Taking a Stand: The Bullying Prevention Series

Cyberbullies

Teacher's Guide

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Introduction

This Teacher's Guide provides information to help you get the most out of *Cyberbullies.* The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

This program focuses on today's popular interactive communication technologies and how adolescents use these means of communication to attack, threaten, and bully others. The program features real-life student stories of specific examples of this phenomenon know as "cyberbullying." Viewers are introduced to online bullies and develop an understanding of how and why they target their victims. In addition, a cyberbullying expert discusses gender-specific tactics used by cyberbullies, and the effects they have on victims.

Students discuss how cyberbullying occurs and appropriate methods for dealing with cyberbullying when it occurs. Lt. David Peifer, an Internet detective, explains the legal ramifications involved with cyberbullying, as well as prevention strategies the viewers can use to protect themselves. The program concludes with available resources for emotional, technological, and legal assistance.

Learning Objectives

By viewing this program, students will be able to:
• Identify and differentiate between acceptable and unacceptable uses of interactive technologies (text messaging, instant messaging, e-mail, Internet chat rooms, blogging, website postings, etc.).
• Identify online activities and locations that may make a person vulnerable to bullying.
• Understand why bullying seems easier to commit when online.
• Identify helpful and harmful ways to deal with online bullies.
• Know the proper steps to take when being bullied online.
• Know how and when to involve parents, school officials, and/or law enforcement.
• Understand legal rights pertaining to privacy when online.

Educational Standards

National Standards
This program correlates with the National Health Education Standards from the Joint Committee on National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from this organization.
• Health Education: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
• Health Education: Students will analyze the influence of culture, media, technology and other factors on health.

This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society.

English Language Arts Standards
The activities in this Teacher's Guide were created in compliance with the National Standards for the English Language Arts from the National Council of Teachers of English.

• Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Technology Standards
The activities in this Teacher's Guide were created in compliance with the National Education Technology Standards from the National Education Technology Standards Project.
• Social, ethical, and human issues: Students understand the ethical, cultural, and societal issues related to technology.
• Social, ethical, and human issues: Students practice responsible use of technology systems, information, and software.
• Technology problem-solving and decision-making tools: Students use technology resources for solving problems and making informed decisions.
• Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
• Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

The National Education Technology Standards reprinted with permission from the International Society of Technology Education.

Program Overview

Chat rooms, blogs, and instant messaging have become standard forms of communication for many young people. Unfortunately, they have also become popular ways to bully and harass others. This program is designed to prevent children and teenagers from falling victim to cyberbullying, using dramatizations and Q & A discussions to expand awareness of the issue. The video discusses cyberbullying warning signs, common patterns of abuse, and questionable online activities and destinations to stay away from. It also presents strategies for responding when cyberbullying occurs, and outlines legal problems involving privacy and libel that young Internet users should be aware of.

Main Topics

Topic 1: It's No Joke…It's Bullying!
The introductory segment of the program discusses the importance of Internet and mobile technologies as social lifelines keeping students connected. The phenomenon known as cyberbullying is introduced and the forms it takes are explored.

Topic 2: New Age Bullying
This section explores students' misconceptions that they will not get caught and that no one is really getting hurt by cyberbullying. Students and Lt. David Peifer (Internet detective) explain the very real effects cyberbullying has on the victims.

Topic 3: The Cyberbully Arsenal
This segment focuses on the techniques used by cyberbullies, including flaming, online harassment, cyberstalking, denigration, masquerading, outing/trickery, and exclusion. Students discuss the various ways in which cyberspace is used to bully.

Topic 4: Protecting Yourself in the Virtual World
Guidelines students can use to protect themselves from becoming victims of cyberbullying are outlined in this segment. The appropriate methods for dealing with cyberbullies and the importance of informing trusted adults who can assist the victim are also covered.

