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Cyberbullying : a preventative method

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Cyberbullying : a preventative method

Abstract

A new means of bullying has been created through the usage of cell phones, pagers, and the internet. Cyberbullying is an aggressive act intended to harm another and is repeated over a duration of time. It involves using digital communication devices to target victims. As a newer phenomenon, the research on cyberbullying is limited. However, the research that has been conducted suggests that cyberbullying is a great cause of concern among our youth today and is an issue that needs to be addressed. A four lesson guidance unit addressing cyberbullying was developed. This unit focuses on creating awareness and educating students in hopes of preventing the occurrence of cyberbullying in the future.

CYBERBULLYING: A PREVENTATIVE METHOD

A Research Paper

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The Department of Educational Leadership, Counseling,
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of the Requirements for the Degree

Master of Arts in Education

by

Kristen A. Hoelscher

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March 12, 2008
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Abstract

A new means of bullying has been created through the usage of cell phones, pagers, and the internet. Cyberbullying is an aggressive act intended to harm another and is repeated over a duration of time. It involves using digital communication devices to target victims. As a newer phenomenon, the research on cyberbullying is limited. However, the research that has been conducted suggests that cyberbullying is a great cause of concern among our youth today and is an issue that needs to be addressed. A four lesson guidance unit addressing cyberbullying was developed. This unit focuses on creating awareness and educating students in hopes of preventing the occurrence of cyberbullying in the future.

Cyberbullying: A Preventative Method

Bullying is a phenomenon that is widely studied. Much research exists on the prevalence and characteristics of bullying as well as programs and interventions that are recommended for bullies and victims. A phenomenon similar to standard bullying is cyberbullying. However, unlike standard bullying, cyberbullying is done virtually by using computers and telephones. Although cyberbullying is not a new concept, it has failed to gain much research attention in the past. Cyberbullying is currently a focus of research, and more articles and books about this topic are being published. However, few guidance units that address the issue of cyberbullying presently exist.

As a future school counselor, the author sees a need to address this issue in schools. By developing a guidance unit based on the issue of cyberbullying, it will ensure that students and teachers are aware of this phenomenon. Also, this unit would aim to prevent students from becoming cyberbullies and help those who are being bullied virtually handle attacks appropriately and safely.

Developing a guidance curriculum designed to address cyberbullying is the project. The author has designed a four lesson unit for grades five and six. The lessons for this unit will have objectives that focus on creating awareness, educating, informing, assessing, preventing, and intervening. The project portion of this paper will detail each of the four lessons for the cyberbullying unit. A description of the lesson complete with a lesson plan, a rationale for the lesson, and a link to the standards and benchmarks of the American School Counseling Association will be provided for each lesson in this unit.

As recommended by current research, this unit will not be taught individually (Raskauskas & Stoltz, 2007; Ybarra & Mitchell, 2004). It will be combined with another

guidance unit that addresses similar topics and issues. These other guidance units could include units on traditional bullying, conflict management or resolution, or character education. The cyberbullying unit will either precede or follow the other unit depending on which order best fits the needs of the students.

General Definition and Characteristics of Bullying

To be characterized as bullying, aggressive acts must have intentions to harm, occur repeatedly and frequently over a duration of time, and involve an inequality of power between the aggressor(s) and the victim (Hazler, 1996; Horne, Bartolomucci, Newman-Carlson, 2003; Olweus, 2001; Roberts, 2006; Ross, 1996; Willard, 2007). Traditional bullying can occur in three different forms. The first form is physical in which the bully physically harms the victim (e.g. kicking, hitting, pushing, destroying or taking personal belongings). The second form is verbal bullying such as name-calling, threatening, using profanity, and teasing. Relational bullying is the third form. This can be done directly by socially excluding someone or blackmailing someone to get what the bully wants. It can also be done indirectly by spreading rumors or gossiping (Bjorkqvist, Lagerspetz, & Kauikanen, 1992; Crick, et al., 2001; Horne, Bartolomucci, Newman-Carlson, 2003; Monks, Ortega Ruiz, and Torrado Val, 2002; Olweus, 2001; Willard, 2007.)

General Definition and Characteristics of Cyberbullying

Similar to the definition of standard bullying, the definition of cyberbullying includes an intention to harm by aggressive acts that occur repeatedly over a duration of time (Raskauskas & Stoltz, 2007; Willard, 2007). However, unlike standard bullying the aggressor does not have to be the one with the most power. When using the internet or

some other form of technology to bully, the aggressor can be less powerful than his or her target (Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007, Ybarra & Mitchell, 2004). Also unlike traditional bullying, cyberbullying involves using digital communication devices to target the victims (Beran, & Li, 2005; Li, 2007; Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007).

Cyberbullying occurs in one of two forms. The first form is verbal in which name-calling, threatening, and teasing still exist. However, when one uses technology to bully, verbal aggression can also include harassment, cyberstalking, and flaming (i.e. more offensive insults and threats). The second form of cyberbullying is relational in which gossiping, spreading rumors, and exclusion still exist. However, relational types of cyberbullying also include impersonation or defamation of another as well as outing (i.e. publicly displaying another's personal information) and trickery (i.e. tricking someone into giving out personal or embarrassing information and using this information against them) (Beran & Li, 2005; Li, 2005; Raskauskas & Stoltz, 2007; Willard, 2007).

The definitions and forms are only two aspects of bullying and cyberbullying. Both have other characteristics that make them either similar to or different from the other.

Comparison of Bullying and Cyberbullying

Traditional bullying and cyberbullying are similar in a few ways. Both involve aggressive acts by the bully towards the target and must occur repeatedly over a length of time (Raskauskas & Stoltz, 2007; Roberts, 2006; Willard, 2007; Ybarra & Mitchell, 2004). Also, both bullying and cyberbullying can include either relational acts of aggression or verbal acts of aggression (Bjorkqvist, Lagerspetz, & Kaukanen, 1992;

Raskauskas & Stoltz, 2007; Willard, 2007). Other similarities include the harmful effects that each type of bullying can have on the victim (Beran & Li, 2005; Finkelhor, Mitchell, & Wolak, 2000; Rigby, 2001; Roberts, 2006; Willard, 2007) as well as the reality that they both currently exist and need to be dealt with (Beran & Li, 2005; Chibbaro, 2007; Hazler, 1996; Jerome & Segal, 2003; Rigby, 2001; Ross, 1996; Strom & Strom, 2005; Willard, 2007; Ybarra & Mitchell, 2004).

