CYBERCOOL
15 positively powerful lessons to teach digital citizenship and stop cyberbullying

Grades 6-9
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Why Address Cyberbullying?

The Ophelia Project serves those who are affected by relational aggression, which is defined as behavior that is intended to harm someone by damaging or manipulating her or his relationships with others. Examples of relational aggression include bullying, taunting, exclusion, gossip and cyberbullying, to name a few. The Ophelia Project operates under two guiding principles. While bullying and relational aggression have been present in our society for a long time, we should never condone them as being part of the fabric of school life. Also, incidents of bullying and relational aggression are increasing and those incidents are often more severe in nature.

A survey conducted by the Stanford University School of Medicine and Lucile Packard Children’s Hospital revealed that 9 out of 10 elementary students have been bullied by their peers, and nearly 6 out of 10 students reported participating in some type of bullying themselves. The National Association of School Psychologists reports that 160,000 children miss school every day because they are afraid of being bullied. Many schools go to great lengths to protect their students from outside hazards by installing metal detectors and security systems, yet many students report that the things they fear the most are inside their schools (Appendix A).

Students who feel unsafe emotionally are not available for learning. Research has shown that relational aggression contributes to lower academic performance among students, as well as higher rates of school absenteeism, increased discipline problems, and higher reports of depression and other mental health issues. Furthermore, recent studies have also linked relational aggression with somatic complaints, such as headaches, stomachaches, fatigue, insomnia and loss of appetite (Austin & Joseph, 1996; Baumeister & Leary, 1995; Crick & Grotpeter, 1996; Dodge et al, 2003; Gilbert, 1992; Nixon, 2006; Parker & Asher, 1998; Patterson, Capaldi & Bank, 1991; Rigby, 1999).

Cyberbullying, the newest form of relational aggression, is the use of modern communication technologies (such as the Internet and cell phones) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them. Examples of cyberbullying include creating forums for harassing an individual on a website, sending harassing, threatening messages via e-mail or Instant Message, digitally editing someone’s image and posting it online to embarrass him or her, or spreading rumors on a social networking site. These are just a few examples of how modern technology can be used in relationally aggressive ways.
Fight Crime: Invest in Students estimates that more than 13 million children ages 6-17 have been victims of cyberbullying, yet less than 40% of victims surveyed reported the experience (Hinduja and Patchin, 2005). Because this type of aggression is often anonymous, it is particularly hard to address; because the digital audience is so vast, damage to the target is much more extensive.

Addressing cyberbullying comes up against a few very pervasive norms. According to a study by Sam McQuade at RIT, a majority of 17,000 students surveyed think that cyberbullying is not a deviant behavior, it is in fact a normal one. At The Ophelia Project, we challenge that belief to be a result of too little guidance for youth while exploring their online networks. New revelations about online privacy, digital footprinting, increasingly connected digital social networks, and a few high-profile cyberbullying cases have brought cyberbullying to the forefront of the efforts to protect young people online.

The Internet Safety Technical Task Force released a report in January 2009 that pointed to bullying and harassment by peers online as the most frequent threat to minors, both online and off. They suggest that parents, educators and other advocates for youth safety should become as educated as possible about the online behaviors of the children in their life and to be supportive of their digital connections. Both the MacArthur Foundation’s Digital Media & Youth Project and the Partnership for 21st Century Skills acknowledge the fundamental necessity for young people to be engaged with technology for relationship and network development, creative and interest-driven research, and to develop critical information, media and technology literacies (Appendix B).

This curriculum addresses some of the factors most relevant to cyberbullying – peer aggression, anonymity, power, communication skills, empathy, privacy, and accountability.
Essential Questions and Curriculum Objectives

This curriculum seeks to answer the following essential questions:

- How does cyberbullying affect students’ lives?
- How does online life differ from real life?
- How can regression be reduced and mediated in students’ lives?

Curriculum Objectives:

The purpose of this curriculum is to:

- Increase students’ empathy and empathetic skills.
- Make students aware of physical, verbal, relational, and most importantly cyber aggression.
- Educate students about the long-term consequences of cyberbullying in the digital space.
- Develop positive norms and attitudes about online behaviors.
- Engage students as investigators, designers, and mentors of safer cyber climates.
- Empower students to write a manifesto regarding their beliefs and goals in making the Internet a safer social climate.
- Provide students with opportunities for blogging, “tweeting,” and sharing digital files in a safe, structured, bully-free environment.
How To Use This Curriculum

This curriculum is appropriate for 6th-9th grade students and can be implemented by a technology teacher or counselor in schools, after-school care programs, community centers, or summer camps. This curriculum was designed to be completed in 15 lessons. The lessons were intentionally not blocked out in specific time intervals so that the facilitator can be flexible, depending on class scheduling.

Features of Each Lesson:

- **Formative Assessments**: Provide the facilitator with observable benchmarks of student learning during the course of a lesson. Facilitators can infer feedback from formative assessments to determine if information needs to be revisited or if students can move on to another topic.

- **Summative Assessments**: Provide documentation of student learning after a concept has been taught. They are designed to wrap up concepts and assess a students’ understanding of lesson material. Some lessons include more than one summative assessment.

- **Objectives**: Provide the facilitator with measurable goals for each student to achieve as a result of completing the lesson.

- **Materials**: Provide a list of all necessary items for each lesson to allow for better facilitator preparation.

- **Procedure**: Provides step-by-step directions for facilitating each lesson.

- **Big Idea**: Prompts provide an opportunity for summative assessment. Students are required to analyze and process information from the lesson into a concise response in the form of a “tweet” on the group edmodo page.
Edmodo

This curriculum utilizes a free, online tool for teachers called edmodo. We chose to use edmodo because it is a simple, safe way to connect with students and put safer social norms of cyberspace into practice. It is also a great place to document the learning experience and create an e-portfolio of images, videos, and writing that both facilitators and students can be proud of.

From edmodo’s about section:

*Edmodo is a private micro-blogging platform built for use by teachers and students for use in the classroom.*

*The problem with traditional web 2.0 tools in a k-12 classroom environment is concerns over privacy of the students. Edmodo has been built with the privacy of students in mind.*

*Edmodo provides a way for teachers and students to share notes, links, and files. Teachers also have the ability to send, alerts, events, and assignments to students. Edmodo also has a public component built by allowing at the teachers discretion to post any item to a public timeline at the teacher’s discretion.*

Before beginning this curriculum, please create an account with edmodo and become familiar with the functionality of the site. The site is easy to pick up on and is very similar to using Facebook or Twitter. Feel free to join the Cyberbullying Facilitators group (Code ymm999) to share resources or ideas and provide feedback regarding the curriculum. Then, create a group for your class (please do not invite students to the facilitator’s group or use this group for your own class). This group will be private, accessible only by those provided with the access code by the facilitator. The facilitator can either create accounts for each of the students, or have them create their own during the first lesson together. At this time, the facilitator would provide students with the access code.
## Basic Instructions

**Go to the website** [www.edmodo.com](http://www.edmodo.com)

### Create Teacher Account and Group

1. Click on Sign Up, I am a teacher
2. Create user name and password
3. Create group (to the right of the word groups, click create)
4. Type in a group name, for example, CyberCool Class
5. Your group will appear under groups. Click on the icon of the pencil next to your group name to manage the group. Click on “Code & Info”. **This will display a code for the group which your students will need to create their accounts.**

### Create Student Accounts

1. Click on Sign Up, I am a student
2. Enter the group code of the group created by the teacher and enter a user name and password.

Students will use **edmodo** to complete their assignments throughout the curriculum in short “tweets” – concise final comments or thoughts at the end of each lesson. Students will also be posting their written work, images, and videos that they can share with the entire group or privately with the facilitator. Students are not able to communicate privately with each other while using this service.

We encourage facilitators to use the features of this site to enhance the lessons – polls instantly assess the students anonymously. Feel free to subscribe the group to RSS feeds of blogs to follow, Twitter searches that are relevant to cyberbullying, etc.

Because this curriculum asks students to document their work with images and videos, a digital camera or flip video is essential to the assessment of students’ work, as is Internet access. Photo and video editing software is also helpful, but not necessary to the lessons. If these things are impossible to attain for the completion of these lessons, digital documentation can be forgone and all writing assignments can be completed with pen and paper. In this case, the stated national technology standards would not be met (Appendix C).
CORE CONCEPT ONE: Peer Aggression

The first three lessons are adapted from The Ophelia Project’s CASS Mentoring Program to introduce the basics of peer aggression. This section is meant to lay the groundwork from which to explore cyberbullying, as many of the motives and roles related to peer aggression are the same with online aggression.
LESSON ONE:
What is Peer Aggression?

Objectives:
As a result of completing this lesson, students will be able to:
1. Use the “Ground Rules” for all group discussions.
2. Examine and assess society’s expectations of “what makes you a man” and how “girls should act.”
3. Identify stress factors that affect middle school students.
4. Define the four major types of aggression: physical, verbal, relational, cyberbullying.
5. Indicate through conversation the ways that all forms of aggression are hurtful.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will define key terms from the lesson and participate in discussions regarding aggression in the forms of: physical, verbal, relational, and cyberbullying. (Objectives 1, 2, 3, 4, and 5)
  o Students should record on chalkboard/whiteboard/chart paper the results of their group discussions. (Objectives 1, 2, 3, 4, and 5)
• Summative Assessment to measure student learning:
  o Students will respond to the poll questions, “What type of peer aggression affects you the most?” (Objectives 4, 5)
  o Students will complete the Big Idea tweet. (Objective 2)

Materials:
• Chalkboard/chalk, whiteboard/markers, or chart paper/markers

Procedure:
1. Explain that this is an interactive workshop and students will have many opportunities to share their thoughts and ideas. It is important to establish “ground rules” to guide this and all future discussions:
   a. CONFIDENTIALITY: When giving examples, or relating situations, we do not use anyone’s name. Encourage students to use “hypothetical” situations to mask identities.
b. **RESPECT:** Everyone gets a chance to speak and be heard. All ideas and experiences are valuable and deserve our respect.

c. **PRIVACY:** If someone shares a personal story or information here, it should not be discussed outside of class, or used in any way to hurt that person.

2. Divide the students into small groups. Within each group, assign a student to be the recorder.

3. Ask the students the following questions and have each group record their answers on the board or on chart paper. If students mention any forms of Peer Aggression in their response, record them under the four main types of aggression: Physical, Verbal, Relational, and Cyberbullying.

4. Ask students:
   a. What issues are you dealing with in middle school?
   b. What situations stress you out?
   c. What makes growing up hard in today’s world?
   d. What problems do you feel are the most common among friends your age?
   e. What does it mean to “be a man” in our society?
   f. How do people expect girls to treat each other?

5. Bring the small groups back together and ask each group recorder to summarize the top two or three responses to each of the above questions.

6. As you record their answers, make sure the following points are covered:
   a. One of the issues that many students deal with is Peer Aggression.
   b. There are many different types of aggression.
   c. All types of aggression can damage friendships.
   d. There are four main types of aggression: physical, verbal, relational, and cyberbullying.

7. **Define Physical Aggression:** as negative actions carried out by physical contact, words, making faces, gestures, rumors, intentional exclusion (Olweus, 1997). There is intention to harm, an imbalance of power, and the aggression is repeated over time.

8. **Define Verbal Aggression:** as name calling, racial, sexual or religious slurs, put downs, screaming at someone etc.

9. **Define Relational Aggression:** as behavior intended to harm someone by damaging or manipulating her or his relationships with others. RA can occur only once and still be considered an act of aggression. The intent is to harm a relationship.

10. **Define Cyberbullying:** as the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them. This can occur through AIM, social networking sites (MySpace, Facebook, etc.), cell phone texting, and blogs. It can include examples of verbal and relational aggression.
11. Say to students: “Today we are going to talk about something called “RELATIONAL AGGRESSION”. Ask if anyone in the group can define RA.
   a. What does the word “relational” mean?
   b. What does it mean to be “aggressive”?
   c. Can you give us examples of RA?
12. As you process their responses, be sure the following points are made:
   a. **Relational Aggression**: behavior that is intended to hurt someone by harming their relationship with others.
   b. **Intention is an important term to define**: a conscious action to behave in a particular way. With RA, it means that your behavior was meant to hurt someone.
   c. **Some people think that only girls engage in RA**, but boys also display this type of aggression.

