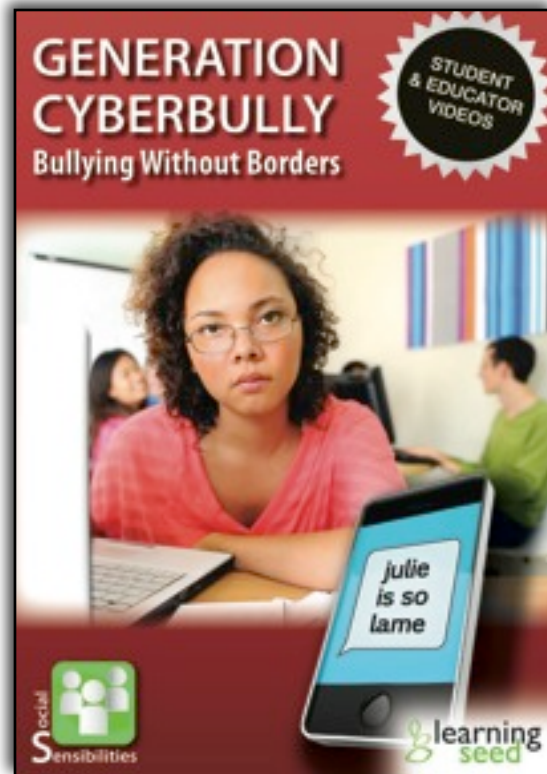


Generation Cyberbully: Bullying Without Borders



EDUCATOR'S RESOURCE GUIDE

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This program is closed-captioned.

Questions, suggestions or comments?

Email us at info@learningseed.com or call Jennifer Smith: 800.634.4941

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Program Summary

Cyberbullies use technology -- such as social networking sites and cell phone text messaging -- to be cruel to others. Cyberbullying can happen anywhere and at anytime.

The consequences for cyberbullies range from school disciplinary action to legal action. Victims can suffer from excessive absences and withdrawal from friends and social activities due to embarrassment or harassment.

This video and its supplemental activities familiarize students with what cyberbullying is and its effects, what to do if they are ever victims of cyberbullying or see it happening, and how to aid in prevention.

Unit Teaching Points:

1. A cyberbully is anyone who uses the Internet, cell phone or other communication technology to inflict harm on someone else.
2. A cyberbullying attack can be a post on a social networking site, a threatening text message, or harassing emails.
3. If I'm the victim of a cyberbullying attack, I should not personally respond to the attack, but instead repeat it to an adult I trust.
4. Different methods cyberbullies use include harassment, impersonation, and/or intimidation.
5. I can avoid becoming a cyberbully by not saying anything online --or in a text message -- that I wouldn't say face-to-face. If frustrated or angry, I should always stop and think before I retaliate digitally or online.
6. If I witness a cyberbully attack, I should report it to my teacher, administrator, or an adult I trust.
7. Consequences of cyberbullying include school disciplinary action, such as suspension, legal consequences, and severe emotional distress.

Related Learning Seed Programs

The Realities of Sexting: You Can't Unsend
Sexual Harassment at School: Hostile Environments

Note: This DVD includes TWO videos about cyberbullying: A classroom program for students, and a professional development program for educators.

National Standards

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

Grades 6-8 and 9-12

Personal/ Social Development

Standard A: Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others.

PS: A1.6 Distinguish between appropriate and inappropriate behavior.

Standard B: Students will make decisions, set goals and take necessary action to achieve goal.

PS: B1.2 Understand consequences of decisions and choices.

PS: B1.4 Develop effective coping skills for dealing with problems.

PS: B1.6 Know how to apply conflict resolution skills.

Standard C: Students will understand safety and survival skills.

PS: C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual.

PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.

PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.

PS: C1.6 Identify resource people in the school and community, and know how to seek their help.

NATIONAL HEALTH EDUCATION (NHE)

Grades 6-8

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Analyze how messages from media and other sources influence health behaviors.

Analyze the influence of technology on personal and family health.

Analyze how information from peers influences health.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies to manage conflict in healthy ways.

Grades 9-12

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Describe the interrelationship of mental, emotional, social, and physical health throughout adulthood.

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Evaluate the effect of media and other factors on personal, family, and community health.

