

**Grade Level:** 9-12

**Duration:** One 15 minute session

**Description:** This lesson is designed to help students recognize cyberbullying and develop strategies to cope with it.

### **Content Outline**

1. Read, or have students read, the following: (from What is Cyberbullying [http://www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html))

#### **What is cyberbullying, exactly?**

“Cyberbullying” is when a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. It has to have a minor on both sides, or at least have been instigated by a minor against another minor. Once adults become involved, it is plain and simple cyber-harassment or cyberstalking. Adult cyber-harassment or cyberstalking is NEVER called cyberbullying.

The methods used are limited only by the child’s imagination and access to technology. And the cyberbully one moment may become the victim the next. The kids often change roles, going from victim to bully and back again.

Children have killed each other and committed suicide after having been involved in a cyberbullying incident.

Cyberbullying is usually not a one-time communication, unless it involves a death threat or a credible threat of serious bodily harm. Kids usually know it when they see it, while parents may be more worried about the lewd language used by the kids than the hurtful effect of rude and embarrassing posts.

2. Watch and discuss: (adapted from Cyberbullying: understanding and addressing online cruelty [http://www.adl.org/education/curriculum\\_connections/cyberbullying/cyberbullying\\_lesson\\_3.asp?cc\\_section=lesson\\_3](http://www.adl.org/education/curriculum_connections/cyberbullying/cyberbullying_lesson_3.asp?cc_section=lesson_3))

- Watch “Let’s Fight it Together” Video: <http://www.youtube.com/watch?v=dubA2vhllrg>
- After the viewing, elicit student reactions and discuss the following questions:
  - o Why do you think Kim targeted Joe for harassment?
  - o Why do you think Joe endured the cyberbullying without seeking help?

- Why do you think Rob and the other bystanders joined in or allowed the cyberbullying to go on without interrupting it?
- Have you experienced or witnessed instances of cyberbullying like this one? If so, how did you respond? After watching this film, would you respond differently in the future?

3. Assessment (adapted from Connect 24/7)

[http://cybersmartcurriculum.org/cyberbullying/lessons/9-12/connected\\_247/](http://cybersmartcurriculum.org/cyberbullying/lessons/9-12/connected_247/))

Read the following scenario to students and have them answer the questions below individually.

A group of girls were fighting with one of their friends, Nicole. They created a “Rate Nicole” group on a social networking site. They posted embarrassing photos of Nicole from middle school and high school and invited their hundreds of “friends” to join the group to look at the photos, and tell Nicole how she stacked up. Cruel and crude comments were posted on the group’s message board. One message said that some girls were planning to beat up Nicole. At school, Nicole got text messages on her cell phone saying, “Take a look at what everyone thinks of you.”

**What’s the Problem?**

Describe how this scenario fits the definition of cyberbullying.

**What can Nicole do?**

What are some things Nicole can do to help resolve this situation? What are some things she SHOULDN’T do?

**What could you do?**

What could you do if you knew about the “Rate Nicole” site? Why might some of these actions be difficult, and how could you make these actions easier for yourself?