Despite the many similarities traditional bullying and cyberbullying have, there are also many differences between the two types. One difference is the idea that a cyberbully can bully numerous people at the same time. By using the internet or a cell phone, a cyberbully can easily select numerous victims and proceed to target these victims in a short amount of time (Strom & Strom, 2005).

Another difference between the two types of bullying involves the anonymity of the cyberbully. If they want, cyberbullies can choose to remain anonymous by providing fake information, blocking identifying information, or using other methods to stay anonymous (Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007; Ybarra & Mitchell, 2004). When traditional bullying occurs, the aggressor and target often meet face-to-face. Even in relational bullying where rumors can be spread or social exclusion exists, the bully often makes it known that he or she is responsible for the victim's suffering (Crick et al., 2001). This anonymity of cyberbullies can make it hard to identify the bully and intervene in the situation. When neither children nor adults can figure out the identification of the bully, it is difficult to stop the situation (Beran & Li, 2005; Li, 2007).

Power inequality might also differ between cyberbullying and traditional bullying. With traditional bullying, a situation typically involves a more powerful person bullying a less powerful person (Roberts, 2006; Willard, 2007). This is not always true of cyberbullying. Cyberbullies can be less powerful than the person or group of people they are attacking, likely because it can be done anonymously instead of face-to-face (Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007).

Other differences between traditional bullying and cyberbullying include the forms that are used. While traditional bullying can occur in a physical manner as well as relational and verbal, cyberbullying only occurs in relational and verbal forms (Raskauskas & Stoltz, 2007; Roberts, 2006; Willard, 2007). Also, as previously mentioned, there are ways to relationally and verbally cyberbully that could not occur during traditional bullying (Li, 2005; Raskauskas & Stoltz, 2007; Willard, 2007).

A final difference between the two types of bullying involves the effects on the victim and the bully's awareness of these effects. As a result of the anonymity and the interactions that are not face-to-face, the bully cannot immediately see the harm he or she is causing (Raskauskas & Stoltz, 2007; Scott, 2007; Stover, 2006; Strom & Strom, 2005; Willard, 2007). This makes it more difficult for the bully to feel empathy toward the victim or regret about his or her behaviors (Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007).

Tools Used to Cyberbully

Many tools are used to cyberbully including cell phones, pagers, and the internet (Beran & Li, 2005; Chibbaro, 2007; Finkelhor et al., 2000; Jerome & Segal, 2003; Li, 2005; Raskauskas & Stoltz, 2007; Roberts, 2006; Strom & Strom, 2005; Willard, 2007;

Ybarra & Mitchell, 2004). The type of bullying that occurs often depends on which tool is used. Cyberbullying by cell phone typically involves the bully sending inappropriate or harassing text messages to the victim, sending harmful text messages about the victim to others, or sending embarrassing pictures of the victim to others (Beran & Li, 2005; Finkelhor et al., 2000; Li, 2007; Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007). Cyberbullying by pager is similar in that it involves the bully sending harassing text messages to the victim or harmful messages about the victim to others (Beran & Li, 2005; Li, 2007; Willard, 2007).

Internet cyberbullying is even broader than bullying by cell phones and pagers. Bullying by internet can include sending hateful email messages to a person, sending inappropriate email messages to others about another person, harassing others by instant messaging, creating a hateful personal website or blog about another person, posting offensive messages or pictures about the victim on a website, creating defamatory polling websites in which people can log on and answer a poll about someone, and harassing others in chat rooms or game rooms (Beran & Li, 2005; Finkelhor et al., 2000; Li, 2007; Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007; Ybarra & Mitchell, 2004). Currently, most older children and adolescents have access to at least one of these tools. This helps create the existing problem of cyberbullying while also increasing the likelihood that cyberbullying will continue to be a problem in the future (Beran & Li, 2005; Li, 2007; Willard, 2007; Ybarra & Mitchell, 2004).

Vital Statistics

Research on cyberbullying has been conducted to learn more about its prevalence in children and adolescents. More specifically, researchers want to know who

experiences it, who is cyberbullying others, how often it occurs, and how it is occurring. This research presents information that will help educators better understand cyberbullying while also presenting information that shows how urgent it is for educators to address this issue. Following are examples of studies that have been conducted that show the prevalence of cyberbullying.

In 2005, a study of 177 grade seven students was conducted to learn more about the existence of cyberbullying. The results indicated that 54% of the students had experienced traditional bullying while 25% of the students had experienced cyberbullying. Out of those students who reported being a victim of cyberbullying, 60% were bullied less than 4 times, 18% were bullied between 4 and 10 times, and 23% were bullied more than 10 times. Approximately 59% of the students reported bullying others traditionally, while about 15% reported using technology to bully others. Out of the students who reported bullying others by using technology, 43% bullied less than 4 times, 30% bullied between 4 and 10 times, and 26% bullied others over 10 times. Slightly over half of those polled admitted that they knew someone who was currently being cyberbullied. Perhaps the most alarming part of this study was who students reported being cyberbullied by. Reports included being bullied by school mates, by people outside of school, and by multiple methods. The highest report, at 40.9%, was that students had no idea who was bullying them (Li, 2007).

Another study by the same researcher and a colleague found similar results. They surveyed over 400 students in grades 7-9. Over two-thirds of those surveyed indicated that they were aware of cyberbullying incidents among their school mates. Of those who admitted bullying others electronically, 22% reported bullying once or twice while 4%

reported bullying at least several times. Of those who identified themselves as victims of electronic bullying, 35% reported being victims once or twice while 23% reported being victims more than twice (Beran & Li, 2005).

In 2006, survey results of 1,000 youth were reported by Fight Crime: Invest in Kids. One survey was given to teens ages 12-17 and another was given to preteens ages 6-11. The survey of teens found that one-third of those surveyed had experienced cyberbullying at least once through the internet or through cell phones. Out of the youth ages 12-14 who completed the surveys, 22% admitted being victims once or twice, 13% admitted being victims between three and five times, and 4% admitted being victims more than five times. Out of the youth ages 15-17 who completed the surveys, 24% admitted being victims once or twice, 26% admitted being victims between three and five times, and 7% admitted being victims more than five times. Almost one-third of the same teens admitted that they knew of incidences of cyberbullying occurring among their peers (Fight Crime: Invest in Kids, 2006).

The survey of preteens found that one-sixth of those surveyed had experienced cyberbullying by either cell phone or internet. Out of the youth ages 6-8 who completed the surveys, 7% admitted being victims once or twice, 9% admitted being victims between three and five times, and 3% admitted being victims more than five times. Out of the youth ages 9-11 who completed the surveys, 11% admitted being victims once or twice, 15% admitted being victims between three and five times, and 5% admitted being victims more than five times. Almost half of these children admitted that they were aware of cyberbullying incidences occurring in their school (Fight Crime: Invest in Kids, 2006).

