The Leader in e-Safety Education

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Grade 5 Cyber Bullying: The Basics, Players and Action CCSS Model-Aligned Series

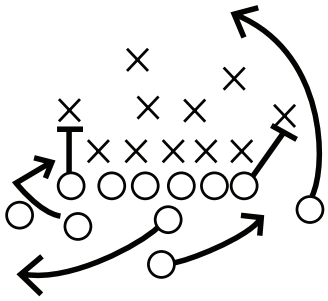
Cyber Bullying: The Players

Suggested grade level – 5

CCSS model-aligned lesson series: i-SAFE CCSS model-aligned lessons provide specific activities and implementation suggestions that align to grade-specific Common Core State Standards in English Language Arts. Targeted standards are provided in each lesson plan.

Learning Objectives

Learners will:



- identify the various people who may be involved in a cyber bullying incident
- use a variety of resources to research a specific topic related to cyber bullying and/or the characteristics of the different participants in cyber bullying incidents
- contribute to a small group to write a one to two paragraph summation of researched findings
- draw conclusions about actions of various participants in bullying incidents
- demonstrate conceptual understanding by editing a scenario to show the positive actions of an upstander
- work toward mastery of the following CCSS Grade 5 standards: (Reading Anchor 1 and 2; RF.5.4; RI.5.1; RI.5.3; RI.5.9; SL.5.1; SL.5.2; SL.5.4; L.5.1; L.5.2; L.5.3; W.5.2; W.5.4; W.5.5; W.5.9; W.5.7)

Materials/Preparation

- Access to the Internet or other digital resources for research
- (optional) Copies of the informational text pages if online research is not possible
- Copies of the Chat Activity page for each student group
- Copies of the Who's an Upstander? resource/activity page

Procedures

Introduction to the Activity

- Ask students to identify those who may be involved (the participants) in a cyber bullying incident. (Students will readily identify the one victimized and the one who bullies.) Did they consider witnesses to a bullying incident (onlookers or bystanders)?
- **Reinforce the following:** Cyber bullying is often a group undertaking, with a whole network of young people participating. They play different roles at different times, depending on the situation. Participants include bullies, victims, bystanders, and "upstanders" (the ones who stick up for the victims).
- For purposes of completing the remainder of this unit, have students label the identified parties as victim, bully, bystander, and upstander.

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Activity 1 – Expert Groups

- Divide students into groups of two to four students.
- Assign a topic from the list below to each group. (Each topic can be assigned to more than one group.) (Reading Anchor 1 and 2; RF.5.4; RI.5.1; RI.5.3; RI.5.9; SL.5.1; SL.5.2; SL.5.4; L.5.1; L.5.2; L.5.3;)

Topics:

- Facts about Cyber Bullying
- Facts about Cyber Bullying Victims/Targets
- Facts about Cyber Bullies
- Facts about Cyber Bullying Bystanders

Using your choice of the **formats** listed below, each group is to research its topic and write a one to two paragraph summation of the findings. (W.5.2; W.5.4; W.5.5; W.5.9; W.5.7)

Instruct students to:

- include at least one accurate quote from a text to explain what it says explicitly. (RI.5.1)
- edit if necessary in order to demonstrate correct grammar usage, capitalization, punctuation, and spelling. (L.5.1; L.5.2; L.5.3)

Preferred format – Instruct students to:

- conduct the research using at least three quality multiple print or digital resources
- cite sources according to teacher's instructions
- include at least one accurate quote from a text to explain what it says explicitly

Examples of credible Web sites for research include:

Cyberbullying Research Center – http://www.cyberbullying.us/

The National Criminal Justice Reference Service – https://www.ncjrs.gov/internetsafety/cyber.html

The National Crime Prevention Council – http://www.ncpc.org/resources/files/pdf/bullying/cyberbullying.pdf

Optional format for those without digital/Internet access – Provide students with copies of the informational texts relevant to their assigned topics (located at the end of this lesson plan). They include:

- Facts and Stats about Cyber Bullying
- Facts about Bullies and Cyber Bullies
- Facts about Cyber Bullying Victims/Targets
- The 411 on Cyber Bullying Bystanders

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Group Share

Option 1: Have a representative from each group read the result of their research, beginning with the group or groups who researched the basic topic of cyber bullying. Encourage a discussion about the findings. For example:

- Which facts or statistics were most important to learn? Why?
- Why are there so many bystanders to cyber bullying? Can they make a difference in the outcomes of incidents? Why or why not?
- Do you think those who bully others can change or learn not to bully? Why or why not?

