Please replace
all materials in the
"Lesson 2"
section of the
"Civil Rights and Me!"
binder with the
following edited/new
materials

Revised Lesson 2

Bullying/Cyberbullying/Online Safety

Lesson Objectives

- o **To identify bullying behavior in person and online**
- o **To promote online safety**
- o **To recognize the harm to the victim, harasser, and to society**
- o **To promote empathy toward victims of bullying**

Opening Reflection

> *I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.*
> **Maya Angelou/Poet**

Reflection Question

Artifacts Required

- o **Bullying Warning signs-What Bullies Do (Located In sheet protectors following Lesson 2)**

o **Large sticky paper/markers & all artifacts**

*Large sticky pages needed with the following titles:

o **What is your Definition of Bullying?**
o **What is your Definition of Cyberbullying?**
o **How can you stay safe online?**
o **Copies of the Student Cyberbullying Visual for the final group activity (located at the end of this lesson)**

Begin Here to Formalize Your Lesson Plan

Facilitator Notes: Shared Agreements: **Reiterate the Shared Agreements from Lesson 1**

Facilitator to Students: **Today we will discuss bullying, cyberbullying, and online safety.**

Before we begin-let's discuss our reflection question for today:

> *I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*
> **Maya Angelou/Poet**

Facilitator to Students: **How does this statement apply to bullying?**

▪ **Have students share a few answers in the whole group**

- Summarize statements and reconnect to the lesson
- State that adults can remember negative words that were said to them in elementary school, and they painfully talk about how these negative statements impacted their self-esteem as a youth, and as an adult
- Reiterate that negative statements now are negative statements forever (refer back to reflection question)

Facilitator to Students: We will move on to discussing bullying, cyberbullying, and online safety. As we complete this activity, think about the information you received in Lesson 1 regarding who to talk to, and what to do in regard to any type of bullying issue.

Facilitator Asks Students: What is your definition of bullying in person and online? How can you stay safe online?

Facilitator to Students: I want you to come up with your own definitions first.

Facilitators: Break students into three equal groups. Each group is assigned one question below:

(1) What is bullying?
(2) What is online bullying?
(3) How can we stay safe online?

Students will jot down answers on sticky paper around the room (about 8-10 minutes).

Have students conduct a gallery walk around the three areas. Students can add to the three areas even if this was not their assigned question.

Facilitators: Now share the definitions below (add these definitions on your PowerPoint for Lesson 2)

What is Bullying?	What is Online Cyberbullying?	How can you stay safe online?
Definition: When someone does or says something intentionally hurtful, intimidating, or threatening and they keep repeating the behavior even after they are asked to stop Can also be a Single severe act (SafeVoice)	Definition: An aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself (Olweus Bullying Prevention Program, 2018)	Possible options: - Block the sender - Don't respond to messages - Tell at least three people that cyberbullying is occurring (suggestion- tell 2 adults/1 peer) - Change passwords/hide passwords and do not share with others - Resist the urge to try to reason with the cyberbully
Facilitators: Read the definition. Point out the correct answers on the large sticky labels on the wall	Repeat this step with Online Bullying	Review this area in relationship to the student answers on the large sticky paper

Facilitators: Make sure to clarify answers and assist students with responses that are not aligned with bullying definitions.

Facilitator Ask Students: Now that you know the definition of bullying- what is the difference between being rude, or mean, or bullying?   *See handout for the definitions of rude, mean, and bullying in the page protector at the end of this lesson

<u>Answers from SafeVoice:</u>

Rude: When someone does or says something unintentionally hurtful, impolite or rude, and they only do it once.

Mean: When someone does or says something purposefully hurtful or unkind, and they do it once or possibly twice

Ask Students: Do you agree with the definitions? Why or why not?

<u>Summarize and close this portion of the lesson</u>

<u>**Facilitator to Students:** Let's go deeper in looking at some of the behaviors that bullies engage in…</u>

<u>Bullying Artifact for the above activity:</u> Warning Signs of Bullying…What Bullies Do (located in your sheet protector behind Lesson 2)

Facilitator to Students: Now, let's talk about the behavior of students who bully.

You will work in four groups reviewing the warning signs of students who bully. Take a look at the handout: Warning signs of Bullies...What Bullies Do (Beane, 2012)

Facilitator Create Four Groups.

Facilitator to Students: In your designated groups you will:

- Discuss the statements assigned to your group
- Decide if you think the statements are true or false
- Describe how you felt reading the statements
- Decide on one word that describes the consequences of the bullying behavior you have just read about
- When requested....share your one word with the class

Facilitator Remind Students of the following Statements within the box:

- While reviewing this assessment, also think about how you relate to your peers. If any of these items apply to you, double-check the item. You will not share your answers with your peers, but you will be asked to reflect on your answers as a group.
- Answering yes to two or more questions can indicate some problematic behaviors that need to be addressed. Three to four answers are bullying behaviors that <u>must </u>be addressed.
- Students can ask for individual assistance at the end of the lesson or request support when turning in the "I need to talk to someone form."