Another major study on cyberbullying was conducted by Kowalski and Limber (2005). They surveyed over 3,700 students in grades 6-8. Within the two months prior to the survey, 18% of the students reported being victims of cyberbullying at least once. Many of these students reported being cyberbullied by other students, by friends, by siblings, and by multiple methods. Almost 50% of these students reported that they did not know the identity of the person targeting them (Kowalski & Limber, 2005, as cited in Chibbaro, 2007).

Other studies have found similar results to the previous studies. Berson, Berson, and Ferron (2002) conducted a study with adolescent girls about cyberbullying by email. They found that 15% of those surveyed had been victims of cyberbullying by email and 3% had cyberbullied by email. Jerome and Segal (2003) surveyed both genders and found that 16% had used cell phones to bully others while 25% had used the internet as a source to bully others. Raskauskas and Stoltz (2007) also surveyed adolescents on this issue. They found that almost 50% of those surveyed reported being victims of cyberbullying while about 22% that they bullied others using electronic methods. Another study conducted by Ybarra and Mitchell (2004) found 15% of those surveyed admitted to cyberbullying others and 7% reported being victims of a cyberbully.

Research on the issue of cyberbullying is a fairly new phenomenon and is therefore limited. This has resulted in different incident rates of cyberbullying being found in the different studies. However, although the incident rates may vary with each study, one idea has been strongly suggested. This idea is that cyberbullying is a great cause of concern as it does exist and will continue to exist until further action is taken (Beran & Li, 2005; Chibbaro, 2007; Willard, 2007).

Assessments

The mentioned studies strongly suggest that cyberbullying is an issue that needs to be addressed. However, before prevention and intervention strategies are discussed, a school must first address the needs of the students where this issue is concerned. Many student surveys have been developed to assess student needs concerning cyberbullying (Beran & Li, 2005; Li, 2007; Raskauskas & Stoltz, 2007; Strom & Strom, 2005; Willard, 2007). These surveys typically address student access to technology, the amount of time a student spends on the internet or cell phone, and the internet sites the student uses. Also addressed are the student's experiences with cyberbullying as a victim, as the perpetrator, or as both, the effects cyberbullying has on the student, his or her awareness of incidences of cyberbullying, and the actions taken by cyberbully victims or bystanders. These surveys can have a close-ended format or an open-ended format. Some surveys use both formats in order to obtain more accurate information from the students. By using a survey to address the incidence of cyberbullying, a school can better assess the needs of the students in order to intervene in the most appropriate way.

Intervention and Prevention

Prevention and intervention are necessary when students are involved in cyberbullying. The effects of electronic bullying are similar to the effects faced by victims of traditional bullying. One study found that over half the victims of cyberbullying reported feeling angry often, while over one-third of cyberbully victims reported feeling depressed, sad, and hurt (Beran & Li, 2005). Another study found that cyberbully victims expressed feeling sad, angry, anxious, and fearful. They also reported that their ability to concentrate in school and thrive academically was impaired as a result

(Rigby, 2001). Finkelhor, Mitchell, & Wolak (2000) found that of those youth who had experienced electronic bullying, effects included feeling extremely upset (31% of victims), noticing symptoms of stress (32%), and feeling fearful (19%). Other effects of cyberbullying can include severe depression and suicide (Roberts, 2006; Willard, 2007). As suggested by these studies, the detrimental effects of cyberbullying are real. Thus, electronic bullying needs to be dealt with appropriately by prevention and intervention.

There are many factors of cyberbullying that make it difficult for schools and educators to intervene. Cyberbullying can be done anonymously and outside of school grounds (Beran & Li, 2005; Li, 2007; Ybarra & Mitchell, 2004). Also, it can be difficult to take away the means of the problem. Educators can only control cell phone and internet usage at the school. They have no control over electronic usage outside of the school (Beran & Li, 2005; Ybarra & Mitchell, 2004). For these reasons, it is important to take steps to prevent cyberbullying at an early age.

In grades 6, 7, and 8, one of the most common forms of harassment is electronic bullying (Blair, 2003; Crawford, 2002). As previously mentioned, other research suggests it is easier to prevent cases of cyberbullying than to deal with them as they are occurring. For these reasons, the following project will focus on the prevention of cyberbullying in grades 5 and 6.

Although cyberbullying prevention programs are hard to find, researchers have made general recommendations for educators. These recommendations involve creating awareness of the issue, discussing the severity, and developing plans to prevent and intervene. Students should be taught how to deal with issues of cyberbullying and how to

prevent them from occurring (Beran & Li, 2005; Chibbaro, 2007; Willard, 2007). All of these recommendations are met by the objectives of the following project.

Project: Cyberbullying Unit

Each lesson plan details the objectives of the lesson, the materials needed, and the procedure that will be followed. The plan also gives examples of content and personalization questions that will be asked during the lesson. Finally, links to the American School Counselor Association's standards and benchmarks are also provided. A few weeks before the unit is taught, a poll on cyberbullying will be given to the students in grades five and six and the lessons will be adjusted to best fit the needs of the students. The poll was taken from Willard (2007) and is found in Appendix A.

Lesson One.

The first lesson (see Appendix B) focuses on creating awareness on cyberbullying and educating the students about the facts and myths of the issue. During the first lesson, basic facts and information are focused on in order to give the students a better understanding on the issue of cyberbullying. This is done by using fact and myth question cards (see Appendix C). Results from the cyberbullying poll will also be discussed with the students.

Lesson Two.

The primary objective for the second lesson (see Appendix D) is for students to learn more about situations involving cyberbullying. In this lesson, students will be divided into groups, given situations (see Appendix E), and provided with a list of questions to answer (see Appendix F). This will allow the students to put the information they learned in the first lesson to use. They are also required to look at the situation from

multiple viewpoints to help increase empathy and understanding. The situations used in this lesson were taken from Willard (2007). Some were changed slightly to better fit the age level of the students. These examples are real stories of youth who have experienced cyberbullying. The author thought it would be more useful for the students to know that the situations they are reading about have actually happened to someone.

Lesson Three.

The third lesson plan (see Appendix G) is designed so the students can learn more facts about the issue of cyberbullying. This plan creates more awareness of the topic while also educating the students on some possible consequences of cyberbullying behavior. The main activity in this plan involves a game about cyberbullying. This game includes game rules (see Appendix H), consequence cards (see Appendix I), question cards (see Appendix J), and a game board (see Appendix K).

