies Using Mentor Text**
- Writing Essentials – Lesson 2, SA1, **Elaboration Strategies**
- Writing Essentials – Lesson 2, TR1, **Annotated Elaboration Strategies**
- Writing Essentials – Lesson 2, TR2, *The Final Word/USA Today*, by Craig Wilson

Lesson goals

Students will demonstrate their understanding of these key concepts:

- What is bullying.
- Bullying behavior in a variety of forms (verbal, physical, non-verbal, direct and indirect).
- How bullies victimize people.
- Similarities and differences of bullying and cyberbullying
- The skill of elaboration within the writing process, using mentor text as a guide.

EALRs and GLEs addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.2	Uses vocabulary strategies to understand text.
	1.3.1	Understands and applies new vocabulary.
	1.4	Applies word recognition skills and strategies to read fluently.
	2.1	Demonstrates evidence of reading comprehension.
Writing	1.1.1	Prewrites to generate ideas and plan writing
	2.3	Uses a variety of forms and genres.
	3.1	Develops ideas and organizes writing
	3.1.2	Uses an effective organizational structure.
	3.3	Knows and applies writing conventions appropriate for grade level
Communication	1.1.1	Applies a variety of listening and observation skills and strategies to interpret information.
	2.2.1	Uses communication skills that demonstrate respect.
Educational Technology	1.2.1	Communicate and collaborate to learn with others
	1.2.2	Develop cultural understanding and global awareness by engaging with learners of many cultures
	2.1.2	Practice ethical and respectful behavior
	2.2.1	Develop skills to use technology effectively
	2.3.2	Select and use online applications

Vocabulary

General Terms

These words are introduced in this lesson.

- **accomplice:** Someone who supports a bully either by encouraging the bully or actively engaging in the bullying activity.

- **anonymity, anonymous:** The state in which a person keeps his or her identity hidden from others. Online bullies can stay anonymous with user names that hide their real names.
- **bullying:** Repeated, unwanted, hurtful, negative behavior against someone. Bullying typically involves an imbalance of power where the bully is either physically stronger or is perceived to have more power than the target.
- **bystander:** Someone who observes bullying. By their inaction or non-support of the target a passive bystander increases the target's feeling of isolation and encourages the bully who may take their inaction as a sign of approval.
- **cyberbully:** A bully who uses Internet services and devices to harass a target. Cyberbullying, online harassment, e-bullying, mobile bullying, digital bullying, Internet bullying, and cyberstalking, are all terms for hurting others using online tools.
- **cyberstalking:** When someone uses the Internet to track the activities of another to spy on and harass them.
- **direct bullying:** A verbal attack on a target in a text message, e-mail, or other communication.
- **harassment:** bullying based on some specific characteristic such as race, gender, age, ethnicity, sexual preference, and so on.
- **indirect bullying:** Aggressive actions without actual direct contact with the victim. The bully might send out a damaging photo of the target or posting it online. Or the bully might create a Web page that masquerades as the target's Web page and use it to embarrass him or her.
- **justification:** To free oneself from blame or guilt, i.e. when a bully decides his/her bullying actions are okay because the target is "weird" or different in some way.
- **target:** Someone a bully has attacked.

Other terms

These terms are also relevant to the lesson.

- **24x7**
- **dominance**
- **isolation**

Technical Terms

- **post:** to publish content online, as in posting a comment on a discussion board or blog.

Teacher Background

Cyberbullying is a serious and growing problem. Physical bullying usually reaches its peak in elementary school. But according to researchers at the University of Wisconsin Eau Claire, over [30 percent](#) of middle and high school students report being the target of cyberbullying, and the percentage appears to be increasing. (You can read this research at

<http://www.uwec.edu/newsreleases/06/mar/0314cyberbullying.htm>.) In fact, the prevalence of online bullying has now surpassed traditional physical bullying.

Bullying has been around forever, but when you add e-mail, blogs, instant messaging, and other electronic methods, it takes on a new dimension. Abuse can occur 24x7 and be published to a worldwide audience. The Internet also provides new media and tools to enable additional forms of humiliation.

The primary targets of cyberbullying, like offline targets, are those whom bullies perceive they *can* bully. This includes students who may lack self-esteem, or have little in the way of a support network or just a few friends. Bullies typically find an ‘easy’ target, and then choose a characteristic to justify their attack, such as body size, religion, looks, income bracket, ethnic background, intelligence, or sexual preference. Though targets often come to believe the bullying is due to their ‘flaw’ this is not the cause of the bullying; it is the justification. It is critically important to make this distinction so targets don’t feel they are at fault.

Unlike offline bullying, cyberbullies can deliver an onslaught of accusations and threats at any time of the day or night. They can stealthily take and alter photos in damaging ways or add derogatory comments. They can then post them on social networking sites (such as MySpace) or send them in e-mail messages to the target’s friends and family. Sometimes, pretending to be the target, they create fake blogs to stir up trouble with the target’s friends, to post embarrassing videos, or, in an extreme yet well-documented form of cyberbullying, to entice a predator to target the victim.

It’s also important to understand that cyber-humiliation may be permanent. The information posted by a bully online can last literally forever and no amount of apology will ever put the genie back in the bottle. Schools, employers, friends, and others who search on a name ten, twenty, even thirty years from now may come across the cyberbully’s malicious lies.



Writing Essentials for Lesson 2

The writing focus for lesson 2 is on **Elaboration Strategies Using Mentor Text**. Mentor text is a selection of writing by a professional writer, in this case Craig Wilson of **USA Today**. Students will be asked to read and analyze Craig’s article to learn about specific kinds of elaboration that they can begin to use in their own writing. When you see this icon on page 22 of the Teacher Manual, that’s where we recommend you insert this writing focus.



Just a reminder to email the **Lesson 2 Letter to Parents** (MS Cyberbullying-Lesson 2 CRT.doc), and the **Lesson 2 Letter to Students** (MS Cyberbullying-Lesson 2 CRS.doc). These letters serve as an introduction to the topics covered in this lesson as well as giving strategies and encouragement.

It’s also a good time for you to read the **Lesson 2 Letter to Teachers** (MS Cyberbullying-Lesson 2 CRT) to ready yourself for teaching this lesson.

 **Note:** For more background on bullying, refer to Teacher Resource 1 Statistics on Bullying (Lesson 2 TR1).

Lesson: What Is Cyberbullying?



If your students received their **Lesson 2 Letter to Students**, this is a good time to discuss their thoughts and reactions to the letter. Then proceed with the following lesson.

Topic 1: What is bullying?

Activity 1: Watching a Bullying Talent Show

Online Video Resource 1: Cyberbullying – Talent Show

http://www.teachertube.com/view_video.php?viewkey=05a09d33779a17adf170

To play the video:

- Double-click the link above (if you are reading this online).
- Type the Web address above into your browser (such as Internet Explorer or Firefox).

If you cannot access the video, read this scenario to the class:

A middle school girl is auditioning for a school talent contest. She walks out on the stage and proceeds to give her presentation to an audience of her peers and teachers. She says “Today I’m going to talk about Patty. Patty’s best characteristics? She’s stupid. Stupid and ugly. Everything she does is ugly. Watch her eat. Watch her stuff her face. Look at her: greasy hair, dirty fingernails. It makes me want to vomit. Her dad doesn’t work, they have no money. That’s why she wears that nasty pink sweater. Everyone hates her; even the teachers and they’re supposed to like everyone. Get a life, Patty. Thank you.”

Write the definition of bullying (shown below) on the overhead.

Bullying involves repeated, unwanted, hurtful, negative behavior against someone. Bullying typically involves an imbalance of power where the bully is either physically stronger or is perceived to have more power than the target.

With this definition and the video in mind, ask the students to consider the question below. If possible, list the student responses so everyone can see them.

What are some characteristics of a bully?

Possible answers: They have a need to dominate others. They may feel the need for power and importance. They don’t think of others’ feelings (they lack empathy). They may want to force their targets to give them something (money, valuables, etc.). They are being bullied in their home or other situations and need to express their anger towards somebody, etc.

Topic 2: Understand bullying behavior and roles

Activity 2: Finding out more about bullies

Student Activity 1 (Lesson 2 SA1.doc): A Story of Bullying

Hand out SA1. Have the students read the "Story of Bullying" and discuss the following questions. You may wish to have students work in small teams or individually as they answer the questions. Then debrief, listing student or team responses so the whole class can see them.

- What do we call what is happening here? What's going on here?
This person is being bullied.
- What types of people are likely to be targets of bullies?
People who are shy, who may possibly lack self-confidence, or who may be isolated because they don't know lots of people, etc.
- What sorts of things do bullies do? (Make sure to elicit the more subtle bullying behaviors.)
Laughing at you, shoving you, making fun of you, hitting you, insulting you, etc.
Ignoring you; lying about someone to make others dislike them, etc.
- Point out to students that everyone is the victim of bullying at some time in their lives.
Ask them to share their own experiences.

Solicit from the class explanations of how these types of bullies are different from each other: bully, accomplice, and bystander. Have students take notes on the three types of bullies on the back of SA1.

bully: The main instigator of the bullying action.

accomplice: Someone who supports a bully either by encouraging the bully or actively engaging in the bullying activity.

bystander: Someone who observes bullying. By inaction or non-support of the target a passive bystander increases the target's feeling of isolation and encourages the bully who may interpret their inaction as a sign of approval.



If you want to break this lesson into a shorter module, this would be a good place to do so.