Topic 5: Cyberbullying—A Serious Offense
This segment explores how school administration, law enforcement, and Internet Service Providers might respond to reports of cyberbullying. Consequences of cyberbullying behavior, specifically school suspensions and arrests, are topics of a small group discussion.

Fast Facts

- Cyberbullying occurs when someone is harassed, threatened, or tricked using online technologies including instant messaging, email, text messaging, Web sites, blogs, bulletin boards, interactive games, etc.

- Both boys and girls are cyberbullies and victims of cyberbullies.

- Adolescents who would not bully under normal circumstances choose to bully online because they believe it to be anonymous. They believe they can say or do anything without repercussion.

- Girls tend to cyberbully publicly by posting messages or starting rumors online.

- Boys commonly choose cyberbully tactics that are one-on-one. They include making threats, stealing passwords, sending sexually explicit comments, and posting offensive images.

- Victims of cyberbullies often experience feelings of loneliness, stress, headaches, poor concentration, and depression. They make up excuses not to go to school, and in extreme cases, have transferred to another school or even attempted suicide.

- According to cyberbullying.org, some techniques that cyberbullies use are flaming, online harassment, cyberstalking, denigration, masquerading, outing/trickery, and exclusion.

- Children have a false sense of security when they bully online. They do not realize it is easier than they think to track cyberbullying.

- Many schools have developed computer and cell phone policies that explain what is considered acceptable use of technologies.

- Countries and states have different laws regarding cyberbullies and the way they violate your privacy. In the U.S., some states criminalize the use of interactive communications to commit harassment and stalking, but most cyberbullying is not considered a criminal privacy violation.

Vocabulary Terms

anonymous: Having no known name or identity; of an unknown source.

blogs/screen Web logs: Online journals where single or multiple users can write entries.

chat room: Online communication between two or more users via computer. When a chat is initiated, users can enter text by typing on their keyboard. The entered text appears on the other users' monitors in real time.

criminalize: To declare illegal.

cyberbullying: When people are bullied, embarrassed, insulted, harassed, threatened, or excluded from social groups by someone else through the use of mobile, wireless, or Internet technologies.

cyberstalking: Harassing someone online by sending them threatening or intimidating messages.

defamation: An cruel attack on a person's character or good name.

denigration: Making offensive, hurtful, or untrue statements about a person.

depression: A state of feeling sad; may include feelings of dejection and hopelessness, and sometimes suicidal tendencies.

email: The transmission of written messages over communications networks.

exclusion: Taking an action to intentionally keep a person out of a group.

flaming: Sending an angry or confrontational message over the Internet in an effort to upset someone; inflaming a situation.

harassment: When one person repeatedly and intentionally bothers another.

instant messaging (IM): Online communication tool that allows user to create private chat sessions with another user by typing messages that are transmitted to recipient in real time.

Internet: An electronic communications network that connects computer networks and organizational networks around the world.

ISP (Internet Service Provider): Company that provides Internet connections and services to individuals and organizations

masquerading: Pretending to be another person and sending or posting offensive information online that places that person in a helpless or embarrassing situation.

online: Connected to, served by, or available through a computer or telecommunications system.

outing/trickery: Sending or posting sensitive or embarrassing information about a person online.

polls: Online voting booths or surveys.

profile: Information a user provides about him or herself online; a type of brief biography.

retaliate: To strike back or take revenge.

repercussion: A remote or indirect consequence of an action.

rumors: Widely spread talk or opinion with no apparent reliable source; gossip.

suicide: The act of taking one's own life voluntarily.

text messaging: Short messages sent using mobile/cellular phones with the text appearing on the recipient's display screen.

victim: A person who experiences hardship or mistreatment.

violate: To intentionally harm; to go against or fail to observe a law.

Web site: A location on the World Wide Web.

Pre-Program Discussion Questions

1. What are some ways students bully other students?
2. How might a person become an online cyberbully?
3. Why might someone be afraid to talk about being cyberbullied?
4. How are people hurt by cyberbullying?
5. What are some ways you practice safety when using online and mobile technologies?
6. Why should school personnel be notified when cyberbullying occurs?

