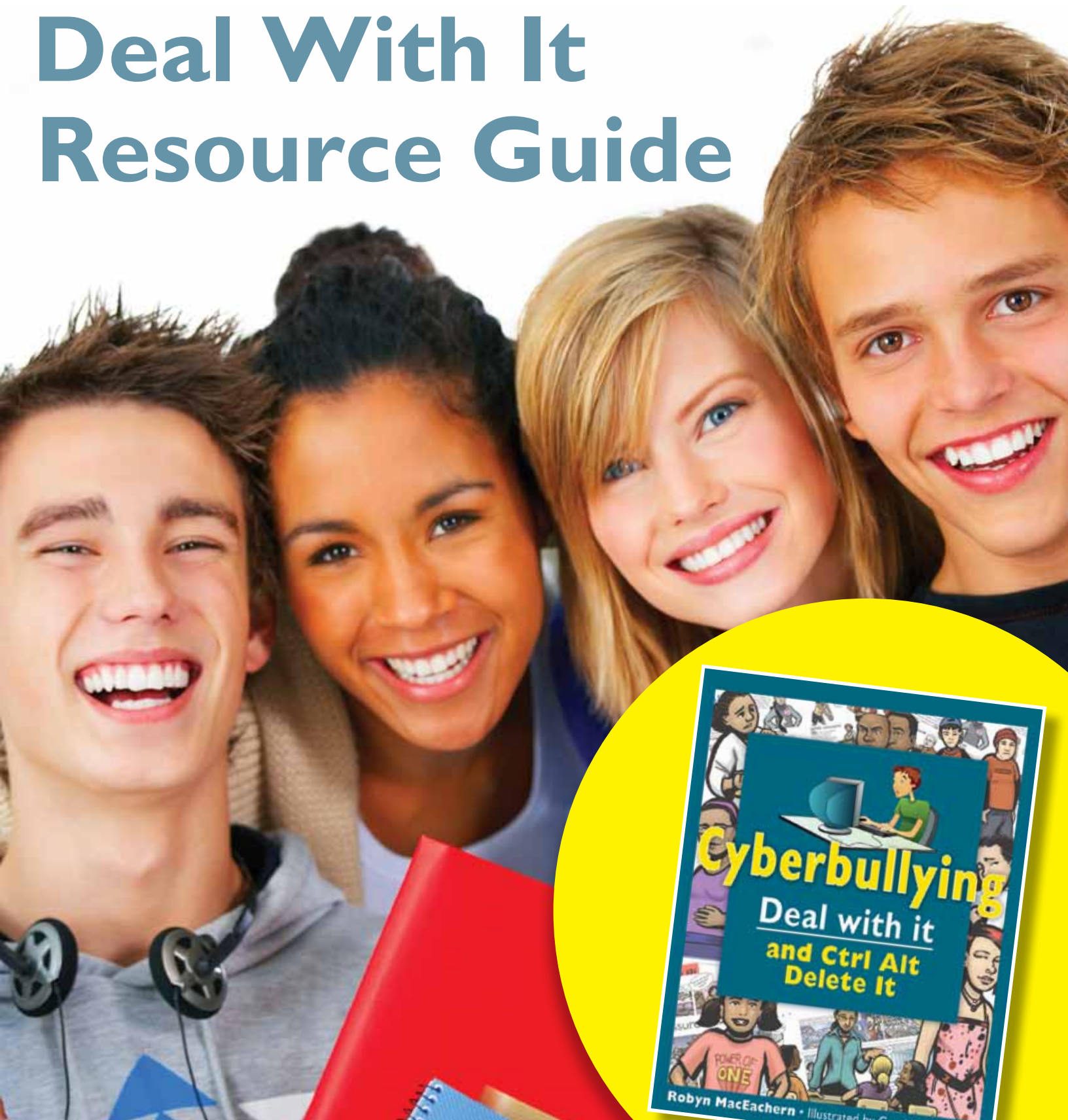


Cyberbullying: Deal With It Resource Guide



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James Lorimer & Company Ltd., Publishers, Toronto

How to Use this Guide

This guide offers a number of informative and enjoyable discussion questions and teaching activities that allow for in-depth coverage of the causes of conflict from several angles.

Guide Map

This guide begins on page 3 with an introduction to the issue covered in the Deal With It book. Please be sure to read the **Before You Begin** section, which provides suggestions to help you consider the specific needs and interests of your class. It also outlines any particular scenarios presented in the Deal With It book that may be sensitive to some students.