**BIG IDEA:**

- The facilitator should post the following poll on the edmodo account:
  What type of peer aggression affects you the most?
  Answer options: physical, verbal, relational, cyberbullying
- The facilitator should post the following prompt on the edmodo account:
  Of the four types of peer aggression, which do you feel affects you the most? Why?
- Students should respond in a 140 or less character “tweet.”
LESSON TWO: 
Peer Aggression Continuum

Peer aggression, whether it is verbal, physical or relational, falls on a continuum. Some acts of aggression, those that are relational, covert, or even cyberbullying, can be considered inconsequential or low level acts of peer aggression. Others are widely accepted as dangerous such as hitting, punching, and violence with weapons. These are high level acts of peer aggression. The goal of this peer aggression continuum activity is to show students the connection between low level and high level acts of peer aggression. It also focuses on what happens when the low level incidents are ignored.

Objectives:
As a result of completing this lesson, students will be able to:
1. Identify the level of aggression in acts of peer aggression as low, medium, or high.
2. Rank acts of peer aggression on a continuum from low levels of aggression to high levels of aggression.
3. Give an example of how repeated acts of aggression can lead to higher levels of intensity and provoke extreme reactions.
4. Reflect upon and then document empathetic reactions to proposed situations of repeated low level aggression.

Assessments:
- Formative Assessment to guide teacher instruction:
  o Students will properly place peer aggression examples along the continuum to reflect the level of aggression in the act. (Objectives 1, 2)
- Summative Assessment to measure student learning:
  o Students will complete the Big Idea tweet. (Objectives 3, 4)

Materials:
- Large index cards, or cut up poster board with peer aggression examples, including Relational, Verbal and Physical Aggression and Cyberbullying

Procedure:
1. Use three student volunteers to represent low, middle, and high levels of aggression along the continuum from left to right, facing the classroom.
2. Ask for examples of peer aggression from the audience. As they are suggested, have the student come up, give him the card, and ask the audience where the student should stand on the continuum.

3. As examples are given, talk about them with the audience, ask for further clarification and ask challenging questions about their suggestions.

   **Physical:**
   - Hazing, i.e., physical aggression initiation
   - Slamming someone into a locker
   - Tripping someone in class
   - Grabbing items that belong to someone else
   - “Playfully” punching someone on the arm
   - Dropping someone’s lunch tray

   **Verbal:**
   - Name calling
   - Put-downs
   - Screaming or yelling at someone
   - Teasing

   **Relational:**
   - Spreading rumors
   - Exclusion from a group
   - Giving someone the silent treatment
   - Eye rolling
   - Inviting someone to a party and rescinding (taking back) the invitation
   - Planning a weekend event with two friends while a third friend, who is not invited, is within earshot

   **Cyberbullying:**
   - Harassing someone through e-mails, Instant Messaging, or text messaging
   - Malicious blogging
   - Spreading rumors about someone online
   - Digitally editing a picture and spreading it around to embarrass someone.

4. Once the continuum includes a good range of Relational, Verbal, and Physical Aggression and Cyberbullying, including low level, medium level, and high level examples, choose one of the students holding a Relational Aggression or low level behavior and tell a story. As you are telling the story, nudge the student softly further and further down the continuum until you get to the end.
5. Script for activity:
   a. This boy or girl (NAME) is fine, and you can’t imagine a reason why anyone would hurt them….etc.
   b. Imagine that (NAME) is teased, etc. every day at school. Every time she walks into the classroom, a group of girls roll their eyes, lean in, whisper; Every time he walks in, boys write “wuss” on the board and throw paper at him …
   c. Make the point here that most students will experience these things, maybe once, maybe many times…and most students will feel sad, humiliated, etc., (or ask the students to tell you the way you feel when someone does X to you).
   d. Most students will experience these things maybe once, maybe many times, and most students will have negative emotions, and most will get through it OK by talking to a friend, parent, or trusted adult, or will be resilient through a few RA situations. (ask the students what they do when they feel depressed, sad…many of them said talk to parents, talk to friends)
   e. But some students don’t have someone to talk to… some students internalize negative emotions, or take their anger out on friends and family members.

6. End with these points:
   a. Most students won’t go to extreme measures or high level acts of aggression (suicide, violence); but even if one student does, whether at your school, or at a school on the other end of the country, that is one student too many.
   b. The low level acts of aggression on the continuum deserve our attention. If we stop any of the types of aggression at the lower end of the continuum, we can prevent the higher levels that can be devastating.

**BIG IDEA:**
- The facilitator should post the following prompt on the edmodo account:
  How would you feel if the same low level act of aggression was directed towards you every day? Would it still be a low level after a month?
- Students should respond in a 140 or less character “tweet.”
LESSON THREE:
Direct and Indirect Aggression

Objectives:
As a result of completing this lesson, students will be able to:
1. Differentiate between direct and indirect cyberbullying.
2. List ways they can intervene in indirect cyberbullying.
3. Rewrite the ending to Amanda’s Story to resolve or prevent indirect aggression.

Assessments:
• **Formative Assessments to guide teacher instruction:**
  o Students will define key terms from the lesson and participate in discussions regarding direct and indirect aggression. (Objective 1)
  o Students will role-play a new ending to Amanda’s story. (Objective 2, 3)
• **Summative Assessments to measure student learning:**
  o Students will complete the Big Idea tweet. (Objective 1)

Materials:
• Cyberbullying story “Amanda’s Story: The Away Message” (Appendix D)
• Peer aggression glossary (Appendix E)

Procedure:
1. Write on the board the following definitions: Relational Aggression, Indirect Aggression, and Passive Aggression. Discuss with students the similarities and differences between these terms.
2. Read Amanda’s Story: The Away Message
3. Discuss the story and the differences between direct and indirect aggression by asking questions like the following:
   • Was Meredith’s away message an example of indirect or direct aggression towards Amanda or was it both? Why?
   • In this story, who is the aggressor (Meredith), the target (Amanda) and the bystanders? Students should answer: All of their friends and anyone who read the away message.
   • Can you think of a reason that Meredith felt like a target? Students should answer: Amanda did not support their school and Meredith felt Amanda’s disloyalty as a personal affront.
• How would this story have been different if Meredith had confronted Amanda in person or written her a note to say how she felt?
• How did this situation change when Meredith chose to handle her feelings by posting the away message?
• How many people do you think saw the message and knew that the two girls were in a fight?
• How quickly can things get around on the Internet?
• Is posting ambiguous messages cyberbullying? Why?
• What do you think Meredith’s intentions were?

4. Summarize the discussion by making sure the following points are made:
• Meredith used indirect and passive aggression to communicate her feelings to Amanda.
• Indirect or passive aggression is unclear and therefore not helpful in resolving problems.
• When aggression goes online, many more people see and hear what is going on.
• Everyone who sees an away message like this becomes a bystander.
• Bystanders have the ability to make a difference in these situations.

5. Small group activity
• Divide students into small groups and have them work together to change the outcome of the story by becoming the bystanders and choosing to intervene in different ways.
• E.g., confront Meredith and tell her she shouldn’t do this; contact Amanda and tell her they think Meredith stepped over the line here…try to convince the two girls to talk it out with the help of their friends, etc.
• Have students role-play this new ending for the class and explain why they chose this ending.

BIG IDEA:
• The facilitator should post the following prompt on the edmodo account:
  What do you think damages relationships more: direct aggression or indirect aggression? Why?
• Students should respond in a 140 or less character “tweet.”
LESSON FOUR:
The Cycle of Aggression

Objectives:
As a result of completing this lesson, students will be able to:
1. Define and differentiate proactive and reactive cyberbullying.
2. List ways they can ‘de-escalate’ feelings of anger and aggression when online.
3. Create a diagram demonstrating the cycle of aggression.
4. List pros and cons of breaking the cycle of aggression.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will define key terms from the lesson and participate in discussions regarding proactive and reactive cyberbullying. (Objectives 1)
  o Students will write about their agreement or disagreement with the statement the cyberbullying is a social norm. (Objective 2)

• Summative Assessments to measure student learning:
  o Students will diagram the cycle of aggression. (Objective 3)
  o Students will complete the Big Idea tweet. (Objective 1)

Materials:
• On 5 x 7 index cards write the different behaviors that will go around the cycle of aggression. Make your own list or use this one:
  ▪ Get in a fight at school
  ▪ Post a threat on someone’s MySpace page
  ▪ Harass someone who won’t fight you
  ▪ Get expelled
  ▪ Get detention
  ▪ Go to the hospital
  ▪ Get in trouble with your parents/grounded
  ▪ Lose a friend
  ▪ Someone sends a private photo of you out as a bulletin
  ▪ Yell at your sister
  ▪ Push someone in the hallway
  ▪ Get embarrassed in the lunchroom

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Procedure:

1. Begin the lesson with a discussion about what triggers your anger. Make a list on the board of some of the things – ask about both on and offline.

   - Now cyberbullying specifically – what triggers your anger online?
   - What do you do when you get angry with someone?
   - How easy is it to cyberbully someone?
   - When you are angry and sitting at the computer, how often do you see something that makes you upset? Could something upset you more if you saw it online when you were already mad?
   - What do you do when you get mad at someone? Do you always ‘act first, think later?’ Do you act on your impulse of anger or do you wait until you calm down and consider the consequences? Provide students with the definition of Instant Gratification.
   - Do you confront them in person? Online? Why one over the other?

2. Hand out the index cards to the class – not everyone will get one.

3. Draw a large circle on the board.

   - Ask the class – “What is this?”
   - Ask “What are the characteristics of a circle?”
   - Students should list characteristics. Make sure some of the following are included: cyclical, continuous, infinity, etc.

4. Now ask these same questions of the student with a low-level aggression behavior card or one of the non-aggressive cards like “Didn’t make the basketball team.”

5. Discuss the difference between Proactive and Reactive Aggression (see Appendix F). Label each action that goes onto the cycle as proactive or reactive.

6. Now, with one of those examples in one of the boxes, ask the students to add other actions to the boxes that complete the cycle of aggression.

   Challenge them to think about the unforeseen consequences of our actions, and the actions of others. What roles do anger and revenge play in the cycle? Have students come up to the board to put actions on the circle. Talk them through their cards. If you start with “Didn’t make the basketball team,” a logical next step is to be angry and yell at your brother or sister when you get home.

7. Once all the cards are up, you should be back at the beginning of the cycle. Ask the students if they would change any of the locations.

8. Now, ask if there is any way to break the cycle of aggression. Can you ever stop a circular flow of events?
9. YES. For example… pick a spot on your cycle of aggression that has been filled in, anywhere. Ask the students “What has to happen so we don’t go on to the next action?”
   - Reflection
   - Talking to someone you trust
   - Stress reducing activity
   - Apologize to your friend
   - Take down the post
   - Ask for forgiveness
   - Walk away

10. Is it ever hard to break the cycle? Why is it hard?

11. End the activity by asking the students to write privately and answer this question: “What are your reasons for breaking the cycle?” E.g., “Be a good role model for my little brother.” or “I want to go to college someday.”

**BIG IDEA:**

- The facilitator should post the following prompt on the edmodo account: What is worse in a bullying situation: proactive or reactive actions? Why?
- Students should respond in a 140 or less character “tweet.”
CORE CONCEPT TWO: COMMUNICATION

“I didn’t know it hurt her feelings…it was funny, everyone thought it was funny.” (7th grade girl)

“We’re starting to look at bullying from a whole other angle. People just can’t say, ‘Sorry, it was a joke,’ anymore.” (police officer, investigating a cybercrime)

The online environment allows aggression to be covert and indirect. Comments can be ambiguous, harmless jokes can be taken seriously, and someone who wants to take a swing at someone can mask their aggression with a “LOL” (laugh out loud) or “jk” (just kidding), leaving their target confused at best. Social networking and instant communication technologies are a breeding ground for spreading rumors, gossip, and intentional relational aggression.
LESSON FIVE: Communicating & Identifying Feelings

Objectives:
As a result of completing this lesson, students will be able to:
1. List ways to express emotions in person and online.
2. Compare and contrast verbal and nonverbal communication.
3. Compare and contrast in person and online communication.
4. Examine written statements to discover multiple opportunities for interpretation.

Assessments:
- Formative Assessments to guide teacher instruction:
  - Students will define key terms from the lesson and participate in discussions regarding verbal and nonverbal communication. (Objectives 1, 2, and 3)
  - Students will contribute to a list of ways to express emotions online. (Objective 1)

- Summative Assessments to measure student learning:
  - Students will complete Communicating and Identifying Feelings Worksheet. (Objective 4)
  - Students will complete the Big Idea tweet. (Objective 2, 3)

Materials:
- Communicating & Identifying Feelings Worksheet (Appendix G)

Procedure:
1. Ask students these questions, and write their answers on the board:
   - When you are sitting at a table or walking in the hallway with someone and talking to them, how do you communicate?
     - Words
     - Body language (turning your back on someone, boxing them out)
     - Eyes (rolling your eyes, staring at someone, winking)
     - Tone of voice
     - Gestures
   - If students do not get the non-verbal communication right away, role model it for them until they get it! Role-playing can be fun here!
   - Now, when you are online, how do you communicate?
2. Tell students, “Let’s talk about your online communication.” Show students the Online Communication PowerPoint (use the included CD-ROM). Have students “translate” each slide individually and write down their answers. Discuss the following questions:
   • Did your interpretations of these slides match your friends’? Why do you think there could be different interpretations?
   • When you are chatting with someone on AIM or writing back and forth in e-mail or on social networking sites, how do you express your emotions?
   • What replaces that non-verbal communication like tone of voice, eye contact, body language, etc., when you are talking online?

