

Lesson 3: Cyberbullying Across Devices and Services

Suggested time: 90-120 minutes

Preparation

Resources and materials

- Counselor Resource Letters to Teachers, Students and Parents
- Student Activities 1, 2, 3, 4, 5, 6
- Teacher Resource 1
- Writing Essentials – Introduction to Lesson 3 (under development)
- Writing Essentials – Lesson Plan: (under development)
- Writing Essentials – Lesson 3, SA1 (under development)

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

Reading	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
Educational Technology	1.2	Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others
	1.3	Research, manage and evaluate information and solve problems using digital tools and resources
	2.1	Practice safe, legal and ethical behavior in the use of information and technology
	2.2	Understand technology systems and use hardware and networks to support learning
	2.3	Use productivity tools and common applications effectively and constructively
	2.4	Transfer current knowledge to new and emerging technologies

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.



Writing Essentials for Lesson 3 (under development)



Just a reminder to email the **Lesson 3 Letter to Parents** (MS Cyberbullying-Lesson 3 CRT.doc), and the **Lesson 3 Letter to Students** (MS Cyberbullying-Lesson 3 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 3 Letter to Teachers** (MS Cyberbullying-Lesson 3 CRT.doc) to acquaint yourself with the focus of this lesson.

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.



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