The pages that follow correspond with the sections of the Deal With It book.

These sections are:

- A **101** section that introduces readers to a subject (See page 4 of this guide)
- An **Instigator** section that focuses on the person who instigates the conflict (See page 6 of this guide)
- A **Target** section that focuses on the person who feels victimized in the conflict (See page 8 of this guide)
- A **Witness** section with tips for those caught in between (See page 10 of this guide)

For each of these sections, you will find:

Highlights that briefly capture the main points from the Deal With It book, which you will want to review with students.

Discussion Questions that are designed to introduce students to the topics and encourage them to think critically about the topics at hand.

Teaching Activities that correspond to page numbers in the Deal With It book, and are designated as activities for Individuals (I), Pairs (P), or Groups (G).

About the Series

The **Deal With It** series is a set of 32-page books that empower **kids ages 9–12** to resolve conflict in their lives. Information is presented in an interactive and graphic style to engage readers and help spark discussion of issues. The information in this **Resource Guide** is intended to help educators plan lessons around conflict resolution using the **Deal With It** books.



Cyberbullying: Deal with it and ctrl alt delete it

Bullying often reoccurs over time and has a very serious impact on all involved. With the increased use of technology, cyberbullying is becoming commonplace, and it is a phenomenon that children and adults are struggling to understand and prevent. Bullying that takes place in emails, instant messaging, text messaging, online chat rooms, blogs, and bulletin boards can seem impossible to escape. Online, information spreads to a large number of people, and it spreads quickly. ***Cyberbullying: Deal with it and ctrl alt delete it*** was created to give students suggestions on how to handle diverse situations in which they may bully, be bullied, or see others being bullied online.



The exercises in this resource guide encourage students to communicate with fellow students and trustworthy adults about their attitudes and behaviors online. Activities are designed to help students understand that cyberbullying is wrong and that it can be stopped. They also encourage students to educate others, including their own parents, on how to stop cyberbullying.

Before You Begin

Here are some tips and suggestions to help you plan your cyberbullying unit.

- Gather as much material as you can about cyberbullying, including ***Cyberbullying: Deal with it and ctrl alt delete it*** (See More Help on page 32 of *Cyberbullying* for a listing of materials.)
- Consider supplementing this unit or using it in conjunction with ***Bullying: Deal with it before push comes to shove***, ***Privacy: Deal with it like nobody's business***, and ***Gossip: Deal with it before word gets around***. See the guides to these topics for related discussion question and teaching activity ideas.
- Decide on the scope of your study, depending on the grade level you teach and the needs of your students. The students' experiences will shape the amount of teaching time spent on this topic.
- Arrange for computer lab time in your school to adequately allow students time to work on various activities.
- Display books for children on this topic. In addition, prepare a bulletin board for posters, pictures, and, as the theme develops, your students' work.
- Encourage the whole school to get involved in this topic. Work with your school librarian, technology specialists, administrators, and school councils to create a safe school environment that is proactive in its approach to safe Internet use and cyberbullying.
- Understand that students may find it difficult to talk with their classmates about personal situations where they have been bullied. Include videos to help stimulate conversations by giving students something objective to discuss, rather than asking them to share personal experiences. Preview videos to ensure that the content is appropriate for your students' age and maturity level. Create a supportive environment and let students know that they have sources of support in the school for issues that they do not feel comfortable sharing in the classroom environment.
- Note that ***Cyberbullying: Deal with it and ctrl alt delete it*** includes a variety of sensitive issues and situations that are important to address, but may not be appropriate for all grade levels. It is important that teachers preview the book to select material and content that is appropriate for their student's maturity level.

Cyberbullying 101

Highlights

- Acts of bullying may include:
 - ☛ name calling
 - ☛ spreading rumours
 - ☛ making threats
 - ☛ taking someone's property
 - ☛ making inappropriate, hurtful comments
- It is bullying regardless of whether it's face to face, or online.
- Cyberbullies use technology to bully others through:
 - ☛ creating hate or rumour-filled sites
 - ☛ changing photos of people to embarrass them
 - ☛ pretending to be someone else and using their identity to hurt others
 - ☛ asking others to ignore or block someone
 - ☛ sending files that harm another's computer
- Cyberbullies may bully to entertain, to exclude others, to get revenge, or to scare.