3. Give students the Communicating & Identifying Feelings Worksheet (Appendix G) or make it available as an edmodo assignment.

4. Ask students to complete the worksheet either on paper, or digitally submit it through edmodo.

5. Have students explain how they wrote each line.

6. Tell students that communication involves two people. When you communicate with someone else, you know what you mean when you say or type something, but the receiver of your message may not. Online communication can be even more difficult because non-verbal cues and tone of voice are nonexistent, and their online counterparts can be misinterpreted.

7. Then, brainstorm a list of ways you can express your emotions online. Talk about positive ways to express both positive and negative feelings.

8. Make the point that expressing negative emotions can be difficult for everyone – whether online or off, whether they are students or grownups. A rule of thumb is to ask yourself before expressing negative emotions “Would this seem mean or unclear if someone said it to me?” And, if after 30 seconds of thinking about it, it still seems mean or unclear – consider revising your text or not saying it at all.

9. Conclude the activity by asking:
   • Have you ever seen anything online and you weren’t sure what it meant?
   • What did you do?
   • What if you don’t know what someone means by what they write?
   • What can you do? Students should answer: Call the person, ask for clarification.

BIG IDEA:
• The facilitator should post the following prompt on the edmodo account: Why is communicating online easier to misinterpret than communicating in person face-to-face?
• Students should respond in a 140 or less character “tweet.”
CORE CONCEPT THREE: ANONYMITY

"But over the Internet you don’t really see their face or they don’t see yours and you don’t have to look in their eyes and see they’re hurt." (7th grade student).

The issue of anonymity is a key concept in cyberbullying. An aggressor can choose to be anonymous in their act of cyberbullying (“you can’t see me”). They can adopt a friend’s identity or pose as a stranger to harass or bully a friend or acquaintance. An anonymous cyberbully also has the ability to carry out aggression from a great distance or from the house next door. To the target of the aggression, not knowing who their tormenter is, whether friend or foe, can be the most hurtful thing of all. Because the aggressor cannot see the target (“I can’t see you”), the aggressor may or may not realize the impact of their words or messages.

The Disinhibition and Human Rights lesson integrates themes from this core concept within the context of Current Events and Social Studies courses as an interesting follow up lesson.
LESSON SIX:
Anonymity & Empathy

Objectives:
As a result of completing this lesson, students will be able to:
1. Define anonymity and provide examples.
2. List situations where anonymity is valuable and where it is hurtful.
3. Identify the feelings of both cyber targets and cyberbullies.
4. Define empathy and distinguish it from sympathy.

Assessments:
- Formative Assessments to guide teacher instruction:
  o Students will define key terms from the lesson and participate in
discussions regarding anonymity and empathy. (Objectives 1, 2, 3, and 4)
- Summative Assessments to measure student learning:
  o Students will generate a list of feelings that Amelia and the anonymous
cyberbullies experience in Amelia’s story. (Objective 3)
  o Students will complete the Big Idea tweet. (Objective 4)

Materials:
- Amelia’s Story Audio Clip or transcript (Appendix D or use audio clip from CD-ROM)

Procedure:
1. Define anonymity as the state of being unknown or unacknowledged. Ask the
group for examples.
2. Ask students for an example of a time or situation when anonymity might be
valuable: They can do this alone, or in pairs.
   • In what situations is it good to be anonymous?
   • Is it ever ok to do something if no one knows that it was you?
3. Give some examples of benevolent anonymity. You can offer examples like the
following:
• When you want to help someone without being thanked; so they can “save face.”
• When you give to charity.
• When you want to be helpful, but don’t want to call attention to yourself.
• When you want to support a friend who has been bullied but are afraid of being targeted if you speak out.

4. Ask students to give examples of situations when anonymity is not good. Anonymity is bad when people use it damage others. This can be damage to personal property, or damage to one’s reputation.
   • Anytime the perpetrator of a harmful act chooses to be anonymous to avoid detection, it is an improper use of anonymity.
   • Is it ever wrong to do something if no one knows that it was you?

5. Ask for examples of malevolent anonymity online by asking the question: “Can you give an example of anonymity on the Internet or on cell phones that can be bad?”

6. Have students create a list of cyberbullying behaviors that involve anonymity in pairs or small groups, and then create a master list.
   • Creating a new AIM screen name and harassing someone on your buddy list.
   • Sending mean texts from restricted locations.
   • Creating a MySpace page with an alias to embarrass someone.
   • Posting an anonymous comment on a blog.
   • Using ‘anonymous’ applications to post mean or embarrassing info.

7. Listen to Amelia’s Story (see Appendix D or included CD-ROM).

8. Begin a discussion about the targets of cyberbullying by asking questions like the following:
   • How do you think Amelia felt being bullied by an anonymous person?

9. In pairs or in small groups, have students create a list of feelings that Amelia may have felt as the target of cyberbullying.

10. Then ask students how the person writing the anonymous comments might have felt.
    • How do they feel about being anonymous online?

11. Introduce the term empathy – ask students if they know what it is. Distinguish between sympathy and empathy.
    • Empathy: the ability to understand and share the feelings of another.
    • Sympathy: feelings of pity and sorrow for someone else's misfortune.
12. End this activity with a discussion about empathy. Ask students:

- Why is empathy important when it comes to cyberbullying? Like all forms of aggression, the ability to think “I wouldn’t want someone to do that to me, it would really hurt,” is important in preventing bullying.
- What may get in the way of being empathic online? If you don’t see someone, and you don’t get any feedback about how they are feeling or thinking, or if you look at the Internet as an unfeeling medium, you may not think about how your actions are having an impact… especially if your actions are anonymous.

**BIG IDEA:**

- The facilitator should post the following prompt on the edmodo account: Is it easier to have empathy for a target of physical bullying or cyberbullying? Why?
- Students should respond in a 140 or less character “tweet.”
LESSON SEVEN:
Anonymous Comments

Objectives:
As a result of completing this lesson, students will be able to:
1. Assign positive and negative comments to pictures of celebrities and students similar in age to those in the class.
2. Assess the ease of bullying anonymously or bullying a stranger when compared to bullying someone you know in person.
3. Reflect and record feelings regarding bullying a friend anonymously versus bullying in person.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will participate in discussions regarding anonymous comments and bullying towards friends or strangers. (Objectives 1, 2, 3)
  o Students will assign comments to images and participate in discussion regarding placement of comments. (Objectives 1, 2)
• Summative Assessments to measure student learning:
  o Students will complete the Big Idea tweet. (Objectives 2, 3)

Materials:
• 15-20 images that could represent someone’s online identity. For example, when you visit someone’s MySpace page, or chat with someone on AIM, they can have an image represent them. This is often called an ‘avatar’ (Appendix H). Print these out on 8.5 x 11 paper.

Procedure:
1. Have a stack of 15-20 images of ‘online identities’ or ‘avatars’, have a mix of:
   • famous people (relevant to middle school students/pop culture)
   • famous ‘targets’ or disliked people
   • ‘anonymous’ avatars, graphics, images (cartoons, symbols, landscapes, objects, etc.)
   • ‘famous’ avatars, graphics, images (characters, landmarks, symbols, etc.)
   • black or white ‘blank’ image (computer screen)
   • ‘ugly’ and ‘pretty’ people
   • ‘conservative’ and ‘provocative’ girls and boys
2. Post up the images on the blackboard or wall.
3. Have a stack of comments that could be directed at each of these online identities, one comment or phrase for each image. Have some positive and some negative – make sure to include cyberbullying in these. For example “I hate her, she dresses terribly and her breath stinks,” “He should just kill himself” And positive comments like “You’re the best! I <3 u!!!” etc.
4. Divide students up into small groups of 4 or 5, and then hand out 4-5 phrases or comments to each group.
5. Ask the students to match the comments up with the images. Have the students go up to the board one at a time to tape the comment underneath the photo they feel appropriately matches the comment.
6. Ask the students to explain their choices.
7. Wrap up the activity by asking these questions:
   - What is the difference between the comments you put on ‘normal’ students pictures, and comments you put on celebrities pictures?
   - What would you have done if I had put all of your photos on this board? Would it have been easier or harder to place the quotes? Why?
   - What if I allowed you to work individually and anonymously post your comments? Would that change the decisions you made? Why?
   - When we think about cyberbullying, can targets be anonymous? Can cyberbullies be anonymous?
8. Finally, make this point:
   - Anonymity is a strong contributor to cyberbullying.
   - Sometimes we don’t see people as they truly are online, we see them as we want to see them, we apply stereotypes based on what we see (or don’t see).
   - Sometimes online it is possible to do things that we might not do in person: we feel ‘safe’ because we feel anonymous.
   - Your computer screen does not provide feedback; it cannot sense someone’s emotions. That is up to YOU.

**BIG IDEA:**
- The facilitator should post the following prompt on the edmodo account: Is it easier to bully a friend or a stranger in person? What if you were doing it anonymously online?
- Students should respond in a 140 or less character “tweet.”
LESSON EIGHT:
The Anonymous Bystander

Objectives:
As a result of completing this lesson, students will be able to:

1. Evaluate the differences in emotions regarding cyberbullying anonymously, bullying a friend, and being the target of bullying through a class discussion.
2. List ways they can protect themselves from anonymous cyberbullying.
3. List ways they can protect others from anonymous cyberbullying.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will write responses to questions about cyberbullying someone they don’t like, someone they know, and being a target of bullying themselves. (Objectives 1, 2)

• Summative Assessments to measure student learning:
  o Students will complete the Big Idea tweet. (Objectives 2, 3)

Materials:
• Five pictures of ‘normal’ students, middle school aged, printed out on 8.5 x 11 paper (Appendix I).
• Five cyberbullying comments that ‘match’ the pictures, printed out on 8.5 x 11 paper (Appendix I).
• A small piece of paper (sticky notes work well here) and pencil for each student.
• One 8.5 x 11 piece of paper per group.
• A box or bag, to collect student’s papers
• Amelia’s Story audio clip or transcript (Appendix D or use included CD-ROM)

Procedure:
1. Divide students into five groups.
2. Pass out the images with the matching comment, one image/comment to each group. Explain to the students that what they are looking at is a real example of cyberbullying.
3. The group should look at the photos, and the comments.
4. Then say to the students:
• “You are a witness to cyberbullying…. a bystander. Either the target or the bully has posted a photo of someone, and someone begins to make rude and mean comments about the photo.”

5. Have students number their piece of paper 1-4 and write responses to the following four questions:
   1. What would you be thinking about the situation if the person in the picture was someone that you didn’t like, that everyone at your school didn’t like?
   2. What if it was someone you didn’t know and didn’t care anything about? (as is the actual case of the photo they are looking at)
   3. What if it was someone who is your friend?
   4. What if it was you?

6. Now go around and collect the pieces of paper. While the students are doing the next part of the activity in small groups, go through them and pick a range of them, to read later and demonstrate how answers for question one (someone you dislike) are pro-cyberbullying and answers for question three are anti-cyberbullying.

7. While you are picking a few out to read, have student’s listen to Amelia’s story again. Then have them make two lists:
   - One list should be **5 things** that they could do to protect themselves from being targeted by mean comments online. List can include “don’t have Honesty Box or equivalent application”, “don’t post photos online”, “be nice to other people”, etc. This list should be creative!
   - The other list should be **5 things** that they could do to protect each other from being targeted by mean comments, or ways to support someone (ANYONE – friend or ‘not friend’) if they have had a mean comment posted on their page.

8. Have a spokesperson from each group give one strategy from each of their lists. Consider taking all of the students’ papers and making a master list to post in the classroom or on the edmodo account.

9. Finally, conclude the lesson by reading some of the answers from the sticky notes/small pieces of paper. End with these points:
   - How we behave online is governed by what we believe. And from reading your responses, it seems that there is a distinctive belief in this classroom:
     a. It’s ok to be mean to someone online if you don’t know them, or don’t like them.
     b. It’s ok to be mean to someone online if they won’t know it’s you…
   - I want to leave you with a challenge to treat everyone online with respect and kindness, whether they are your friend or not. Create a new belief that it is NEVER ok to write mean comments online.
BIG IDEA:
- The facilitator should post the following prompt on the edmodo account: How can you protect yourself and others from anonymous cyberbullying?
- Students should respond in a 140 or less character “tweet.”
LESSON NINE:
Curriculum Integration Lesson
Disinhibition & Human Rights

Bystanders who are helpless in the presence of another student’s victimization learn passive acceptance of injustice. (Jeffrey, Miller, and Linn, 2001, p.145)

Current Events Connection: The concept of disinhibition can be observed in action everywhere in American current events. Disinhibition is present from political blogs to the social networks of your average middle school to international relations.

