



# **Cyber Bullying Prevention**

## **Lesson 2**

## The Three Rs and Cyber Bullying

### Objectives

Students will be able to:

- Recognize cyber bullying
- Use different methods for refusing to participate in cyber bullying
- Report and record cyber bullying

### Lesson Materials

Glossary

Poster 3: The Three Rs of Bullying

Handout 2A: Lisa's Email Story, one per student

Handout 2B: Practice Refusing, one per student

Home Link 2: Report, one per student

Lesson Outline	Lesson Script and Instructions
1. Review the last lesson.	<p><b>In our last lesson, we talked about cyber bullying. What is cyber bullying? How is it like regular or traditional bullying? How is it different?</b> Use examples from Handout 1A from Lesson 1.</p> <p>Collect the Home Links from the first lesson. <b>When you designed your mini-posters and talked to your families, did they know the term cyber bullying? What did they say about cyber bullying?</b> Allow a few minutes to have students recount their family conversations.</p>
2. Introduce today's lesson.	<p><b>Last time, I asked how many of you had an email account. Today, we will read a short story about email. It will demonstrate one example of cyber bullying. After we read the story, we will consider how we can recognize, refuse, and report cyber bullying.</b></p>
3. Distribute and have students read Handout 2A.	<p><b>Let's take a few minutes to read the story "Lisa's Email."</b> Have students read the story silently or aloud.</p>
4. Discuss the story.	<p><b>Who can briefly tell us all what happened? Was there cyber bullying? (Yes.) How did it happen?</b> (Sarah was cyber bullying Lisa. She deliberately sent out a mean note, she intended for something bad to happen to Lisa, and she encouraged other students to repeat the process. She also threatened retaliation if they did not repeat the process.) <b>Who was bullying in this</b></p>

5. Discuss and practice: Refuse.  
Distribute Handout 2B.

6. Discuss: Report.

**story?** (Sarah.) **Who was the person being bullied?** (Lisa.) **This person can also be called the target.**

**Who else was a target?** (The other students were potentially targets if they did not do what Sarah wanted.) **Who were the bystanders?** (Everyone who saw the email.) **How was the bullying repeated?** (Sarah sent the mean message to several classmates and told them to send it on to others.)

**Was it on purpose?** (Yes.) **Yes, it was on purpose. Sarah deliberately excluded Lisa and told the other students to do the same and spread the message.**

**Let's think about recognize, refuse, and report. We just recognized cyber bullying as bullying. Now let's think about the second R: refuse. How could a bystander or target be a part of the solution and refuse to participate in this example of cyber bullying?** Have students turn to a partner to discuss ideas. Then ask for volunteers to tell the class their idea. Write students' ideas on the board. (Refuse to forward the message. Refuse to attend the party. Reply to all and say that this was bullying and they would not do it. Comfort Lisa. If they felt safe, tell Sarah that she is bullying, it's not okay, and she should stop.)

**Let's practice. I am going to pass out Sarah's email. After you read it again, think about all the "refuse" ideas we just heard. Think about the ones you like best. You have decided it is safe, and you want to write a short refusal reply to Sarah's email. You can write the refusal to Sarah or to the people who received it. Remember, use respectful words. You do not want to sound like a bully yourself.** Distribute Handout 2B. Allow students to work together if they are comfortable doing so. Allow five minutes to write their replies. Circulate around the class and check to see that students are refusing in a respectful way. When they have finished, have students trade their refusal replies so they have a chance to read others. Or collect all the responses and select two or three to read aloud. Discuss the replies, making sure students recognize the cyber bullying and the refusal to participate.

**Remember: "reporting" and "tattling" are not the same. When you report, you are trying to keep someone safe, from being hurt, and out of danger. When you tattle, you are trying to get someone into trouble.**

7. Distribute Home Link 2. Either have students do this activity with an adult family member at home, or use it as an in-class assignment to practice reporting cyber bullying.

8. Discuss record.

9. Summarize the lesson.

10. Have students write in their journals.

11. Distribute Home Link 2, if it was not done as an in-class activity.

**Reporting cyber bullying can be hard. In this story, who should report the cyber bullying? And who could they tell?** (Any student who received the emails could talk to Mrs. Martinez or to his/her parents.)

**How could they report it?** (Show the email to the teacher or parents.)

**I am going to give you an activity to help you think about and practice how you can report cyber bullying. Work on this with your families. Have an adult sign it and bring it back to our next class.**

**Now it's time to learn about the fourth R: record. Recording can be difficult because you don't want to keep seeing the mean messages or nasty pictures. You may feel like you just want to get rid of them. But when you record cyber bullying, you'll have something to show. This is evidence—it proves that cyber bullying is taking place. How can you do that?** Give students an opportunity to make suggestions. **You can take screen shots, save messages, copy down URLs, save IMs or TMs. If you do not know how to do some of these things, you can ask an adult to help you.** You may want to survey your class to assess how many of them would know how to save evidence of cyber bullying. If necessary, conduct or have someone else conduct a short lesson on how to save evidence of cyber bullying.