Lesson Four.

The fourth lesson plan (see Appendix L) has a few objectives. The first objective includes reviewing the previous session by using the question cards (see Appendix J) from the Cyberbullying Game and by reviewing the entire unit by having a large group discussion. The other objective focuses on providing students with information on ways they can prevent becoming victims of cyberbullying and steps they can take if they should happen to become a victim (Appendix M). Both the prevention strategies and the steps to take are adapted from Willard (2007).

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Student Needs Assessment Survey

Cyberbullying Poll

The following survey is seeking information from students about cyberbullying and cyberthreats. The results of this survey will help your school respond to these concerns. Your responses to this survey are confidential. You may also choose not to complete this survey. (The term *parent* means anyone serving in a parenting role.)

Survey Questions

1. What grade are you in? ____
2. What is your gender? ___ M ___ F
3. Do you use the Internet at home? ___ Yes ___ No
4. Approximately how many hours are you online on a typical day during the week? ____
5. What are your favorite online activities? (Please check all that apply.)
 - ___ Communicating with school friends.
 - ___ Meeting new people in online social communities.
 - ___ Surfing to look for stuff or learn new things.
 - ___ Playing online games.
 - ___ Shopping.
 - ___ Homework.
 - ___ Designing Web sites or profiles.
 - ___ Other: _____.

6. Do you use a cell phone to communicate with other students while at school?
___ Yes ___ No
7. Have your parents talked with you about how you should treat others online?
___ Yes ___ No
8. How often do your parents look at what you are doing online?
___ Frequently ___ Occasionally ___ Never
9. Do you have a profile on a social networking site like MySpace or Xanga?
___ Yes ___ No
- a. If you have a profile, how often do your parents look at your profile?
___ Frequently ___ Occasionally ___ Never
10. How often do you discuss what you are doing online with your parents?
___ Frequently ___ Occasionally ___ Never
11. In the last six months, have you:
- a. Been in an online fight?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- b. Received online messages that made you very afraid for your safety?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- c. Received mean or nasty messages from someone?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- d. Sent mean or nasty messages to someone?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No
- e. Been put down online by someone who has sent or posted cruel gossip, rumors, or other harmful material?
___ Yes, 1 to 4 times ___ Yes, 5 or more times ___ No

- f. Put down someone else online by sending or posting cruel gossip, rumors, or other harmful material?
 Yes, 1 to 4 times Yes, 5 or more times No
- g. Had someone pretend to be you and send or post material that damaged your reputation or friendships?
 Yes, 1 to 4 times Yes, 5 or more times No
- h. Pretend to be someone else to send or post material to damage that person's reputation or friendships?
 Yes, 1 to 4 times Yes, 5 or more times No
- i. Had someone share your personal secrets or images online without your permission?
 Yes, 1 to 4 times Yes, 5 or more times No
- j. Shared someone's personal secrets or images online without that person's permission?
 Yes, 1 to 4 times Yes, 5 or more times No
- k. Been excluded from an online group by people who are being mean to you?
 Yes, 1 to 4 times Yes, 5 or more times No
- l. Helped exclude someone else from your online group?
 Yes, 1 to 4 times Yes, 5 or more times No
12. How frequently do you think other students at your school are cyberbullied?
 Frequently Occasionally Never Don't know
13. Have you seen, or do you know of, material posted online that denigrates or puts down a school staff member?
 Yes No
14. Have you seen, or do you know of, any students who posted material online that threatened or suggested violence?
 Yes No
15. Have you seen, or do you know of, any students who posted material online that threatened or suggested suicide?
 Yes No

16. Have you seen, or do you know of, any students who participate in online hate groups?
 ___ Yes ___ No ___
17. Have you seen, or do you know of, any students who participate in online gangs?
 ___ Yes ___ No ___
18. How often do you think cyberbullying occurs when students are using school computers?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
19. How often do you think cyberbullying occurs through cell phones or PDAs used at school?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
20. How often do students bypass the district's Internet filter to get to sites that have been blocked by the filter?
 ___ Frequently ___ Occasionally ___ Never ___ Don't know
21. If you saw that someone was being cyberbullied, how likely is it that you would do the following:
- Join in by posting similar material.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Support the cyberbully.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Read the material, but not contribute.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Avoid or leave the online environment.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely
 - Complain to others, but not directly to the cyberbully.
 ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
 ___ Very unlikely

- f. Try to help the victim privately.
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely
- g. Tell the cyberbully to stop.
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely
- h. Support the victim publicly.
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely
- i. Report the cyberbullying to someone who can help.
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely
22. What are some things you can do that could reduce the possibility that you might be cyberbullied? (Please list all actions you can think of.)
23. If you were being cyberbullied, what would you do? (Please list all actions you can think of.)
24. If you were being cyberbullied and you could not get it to stop by yourself, would you tell your parents?
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure
25. If you were being cyberbullied at school, would you tell a school staff member?
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure
26. If you saw or knew that another student was being cyberbullied, would you tell your parents or a school staff member?
 Very likely Somewhat likely Somewhat unlikely
 Very unlikely Not sure

27. If you saw or knew that a student had posted material threatening or suggesting violence or suicide, would you tell your parents or a school staff member?
- ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
___ Very unlikely ___ Not sure
28. If you saw or knew that a student was participating in a hate group or gang, would you tell a school staff member?
- ___ Very likely ___ Somewhat likely ___ Somewhat unlikely
___ Very unlikely ___ Not sure
29. What would your concerns about telling your parents be?
30. What would your concerns about telling a school staff member be?

Thank you for your help.

Student Survey: Data Analysis and Evaluation

Questions 1 through 6 will provide basic demographic data. Over time, the district will be also able to track the amount of Internet use and activities.

Questions 7 through 10 address the important issue of parental involvement. An increase in the percentage of students reporting greater parental involvement would indicate success of the parent education program.

Question 11 asks about personal involvement in cyberbullying, as a target or as a perpetrator. For those districts interested in a more sophisticated analysis, the data in this question can be compared to data in questions 1 through 10 to determine the relationship between age, gender, online activity, and parental involvement and reports of cyberbullying involvement.

Questions 12 through 17 provide an indication of the degree to which students believe that these harmful activities are occurring. The questions were phrased “Have you seen . . .” because it is likely that students will more freely report behavior they witness than they will report their own online activities, if those activities are considered inappropriate.

