

Learning Experience for Brave Curriculum: Lesson #8

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JH Health

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I. Learning Context: Cyber-bullying: Who, Me? Why Should I Care?

- *JH Health (adapted from a lesson on CyberSmart.org--a website which provides educators with a free K-12 curriculum including lessons on teaching students to use the internet safely and responsibly)*
- *NYS Learning Standards 1,2,3*
- *This lesson will be used as part of the BRAVE curriculum and will take approximately 1 class period to complete. It should be the eighth lesson of the unit. The students should already have a basic knowledge of the concepts of BRAVE LEADERSHIP and the BRAVE Core Values. This is the second of two lessons on cyber-bullying.*
- *Lesson objective: Students will be able to identify the roles and responsibilities of bystanders in cyber-bullying situations, and to apply the concepts of the BRAVE Core Values and the BRAVE LEADERS' strategies to help solve cyber-bullying problems.*

II. Procedure:

- A. The teacher should plan to have the laptops in the classroom or to reserve the computer lab for today's lesson.
- B. As a do now the students will be asked to work with a partner to brainstorm the following:
 1. List the positive uses of the technology available to us today.
 2. List the negatives uses of the technology available to us today.
- C. A discussion should follow allowing the students to share the advantages and disadvantages of today's technology.
- D. The teacher will ask the students to stay in their pair groups for the next activity.
- E. The teacher will distribute both of the "Cyber-bullying: Who, Me? Why Should I Care?" activity sheets to the students. The activity sheets are available online at the website: www.cybersmartcurriculum.org/cyberbullying/lessons/.
- F. The teacher will instruct the students to do the following:
 - a. Read the scenario about Kevin, Jose, and the video-sharing website.
 - b. Discuss with your partner the scenario, and "What's the Problem?".
 - c. Write your answers to the two questions.
 - d. Read and discuss "Think About It".
- G. A discussion should follow giving the students an opportunity to express their opinions about the scenario and their answers to the questions.
- F. The teacher will look for responses that indicate that the students understand that both of the bullying situations can be embarrassing. But the differences are:
 1. When you embarrass someone in school, it exposes that person to other students in the school.
 2. When you embarrass the person on the World Wide Web, it exposes the person to possible ridicule by the other kids in school **and** to hundreds of million of kids around the world.
 3. When people think they cannot be seen or discovered, they may do things that they would never feel comfortable to do face-to-face.

- G. The teacher will ask the students the following:
Have you ever witnessed kids posting or sending photos or videos in order to embarrass someone? What happened? Why?
Remind the students not to mention names.
- H. The teacher will continue the discussion of the scenario about Kevin and Jose by asking the students the following questions:
1. Who is doing the cyber-bullying in this story? Is it only Jose?
Depending on the students' responses to the above question, the teacher can encourage the students to start thinking about the roles of the bystanders by asking these questions:
 2. What about the boys in school who helped him upload the video to the website?
 3. What about the people who posted negative comments?
 4. What about the people who viewed the video?
- I. The students will create a visual map showing all the players in this event. The students have two options to produce their concept map:
1. Students may use drawing paper and markers to create a visual map. They may choose to show a labeled web, use concentric circles, or draw something more representational.
 2. Or, the students can use the Web 2.0 tools for concept mapping that allow the students to create their maps online. Access to the Web 2.0 tools is available on the CyberSmart website. Teachers should discuss the availability to download these tools on their school's computers with building technology person before doing this lesson.
- J. After the students have created the maps, they should be allowed time to share their maps with the other students in the class.
- K. The teacher will then instruct the students to:
1. Read the top of the second "Cyber-bullying: Who, Me? Why Should I Care?" worksheet.
 2. Discuss with your partner the questions under the "Find Solutions".
 3. Write your answers to the questions on your worksheet.
- L. The students will be given an opportunity to share their solutions.
- M. The teacher will look for solutions that show the following BRAVE LEADERS' qualities:
1. The students have empathy for Kevin.
 2. The students understand the rights and responsibilities of being a part of a world-wide community.
 3. The students understand that the people who posted the cruel comments were just as guilty of being bullies as the boys who originally uploaded the video.
 4. The students understand how trusted adults could help and who are some trusted adults they could go to in cyber-bullying situations.
- O. The teacher should instruct the students to add to their concept map drawings or online maps some BRAVE LEADERS' solutions that could be used in this cyber-bullying scenario that would make the situation better for Kevin not worse. The teacher will tell the students to clearly label their solutions on the map.
- P. The students should print out their maps if they did them online.
- Q. After the students have had a chance to share their maps with the class, the teacher should collect the maps.
- R. Closure: The students will be asked to write their endings to the following statement:
The next time I witness a cyber-bullying situation, I will....
- S. Homework: The teacher will distribute and explain the Cyber-bullying Brochure Project: Students are to create an informational brochure aimed at raising the awareness of cyber-bullying. The students should follow the directions on the brochure project sheet. The brochure is due in one week.

III. Instructional/Environmental Modifications: Due to the nature of group work, this activity accommodates to all levels of ability and learning. If need be, the instructor should form pairs/groups prior to lesson. For example, if there are known students who cannot work together, the teacher should create the groups prior to lesson accordingly.

IV. Time Required: One class period to compensate all areas of explanation, instruction, implementation, and assessment.

V. Materials:

- "Cyber-bullying: Who, Me? Why Should I Care?" 2 worksheets
- laptops in classroom or computer lab
- plain white paper
- markers
- Cyber-bullying Awareness Brochure Project Handout

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- "Cyber-bullying: Who, Me? Why Should I Care?" worksheets
- Cyber-bullying scenario concept map
- Cyber-bullying Awareness Brochure

VII. Resources:

- CyberSmart! website: <http://www.cybersmart.org>
CyberSmart! lessons on cyber-bullying website:
<http://www.cybersmartcurriculum.org/cyberbullying/lessons/>
- All other reproducible materials are attached.

NAME: _____ HEALTH
PERIOD: _____ DATE: _____

Cyber-Bullying Awareness Brochure Project

DIRECTIONS:

1. Create an informational brochure aimed at raising awareness of cyber-bullying. Use the information you learned in class, worksheets, and your notes to help you with your project. For additional information, visit the following websites:
www.netsmartz.org (click on the teen section)
www.kidshealth.org/teen/
2. Each section of the brochure must be informational.
3. The brochure should include:
 - a title page **(10 points)**
 - the definition of cyber-bullying **(16 points)**
 - the different kinds of cyber-bullying **(16 points)**
 - how cyber-bullying hurts people **(16 points)**
 - ways a victim should deal with cyber-bullying **(16 points)**
 - BRAVE LEADERS' solutions bystanders can use to help **(16 points)**
4. The brochure should be colorful, neat, and organized. **(10 points)**
5. **Total points you can earn on this project= 100 points**

THE PROJECT IS DUE: _____