Objectives:
As a result of completing this lesson, students will be able to:
1. Define the term disinhibition and describe how it applies to cyberbullying.
2. Evaluate how disinhibition and dehumanization stand in violation of the United Nations Universal Declaration of Human Rights and can be considered bullying under the three criteria for a bullying act.
3. Compare concepts in current events to personal situations regarding aggression, particularly cyberbullying.
4. Assess the degree to which cyberbullying stands in violation of the Universal Declaration of Human Rights.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will participate in discussions regarding disinhibition and human rights. (Objectives 1, 2, 3, 4)
  o Students will list articles of the Declaration of Human Rights that are violated in the disinhibition case studies. (Objective 2)
  o Students will use the three criteria for a bullying act to determine if current events examples are large scale cases of bullying. (Objective 3)

• Summative Assessments to measure student learning:
  o Students will write a reflection to one of the prompts listed in procedure step 6. (Objectives 1, 2, 3, 4)
  o Students will complete the Big Idea tweet. (Objective 4)

Procedure:
1. Define disinhibition (see Appendix F)
2. Have a discussion about disinhibition, anonymity, and some of its extreme consequences, citing specific examples from current events in the cyberbullying realm. Use Wikipedia.com to research the story of Megan Meier and paraphrase the story for the class.

3. After you tell the story of Megan Meier, ask students these questions:
   - Can you always predict the effect that your behavior will have on someone else?
   - Do you think about someone’s feelings before you say or type something to them?
   - If you don’t get along with someone at school, or if they have been mean to you or bullied you, is it OK to try and hurt their feelings or their relationships with others?
   - If something doesn’t bother you (i.e., you don’t mind when someone calls you a bad name), does that mean it shouldn’t bother someone else?
   - Do you believe that everyone has the right to be treated fairly and with kindness and compassion? If no, why?
   - When someone is mean or cruel online, or humiliates another person online, is it more or less harmful than if that person is mean in person?

4. Visit the United Nation’s Website: [http://www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html) and explore the Universal Declaration of Human Rights. In particular, pay attention to Articles 1, 5, and 19.

5. Break students into small groups and distribute a short vignette to each group. (see Appendix J: Disinhibition Case Studies)

6. Have students apply the list of human rights to the case studies and list which rights are being violated and by whom. Students should support their responses with evidence from the vignette and from the class discussion.

7. Explore other current or historical events that have been shaped by one person, organization, nation or entity attempting to dehumanize a person or people. i.e., Abu Ghraib prison photos, the Holocaust.
   - Ask students: Do these events meet the three criteria to be considered an act of bullying? Do these acts occur anonymously, or do the perpetrators immediately take credit for their actions?

8. Have students write on edmodo a response to one of the following prompts:
   - What is the difference between students bullying each other online and nations or governments bullying each other (or a person)? Explain the difference between these two scenarios and provide a rationale for your answer.
• Is cruelty, harassment, humiliation, or torture ever justified in world politics? How and why?
• Is cruelty, harassment, humiliation, or torture ever justified online? How and why?

BIG IDEA:
• The facilitator should post the following prompt on the edmodo account: Do you feel cyberbullying is cruel, inhuman or degrading treatment or punishment, which would then make it a violation of the Declaration of Human Rights?
• Students should respond in a 140 or less character “tweet.”
CORE CONCEPT FOUR: Empowerment

“There should be targeted at the root: the people using the technology, not the technology itself. It all lies with the person using it.” (Nicole, NYTimes 11/5/07)

In the life of an adolescent, where relationships are the most important thing and social status in the school and the community is something to be gained or maintained, nothing can feel more powerful than being the queen bee or kingpin of a class. But power is also an important concept for the bystanders to aggression – not the targets who are victimized, not the aggressors who wreck havoc on the relationships of their peers – but the students who are privy to aggression when it is happening. The positive power of the bystander is enormous in making a difference in a bullying situation – both in cyberspace and offline.
LESSON TEN:
Bystander Empowerment

Objectives:
As a result of completing this lesson, students will be able to:
1. Define bullying and name the three roles involved: aggressor, target, and bystander.
2. Define empowerment.
3. Create a list of negatively powerful bystander actions, and a list of positively powerful bystander actions.
4. Role-play positively powerful bystander actions.
5. Write a personal action plan for using positively powerful bystander actions to be used when witnessing a cyberbullying incident.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will accurately describe key terms and use them properly in discussions regarding bullying and the roles in a bullying situation (Objectives 1, 2)
  o Students will generate a list of positively and negatively powerful bystander actions (Objective 3)
  o Students will participate in the role-play and demonstrate positively powerful bystander actions. (Objective 4)
• Summative Assessments to measure student learning:
  o Students will complete the Big Idea tweet (Objective 5)

Materials:
• Nico’s Story – Audio clip available on the included CD-ROM or transcript (Appendix D)

Procedure:
1. Start the lesson with a review of bullying.
   • Ask “What is bullying?” and ask the students to give you words that describe bullying. E.g., picking on someone, hitting, spreading rumors.
   • Prompt your students to think about the characteristics of bullying by asking a. “Who bullies each other, friends or ‘not’ friends?”
   • Make the point that sometimes bullying can happen between friends, and people that aren’t friends.
• Review: In any bullying situation, there are three roles: target, aggressor, and bystander.

2. Play Nico’s Story. Then handout the transcript of his story. (Appendix D)
   Process the story by writing Target, Aggressor and Bystander on the whiteboard or Smart Board.
   • Ask students: Who was involved in the story? Who was the target? The aggressor? The bystander? Write the names of the characters between each role. Tell the students that they are going to role-play the scene that took place, but first they need to determine what character in the story played each role and why.

   • What does Jessica do in the story? In this situation, she is an aggressor.

   • What does Elise do? She is the target. What was she feeling? (anger, wanting revenge, sadness, betrayal) What was she thinking? (I want to beat her up for what she did to me. I know it might be wrong, but I don’t care.) She has reason to be angry; she is justified in that. What you feel and what you do are not the same things. In this story, Elise thinks about becoming aggressive, but she does not do it.

   • What about Carrie? What does she do? (She does hateful things to Elise online.) She also behaves aggressively. Is it possible that she is just going along with Jessica? That is the thing about bullying. It’s about using power in a negative way, and aggressors need to have people on their side in order to do that. Carrie is a bystander. Bystanders always have a choice as to how they are going to use their power, in positive ways or in negative ways.

   • What role does Nico play? Nico is also a bystander. He wants to do something to help Elise. What does he do?

   • Ask the students: Do any of the characters in the story change the roles they play? That is what can happen in an aggressive situation. The person who is targeted may feel justified in becoming an aggressor, the bystander can also become an aggressor by supporting the aggressive behaviors. An aggressor can end up being the target of revengeful aggression.

3. Today we’re going to focus specifically on the roles that Nico and Carrie play in this story.
• Nico and Carrie are bystanders in the story. Being a bystander is one of the most powerful positions to be in when cyberbullying or any type of bullying is taking place. They are empowered to make a difference in this aggressive situation.

• Let’s take a look at how Nico uses this powerful position.

• What is Nico thinking? Students should say: “I’m helping my friend, this might hurt Jessica but at least Elise won’t get in trouble.” What is Nico feeling? Students should say: satisfied, proud.

• What does Nico do as a bystander? Does he think he is being helpful or does he seem to know his actions might seem destructive?

• Did Nico have power in the situation?

• How much power does Nico, or someone in Nico’s position, have?

• Nico suggests creating the fake MySpace page. Would that be cyberbullying? Why or why not?

• Did Nico use this opportunity as a bystander to be positively or negatively powerful? Why?

• Now let’s look at Carrie.

• What is Carrie thinking (I got in trouble and I’m blaming it on Elise) and feeling (angry because she got caught)?

• How is Carrie a bystander? What does she do? (Carrie supports Jessica by behaving aggressively and “hating on Elise” on the Internet.)

• Carrie got in trouble, just like Jessica did. Does she have a right to be angry? Does Carrie’s anger justify her aggressive behavior?

• As a bystander, does Carrie use her power positively or negatively?

• Are there any more bystanders in this situation who we haven’t talked about? E.g., other friends who saw the fake MySpace page and knew that it was meant to be mean to Elise.

4. Say to the students: Ok, now let’s role-play two different scenarios. This time, when Nico and Carrie have opportunities to use their bystander power, what can they say or do to be positively powerful? Before we do that, let’s come up with a list of strategies for Nico and Carrie – how can they be positively powerful as bystanders?

5. Create a list of actions Nico could take:

• Suggest that she think about it and make a decision later

• Try to calm Jessica down and tell her it’s not worth it

• Ask an adult to intervene

• Create a list of actions Carrie could take
• Not blame Elise for getting in trouble
• Telling Jessica to leave Elise alone, she got in trouble too
• Not talk about the situation at school
• Not spread nasty gossip
• Call Elise and tell her that she isn’t mad; try to work it out

6. Divide the students into 2 groups and have them create role-plays to show Nico and Carrie using positively powerful bystander actions, trying out a number of different strategies from the list. Have students perform their role-plays for the class.

7. Finish the role-play by making these points:
• A bystander can change the course of events in a good way, and in a bad way.
• Any bystander can choose to be positively powerful if they think about the consequences of their actions, and the potential actions of their friends.

8. Finally, have the students write a personal action plan on their blog in response to this prompt.
• Your words and actions have power, both online and off. In what ways can you use your power in a positive way online?

**BIG IDEA:**
• The facilitator should post the following prompt on the edmodo account:
• How can you use positively powerful bystander actions when you are a witness to cyberbullying? (Students should reflect on their personal bystander action plan for this tweet)
• Students should respond in a 140 or less character “tweet.”
LESSON ELEVEN:
Designing Positively Powerful Solutions

Objectives:
As a result of completing this lesson, students will be able to:
1. Cite examples of websites that address positively powerful solutions for pressing social needs (see Appendix K for examples).
2. Identify a pressing social need and develop a plan for addressing that need.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will accurately describe key terms and use them properly in discussions regarding social needs (Objectives 1, 2)
• Summative Assessments to measure student learning:
  o Students will design a solution to a pressing social need that they have identified and present solutions in class and on edmodo website.
    (Objective 2)

Materials:
• Powerful_Inspiration.ppt (on the included CD-ROM)
• Digital camera or flip video camera
• Paper and pens or markers
• Computer with Internet access
• K-12 Lab Wiki Brainstorming How-to and How-NOT-to videos (http://02-610-server.stanford.edu/groups/k12/wiki/3bae4/How_to_brainstorm_video_tutorials.html)
• Post-It Notes

Procedure:
Teacher’s Note: This lesson can be approached in two class periods, or with the need finding portion being group work to be completed in flex periods or as homework. The students should have adequate time to conduct their need finding.
1. Tell the students: Today you are going to learn how to be a designer. A designer is a problem-solver. He or she is inspired by the world around them, sees a pressing need that has to be addressed and uses teamwork, brainstorming, and rapid iteration to design a creative solution to that need.

2. Use Powerful_Inspiration.ppt to show students examples of technologies that empower people in a positive way. Show students that each of these solutions was created because there was a pressing social need that was not being met other ways.

   - **Haystack:** ([www.haystacknetwork](http://www.haystacknetwork)) The Haystack Network website was created by an American computer programmer soon after the presidential elections, and the subsequent riots, in Iran in 2009. When it was discovered that the government was censoring citizens’ Internet and mobile phone communications, this site was created to allow Iranians to get their images, videos and messages to people outside the country.

   - **World Without Oil:** ([www.worldwithoutoill.org](http://www.worldwithoutoill.org)) The global energy crisis is a problem that is bigger than one company or person can solve. This multi-player alternate reality game engaged thousands of people around the world to live and document their lives pretending that they no longer had access to gasoline or electricity. Thousands of creative solutions were conceived by “ordinary” people.

   - **We Feel Fine:** ([www.wefeelfine.org](http://www.wefeelfine.org)) Sometimes the vastness of the Internet feels like a cold, unfeeling place. This site crawls the Internet universe for data from people’s public blogs – expressing feelings in a beautiful array of 6 “movements”. Users are privy to the feelings of other writers on the web, and the result is an empathy-inducing, connected experience.

