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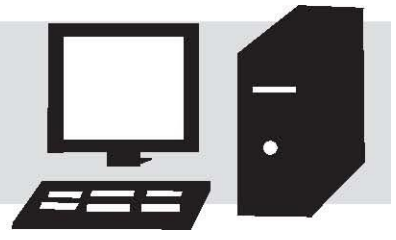
Student assessments are an important component of i-SAFE. When beginning the i-SAFE program with these lessons, i-SAFE strongly encourages educators to administer the pre-assessment online at <http://auth.isafe.org/selftest/index.php>.

To verify a School ID#, login at www.isafe.org, go to the My Info page and select “Find your school ID.”

Upon completing the i-SAFE lessons, please direct your students to take the online post-assessment. Assessment data can be used by your school/district as a reliable measurement of its Internet safety education policy.

LESSON PLAN—Cyber Bullying

Suggested Grade Level 8



Learning Objectives

Students will:

- Practice netiquette as they communicate with others on the Internet.
- Develop resources to cope with online bullying.

Enrichment Goal

i-SAFE enrichment activities are designed so that they can be implemented by students. Provide your students with the necessary reference materials included with this lesson plan and guidance on how they can complete this activity. Suggestions include getting support from an adult advisor, school club, student council, technology team, etc. i-SAFE also offers a wide range of online support for students who register (free of charge) at www.isafe.org, including the i-MENTOR Training Network videos.

Learners will be provided with reference materials to engage in an enrichment activity, which includes broadcasting Public Service Announcements about cyber bullying awareness at school and/or locally.

Materials / Preparation

- Online access to the i-SAFE assessments, if appropriate for this lesson
- Copies of the reference pages for each student
- Copies of the activity pages for each student
- Student registration in mentor program at www.isafe.org (optional)

Pre Assessment

If beginning the i-SAFE program with this lesson, administer the pre assessment online at www.isafe.org by clicking on the link, Assessments, prior to the lesson. To verify School ID#, login at www.isafe.org, go to the “My Info” page and select “Find your school ID.”

Lesson Procedures

Optional: All students participating in the i-SAFE curriculum are considered to be mentors. If they haven’t done so already, have students enroll online by clicking on “Create Account” at www.isafe.org to take full advantage of the support and incentives offered. This may be done at any time during the lessons, or students may complete this registration at home.

Discussion 1

- Ensure that all students have printouts of the Cyber Bullying Factsheet. Provide time for students to read over the first section: What is cyber bullying?
- Engage the learners in a brief discussion, in which they define the term bullying, and identify, explain and analyze the components of cyber bullying. Guide the discussion to cover the following:
 - > What is bullying?
 - > Why do people act as bullies?
 - > What are some things that a bully might do?
 - > What are examples of things a cyber bully might do?
 - > Do you think it's a sign of strength or weakness to use the Internet for bullying? Why?
 - > Have any of you had incidents in which you were bullied?
 - > Have any of you had experiences with a cyber bully?
- Have the students refer to the next two sections of the activity page: What to do if you are being Cyber Bullied and Prevention Techniques. Allow students to take turns reading about bullying and the resources for bully victims.
- Cover the following topics:
 - > Resources available at your school level
 - > Your school's anti-bullying plan
 - > Resources in your community
- Have the students construct guidelines for the thought topic presented on the activity page: Think about ways to apply e-mail Netiquette to:
 - > **Subject lines** Use meaningful subject lines. Tell the person what you are sending them so they know if they need to read it or it can be delayed.
 - > **Original messages** Don't type with ALL CAPS. This is known as online screaming. Use acceptable language. Don't threaten.
 - > **Forwarded messages** Quote only select parts of a previous e-mail. Don't quote all – e-mail gets too long. But quoting parts helps the reader understand what you are referring to.
 - > **Attachments** Don't send something as an attachment if it can be copied and pasted into the e-mail text. Don't send really large attachments. Don't send attachments with viruses. Be careful of attachments you download.
 - > **Hoaxes** Don't pass around e-hoaxes. Use your favorite search engine to learn the truth about the latest e-hoaxes, urban myths, chain e-mail and pervasive riff-raff circulating on the Net. Don't mislead others and cause alarm or stress.
 - > **Chain letters** Don't pass around chain letters. They are annoying.
 - > **Spam** Don't spam. Don't send out messages that aren't wanted! Laws are being instituted against spamming.