Post-Program Discussion Questions

1. What are some examples of cyberbullying?
2. What specific techniques do cyberbullies use to target their victims?
3. What are some steps you can take if you think you, or a friend, are the victim of a cyberbully?
4. Why is it important to discuss the cyberbullying with a trusted adult?
5. Most cyberbullies believe the victim will not find out who is bullying them. Why do you think cyberbullies believe this form of bullying is okay?
6. How might cyberbullying be breaking the law?
7. What are some precautions you can take to protect yourself from becoming a victim of cyberbullying?

Group Activities

Cyberbullying Discussion

Discuss ways in which members of the group or someone they know has experienced cyber-bullying. For each instance, describe what means of communication the bully used (email, text message, IM, poll, etc.), and the type of cyberbullying that occurred (flaming, outing/tricking, exclusion, defamation, masquerading, online harassment, cyberstalking, or denigration). Discuss how the bullying affected the victims in each case. Talk about why someone would turn to cyberbullying and what steps students can take to prevent becoming both the bully and the target of a bully.

Stop Cyberbullying Now

Working in small groups, develop a Public Service Announcement (PSA) campaign addressing the importance of reporting instances of cyberbullying. These PSAs might also focus on appropriate use of online and mobile technologies, as well as possible consequences for participating in cyberbullying activities. Students should make a visual of their PSA, such as a poster, a pamphlet, or a storyboard of a TV advertisement to direct the message to a young adult audience. Groups can then share their PSA campaigns with the class through oral presentations, and by displaying the visuals around the room.

The Cyberbullying Talk

Because of the very personal and pervasive nature of cyberbullying, it is often difficult for a victim to turn to a parent or trusted adult for help. Those being bullied often feel that they might be responsible for what is happening to them, or that in some way they did something wrong. Others fear that if they report instances of cyberbullying they might have their computer or cell phone taken away. Faced with feelings of fear and uncertainty, the victims need an honest and trusted, nonjudgmental person to listen when it comes to dealing with cyberbullying.

Ask the students to make a list of people they could go to for help if they think they are being cyberbullied. Next, ask them to brainstorm and create a list of questions and concerns that might come up between the student and the adult regarding reporting and confronting the cyberbullying.

Then, working in small groups, ask the students to role-play the "talk." One or two students should act as the student(s) and another as the adult. Each student should play at least one role by the end of the activity. Go through the list, with each simulated "talk" consisting of two or three questions. After each role-play activity, discuss only the positive communication skills that were demonstrated (do not allow students to give negative feedback or comment on role-play talent). These "positive" points might focus on how the question was asked or answered, body language, or approach used.

Individual Student Projects

"Protect Myself" Project

List ways in which you can take preventative measures to ensure that you are using interactive technologies safely and appropriately. The list might include the following: change your username to one that does not give away personal information such as your name, gender, or year of birth. Only give your username to people you trust. Change your password and do not tell anyone what it is. If you have experienced bullying through text messages or phone calls, change your cell phone number and only give your number out to people you trust.

Interview with a Former Cyberbully or Cyberbully Victim
Interview someone who is a former cyberbully or someone who had to deal with being cyberbullied. What were their emotions at the time they were involved with the situation? What feelings still emerge? How has this person moved forward to find safe and appropriate ways of using interactive technologies for communicating?

Community Resources
Find out what resources are available in your school and community for students who are cyberbullies or are the target of a cyberbully. This may include a support group, school or community counselor, law enforcement, national organization, etc. What services do they offer? Does the person/organization focus on a particular issue or problem? What is the cost, if any? How and when can the individual, or someone from the organization, be reached?

Internet Activities

Fact-Finding
Use the Internet to find information on the issues below. Note the site used to find each response.