Option 2: Have students work together to create a bulletin board or presentation compatible with the interactive board to showcase the information and written work completed in the expert groups. Provide time for all students to learn from the information and discuss.

Activity 2

Redistribute the students into different groups than in the first activity.

- Hand out copies of Who's an Upstander? and the Chat Activity to each group.
- In their groups, have students read and discuss both pages.
- Have each group jot down its answers to the listed questions.
- Identify someone in the chat who could become an "upstander" and rewrite his or her responses to reflect the positive actions of an upstander.

Differentiation option: Instruct students to play the different parts of the chat participants by reading the revised transcript aloud within the group. Share with the whole class.

Regroup as a class. Ask students to share what they learned from the activity.

Reinforce:

- It is easy to be mean (unintentionally) online when we don't see that we are hurting someone.
- Think about the role you potentially play in social media interactions.
- Always think about what you are doing/saying first – before posting it!

Targeted Standards in this lesson:

CCSS

Reading anchor: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Reading anchor: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NETS 2007 for Students

- **Standard 2** – Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information
  Concentration: b
- **Standard 5** – Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  Concentration: d

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Facts and Stats about Cyber Bullying

Whether it's called cyber bullying, cyber harassment or electronic harassment, bullying in Cyberspace is an unfortunate part of life online. Whole networks of kids can participate in a bullying situation by taking the roles of victim(s), bullies, bystanders, and up-standers. Cyber bullying behaviors take place through chat messages, online groups, personal SMS texts, social gaming Web sites, portable gaming devices, virtualworlds, and on social networking sites like Facebook, Youtube, Formspring, and ChatRoulette which are more likely to bring anonymous users together. Social networking sites can be especially harmful environments because they frequently link to each other. Obviously, cyber bullies can be classmates, online acquaintances and even anonymous users. But, most of the time bullies in Cyberspace know their victims.

A study by the National Crime Prevention Council (NCPC) found that an overwhelming majority of students believe that kids cyber bully because they think it's a joke. They do not understand the negative impact it may have on the victim. Both boys and girls get involved in cyber bullying. Boys more commonly do so by threatening to fight or hurt someone. Girls tend to bully by spreading rumors, by sending messages that make fun of the victim or by publishing secrets for everyone to see. Statistics from the NCPC study showed:

- Nearly 20% of those in the study had a cyber bully trick them into revealing personal information online. The bullies did this by pretending to be someone else when they contacted the victim.
- 17% of those targeted were victimized by someone lying about them online.
- 13% of victims learned that a cyber bully was pretending to be *them* while communicating with someone else.

Almost all states have laws against bullying and more than half mention forms of electronic harassment or cyber bullying. Most schools and school districts across the U.S. have policies against bullying and cyber bullying. It's not enough to rely on laws or policies to prevent cyber bullying, though. The only way cyber bullying can be stopped is for students to take a stand against it and take positive steps to stop it when they see it.

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Facts about Bullies and Cyber Bullies

Everyone knows the type of people who bully. As a matter of fact, students usually know exactly who the bullies are in their school. When it comes to cyber bullying, it may be more difficult to identify exactly who the bully is in a given situation, but an online bully will have many of the same characteristics of an offline bully. Researchers from all over the world have identified characteristics of those who bully others. Bullies generally fall within three categories: aggressive bullies, passive bullies and bully-victims.

The most common type of bully is the **aggressive bully**. These bullies tend to be physically strong and can be described as being hot tempered, confident and fearless. They do not follow rules and/or show little respect for rules. Aggressive bullies do not care about how their victims feel. These bullies think highly of themselves. They like being looked up to and they want everyone to behave according to their wishes. This doesn't mean that others think highly of them! Studies have shown that bullies may or may not be popular with other children near their same age. Aggressive bullies thrive on feelings of power and bullying provides a feeling of excitement from the reaction they get from the targeted victim. Aggressive bullies find it easy to extend their power by cyber bullying.