Evaluate the impact of technology on personal, family, and community health.

Analyze the possible causes of conflict in schools, families, and communities.

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Analyze the possible causes of conflict among youth in schools and communities.

Demonstrate strategies used to prevent conflict.

AMERICAN ASSOCIATION FOR FAMILY & CONSUMER SCIENCES (AAFCS)

Grades 6-8 and 9-12

Human Development

12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.

12.3.2 Analyze the role of communication on human growth and development.

Interpersonal Relationships

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

13.4.4 Demonstrate nonviolent strategies that address conflict.

13.4.5 Demonstrate effective responses to harassment.

13.4.6 Assess community resources that support conflict prevention and management.

13.6.2 Apply guidelines for assessing the nature of issues and situations.

13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS)

Grades 6-8 and 9-12

Standard 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

a. Advocate and practice safe, legal, and responsible use of information and technology.

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

d. Exhibit leadership for digital citizenship.

Additional Resources

For research and additional content:

The Center for Safe and Responsible Internet Use

<http://cyberbully.org>

The Cyberbullying Research Center

<http://www.cyberbullying.us>

The International Society for Technology in Education

<http://www.iste.org>

The Leader in e-Safety Education

<http://www.isafe.org>

National Center for Missing & Exploited Children

<http://www.netismartz.org/index.aspx>

Lesbian, Gay, Bisexual and Transgender Health - CDC

<http://www.cdc.gov/lgbthealth/youth.htm>

Lesson Plan 1 (page 1 of 2)

Purpose: Guide and Create Expectations
Name: “Messages that Kill”
Type: Current Events
Est. length: 45 minutes

Unit Name: Cyberbullying
Accompanying video:
Generation Cyberbully: Bullying Without Borders
Grade Level: 6-12

Unit Assessment:
 “Each One, Teach One:
 Community Awareness of Cyberbullying”

Type: Student panel

Lesson Summary

By applying pre-reading, annotation, and post- to a current events article, students will become real-life consequences of cyberbullying.



reading strategies familiar with the

Lesson Materials

- Highlighter
- Pen/Pencil
- Notebook paper
- Computer with online access (e.g., google.com)
- Printer
- Dictionary

Lesson Objectives

- The student will identify the characteristics of a cyberbully
- The student will learn what constitutes cyberbullying
- The student will identify the methods cyberbullies use to attack
- The student will know the various consequences of cyberbullying
- The student will differentiate between an “in real life” bully and a cyberbully

*The lesson objectives of **Lesson 1** correlate to **Unit Teaching Points 1, 2, 4 and 7**. See **page 4** for a list of unit teaching points.*

Note to Teachers: As a time-saving option, teachers may pre-select a cyberbullying article for students to use.

Lesson Plan 1 (page 2 of 2)

(Estimated Time: 45 minutes)

I. Lesson Set-up (10 minutes)

PRE-READING

Instruct students to:

1. work in pairs to use an online news search engine (such as Google News) to search for articles about cyberbullying.
2. select and print one cyberbullying article with a photo or headline that interests them -- but **not** to read the article yet.
3. complete one of the following activities:
 - Predict the story from the headline.
 - Predict the story from a picture accompanying the article.
 - Predict vocabulary they'll find in the article.

II. Learning Activity (30 minutes)

DURING READING (15 minutes)

Instruct students to:

1. read their chosen article in its entirety.
2. underline three statements of importance or interest as they read.
3. write down three unfamiliar words they find in the article.
4. use a dictionary to look up and define these words.

POST-READING (15 minutes)

Instruct students to:

1. compare the article's content to their predictions made during the Pre-Reading activity.
2. individually write two paragraphs to respond to the statements and words they have chosen in the During Reading activity.
3. use their three newly gained vocabulary words in their writing.
4. reflect on their writing and the assignment with their partner.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about cyberbullying.

- What makes someone a cyberbully?
- Who are they?
- What are their goals?
- What are some of the consequences of their behavior?

- Do you think cyberbullying should be viewed as a crime?