- As you go through the reference page, stress that bullying is wrong and punishable. Emphasize the resources available to a student at school and at home should he/she be bullied.
- Advise students that forethought can prevent many incidents of bullying:
 - > Don't reveal your password – even to your friends. Tomorrow they might not be your friends.
 - > Remember IM conversations are not private. They can be printed, copied, forwarded, etc.
 - > Be aware that pictures, video and comments revealed online are not private. They can be shared with others without permission.
- Introduce the concept of citizenship. Explain that students are citizens in various communities. For example, the school community. In each community there are rules and guidelines to follow to be a good citizen. Discuss how utilizing Netiquette makes them a good cyber citizen.

Peer-to-Peer Activity

Divide students into groups of 3 or 4. Hand out the “Dear i-SAFE Helpline” letters.

- In the small groups, have students read the letters they received. Some will be from bullies and some from victims.
- Each group should then draft a response letter advising one of the letter writers. Incorporate information on local resources, help, advice, etc.

Discussion 2

- Provide time for the student groups to present their responses to the letters.
- Discuss how students could make a difference in other people's lives and help both cyber bullies and victims.
- Have the students refer to the Point to Ponder at the end of the activity page:
 - > If the problem of online bullying grows, what might be some consequences to freedom on the Internet?
 - > How would those consequences affect them personally?

Concluding discussion

1. Review with students the successful tips they have developed for preventing and for responding to cyber bullying.
2. Discuss why it is important to discuss this issue with others at school, discussing solutions with faculty, etc.
3. Encourage students to make a difference in their school when it comes to cyber bullying by registering at **www.isafe.org** for additional activities, materials, and support concerning this issue.
4. Lead into a discussion about the enrichment activity.
5. Hand out brochure activity pages to each student.

Enrichment Activity (Optional)

Based upon the discussion from student responses to the letters, have students design an informational brochure about how to recognize and handle cyber bullying.

- Have students share their articles/brochures with the school official most responsible for dealing with bullying at the school (i.e., resource officer, administrator, etc.).
- Encourage usage of these articles/brochures as part of the school response to cyber bullying.
- Distribute copies of the brochures at the school, a mall, or a sporting event.

Post-Assessment

Administer the post-assessment online at www.isafe.org by clicking on the link, Assessments, if this is your last lesson for i-SAFE. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find your school ID.”

Related Lessons

Cyber Bullying Webcast Available

Optional: i-SAFE offers the Webcast, Cyber Harassment: Bullying and Stalking Online, and accompanying lesson plan, which is suitable for grades 6-12. **Note to teachers:** It is recommended that you preview all videos before showing to students to ensure content is acceptable in accordance with school policies.

Cyber Bullying Factsheet

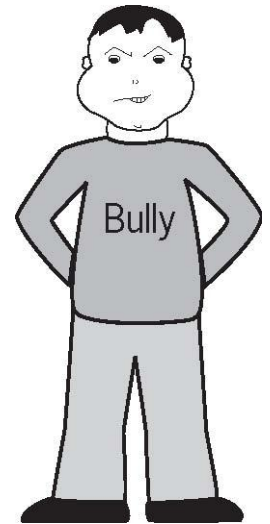
“All cruelty springs from weakness.” (Seneca, 4BC-AD65)

Bullying online can be just as bad, and in some cases worse, than when bullying occurs in the physical community.

What is Cyber Bullying?

Bullies are those people who gain gratification (a sense of happiness) when they have provoked or tormented others. They feel better by making others feel worse. Cyber bullies are those bullies who use the Internet to knock others down. E-mail provides one method of communication for these bullies. Flame mail – mail designed to make another person mad – is used along with hate mail – mail that shows racism, sexism or other prejudices. Bullies also use the Internet through chat rooms and online social-networking sites to make their comments public. Finally, some cyber bullies build Web sites devoted to making a person or persons feel bad.

Think about it: Do you think it’s a sign of strength or weakness to use the Internet for bullying? Why?



What to do if you are being Cyber Bullied:

1. Tell someone. No one should put up with bullying! Don’t keep it to yourself – there are laws against bullying. Tell a trusted adult about the bullying. This might be a parent, teacher, friend’s parent – even an older brother or sister.
2. Don’t open or read messages by cyber bullies.
3. Tell your school if it is school related. Schools have a bullying plan in place.
4. Don’t erase the messages – they may be needed to take action. Instead, put them in a folder unread or have an adult help you.
5. Stay protected – never agree to meet with a bully, or with anyone, you meet online.
6. If bullied through chat or instant messaging, the bully can often be blocked. Ask a trusted adult to help you.