Discussion Questions

- What is bullying? What does it look like face to face? Have you ever experienced a bullying situation?
- What is cyberbullying? What does it look like? Who gets cyberbullied? Have you ever experienced bullying online?
- Do you think cyberbullying is as serious as face-to-face bullying? Why or why not? Do you think cyberbullying has the same effects on the victim as face-to-face bullying? How might the victim feel after being bullied online?
- What is the difference between gossiping online and cyberbullying? What behaviours are acceptable and what are not? Where do you draw the line?
- Which sites do you feel safe using? Have you ever been on a website where you felt unsafe, and if so, what did you do?
- Do you speak with your parents about the sites you visit? Why or why not? Where is your computer located in your house? How could changing the location of your computer at home make you feel safer?
- Do you know your school board's policies on cyberbullying? Is cyberbullying illegal? How do you know if bullying that you are experiencing, or are doing to others, is against the law? Where can you go for more information?

Teaching Activities

I = Individual P = Pair G = Group

Section	Subject Area	Activities
pp. 2–5	Language Arts (I/G)	Ask students to write a short paragraph about a situation from their own lives in which they have been either bullied face to face or cyberbullied. Write their stories on the blackboard anonymously and have the class sort them into two categories: “face-to-face bullying” and “cyberbullying.” Discuss the similarities and differences in the stories, bullies and cyberbullies, and the victims’ feelings.
pp. 6–7	Media Literacy (G)	Have students watch one film or several short videos on cyberbullying (see the Resources in Cyberbullying and in this guide for suggestions). Ask them to discuss as a group how these are examples of using cyberbullying to entertain, to scare, to exclude, or get revenge. Ask them whether the characters in the videos made them think differently about the stereotypical Bully and the stereotypical Target. Have them write a script for a 3-minute film on how cyberbullying is used for these purposes, and have them present the scripts to the class.
pp. 8–9	Language Arts (P/G)	Have students work in pairs to create a Concept Map in which they brainstorm examples of cyberbullying (e.g. a blog with rude comments about a classmate) and examples of online conflicts that are not cyberbullying (e.g. getting kicked off a site by a moderator for using inappropriate language.) Discuss, in pairs and then as a class, any examples that are hard to categorize.
pp. 10–11	Mathematics/ Media Literacy (G)	Using an online survey site such as SurveyMonkey, have students create a survey that asks other students about what types of cyberbullying they have witnessed or experienced themselves. Students from other classes could be asked to complete the online survey. As a class, read and analyze the results. What types of cyberbullying are commonly being experienced by students in your school? Did the data indicate anything of particular interest or concern?
pp. 10–11	Language Arts/ The Arts (visual) (G)	Using the results from any of the above activities, have students work in groups to create posters for display in the computer lab. The posters should indicate types of cyberbullying that are frequently experienced by students and provide tips for dealing with these situations.
pp. 12–13	Social Responsibility/ Media Literacy (I/G)	Ask students to research newspaper articles about incidents of cyberbullying in their city, province, or country. Have them write an opinion piece about their found article discussing the details of the incident and whether or not they agree with the consequences given to the bully (if consequences are indicated) and what they think the appropriate consequences should be.
pp. 12–13	Canada and World Studies/ Media Literacy (P/G)	Ask students to work in pairs to search online for more information about Canadian laws on Internet privacy and cyberbullying (such as Bill 81 and Bill 212). Conduct a follow-up discussion for students to share their results with each other.

The Target

Highlights

- A Target may be someone that the bully feels is:
 - popular or happy, and this intimidates the bully
 - different (differences may be physical, or based on interests, beliefs, etc.)
 - part of a group that is seen as weak and easy to target
- Targets should report incidents of cyberbullying to trusted adults and online site moderators. They do not have to go through this alone.
- Targets who have experienced cyberbullying in the past should surf only with people they trust who will help them if situations of bullying occur.
- Targets should not attempt to “bully” back. This may aggravate the situation.
- All Internet users should keep personal information private and confidential. Never share passwords, addresses, etc.

Discussion Questions

- How often do you use sites that have a moderator? How often do you use sites that do not have a moderator? What are the advantages of a site moderator?
- Are you aware of the “Terms of Agreement” on any of the sites you use? How would you go about finding this information?
- What strategies do you use to keep your identity private online?
- What do you do when you receive information from someone you don’t recognize?
- When a Target is bullied, it effects their self-esteem. What can a Target do to increase his or her self-esteem? Discuss ideas for things a Target can do to reclaim a positive self image. Suggest the idea of having them write down a positive thought about themselves every time they have a negative thought and encourage students to do this throughout the unit.
- Discuss how telling someone and getting help can raise the Target’s self-esteem. Discuss how sharing their story can help a Target and help others. What are some ways that a Target can share his or her story?
- What advice would you give to a friend if you knew they were being cyberbullied? Has anyone ever given you helpful bullying advice that you would like to share?