   - **StoryCorps:** ([www.storycorps.org](http://www.storycorps.org)) We read about the lives of celebrities and politicians in the news, but what about the amazing stories of “real” people? StoryCorp is traveling the country, collecting stories from real people, recording digital versions and donating them to the Library of Congress.

   - **Studentzui:** ([www.studentzui.com](http://www.studentzui.com)) The Internet has a lot of content that is inappropriate for young students, but it also has lots of educational and entertaining websites that students love to visit! Studentzui was created so that young students could browse only “safe” websites, instead of parents just saying “no” to the Internet!
3. Break students into groups of four. Tell the students that their job is to identify a pressing social need. Students are encouraged to look within their school walls for evidence of certain groups of students that sometimes feel powerless and need help making their voice heard. They can also look to their broader community or to global social crises.

4. The first thing a designer does is to do “need finding”. In this case, students will begin by having a full understanding of power. In small groups, students should talk through these questions. They can refer to the “Powerful Inspiration” presentation if necessary.
   - What does it mean to have power over someone?
   - What does it mean for someone to have power over you?
   - How does it feel to be powerless?
   - Does the Internet give people power? How?
   - How can the Internet be used in positively powerful ways? How can it be used in negatively powerful ways?

5. Next, have students brainstorm a list of different groups that they feel are powerless or that could benefit from a creative solution. They should develop a few hypotheses based on their personal experience or knowledge. For example: We think sixth graders in our school are often picked-on by older students because they are the “babies” of the school, and that 7th and 8th graders feel cool putting them down.
   - Students should collect evidence that the need they are addressing is a “real” need. They should have the opportunity to collect this evidence by searching online, interviewing other students or adults in the school, or consulting with “experts” on the problem.

6. Instruct students to choose a scenario that their group would like to design a solution for. The need should be supported with evidence. Students should write out their need in this format, being as specific as possible:

   (People in need) need (what they need) because (why do they need it), according to (evidence for need).

   Using the above example:
   “Sixth graders at Acme Middle School need a way to feel more accepted by their older classmates because they currently feel targeted and picked-on by 7th and 8th graders, according to 4 interviews conducted with 6th grade students.”

The groups will submit their determined need and the evidence supporting it (links to Web sites/articles, images, videos, notes, etc.) on edmodo.
7. The next step in a designer’s work is to come up with ideas to meet the identified need. Within small groups, students should brainstorm ideas. Before the students brainstorm, they should watch the video from the Stanford school’s K-12 Lab Wiki.

8. Once the students have come up with a few ideas on how to solve this problem, they should pick three of their favorite ideas and do what is called Prototyping. In five minutes or less, students will create a quick prototype of each of their three ideas. This prototype should be very simple and the idea should be clear by looking at it. For example, a sketch of a webpage that shows an online discussion between an 8th grade “virtual buddy” and a 6th grader.

9. The students will have three prototypes that they will then pair up with another group to “test” out. One group will pitch their three ideas to another group, who will silently vote on their favorite idea by putting a post it note on the idea they like the best. When one group is done, they other team pitches. This should be capped at five minutes per pitch session.

10. Once the group pitches are done, the students will go back to their small groups and will choose which idea will be their final solution. Finally, they will draft a final write up of their plan in this format:
   - Our Cause (the need):
   - Evidence of the problem (how do you know it’s a problem?):
   - Who is effected:
   - Why we need to help (why this need is important):
   - Our solution to the problem:
   - Sketches of idea (attached)

11. Have each group present their cause and solution to the class. If you are out of time, begin the following week’s lesson with brief presentations by the groups. Display the solutions in class and make sure students have access to the solutions in edmodo.

**Big Idea:**
Set up a poll on edmodo asking students to vote on their favorite solution.
LESSON TWELVE:
Digital Time Capsule

This activity is derived from the concept of the **Wayback Machine**, which is a Web crawler that automatically archives content on the World Wide Web. In this activity, students will create their own WayBack Machine, creating a digital time capsule of their online activities, favorite websites and provide a written explanation of how the Internet and cell phones are affecting peer relationships.

**Objectives:**
As a result of completing this lesson, students will be able to:
1. Define and provide examples of a digital footprint.
2. List the impacts of digital footprints on cyberbullying.
4. Create a list of normative beliefs that they will adhere to when using Internet and cell phone communication technologies to include in their digital time capsule.

**Assessments:**
- **Formative Assessments to guide teacher instruction:**
  - Students will define key terms from the lesson and participate in discussions regarding digital footprints. (Objectives 1, 2)
- **Summative Assessments to measure student learning:**
  - Students will complete a digital time capsule. (Objective 3, 4)
  - Students will complete the Big Idea tweet. (Objective 2)

**Materials:**
- Digital cameras
- CD, DVD, or Jump Drive

**Procedure:**
1. Discuss the concept of a “digital footprint” (Appendix F).
   - Ask students how this impacts cyberbullying. Stress that all actions are permanent and lasting when posted online. There is no opportunity to retract statements or change your story.
2. Divide the class into small groups – based on whatever themes you’d like to explore. For example:
   - A few groups should be given the task of ‘archiving’ social networking, Instant Messaging, chat rooms, etc.
   - For each Web page they choose to archive, they must write a supportive paragraph, describing why it should be included in the archive.
3. Create screenshots of the Web pages you’d like to archive, and provide students with a digital camera to capture themselves and their friends ‘in action’ using these technologies. Include these in your digital time capsule. A screenshot is a picture of the Web page, desktop, or selected section of your computer screen. Methods for creating a screen shot differ depending on your computer. For directions for creating a screenshot based on your operating system, search ‘screenshot’ on Wikipedia.
4. Have students create a list of normative beliefs that they will adhere to when using Internet and cell phone communication technologies to include in their digital time capsule
5. Once the time capsule is done, create a data CD, DVD, or other digital file of your work and submit it to the school library. Also upload all files to the edmodo account for students to share.

**BIG IDEA:**
- The facilitator should post the following prompt on the edmodo account:
  Think of your own digital footprint that is online. Can anything be interpreted as cyberbullying? Did you mean for it to be bullying?
- Students should respond in a 140 or less character “tweet.”
CORE CONCEPT FIVE
Accountability

“Some level and some form of cyberbullying is not deviant. It's become the social norm.” — Sam McQuade, RIT researcher

“Unlike paper trails, which can ultimately be destroyed or eliminated, "digital paper trails" are recorded and stored at remote locations that you may not even be aware of, and to that degree, there is nothing you can do to erase these records.” — NetLingo.com

Are we held accountable for what we say and do in cyberspace? What are the social norms, or normative beliefs that govern our behavior online or when using technology like cell phones? Are the norms and rules different from those we follow in our “real” lives?

The goal of this lesson is to examine the social norms that do exist for teens and help them make the connection between the way they behave in the real world and the way they behave in cyberspace. Students will also learn that cyberbullying often includes harassment, defamation of character, slander, libel, and stalking. If law enforcement becomes involved and investigates, cyber crime experts can track down the sources of bullying.
LESSON THIRTEEN: Social Norms

Objectives:
As a result of completing this lesson, students will be able to:
1. Define social norms.
2. Justify in writing that cyberbullying is or is not a social norm.
3. Create a list of safe social norms for using the Internet.
4. Create an action plan for promoting a safe social norm for using the Internet.

Assessments:
• Formative Assessments to guide teacher instruction:
  o Students will define key terms from the lesson and participate in discussions regarding social norms. (Objectives 1)
  o Students will write about their agreement or disagreement with the statement the cyberbullying is a social norm. (Objective 2)
• Summative Assessments to measure student learning:
  o Students will creative a list of safe social norms for using the Internet (Objective 3)
  o Students will complete the Big Idea tweet (Objective 4)

Procedure:
1. Put this quote up on the board or overhead:
   “Some level and some form of cyberbullying is not deviant. It’s become the social norm.”
2. Include the definition of ‘social norm’ with the quote so students are not confused as to what that means.
3. Ask the students to write a paragraph either agreeing or disagreeing with this statement. Their response should be supported by at least three reasons.
4. Ask students: Why do you think cyberbullying is “normal”? The spaces we live and socialize in are governed by rules, or “norms”. Sometimes these are called social conventions. A norm that you might be familiar with is, “It’s rude to chew with your mouth open” or “You should hold the door if someone is walking into a building behind you.” These are the norms that we learn when we are young and continue to act on for the rest of our lives. They are created to show respect and compassion to our families and classmates, to the other people in our communities, and to strangers. Ask students to tell you a few other norms that they can think of off the top of their heads.
5. Then, show the cyberbullying norm quote again. Choose a few of the norms below up for the students to see. Ask students to brainstorm a few more that support cyberbullying behaviors. Use the chewing with your mouth open as an example, drawing a line between the norm and the behavior. The negative norms below could support any number of cyberbullying behaviors. The list could include:

- It’s okay for me to hurt you because I’ll never see your tears.
- I can treat anyone poorly if they don’t know it’s me.
- I am never accountable for my actions if no one knows it’s me.
- I’ll never get caught cyberbullying.
- I don’t think of it as cyberbullying, therefore it’s not hurting anyone.
- People think that cyberbullying is funny.
- I didn’t start the rumor; I’m just passing it on.

6. Lead a discussion with the group to debate these assumptions. Are they always true? Tell the students that these are negative norms that support unhealthy bullying behaviors online (refer to Appendix L).

7. Have students visit the following Web pages to read examples of community guidelines that aspire to create safe social norms in different online environments:
   - http://www.flickr.com/guidelines.gne

8. In small groups, have students brainstorm and create a set of 5-7 beliefs, or “norms” for online behaviors that would keep students emotionally, socially and physically safe when socializing online.

9. Keep track of all of the suggestions, make a master list.

10. Decide on the list as a group, and post the list in the classroom and on edmodo. The teacher and the students should be able to refer to the list of social norms online and in print at any time in order to hold each other accountable while interacting online.

11. Encourage the students to review the social norms while looking at their personal spaces on the web, whether they are virtual communities, social networking sites, or personal Web pages. Communicate the social norms home to parents and encourage them to hold their children accountable when the norms are violated.
BIG IDEA:

- The facilitator should post the following prompt on the edmodo account:
  Choose a social norm for using the Internet that you feel is the most important. How can you promote this norm with your friends?
- Students should respond in a 140 or less character “tweet.”
CORE CONCEPT SIX: Privacy

"Rather than just some people, say 30 in a cafeteria, hearing them all yell insults at you, it's up there for 6 billion people to see. Anyone with a computer can see it. And you can't get away from it. It doesn't go away when you come home from school. It made me feel even more trapped." - David, a 12 year old boy bullied by classmates with a website called “This is the website that makes fun of Dave Knight.”

Many of today’s youth demonstrate the desire to have their lives accessible to others online. Details and activities that used to be private between people are now viewable by anyone with access to personal Web pages. With the growing prevalence of cyberbullying, the speed and far reaching quality of cyberspace and cell phones can make an already self-conscious adolescent feel that the entire world is watching their every move. And yet, that doesn’t stop the adolescent from revealing personal details about themselves.
LESSON FOURTEEN:
A Thousand Hurtful Words

Objectives:
As a result of completing this lesson, students will be able to:
1. Define the terms privacy, exhibitionism and participatory surveillance (Appendix E).
2. Create captions for a photo that demonstrates exhibitionism and discuss the photo captions in relation to the stated vocabulary words.
3. Develop a set of criteria for decision making about posting online.

Assessments:
• Formative Assessments to guide teacher instruction:
  ○ Students will define key terms from the lesson and participate in discussions regarding privacy, exhibitionism, and participatory surveillance. (Objectives 1, 2)
• Summative Assessments to measure student learning:
  ○ Students will complete the Big Idea tweet. (Objective 3)

Materials:
• Two images that are borderline inappropriate. Use Flickr.com and search in the Creative Commons section under the search term “underwear” to find a photo. The facilitator should do this independently before class as some of the search results may be inappropriate for students to see. Either project the image up on the whiteboard or print it out for all students to see.
• Pens/pencils, paper

Procedure:
1. Use picture selected by the facilitator. Either have a large printout of it, or show it up on an overhead or laptop screen.
2. Ask all the students to write a caption for the photograph that they might see on someone’s MySpace or Facebook page. Give them one minute, and then have them read the captions aloud.
3. Follow up by asking why they chose the captions they did, whether they are positive or negative. End by asking the group if they had seen or posted captions or comments like those online, would it be considered cyberbullying? Why?
4. Next have students get into small groups and ask each other these questions. Have one person record the answers.
   - Ask them what they could say about the photo that is positive?
   - How does it make you feel?
   - Who do you see in the photo?
   - Why is this photo inappropriate?
   - Do you joke around with friends and take silly pictures?
   - Is it ever OK to post those photos online? If yes, why?
   - Is it OK to post someone’s’ photo without their permission?
   - Did everyone in this picture agree to have their picture on the Internet?