Lesson Plan 1 (Alternative)

Purpose: Guide & Create Expectations
Name: Unit Pre-test
Type: Fill-in-the-Blank
Est. Length: 30 minutes

Cyberbullying Unit Pre-test

As an alternative to Lesson 1: “Messages that Kill,” you can guide and create student expectations with the **Fill-in-the-Blank Pre-test found on Worksheet A of the Appendix**. The Answer Key is below.

Note to Teachers: The Pre-test and Post-test are identical in order to assess student mastery of the topic. Please allow students to use the word bank for the Pre-test.

Unit Pre-test Answer Key

1. Computers
2. Phones
3. Anywhere
4. Anytime
5. Threaten
6. Intimidate
7. Frustration
8. Bullying
9. Internet
10. Anonymous
11. Hide
12. People
13. World
14. Hallways
15. Consequences
16. Online
17. Cyberbully
18. Text message
19. Bully
20. Fight back
21. Respond
22. Parents
23. Teacher
24. Police
25. Prevention
26. Bystander
27. Power
28. Privacy
29. Privilege
30. Responsible

Lesson Plan 2 (page 1 of 2)

Purpose: Define & Interpret Information
Name: “Bully, Bully”
Type: Independent Practice
Est. Length: 45 minutes

Unit Name: Cyberbullying
Accompanying video:
Generation Cyberbully: Bullying Without Borders
Grade Level: 6-12

Unit Assessment:
 “Each One, Teach One:
 Community Awareness of Cyberbullying”

Type: Student panel

Lesson Summary

Through watching the *Generation Cyberbully: Bullying Without Borders* video, and completing an essential vocabulary lesson, students will become familiar with specific types of cyberbullying.

Lesson Materials

- Copies of “Bully, Bully” (Worksheet B in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter
- Video: *Generation Cyberbully: Bullying Without Borders*



Lesson Objectives

- The student will identify the characteristics of a cyberbully
- The student will learn what constitutes cyberbullying
- The student will identify the methods cyberbullies use to attack
- The student will know the various consequences of cyberbullying
- The student will differentiate between an “in real life” bully and a cyberbully

The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 1, 2, 4, 6 and 7**.
 See **page 4** for a list of unit teaching points.

Lesson Plan 2 (page 2 of 2)

(Estimated Time: 45 minutes)

I. Lesson Set-up (10 minutes)

Note to Teachers: Inform the students that personal experiences -- theirs or anyone else's -- are not appropriate for class discussion but should be repeated to an adult they trust: a parent, a teacher, or a school counselor.

BEFORE the video:

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - If someone is bullying you in real life, is it fair if they then get cyberbullied by someone else?
 - Would you report bullying if you witnessed it?
 - When does a person deserve to be bullied?
 - Should the law intervene in a school bullying incident?

II. Learning Activity (30 minutes)

DURING the video:

1. Distribute copies of "Bully, Bully" (Worksheet B) from the Appendix.
2. Instruct students to complete Part A as they watch the video *Generation Cyberbully: Bullying Without Borders*.

AFTER the video:

1. To aid in retention, instruct students to complete Part B of Worksheet B after they watch the film.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing class discussion about cyberbullying.

- What makes someone a cyberbully?
- Who are they?
- What are their goals?
- What are some of the consequences of their behavior?
- Do you think cyberbullying should be viewed as a crime?

Lesson Plan 3 (page 1 of 2)

Purpose: Define & Interpret Information
Name: “Cyberbullying & Me”
Type: Self-Reflection
Est. Length: 45 minutes

Unit Name: Cyberbullying
Accompanying video:
Generation Cyberbully: Bullying Without Borders
Grade Level: 6-12

Unit Assessment:
 “Each One, Teach One:
 Community Awareness of Cyberbullying”

Type: Student panel

Lesson Summary

Through self-reflection students will place themselves into the role of the cyberbully and victim and thus become familiar with the emotional consequences of cyberbullying.

Lesson Materials

- Copies of “Cyberbullying & Me” (Worksheet C in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter

Lesson Objectives

- The student will differentiate between an “in real life” bully and a cyberbully
- The student will know the various consequences of cyberbullying

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Points 3 and 7**.
 See **page 4** for a list of unit teaching points.*

Note to Teachers: Lesson 3 is to be paired with Lesson 4. (Lesson 4 cannot be completed without students’ completion of “Self-Reflection Interviews.”)