Teaching Activities

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Section	Subject Area	Activities
pp. 14–15	Language Arts (G)	Students are asked to work in small groups to create a simple oral presentation for students in a younger grade (e.g. primary or junior level) that includes safety information they should know about using the Internet. Students should refer to and include the “Dos and Don’ts” on the double page spread. Book presentation times for groups to visit other classrooms in the school to present their information.
pp. 14–15	Language Arts/ Media Literacy (G)	Ask students to brainstorm as a class the characteristics of a stereotypical Target. Encourage them to think of the examples in the book and discuss how kids from every social group, with any interests, any style, could be a victim of cyberbullying.
pp. 16–17	Language Arts (I/G)	Ask the students to complete the quiz on the double-page spread independently. Ask the students to discuss their answers in small groups, and then discuss the trends they noticed in their answers. Are they more likely to stand up to bullying situations, leave an inappropriate situation, or allow themselves to be bullied? Ask students to discuss what they can do to better handle such situations, and to write down their own answers on a bookmark that they can refer to at any time.
pp. 16–17	Language Arts/ Media Literacy (I/G)	Present the following situation to the students: “You are part of a social networking site that meets often online to discuss the plot of your favourite television series. Usually everyone is very friendly on the site and uses appropriate language and follows net courtesy. Then one evening a new member joins the site and quickly becomes argumentative and rude in their comments. There is a moderator for the site, but the moderator does not appear to be asking the new member to adjust his/her behaviours. Some of your online friends are considering abandoning the site, but you have always enjoyed the site and do not want to leave it.” Have them compose an email message that they could send to the moderator of the site asking them to deal with the situation. Discuss the students’ messages as a group.
pp. 18–19	Language Arts/ Social Responsibility (G)	As a class, read and discuss the school’s current code of conduct/ discipline policy and identify what the consequences are for incidents of cyberbullying. Ask students if they agree with the consequences stated, and/ or if there is a need for further development of a specific cyberbullying policy to be created. If the class agrees that there is a need for a new policy, encourage students to brainstorm ideas that could be presented to school administrators and have them submit or present their ideas.
pp. 18–19	Language Arts/ Technology (G)	Help the students create a Web 2.0 tool (e.g. a bulletin board, threaded discussion etc.) linked to the school’s website that allows for incidences of cyberbullying to be reported to school staff.

The Bully

Highlights

- Bullies may pick on others for a variety of “reasons.” They may:
 - have been bullied themselves
 - feel bad about themselves and want others to feel the same way
 - have an “audience” that encourages bullying behaviour
 - be following the actions of the crowd they are hanging around with
 - not have a “reason.” They may just think that it is fun, and that no harm will come of it
- Bullies should be aware of the consequences of their actions, and realize that without help, behaviours can escalate.
- Bullies should seek help from a trusted adult to help change their behaviours.
- It is important to trust our own instincts and not “go along” with friends who are making poor choices, such as bullying another person.

Discussion Questions

- Have you ever spread a rumour online, participated in a “rating” game, or deliberately blocked someone on a chat site to be hurtful? How did you feel about doing this? How do you think the “target” felt?
- Who would you seek help from if you felt your actions online could become bullying?
- Statistics show that 60% of boys who bully in school have criminal records later on in life. Why do you think that this is such a common occurrence? How does bullying behaviour predict more severe behaviours in the future?
- Would you feel safer cyberbullying than bullying in real life? What consequences are you aware of that cyberbullies have received at school or at home for their behaviours? What consequences do face-to-face bullies receive?
- Think about some of your favourite television shows and movies. Have any of the plotlines included cyberbullying? Did the show/movie glamorize, or normalize the behaviours in its depiction? Did it include consequences for the bully?
- What are some strategies you have used in the past to stop yourself from sending messages that could be perceived as cyberbullying? Have you learned any new strategies through our class discussions? What would you do to stop yourself in the future if you ever wanted to cyberbully someone?