5. Next, have students create a list of criteria to determine if they should post something online.
   - Photos – How do you decide what photos to post online?
   - Personal information – How do you decide what personal information to post online?
   - Respecting the privacy of others online - How do you respect the privacy of others online?

6. Use answers to these questions to create a list of questions you ask yourself before you post something online. For example:
   - Would I be happy if this was on the front cover of the newspaper?
   - Would I want my grandparents to see this?
   - Will this have any impact on my friendships?
   - Will I lose privileges if anyone finds out about this?

**BIG IDEA:**

- The facilitator should post the following prompt on the edmodo account:
  What criteria will you use when posting online (text or media) to ensure that it honors the privacy of others?
- Students should respond in a 140 or less character “tweet.”
WRAP UP LESSON: Internet Manifesto

Writing a personal manifesto can be a great way for students to become clear on their role in creating safe social climates online. It also challenges them to take a stand publicly, both on and off line, to be a leader of positive change. Finally, students are reminded of the power of courage.

Objectives:
As a result of completing this lesson, students will be able to:
1. Create a manifesto to express their personal statement about how they will use the Internet.
2. Create a poster to display their manifesto, surrounded by images they draw or cut from magazines.
3. Summarize their manifesto into a mission statement for Internet usage.

Assessments:
- Formative Assessments to guide teacher instruction:
  - Observe students as they go through the creation process for the manifesto. Provide assistance and prompting where necessary. (Objective 1, 2)
- Summative Assessments to measure student learning:
  - Students will complete their manifestos complete with poster display (Objectives 1, 2)
  - Students will complete the Big Idea tweet. (Objective 3)

Materials:
- Paper, pens, markers, poster board/large paper, magazines, glue, scissors.

Procedure:
1. Have the students write and Internet Responsibility Manifesto.
   - A manifesto is a public declaration of principles and intentions
2. First, answer these questions (write the answers):
   - In three minutes, write down all of the Internet responsibility issues that you feel strongly about, specifically as they may be related to cyberbullying and the topics covered in our lessons.
   - Look at your list and pick the three that are the most important to you. For the next three minutes, write all of the reasons why these issues are a problem. Who do they affect? What effect do they have on your school? What effect will they have on society moving forward?
   - Now take three minutes to write about friendships – what are the most important qualities of a friend to you? Why?
   - Describe your vision of a world where the issues you wrote about issues do not exist. What would your friendships be like? Would you look at peer conflicts differently? Would you feel more or less powerful?
   - Now, write your action plan. What are three things (big or small) you can do to address the issues that are most important to you.

3. Now, put it all together! Write your manifesto! Then draw or find images that you feel reflect your vision and create a poster to display.

4. Photograph your manifesto and post it on edmodo!

**BIG IDEA:**
- The facilitator should post the following prompt on the edmodo account:
  Summarize your manifesto into a mission statement for Internet usage.
- Students should respond in a 140 or less character “tweet.”
Cyberbullying Information

Bullying Online (http://www.bullying.co.uk/) - "Run by a UK-based charity that provides practical advice to parents and students on all aspects of school bullying - including high-tech issues such as text message bullying, abusive Websites, and happy slapping."

Beweaware.ca (http://www.beweaware.ca/english/default.aspx) – “A national, bilingual public education program on Internet safety. The objective of everyone involved in this project is to ensure young Canadians benefit from the Internet, while being safe and responsible in their online activities."

Cyberbullying.us (http://www.cyberbullying.us) - Researchers Sameer Hinduja and Justin Patchin provide relevant research and safety tips; their blog is also timely and compelling.

StopCyberbullying.org (http://www.stopcyberbullying.org) - A site that provides a broad overview of the phenomenon. It also provides prevention tips and proactive measures that can be taken.

Stop Bullying Now (http://www.stopbullyingnow.hrsa.gov/index.asp?area=main) - A Web site created by the Health Resources and Services Administration. The focus is on traditional bullying, and a wealth of information is provided in a visual format that appeals to students.

Activities/Media

Adina's Deck (http://www.adinasdeck.com/) - Developed, directed and produced by Debbie Heimowitz for her Master's Thesis at Stanford University, this is a 30-minute interactive "choose your own adventure" television pilot series geared towards girls 9-14. It concerns four tech-savvy characters with experiences in cyberbullying who now help their friends on the Internet.
Anti-Defamation League ([http://www.adl.org/education/cyberbullying/](http://www.adl.org/education/cyberbullying/)) - The Anti-Defamation League won a prestigious award in June of 2008 for their curriculum, Cyberbullying: Understanding and Addressing Online Cruelty. This is a free curriculum download with lessons for Elementary, Middle and Secondary students.

Connect With Students ([http://www.connectwithstudents.com/](http://www.connectwithstudents.com/)) - An organization focused on improving the lives of children and along the way, helping parents to become better parents. They work with hundreds of communities, school districts and schools nationwide, and have produced award-winning documentaries dealing with students’ issues.

i-Safe.org ([http://www.isafe.org/](http://www.isafe.org/)) - "The worldwide leader in the Internet safety education. Founded in 1998 and endorsed by the U.S. Congress, i-SAFE is a non-profit foundation dedicated to protecting the online experiences of youth everywhere. i-SAFE incorporates classroom curriculum with dynamic community outreach to empower students, teachers, parents, law enforcement, and concerned adults to make the Internet a safer place."

MindOH! ([http://www.mindoh.com/](http://www.mindoh.com/)) - "A company that creates character-based, interactive computer modules that teach students problem-solving techniques and communication skills, reinforcing universally held virtues such as respect and responsibility."

Netsmartz.org ([http://www.netsmartz.org/](http://www.netsmartz.org/)) - Created by the National Center for Missing & Exploited Children® (NCMEC) and Boys & Girls Clubs of America (BGCA). They provide an "interactive, educational safety workshop for children aged 5 to 17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to stay safer on the Internet."

**Blogs**


LearningNow ([http://www.pbs.org/teachers/learning.now/](http://www.pbs.org/teachers/learning.now/)) - A PBS offering for teachers “Learning.now is a Web log that explores how new technology and Internet culture affect how educators teach and children learn. It will offer a continuing look at how new technology such as wikis, blogs, vlogs, RSS, podcasts, social networking sites, and the always-on culture of the Internet are impacting teacher and students' lives both inside and out of the classroom.” Great blogs and articles!
Moving at the Speed of Creativity (http://www.speedofcreativity.org/) - A blog by Wes Fryer, a teacher who lectures about providing tech education to other teachers, so they can integrate technology and responsible Internet use into the classroom.

SiteBlog.org (http://www.siteblog.org/) - a blog by the Society for Information Technology and Teacher Education.

Teach Digital (http://teachdigital.pbwiki.com/) - Another site by Wes Fryer, this is a public wiki with links to downloadable resources for the classroom, including podcasts, links, handouts, and curriculum.

Opportunities to Collaborate

Classroom 2.0 (http://www.classroom20.com/)
Crowdvine (http://www.crowdvine.com/home)
Next Gen Teachers (http://www.NextGenTeachers.com)
Ning (http://www.ning.com/)
Teacher Lingo (http://www.TeacherLingo.com)
Teacher Vision (http://www.TeacherVision.com)

Tech Support

Blogs (http://supportblogging.com)
General Tech Support (http://teachertechblog.com)
Podcasts (http://how-to-podcast-tutorial.com)
Wikis (http://www.wikipatterns.com)
Vocabulary /Net Lingo (http://netlingo.com)
Appendix B

Future of Education

Organizations like the Partnership for 21st Century Skills and the Knowledge Works Foundation (www.kwfdn.org) have advocated for curriculum standards that incorporate information, technology and media literacy. In particular, the Knowledge Works Foundation, in collaboration with the Institute for the Future (www.iftf.org), looks at innovative school programs, technology trends, and cutting-edge research to develop forecasts for the future of education. These forecasts are used by educators and thought-leaders to create curricula, develop programs and inform further research. While creating this curriculum, we consulted these resources and derived inspiration from these guiding principals:

- **Encouraging the creation and exchange of content** – our students will write, take photos, and engage video content.
- **Broadening the audience for student work** – creating a blog and using the edmodo account allows the students to write for a broader audience and think deeply about the impact their words can have on society.
- **Encouraging collaboration among teachers and students** – this curriculum encourages teachers and students to work together to create a public-facing Web site.
- **Encouraging feedback-based reflection among students, teachers, departments, and schools** - students learn the guidelines of writing and providing feedback online.
International Society for Technology in Education:  
National Educational Technology Standards for Students  
http://www.iste.org/AM/Template.cfm?Section=NETS  

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:  
- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.  
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.  
- develop cultural understanding and global awareness by engaging with learners of other cultures.  
- contribute to project teams to produce original works or solve problems.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:  
- advocate and practice safe, legal, and responsible use of information and technology.  
- exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.  
- demonstrate personal responsibility for lifelong learning.  
- exhibit leadership for digital citizenship.

National Health Standards – Center for Disease Control  
http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm  

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

National Council for the Social Studies Standards  
http://www.socialstudies.org/standards/strands  

Social studies programs should include experiences that provide for the study of individual development and identity.
American Diploma Project Benchmarks
http://www.achieve.org/ADP Benchmarks

English Benchmark G. Media

- **G2.** Examine the intersections and conflicts between the visual (such as media images, painting, film and graphic arts) and the verbal.
- **G3.** Recognize how visual and sound techniques or design (such as special effects, camera angles and music) carry or influence messages in various media.
- **G4.** Apply and adapt the principles of written composition to create coherent media productions using effective images, text, graphics, music and/or sound effects — if possible — and present a distinctive point of view on a topic (for example, PowerPoint presentations, videos).

Partnership for 21st Century Skills

- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.
Amanda’s Story: The Away Message

Amanda was a junior in high school when this story took place. She was able to tell it one year later. As most high schools do, Amanda’s public high school had a major sports rivalry with a private, all-boys school. Amanda’s best friend since childhood played basketball for this all-boys high school. At the big game, Amanda chose to sit on the side of the gym with her best friend’s team, and not on the side with her own high school.

Later that night, Amanda came home and saw an away message on her friend, Meredith’s, AIM profile that read “Some bitches need to remember what school they go to”. Amanda knew the comment was meant for her, but she chose not to confront Meredith about it. As the days passed in school, the tension between the two girls grew. Everyone on her friend’s buddy list had also seen the message and other students began targeting Amanda for her ‘treachery’.

After weeks of being ignored by her girlfriend, Amanda found herself sitting in the hallway talking to her friends; Meredith was sitting across the hallway, talking to her friends. Prior to this incident, all of these girls had been friends, but the silent war between Amanda and Meredith had created two separate sides. Amanda could hear her name being mentioned, but Meredith would not meet her gaze. All of the girls in the hallway were waiting to go into a meeting. They were all members of the Relational Aggression Master Team, an Ophelia Project volunteer group of high school girls that educate middle school girls about relational aggression. These were a group of girls who were supposed to be serving as role models for middle school students and help them learn about establishing positive peer relationships!