Topic 3: Understanding how bullies justify victimizing people

Activity 3: Understanding how bullies justify their actions

On the overhead, have students read the sentence below. Ask students to work with a partner to come up with two to three sentences that explain the statement. Make sure they understand the meaning of the word *justification* before they start.

- **Targets of bullying often come to believe that they are being bullied because of some flaw within themselves. But this is not the cause of the bullying; it is the *justification*.**

Give ample opportunity for as many student pairs as possible to share their thoughts. Then, read or post the following statement to the class.

- **Bullies typically find an “easy” target and then choose a characteristic to justify their attack. An example of a justifying characteristic used by a bully would be a person who has a different religion and possibly wears clothing different than most other students.**

Then ask students, what other characteristics of a target might bullies use to justify their bullying?

Possible answers: Physical size (too small or too big), looks, family income, ethnic background, intelligence, sexual preference, athletic ability, etc.

Topic 4: Comparing bullying and cyberbullying

Activity 4: Defining cyberbullying

Student Activity 2 (Lesson 2 SA2.doc): When the Bullies Turned Faceless

Hand out or post SA2 on the overhead. Ask students to read the New York Times article. (Alternatively, you could read it aloud to the class.) Although the Internet did not create bullies, it does give them new tools.

Then post on the overhead the following questions. Lead a discussion to have students respond to these questions. You might wish to have students take notes on the back of SA2.

- **How could we name what happened to separate it from regular bullying?**

Cyberbullying, online bullying, digital bullying, online harassment, e-bullying, mobile bullying, Internet bullying, or cyberstalking

- **What Internet services and devices can be used to cyberbully?**

Services: E-mail, instant messaging, social networking sites, text messaging, blogs, etc.

Devices: Internet-connected computer, cell phone, personal digital assistant (PDA), gaming console.

- **How do bullies use Internet services and devices to bully?**

Explain to students that these attacks can be **direct**, such as sending a mean text message. Or they can be **indirect**, pretending, for example, to be that person and behaving badly online to hurt his or her reputation, or spreading lies so that others don't like them.

They can send mean text messages to the target's cell phone. They can post nasty comments to a blog or discussion board pretending to be the target. They can create a Web site pretending to be the target and place inappropriate pictures or messages there. They can go after a person in an interactive online game to insult or harass them. They can pretend to be the target and break the rules of a site to get them thrown off. They can text message lies about the target to others.

- **How does the Internet give bullies more power?**

They can pretend to be stronger, more attractive, or more popular than their target. They can harass a target constantly. They can make the taunting and humiliation much more public. They can stay anonymous.

o **Have any of your friends experienced this?**

Explain to students that cyberbullies don't have to confront their targets in person or ever identify themselves. When **anonymous**, they can bully others with little fear of retaliation—that's part of the appeal. That anonymity can be frightening for the target. It can be especially traumatic if the tormentor pretends to be one of their friends, or pretends to be more than one friend. This leaves the target utterly unsure of whom they can trust and increases their feelings of isolation.

Extra Credit Assignment: Have students research on the Internet to find out Lori Drew's **justification** for creating "Josh" to cyberbully Megan (SA2).

Lori Drew allegedly wanted to know what Megan was saying about her daughter online, and felt that she had a right to do this because she was trying to support her daughter.

Debrief their research at the beginning of the next lesson.



If you want to break this lesson into a shorter module, this would be a good place to do so.

Activity 5: Matching bullying and cyberbullying behaviors

Student Activity 3 (Lesson 2 SA3.doc): Comparing Bullying and Cyberbullying

Hand out SA3. Discuss the major difference between bullying and cyberbullying as being the use of online devices used in cyberbullying. Break the class into pairs or small groups of three to work together to fill in and complete the chart.

Debrief their responses. You might want to recreate this chart in a way that it can be posted as a semi-permanent and powerful reminder to students. Then when students have finished, you can record their answers there.

Bullying	Cyberbullying
A bully says something nasty and it's only heard when he or she says it.	A cyberbully can say something damaging online and it may be accessed practically forever.
The bully makes him or herself known to the target.	The cyberbully can stay anonymous.
The primary bully is usually physically stronger.	Physical strength is not required.
Bullies are usually limited to attacking at certain hours of the day.	Cyberbullies can torment their targets 24 hours a day, 7 days a week.
Often bullies attack face to face.	Cyberbullies are never in the target's presence when they attack.

In most physical bullying attacks, there are relatively few witnesses.

By posting content online, it can potentially be available for access by anyone with an Internet connection anywhere in the world.



Writing Essentials: Elaboration Strategies Using Mentor Text

At this point in Lesson 2, you may wish to take extra time for this writing activity. This session will focus on elaboration strategies using mentor text that can be used in any writing lesson when the writer wishes to expand on a topic to make it more interesting and engaging to their audience. Keep in mind students will need to practice this strategy with you or as partners several times as they become more comfortable using the various kinds of elaboration suggested here. It's a stand-alone strategy that has been adapted to embrace this particular lesson on cyberbullying.

Journal Activity: (If the Writing Essentials focus above is not used, then this journal activity will conclude this lesson.)

Student Activity 4 (Lesson 2 SA4.doc): Vocabulary Review

Hand out SA4. Using words from the vocabulary list, ask students to begin a Journal by writing a paragraph of five to seven sentences in their journals about what they think are the most significant differences between offline and online bullying and why. This could be done during class, if time permits, or as a homework assignment.

Lesson 3: Cyberbullying Across Devices and Services

Suggested time: 90-120 minutes

Preparation

Resources and materials

Student Activities 1, 2, 3, 4, 5, 6

Teacher Resource 1

Lesson Goals

Students will demonstrate their understanding of these key concepts:

- How cyberbullies use different devices (cell phones, computers, etc.) to abuse their targets.
- How features of e-mail, blogging sites and other Internet services are used by cyberbullies.
- How services can discourage bullies.
- How to defend against cyberbullying on various devices.

EALRs and GLEs addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs	
Reading 1.3.1	Understands and apply new vocabulary
1.3.2	Understands and applies content vocabulary critical to the meaning of text.
2.1	Demonstrates evidence of reading comprehension
2.1.6	Applies comprehension monitoring strategies to understand informational and task-oriented text
2.2	Understand and apply knowledge of text components to comprehend text
3.1	Read to learn new information
3.2	Read to perform a task

Writing	2.3	Writes in a variety of forms and genres.
	3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples.
	3.2	Uses appropriate style
	3.3	Know and applies writing conventions appropriate for grade level
Communication	1.1.2	Applies a variety of listening and observation skills/strategies to interpret information
	2.2.1	Uses communication skills that demonstrate respect
	3.3.1	Applies skills to plan and organize effective oral communication and presentation

Vocabulary

General vocabulary

These words are introduced in this lesson.

- **code of conduct:** A set of rules governing how people should behave in a certain setting, such as on a social networking site.
- **prohibited:** In this context, behavior or content that is defined as unacceptable in a Web site's code of conduct.
- **report abuse:** In this context, a reporting feature on a Web site used to tell the hosting company about behavior that violates their code of conduct.

Other terms

These terms are also relevant to this lesson.

- **illegal**
- **impersonate**
- **manipulate**
- **offensive**
- **violator**

Technical terms

- **game console:** Devices such as **Xbox**, **Playstation** or **Wii** that allow you to play electronic games; some game consoles allow you to access the Internet to play interactive games online.
- **authentication:** a process used by Web sites to register and verify members, which might include a credit card, user name, and password. The more a site authenticates a user, the easier it is to track down a user who violates rules.

- **Massively Multiplayer Online Games (MMOGs):** Online interactive games that involve many (often thousands) of players.
- **photo imaging software:** software, such as **Photoshop**, that can be used to change photos, for example placing the image of one person's head on a different body.
- **gamer tag:** the name a gamer goes by when playing an online game.

Teacher background

Any Internet-connected device may be employed by cyberbullies, but the three key types are computers, cell phones, and game consoles. The tactics vary somewhat based on the functionality of the devices.

While computers were once the dominant tool for cyberbullies, cell phones have come to play an important role as they give immediate access to a target. Bullies use cell phones to send abusive short text messages and to take photos to share with others and humiliate the target.

The computer remains the tool of choice when a bully is tackling more complex tasks such as manipulating images, leaving abusive messages on someone's blog, or for creating malicious Web sites.

Online games, played through either a computer or game console, are also used for bullying. For example, when playing massively multiplayer online games (MMOGS) if a bully finds out a target's gamer name (called a gamer tag), he can use the tools in the game to send insults. In war-type games, the bully can attack the person's game character to harass him or her.

The services—e-mail, **YouTube**, **MySpace**, and so on—students use to connect vary depending on what services are currently popular with young people and their ages. For example e-mail is considered old fashioned by kids, and is hardly ever used by teen cyberbullies, but text messaging between mobile phones is all the rage. Every Internet service that allows users to add their own content (called posting) can be used for cyberbullying. The degree to which it can be used depends on the service's policies about member behavior and how well they enforce those policies. The ability to use a service for bullying also depends on the types of tools the service makes available, such as posting text or images to an online discussion. Every Internet service should have a code of conduct and a feature typically labeled Report Abuse that can be used to notify site managers of the abuse.

Lesson: Cyberbullying Across Devices and Services

Topic 1: How cyberbullies use different devices to abuse targets

Explain to students that the three main devices used to cyberbully are Internet-connected computers, cell phones, and game consoles. Discuss with students how these devices differ and how each can be used as a cyberbullying tool.