Passive bullies tend to be insecure and often have low self-esteem. These bullies may not be very popular with others of their age because they sometimes have problems concentrating at school, and may have violent outbursts or temper tantrums that lead to friendship problems. These types of bullies don't usually start a bullying interaction, but they are quick to join in once they see an opportunity. Digital media makes it easy for them to bully by forwarding bullying messages, spreading rumors and joining in on online bashing.

Bully-victims are bullies who have been bullied by others. These types of bullies may have a lot of the same traits as victims of bullying, including anxiety, depression and loneliness. They may be at risk for suicide. Bully-victims may be bullied in the physical world and then go online to do their bullying so they can feel powerful, but safe.

Unfortunately, a number of studies have shown that approximately 25 percent of those who bully in school are convicted of a criminal offense in their adult years. There is nothing positive about being a bully – online or offline!

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Facts and Cyber Bullying Victims/Targets

It is hard to give an accurate estimate of how many young people actually experience cyber bullying. In the past several years there have been a number of studies researching cyber bullying around the world. These studies show that anywhere from 10% to 40% of students are cyber bullied. That may be because cyber bullying means slightly different things to different people. Therefore, when studying the topic, most researchers make sure they use a definition that reinforces that cyber bullying is when someone repeatedly does bullying actions online to another, such as makes fun of or threatens another person, or posts or texts unkind messages, videos or photos. The key is that it's not a one-time action.

When it comes to cyber bullying, anyone can become a victim. Although a bully may target someone because of something that has been said or done to them, many times a victim is targeted for no apparent reason. In fact, in many cyber bullying situations the bully does not understand, or does not try to understand, the negative impact it may have on the victim. Often, the bully sees his or her cruel actions as funny.

Victims of cyber bullying may experience many of the same effects as those who are bullied in person. There are signs that may indicate someone is being cyber bullied. Parents who don't understand how kids interact online may not recognize the problem, so friends and classmates can play an important role in getting help for someone who is a cyber bullying target. Signs of cyber bullying include a drop in grades, low self-esteem or confidence, a change in interests, not wanting to go online, or depression.

Cyber bullying can be far more harmful than face-to-face bullying to those victimized because it occurs anywhere and everywhere, especially through the use of cell/mobile phones. The victim may feel that there is no safe place to be. Cyber bullies, even if they are known to their target, can hide behind screen names and e-mail addresses. Not knowing who is doing the bullying can make the victim feel very insecure. Worst of all, cyber bullying is far reaching. With just a few clicks or a push of a send button, a victim can be made fun of before an entire class or school, or can have embarrassing images or messages posted about them for the entire world to see on the Web.

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The 411 on Cyber Bullying Bystanders

Cyber bullying bystanders are those who witness a bullying incident online or actually receive copies of bullying texts and messages, but don't do anything to stop it. There are lots of reasons bystanders avoid getting involved. These reasons may include:

- They are afraid to look like a tattler or unwilling to hurt their own social status.
- They are afraid they will become the next target.
- They think it's none of their business.
- They enjoy watching the torment without having responsibility for it.
- They may not recognize the online exchanges as bullying (think it's a joke, etc.).
- One study found that while two-thirds of students say they should do something to stop a bully, only one-quarter actually do.

Cyber bullying bystanders might think that they are unimportant in the situation. The truth is that those who just watch are an important part of the bullying experience because they provide an audience for the bully. They provide the only means the bully has to get the cyber bullying to "go viral," or get spread all over Cyberspace.

One question to consider is: Is a bystander to cyber bullying a victim or a bully? Some say a bystander is a bully because by doing nothing, he or she is doing something. The bystander is allowing the torment to go on. Sometimes bystanders do little things that may seem harmless, but are actually adding to the bullying. For example, what's the harm of adding a smiley face to another's hateful comment? On the other side of the argument, research has found that both victims and bystanders of cyber bullying suffer from feelings of stress, anxiety and guilt as a result of bullying.