Ideally, the numbers of students reporting personal involvement or knowledge of these online harmful activities will decrease. However, districts are advised to be cautious in their reliance on this data to determine effectiveness for two reasons:

- There may be an increase in reports because increased awareness of concerns has led to increased sensitivity to the issue.
- All indications are that these concerns are increasing, along with the amount of teen online activity. As noted in chapter 3, in a survey that was originally administered in 2000 and then

readministered in 2006, the rate of reported cyberbullying doubled.*

Given the lack of understanding about these concerns, a district that holds the incident rates stable or has only a modest increase may be addressing the concerns in a highly effective manner.

Questions 18 through 20 will provide specific insight into the effectiveness of the district's current policies and practices around Internet, cell phone, and PDA use.

Question 21 assesses bystander responses. Responses "a" and "b" can be considered harmful; responses "c" and "d" are neutral; and responses "e" through "i" are favorable responses. Over time, a decrease in students answering "very likely" or "somewhat likely" to responses "a" through "d" and an increase in these answers to responses "e" through "i" would indicate success in achieving the instructional objectives.

Questions 22 and 23 were specifically written open-ended to assess student knowledge of potentially effective ways to prevent and respond to cyberbullying incidents. The more potential responses a student can generate, the greater the personal power that student should feel in knowing how to prevent such incidents and respond to specific situations. An increase in the number of potentially effective ways to prevent and respond will indicate successful implementation of the student's education.

Questions 24 through 28 assess student comfort in reporting online concerns to adults. Questions 29 and 30 specifically solicit reasons for such reporting behavior. The answers to these questions can provide valuable insight into the development of educational and practical strategies to encourage reporting. Periodic assessment will allow the district to determine whether the educational program and the district's reporting, review, and response efforts have resulted in an increase in youth inclination to report online concerns to adults.

* Wolak, J., Mitchell, K., & Finkelhor, D. (2006). *Online victimization of youth: Five years later*.
www.unh.edu/ccrc/second_youth_Internetsafety-publications-html.

Appendix B

Price Laboratory School

Classroom Guidance Curriculum

Unit: Cyberbullying

Lesson 1: Facts and Myths

Grade Level: Grades 5 and 6

American School Counseling Association Standards & Benchmarks

1.14 Share knowledge

7.5 Identify and express feelings

7.6 Distinguish between appropriate and inappropriate behaviors.

8.2 Understand consequences of choices

Objectives:

- A. To be able to identify facts and myths about cyberbullying and to understand what is already known about the issue.
- B. To learn the definition and characteristics of traditional bullying
- C. To learn more specifics about cyberbullying (i. e. the definitions, the characteristics, the tools that are used to cyberbully, effects of cyberbullying, prevalence rates).
- D. To learn the results of the cyberbullying poll the students completed.
- E. To prepare students for the rest of the unit on cyberbullying.

Materials:

- A. Fact and Myth cards
- B. White board and markers

Procedure:

1. Ask students what they know about bullying. Ask students what they know about cyberbullying or electronic bullying.
2. Read class a myth off of the fact and myth cards and ask for their opinions. Ask whether it is a fact or a myth. Ask for explanations. Explain what makes it a myth and then read the fact. Repeat this for all of the cards.
3. Discuss the facts and myths in more detail so the students are able to learn the facts.

4. Ask class to help generate a general definition of bullying. Discuss physical, verbal, and relational bullying.
5. Ask class to help generate a general definition of cyberbullying. Discuss verbal and relational bullying.
6. Read the results of the cyberbullying poll. Discuss this.
7. Briefly explain the reasoning for the unit and what the next three lessons will accomplish.

Assessment/Personalization

Discussion Questions

1. What are some myths about cyberbullying?
2. What are some facts about cyberbullying?
3. What is a general definition of bullying? What are some of the characteristics of bullying?
4. What is a general definition of cyberbullying? What are some of the characteristics of cyberbullying?
5. What were the results of the cyberbullying poll? What does this tell us?

Personalization Questions

1. What do you know about bullying? What do you know about cyberbullying?
2. What are some facts that surprised you? What are some facts that were interesting to you?
3. What did you learn from the Fact and Myth activity?
4. What are your reactions to today's lesson? What thoughts and feelings did you have?
5. Does anyone have a cyberbullying experience or story they wish to share with the class?

Appendix C

Fact and Myth Cards

<p>Myth: Cyberbullying is done face-to face</p> <p>Fact: Cyberbullying is done using the internet, cell phones, or pagers.</p>	<p>Myth: Victims of cyberbullying always know the identity of the person bullying them.</p> <p>Fact: Of those who are cyberbullied, between 35% and 50% do not know the identity of their bully.</p>
<p>Myth: Cyberbullying only involves sending threatening messages by email or cell phone.</p> <p>Fact: Although cyberbullying does involve sending threatening messages, it can also involve creating hateful websites and blogs, harassing others in chat rooms, and posting embarrassing pictures.</p>	<p>Myth: Youth who are cyberbullied are not as effected as people who are traditionally bullied.</p> <p>Fact: Youth who are cyberbullied are just as effected as those who are traditionally bullied. This often results in feelings of sadness, fear, anger, depression, and can lead to suicide.</p>
<p>Myth: Only people who are big and powerful can cyberbullying.</p> <p>Fact: Anyone with access to electronic forms of communication can cyberbully.</p>	<p>Myth: You should delete all messages a cyberbully sends you.</p> <p>Fact: You should really save all of these messages. Even though you don't want to read them again, they can be used as evidence to get the cyberbully to stop.</p>
<p>Myth: Pushing someone or kicking them is an example of cyberbullying.</p> <p>Fact: This is an example of traditional bullying. Cyberbullying is not physical. There might be threats of physical harm, but a person cyberbullying is using verbal or relational tactics.</p>	<p>Myth: If you are a victim of cyberbullying, you shouldn't do anything because nothing will help.</p> <p>Fact: You should save the messages, log off immediately, and tell a trusting adult.</p>
<p>Myth: Students not involved in cyberbullying as either the aggressor or the victim are often unaware it is occurring.</p> <p>Fact: Studies have found that between one-third and two-thirds of the students surveyed, were aware that cyberbullying incidences were occurring in their school.</p>	<p>Myth: Cyberbullies are not as harmful as a traditional bully.</p> <p>Fact: Cyberbullies are at least as harmful. Besides using harmful methods to bully, cyberbullies can bully more than one person at a time and they can bully at all hours of a day.</p>

Appendix D

Price Laboratory School

Classroom Guidance Curriculum

Unit: Cyberbullying

Lesson 2: Developing Empathy

Grade Level: Grades 5 and 6

American School Counseling Association Standards & Benchmarks

7.2 Identify values, attitude, and beliefs

7.5 Identify and express feelings

7.6 Distinguish between appropriate and inappropriate behaviors

7.7 Recognize personal boundaries, rights, and privacy needs

Objectives:

- A. To review the previous lesson.
- B. To understand more about a situation involving cyberbullying.
- C. To be able to identify when cyberbullying is occurring and what tools are being used.
- D. To learn and understand the thoughts, feelings, and behaviors that are occurring in a cyberbullying situation by all of those involved (i. e. bully, victim, bystander).