Activity 1: Exploring the effects of cyberbullying

Student Activity 1 (Lesson 3 SA1.doc): The Effects of Cyberbullying

Hand out Student Activity 1. Read through each example with students, and in a whole class discussion, fill in the **Effects** of cyberbullying for every scenario. (**Note:** The second scenario gets into ethnic harassment in addition to cyberbullying. Point this out to students if they don't catch it.)

Ask students to work in teams of two or three to complete the Team Example on the second page of SR1. Ask each team to write an example of cyberbullying from their experience or make one up. Debrief, allowing as many student teams as time permits to share their scenarios.



If you want to break this lesson up into a shorter module now might be a good time to take a break!

Topic 2: How features on devices enable cyberbullies to intimidate others

Activity 2: What features on devices make them easy to use for cyberbullying?

Teacher Resource 1 (Lesson 3 TR1.doc) How features on devices can enable cyberbullying

Refer to Teacher Resource 1 to enhance your understanding of the features each device offers. Note that each device has certain capabilities that make them useful for certain types of abuse. For example, if you want to use photo imaging software to manipulate images, a computer is a more logical choice than a cell phone.

Divide the class into groups of three to four students each. Designate two groups as **computer experts**, two groups as **cell phone experts**, and two as **game console experts**.

Ask the "expert teams" to make a list of the features of their device that a cyberbully could use against a target. (You may want to provide an example for each from TR1 to get them started.)

Have the groups who share "expertise" in a device combine their lists. Then ask a representative of each expert group to present their examples to the class and explain how these features are used in a bullying situation.



If you want to break this lesson up into a shorter module now might be a good time to take a break!

Topic 3: How services can discourage bullying

Ask students to make a list of the kinds of services they use on their devices. Their responses might include:

MySpace, Facebook, e-mail, YouTube, Blogspot, gaming sites, etc.

Ask students what they know about one such service: instant messaging. Their responses might include:

They provide a space (on the computer) where you can post your pictures or text so other people can see it and respond. They're a fun way to connect with other people. They can have risks if you share too much or don't know the people you're interacting with. They can be used to cyberbully people.

Explain to students that Internet services have an obligation to post information about the kind of behavior and material that is not acceptable on their sites. This information is usually called a **Code of Conduct**. Make the point that if students are treated in a way that violates these rules while on a site, they should report the abuse and request that the site take action.

Activity 3: Comparing codes of conduct

Resources: Student Activity 2 (Lesson 3 SA2.doc): MEEBO.COM Terms of Use.

Student Resource 3 (Lesson 3 SA3.doc): MSN Windows Live Code of Conduct

Hand out Student Activity 2 and 3. These two activities offer two examples of Codes of Conduct. Ask students to look at them side by side and in a class discussion review their main features to familiarize students with them.

Break students into small groups. Assign each group one feature from either the Prohibited Activities section of MEEBO.COM or the Prohibited Use section of MSN and Windows Live. For example, you might assign the prohibition against an action that "is patently offensive and promotes racism, bigotry, hatred or physical harm of any kind against any group or individual" to one student group.

Ask each group to come up with a few examples of actions that might fit in that category and present their examples to the class.

Their examples might include posting a racially offensive comment, posting a photo that has been manipulated to include exaggerated physical characteristics that poke fun at a particular race, or replying to a blog entry by threatening to beat up the blogger in school the next day.

Post the following questions on the overhead. Discuss the group's examples using the following questions. Have students take notes on the answers they come up with on SA3 or SA4.

1. What are the similarities between the two Codes of Conduct?

They include a lot of similar information. They both specify what is prohibited or illegal. They both specify what the service will do to people who break the rules.

2. What if someone violated the code of conduct. What could happen?

The service could: remove the offensive content from the site; terminate the membership of the offending violator;

Block the violator from using the site indefinitely; Investigate and take appropriate legal action.

3. What discourages a cyberbully from using a service for bullying?

The level of site monitoring

How thoroughly the site identifies users (called **authentication**) using their unique computer addresses or by tracking paying member credit card information;

The likelihood that the bully will be blocked from using the service.



If you want to break this lesson up into a shorter module now might be a good time to take a break!

Topic 4: How to defend yourself against cyberbullying

Pose this question to the class on the overhead:

If you are cyberbullied on a site and report it, but the site takes no action, what do you think you should do?

Don't respond; block the cyberbully; make the personal site private; complain to the service again (or ask parents to complain). A last resort could be to get friends to switch services so everyone uses a more responsive service.

Activity 4: Preventing or dealing with abuse

Student Activity 4 (Lesson 3 SA4.doc): Preventing or Dealing with Abuse

- Hand out Student Activity 4. Briefly discuss each item in the handout. Then, using the ideas presented in their discussion and the information in SA4, ask students to write a journal entry on the following situation:

In your own words, describe what you would do if you were being bullied, you had reported it to the site, and the site did nothing to help you or stop the bullying.

Activity 5: Using strong passwords

Student Activity 5 (Lesson 3 SA5.doc): Creating Strong Passwords

Hand out Student Activity 5. Discuss with students the importance of NOT sharing their passwords with anyone. Friends don't ask friends for passwords. When friendships fall apart the temptation to use the ex-friend's password to abuse their Web space is too great for many to resist.

Using SA5, review the importance of creating a strong password. Note that if a cyberbully gets their password to their game account or blog, they can pretend to be them and post offensive or harmful messages that embarrass them or make their friends angry, and maybe get them kicked off the site.

Review the weak and strong password examples in "Creating Strong Passwords." Ask each student to create an example of a strong password, and ask students to share (assuming they wouldn't use it) with the class. Post a few of these examples on the overhead and discuss if each example meets the strong password criteria.

Assignment

Student Activity 6 (Lesson 3 SA6.doc): Reviewing Cyberbullying On Services and Devices.

Hand out Student Activity 6. Have students write a paragraph for each activity and add this to their notebook. This can be an in-class activity or a homework assignment.

Lesson 4: Cyberbullying Impacts and Consequences

Suggested time: 40-60 minutes

Preparation

Resources and materials

Teacher Resource 1: "Bullying, Depression, and Suicidal Ideation" or

Teacher Online Resource 1: "Bullying, Depression, and Suicidal Ideation"
<http://www.bmj.com/cgi/content/full/319/7206/348>

Student Activities 1, 2, 3, 4

Lesson Goals

Students will demonstrate their understanding of these key points:

- The impact of cyberbullying on behavior.
- How the act of bullying affects people other than the victim.
- Apologizing can't undo the damage of bullying online.

EALRs and GLEs addressed:

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRS and GLEs		
Reading	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text.
		Applies fluency to enhance comprehension
	1.4.2	Applies comprehension monitoring strategies to understand informational and task-oriented text
	2.1.6	Analyzes ideas and concepts in multiple texts
	2.4.6	Read to learn new information
Writing	3.1	
	3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
	3.2	Uses appropriate style

Writing 3.3	Uses complete sentences in writing
Communication	Applies a variety of listening and observation skills/strategies to interpret information
1.1.2	
2.2.1	Uses communication skills that demonstrate respect
2.2.2	Applies skills and strategies to contribute responsibly in a group setting
3.1.1	Applies skills to plan and organize effective oral communication and presentation
3.3.1	Uses communication skills and strategies to effectively present ideas and one's self in a variety of situations

Vocabulary

General Terms

- **depression:** Feeling sad.
- **exposure:** Disclosure of a secret or sensitive material.
- **impact:** The effect that an action or situation has on someone.
- **life skills:** Abilities we develop that we can use in many situations, such as how to solve problems.
- **suicidal:** Someone who thinks about taking his or her own life.

Technical Terms

- **crawl:** On the Internet, crawl refers to programs that can be set to search through hundreds of thousands of sites for selected data or images.
- **information permanence:** On the Internet, this refers to the fact that information placed online is likely to stay online forever.
- **search engine:** A software program that lets you look for information on the Web.

Teacher Background

Cyberbullying has an impact on many people and consequences that can be far-reaching. It:

- Directly affects the emotional well-being of children.
- Has an impact on the ability of all students to learn.
- Makes it difficult for a school to create a safe place for learning .

Targets of cyberbullying may:

- Experience depression.
- Have suicidal thoughts.

- Stay away from school for fear of confronting the cyberbully in person.

There is also a growing trend involving young people using online bullying to hurt parents and teachers in which the cyberbully uses the Internet to damage their reputations in serious ways. The ability to instantly send out information combined with a student's poor impulse control is a volatile mix.

It's important to understand that when cyberbullies place malicious information or images online, that information or those images may stay there forever and come back to haunt the target later in life in various ways. This is referred to as information permanence, and it can have these consequences:

- Comments, actions, or images once posted publicly may well stay online even if the victim gets the Web site to delete the material, or a bully apologizes.
- There is no way to ensure that a retraction is posted along with the offensive action or word in every place the information may have been shared.
- A target can't know who else has downloaded or shared content or what search engine (such as **Google** or **Yahoo!**) crawled (automatically browsed the Web) and stored the offending information.
- A target can't know who else sees these comments and judges them based on the malicious content.

Because of this exposure, the target may face future consequences in addition to the immediate harm. The information may mean that someone chooses not to befriend them; it may cost them a job; be a factor that causes a college to deny them a scholarship; and so on.

The impact of bullying on the bully is also significant. He or she may be disliked by teachers, find it hard to make or keep friends, face a future where possible conviction of crimes is more likely, and find that he has difficulty succeeding in careers and relationships.