The Master Team adult leader, Susan, had noticed the tension between Amanda and Meredith and as she called them into the meeting, she promptly staged an ‘intervention’. Both sides discussed what had happened and why they were hurt. Meredith was offended that Amanda was supporting a rival school; Amanda was hurt at the widespread display of her friend’s anger and the fact that she did not come to her with her feelings first.
Amelia’s Story

Amelia is 13 years old, and her story deals with being cyberbullied. It describes her relationship with her (now, ex) boyfriend, Kyle. A couple months into their relationship, Amelia began receiving messages through Instant Messaging, MySpace, and Facebook about their relationship. Amelia’s Facebook page had an “honesty box” in which people could leave messages anonymously. She also had a “Testimonial” application on her MySpace page, in which people could do the same. These were apparently the perfect outlets for some of her peers to call her vulgar, obscene names and get away with it. They also wrote about her relationship with Kyle, continuing to insult and demean her. It turned out that even Kyle partook in the bullying. He talked about how she cheated on her, and how her friends were apparently promiscuous as well. As the rumors spread, people began to confront her publicly, as well as through phone calls and the Internet. Shortly thereafter, Amelia broke up with Kyle. She then found out, through the Testimonials application, that he had been cheating on her the entire time they were dating, and even with one of her friends. Looking back, Amelia says she realizes what a mistake it was to date Kyle. More importantly, she realized how the Internet can be used as a destructive tool to hurt other people.
Nico’s Story

“Hi, I’m Nico. I’m 14 and like I have my friends, one of my friends Elise and her friend Jessica stole some alcohol from the liqueur store somewhere and then Elise’s dad found it and took it from them. So a couple days later Jessica and their friend Kerri, they wanted to drink it at the mall but they couldn’t so they told Elise to steal it if from her dad and she did, then her dad found out and told Kerri and Jessica’s parents. So then Jessica and Kerri started blaming Elise for all of it, so before all of this happened they were really amazing friends and stuff and they couldn’t be separated and they just couldn’t get mad at each other, but then they started blaming Elise for their parents finding out and they started just hating on her on the internet and texting her telling her how they hate her and that they’ll never be friends again. So me and Elise were just hanging out one day and she started saying that she was going to beat up Jessica because she tried to make up with her but it was just really pointless and she should just apologize and stuff. So I told her she shouldn’t beat her up that she should just mess with her on the internet by creating a random my space with a picture of a hot guy from school or something and just mess with her and stuff. But that didn’t happen but it probably could.”
# Appendix E

## Peer Aggression Glossary

<table>
<thead>
<tr>
<th>Type of Aggression</th>
<th>Definition &amp; Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Aggression</td>
<td>Includes physical, verbal and relational aggression. All of these types of aggression affect both boys and girls. (Crick et al., 1999)</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>Harm through damage or threat of damage to another’s physical well-being (Crick and Grotpeter, 1995).</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>Obvious and/or hidden verbal acts of aggression toward another, such as threats, putdowns and name calling.</td>
</tr>
<tr>
<td>Relational Aggression</td>
<td>Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others (Crick and Grotpeter, 1995). Relational aggression behaviors include exclusion, malicious gossip and rumor spreading, teasing and name calling, alliance building, covert physical aggression, and cyberbullying (more about this newest form of relational aggression below).</td>
</tr>
<tr>
<td>Overt Aggression</td>
<td>Obvious, blatant acts of aggression.</td>
</tr>
<tr>
<td>Covert Aggression</td>
<td>Hidden acts of aggression (e.g. body language, exclusion).</td>
</tr>
<tr>
<td>Reactive Relational Aggression</td>
<td>Defensive response to provocation with intent to retaliate. Example: A child is being teased repeatedly in school and then becomes a teaser himself for protection.</td>
</tr>
<tr>
<td>Proactive Relational Aggression</td>
<td>Proactive behaviors are a means for achieving a goal (e.g. may need to exclude someone to maintain your own social status). Example: A girl is mad at another girl for being “more popular” so she spreads a sexual rumor about her to ruin her reputation.</td>
</tr>
<tr>
<td>Passive Aggressive</td>
<td>Of or denoting a type of behavior or personality characterized by indirect resistance to the demands of others and an avoidance of direct confrontation, as in procrastinating, pouting, or misplacing important materials.</td>
</tr>
<tr>
<td>Indirect Aggression</td>
<td>Spreading rumors, is done “behind the target’s back.” It is the opposite of face to face aggression where the target can see the aggressor.</td>
</tr>
<tr>
<td>Bullying Language</td>
<td>Definition &amp; roles in bullying and aggression</td>
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<td>Bullying</td>
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<tr>
<td></td>
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<td></td>
<td>- Carried out repeatedly</td>
</tr>
<tr>
<td></td>
<td>- Relationship characterized by imbalance of power</td>
</tr>
<tr>
<td></td>
<td>Three roles of aggression: the aggressor, the target and the bystander.</td>
</tr>
<tr>
<td>Aggressor or Bully</td>
<td>The person who chooses to hurt or to damage a relationship.</td>
</tr>
<tr>
<td>Target or Victim</td>
<td>The person who is aggressed upon. A passive target is picked on for no reason. The provocative target may behave in such a way (i.e., annoying, poor social skills, poor hygiene) that others think s/he deserves or asks for the aggression.</td>
</tr>
<tr>
<td>Bystander</td>
<td>The person or persons who are not aggressors or targets but are caught somewhere in between. They are often scared, stuck and silent. Bystanders are involved in the aggression and have the potential to take action to change the situation for the target.</td>
</tr>
<tr>
<td>Influences on Behavior</td>
<td>Terms in changing normative behavior</td>
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</tr>
<tr>
<td><strong>Social Norms</strong></td>
<td>Expected or accepted rules for behavior. The Ophelia Project promotes pro-social norms in its work with schools and communities.</td>
</tr>
<tr>
<td><strong>Normative Beliefs</strong></td>
<td>Self-regulating beliefs about the appropriateness of social behavior (Huesmann, 1988, Huesmann and Guerra, 1997).</td>
</tr>
</tbody>
</table>
| **Empathy**            | Involves 3 components. All must be present for empathy to take place:  
  - Emotional Component: the ability to identify another’s feelings  
  - Cognitive Component: the ability to understand another person’s perspective  
  - Application Component: the ability to respond appropriately  
  Example: Your friend finds out that other girls are talking about her behind her back. You were a part of it. You see that she is hurt and upset. You imagine how you would feel if your friends were trashing you behind your back. You feel her pain, apologize for your role and intervene on her behalf. |
| **Hostile Attribution Bias (HAB)** | Is the tendency to interpret events in a paranoid manner.  
  Crick published an article in “Child Development” (Vol. 73, No. 4), showing that relationally aggressive girls display hostile attribution bias (HAB).  
  Example: A relationally aggressive girl may overhear two girls talking about having a party, and assume she has been deliberately excluded. An aggressive child is bumped in the hallway and perceives that bump as intention, while a non-aggressive child would view this as an accident. |
| **Emotional Intelligence** | The capacity for recognizing our own feelings, and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships (Goleman, 1998). (See Daniel Goleman’s book *Emotional Intelligence: Why it can Matter More Than IQ*)  
  Having emotional intelligence means being able to recognize what you are feeling so that it does not interfere with thinking. It becomes another dimension to draw upon when making decisions or encountering situations. (Susie Orbach, “The Guardian,” August 12 1998, [http://www.antidote.org.uk/html/susieonemotionalliteracy.htm](http://www.antidote.org.uk/html/susieonemotionalliteracy.htm)) |
## CASS Continuum

CASS is an acronym for CASS: Creating A Safe School®, which is The Ophelia Project’s signature program, developed six years ago. CASS now exists as a continuum, representing the vast array of services and programs that The Ophelia Project offers schools and communities to support them in creating safe social climates.

## Mentorship

Mentorship is an important vehicle for promoting positive change. Mentors are carefully trained to understand pro-social behavior, to demonstrate effective communication skills and to serve as role models for peers and younger children. Mentorship experiences build leadership capabilities in students.

A Mentor is:
- A role model
- A listener
- A resource for information
- A leader
- An encourager, gives praise
- A communicator
- A skill builder
- A negotiator
- An empathizer
- Non-judgmental
- Resourceful
- Respectful
- Supportive

A Mentor is not:
- A therapist
- A parent
- A counselor
- A rejecter
- An expert
- An advisor
- Analytical
- Authoritarian
- Critical
- Disrespectful
- Judgmental

## Leadership

The ability or capacity to lead (dictionary.com). Participating in CASS provides an opportunity to develop leadership skills for both adults and children.

## Forgiveness

“To forgive someone” is to let go of the hurt another person has caused you so you can move on without the hurt affecting your life.
### Exploring Actions

Below are definitions of actions used in normal social interactions. Placed on either end of a continuum, the first action is positive and socially acceptable and the second is used solely to gain power and/or hurt and humiliate another. Drawing distinctions between the behaviors helps adults and students identify and change hurtful behaviors.

<table>
<thead>
<tr>
<th>Action</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Joking or Studentyling versus Taunting</strong></td>
<td>Joking or studentyling with a friend is a way to tease each other in a kind way. It is done with no malicious intent and if it bothers the person who is being joked with, the joker will stop. Taunting is calling someone names with the intent to hurt another person and to feel more powerful than the person who is being taunted.</td>
</tr>
<tr>
<td><strong>Telling versus Tattling</strong></td>
<td>Telling is reporting to an adult when a person sees something cruel happening to oneself or others. The intention of the reporting is to keep another, or the teller, safe from harm. Tattling is telling an adult something someone else has done to get attention or get them in trouble. Tattling includes exaggerating a harmless incident or lying to an adult about what someone else did. (Barbara Coloroso describes the difference on pages 134-135 in her book <em>The Bully, The Bullied, and The Bystander</em>, 2003). The elementary school statement is: “Telling is keeping someone else or yourself safe AND tattling is getting someone in trouble.”</td>
</tr>
</tbody>
</table>
| **Flirting versus Sexual Harassment** | Flirting is giving attention to someone whom you find attractive. If that attention makes the person uncomfortable, the person flirting will apologize and not do it again. Flirting is within the scope of normal social adolescent behavior.
Sexual harassment is using sexual language or actions to hold power over someone else. This is neither playful nor healthy social behavior. There are legal ramifications for behavior that is deemed sexual harassment. |
| **Sharing versus Gossiping** | Sharing is telling information about a friend to another friend to keep a mutual acquaintance updated.  
Gossiping is telling people secrets you promised not to tell others, telling people about someone else in order to get more attention from others, telling people a lie about someone to get back at them, or exaggerating the truth about what someone did to make them look bad to others. The intent of gossiping is malicious. |
|---|---|
| **Other Sets to Explore** | Good popular vs. bad popular; Cooperation vs. competition  
Being a good friend vs. being a bad friend; Healthy conflict vs. relational aggression; Gentle irreverence (playful studentding) vs. sarcasm (mean-spirited) |
<table>
<thead>
<tr>
<th>Cyberbullying</th>
<th>Definitions collected from the Center for Safe and Responsible Internet Use, NetLingo.com and Wikipedia.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog</td>
<td>A shared online journal where people can post diary entries about their personal experiences and hobbies.</td>
</tr>
<tr>
<td>Bulletin</td>
<td>A message sent in real time to each “friend” on a user’s social networking page.</td>
</tr>
<tr>
<td>Cyberbullying</td>
<td>Sending or posting harmful or cruel text or images using the Internet or other digital communication devices.</td>
</tr>
<tr>
<td>Cyberstalking</td>
<td>Harassment that includes threats of harm or is highly intimidating.</td>
</tr>
<tr>
<td>Denigration (Put-downs)</td>
<td>Sending or posting harmful, untrue or cruel statements about a person to other people.</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Actions that specifically and intentionally exclude a person from an online group, such as exclusion from an IM “buddies” list.</td>
</tr>
<tr>
<td>Flaming</td>
<td>Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group.</td>
</tr>
<tr>
<td>Harassment</td>
<td>Repeatedly sending a person offensive messages.</td>
</tr>
<tr>
<td>Happy Slapping</td>
<td>When someone assaults a sometimes unsuspecting victim while an accomplice records the assault (usually with a camera phone).</td>
</tr>
<tr>
<td>IM</td>
<td>Instant Messaging - An acronym or text message used in online chat, E-mail, blogs, or newsgroup postings.</td>
</tr>
<tr>
<td>Internet Protocol (IP)</td>
<td>The electronic fingerprint you leave behind everywhere you go in cyberspace.</td>
</tr>
<tr>
<td>Masquerade</td>
<td>Pretending to be someone else and sending or posting material that makes that person look bad or puts that person in potential danger.</td>
</tr>
<tr>
<td>Outing and Trickery</td>
<td>Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images. Engagement in tricks to solicit embarrassing information that is then made public.</td>
</tr>
<tr>
<td><strong>Photoshopping</strong></td>
<td>The art and practice of digitally editing pictures with image editing software. Although professional graphic artists and designers might describe elements of their work as &quot;photoshopping&quot;, the practice is more commonly associated with creating visual jokes on Internet sites. (Source: Wikipedia.com).</td>
</tr>
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</tr>
<tr>
<td><strong>Sexting</strong></td>
<td>The act of sending sexually explicit messages or photos electronically, primarily between cell phones.</td>
</tr>
<tr>
<td><strong>Social Networking</strong></td>
<td>A social networking service uses software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others, i.e., MySpace.com, Facebook.com.</td>
</tr>
<tr>
<td><strong>Text Messaging</strong></td>
<td>The communication of brief messages, generally via a cell phone or other PDA. It is also possible to text images and video clips from one mobile device to another, as well as to a personal computer or Web site.</td>
</tr>
<tr>
<td><strong>Wiki</strong></td>
<td>A ‘wiki’ is a type of Web site that allows users to easily add, remove, or edit content. The idea is that this kind of ‘open editing’ allows for easy interaction between users and/or groups and is effective in collaborative authoring.</td>
</tr>
</tbody>
</table>
Appendix F
Curriculum Vocabulary

Anonymity: the state of being unknown or unacknowledged

Bullying: Negative actions carried out by physical contact, words, making faces, gestures, rumors, intentional exclusion (Olweus, 1997)

3 Criteria of a bullying incident:

- **Intentional harm** – It is arguable that all students know full well when they are being cyberbullies. However, it should be distinguished here for students that cyberbullying is often justified by some by saying “I was just studentxing,” “Everyone knew it was a joke; it was funny,” or “He/she deserved it because they are annoying/they deserved it (therefore it’s not intentional bullying)”

- **Carried out repeatedly** - Drs. Patchin and Hinduja argue that cyberbullying by its very nature implies repeated instance. For example, whether a direct or indirect comment on someone’s MySpace page is actually typed once, it is viewed more than once, by more than one person.