Materials:

- A. Cards with cyberbullying situations
- B. White board and markers

Procedure:

1. Ask a few students to summarize the previous session.
2. Break students into groups of 4 or 5.
3. Give each group a cyberbullying situation card and a list of questions they are to answer.
4. Give the groups sufficient time to read through the situations and discuss the questions before answering (about 10 minutes). Remind them to be as honest as possible when answering the questions.
5. Bring class back into a large group and have each group read their situation and share their answers.

6. Have a large group discussion about individual situations or cyberbullying situations as a whole.

Assessment/Personalization

Discussion Questions

1. What were some main points we learned last week?
2. What is going on in this situation?
3. Is the person in this situation being cyberbullied?
4. What tools are being used to cyberbully?
5. Who is involved in the situation? How are these individuals involved?

Personalization Questions

1. What do you think the bully is thinking or feeling during this situation?
2. What do you think the victim is thinking of feeling during this situation?
3. What should the victim do?
4. If you were a friend of the bully and knew what was happening, what would you do?
5. If you were a friend of the victim and knew what was happening, what would you do?
6. If you were a classmate of the bully or the victim and knew what was happening, what would you do?
7. Why might someone cyberbully? What could they do instead to better address these issues?
8. What effects might this cyberbullying have on the victim if it is to continue?

Appendix E

Situations

Situation 1: Unknown middle school students created a Web site all about Raymond. On this site, they posted Raymond stories, Raymond jokes, and Raymond cartoons. They invited anyone visiting the site to submit their own comments and had an e-mail link for people to send comments directly to Raymond.

Situation 2: Sara watched closely as Emma logged on to her school Internet account and was able to determine Emma's password. Later, Sara logged on to Emma's account and sent a sarcastic message to Emma's boyfriend, Alex. Later, she logged on again and sent nasty messages to Emma's two best friends telling them she did not want to be friends with them anymore.

Situation 3: Sitting around the computer with her friends at a Friday night sleepover, Judy asked, "Who don't we like? Who can we mess with?" They chose Sara, who was always trying to fit into the group. Sure enough, Sara was online. So Judy started IM-ing her – with most of the other girls providing suggestions. "Ask her who she likes best, Jack or Nathan," they urged. The next Monday, the girls were passing around Sara's IM at school.

Situation 4: Mary, an obese high school student, was changing in the locker room after gym class. Jessica took a covert picture of her with her cell phone camera. Within seconds, the picture was flying around the cell phones at school and everyone was laughing at her before she even left the locker room. By that evening, it had made its way on the internet and was now posted on Mary's personal website.

Situation 5: After he beat another boy in an online game, several of the boy's friends threatened Michael. Now, when Michael tries to play on the site, a group of other players gang up on him and restrict his activities so that he cannot participate.

Appendix F

Questions

1. What is going on in this situation?
2. Is the person in this situation being cyberbullied?
3. What tools are being used to cyberbully?
4. Who is involved in the situation? How are these individuals involved?
5. What do you think the bully is thinking or feeling during this situation?
6. What do you think the victim is thinking of feeling during this situation?
7. What should the victim do?
8. If you were a friend of the bully and knew what was happening, what would you do?
9. If you were a friend of the victim and knew what was happening, what would you do?
10. If you were a classmate of the bully or the victim and knew what was happening, what would you do?

Appendix G

Price Laboratory School

Classroom Guidance Curriculum

Unit: Cyberbullying

Lesson 3: More Facts, Myths, and Consequences

Grade Level: Grades 5 and 6

American School Counseling Association Standards & Benchmarks

1.14 Share knowledge

7.5 Identify and express feelings

7.6 Distinguish between appropriate and inappropriate behaviors.

8.2 Understand consequences of choices

Objectives:

- A. To review the previous lesson.
- B. To learn more facts about cyberbullying.
- C. To understand consequences that can occur with participation in cyberbullying.

Materials:

- A. Cyberbully Game (including: Game board, dice, place markers, Consequence Cards, and Question Cards). 4 Cyberbully Games will be brought.

Procedure:

1. Ask a few students to summarize the previous session.
2. Discuss the rules of the game.
3. Break the students into smaller groups of 4 or 5.
4. Give each group, a Cyberbully Game set.
5. Allow sufficient time for game to be played. Walk around a listen in and answer questions during this time.
6. Bring groups back into one large group and discuss the game.

Assessment/Personalization

Discussion Questions

1. The discussion questions for this lesson will occur during the game. Each question card has a content question.

Personalization Questions

1. What did you learn?
2. What surprised you?
3. What was interesting to you?
4. How do you think this game will help you in real life?

Appendix H

Cyberbully Game

Rules for Game:

1. Try to be the first person to go from start to finish.
2. If you land on a ?, someone in the group draws a question card and asks you the question. If you get it right, you do what the space tells you. If you get it wrong, you will stay on your current space and the next person in the group takes their turn. Remember, if a group member gets the question wrong, make sure to read the correct answer aloud.
3. If you land on a Consequence Space, you draw from a consequence card. Read the card aloud and do as it says.
4. If you land on a slide, move to the end of the slide.

Appendix I

Cyberbully Game: Consequence Cards

<p>You were a victim of a cyberbully and chose to keep quiet. Move back 2 spaces.</p>	<p>You are surfing the internet and come across a mean website made about a classmate. The next ay at school you report this website to the school counselor or your teacher. Move ahead 2 spaces.</p>
<p>You cyberbullied a classmate by sending them mean emails, instant messages, and text messages. Move back 4 spaces</p>	<p>Your friend gets a text message that says, "I'm going to get you," along with other mean comments. You convince her to save the message, not to message the person back, and to tell an adult. Move ahead 4 spaces.</p>
<p>You and your friends took an embarrassing picture of someone and posted it online. Move back 4 spaces.</p>	<p>You were the victim of a cyberbully. You calmly asked them to stop. If it continues, you then tell a trusting adult what is happening. Move ahead 2 spaces.</p>
<p>You and your friends started a "Why we hate Jane" website and posted mean pictures and comments on it. Move back 4 spaces.</p>	<p>Your friends took an embarrassing picture of a classmate in the locker room. As they talk about posting it online, you warn them that if they do, you'll tell who did it. You then suggest other fun things to do. They choose not to post the picture. Move ahead 4 spaces.</p>
<p>You saw a friend type anonymous and mean messages to a classmate and you chose not to say anything. Move back 2 spaces.</p>	<p>A stranger begins talking to you on the internet and keeps saying things that make you uncomfortable. You log off and tell your parents right away. Move ahead 2 spaces.</p>

