

INTERNET SAFETY AND RESPONSIBILITY CYBERBULLYING

1. Introduction and essential information
2. Required lesson
3. Optional lessons and activities
4. Additional resources
5. Standards alignment

Introduction and Essential Information

Middle school students live to talk, network, and connect with each other. They are at a time in their lives when their peer group is of the utmost importance. They have been quick to embrace the use of cell phones, instant messaging, chatting, blogging, social networking sites (like MySpace) and e-mail to extend and enhance their social lives. But, just as the talk in the school cafeteria can become ugly, these technology tools can be used against them. When kids want to pick on, gossip about, or tease each other they can easily do so using any means of communication available to them.

Cyberbullying involves the use of technology to intimidate or harass others. It is in some ways more dangerous than other forms of bullying. Cyberbullying takes place away from the eyes and ears of adults. It takes bullying into the victim's home. What might have been an embarrassing moment in the hallway at school can become broadcast and repeated to a much larger audience. A cyberbully can remain anonymous. A victim can come to believe no place is safe and everyone knows about his/her humiliation.

There are ways to help kids avoid, respond to, and defend against cyberbullying. Also, by teaching students to be responsible, considerate users, we can help them avoid inadvertently offending others when they communicate using technology.

CYBERBULLYING

Required Lesson: Grade 7

In the Anchorage School District we are fortunate to have the Aggressors, Victims, and Bystanders (AVB) curriculum. AVB is the most appropriate place to address cyberbullying. For this reason we are not recommending an additional cyberbullying lesson be required at each middle school. (See “Additional Resources” below for a link to the ASD Middle Link website for AVB.)

However, the topic of cyberbullying should be referred to in any lessons or discussions related to Cyber Citizenship and Online Personal Safety units, and should certainly be included in any discussion of school rules related to bullying and harassment.

CYBERBULLYING

Additional/Optional Lessons and Activities

1. CyberSmart! Dealing with Online Bullies lesson for grades 6-8.

http://www.cybersmartcurriculum.org/lesson_plans/68_04.asp

In this lesson students discuss both the good and bad aspects of using the Internet, and learn how to respond to some of the negative experiences they may have online (i.e. bullying). The lesson plan is available at the above link and student activity sheets are both in your binder and as PDF files on your CD (CyberSmartBullies.pdf).

2. NetSmartz Real Life Stories includes 3 video clips and related activities on the topic of cyberbullying. The videos are “Feathers in the Wind,” “You Can’t Take it Back,” and “Broken Friendship” and can be found at <http://www.netsmartz.org/resources/reallife.htm>.

Use this link to see the videos. Activity sheets are included in your binder and as PDF files on your CD (mscanttake1.pdf, and msbroken1.pdf).

3. iSafe Cyberbullying lessons for 7th and 8th grade.

These lessons are included as hard copy in your binder and as PDF files on your CD (iSafeCyberBullying G7.pdf and iSafeCyberBullying G8.pdf).

iSafe powerpoint files are also included, but should be previewed before using.

CYBERBULLYING

Additional Resources

Anchorage School District

<http://www.asdk12.org/MiddleLink/AVB> is a resource both for teaching the AVB lessons and for integrating the AVB concepts into the middle school classroom.

http://www.asdk12.org/MiddleLink/AVB/bully_topics/cyberbullying.asp

Here you'll find facts and resources about cyberbullying, including chat abbreviations and the "Educator's Guide to Cyberbullying." This document is a great place for teachers to learn how and why cyberbullying occurs and what to do about it. If you are only going to read one thing about cyberbullying, please read the "Educator's Guide."

Stop Bullying Now

<http://stopbullyingnow.org>

This kid-friendly website includes cartoon videos ("webisodes"), quizzes, and LOTS of info about what to do if you are bullied or witness bullying, and how to keep from being a bully yourself. Not specific to cyberbullying.

Cyberbullying.org

<http://www.cyberbullying.org>

Provides examples of what cyberbullying looks like in its different forms, tips for dealing with cyberbullying, and a good collection of resources and articles for parents and teachers.

Media Awareness Network – "Know the Risks: Challenging Cyber Bullying"

http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/risks_bullying.cfm

What is cyber bullying? What are the laws related to cyber bullying? What can Internet service providers and cell phone companies do to help? What can schools, teachers and students do to stop cyber bullying?

CYBERBULLYING

Standards alignment

The lessons in this unit address the following national, state, and ASD standards:

ASD Technology Frameworks

Framework 2.1: Electronic mail

2.1.2: Compares the process of sending and receiving messages: electronically vs. non-electronically (e.g. e-mail vs. US mail, electronic bulletin board vs. classroom bulletin board).

Framework 3.0: Social, Ethical, and Human Issues

3.1.7: Identifies ways that telecomputing promotes a global community

3.1.8: Identifies examples and analyzes societal impact of advanced and emerging technologies

3.2.1: Respects the privacy of others

3.2.4: Models ethical behavior and acceptable practice in use of technology and technological resources.

ASD Library Standards and Alaska Content Standards for Library/Information Literacy

Standard D: A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

Indicator 2: recognize the importance of access to information and ideas in a democratic society.

Standard E: A student should understand ethical, legal, and social behavior with respect to information resources.

Indicator 1: use the library materials and information resources responsibly.

Alaska Content Standards for Technology

Standard E: A student should be able to use technology responsibly and understand its impact on individuals and society.

Indicator 2: discriminate between responsible and irresponsible uses of technology;

Indicator 3: respect others' rights of privacy in electronic environments;

Indicator 4: demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;

Indicator 8: recognize the implications of emerging technologies.

ISTE National Educational Technology Standards

(International Society for Technology in Education)

Standard 2: Social, ethical, and human issues

A student who meets this standard should meet the following indicators:

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.

AASL Information Literacy Standards for Student Learning

(American Association of School Librarians)

Standard 2: The student who is information literate evaluates information critically and competently.

Indicator 1: Determines accuracy, relevance, and comprehensiveness.

Indicator 3: Identifies inaccurate and misleading information.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Indicator 1: Respects the principles of intellectual freedom

Indicator 2: Respects intellectual property rights.

Indicator 3: Uses information technology responsibly.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.

Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.