Lesson Plan 3 (page 2 of 2) (Estimated Time: 45 minutes)

I. Lesson Set-up (10 minutes)

Journal & Discussion Activity

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - A. How important are my actions? How do I generally treat others?
 - B. What would I do if I knew someone was being cyberbullied?
 - C. How does a victim defeat a bully?
2. Direct a class discussion. Open the floor with Socratic questioning.
Sample Questions:
 - What in our society allows, supports, or invites cyberbullying?
 - How about our school culture? Do we invite bullying? What can we change to limit bullying?
 - What's a fair punishment for cyberbullying? Do the punishments currently in place work?

II. Learning Activity (30 minutes)

“Have I Been Cyberbullied?” Independent Activity

1. Instruct students to work individually and to keep their notes from this activity to use in the next lesson.
2. Distribute “Cyberbullying & Me” (Worksheet C) from the Appendix. It contains questions designed to help someone discover if they have been a victim of cyberbullying.
3. Instruct each student to answer the questions listed on Worksheet C in at least 1-2 sentences.
4. Students should be reminded to answer each question thoroughly so that it can be useful in the next lesson.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about cyberbullying.

- What makes someone a cyberbully?
- Who are they?
- What are their goals?
- What are some of the consequences of their behavior?
- Do you think cyberbullying should be viewed as a crime?

Lesson Plan 4 (page 1 of 2)

Purpose: Generate & Differentiate Ideas
Name: Self-Reflection Essay
Type: Essay
Est. Length: 105 minutes

Unit Name: Cyberbullying
Accompanying video:
Generation Cyberbully: Bullying Without Borders
Grade Level: 6-12

Unit Assessment:
 “Each One, Teach One:
 Community Awareness of Cyberbullying”

Type: Student panel

Lesson Summary

Students will continue to explore and consider the emotional consequences of cyberbullying by writing an essay that reflects their own experiences with cyberbullying.

Lesson Materials

- Copies of “Self-Reflection Essay Instructions” (Worksheet D in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter
- Completed Worksheet C “Cyberbullying & Me”
- Worksheet E “Essay Rubric”

Lesson Objectives

- The student will identify the characteristics of a cyberbully
- The student will learn what constitutes cyberbullying
- The student will identify the methods cyberbullies use to attack
- The student will know the various consequences of cyberbullying
- The student will differentiate between an “in real life” bully and a cyberbully

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 1, 2, 4, and 7**. See **page 4** for a list of unit teaching points.*

Note to Teachers: Lesson 4 is paired with Lesson 3. (Lesson 4 cannot be completed without students’ completion of Worksheet C “Cyberbullying & Me” in Lesson 3.)

Lesson Plan 4 (page 2 of 2) (Estimated Time: 105 minutes)

I. Lesson Set-up (10 minutes)

Journal & Discussion Activity

1. Instruct students to write answers to the following question in 5 to 8 sentences.
 - What specifically did you learn about yourself during this unit?
2. Direct a class discussion. Open the floor with Socratic questioning.

Sample Questions:

- What happens if you tell a peer about a cyberbullying incident instead of an adult?
- How do you know if you have found an adult you can trust?

II. Learning Activity (90 minutes)

Writing Activity

1. Distribute copies of the “Self-Reflection Essay Instructions” (Worksheet D) to each student.
2. Instruct students to use their notes from Lesson 3 (“Cyberbullying & Me”) to write a cyberbullying essay that reflects on their peer-interviewing experience.
3. Use the “Essay Rubric” (Worksheet E) in the Appendix to evaluate the essays. You may also distribute the rubric to students to help guide their writing.

III. Closure: Discussion (5 minutes)

Each day, ask these five questions to guide a closing discussion about cyberbullying.

- What makes someone a cyberbully?
- Who are they?
- What are their goals?
- What are some of the consequences of their behavior?
- Do you think cyberbullying should be viewed as a crime?