Teacher Resource 1 [Bullying, Depression, and Suicidal Ideation in Finnish adolescents: school survey](#)

<http://www.bmj.com/cgi/content/full/319/7206/348>) presents the full abstract of this study which may give helpful background information pertaining to the effects of bullying on the bully and bystanders.

Lesson: Cyberbullying Impacts and Consequences

Topic 1: The impact of cyberbullying on the target

Activity 1: Exploring the impact of cyberbullying on the target

Student Activity 1 (Lesson 4 SA1.doc): How Cyberbullying Can Affect Behavior

Hand out Student Activity 1, and read this story aloud to the class, as they read along silently. Ask that as they hear the story, they visualize how Caroline's behavior changes as a result of being cyberbullied. Instruct them to take notes on her changed behavior. After reading the story, ask students to share their thoughts on how this bullying has had an impact on Caroline's life.

Trouble sleeping, jumpy, cries easily, feels bad about her weight, tired, afraid to use computer and cell phone, extremely upset.

Activity 2: Reviewing data on the impact of bullying

Student Activity 2 (Lesson 4 SA2.doc): Studies on the Impact of Bullying

Hand out Student Activity 2. Ask students to work together in small groups to read the handout. Then ask each group to pick one statistic or fact they felt was particularly significant, and discuss briefly within their group why they felt so. Debrief, asking each group to share their observations on the statistic they felt significant and why.

Journal Activity

Either as a homework assignment or in-class activity, ask students to write a paragraph about how they would feel if they were cyberbullied and how being cyberbullied might change their lives.



If you want to break this lesson up into a shorter module now might be a good time to take a break!

Topic 2: The impact of cyberbullying on people other than the target

Activity 3: How bullying affects the bully

Student Activity 3 (Lesson 4 SA3.doc): How Cyberbullying Affects the Bully

Set the stage with your students and discuss briefly their responses to the second question:

We've talked about the impact of bullying on the target, but what about the bully?

Do you think people who make a habit of bullying are generally successful people in their lives?

Hand out Student Activity 3, and have students read the first item, as you post it on the overhead.

- **Because bullying gets bullies what they want at the moment, they frequently don't learn the life skills their peers master, such as the ability to compromise, negotiate and work together to create a mutually supportive environment.**

Ask students why getting what you want by using violence and/or intimidation makes you poorly equipped to succeed in school, jobs, and relationships. List their answers/ideas on the overhead and have students take notes from their discussion on the back of SA3.

You don't know how to get along with people, you are unpopular, you will have problems doing group projects in school, you are less likely to learn other ways to solve problems, less likely to get promotions, more likely to get fired from jobs for bullying others, etc.

Have students return to their small groups to again choose from the remaining points in SA3 (#2-6) which of the five is most significant or surprising to them, and record their group's reasons why. Debrief, asking each group to share their observations on the point they felt significant/surprising and why.

Activity 4: How bullying affects bystanders

Tell students that cyberbullying does not just affect targets and cyberbullies. It also has an impact on the majority of students who are often **bystanders**.

Post this statement to students on the overhead:

- **Cyberbullying creates a climate of fear and disrespect in schools and has a negative impact on student learning (from Banks, 1997, National Education Association, 2003)**

Experiencing how a bystander feels: Ask for 2 volunteers from the class. Have one play the bully, and one play the bystander. Use a chair or another inanimate object as the target (you do not want to victimize a student in the enactment). Ask the bully to start picking on the target verbally, and ask the bystander to note how it makes him or her feel. Have the bystander describe his or her feelings. Then ask the class to provide a list of words that suggest how they would feel if they lived in a school where cyberbullying goes on all the time.

Frightened, sad, tense, nervous, angry, frustrated, worried they may be the next target, etc.

Assignment: Journal Activity

Have students write a paragraph in their journals about how their school would be affected by cyberbullying behavior, focusing specifically on how bystanders are impacted.



If you want to break this lesson up into a shorter module now might be a good time to take a break!

Topic 3: Saying you're sorry doesn't undo the damage of bullying

Activity 5: The permanence of Internet information

Student Activity 4 (Lesson 4 SA4.doc): How Permanent Internet Information Can Be

Hand out SA4 and select a volunteer to read the following statement aloud:

The Internet is a huge network of servers and a single piece of information can be stored on multiple servers. Information placed online stays on those servers until somebody removes it, but just removing it from one server does not remove it from other servers. Any content you post online may remain forever on your Web site, or be a link on another person's Web site, and if someone copies that information they may send it to individuals or post it on other sites that you have no knowledge of. That piece of information may appear in many, many places without you ever knowing about it, and it may appear in places where you can't ask a service to take it down or a person to ignore it.

Have students, as a whole class, discuss what this statement means in their own words. Take time, in the discussion, to make sure your students understand this concept, as this is a critical piece of knowledge that many students have never thought of before.

Then, have students discuss as a whole class, or in small groups the following situation:

Try to imagine that a cyberbully snaps an unflattering picture of a friend of yours on the playfield and posts it on a MySpace page. Where could such a picture end up?

In a video on a social networking site, attached to an e-mail sent to people, sent via cell phone to friends, posted on a pornography site, posted on a phony blog that pretends to be the target's site, etc.

Make the point that even if a cyberbully is sorry for what he/she did and apologizes to the target, if the bullying content posted on the Internet has been copied and forwarded, the damage might not be able to be undone. Cyberbullying can leave a scar on a target as permanent as physical scars from a beating.

Assignment: Journal Activity

As the final activity, have students complete the Journal Assignment in SA4 in class or as homework.

Lesson 5: Cyberbullying Techniques and Scenarios

Preparation

Suggested time: 60-75 minutes

Resources and materials

Student Activities 1, 2, 3, 4, 5, 6

Teacher Resource 1

Lesson Goals

Students will demonstrate an understanding of:

- How to avoid becoming a target of cyberbullying.
- Actions to take if you become a target.
- The target is never at fault.

EALRs and GLEs Addressed

You may find the following EALRs and GLEs useful in relating this curriculum to your overall educational goals.

EALRS and GLEs		
Reading	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text
	1.4.2	Applies fluency to enhance comprehension
	2.1.6	Applies comprehension monitoring strategies before, during and after reading: predict and infer
	2.4.6	Analyzes ideas and concepts in multiple texts
	3.1	Read to learn new information
Writing	2.3.1	Uses a variety of forms/genres
	3.1	Develops ideas and organizes writing
	3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
	3.1.2	Uses appropriate style

Writing	3.2	Uses an effective organizational structure
Communication	1.1	Uses listening and observation skills and strategies to focus attention and interpret information
	1.1.2	Applies a variety of listening and observation skills/strategies to interpret information
	2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks
	2.2.1	Uses communication skills that demonstrate respect
	3.2	Uses media and other resources to support presentations
	3.3	Uses effective delivery

Vocabulary

General Terms

- **bashing:** A series of harsh online verbal attacks.
- **exclusion:** Keeping a student out of a popular group or Web site.
- **isolated:** Separated from others.
- **outing:** Telling a secret about a target causing him or her pain or embarrassment.
- **posing:** Pretending to be somebody else online often to behave in ways that offend others or humiliate the person who is being impersonated.
- **self-esteem:** Feeling good about yourself.
- **suspicion:** Raising a question about somebody or something.
- **tactic:** A technique or strategy.
- **undefended:** Without defenses or allies.
- **vulnerable:** A person who appears weak and susceptible to attack.

Technical terms

- **flaming:** Fights between two people in text or e-mail messages.

Teacher Background

Once limited to physical access, bullying has now become a reality twenty four hours a day. Cyberbullying behavior may be an extension of offline bullying, or it may be initiated online and continue offline, or it may be entirely online.

As with offline bullies, cyberbullies often pick a person who seems to be isolated, has few friends, or a lack of self-esteem. Then the bully figures out a ‘hook’ for the bullying—the person happens to be black or Jewish or overweight, and the attacks center around this hook. Although targets typically feel they were attacked because of that trait or factor, in fact it is the justification a bully uses for their bullying behavior.

A cyberbully does not have to be bigger or stronger than his or her target. In fact it’s easy for cyberbullies to hide their identity from their targets so there is no easy way to identify the attacker. They can strike at any hour of the day or night, mimic the target’s friends by posting comments in online discussion groups, or reply to blog entries using a friend’s user name. This leaves targets unsure who they can trust as it appears that their own friends have joined in on the bullying. As targets withdraw from others, their very isolation means they have less support, which makes it easier for bullies to continue their abuse.

Lesson: Cyberbullying Techniques and Scenarios

Topic 1: How cyberbullies pick their targets

Activity 1: Bullies pick their targets because of their vulnerability

People who are bullied by somebody they know personally feel they are being targeted because of a characteristic they have that is different from the norm (size, religion, race, dress, etc.). In actuality, they are being picked on because they appear vulnerable. Bullies evaluate whether or not someone *can* be bullied, and then they pick some characteristic to target for their attack.

Student Activity 1 (Lesson 5 SA1.doc): How Do Bullies Pick Who They Bully?

Post the following question on the overhead and conduct a brief discussion with the class, recording their responses under the question:

Why do some kids get bullied?

Hand out Student Activity 1. Have students work in small groups to respond to the three questions/statement. If possible, post a copy of SA1 on the overhead and debrief the worksheet with the whole class posting a consensus of their responses under each.

