

CyberBullying: Crossing the Line

Learning Objectives

Students will be able to ...

- _analyze online bullying behaviors that “cross the line.”
- _learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing.
- _adopt the point of view of teens who have been cyberbullied, and offer solutions.

Key Vocabulary –

harassing: bombarding someone with messages over digital media, or repeated contact when it is least expected

deceiving: using fake names, posing as someone else, or creating a fake profile about someone else

flaming: saying mean things, usually in ALL CAPS, and often in a public forum with the intention to humiliate

hate speech: a verbal attack targeting someone because of their race, gender, religion, ability or sexual orientation.

Preparation:

1. Read the lesson plans over and preview the video, “**Stacey’s Story – When Rumors Escalate,**” and prepare to show it to students.
 2. Note that the student handout for class discussion is located on my weebly so students can download.
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Warm-Up (10 mins)

Ask: What are some ways that you and your friends tease each other online for fun?

Sample Responses:

Send jokes back and forth

Alter photos of one another, in a goofy (not mean) way

Ask: When does teasing “cross the line” and become harmful? What are some signs, and what does it feel like to be in that situation?

Sample Responses:

The teasing begins to feel scary, not funny anymore.

You feel helpless.

You feel like your reputation might suffer.

You are worried about your safety.

Ask students if they have ever heard of the Key Vocabulary terms listed above. (**harassing, deceiving, flaming, hate speech**)

POINT OUT to students that these are examples of situations that definitely “cross the line” and are considered CyberBullying. (However, they are not the only examples)

DISCUSS with students why someone might not want to talk to other people about a cyberbullying situation. What would the roadblocks be? Why? Emphasize to students that, no matter what label they put on a situation, if it makes them feel uncomfortable, upset or hurt, they should talk to someone about it.

Video and Discussion (20 mins)

EXPLAIN that you are going to watch a video of a teen reflecting on a cyberbullying experience.

SHOW students the video “**Stacey’s Story – When Rumors Escalate.**”

Use this link or view from on Mrs. Fiske's website (Digital Citizenship/Lesson Two/ scroll down)
<http://www.common sense media.org/educators/lesson/cyberbullying-crossing-line-6-8>
(scroll down its on right hand side)

DIVIDE students into groups of four or five.

ASK students to download from Tanna Fiske's website (Digital Citizenship/Lesson Two/ Student Handout) a copy of the: **Video Discussion Questions.**

ASK students to discuss the Video Discussion Questions in their small groups.

ENGAGE students in a full-class discussion about their responses to the Video Discussion Questions.

POINT OUT that it can be hard to judge someone's intentions online. Let students know that no matter how a message is sent, words used with the intention of hurting someone are taken very seriously by schools, parents, and even the police. Let students know that they should tell trusted adults if they observe or are involved in cyberbullying, and that they must report it to the school, their parents, or other trusted adults when someone has threatened to hurt someone else.

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives.

What are some different forms of cyberbullying? Sample responses:

- _Harassment, which feels virtually impossible to escape.
- _Deception, because it is dishonest to impersonate someone else, and it can damage their reputation
- _Flaming, because of the extreme and cruel language
- _Hate speech, which is discriminatory, and very damaging to someone's reputation

What advice would you give to someone who feels cyberbullied? Sample Responses: Talk to friends about what you are going through. Tell an adult you trust, especially if you feel you are being flamed, deceived, harassed, or are the target of hate speech.

You can find additional resources on my website. The Brain Pop video is really good, you may want to assign to students to watch on their iPads after your lesson.