



SAVE ACTIVITY Cyberbullying

Objectives

- Students will be able to define cyberbullying.
- Students will identify situations involving cyberbullying and learn different techniques to handle the situations.
- Students will help educate others on cyberbullying.
- Students will stay safer using the internet and electronic devices.

Materials Needed

- Copies of Cyberbullying Brochure
- Megan's Ribbon – black and white polka dot ribbons

Procedure

A. Attention Getter: Role play skit

For High School students performing a skit for grades 5-9 students:

Create a Cyberbullying Home Office. Whenever a bell rings, there is an occurrence of cyberbullying. Once the bell rings, the Home Office will “tune in” to each storyline.

Storylines:

Grades 5-6 grades:

1. Chatroom: Humiliate a person in a chatroom in front of others who are also in the chatroom. **(See Activity 1 for a sample skit)**
2. Instant Message (IM): Start off saying nice things to a person then switch to mean and sometimes threatening messages. Make sure to do one IM in which the person does not recognize the screen name but still accepts the message anyways.

Grades 7-9:

1. Cell Phone: Begin with a person sending a threatening picture to a person. Have the person show the picture to others before it is sent. After the picture is sent, follow with text messages that are mean and threatening. **(See Activity 2 for a sample skit)**

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2. Facebook and MySpace: Have one person send another mean messages meant to hurt and humiliate. Some messages are kept private on both Facebook and MySpace while others begin to appear on the person's wall for others to see. Use an example where the cyberbully creates a false account and then bullies the other person.
3. Instant Message (IM): Similar to above, but make sure to do skits depending on the age of the group.
4. Megan Meier's Story: Have SAVE chapter research the story about Megan Meier and then tell the story to grades 7-9. This is a sad story; however, shows the impact cyberbullying can have on a person.

Brief description of Megan Meier's Story: Megan Meier was an outgoing 13 year old girl, who similar to many suffered low self-esteem. Close to her 14th birthday, with the permission of her mother, she was allowed to have a MySpace page. Her page was monitored by her mother and father. Megan's parents were the only people with the password to the page, which helped them keep an eye on what was happening there. Soon Megan was befriended by cute boy on MySpace named Josh Evans. He was a cute 16 year old boy, who had just moved to Megan's area and was home-schooled. Josh wanted to be Megan's friend since he did not know anyone else. Megan's mom was aware of this boy and thought it was just innocent fun online. However, soon things took a turn. Their online friendship started to crumble as Josh started saying mean and hurtful things to Megan. He started questioning his friendship with Megan because he had heard that she was not very nice. Megan tried to ask him who told him this by sending messages to his MySpace account. Mean electronic bulletins then begin appear from Josh Evan's MySpace account. These bulletins included calling Megan fat and a slut. Megan, who had a history with depression, called her mom to tell her about the cruel bulletins being posted. This situation proved to be too much for Megan. Her mother found Megan's body hanging in a bedroom closet on October 15, 2006. Megan was pronounced dead a day later.

Weeks after Megan's death, her parent found out that the Josh Evans who Megan confided in online had

been the creation of a neighborhood mom, Lori Drew. Megan died thinking Josh Evans was a real 16 year old boy, who had first sought friendship and then turned against her. Megan's mom thought she had taken all the right steps at protecting her daughter online, however, there was no way to protect her from false MySpace accounts. Currently, Megan's parents are using this tragic story to help protect other children online so that another life does not have to be lost. (*Parents: Cyber Bullying Led to Teen's Suicide*, Good Morning America November 19, 2007)

Grades 5-9:

1. Have a person who is bullied and uses technology to get back at his or her bully. This can be through a text message, chatroom, IM, Facebook or MySpace message, or website. During each storyline, have the person who is cyberbullying another wear a mask to show that is hard to determine who is on the other side of the bullying. It creates a mask for the individual who is cyberbullying another that he or she can hide behind. All they need is a computer, cell phone, gaming system, or any other electronic communication device. After each storyline, have the Cyberbullying Home Office "rewind" or "reverse" the scene and explain what should have occurred.

- B. Discussion:** Begin the discussion on cyberbullying by first asking if anyone can define what it means. Ask the questions below. Provide answers when needed and try to integrate the vocabulary into the conversation at appropriate times.

Cyberbullying is using electronic means by a child, preteen, or teen to torment, threaten, harass, humiliate, embarrass, or otherwise target another child, pre-teen, or teen (www.stopcyberbullying.org).

1. By show of hands, how many people have a computer, cell phone, gaming system? How many play games online against other people who are also online or use another electronic way to communicate with others?
 - Anyone with his or her hand raised, may become a victim of cyberbullying.
2. By show of hands, has anyone ever been bullied by another person? After watching the skits, has anyone ever been cyberbullied?
 - What happened?