Topic 2: Tactics cyberbullies use

Activity 1: Defining the tactics of cyberbullies

In addition to cyberbullying a target directly, many bullies also attack indirectly. Examples of this behavior include trying to ruin the target’s reputation, make their friends turn against them, manipulate a photo of the target and post it on the Internet, or isolate the target from his or her friends.

The most common forms of cyberbullying are **bashing, exclusion, posing, flaming and outing**.

Post a list of these five words on the overhead and discuss with students, asking them to come up with a definition and example of each. Record their responses next to each word.

Student Activity 2 (Lesson 5 SA2.doc): Tactics Cyberbullies use

Hand out Student Activity 2. Compare, orally, the class definitions to the definitions in SA2. Then have students complete SA2 Matching Quiz and debrief with the whole class.

1. C, 2. E, 3. B, 4. A, 5.D



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Activity 2: Identifying cyberbullying tactics**Student Activity 3** (Lesson 5 SA3.doc): Name That Tactic

Now, have your students look more closely at the tactics used by cyberbullies and the words that describe these tactics.

Hand out Student Activity 3 and have a student volunteer to read the first scenario aloud. Discuss as a class which tactic best describes this is. Repeat this for each of the remaining scenarios.

1. Flaming, 2. Posing, 3. Outing, 4. Exclusion 5. Bashing

Student Activity 4 (Lesson 5 SA4.doc) Bullying Tactic Stories

Then hand out Student Activity 4 and assign this as an in class assignment with student teams writing each story, or as a homework assignment done individually. Read together the first example to get them started. Debrief, having student groups or individuals share their stories, as time allows.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 3: The role of bystanders and cyberbullying groups**Activity 3: Exploring the role of cyberbullying bystanders****Teacher Resource 1** (Lesson 5 TR1.doc): The Role of Bystanders in Cyberbullying

Using the information in Teacher Resource 5-1 as background, ask students to:

- Think of a time they observed someone being bullied online. Encourage students to talk about these experiences, as most all of us have been there. Additionally, comment that it's not always easy to know what to do when we become aware of bullying taking place online.

Did you do anything, as a bystander?

- Ask if anyone has been aware of a friend or classmate being bullied via a computer or cell phone? Ask the question below and again, encourage students to share.

Did you do anything as a bystander if this was a friend or classmate?

- Have you ever been an accessory to cyberbullying? This is someone who joins in the bullying behavior, cheers the cyberbully on, or helps in the abuse. Ask students,

How did being an accessory make you feel?

- Then ask students the question below and post their answers on the overhead so they are visible to all:

Why, as a bystander, is it difficult to stand up to a bully?

Student Activity 5: (Lesson 4 SA 5.doc) Dynamics of Bystanders

Hand out Student Activity 5 and read through orally with students the reasons why it's difficult for bystanders to get involved, comparing these thoughts to the class list they made.

Then, ask for volunteers to read aloud each of the consequences of not getting involved, stopping to debrief each statement so there is general understanding.

Journal activity

Ask students to write a journal entry describing a real or fictional situation/story where they are witness to a bullying situation, and explain how they felt about this and what they would do to respond and why.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Activity 4: What can you do as a bystander to cyberbullying?

Resources: Student Activity 6 (Lesson 5 SA6.doc) How It Feels To Be a Bystander And What To Do

Ask students to remember why it's sometimes difficult to take action when you see someone being bullied.

Note that sometimes it's not wise to confront a bully because you might end up in a fight or become a target yourself. Discuss actions other than standing up to a cyberbully that might help a victim.

Possible answers: report it to the Web service provider, tell a parent or trusted adult, befriend the target and lend support and encouragement, advise the target as to what they can do, refuse to forward negative information, talk to a teacher or school counselor

Discuss the difference between tattling and reporting abuse. Use the following two statements as a reference for discussion:

Telling about a crime being committed isn't tattling and neither is reporting cyberbullying behavior. Both take courage and a sense of social responsibility.

When bystanders stand up for a target it is one of the most effective means of stopping bullying. Support from bystanders gives the target confidence. It shows the bully that the target has friends who care, and that what the bully is doing is not cool.

Ask students what they have done in the past when they witnessed an act of cyberbullying. In addition, ask them if knowing what they know now about cyberbullying, would they react differently?

Final Assignment: Student Activity 6

Hand out Student Activity 6, and ask for a student volunteer to read the scenario aloud, as the rest of the class envisions they are a part of this Saturday group of friends. Explain they are to complete this assignment . Ask for volunteers to sign up for one of the extra credit questions so that each of the six are responded to.

Debrief their paragraphs and the extra credit questions as well.

Lesson 6: What To Do If You Are Being Cyberbullied

Preparation

Suggested time: 40-60 minutes

Resources and materials

Student Activities 1, 2

Teacher Resource 1

Lesson Goals

Students will demonstrate an understanding of:

- How to avoid becoming a target of cyberbullying.
- Actions to take if you become a target.
- The target is never at fault.

EALRs and GLEs Addressed

You may find the following EALRs and GLEs useful in relating this curriculum to your overall educational goals.

EALRS and GLEs		
Reading	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text
	2.4.6	Analyzes ideas and concepts in multiple texts
	3.1	Read to learn new information
Writing	2.3.1	Uses a variety of forms/genres
	3.1	Develops ideas and organizes writing
	3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
	3.1.2	Uses appropriate style

3.2	Uses an effective organizational structure	
Communication 1.1	Uses listening and observation skills and strategies to focus attention and interpret information	
	Applies a variety of listening and observation skills/strategies to interpret information	
1.1.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks	
	2.2	Uses communication skills that demonstrate respect
2.2.1	Uses media and other resources to support presentations	
	Uses effective delivery	
	3.2	
	3.3	

Vocabulary

General terms

These concepts are introduced in this lesson.

- **Evidence:** Something that provides proof. Evidence of cyberbullying might include a text message, e-mail, or chat transcript.
- **Ally:** Somebody who is on your side and willing to support you.
- **Authorities:** Those in command. In the context of reporting cyberbullying, possible authorities to turn to include your school teacher, counselor and principal, the police, the FBI, contacts at your ISP who can enforce their rules and discipline members, and so on.

Technical Terms

- **Blocking:** To make settings on a device or in an online service that stops specific people or categories of people from contacting you and viewing or posting to your site.

Teacher Background

There is growing public awareness of the scope and viciousness of cyber bullying that is going on among children and teens. This awareness and self-education is a critical step towards finding a solution to the problem, but meanwhile it is important that we provide specific skills to help those being cyberbullied.

The ability to inflict fear, harm, and humiliation onto a target at any time is one of the most damaging aspects of cyberbullying because the target never gets to feel 'safe'. They aren't safe at home, in their room, or even on vacation because they don't know when the next hate note or call will come. They are constantly anxious that they have to check their blog for malicious postings, or search to see if a new Web site has been created to damage their reputation.

Telling kids to just 'turn off the phone' or not to go online is NOT a solution or an option. The online world is their connection to all their peers, and turning these tools off just isolates them further.

There are specific actions students can take to prevent cyberbullying, such as not sharing information about their online activities (for example their online gaming name or passwords) with others. Students should never respond to a bully. They should save messages they receive as evidence of the bullying in case they need to report the bully to authorities or the Web site where bullying is taking place.

When cyberbullying does begin, it helps if those being bullied seek support and friendship. This helps to discourage the cyberbully, who is much more attracted to an isolated victim. Students should report the bullying activity and discuss their experience with their parents.

Finally, remember that targets of cyberbullying are never at fault. They shouldn't be punished for inadvertently sharing information or a password that bullies use to attack them or for not coming forward sooner. Students must feel that those in authority will listen to them and support them.



Lesson: What To Do If You Are Being Cyberbullied

Topic 1: How to avoid becoming a target of cyberbullying

Activity 1: Avoiding being a target

There are several ways that students can best defend themselves against cyberbullying. They should always consider what information they are sharing about themselves and with whom they are sharing that information. Students also need to be aware of online tools that will support them as well as reporting strategies.

Post the following question on the overhead and discuss with students:

From what you know already about cyberbullying, what steps can you take, specifically on the Internet and using your cell phone, and within your school to keep yourself from being bullied?

Record their ideas on the overhead.

Student Activity 1 (Lesson 6 SA1.doc): How to avoid being a target.

Hand out Student Activity 1. Discuss as a class each of the 6 points covered. Have students notice how many of their ideas from the previous discussion are covered in SA1. As you cover each topic, ask a student volunteer to restate the topic idea in their own words to expand the understanding of the concept.

Ask students to take SA1 home and discuss/teach the concepts with their parents, and return the next day with their parent's signature.

Journal Activity

After the discussion, ask students to take the next 15 minutes to write a journal entry that explains in 1-2 paragraphs what they have learned about avoiding being a target and especially focus on which points they feel would work particularly well for them.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 2: Actions to take if you become a target

Activity 2: Exploring actions to take if you are targeted by a cyberbully

Bullies attack those who are in some way isolated from others. Targets should make an effort to gather others around them who understand their situation and will not tolerate the bullying. Furthermore, if a student becomes aware of a friend being targeted, they need to defend that person. Students need to understand that if they are being bullied, they are not alone.

Read this scenario to the class and ask them to visualize having this happen to them:

For the last two days, you have gotten text messages on your cell phone from someone you don't know who is asking you weird questions, like 'you don't know me but I know we could have some fun together', 'will you be home alone tonight so we can talk in private', 'are your parents really strict?' They haven't said anything really bad, but it is making you nervous. You responded to the first message, asking them who they are and how they got your cell phone number. They responded they know a lot of your friends, which means that one of your friends might have given this stranger your cell phone number.