**We covered a lot today. We recognized an example of cyber bullying. You practiced ways you might refuse to participate in it, and discussed ways to report it. We also identified another R—record—and talked about ways to record cyber bullying as we report it.** Pass out students' journals.

**Now take a few minutes to complete this statement in your journal: "For me, the most important thing we talked about today was \_\_\_\_\_ because \_\_\_\_\_."** Collect the journals and read and return them before the next lesson.

**Remember, you have a homework assignment.** Distribute Home Link 2, if you have not already done so. **It's to help you practice reporting cyber bullying, so you'll know what to do if you have to report it in real life. Work on this with your families. Have an adult sign it, then bring it back to our next class. We will review that work in our next lesson.**

Dear Families:

We are now well into our *Steps to Respect* lessons on cyber bullying prevention. So far, we have defined cyber bullying as bullying that uses technology. This includes email, cell phones and texting, social networking, blogging, online games, and even podcasting and YouTube.

In the first lesson, students compared traditional, real-life bullying to cyber bullying. In our second lesson, the students have begun to recognize examples of cyber bullying. They are practicing ways to refuse to participate and to report it when they see it. We also discuss the importance of recording the cyber bullying for evidence.

The new R for adults is *receive*. Teachers, parents, and others to whom young people come for help need to know how to hear a report effectively and respond accordingly. Receive urges us to plan ahead, stay calm, listen and look patiently, and support the young person who comes to us. To help receive students' messages, we encourage you to:

- Have online safety-related conversations with children early on
- Discuss students' personal uses of and experiences with technology devices
- Read and learn more about kids' online behaviors

Attached to this letter is a sample of a family contract. Please consider modifying it and using it at home.

Sincerely,

## Our Family's Personal Technology

### SAMPLE FAMILY CONTRACT

People in our family use a variety of personal technologies. To help keep our family safe and secure, the members of the \_\_\_\_\_ family have read and discussed this contract.

I, \_\_\_\_\_, (son/daughter's name) am \_\_\_\_\_ years old and a student at \_\_\_\_\_.

I/We, \_\_\_\_\_, (parent(s)/guardian(s) name(s) am/are the parent(s)/guardian(s) of \_\_\_\_\_.

### Student

When using a computer, the Internet, cell phone, iPod, or any other kind of hardware or software, I agree that I will:

- \_\_\_\_\_ Be safe and respectful
- \_\_\_\_\_ Apply and use all available privacy settings
- \_\_\_\_\_ Always use appropriate language
- \_\_\_\_\_ Only use my technology devices in allowed places and times at school
- \_\_\_\_\_ Not use or post offensive pictures or engage in inappropriate conversations
- \_\_\_\_\_ Tell my parents/guardians of any negative, dangerous, or otherwise inappropriate language, messages, pictures, or other activity on any of my technology
- \_\_\_\_\_ Include only information that is true
- \_\_\_\_\_ Not include identifying personal information
- \_\_\_\_\_ Only allow people I personally know in real life to be my online "friends"
- \_\_\_\_\_ Invite/allow my parents/guardians to be my "friends" in any social networking site where I have a personal site
- \_\_\_\_\_ Show my parents/guardians my site whenever they want to see it
- \_\_\_\_\_ Help my parents/guardians set up their own sites if they want me to
  
- \_\_\_\_\_ Spend no more than \_\_\_\_\_ minutes/hours per day/week on this site
- \_\_\_\_\_ Only be online between \_\_\_\_\_ (time) and \_\_\_\_\_ (time) each day
- \_\_\_\_\_ Other: \_\_\_\_\_

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**Parent/Guardian**

I/We agree that I/we will:

- \_\_\_\_\_ Learn what I need to know about online safety
- \_\_\_\_\_ Trust that my son/daughter is abiding by the rules of safety and online etiquette until I have reason to believe otherwise
- \_\_\_\_\_ Calmly listen if my son/daughter comes to me with a question or to report a problem like cyber bullying
- \_\_\_\_\_ Abide by all the rules of safety and online etiquette
- \_\_\_\_\_ Apply and use all available privacy settings
- \_\_\_\_\_ Talk to my son/daughter about online activities and conversations
- \_\_\_\_\_ Set up a social networking site of my own
- \_\_\_\_\_ Become my son/daughter’s online “friend”
- \_\_\_\_\_ Visit my site and my son/daughter’s site regularly
- \_\_\_\_\_ Monitor my son/daughter’s time online, both amount and time of day
- \_\_\_\_\_ Know whom to contact if I see/hear about or receive any inappropriate messages or activity
- \_\_\_\_\_ Close down my son/daughter’s personal page if I find it dangerous, offensive, or disruptive
  
- \_\_\_\_\_ Other: \_\_\_\_\_

The terms of this contract apply to all other forms of electronic communications, such as emailing, text messaging, instant messaging, wall posting, podcasting, blogging, and so forth.