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- What did you do?
 - How did it make you feel?
3. Who can be a victim of cyberbullying?
 4. When does cyberbullying occur?
 5. Is it true that what occurs online stays online? If false, how so?
 6. Why do people cyberbully others?'
 7. What are ways to prevent cyberbullying from occurring?

Grades 5-6: mention **STOP, BLOCK, TELL** from www.stopcyberbullying.org and **SEE, SAY, WALK AWAY.**

1. **STOP!** Don't do anything. "Take Five!" to calm down.
2. **BLOCK!** Block the cyberbully or limit all communications to those on your buddy list.
3. **TELL!** Tell a trusted adult, you don't have to face this alone.
4. And
5. **SEE** a victim of cyberbullying and it could be you.
6. **SAY** something to a trusted adult.
7. **WALK AWAY** from the situation and do not give him or her the attention they are seeking.

For grades 7-9, mention the RST's of Cyberbullying Prevention. (Adapted from the National Crime Prevention Council's current Cyberbullying campaign)

1. Report cyberbullying to a trusted adult.
2. Refuse to pass along cyberbullying messages.
3. Raise awareness of the cyberbullying problem in your community by holding an assembly and creating fliers to give to younger kids or parents.
4. Speak with other students, as well as teachers and school administrators, about developing rules against cyberbullying.
5. Share anti-cyberbullying messages with friends.
6. Save your personal cell phone number for close, trusted friends and family because people can always call your house number.
7. Tell friends to stop cyberbullying.
8. Think before accepting IMs or messages online.
9. Talk with your parents about internet safety and what you do on the internet.

C. Vocabulary

A helpful website to define some of the words can be found at the Megan Meier Foundation (<http://www.meganmeierfoundation.org/resources/>. Click on Kids, Tweens, & Teens, then Internet Definitions.)

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block	embarrass	password
blog	harass	post
bulletin board	humiliate	threat
chat	IM	trusted adult
chatroom	message	
e-mail	netiquette	

D. What do you do if you or someone you know is being cyberbullied: Before offering the following list, try to solicit ideas from the students. (Adapted from the National Crime Prevention Council's current Cyberbullying campaign)

1. Never respond to harassing or rude comments.
2. Tell a trusted adult.
3. Save or print the evidence.
4. Report the problem to your school or local law enforcement if you feel threatened in any way.
5. Walk away from the situation.
6. Do not get down to their level and say mean or threatening things back.
7. Change your passwords often.
8. Use privacy settings to block unwanted messages or screen names.
9. Think before posting or sending photos; they could be used to hurt you.
10. Contact the site administrator if someone creates a social networking page in your name.
11. Block any communication with the cyberbully.
12. Delete any messages from the cyberbully without reading them.

E. How to protect yourself on the Internet: Again try to solicit responses from students similar to Section D. (Adapted from the National Crime Prevention Council's current campaign Cyberbullying)

1. Keep personal information private.
2. Only add friends you know personally to your blog, page, or buddy list.
3. Use nicknames that do not identify your location, gender, or age or your friends' personal information.
4. Never meet face to face with anyone that you have met first online.
5. Do not share your passwords except with your parents.

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6. Talk with your parents about what you do on the Internet.
7. Remove any identifying information from pictures before you post them online.
8. Profile and photo share only with people on your friends list.
9. Do not post your plans or whereabouts ever.

F. Rules for Internet Safety. Ask students to get in small groups of 3-5 and have them come up with ways they will stay safe on the Internet. Have each group write down five different ways. After it seems like everyone is finished, groups will share what they have brainstormed. Write down all the answers. After each group has finished sharing their suggestions, combine all the ideas into one list. This list will represent a list of ways the students in the class will pledge to be safer on the Internet. Have every student sign the pledge. Hang the pledge up so the students will be reminded about Internet Safety and will not become victims of cyberbullying.

G. Cyberbully Appearance.

Grades 5-6: On a blank piece of paper have students draw what a cyberbully looks like to them. Once everyone has drawn their image of a cyberbully, go around the room and have students present their drawings. This will show that cyberbullies have many different appearances and can be anyone. There is no set image of a cyberbully, and this activity will help demonstrate that fact.

H. Megan's Story. Grades 7-9: Students should receive a black and white polka dot ribbon. This ribbon signifies Megan's Pledge, which aims to put a stop to cyberbullying.