Note to Facilitators: Time Permitting, you can move forward with the student cyberbullying activity at the end of this lesson. Because this activity takes approximately 30-45 minutes, you can conduct this activity as Lesson 3 or complete the lesson as the final activity for Lesson 2.

Student Cyberbullying Activity:

Facilitator Notes: Inform the students that you will spend more time on cyberbullying given the nature of social media use by teens, and the reported increased rates of cyberbullying online.

This exercise is designed to discuss the many ways that bullying occurs, but the ultimate goal is for the students to see that bullying has many overlays (i.e., gender, bias, race, size, ability, etc.) that victimizes the receiver in multiple ways.

The Student Cyberbullying activity following these directions is located at the end of this lesson, and is housed on your flash drive, and located on the google docs link.

The next page is for students only, and is blank in order for students to provide their answers. Instructions are also located on the page. The Facilitator Cyberbullying visual follows the student visual, and is completely filled in (unless you want to add more information).

We want students to think about the ways that bullying is enacted online. However, students often do not think about the overlays of bias, race, and other "isms" and differences that are also embedded in cyberbullying.

the overlays of bias, race, and other "isms" and differences that are also embedded in cyberbullying.

Facilitator: Remind Students of Shared Agreements before you begin.

<u>Cyberbullying Activity Directions:</u>

(1) Students will work in designated pairs to describe cyberbullying and how it is manifested (Student Cyberbullying Activity) (Approximately 10-15 minutes)

(2) Some or all groups can share various ways that cyberbullying occurs

(3) You will then share the visual that follows the Student Cyberbullying Activity. This visual (The Facilitator visual) is completely filled out and describes ways in which bullying occurs, but also provides an overview of the multiple overlays that make bullying even more insidious

(4) Take the students through the teacher cyberbullying visual

(5) <u>Facilitator Ask Students:</u> Have you thought about bullying in thi s way; what other ways have you witnessed bullying occurring now that you see other forms of bullying; what are the consequences to the victim; what are the consequences to schools; what are the consequences to c lassrooms; what are the consequences to society?

*Students may need help thinking through some of these issues in a broader fashion:

Question for Facilitators: What examples would you add to help your students think broadly about the issues of bullying including overlays?

<u>Examples:</u>

<u>**What are the consequences to the person being bullied?**</u>

- o **Lack of connection with peers- possibly contributing to depression and low self-worth**
- o **Additional hurt and anxiety which students of color and/or difference already navigate in society and life**
- o **Decreased opportunities to engage in diverse relationships with others**
- o **Suicidal ideation *Bullying can contribute to suicidal ideation; however, is not the <u>sole </u>causal factor for student suicide *See article in artifact section:** *The relationship between bullying and suicide: what we know and what it means for schools* **(National Center for Injury Prevention & Control 2014)**
- o _____

What are some of the consequences to schools?

- o _____
- o _____

What are some of the consequences to attendance and academics?

- o _____
- o _____

What are some of the consequences to society?

- ○ _____
- ○ _____

What else would you add here?

Student Cyberbullying Activity

Looking at the visual below, take a few minutes to jot down some of the ways that you have witnessed cyberbullying in schools and communities? How was the bullying done (i.e., in a chat room, via flaming, with a meme, through a text, with an avatar, or via Instagram, etc.)

With your partner, create your own cyberbullying visual indicating the ways that cyberbullying is occurring:

Most Popular Apps for Teens:
https://yourteenmag.com/technology/the-most-popular-apps-for-teenagers
1. Snapchat
2. Instagram
3. Facebook
4. Kik
5. WhatsApp
6. WeChat

What other apps/sites are popular?

CYBERBULLYING

Racial Bullying

Linguistic Bullying

Size Bullying

Religious Bullying

Socio-economic Bullying

RUMORS

teasing

gossiping

insults

exclusion

threats

CYBER BULLYING

LIES

name-calling

harassment

mean words

texting

Gender Bullying

Skin color Bullying

Ability/disability Bullying

Facilitator Cyberbullying Visual

<u>Closing Statement/wrap-up:</u>

Facilitator Suggested Language to Students: Please continue to think about the multiple consequences that bullying (both in person and online) have specifically on the person being bullied and for everyone.

In our final lesson, we will ask that you make a commitment to eliminate bullying in our school via a pledge. Begin to think about the ways in which you agree <u>not</u> to be a part of bullying. Please think about how bullying has multiple layers and significant impacts for everyone.

Any final questions?

Facilitator Closing Activities:

(1) Popcorn Closing (time permitting)

(2) Complete Lesson 2 questionnaire and "I need to talk to someone" form (as needed)

Additional Resources: (www.cyberbullying.com)

My Notes

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