Ask students the following question and allow them to give as many ideas as they can think of. Post their ideas on the overhead.

What are some possible ways for you to deal with this situation?

Answers students may give:

- ignore it and hope they go away,
- call them back and find out who they really are,
- ask your friends if they know who it might be,
- go to your school counselor and see if they think this is a problem and what you should do about it,
- talk to your parents and see what they think.

Student Activity 2 (Lesson 6 SA2.doc) Actions to Take If You Become a Target

Hand out Student Activity 2, introducing it as some “tried and true” actions to take if you are cyberbullied.

Divide students into small groups and assign each group one of the six Actions—you may wish to divide #4 into two sections so you have seven groups. Ask each group to take five minutes to read and understand together their Action. Then, ask students to come back to the whole class and summarize in their own words the meaning and importance of their Action.

As each group explains their action, ask them:

Does this action feel like something you would be comfortable doing and do you think it would work for you? Why or why not?

Then, ask students:

Which items on their original list on the overhead would not be the best way to react if they were a target?

For example, if they said they would keep calling the bully back to try to get that person to stop calling them, this is not a wise course of action.

Topic 3: The Target Is Never At Fault

Activity 3: Exploring the idea that the target is never at fault

Teacher Resource 1 (Lesson 6 TR1.doc): The Target Is Never At Fault

The teacher may wish to use Teacher Resource 1 for additional information about Topic 3.

Post the following question on the overhead and discuss with students:

What are some reasons why a target might feel being bullied is their fault?

Possible answers: they feel unpopular, they are embarrassed about how they look, their family situation might cause them discomfort or shame (divorce, or no Dad, etc.), they are uncomfortable about how they have to dress.

List their reasons on the over head, and discuss why feeling this way can cause more problems for both the target and the people who would want to support the target.

Journal activity: List the second and third topic of this lesson on the overhead, as follows

- Actions to take if you become a target
- The target is never at fault

Ask students to write a 4-7 sentence paragraph for each of these two topics explaining what they have learned about that topic and why this information is important.

Homework assignment: Students are to take Student Activity1 and Student Activity 2 home and “teach” their parents about those two topics. Parents will need to sign at the bottom, indicating they have learned about this topic from their student.

Debrief their parent’s responses the next day in class.

Lesson 7: What to Do If You're a Cyberbully

Preparation

Suggested time: 40-60 minutes

Resources and materials

- Student Video Resource: [Cyberbullying: Kitchen](http://www.youtube.com/watch?v=QYaWNYXpBis)
(<http://www.youtube.com/watch?v=QYaWNYXpBis>)
- Student Activities 1, 2, 3, 4, 5 through 5

Lesson goals

Students will demonstrate their understanding of these key points:

- How disrespecting others causes people to disrespect you.
- How to identify possible sources of bullies' aggressive behavior.
- The consequences of cyberbullying in the short, medium, and long term for the bully.
- How to identify resources to help bullies.

EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.1	Uses word recognition skills and strategies to read and understand text
	1.2	Uses word meaning strategies to comprehend text
	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text
	2.1	Demonstrate evidence of reading comprehension
	2.4.6	Analyzes ideas and concepts in multiple texts
	3.1	Reads to learn new information
Writing	2.3.1	Uses a variety of forms/genres
	3.1	Develops ideas and organizes writing
	3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples

Writing	3.1.2	Uses appropriate style
	3.2	Uses an effective organizational style
Communication	1.1	Uses listening and observation skills and strategies to focus attention and interpret information
	1.1.2	Applies a variety of listening skills/strategies to interpret information
	2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks
	2.2.1	Uses communication skills that demonstrate respect
	3.2	Uses media and other resources to support presentations
	3.3	Uses effective delivery

Vocabulary

General terms

These concepts are introduced in this lesson.

Justification: The reason somebody gives for doing something; bullies often justify their acts by blaming their targets.

Consequence: Something that follows from an action. There are several consequences to being a bully, such as difficulty in succeeding at work and in relationships.

Remorse: Feeling regret for your actions.

Justice: In the context of cyberbullying, justice may involve the legal consequences of your actions.

Teacher background

Any student may occasionally seek to harm another student using online tools because of a disagreement or broken relationship. However, others are chronic bullies who have added the Internet to their arsenal of tools for venting their aggressive tendencies. For these bullying personalities, cyberbullying doesn't just have an impact on their targets. These bullies themselves are developing a way of functioning in life that will not serve them long term. In addition their disrespectful behavior towards others may cause them to be unpopular (though not always and some will have their own set of 'followers').

What causes a bully to bully? To help cyberbullies change their behavior, it helps to understand the causes of it.

- They may bully out of anger at the way they have been treated at home or from a need for power or dominance.
- In many cases they have poor adult role models; their parents may bully them or others.
- Some bullying behavior may come from the portrayal of violence on TV and in games as a way to get what you want.

The potential list of underlying factors is long. Yet what we do know is that no child is born a bully. It is a learned behavior, and it is also ultimately a *choice*. Plenty of kids grow up with the same predisposition factors as bullies, yet choose to use other methods to solve problems.

Note: One misconception about bullying personalities is that, at heart, they have a lack of confidence. In fact, that is often not the case. Bullies tend to feel they are better than others and have a strong sense of self-worth. They justify their actions by blaming the target—“he or she asked for it ‘cause they are” stupid or weak or of a different race.

Effects of bullying on the bully It has been documented that those who are bullies in school often fail in significant ways in later life.

- They may end up in jail one or more times,
- Have failed relationships,
- Have trouble getting and keeping work because they haven't learned to get what they want in ways that don't involve aggression.
- There is a greater incidence of suicide among those who bullied others in school.
- Cyberbullies may also be leaving a trail of evidence about the crimes they are committing that could come back to haunt them.

To help avoid these short and long term consequences, bullies, including cyberbullies, need to understand how ineffective their behaviors will be in their adult lives.

Lesson: What To Do If You're a Cyberbully

Topic 1: How disrespecting others causes people to disrespect you

Activity 1: Watching and responding to a bully

Student Resource 1: [Cyberbullying -- Kitchen](#) video

(<http://www.youtube.com/watch?v=QYaWNYXpBis>)

Introduce the video, [Cyberbullying -- Kitchen](#) as follows:

In the video you will see, Jessica is the bully and Megan is her target. As you watch the video, look at the effects the bullying has on Megan, her mother and the other girls sitting at the table.

Student Activity 1 (Lesson 7 SA1.doc): Watching and responding to a bully.

Play the video through once, and then hand out Student Activity 1. Read through the questions on the worksheet aloud with students to prepare them for the specific information they are to look for.

Replay the video and then have students, individually or in small groups, respond to the questions in SA1.

Debrief their responses with the whole class, so students will be aware of the variety of their classmates' perceptions.

Student Activity 2 (Lesson 7 SA2.doc): Disrespecting others causes people to disrespect you.

Hand out Student Activity 2 and have a student volunteer read aloud the statement about bullies.

Approximately eleven percent of students in grades six to eight said they had cyberbullied another person at least once in the last couple of months, and two percent said they had done it two or more times (Kowalski et al., 2005). This means that the majority of students in a school are neither cyberbullies nor targets. They know that bullying behavior is wrong. Though they may not find it in themselves to stand up against it, they do understand that it is wrong. Teachers may find bullies disruptive and difficult to deal with and many parents will not respect a child who gets what he or she wants through aggressive behavior. Bottom line: bullies are not liked by the majority of our society.

Either as homework or an in class assignment, have students respond to the following question in their own words, keeping in mind the message from the statement and the video:

How does disrespecting others cause people to disrespect you?

Debrief this written exercise, having 3 to 5 students share their paragraph with the class. Or, you may wish to have students work in small groups to share their paragraphs with each other.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 2: Possible sources of a bully's aggressive behavior

Activity 2: How does a person become a bully?

Post the questions below on the overhead and ask students to work in small groups for five minutes to brainstorm possible answers:

How does a person become a bully? What circumstances in a person's life support them using bullying behavior to get what they want?

Debrief each group's answers and post them on the overhead. Discuss each reason to obtain class consensus that it is viable.

Possible answers: They are bullied by an older sibling. Their parents aren't around very much to teach them good coping skills. They see someone else do it successfully and copy that behavior, etc.

Student Activity 3 (Lesson 7 SA5.doc): How does a person become a bully?

Hand out Student Activity 3, and ask for volunteers to read aloud each paragraph of the research findings. After each paragraph is read aloud, ask for other students to clarify the paragraph's meaning by restating it in their own words.

Journal activity: Either as homework or an in-class assignment, have students individually write their response to the following question using information from class discussion and Student Activity 3:

How do you personally think a person becomes a bully?



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 3: The Short, Middle and Long Term Consequences of Cyberbullying for the Bully

Activity 3: Consequences of cyberbullying for the bully

Post the following question on the overhead and ask students, in a whole class discussion, to come up with one example for each of the three parts:

What do you think happens to a student whose cyberbullying behavior is either consistently supported or not challenged by friends,

--In the short term (the present to a year from now)?

--In the middle term (1 to 5 years from now)?

--In the long term (as a young adult)?

Student Activity 4 (Lesson 7 SA4.doc): Consequences of Cyberbullying for the Bully

Hand out Student Activity 4 and have student teams work to come up with more examples for each category. You may wish to have 2-3 teams take responsibility or be “experts” for one category, 2-3 teams take the next category as experts, and so on. Allow approximately 10 minutes for the expert teams to brainstorm their category before debriefing as a whole class.