Parental Awareness:

Give each student the Cyberbullying Brochure. Have them share it with their parents and discuss what they learned today about cyberbullying. Encourage students to sit down with their parents and create an Internet Agreement - a list of rules both parents and children agree on when using the Internet. Tell students to talk with their parents about experiences they have personally had with cyberbullies.

Disclaimer: Students should always discuss serious situations with their parents, school administrator, counselor or other trusted adult.

Special thanks to Caitlin Corbett, a SAVE intern from Elon University, for creating this lesson plan.

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CONFLICT MANAGEMENT -

Cyberbullying
Activity 1:

SAMPLE SKIT

(Italicized sentences in parenthesis are stage directions.)

ACTION

(I feel so alone! I have no place to go and no one to turn to. Everyone knows already. There is nothing else I can do. [Silence])

CYBERBULLYING HOME OFFICE: [bell rings] It appears there has been another incident of cyberbullying. Looks like it is taking place in **(add your own location)**. We better ‘tune in’ to see exactly what is going on.

(Enter boy or girl)

NARRATOR: Cyberbullying can happen to anyone. The victims of cyberbullying look just like you and me.

(Enter cyberbully)

NARRATOR: A cyberbully can be anyone. Sometimes a cyberbully can hide their identity by using technology to keep his or her appearance a secret.

(Cyberbully puts on a mask)

NARRATOR: Cyberbullying happens at anytime during the day. It can happen during school hours or at night. It is a problem twenty-four hours a day, seven days a week.

(Girl or boy gets home from school and runs to computer to go on the Internet)

GIRL OR BOY: Finally a chatroom about sports. I get to talk to people that love the same things I do. It looks like a lot of people are already in the chatroom so I bet I can find someone to chat with.

(As Girl or boy types on the computer, cyberbully, wearing the mask, also begins to type)

CYBERBULLY: Looks like my favorite person is also in the Sports Chatroom. I better start talking to him or her.

NARRATOR: As LUVSOCER2 started talking to GOALIE4E, the conversation in the chat room began about soccer; however, things took a turn when the cyberbully began saying mean and humiliating things.

(Both girl or boy and cyberbully continue to type throughout the following lines)

CYBERBULLY: I bet you are good at soccer; everyone probably runs away from you once they get a look at your face.

GIRL OR BOY: Hey! Where did that come from? That wasn't a very nice thing to say.

CYBERBULLY: Sorry, I meant to say that they probably don't want you to trip and fall on them either LOL.

GIRL OR BOY: I'm actually very good at soccer. I scored a goal last weekend.

CYBERBULLY: Only because the goalie ran for cover when he or she saw you coming. I mean it's not everyday you see a huge, ugly kid running towards you.

(Girl or boy begins to cry as the cyberbullying continues to type mean things.

Soon others in the chatroom begin to add things and laugh.)

NARRATOR: Cyberbullies are mean and humiliate their victims. Victims can feel alone. Often times, they keep the bullying to themselves. It is the silence that is very dangerous for a victim of cyberbullying. Once a victim becomes silent, it is hard to figure out what they will do next.

Before continuing in the skit, take a minute to have a mini discussion.

Ask students where the incident of cyberbullying started, and what should have been happened. Encourage students to give answers, and if students do not share suggestions help the discussion along by asking if it was okay for the cyberbully to say things like people run once they see your face. Ask how a person would feel if those things were said

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to them. Have students put themselves in the shoes of the cyberbully, then in the shoes of the boy or girl and have them describe how they feel in each position. Since this situation occurred in a chat room, ask how many students have been in chat rooms. Also, ask if they have a set of rules at home regarding how to behave online and what they are allowed to do while on the Internet. Discuss the importance of being nice to one another online. Ask if any of the students have felt like the girl or boy in the skit. If so, see if they will share their story, and what they did. Once finished with the mini discussion, continue on with the skit.

CYBERBULLYING HOME OFFICE: The narrator is right. We have to reverse this situation and let everyone know what should have happened.

(Have girl or boy and cyberbully pretend to reverse the situation to when they began typing on their computers).

CYBERBULLYING HOME OFFICE: It is okay to talk in chatrooms about things you and others are interested in; however, once the talking turns mean or humiliating, the conversation should stop. The girl or boy in this situation should have left the chat room after the cyberbully made the first mean comment. There is no need to respond to the cyberbully. Instead, you should exit the chat room, log off the Internet, and walk away from the computer. During this time, make sure to tell a trusted adult about what just happened. A trusted adult can handle the situation properly. Once an adult is aware of the situation, they can help you block the screen name of the cyberbully. Remember you never have to face a Cyberbully alone.

EVERYONE: Make sure you take a stand against cyberbullying. Don't allow you or your friends to become a victim.