• List three safe ways in which a person can respond to cyberbullying.
• List three ways by which you can protect yourself from becoming the target of a cyberbully.
• List three methods of communication used by cyberbullies to harass their targets.
• List three facts from studies about cyberbullying.
• List three additional resources for learning more about cyberbullying.

Some suggested sites are:

http://www.cyberbullying.org
http://www.internetsuperheroes.org
http://www.wiredsafety.org

Where Do You Fit?
Take an anonymous online survey to find out how you compare to other students learning about cyberbullying. By answering questions in the survey, your results will show whether or not you have acted as a cyberbully, or if you have been the target of a bully.

Visit http://www.wiredsafety.org, scroll down the menu on the left, and click on "take our survey." Enter your responses, and when finished click on "view poll results" at the bottom of the page. Write down your answers to the following questions:

• What did you find out about yourself?
• Were you surprised at the results?
• Why or why not?

Assessment Questions

Q1: Name three prevention guidelines that can minimize your chances of becoming the victim of a cyberbully.

Answers may include: Choosing user names that don't give away personal information; staying away from profiles requiring personal information; never posting photos of yourself or others online; not flirting with people you don't know; not confronting users aggressively; only giving cell phone number and user name to people you know, etc.

Feedback: Taking some simple precautions can protect you from cyberbullying.

Q2: What are some methods for dealing with cyberbullying?

Answers may include: Ignore messages; don't reply to messages if you don't know the sender; leave a site after being bullied and wait to return; create private games; save all harassing messages in an "abuse" folder so they can be documented; keep a log of cyberbullies' screen names and ISPs so they can later be identified; contact an ISP or phone company to make a report; report the bullying to a parent, school counselor, or law enforcement official if being threatened, etc.

Feedback: Cyberbully victims should take comfort in knowing there are many safe ways to address the problem.

Q3: True or False: No one really gets hurt by cyberbullying; it's just teasing.

Answer: False

Feedback: Victims of cyberbullying report feelings of loneliness or fear, headaches, stress, depression, skipping school, poor concentration, declining grades, and suicide attempts.

Q4. _____ is pretending to be another person and sending or posting offensive information online that places that person in a vulnerable or embarrassing situation.

    a) Exclusion
    b) Masquerading
    c) Flaming
    d) Denigration

Answer: b.

Feedback: Masquerading is especially hurtful because the victims might never know what is posted, shown, or told about them.

Q5: True or False: Most acts of cyberbullying are criminal privacy violations.

Answer: False

Feedback: Some U.S. states criminalize the use of interactive communications to commit harassment and stalking, but most acts of cyberbullying are not yet considered criminal privacy violations.

Q6: Which of the following are forms of cyberbullying?

    a) Stealing someone's identity
    b) Harassing online game users
    c) Posting embarrassing photos of someone
    d) All of the above
    e) None of the above

Answer: d.

Feedback: Cyberbullying occurs in many forms, and often occurs without the victim's knowledge.

Q7: True or False: Most cyberbullies believe that their bullying actions are anonymous.
Answer: True
Feedback: Cyberbullies often say and do things online that they would never say or do face-to-face. Students who under ordinary circumstances might never engage in harassing another student do so with a false sense of security.

Q8: Which of the examples does *not* qualify as cyberbullying?
    a) Writing a mean note about a classmate and passing it around school
    b) Creating an online poll about someone and asking students to vote
    c) Pretending to be someone else when emailing a classmate
    d) None of the above
Answer: a.
Feedback: Although passing a mean note is a type of bullying, cyberbullying occurs when people are harassed, threatened, or tricked using online or mobile communication technologies.

Q9: True or False: Exclusion is a form of cyberbullying that involves repeatedly sending hurtful messages to a person through email, IM, posts, or in a chat room.
Answer: False
Feedback: Exclusion is taking action to intentionally exclude someone from an online group or activity.