For debriefing, you may wish to post a copy of SA4 on the overhead adding the responses of each group under their category, so that students can add the points their group did not have onto their own chart as notes.

Student Activity 5 (Lesson 7 SA5.doc) Consequences of cyberbullying in the short, medium and long term for the bully

Hand out Student Activity 5, and have students volunteer to read aloud the findings from research on this topic. As the research findings are read, have students listen for and record on SA4, any additional short, middle or long term consequences. This activity may also be done in their small groups, if you prefer.

Homework: Ask students to take SA5 home and “teach” their parents about the consequences a bully faces in the short, middle and long term. Parents then need to sign the sheet so it can be returned for the next day’s class.

Debrief, the next day, for any parent comments or questions.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 4: Identifying Resources to Help Cyberbullies

Activity 4: Assisting Cyberbullies to change their behavior

On the overhead, post this question:

How can a bully be helped to understand that their bullying behavior is hurtful to themselves so that they can work to change that behavior and avoid its consequences?

Discuss this question as a class and record their responses under the question on the overhead.

Then post the second question:

How can a school environment be changed to assist bullies in changing their behavior?

Discuss this question as a class and record their responses under the question on the overhead.

Here are some resource ideas to assist in this discussion:

Resources to support cyberbullies in changing their behavior:

- Explain the situation to a supportive teacher or your school counselor, and follow their suggestions
- The school should create rules and enforce the consequences
- Create a school climate that makes bullying uncool, including consistent information about the consequences of cyberbullying
- Explain consequences of their behavior to the bully, and that their bullying tactics will not serve them in later life.
- Explain that cyberbullying may leave behind clues to their identity and what they are doing may be illegal.

Journal activity: Ask students to write in their journal, a response to the following question:

If you had a friend who was using bullying as a way to handle daily situations, what would you want to tell this person that might make them want to change their behavior.

Debrief their journal responses as a whole class.

Lesson 8: Standing Up for Others

Preparation

Suggested time: 40-60 minutes

Resources and materials

Student Activities 1, 2, 3

Internet You Tube video, **Speak Up:** http://www.youtube.com/watch?v=jjOKxou_D0

Internet You Tube video, **Anti Bullying Motivation:**
<http://www.youtube.com/watch?v=EZ9MXhoKZU>

Lesson goals

Students will demonstrate their understanding of these key points:

- The concept of social responsibility as applied to standing up for others
- How your response to bullying can encourage the bully
- How bullies also bully bystanders by making them feel anxious and uncomfortable

EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.1	Uses word recognition skills and strategies to read and understand text
	1.2	Uses word meaning strategies to comprehend text
	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text
	2.1	Demonstrate evidence of reading comprehension
	2.4.6	Analyzes ideas and concepts in multiple texts
	3.1	Reads to learn new information
	Writing	2.3.1
		Develops ideas and organizes writing

Writing	3.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
	3.1.1	
	3.1.2	Uses appropriate style
	3.2	Uses an effective organizational style
Communication	1.1	Uses listening and observation skills and strategies to focus attention and interpret information
		Applies a variety of listening skills/strategies to interpret information
	1.1.2	
	2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks
	2.2.1	Uses communication skills that demonstrate respect
	3.2	Uses media and other resources to support presentations
	3.3	Uses effective delivery

Vocabulary

General terms

These concepts are introduced or re-introduced in this lesson.

- **Social responsibility:** Taking responsibility for our actions towards others.
- **Environment:** In the context of bullying, this refers to any sense of anxiety or fear that is produced in people who witness or participate in the bullying.
- **Desensitized:** To no longer feel an emotional response to certain actions or conditions.
- **Anxious:** Extremely uneasy or fearful.

Teacher background

People often refer to online and offline bullying environments, thus implying a vast difference between the two. But in reality we only have one environment—the one we live in everyday. Cyberbullying may be the activity that most immediately highlights the way online and offline experiences blend into one never-ending threat for victims. But it is critical to understand that actions taken in a virtual world can inflict real pain.

We all have a social responsibility to behave according to certain rules. Social responsibility in the case of cyberbullying may include not joining in with the negative behavior, and/or standing up against it. If students do neither, their silence may be seen as acceptance of the bullying behavior. If a student is afraid to stand up to the bully, he or she can report the bullying behavior to an adult, and befriend the victim to provide support.

If bystanders take no action the bullying climate of the school will not change. In addition, bystanders themselves may become anxious and stressed by observing this behavior, or they may become desensitized to it over time and join in, becoming part of the problem.

Lesson: Standing Up For Others

Topic 1: Social responsibility applied to standing up for others

Activity 1: Revisiting social responsibility

Post the words SOCIAL RESPONSIBILITY on the overhead, and ask the class if they remember from Lesson 1 what the meaning of this word is. Discuss as a class, encouraging students to share as much as possible, with the hope that standing up for someone weaker than you is part of their idea of this concept. The following definition may provide a starting point:

Social responsibility: An obligation to act responsibly and respectfully towards our friends, family and others in society.

Show the Internet You Tube video, **Speak Up**, to the class. (Although this video depicts an incidence of bullying, rather than specifically cyberbullying, the point it makes applies to both.)

(To do this, click on the link below or cut and paste this URL into the address box in Internet Explorer, then click to bring it up).

Speak Up: http://www.youtube.com/watch?v=jjOKxou_D0

Before running the video, post these two questions on the overhead and ask the class to watch for information regarding them in the video. If it's not possible to post the questions, just read them to the class to prep them for seeing the video:

- What social responsibility was not demonstrated in this video? (the girl in the stall did not come out and speak in the target's defense during the bullying attack)
- What example of social responsibility was demonstrated in this video? (the girl in the stall comforted and verbally supported the target after the bullies had left)

Student Activity 1 (Lesson 8 SA1.doc): Social responsibility applied to cyberbullying

Hand out Student Activity 1 and have student volunteers read aloud the three paragraphs regarding social responsibility. Discuss briefly, asking for any questions or comments from the class.

Then have students work in small groups, working together to discuss and answer the four questions posed by the worksheet.

Debrief their answers as a whole class.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 2: How your response to bullying can encourage the bully**Activity 1: Thinking about your response to a bullying situation****Student Worksheet 2, part 1 and 2** (Lesson 8 SA 2-1.doc, Lesson 8 SA 2-2.doc)

In preparing for this lesson, copy Student Resource 8-2, part 1 and 2 back to back on one sheet of paper. Before handing out this worksheet, post the following scenario on the overhead:

You become aware that a school mate of yours (not really a friend, but you see them in class everyday and know them to say hi), is the subject of some very embarrassing comments on a MySpace page that a lot of your friends see and use often. You also know that this school mate is very upset by these remarks and has been absent from school the last few days.

Ask students the following question, and take time for as many responses as students want to share.

Has a situation like this ever happened here in our school?

Hand out Student Activity 2, part 1 and part 2 (one sheet of paper, back to back)

Ask students, in small groups, to discuss together and answer the four questions. After allowing about 5-10 minutes, debrief their responses, getting reactions from as many groups as possible.

Homework assignment: Ask students to take Student Worksheet 8-2 home and talk about the concept of social responsibility with their parents. Parents then should sign the sheet at the bottom of part 2, and indicate any comments or questions they have.

Debrief parent comments/questions at the beginning of the next class.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 3: How bullies also bully bystanders

Activity 1: How should a bystander react to bullying?

Post the following question on the overhead and ask the class:

How does bullying behavior impact the bystander?

Write the class responses beneath the question.

Student Activity 3 (Lesson 8 SA 3.doc) Bullying and the bystander: What to do

Hand out Student Activity 3. Have student volunteers read the three paragraphs aloud, and then ask if the class has more questions about the impact of bullying on bystanders. Discuss those questions.

Show the Internet You Tube video, **Anti Bullying Motivation**, to the class. (To do this, click on the link below or cut and paste this URL into the address box in Internet Explorer, then click to bring it up).

Anti Bullying Motivation: [http://www.youtube.com/watch?v= EZ9MXhoKZU](http://www.youtube.com/watch?v=EZ9MXhoKZU)

After viewing the video, discuss with students the following questions:

What is the message of this video?

Is it a realistic and do-able message that could be accomplished at our school?

Why? How?

The How part of the second question is very important. You may want to have students work in their small groups to brainstorm ideas as to how this anti bullying atmosphere could be accomplished more fully at your school site.

Journal Activity

Post the three concepts, from this lesson, below on the overhead, and ask students to write one paragraph about each from what they have learned from this lesson:

- **Social responsibility applied to standing up for others**
- **How your response to bullying can encourage the bully**
- **Bullying and the bystander, and how to react as a bystander**

Debrief at least one student's paragraph for each of the three concepts in the next day's lesson. Or, if time allows, students could share their paragraphs in the small groups.

Lesson 9: Serious About Getting Help

Preparation

Suggested time: 60-90 minutes

Resources and materials

Student Activities 1, 2, 3, 4

Teacher Resource 1

Internet You Tube video, **Anti Bullying (Im Being bullied):**

<http://www.youtube.com/watch?v=7u1UZe8JLQ&feature=related>

Lesson goals

Students will demonstrate their understanding of these key points:

- How to identify a trusted person
- How to approach their family for help
- What support to expect from a school
- How to report abuse

EALRs and GLEs Addressed

You may find the following requirements and expectations useful in relating this curriculum to your overall educational goals.