<p>You think it is okay to cyberbully because your victim doesn't know who is doing it. Move back 2 spaces.</p>	<p>You go to a friend's house and find three of your friends on the internet. They are looking at a classmate's blogs and decide to post some mean messages. You don't like this idea so you say, "This isn't right. I won't be a part of this. Let's go to the park instead." After a little more convincing, you all leave for the park. Move ahead 4 spaces.</p>
<p>You have been getting nasty/mean emails and messages for the past week and when you finally discover who has been doing it, you send some nasty emails and messages back to the person. Move back 4 spaces.</p>	<p>Your sister looks on her blog and discovers dozens of mean comments and messages have been posted. Neither of you recognize the sender so you tell your parents right away. The next day, you also tell the school counselor.</p>

Appendix J

Cyberbully Question Cards

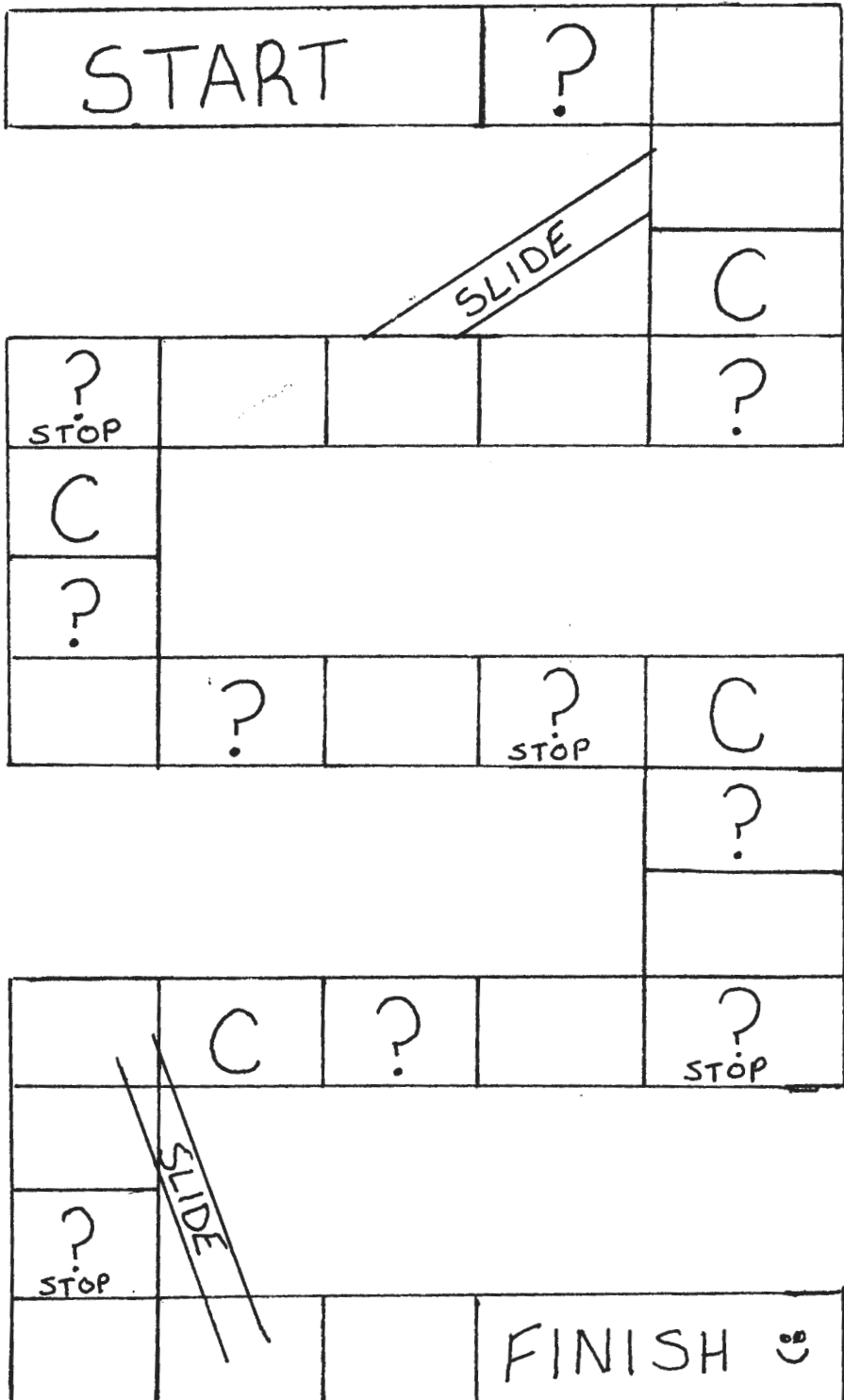
<p>True or False: Traditional bullying is characterized by aggressive acts intending to harm and must be done repeatedly over a period of time.</p> <p>TRUE</p>	<p>True or False: You should save all messages a cyberbully sends you.</p> <p>TRUE: This way you have proof that you are being cyberbullied and it may help lead to the identity of your cyberbully (if unknown).</p>
<p>True or False: Cyberbullying is bullying by using electronic devices such as cell phones or the internet.</p> <p>TRUE</p>	<p>True or False: You should delete messages sent by a cyberbully immediately so you don't have to read them again.</p> <p>FALSE: Saving these messages will help prove you are a victim of cyberbullying and it may help to lead to the identity of your cyberbully.</p>
<p>True or False: Traditional bullies are often youth who are less powerful than their victims.</p> <p>FALSE: Traditional bullying is typically committed by youth who are more powerful than their victims.</p>	<p>True or False: If you are a victim of cyberbullying, you shouldn't do anything because nothing will help you.</p> <p>FALSE: The only thing that won't help you is keeping quiet about your experiences.</p>
<p>True or False: When cyberbullying, power inequality does not matter.</p> <p>TRUE: Anyone can cyberbully, whether more powerful or less powerful than their victims.</p>	<p>True or False: One good way to handle a cyberbully is by telling a trusting adult.</p> <p>TRUE</p>
<p>True or False: Cyberbullies often use cell phones or the internet to bully.</p> <p>TRUE</p>	<p>True or False: Posting an embarrassing video of someone online is an example of cyberbullying.</p> <p>TRUE</p>
<p>True of False: Cyberbullies are never</p>	<p>True or False: Yelling at someone and</p>