Lesson Plan 5 - Unit Assessment (page 1 of 2)

Purpose: Develop & Evaluate Performance
Name: Each One, Teach One: A Community Panel
Type: Project-Based
Est. Length: Five 45-minute sessions

Unit Name:	Cyberbullying
Accompanying video:	<i>Generation Cyberbully: Bullying Without Borders</i>
Grade Level:	6-12
Unit Assessment(s)	“Each One, Teach One: Community Awareness of Cyberbullying”
Type:	Student panel
Summary:	Students will share the information learned in this unit with their peers. Students will plan and design a roundtable discussion about cyberbullying and its effects. They will lead a discussion and present themselves as the experts on the subject.

Assessment Materials

- Copies of “Assessment Role Descriptions” (Worksheet F in the Appendix) for each student
- Notebook Paper
- Pencil/Pen
- Highlighter
- A space to hold a forum with an audience
- Guest Student Audience
- “Assessment Instructions” (Worksheet G in the Appendix)
- “Assessment Rubric” (Worksheet H in the Appendix)

Assessment Objectives

- The student will identify the characteristics of a cyberbully
- The student will learn what constitutes cyberbullying
- The student will identify the methods cyberbullies use to attack
- The student will know the various consequences of cyberbullying
- The student will differentiate between an “in real life” bully and a cyberbully

*The assessment objectives of **Lesson 5 Assessment** correlate to **Unit Teaching Points 1, 2, 3, 4, and 7**. See **page 4** for a list of unit teaching points.*

Lesson Plan 5 - Assessment (page 2 of 2)

(Estimated Time: Five 45-minute sessions)

I. Lesson Set-up (10 minutes)

Journal & Discussion Activity

1. Instruct students to write answers to the following questions in 5 to 8 sentences.
 - Describe: What is something new you have learned from the cyberbullying unit?
 - Discuss: What do you want more information about?
2. Have a class discussion. Open the floor with Socratic questions. See previous lessons for examples.
3. Inform students that today you will end the Cyberbullying Unit with an assessment.

II. Assessment Activity (45 minutes)

Project-Based Assessment

1. Instruct students to break into preset groups of 5.
2. Assign the following roles within each group:
 - Project Manager (1)
 - Moderator (1)
 - Logistics Coordinator/Panel Member (1)
 - Panel Members (2)
3. Use “Assessment Role Descriptions” (Worksheet F in the Appendix) to describe the roles to the students.
4. Instruct each group to plan and implement a community awareness panel on cyberbullying and to create educational cyberbullying information for their peers.
5. Distribute “Assessment Directions” to students (Worksheet G in the Appendix).
6. An assessment rubric for the teacher and students (Worksheet H in the Appendix) is available.

Lesson Plan 5 - Unit Assessment (Alternative)

Purpose: Develop & Evaluate Performance
Name: Unit Post-test
Type: Fill-in-the-Blank
Est. Length: 40 minutes

Cyberbullying Unit Post-test

As an alternative to Lesson 5: “Each One, Teach One,” you can define and evaluate student performance with the **Post-test found on Worksheet I of the Appendix**. The Answer Key is below.

Note to Teachers: This is the same test as may have been given in Lesson 1: Alternative Pre-test. When administering the Post-test, however, a better assessment may be made if the students are NOT provided with the word bank.

Unit Pre-test Answer Key

1. Computers
2. Phones
3. Anywhere
4. Anytime
5. Threaten
6. Intimidate
7. Frustration
8. Bullying
9. Internet
10. Anonymous
11. Hide
12. People
13. World
14. Hallways
15. Consequences
16. Online
17. Cyberbully
18. Text message
19. Bully
20. Fight back
21. Respond
22. Parents
23. Teacher
24. Police
25. Prevention
26. Bystander
27. Power
28. Privacy
29. Privilege
30. Responsible

Appendix:

Student Worksheets
Glossary
Rubric
&
Parent Handout

Name _____

Fill-in-the-blanks with the correct words from the Word Bank at the bottom of the page.