Teaching Activities

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Section	Subject Area	Activities
pp. 20–21	The Arts (visual) (I)	Ask students to create posters depicting some of the characteristics of a “cyberbully” in order to create awareness around what behaviours are considered bullying online (e.g. spreading rumours, blocking someone from participating in a chatroom, encouraging others to make inappropriate comments about a person).
pp. 22–23	Language Arts/ Media Literacy (I)	Upon completion of the quiz, ask students to reflect on their results and then write a journal entry about what they have learned about themselves. Were they surprised or disappointed by anything they learned? What behaviours may they need to change about their online choices?
pp. 22–23	Language Arts (I)	Have students write an apology letter, either to someone that they have bullied in the past, or to themselves from the point of view of a bully who has harassed them in the past. Encourage students to reach out to someone that they have bullied and to apologize.
pp. 22–23	The Arts (drama) (G)	In small groups of 4 or 5, students are asked to create a short role play that depicts a case of cyberbullying on a familiar website. Students should be encouraged to set the scene of the incident, and then address what the next steps should be for the Target and the Bully (e.g. how both people should seek help and from whom). The skits could be presented to other classrooms, or in an assembly.
pp. 24–25	Language Arts/ Media Literacy (G)	Have students work in small groups to create lists of commonly used abbreviations in instant messaging and cell phone messaging. Ask students to sort their lists into two categories: 1) “safe and appropriate” and 2) “unsafe and inappropriate” abbreviations. Students may find they will have a third list of abbreviations that are easily confused, or misunderstood. Ask them to list such terms in a third category and discuss how hurtful these terms can be and what they can do to avoid hurting others through their use. Then have them brainstorm alternatives to the abbreviations that are inappropriate and cross off the inappropriate terms and replace them with appropriate ones.
pp. 24–25	Language Arts/ Social Responsibility (G)	As a whole class, brainstorm a list of professionals (e.g. guidance counselors, police officers, etc.) who may work with students who are bullies, and discuss with them the ways that these professionals can help. As an extension, arrange opportunities for some of the professionals to come into the classroom and participate in a round-table discussion in which the groups can ask questions.

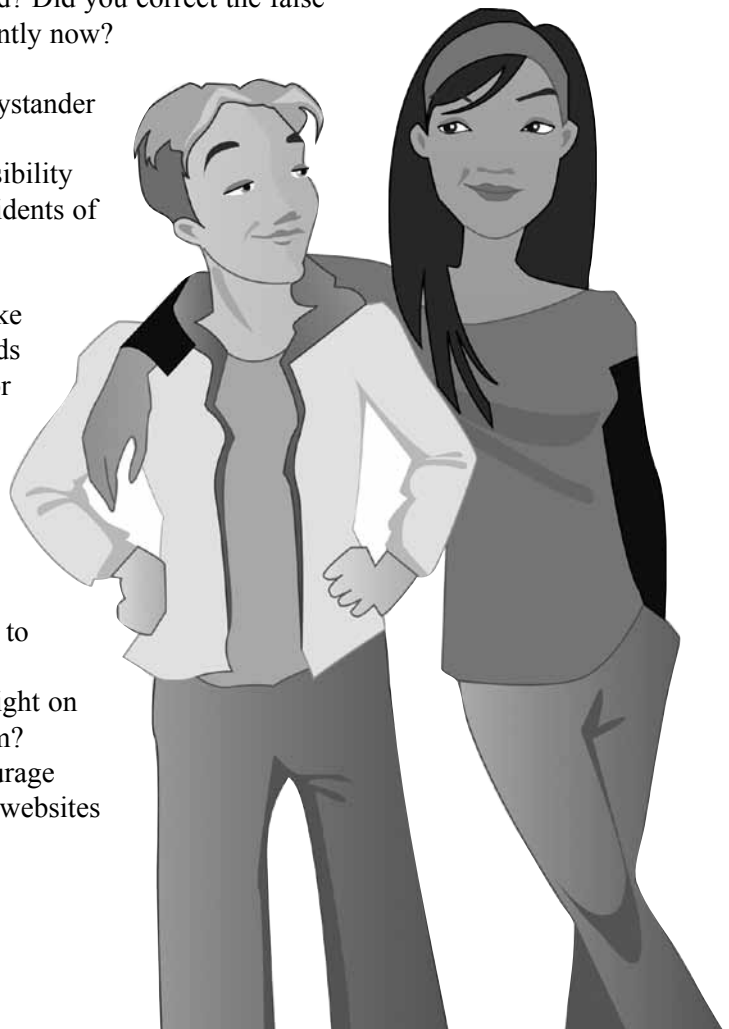
The Bystander

Highlights

- Bystanders may feel afraid to speak up because:
 - ☛ they are afraid of attracting the cyberbully's attention
 - ☛ they are worried it may make the situation worse for the target and/or for others
 - ☛ they may be accused of being a "rat" or tattle-tale
 - ☛ they may be afraid of getting blocked or banned from groups or websites
- Bystanders have the power to help others in a variety of ways. They:
 - ☛ can speak up about situations if they feel safe enough to do so
 - ☛ can seek adult assistance to help the target
 - ☛ can be a friend and be supportive to the target
 - ☛ should avoid joining in on the bullying behaviours or encouraging it