If someone you know is being bullied online use these guidelines to HELP THEM GET HELP – their life may depend on it.

Prevention Techniques – how to keep from being bullied online:

- Don’t give out private information such as passwords, PIN, name, address, phone number, school name, or family and friends’ names. This information can be used by bullies and other harmful people on the Internet.
- Don’t exchange pictures or give out e-mail addresses to people you meet on the Internet. Ask permission from parents when it is necessary to give such information.

- Don't send a message when you are angry – it's hard to undo things that are said in anger.
- Delete messages from people you don't know, or from those from people who seem angry or mean.
- When something doesn't seem right, it probably isn't. Get out of the site, chat, etc.

The best defense to keep from being a bully online: Use Netiquette.

Be polite online and others will tend to do the same. If someone does get angry or bullies, ignore them – online bullies want a reaction.

Think about ways to apply E-mail netiquette to the following:

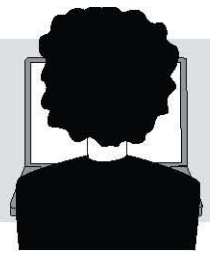
Subject lines	Hoaxes
Your original messages	Chain letters
Attachments	Spam
Forwarded messages	

Chat room, IM, and Blogging Netiquette

Netiquette use applies to real-time chatting and posting on blogs:

- **Avoid Using ALL CAPS** It's considered yelling.
- **Decide What Tone the Conversation Has Before Posting** Don't use offensive language or nicknames. Always avoid making personal attacks and calling names.
- **Don't "Flood" the Chat Room** Flooding is repeating messages over and over, or filling the screen with gibberish, in order to impede communication in the chat room.
- **Be Nice to Newbies** Remember your first chats or messages? If someone stumbles into your chat, who is obviously new to this medium, show some patience and help him or her get the hang of it.

ACTIVITY



Dear “Online and Helpless” Letters

Online and Helpless is the title of a fictional column written about online issues people face. Take a look at these letters and discuss them in your group. What would you suggest to the writer of each letter? What rules, laws, and sources for help should each consider? Draft a response to the letter your teacher assigns you. Think carefully and give good advice! When you are finished, consider what you have learned about cyber bullying – design a pamphlet to showcase this new knowledge.

Letter #1

Dear “Online and Helpless” My name is Kate. I have really bad eyesight and have to wear glasses. I HATE them! Everyone at school picks on me and calls me four eyes. I tried to get contacts but my eyes are too sensitive. Recently, this girl in my class started a Web site where kids at the school get to vote on “titles.” For example, biggest flirt, smartest, etc. Well guess who is in the lead for biggest nerd. Me! They even have a REALLY bad picture of me up on the site. I don’t know where they got it. Other kids can even write messages about me. One called me stupid and another said no guy would ever go out with me. I don’t want to ever have to go back to school and face these people. What should I do? Kate

Letter #2

Dear “Online and Helpless” Hey, my name is Brad. Recently, I went out with this girl named Sue. I really like her and she is pretty. However, she isn’t really popular. Anyway, the next day at school my buddies found out and started razzing me about it and saying mean things about Sue. I tried not to say anything so they got the wrong impression. Now Sue is really being picked on and called horrible things. This one guy grabbed her and tried to kiss her in the hall. Another girl from her class is sending an e-mail around to all the girls at school not to talk to her or their reputations might be ruined, too. I never meant for this to happen. What should I do? She’s going to hate me forever! Brad

Letter #3

Dear “Online and Helpless” I’m not sure why I’m writing you. I don’t really want to tell you my name. I’m one of those kids that are always being bullied in school. I’m really smart but just not so good at making friends. Well I finally got fed up with it recently. I found out my lead tormentor’s screen name and password. Well I “borrowed” their identity to post some fake stuff on eBay. I also had them bid on things. Then I posted their name and phone number on several sites where I also had them say some pretty bad things. So now others are harassing them the way they once harassed me. I think it serves them right! So how come I’m feeling so guilty? Anonymous