- **Relationship characterized by imbalance of power** – Whether the cyberbullying is occurring between two individuals, or two groups, the act of cyberbullying itself implies an imbalance of power. Especially in relationship to some of the cyberbullying causes, such as anonymity and the potential to destroy on a mass level.

Bystander – The person or persons who are not targets or aggressors but are caught somewhere in-between. They are often scared, stuck, and silent. Bystanders are involved in the aggression and have the potential to take action to change the situation for the target.

Cyberbullying: as the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them. This can occur through AIM, social networking sites (MySpace, Facebook, etc.), cell phone texting, and blogs. It can include examples of verbal and relational aggression.
Digital Footprint – Everywhere we go online, we leave a digital footprint that is a number that connects our computer to every website, every chat and every click of the mouse. Our digital footprint is not erasable!

Disinhibition - In cyberspace, aggressors are less inhibited than they might be in face to face situations. The anonymity of cyberbullying allows them to be hurtful without having to see their target’s face and reactions. There are no social cues to temper the cyberbully’s hurtful words.

Empathy - The ability to understand and share another’s feelings. This is a skill that is crucial to success in life, but even more important in preventing aggression among youth.

Empowerment - To equip or supply with an ability; enable.

Exhibitionism – In this case, exhibitionism is referring to the desire to reveal oneself online, in the form of images, personal and intimate thoughts, and the details about communications with others.

Indirect Aggression – Such as spreading rumors, is done “behind the target’s back.” It is the opposite of face to face aggression where the target can see the aggressor.

Instant Gratification – The conscious expenditure of effort to make the time interval between wanting something and getting it as short as possible. To adolescents, it can seem that everything is urgent, and that all of their wants, desires and needs should be satisfied immediately. When the blood pressure is up, when emotions are running high, a quick cell phone text or comment online can satisfy the desire to ‘get back’ at someone right now.

Intention: A conscious action to behave in a particular way. With RA, it means that your behavior was meant to hurt someone.

Internet Archive – An international digital library of Web content.

Normative Beliefs - Self-regulating beliefs about the appropriateness of social behavior (Huesmann, 1988, Huesmann and Guerra, 1997). Also, social norms, which are the accepted and expected rules of behavior within a given location, culture, etc.

Participatory Surveillance – A recent term coined by a Norwegian researcher who examines youth attitudes to Internet use, (Anders Albrechtslund from “Online Social Networking as Participatory Surveillance” March 2008). It refers to people consenting to have their lives scrutinized and watched over by others, as the unspoken agreement of all users of online social networking sites.
Passive Aggressive – Behavior that is indirect and resistant. One example is to agree to do something for a friend, but never follow through, rather than saying initially that you will not do it. It is a way to avoid direct confrontation. Other examples are: pouting, sarcasm, procrastinating, or misplacing important materials. Online, passive aggression can show up as ambiguous and seemingly harmless comments. When called on this behavior, the aggressor may respond with “just studentding!” or “can’t you take a joke?”

Physical Aggression - Bullying; negative actions carried out by physical contact, words, making faces, gestures, rumors, intentional exclusion (Olweus, 1997). There is intention to harm, an imbalance of power and the aggression is repeated over time.

Power - The capacity or ability to direct or influence the behavior of others or the course of events.

Proactive Aggression – Predatory and calculated, proactive aggression involves planning and may be a way to meet some type of goal. I know she didn’t say anything about me yet, but I am going to spread a rumor about her before she does it to me first.

Privacy - The state or condition of being free from being observed or disturbed by other people

Reactive Aggression – Fear-based and impulsive in nature, reactive aggression is an act of intentional aggression as a result of real or perceived threat or hostile action by another. Maybe you didn’t start the rumor, but if you hear that someone was talking about YOU behind your back, you might be reacting to your feelings of betrayal, anger, and rejection by cyberbullying.

Relational Aggression - Behavior intended to harm someone by damaging or manipulating her or his relationships with others. RA can occur only once and still be considered an act of aggression. The intent is to harm a relationship.

Sensationalism – Sensationalism is a manner of being extremely controversial, loud, or attention grabbing. It is especially applied to the emphasis of the unusual or atypical. This is the tendency to blow something up, to make a big deal out of ‘nothing’, to make drama! The Ophelia Project conducted a study in which students were asked why they were relationally aggressive, and a top answer was because creating drama was exciting.

Sympathy - Displaying feelings and caring for another person, but not necessarily being able to put yourself in their place.

Verbal Aggression - Name calling, racial, sexual or religious slurs, put downs, screaming at someone, etc.
Appendix G

Communicating Thoughts & Feelings Worksheet

Our online communication can sometimes be misunderstood both in the feelings that we are attempting to express and in the actual words or thoughts we are saying. Please read the following situations and identify the feeling expressed. Please try to rewrite the words to express a friendlier message. Assume that the feeling you perceive is NOT correct and that there was a nicer REAL message here when you rewrite these!

1. “I saw you last night at the mall with Jill and Sara. You coulda said hello to me.”

   Possible Feeling:

   A friendlier way to say it:

   Non-Verbal Way:

2. “Oh you look sooooo hot with that beanie on”

   Possible Feeling:

   A friendlier way to say it:

   Non- Verbal Way:

3. “Why did he look at me like that? I wish he would just leave me alone”

   Possible Feeling:

   A friendlier way to say it:

   Non-Verbal Way:

4. “You could have done that a lot better!”

   Possible Feeling:

   A friendlier way to say it:

   Non-Verbal Way:
Appendix H*
Sample Cyberbullying Activity Photos & Comments

Possible Comments to use for the photo (feel free to create your own):
• "RME [Rolling My Eyes] I heard that she got arrested last year for drugs, skank."

Possible Comments to use for the photo (feel free to create your own):
• "OMG [Oh My God] He thinks he’s so hot, notttttt."

These photos are provided courtesy of istockphoto.com. The comments are provided as examples for teaching purposes only and are not meant to be representative of the models in the photos.
Possible Comments to use for the photo (feel free to create your own):

- "Those skanks can’t dance, no wonder they can’t make the cheerleading squad! LOL [Laugh Out Loud]"

Possible Comments to use for the photo (feel free to create your own):

- "W/E [Whateva] Don’t let those nerdy glasses fool U, she’s the biggest ho ever."
Possible Comments to use for the photos (feel free to create your own):

- “Crazy hair! I think someone has been watching too much anime GAL [Get A Life].”
Appendix I*
Avatars for Use with Lesson Seven

* All avatars were obtained from internet sites offering content for free commercial use. Similar results can be found by googling 'free avatars' or by going to: www.coolavatars.net/ or wwwavatars.evonet.ro/ or http://www.clker.com.
Appendix J
Disinhibition Case Studies

Case 1: David

A Web site about a 13-year-old named David had been active for several months before a classmate told him about it. "I went there and sure enough there's my photo on this Web site saying 'Welcome to the Web site that makes fun of Dave K.' and just pages of hateful comments directed at me and everyone in my family." Whoever created the Web site asked others to join in, posting lewd, sexual comments and smearing David's reputation. "I was accused of being a pedophile. I was accused of using the date rape drug on little boys," says David. Along with the Web site, there were nasty e-mails too. "Here's an e-mail, 'You're gay, don't ever talk again, no one likes you, you're immature and dirty, go wash your face.'"

(adapted from www.slais.ubc.ca)

Case 2: Munjid

Munjid was one of only a few Muslim students at his school. One morning, the news included the report of a terrorist attack on a subway in another country. That day at school, a group surrounded Munjid after school, calling him a “terrorist” and questioning his loyalty to the U.S. The next day, a group of adults and students were standing across the street from the school holding signs that say “Our school is not safe anymore” and “Terrorists don’t deserve to live.” The protesters took video clips and posted them on YouTube. Someone narrated a story about Munjid’s family, using racist and defamatory language, and encouraged residents of the community to do what they need to do to keep their children safe from enemies.

(adapted from www.adl.org)
Case 3: Dana

Dana was a computer programmer and blogger with over 15,000 daily readers to her Internet posts covering technology issues and software development tips. A few years after the launch of her blog, Dana started to receive threatening blog posts and e-mails from an anonymous reader. Some of them included death threats, saying: “You don’t know what you’re talking about – just die and give us all a break.” One blog post included an image of Dana next to a noose. Another showed a picture from her Web site photoshopped to look like it was severed and dead. Once the threats were reported on the news and on other blogs, the harassment increased: someone created a false account of her career and posted it online, along with her address and social security number. Dana abruptly canceled her appearance at a public event and wrote, "I have cancelled all speaking engagements. I am afraid to leave my yard; I will never feel the same. I will never be the same."
Appendix K

Five Examples of Positively Powerful Technology

Haystack: (www.haystacknetwork) The Haystack Network Web site was created by an American computer programmer soon after the presidential elections, and the subsequent riots, in Iran in 2009. When it was discovered that the government was censoring citizens’ Internet and mobile phone communications, this site was created to allow Iranians to get their images, videos and messages to people outside the country.

World Without Oil: (www.worldwithoutoil.org) The global energy crisis is a problem that is bigger than one company or person can solve. This multi-player alternate reality game engaged thousands of people around the world to live and document their lives pretending that they no longer had access to gasoline or electricity. Thousands of creative solutions were conceived by “ordinary” people.

We Feel Fine: (www.wefeelfine.org) Sometimes the vastness of the Internet feels like a cold, unfeeling place. This site crawls the Internet universe for data from people’s public blogs – expressing feelings in a beautiful array of 6 “movements”. Users are privy to the feelings of other writers on the Web, and the result is an empathy-inducing, connected experience.

StoryCorps: (www.storycorps.org) We read about the lives of celebrities and politicians in the news, but what about the amazing stories of “real” people? StoryCorp is traveling the country, collecting stories from real people, recording digital versions and donating them to the Library of Congress.

Studentzui: (www.studentzui.com) The internet has a lot of content that is inappropriate for young students, but it also has lots of educational and entertaining Web sites that students love to visit! Studentzui was created so that young students could browse only “safe” Web sites, instead of parents just saying “no” to the Internet!
Appendix L
Guidelines for Internet Discussions

As a participant on in an online discussion, I will abide by the following guidelines:

1. Although I am writing online, I will still obey the conventions of writing in the English language. I will use full sentences, proper spelling, and correct punctuation. The only exception to this rule is posting “tweets” where I may abbreviate and shorten words or phrases to remain in the 140 character limit.
2. I will avoid “netspeak” and emoticons, as I understand that these can lead to miscommunication and misunderstandings. They also violate guideline 1.
3. I will post my feelings truthfully while at the same time respecting the viewpoints of a global audience, even if these viewpoints run counter to mine.
4. If I agree with someone’s post, I will not simply respond, “I agree” but explain my reasons for agreement or offer additional evidence that supports the previous post.
5. If I disagree with someone’s post, I will not insult, slander, flame, or cyberbully the poster. I am, however, entitled to respectfully explain my reasons for disagreement.
6. I will not SPAM online discussions with material irrelevant to the discussion thread.
7. My avatar, signature, or profile will not contain photos of an inappropriate or provocative nature, nor will the photos depict illegal actions.
8. I will respect the privacy of others and use pseudonyms when sharing personal stories.
9. If I am ever in doubt as to whether or not to post something because it may violate these guidelines, I will not post the material in question.
CyberCool - Grades 6-9

These project-based lessons are suitable for 6th-9th grade students in both in-school and after-school settings. The CyberCool cyberbullying lessons meet national standards for communication and collaboration and digital citizenship and employ engaging technology resources for student discovery and assessment. Explore peer aggression, empathy, communication, anonymity, empowerment and privacy in the digital world and help your students develop the courage and skills to take a stand against un-cool cyberbullying behaviors.

15 Lesson Topics:

- What is Peer Aggression?
- Peer Aggression Continuum
- Direct & Indirect Aggression
- The Cycle of Aggression
- Communicating & Identifying Feelings
- Anonymity & Empathy
- Anonymous Comments
- The Anonymous Bystander
- Disinhibition & Human Rights
- Bystander Empowerment
- Designing Positively Powerful Solutions
- Digital Time Capsule
- Social Norms
- A Thousand Hurtful Words
- Internet Manifesto

Note: Lessons require Internet access.