Penalties for breaking the terms of this contract may include, but are not limited to:

- Loss of/reduced access to social networking sites from home
- Loss of/reduced access to home computer
- Loss of/reduced access to cell phone
- Loss of/reduced access to phones in general
  
- Other: \_\_\_\_\_

Signatures

\_\_\_\_\_

Son/Daughter

\_\_\_\_\_

Parent(s)/Guardian(s)

\_\_\_\_\_

Date

This contract is in force for one year from this date and will be renegotiated as necessary.

## **Lisa's Email Story**

Lisa and Sarah are classmates in Mrs. Martinez's class. Although they have been in school together for many years, they are not really good friends. Sarah tends to pick on Lisa from time to time for no particular reason.

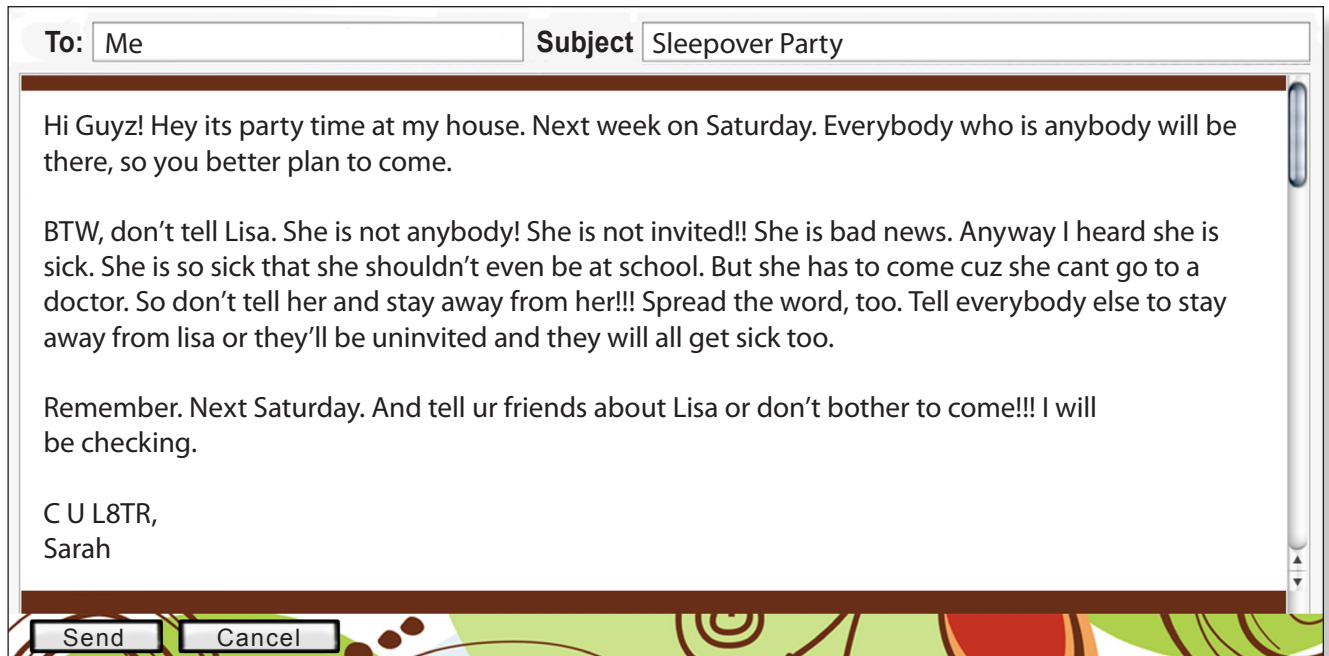
Last week several of the other kids in class got an email. It was an invitation from Sarah. It invited everyone except Lisa to a party at Sarah's house on the weekend. The email also spread a rumor about Lisa. It said that she was not invited because she was sick and contagious. It told the readers to stay away from Lisa and not invite her to play with them or else they would catch what she had. It also told the readers to send the message on to other friends. If they didn't, the message said, they would not be invited to Sarah's party, and they would also all get sick. It ended with "I will be checking!"

The kids in Mrs. Martinez's class did not like the email. They didn't really believe that Lisa was sick, but they also didn't want to miss the party. Some kids did forward it to other friends.



## Practice Refusing

You have read the story of Sarah’s email about the party and Lisa. Here is Sarah’s email. You recognize it as a form of cyber bullying. You do not want to participate in it. Write a reply. Keep it brief. Carefully decide who you want to send it to.



## Report

You have read the story of Sarah’s email about Lisa and the party. Here is Sarah’s email again. You recognized it as a form of cyber bullying. You thought about it, and you wrote an email in which you refused to participate. In this exercise, think about who you could report it to and ways to report it as cyber bullying. Talk about this with your family.



### Report this cyber bullying

Who could you tell?

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What could you tell them?

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Practice making this report to an adult in your home.

Family signature(s)

Date