<p>anonymous.</p> <p>FALSE: Cyberbullies can be anonymous.</p>	<p>pushing them in school is an example of cyberbullying.</p> <p>FALSE: While this is an example of traditional bullying, it is not an example of cyberbullying.</p>
<p>True or False: Cyberbullying can only be done face-to-face.</p> <p>FALSE: Cyberbullying is almost never done face-to-face. It is almost always over the internet, cell phone, or pager.</p>	<p>True or False: Starting a “We hate X website” where people can post mean comments, stories, and pictures is an example of cyberbullying.</p> <p>TRUE</p>
<p>True or False: Cyberbullying can be done at all hours of the day.</p> <p>TRUE</p>	<p>True or False: Sending a classmate threatening emails is an example of cyberbullying.</p> <p>TRUE</p>
<p>True or False: Cyberbullies can only harass one person at a time.</p> <p>FALSE: By using cell phones and the internet, cyberbullies are capable of harassing more than one person at a time.</p>	<p>True or False: Victims of cyberbullying don’t feel sad, upset, lonely, or depressed like victims of traditional bullying.</p> <p>FALSE: Just because cyberbullying is not done in person, does not mean the effects aren’t as harmful to the victims.</p>
<p>True or False: There is a greater chance you’ll get caught as bully than as a cyberbully.</p> <p>TRUE: Cyberbullies can choose to remain anonymous whereas traditional bullies are rarely anonymous.</p>	<p>True or False: Cyberbullies are usually big kids with many friends.</p> <p>FALSE: Anyone can cyberbully</p>
<p>True or False: Traditional bullies can bully others physically, relationally, and verbally.</p> <p>TRUE</p>	<p>True or False: If a person is cyberbullied anonymously, the victim won’t be hurt.</p> <p>FALSE: Whether the identity of the cyberbully is anonymous or known, victims are badly affected.</p>
<p>True or False: Cyberbullies often bully</p>	<p>True or False: Being bullied cyber-style</p>

<p>verbally or relationally.</p> <p>TRUE</p>	<p>can be just as hard on the victim than being bullied normal-style.</p> <p>TRUE</p>
<p>True or False: The word cyber means electronic or digital.</p> <p>TRUE</p>	<p>True or False: It is often difficult for a victim to escape a cyberbully even in the safety of their own home.</p> <p>TRUE: Cyberbullies can get to their victims at all hours of the day and at any location.</p>
<p>True or False: One good way to handle a cyberbully is by sending mean messages back.</p> <p>FALSE: If you choose to respond to a cyberbully, you should only do it once in a calm matter. If the messages continue, you should not respond to the messages again.</p>	<p>True or False: One good way to handle a cyberbully is by immediately logging out and not responding to their messages.</p> <p>TRUE</p>
<p>True or False: Besides feelings of sadness, fear, anger, and hurt, cyberbullying can also lead to depression and suicide.</p> <p>TRUE</p>	<p>True or False: Students in grades 5 and 6 will never have to worry about being cyberbullied.</p> <p>FALSE: Cyberbullied is becoming more common and widespread in adolescents.</p>

Appendix K

Cyberbully Game Board



Appendix L

Price Laboratory School

Classroom Guidance Curriculum

Unit: Cyberbullying

Lesson 4:

Grade Level: Grade 5 and 6

American School Counseling Association Standards & Benchmarks

- 1.14 Share knowledge
- 7.5 Identify and express feelings
- 7.6 Distinguish between appropriate and inappropriate behaviors.
- 7.13 Recognize that everyone has rights and responsibilities.
- 8.2 Understand consequences of choices

Objectives:

- A. To review the previous lesson.
- B. To learn and understand steps a student can take to try to prevent themselves from becoming targets of cyberbullies.
- C. To learn and understand what a student should do if he or she is being cyberbullied or if someone they know is being cyberbullied.
- D. To review the unit.

Materials:

- A. Question cards from Cyberbully Game
- B. White board and markers

Procedure:

1. Ask a few students to summarize the previous session.
2. Divide class in half and use questions from Cyberbully Game to play a large group game.
3. Ask students to review the unit on cyberbullying.
4. Discuss a few things that students can do to try to prevent themselves from being targets of cyberbullies.
5. Discuss the steps students should take if they are being cyberbullied or if they know someone being cyberbullied.

Assessment/Personalization

Discussion Questions

1. The discussion questions for the game part of this lesson will be taken from the question cards from the Cyberbully Game. Each question card has a content question.
2. What are the definitions of bullying and cyberbullying we discussed?
3. What are some tools used to cyberbully?
4. What are some characteristics of cyberbullying and cyberbullies?
5. What effects can cyberbullying have on victims?
6. What are the steps you should take if you are being cyberbullied or if you know someone who is being cyberbullied?

Personalization Questions

1. What did you learn from this unit?
2. Why do you think it is important to know this information?
3. How will this unit help you with real life?
4. Does anyone have any other questions or comments about the issue of cyberbullying?

Appendix M

How to Prevent Yourself from Becoming a Cyberbully's Target

1. Do not give out any information that could be used against you. Avoid posting images or other personal information.
2. Evaluate your communication skills. Make sure you are not giving a cyberbully any reason to target you.
3. Do not cyberbully others. Treat others with respect and kindness.
4. Do not be afraid to free yourself from old friends and make new friends. If your friends are cyberbullying you or are targeting others in mean ways, you should remove yourself from that environment.
5. If you are cyberbullied it is important to stay calm. A strong reaction could give the bully more reasons to continue. Take time to collect your thoughts and decide on the best action to take.

Steps to Take if Student is Cyberbullied

1. Save the evidence, but don't continue to look at it.
2. Decide if you need to involve an adult. You should involve an adult if
 - a. You are really upset and are unsure of what to do
 - b. You are also being bullied by this person in real life
 - c. You have been threatened with harm
 - d. The cyberbully is doing things that can really damage your reputation and friendships
 - e. The cyberbully is also targeting other youth
 - f. You have tried some of the necessary steps, but are unable to get the bullying to stop
3. Tell the cyberbully to stop and let them know you will take other measures if they don't stop.
4. Ignore the cyberbully.
5. Have your parents contact the cyberbully's parents.
6. File a complaint with the Web site or service.
7. Talk to your school. Talk to your principal or school counselor.
8. Contact an attorney or police.
9. See the school counselor for more information.