

Learning Experience for Brave Curriculum: Lesson #7

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I. Learning Context: *Cyber-bullying: Terrible tEXt and You Can't Take It Back*

- *JH Health (adapted from lessons on NetSmartz.org-- a website which provides educators with videos, interactive materials, and activity cards about internet safety and technology)*
- *NYS Learning Standards 1,2,3*
- *This lesson will be used as part of the BRAVE curriculum and will take approximately 2 class periods to complete. It should be the seventh 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 first of two lessons on cyber-bullying.*
- *Lesson objective: 1) Students will be able to identify what is cyber-bullying.
2) Students will be able to describe the effects and possible consequences of cyber-bullying.
3) Students will be able to describe ways to deal with cyber-bullying.*

II. Procedure:

DAY 1

- A. As a "Do Now" students will do a spider map on cyber-bullying.
The teacher will ask for a student to write a "class" spider map on the board. The recorder will elicit ideas about cyber-bullying from the class and write them on the board.
- B. Once the class has expressed their ideas about cyber-bullying, the teacher will encourage further discussion by asking the following questions:
1. What are some ways that kids can be cyber-bullied?
 2. Has someone ever sent you a mean text, e-mail or IM?
 3. What can you do if you are the victim of cyber-bullying?
- C. The students will watch the video "Terrible tEXt 1". (3:38 minutes)
1. The video is available online at www.netsmartz.org/education/
 2. There are several options available to present the program:
 - a.. The teacher can arrange to have the students work on the activities independently on laptops in classroom or in a computer lab.
or
 - b. The teacher can present it to the entire class through a connection of a computer to a LCD projector or a TV monitor. Activities cards which include worksheets, discussion questions, writing activities, projects, cooperative learning strategies are available online. These activities can be used with the entire class.
or
 - c. The teacher can use a combination of both the independent computer activities and NetSmartz activity cards with the entire group of students in the class.
- D. Following the video the teacher should ask the students to pair up with another student in the class. The teacher will ask the students to think back to the video and to list the advice Keyan gave to Lolo about how to deal with a cyber-bully.

- E. A discussion will follow to be sure the students understand what "tools" are available for them when they are confronted with a cyber-bullying situation. (Some ways to deal with a cyber-bully are: never respond to a cyber-bully, save the message, and tell a trusted adult if it doesn't stop or if you feel threatened in any way.)
- F. The teacher should distribute the Terrible tEXt Attachment #1 "Kinds of Cyber-bullying" worksheet. The attachments worksheets for this lesson are available online at the following website: www.netsmartz.org/education/ under the activity cards section. The teacher will ask the students to explain each kind of cyber-bullying. The teacher should then ask the students if they or someone they know have experienced any of these forms of cyber-bullying. Remind the students not to mention names.
- G. The teacher will divide the students into groups.
- H. The teacher will inform the students that they will be assign a real-life cyber-bullying case to read and to prepare a group presentation of the case to the class.
 - 1. The teacher will assign each group one of the real-life cyber-bullying cases on the Terrible tEXt attachment #2 worksheet.
 - 2. The teacher will then distribute the "Group Presentation Guidelines" (Terrible tEXt 1 attachment #3) to each student. The teacher should go over the directions with the class. The teacher should tell the students to use the "Kinds of Cyber-bullying" worksheet to help them identify which type(s) of cyber-bullying occurred in their case. Remind the students that all members of the group have to present information about their case. The presentations should be no more than 5 minutes.
- I. The students will work with groups to read and discuss the real-life case assigned them. The students will prepare their presentation by answering the questions on the "Group Presentation Guidelines" worksheet.
- J. Each group will present their case to the class. The group will first describe the case. The group will ask the class what kind(s) of cyber-bullying was described. Once the types of cyber-bullying have been identified by the class, the group will continue with the rest of the presentation. At the end of each presentation, a discussion should follow to focus in on these questions:
 - a. What are the physical, social, and emotional effects of this kind of cyber-bullying?
 - b. Did the victim follow the rules for dealing with cyber-bullies? What could the victim have done differently?
 - c. Were there consequences for the cyber-bully/bullies? If not, what do you think should have happened to them?
- K. If more time is needed to finish the presentations, the teacher should tell the students that the rest of the presentations will continue next class.
- L. Closure: The students will write an exit ticket and answer the following:
 - Write down two things you learned about cyber-bullying today.