Cyberbullying
Activity 2:

SAMPLE SKIT

(Italicized sentences in parenthesis are stage directions.)

ACTION

(I feel so alone! I have no place to go and no one to turn to. Everyone knows already. There is nothing else I can do. [Silence])

CYBERBULLYING HOME OFFICE: [Bell Rings] It appears there has been another incident of cyberbullying. Looks like it is taking place in **(add your own location)**. We better ‘tune in’ to see exactly what is going on.

(Enter boy or girl)

NARRATOR: Cyberbullying can happen to anyone. The victims of cyberbullying look just like you and me.

(Enter cyberbully)

NARRATOR: A cyberbully can be anyone. Sometimes a cyberbully can hide their identity by using technology to keep his or her appearance a secret.

(Cyberbully should put on a mask)

NARRATOR: Cyberbullying happens at anytime during the day. It can happen during school hours or at night. It is a problem twenty-four hours a day, seven days a week.

(Cyberbully takes out a cell phone and takes a picture of him or herself stepping on a bug. Once the picture is taken, he or she shows to others.)

CYBERBULLY: I’m going to send this to the nerd in our class. That dumb person gave me his or her cell phone number last week. Like I would actually call him or her.

(Picture is sent. Everyone around the cyberbully begins to laugh. Girl or boy takes out cell phone because he or she has just

received a notification of a new picture message. Girl or boy opens phone and looks confused.)

GIRL OR BOY: [Sends a text back, *saying out loud as pretending to type a text*] ...who is this and what is this picture suppose to mean?

(Cyberbully receives a new text message and reads aloud for the group to hear)

CYBERBULLY: I'm not going to tell him or her who this is. I'm just going to write back and say that the bug represents them.

(Everyone laughs as the text is sent. Girl or boy receives text.)

GIRL OR BOY: I'm so confused. I don't even know who this is and that isn't very nice saying that I'm a bug. [*Saying out loud as pretending to type a text*]seriously who is this?

(Cyberbully receives new text and reads aloud to all his or her friends.)

CYBERBULLY: This is too funny. I'm going to send a text back saying I am the person that is going to step on you like the bug you are.

(Everyone laughs. Girl or boy receives new text and after reading it, begins to look scared and starts crying.)

GIRL OR BOY: I don't know what to do. I don't want people to think I'm scared, but I just feel alone. Someone actually wants to step on me like a bug, and I have no idea who this person is.

NARRATOR: Cyberbullies are mean and humiliate their victims. Victims begin to feel alone. Often times, they keep the bullying to themselves. It is the silence that is very dangerous for a victim of cyberbullying. Once a victim becomes silent, it is hard to figure out what they will do next.

Before continuing in the skit, take a minute to have a mini discussion.

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by saying was it okay for the cyberbully to send the picture message to the girl or boy. Ask how a person would feel if those things were sent to them. Have students put themselves in the shoes of the cyberbully and then in the shoes of the boy or girl, have them describe how they feel in each position. Since this situation occurred using a cell phone, have students share some instances that cell phones are good to have. Also, talk with them about the bad things people may use a cell phone. Mention the importance of only sharing your cell phone number with trusted friends and family. Briefly go over what to do if a person does not recognize a number. Ask students if the girl or boy should have accepted the picture message or regular text messages from a number they do not know. Having a cell phone is a privilege, and should be used properly. Discuss the importance of being nice if sending a picture message or a text message. See if any of the students have felt like the girl or boy in the skit. If so, see if they will share their story, and what they did. Once finished with the mini discussion, continue on with the skit.

CYBERBULLYING HOME OFFICE: The narrator is right. We have to reverse this situation and let everyone know what should have happened.

(Have girl or boy and cyberbully pretend to reverse the situation to when the picture message was sent).

CYBERBULLYING HOME OFFICE: It is okay to take pictures on your cell phone; however, it is not okay to take pictures that may hurt someone else. The girl or boy in this situation should have not opened the picture message when he or she did not recognize the number that it came from. If the picture was opened on accident, it is important to remember not to respond to these types of messages. Once he or she did not recognize the number, they should have just shut their cell phone or turned it off. Also, make sure you only give out your cell phone number to people you trust, like friends and family. Keep in mind, there is no need to respond to the cyberbully. Instead, you should shut your cell phone, turn it off, and walk away from the situation. During this time, make sure to tell a trusted adult about what just happened. A trusted adult can handle the situation properly. Once an adult is aware of the situation, they can help you figure out what to do next. Remember you never have to face a cyberbully alone.

EVERYONE: Make sure you take a stand against cyberbullying. Don't allow you or your friends to become a victim.

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