EALRs and GLEs		
Reading	1.1	Uses word recognition skills and strategies to read and understand text
	1.2	Uses word meaning strategies to comprehend text
	1.3.1	Understands and applies new vocabulary
	1.3.2	Understands and applies content vocabulary critical to the meaning of text
	2.1	Demonstrate evidence of reading comprehension
	2.4.6	Analyzes ideas and concepts in multiple texts
	3.1	Reads to learn new information
	Writing	2.3.1

3.1	Develops ideas and organizes writing
3.1.1	Analyzes ideas, selects a manageable topic and elaborates using specific, relevant details and examples
3.1.2	Uses appropriate style
3.2	Uses an effective organizational style
Communication	Uses listening and observation skills and strategies to focus attention and interpret information
1.1	Uses listening and observation skills and strategies to focus attention and interpret information
1.1.2	Applies a variety of listening skills/strategies to interpret information
2.2	Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks
2.2.1	Uses communication skills that demonstrate respect
3.2	Uses media and other resources to support presentations
3.3	Uses effective delivery

Vocabulary

General terms

These concepts are introduced in this lesson.

General terms

- **Trusted person:** a person who is likely to understand that a target isn't at fault and who will not blame them for the situation. Someone who can help a student take action such as reporting the abuse or contacting the bully's parents
- **Bullying policy:** In your school this would be a set of rules and procedures for what behavior is unacceptable and what actions will be taken if bullying or cyberbullying take place.
- **Law enforcement:** For the purposes of reporting most bullying incidents this might include city, county, or state police or the FBI.
- **Complaint:** A formal reporting of inappropriate behavior to an authority who can take some action.
- **Protection:** There are legal protections that can stop a bully from approaching you to keep you safe if you report abusive behavior.

Technical terms

- **ISP:** (Internet Service Provider) A company that provides Internet service to customers, like AOL. ISPs should have codes of conduct and a method of reporting abuse. When abuse is reported an ISP should take action against the cyberbully.

Teacher background

It is a myth that "weaklings tattle." In reality those who tell are the ones who are not willing to be bullied. Speaking out and getting help are positive declarations that a person deserves to be treated better.

There are several sources of help for targets of cyberbullies. First a student should find a trusted person to confide in. This may be a parent, teacher, friend, or school counselor. Ideally a target should turn to his or her family for help. A parent can contact the parents of the bully or help the target report the behavior. However it is important that parents respond in a supportive and not a punishing way.

A student should also expect support from his or her school. Unfortunately, school policies often fall short of adequately responding to cyberbullying. One common shortcoming is ambiguity regarding the reach of educators' authority when the abuse does not occur on school property. This principle needs to be made clear: if the cyberbullying is between students, regardless of where it occurs, schools need to respond in a supportive way to help the target and stop the bullying.

The school's policy must be clearly and frequently communicated and understood by staff, parents, and students so everyone can feel confident that the right responses and protections will be given. There is a need for appropriate, consistent responses by schools. If your school does not have a clear policy and consistent training for staff and students, the need for this must be made clear to the school leadership team.

Finally, students can report abuse to law enforcement or the service provider where the abuse occurred.

Lesson: Serious About Getting Help

Topic 1: Identifying a trusted person

Activity 1: Considering whom to trust

Ask students to envision that they are being cyberbullied, experiencing all the negative feelings that this brings. Confiding/telling a person is hard, but you know that is the best solution to your problem.

Ask students: **What personality qualities would a trusted person have, if you told them about being cyberbullied?** (Explain to students that you want them to be more specific than just to say, UNDERSTANDING, PATIENT, act.)

Discuss this question, posting the class's ideas on the overhead. (If their list does not include the following, select the ones they might have overlooked and ask the class if they feel these are good ideas too. If they concur, have students add them to their list on SA1 when they work on that below.)

- a person who is likely to understand that they are not at fault
- a person who will listen to the whole story and not interrupt with quick solutions that don't work
- a person who will not get angry with them for using a cell phone or computer too much or the wrong way
- someone who can help a student take action such as reporting the bullying
- someone who will just listen and say encouraging and supportive things to the target
- a person who will be a consistent and ongoing source of support
- a person who can assist the target in accessing or building a support network

Explain that you are going to watch a short video focused on communicating with a trusted person about being cyberbullied. As they watch the video, ask students to watch for the kind of people kids can safely tell and count on for support.

Show the video, **Anti Bullying (Im Being bullied)**

<http://www.youtube.com/watch?v=7u1UZe8JLQ&feature=related>

Student Activity 1 (Lesson 9 SA1.doc): After viewing the video, hand out Student Activity 1, and direct their attention to the first question (which is the same as above) and have students record the notes from their class discussion under the first question.

Discuss as a class the second question:

What kind of person in a student's life (and from the video) would be able to help and support you if you were being cyberbullied?

Possible answers: parent, relative, counselor, teacher, coach, librarian, school nurse, teacher aid, etc

Then ask students to individually, answer the third question, taking a few, quiet minutes to let them do this.

Who do you know, in your life, has these qualities?

Debrief with the class, if you wish, or let their responses remain private to them.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 2: How to approach your family for help

Activity 2: Effectively involving parents as support

Introduce this topic by stating:

Knowing that an important source of support is your parents, let's take a closer look at how parents can be effectively involved in this support process.

Post this question on the overhead and ask students to think about it before you hand out SA2:

For your parents to be able to support you, they first need to know some things about cyberbullying as a basis of understanding. Thinking back over the previous lessons, discuss with your group and decide upon and list the five most important facts about cyberbullying that you think all parents should know.

Student Activity 2 (Lesson 9 SA2.doc): Hand out Student Activity 2 and ask students to work in small groups to complete this assignment.

Debrief this activity on the overhead having students add key points that their group might have missed in the middle section of SR2 that surfaced during the all class debriefing.

Next, post the third question from SA2 on the overhead and have the same student teams work on their responses:

How can parents best support you if you are being bullied, i.e. what kinds of responses from your parents would be most helpful?

Debrief as a class and add below key points that surfaced during the debriefing that their group might not have included on their original list.

Parent Resource 1 (Lesson 9 PR1.doc)

Hand out Parent Resource 1, and assign the following homework.

Homework: Take SA 2 and PR 1 home. Discuss with your parents or guardians the information contained from the class discussion and recorded on SR2, and then work with parents to complete Parent Resource 1.

Debrief the **Family Plans** to begin the next day in class. Allow students to share the different approaches that each family will embrace. There is no right or wrong approach—the important part is having a plan in place to combat cyberbullying and support the target!



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 3: What support to expect from a school

Activity 1: District and/or school policy on cyberbullying

Teacher Resource 1 (Lesson 9 TR1.doc): Sample School District Cyberbullying Policy

Student Resource 3 (Lesson 9 SA3.doc): School or District Cyberbullying Policy

Hand out a copy of either your school district or your school's cyberbullying policy and discuss with students its key ideas. Have students answer the questions on Student Resource 3 and then debrief their responses.

(If either your district or school's policy is not available, use Teacher Resource 1, Sample copy)

Let your students know that:

- **All students have the right to feel safe at school and that that environment is heavily impacted by online attacks launched far away from the schoolyard.**
- **Students should expect that educators know how to apply the school policy consistently to help both the victim and the bully. This includes protection from retaliation for coming forward and ongoing support to reduce the damage.**
- **If the bully is a student attending another school, let the principal of that school know.**

Post the following question on the overhead and discuss fully to obtain an understanding of how your school is dealing with cyberbullying issues:

Have any incidents of cyberbullying happened at your school, and what has been the response on the part of school personnel?

Journal assignment: In the time remaining in class or as a homework assignment, ask students to write a journal entry explaining in their own words the meaning and intent of their school or district cyberbullying policy.



If you want to break this lesson up into smaller modules now might be a good time to take a break!

Topic 4: How to Report a Cyberbullying Incident

Activity 1: Reporting Abuse

Student Activity 4 (Lesson 9 SA4.doc): How to report abuse

Hand out Student Resource 4, and ask for volunteers to read the section on when to call the police and when to report abuse to your service provider. Discuss each section thoroughly, so understanding is achieved.

Writing assignment: Have students work in teams of two to write two scenario descriptions of cyberbullying incidents, i.e. one that warrants involving the police and one that warrants contacting the service provider. For each scenario description, students need to explain the procedure they would follow to do that reporting. An example for involving the police is provided below:

Ted is an 8th grader and has had a cell phone since his 13th birthday. Yesterday, he received a text message that was very upsetting to him. It said, "You don't know me but I know how you jerked Sam around. You better watch your back, cuz I'm looking for you and will find you when no one else is watching to even the score for Sam."

Ted should talk with his parents and share this email with them. He also needs to tell them about the situation with Sam, and that Sam has some friends who are older and in a gang. Ted's parents should then call their police department and explain this incident of cyberbullying to them. They should save the text message and give that to the police also, and then work with the police and follow through on what they recommend.

Allow approximately 15-20 minutes for students to complete this assignment, or if time is limited, students can finish it as homework.

Debrief their examples so that students understand the difference between the kind of cyberbullying incident that warrants police intervention and the type that warrants contacting the service provider.

For the debriefing activity, you might ask students to act out their scenario if it lends itself to that, or have half of your student teams read their police involvement piece and the other half the service provider piece. If time is limited, at least hear from 3-4 groups, focusing on the procedure they would follow for reporting.