Cyberbullying is the use of 1. _____, 2. _____, or other devices to hurt or embarrass another person. Cyberbullying can happen 3. _____ and 4. _____. Cyberbullying can take on many forms. A cyberbully uses words to 5. _____, 6. _____, or harass another person. Cyberbullies often attack because they have feelings of 7. _____, or jealousy. The cyberbully may even have a legitimate conflict with the victim, but is unable or unwilling to find a peaceful solution. The bully may even be a victim of 8. _____ themselves, and turn to the 9. _____ to attack someone else to make themselves feel better. Cyberbullies use online communication to attack because it is 10. _____ and often unregulated. Anonymity enables bullies to 11. _____. However, when you're dealing with real 12. _____, it's the real 13. _____. Whether it's online or in the 14. _____, there are real 15. _____ to your actions. Most schools have an 16. _____ use policy that prohibits cyberbullying. One of the easiest ways to avoid becoming a 17. _____ is this: Don't say anything online--or in a 18. _____ --that you wouldn't say face-to-face.

So what do you do when you realize someone is trying to 19. _____ you online? A lot of people might make a snap decision to "20. _____." They try to counter-attack the bully who is coming after them. One of the most effective ways to respond to a cyberbully is not to 21. _____. You can also bring your case into the physical world. Talk to your 22. _____, a 23. _____, or another authority figure at school. If the cyberbully is a minor, their parents can be notified. If the statements are serious enough, the situation may be taken to the 24. _____. You should try to always find yourself on the 25. _____ side of cyberbullying. You can help prevent it by not becoming a 26. _____ to an attack. If the bully has no audience their attack has no 27. _____. Also, set 28. _____ settings on your phone and social networking accounts. Remember Internet use is a 29. _____ not a right! It is your duty to be 30. _____.

WORD BANK

Anonymous	Computers	Hide	Phones	Respond
Anytime	Consequences	Internet	Police	Responsible
Anywhere	Cyberbully	Intimidate	Power	Teacher
Bully	Fight back	Online	Prevention	Text message
Bullying	Frustration	Parents	Privacy	Threaten
Bystander	Hallways	People	Privilege	World

Name _____

Part A: During the Film

Directions: As you watch the *Generation Cyberbully: Bullying Without Borders* video, follow along and define the following words.

1. Intimidation
2. Harassment
3. Impersonation

Part B: After the Film

Directions: Give an example from the video or your own experiences of each type of cyberbullying.

1. Intimidation
2. Harassment
3. Impersonation

Name _____

Self-Reflection Questions

Directions: Answer the following questions. Record your answers thoroughly; they will serve as the foundation for your essay in the next lesson.

1. What was your reaction to the news story?
2. Do you think you have ever been cyberbullied? Has anyone ever done something mean to you through the Internet or text message? If so, describe the incident.
3. Have you ever been a cyberbully? If so, describe your actions.
4. What's worse: a cyberbully or an "in real life" bully? What's the difference?
5. Do your parents monitor your cell phone and internet use? Why or why not?
6. Have you ever been a bystander in a cyberbullying attack?
7. If you have been cyberbullied, how did that make you feel? Did you retaliate?
8. If you have ever intimidated someone online, why did you do it?
9. What would you do if you were cyberbullied?
10. To whom should students report a cyberbullying incident? Why choose those people?
11. What is the Internet policy here at school? Do you think most students know it?
12. How important is online safety? Why?

Name _____

Essay Instructions

Directions: Below are the instructions to use in writing your article. Follow them closely and ask your teacher if you need any help. You can use the answers from your self-interview questions on Worksheet C to write your essay.

1. Pre-Writing

Examine the answers from your self-reflection. List the answers you recorded into 3 or 4 categories. For example, which answers were about the consequences of cyberbullying? Which answers were about what cyberbullies do? Or what questions talked about the emotional distress of cyberbullying?

- Look at your three or four main ideas, and think about what they have in common. Make that thought into one sentence. This sentence reflects what your whole essay is about! It's a great way to start off your essay.

2. Draft

Each category that you have from Step 1 represents a main idea. Each main idea represents a paragraph in your essay. For example, if one of your main ideas was “the consequences of cyberbullying,” you will write one paragraph (3-4 sentences) about cyberbullying consequences.

3. Edit

Find an adult you trust, like your teacher or parent, to be your editor. Ask them to read and edit your draft. Do they see any changes that should be made? Ask them to make suggestions for improvements.

4. Revise

Revise your essay to reflect the suggestions your editor made. This is your time to polish your writing.

- Do you have a great introductory paragraph?
- Is your essay interesting?
- Can you use catchier words?
- Would you enjoy reading it?

5. Final Draft and Publish

Follow your teacher's directions for publication and grading.