One of the biggest issues for bystanders might be that they don't want to be accused of tattling on another. The bully may be a part of their friendship circle. It's important for everyone to understand that there is a difference between "tattling" and "reporting." The difference is:

- Tattling is when you try to get someone IN trouble when they aren't causing serious trouble to themselves or to others.
- Reporting is when you try to get someone OUT of trouble because they are in danger of being hurt or are being hurt by.

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Who's an Upstander?

(when it comes to bullying and cyber bullying)

First of all, who's a bystander to bullying?

A bystander is one who sees it, hears about it or knows about what's going on, but does nothing.

An upstander is someone who recognizes when something is wrong and takes action to make it right.

What are characteristics of an upstander who witnesses bullying or cyber bullying?

The upstander will:

- consider what's best for others in deciding how to act
- do something positive to help the victim or target of bullying
- listen to the victim and try to help them through the situation
- help the victim with their feelings and possible actions to address the bullying
- tell a responsible, trusted adult about the situation

Think about specific actions an upstander of your age would take if witnessing cyber bullying and write them below. We've given you an example.

1. (Example): An upstander who receives an embarrassing photo message targeting a classmate will call the victim and encourage him or her to tell a parent what's going on. He or she might even offer to be with the target to offer support when telling a parent.
2. _____

   _____
3. _____

   _____

Reporting cyber bullying to an adult, even a parent, can be hard to do. What if they don't listen to you? What if they don't seem to care? What if they just don't understand how cruel cyber bullying can be?

You might have to tell someone other than a parent first and get them to help you (and the victim) talk to the parent(s).

Choose someone:

- you believe will listen
- you believe will want to help you
- who has authority to help you

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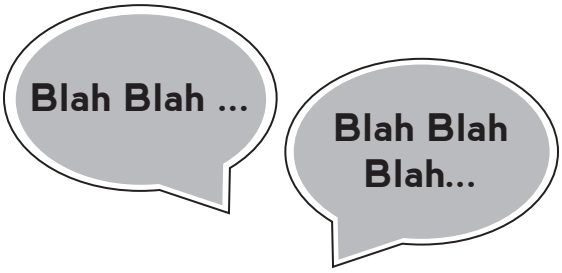
Chat



Feelinfun: Hey guys what's happening. Its been boring around here lately. No dweebs to pick on.

Guitargirl: Hi. I'm new to this group. What's going on? Anyone else ready for summer break?

2gd4u: All I can say is it can't come fast enough. If I get any more homework I may just have to find someone to help me do it.

Smartypants: 2gd4u – if someone else did it for you you might stand a chance of passing.

2gd4u: ha ha- so funny. Not all of us are knowitall geeks.

Guitargirl: I'd be happy to help you with any math you are having trouble with. I want to be a math teacher someday.

Jonesy: Oh great – now we have two knowitall geeks in our midst. I think I'm blinded by the light.

Feelinfun: Smartypants and guitargirl sitting in a tree….kissing…first comes homework, then comes geekdome, then comes

Guitargirl: Come on, I'm new and just trying to help out.

2gd4u: Hey any chance ya got a prettier friend. Your avatar is pretty ugly and I think you would just distract me from my studies.

Smartypants: Yeah, you are even geekier than me. At least I have a few friends and don't need to go trolling chatrooms to make some.

Feelinfun: You got that right, I mean ugly, geeky, got the nerd thing down to a T, obviously needy and friendless – what made you think you were welcome here Guitargirl? Are you even a girl?

Jonesy: I can't believe her profile – dudes check it out. GGGGirl@aol.com – I think I can post that quite a few places. Maybe we can find someone who'll be your friend. Of course we got to show them your avatar and let them decide for themselves if you are worth it.

2gd4u: Just sent my email – Rated you a 1 – but you'll get that soon enough.

Guitargirl: You guys are cruel. Please don't email me. I'll leave you alone.

Smartypants: Oh no, you wanted to meet some new people, we'll make sure you get lots of chances. I'll just post that email on a few more boards. I can't wait to see what you get rated. Come on back and let us know if anyone gives you higher than a 2. We want to make sure they get their eyes checked.

END CHAT as Guitargirl leaves.

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