Discussion Questions

- Would you let a friend be bullied in real life? What would you do if a bully came face to face and threatened a friend? What would you do if this happened online?
- Have you ever read false information online about someone you know? Did you tell the person who was involved? Did you correct the false information? What would you do differently now?
- How can a bystander encourage bullying behaviour? What are some ways that a bystander can avoid joining in?
- Do you think that schools have a responsibility to have policies in place to deal with incidents of cyberbullying? Why or why not?
- Do you think that parents are ultimately responsible for the choices their kids make online? At what age do you think that kids should be held completely responsible for their own behaviour?
- Do you think that school boards should allow access to all websites (e.g. Facebook, My Space, MSN Messenger)? Why do you think that some boards block these sites? Why do some school boards allow student access to the sites from schools?
- Does watching a video of a schoolyard fight on the Internet make you part of the problem? How would watching such a video encourage the bully? Does visiting celebrity gossip websites encourage bullying?



Teacher Activities

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Section	Subject Area	Activities
pp. 26–27	Language Arts (G)	Create a “Help the Bystander” bulletin board in the classroom. Students are asked to reflect on an experience in which they have been a witness to a cyberbullying incident, and are asked to write down their incident on paper and post it on the wall anonymously. Students then choose another person’s posting to read and create a response to, that includes suggestions about how the bystander could have helped out the target in the situation. The incidents and proposed solutions could be shared aloud upon completion.
pp. 26–27	Language Arts (G)	Have students work in small groups to create a Cyberbullying Tip Sheet for parents with 10 tips to help kids who are Targets, Bullies and Bystanders. Have students take the tip sheets home and encourage them to talk about the tips with their parents.
pp. 28–31	Language Arts (I/G)	As a class, discuss the responsibilities that Bystanders have to stop cyberbullying. Brainstorm ways that people can help prevent cyberbullying before it starts. Have students write an article for their student newspaper on the importance of the Bystander’s actions. Encourage students to submit their articles and talk to the school paper about a special cyberbullying issue.
pp. 28–31	Language Arts (P)	Present the statistic “74% of teachers have heard about more than one incident of cyberbullying” to the class. Ask students to work in partners and choose a staff member to conduct a mini-interview with. They should ask the teacher to reflect on any incidents of cyberbullying they have heard about, and what strategies they have used and plan to use in order to help students. As a class, have students create a list of strategies that teachers can use to help students, and create a display for teachers in the staffroom.
pp. 28–31	Language Arts/ Media Literacy (G)	As a class, have students create an online bulletin board where students can post up-to-date articles, podcasts, book reviews, and links about cyberbullying to share with each other and with invited guests to the site. As a class, create a “terms of use” agreement that all students will agree to abide by when using the site. Encourage the students to visit often, and to share their own ideas. Ask for volunteers to help you monitor the site.

Additional Resources

- www.cybersmart.org: Cybersmart provides online workshops for safety and security online and preventing cyberbullying.
- www.bewebaware.ca: Be Web Aware is a website run by the Media Awareness Network with information on how to report online problems and how to involve your community to help kids stay safe online.
- internet101.ca: Internet 101 was created by a committee of police forces and RCMP.
- Cyberbully411.com: This site is aimed at preventing cyberbullying.
- SurveyMonkey.com: Survey Monkey is a tool to create and publish custom surveys.
- *Adina's Deck*. Adinasdeck.com. 2007.
- *Sarah's Story*. Internet101.ca: <http://internet101.ca/en/cyberbullying.php>
- *Let's Fight it Together*. Childnet: www.digizen.org/cyberbullying/fullFilm.aspx
- *Odd Girl Out*. Jaffe/Baunstein Films, 2005.
- Bryant, Amy. *Just Kidding: Beacon Street Girls #10*. Beacon Street Girls, 2007.
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ISBN-10: 1-4594-0005-4 ISBN-13: 978-1-4594-0005-4

James Lorimer & Company Ltd.,
Publishers
317 Adelaide Street West, Suite 1002
Toronto, ON, Canada
M5V 1P9
www.lorimer.ca

Distributed in the United States by:
Orca Book Publishers
P.O. Box 468
Custer, WA USA
98240-0468