Name _____

CATEGORY	4	3	2	1
Organization	Information is very organized. Paragraphs are well-constructed and include sub-headings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are poorly constructed.	The information is disorganized.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences of support.	All topics are addressed and most questions answered with at least 2 sentences of support.	All topics are addressed, and most questions answered with 1 sentence of support.	One or more topics were not addressed. Support sentences were not written.
Quality of Information	Information clearly relates to the topic. It includes several supporting details and/or examples.	Information clearly relates to the topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the topic. No details and/or examples are given.	Information has little or nothing to do with the topic.
Mechanics	No grammatical, spelling or punctuation errors.	1 or 2 grammatical, spelling or punctuation errors.	3 to 5 grammatical, spelling, or punctuation errors.	More than 5 grammatical, spelling, or punctuation errors.
Notes from Self-Reflection	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.

How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubrics score student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 20 to assign his or her grade. For example: 4 + 3 + 1 + 4 = 12, the grade is 12/20.

Worksheet F

Assessment Role Assignments

(Lesson 5)

Name _____

Project Manager - 1 Student

Responsibilities

- Submit daily team summary reports
- Submit the project (panel) plan
- Submit the End of Project Document
- Interact with the teacher throughout the project
- Create an agenda for the daily team meetings
- Assign tasks to team members
- Schedule the team and monitor schedule adherence
- Keep track of work performed by all team members
- Deliver final project materials to the teacher
- Keep the project team motivated and on track
- Monitor risks and solve problems
- Solicit the cooperation of the team to perform their roles effectively

Moderator - 1 Student

Responsibilities

- Announce the start of the Community Panel
- Read a brief bio of panel members
- Remind panel attendees to sign in and collect the sign-in sheets
- Keep the community panel within the time frame
- Return sign-in sheets to the Project Manager

Logistics Coordinator/Panel Member - 1 Student

Responsibilities

- Secure the panel location
- Prepare the room for the Community Panel
- Break down the room after the community panel
- Assure participants arrive to the panel on time
- Confirm all panel participants have what they need

Panel Members - 2 Students

Responsibilities

- Answer all questions from the audience knowledgeably
- Prepare 10 questions for the audience
- Prepare 10 teaching points for the audience
- Create an audience survey evaluating the effectiveness of the panel
- Collect surveys at the end of the panel.

Name _____

BEFORE YOU START

1. The Project Manager should start by making sure team members are clear about their roles (See Worksheet F).
2. The Project Manager should start a daily log on a sheet of notebook paper to track each team member's activities.
Give your completed log to the teacher.

DAY 1 & 2: RESEARCH

1. Each team should take time to research cyberbullying. Group research done in a computer lab is best, but independent research is also helpful. The goal is to become experts on the subject matter.
2. Divide the information into 3 categories. The Project Manager should help the Panel Members decide who would like to be assigned as an expert for a particular part of information. For example:

Panel Member One	Panel Member Two	Panel Member Three
Cyberbullies and their Weapons	Cyberbullying Consequences	Cyberbullying Prevention

3. The Project Manager should turn in the research and expert assignments to the teacher for approval.

DAY 2 & 3: LOGISTICS

1. The Logistics Coordinator should search for a place in school for the community awareness panel. (The Logistics Coordinator should secure **permission** in writing from their teacher first, and then obtain **written permission** from the caretaker of the desired space.)
2. The Logistics Coordinator provides the Project Manager with **daily updates** of their progress and reports when a space has been secured.
3. Create a **map/plan** of how the room will be set-up for the panel. Where will the tables and chairs go? Where will everyone sit? This document should be turned into the Project Manager for teacher review.
4. Create a **schedule** for the team and audience to arrive for the panel. This document should be turned into the Project Manager for teacher review.
5. Work with the moderator to create a **schedule** for the community awareness panel. This document should be turned into the Project Manager for teacher review.

Name _____

DAY 3 & 4: REHEARSAL

1. Practice the panel process as a team. In a typical panel discussion, each member is introduced and allowed to give a brief statement about the topic. After each member has been introduced, the Moderator invites the audience members to ask questions.
2. The Moderator should ask the audience members to direct each question to a specific expert and to speak loudly and clearly.
3. Each Panel Member should practice answering questions and prepare a closing statement for the end of the panel.