DAY 2

- A. Before this lesson the teacher should have prepared sets of 3x5 index cards with the names of the different kinds of cyber-bullying on them (one name on each card). The teacher should also have prepared sets of 3x5 cards with the definitions of the kinds of cyber-bullying on them (one definition on each card). There should be at least one card for each student in the class, Both the names and definitions will have to be used more than once to accommodate the number of students in the class.
- B. As the students enter the class room, hand out the index cards at random and tell the students to put the card face down on their desks when they sit down.

- C. As a do now, instruct the students to get up and walk around to find the person with the card that matches their word or definition. Give the students 3 minutes to do this. Once they find a match, tell the students that they are to sit down next to that person. Once the time is up or if all students are sitting, have each pair of students stand and read their cards for the class to determine if the match was correct. This activity will serve as a review of the kinds of cyber-bullying.
- D. If necessary complete the group presentations the real-life cyber-bullying cases following Day 1 procedure J.
- E. The students will watch the video "Cyber-bullying: You Can't Take It Back" (1:32 minutes)
1. The video is available online at www.netsmartz.org/education/
 2. There are several options available to present the program:
 - a. The teacher can present it to the entire class through a connection of a computer to a LCD projector or a TV monitor.
- or**
- b. The teacher can arrange to have the students work independently on laptops in the classroom or in a computer lab.
- F. Following the video the teacher will ask the students these questions:
1. How do you think the victims felt after being rated on a web site?
 2. Have you ever been ridiculed before? If so, how did it feel?
 3. Have you ever known someone who experienced something like this? If so, how did it make the person feel? Remember: do not mention names.
 4. Why did the boy rate the girls?
 5. Once someone puts something online, can he or she ever get it back?
- G. The teacher will put the students in small discussion groups.
- H. The teacher will distribute the "Cyber-bullying: You Can't Take It Back 1" worksheet. to the students. The teacher will instruct the students to discuss the questions on the handout and record your answers.
- I. After the students have had enough time to discuss the questions, have each group report back to the class their findings.
- J. The teacher should focus the discussion on the following questions:
1. How private do you think information posted on the internet is?
 2. What do you do to respect other people's rights while online? Do you remember what BRAVE stands for?
 3. After watching the video, what do you think happened to the girls after the information about them was posted online?
 4. If something like this happened in our school, how would it affect our whole school community?
Remember BRAVE--Who is responsible for helping to make our school a place where everyone feels safe?
- K. For closure, the students will participate in the following think/pair/share activity:
1. Students will work in pairs to discuss the following question:
If you heard that a friend was going to rate some students on the internet, what would you do? Remember--the BRAVE LEADERS' strategies you learned to help bystanders solve bullying problems in positive ways.
 2. As time allows, the teacher will call on students to share their partners' answers to the questions.

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: Two class periods to compensate all areas of explanation, instruction, implementation, and assessment.

V. Materials:

- NetSmartz "Terrible tEXt" video
- Computer lab (laptops) or computer hooked up to an LCD projector
- Kinds of Cyber-bullying worksheet
- Real-life Cyber-bullying Cases worksheet
- Group Presentation Guidelines
- NetSmartz "Cyber-bullying: You Can't Take It Back" video
- Cyber-bullying: You Can't Take It Back discussion questions worksheet

VI. Assessment Strategies:

- Class Discussion
- Teacher Observation
- Class Spider Map
- Group Presentations of Real-life Cyber-bullying Cases
- Exit Ticket: Write two facts about Cyber-bullying
- Cyber-bullying: You Can't Take It Back discussion questions worksheet

VII. Resources:

- NetSmartz website: [http:// www.netsmartz.org](http://www.netsmartz.org)
- NetSmartz Educational Materials: <http://www.netsmartz.org/education/>
- All other reproducible materials are attached.