Letter #4

Dear “Online and Helpless” My name is Mark. I’m 14. I’m being harassed and I don’t know why. I receive e-mails telling me things like 14 days until you die. The countdown goes down each day. I have no idea why anyone would want to do this to me. I’m scared to go to school or even leave the house. What should I do? Mark

Letter #5

Dear “Online and Helpless” I attend a school in California. Recently this Web site came out for students. It lets you gossip and post messages online. Well, I’ve noticed horrible things posted on the site. Instead of being a fun thing and a way to communicate, people are using it to lie and harass. The messages being posted are getting worse and worse and really starting to hurt people’s feelings. So far I’ve been lucky and nothing has been said about me. But my best friend really got slammed on the site the other day. I feel awful for her and know that this has got to end.
Californian

Letter #6

Dear “Online and Helpless” My name is Mary. I’m 16 and overweight. I’ve always had a problem and it seems like I’ve always been on a diet. Nothing works. My self-confidence suffers because of it. Well, recently I’ve noticed everyone point at me and snickering. I overheard a student telling another girl to make sure and check out my Web site. I was really confused – I don’t have a Web site. Well, that night I got online and sure enough – there was a Web site all about me. It was called the Moo Cow girl, and had my picture pasted on a cow body. It says horrible things like no one likes cows that can’t stop eating and that maybe I’ll eat so much I’ll blow up and die. I don’t want to go back and see all their faces laughing at me. I’m thinking about running away or something – just so I don’t have to go back. Mary

Letter #7

Dear “Online and Helpless” Yesterday, I was in a chat room. I often visit them on my favorite topics – like movies, etc. Well this one had several people in it I knew from school. While discussing a movie, I mentioned I didn’t like it. It got really ugly after that. They all ganged up on me and said I was stupid and didn’t know what I was talking about. There was name calling, etc. One chatter even said, “I know who you are and if I were you I would be scared.” Well, at that point I logged off. Normally, I don’t take this kind of stuff personally – it’s just kids being dumb. I’ve even said some things before. However, some of this stuff was, like, really harsh. Should I tell someone or something? Chatting Away

Letter #8

Dear “Online and Helpless” Ok, I’m like really freaked out. Everyday after school I log on to instant messaging. I have a buddy list that’s like a hundred people long. It’s the best way to talk, and even better, my parents think I’m working on homework. Well anyway, this one person started to IM me. She threatened that if I didn’t stay away from her guy she would make sure I stayed away. I laughed it off – I mean, I know I flirt a lot – but I would never steal a boyfriend. She didn’t believe me. She even said, “I know who you are” and described what I wore to school today. She said that if I even looked at the guy tomorrow she would make sure it was the last time I ever saw a cute face again. So like I said, I’m really freaked out. I don’t want to tell my folks because they think I’m doing homework online. If this got out they would totally take away my computer privileges. Freaking out

Point to Ponder:

Is online bullying a problem? Statistics show it is on the rise. If the problem of online bullying continues to grow, what might be some consequences? Will online freedom change? What do you suggest?

Brochure Creation and Distribution (Optional)

Grab people's attention and educate them at the same time!

Your Goal, Should You Choose to Accept It:

You've been learning about cyber bullying – how to avoid it, and how to deal with it – now, it's time to make sure your peers and faculty understand the issue, too.

Materials/Preparation

- Background knowledge on Internet safety concepts
- Computer with Internet access (recommended) Take a minute and think about the following to help guide you in your brochure creation.
- Review safety information on cyber bullying, etc.
- Who will this information most benefit? How can you make sure they read it?
- What information is critical when it comes to understanding how to safely deal with cyber bullies?
- How can you grab people's attention and make them listen to your important message?

Develop and Distribute Brochures

- Decide who the target audience for the brochure distribution will be—example: teachers, students, public at large (or even all three!).
- Design a brochure, or a series of brochures, to relay information on your topic.
- Use materials of choice to create brochures.
- Make plans to copy the brochure(s) and distribute.
- Figure out where the brochure will have the most impact – plan distribution there (i.e., distribute in cafeteria at lunch, in the school office, after a Parent Open House, during a faculty meeting, etc.). Make sure you have permission for your distribution.
- Copy brochures.
- Plan a distribution day.
- Distribute brochures.

Verification

Let i-SAFE know. Briefly document your success with this project and e-mail to outreach@isafe.org. Include dates the work was done and a copy of the finished product if possible.