

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

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