

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.