Q10: Students who find themselves the target of a cyberbully should_____.
    a) contact the bully and ask them politely to stop
    b) not do anything or tell anyone while they wait to see if it continues
    c) report the incident to a parent, teacher, or other trusted adult
    d) respond aggressively to the harassment/threats so the bully will back off
Answer: c.
Feedback: Students should report incidents of cyberbullying to an adult as soon as they occur so that the adult can offer help as to how to properly proceed in that specific situation.

Additional Resources

WEB SITES

The Ophelia Project
www.opheliaproject.org

Stop Bullying Now! Information, Prevention, Tips, and Games
www.stopbullyingnow.org

CyberCitizen
www.cybercitizenship.org

Committee for Children
www.cfchildren.org

GetNetWise
www.getnetwise.com

WiredSafety
www.wiredsafety.org

WiredSafety and WiredKids: Internet Super Heroes
www.internetsuperheroes.org

BOOKS

Odd Girl Out: The Hidden Culture of Aggression in Girls
by Rachel Simmons
Harcourt Trade Publishing, 2002
ISBN: 0151006040

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence
by Rosalind Wiseman
Three Rivers Press, 2002
ISBN: 1400047927

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence
by James Garbarino, Ellen deLara
Free Press, 2003
ISBN: 0743228995

Weakfish: Bullying Through the Eyes of a Child
by Michael Dorn
Safe Havens International, Inc., 2003
ISBN: 0974124001

Additional Resources at www.filmsmediagroup.com

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Bullied, Battered, and Bruised

- VHS/DVD-R
- Close captioned
- Item # 29893

Suicide is the second leading cause of death among adolescents and is often the desperate response to prolonged physical and mental harassment at school. This program investigates the disturbing prevalence of bullying by focusing on a high school where the problem made headlines. Parents, teachers, school officials, bullying victims, and even bullies themselves discuss the conditions that allow abusive behavior to flourish and what can be done to curtail it. A model grammar school is also visited where the principal takes the lead in creating an atmosphere of safety and cooperation, as well as learning. (56 minutes, color) © 2000.

The "In" Crowd and Social Cruelty

- VHS/DVD-R
- Preview clip online
- Close captioned
- Item # 30196

What does it take to be popular? Quite often it has nothing to do with being nice. In this ABC News special, correspondent John Stossel visits middle and high

schools to discover why kids dish out abuse, why they take it, and what parents and school administrators can do to make it better. He also visits schools with successful anti-bullying programs. Discussions with students, as well as with psychologist Michael Thompson, author of Best Friends, Worst Enemies, reveal a number of factors that cause popularity or unpopularity among children, adolescents, and even adults. (41 minutes) © 2002.

Bully Breath…How to Tame a Troublemaker

- VHS/DVD-R/Digital On-Demand
- Preview clip online
- 1st Place, National Council on Family Relations; Award of Achievement, Master Communicator
- Item # 11108

Real-life situations, dramatizations, and discussions help viewers understand the reasoning behind a bully's behavior, specific steps to neutralize his or her power, and how to avoid becoming a victim. Practical guidelines are given for managing conflict and creating win-win results for bullies and their victims in the classroom, on the playground, and at home. (18 minutes) © 1997.

Cruel Schools

- VHS/DVD-R
- Item # 33242

This program outlines what students can do right away to help stop the hurting—and the dying. Victims of bullying are urged to alert adults to their situations, while those on the sidelines are encouraged to stand up for others, or at least to refrain from joining in. Stories of three victims—one who was murdered, another who killed himself in despair, and a third who sought help and survived—underscore the problem. Stories of two victimizers contrast a pair of scenarios for those who feel compelled to lash out: alternative school and anger management therapy for one, state prison for the other. Part of the series *Reality Matters.* A Discovery Channel Production. (23 minutes) © 2000.

Dealing with Bullies

- VHS
- Item # 32417

As long as there have been schools, there has been bullying. This video uses real-life situations to illustrate clear-cut strategies for dealing with this widespread form of violence. Recognition of circumstances that would require outside assistance is emphasized. (6 minutes) © 2001.

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