DAY 5: THE COMMUNITY AWARENESS PANEL

1. Hold the panel discussion: it should be at least 25-30 minutes long.
2. After the panel discussion each member should write a paragraph reflecting on the successes and failures of the assessment.

Name _____

CATEGORY	4	3	2	1
Knowledge	All students showed excellent knowledge of content, needed no cues or notecards.	All students showed excellent knowledge of content, but 1-2 students needed note cards to talk or to answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.
Questions & Answers	Relevant, in-depth questions were asked by the moderator and in-depth answers supported by facts were provided by all panel members.	Relevant questions requiring factual answers were asked by the moderator and correct, in-depth answers were provided by all panel members.	Mostly relevant questions requiring factual answers were asked by the moderator and correct answers were provided by some of the panel members.	Some questions were not relevant to the topic and answers were provided by only 1-2 panel members.
Interest and Purpose	Community Panel has a clear and interesting purpose.	Community Panel is interesting but purpose is somewhat unclear.	Community Panel is not very interesting and purpose is somewhat unclear.	Community Panel is not interesting and has no discernible purpose.
Length of Panel	Panel was 25-30 minutes.	Panel was 20-24 minutes.	Panel was 15-19 minutes.	Panel was less than 15 minutes.

How to Use this Rubric

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Name _____

Fill-in-the-blanks with the correct words.

Cyberbullying is the use of 1. _____, 2. _____, or other devices to hurt or embarrass another person. Cyberbullying can happen 3. _____ and 4. _____. Cyberbullying can take on many forms. A cyberbully uses words to 5. _____, 6. _____, or harass another person. Cyberbullies often attack because they have feelings of 7. _____, or jealousy. The cyberbully may even have a legitimate conflict with the victim, but is unable or unwilling to find a peaceful solution. The bully may even be a victim of 8. _____ themselves, and turn to the 9. _____ to attack someone else to make themselves feel better. Cyberbullies use online communication to attack because it is 10. _____ and often unregulated. Anonymity enables bullies to 11. _____. However, when you're dealing with real 12. _____, it's the real 13. _____. Whether it's online or in the 14. _____, there are real 15. _____ to your actions. Most schools have an 16. _____ use policy prohibits cyberbullying. One of the easiest ways to avoid becoming a 17. _____ is this: Don't say anything online--or in a 18. _____ --that you wouldn't say face-to-face.

So what do you do when you realize someone is trying to 19. _____ you online? A lot of people might make a snap decision to "20. _____." They try to counter-attack the bully who is coming after them. One of the most effective ways to respond to a cyberbully is not to 21. _____. You can also bring your case into the physical world. Talk to your 22. _____, a 23. _____, or another authority figure at school. If the cyberbully is a minor, their parents can be notified. If the statements are serious enough, the situation may be taken to the 24. _____. You should try to always find yourself on the 25. _____ side of cyberbullying. You can help prevent it by not becoming a 26. _____ to an attack. If the bully has no audience their attack has no 27. _____. Also, set 28. _____ settings on your phone and social networking accounts. Remember Internet use is a 29. _____ not a right! It is your duty to be 30. _____.

Name _____

WORD BANK

Anonymous
Anytime
Anywhere
Bully
Bullying
Bystander

Computers
Consequences
Cyberbully
Fight back
Frustration
Hallways

Hide
Internet
Intimidate
Online
Parents
People

Phones
Police
Power
Prevention
Privacy
Privilege

Respond
Responsible
Teacher
Text message
Threaten
World

Bully	an overbearing person who habitually badgers and intimidates smaller or weaker people.
Cyberbully	someone who uses the internet, cell phone or another device to inflict harm on someone else.
Cyberstalking	unwanted, obsessive attention by individuals using computers or digital/online devices.
Emotional Distress	a negative emotional reaction, which may include fear, anger, and anxiety.
Harassment	to disturb persistently; torment ; bother continually; pester.
Impersonation	to assume the character or appearance of another person; pretend to be another person.
Intimidation	to make someone timid; to fill someone with fear.
Threat	a declaration of an intention or determination to inflict punishment, injury, or harm.