

FOR ER

the
Ophelia
project®

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

Grades 9-12

SOUL



CYBERCOOL

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digital citizenship and stop cyberbullying**

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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.

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 Kids 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. In addition, 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 .

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 aggression be reduced and mediated in students' lives?

Curriculum Objectives:

The purpose of this curriculum is to:

- Develop positive norms and attitudes about online behaviors.
- Educate students about the consequences of cyberbullying in the digital space.
- Analyze relevant case summaries of high profile cyberbullying in the United States.
- Identify physical, verbal, relational, and most importantly cyber aggression.
- Evaluate the differences between electronic and face-to-face communication as they contribute to cyberbullying.
- Assess the roles of anonymity and empathetic disconnect as contributors to cyberbullying.
- Develop strategies for empowering cyber-targets and bystanders.
- Create and maintain a positive digital footprint through ethical use of the Internet and using privacy and security settings in social networking and media sharing platforms.
- Engage students as investigators, designers, and mentors of safer cyber climates.
- Empower students to develop clear, concise positions regarding cyberbullying and digital citizenship .
- 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 9th – 12th 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.

Objectives provide the facilitator with measurable goals for each student to achieve as a result of completing the lesson.

Materials provides a list of all necessary items for each lesson to allow for better facilitator preparation.

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.

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.

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:
 - Students will define key terms from the lesson and participate in discussion regarding direct and indirect aggression. (Objective 1)
 - Students will role play a new ending to Amanda's story. (Objective 3)
 - Students will complete the Big Idea tweet. (Objective 2)
- Summative Assessments to measure student learning:
 - Students will complete the Big Idea tweet. (Objective 2)

Materials:

- Cyberbullying story "Amanda's Story: The Awful Message" (Appendix B)
- Peer aggression glossary

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 Awful Message.
3. Discuss the story and the differences between direct and indirect aggression by asking questions like the following:
 - Was Meredith's awful 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 bystander? (All of these friends and anyone who read the awful message).
 - How do you think of a friend that Meredith felt like a target? (Amanda did not report their school and Meredith felt Amanda's isolation 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?

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."

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 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 teacher's discretion to post any item to a public timeline.

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 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

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.

CORE CONCEPT ONE

Peer Aggression

“When off-campus behavior impacts on-campus learning, schools need to get involved.”

-- Michael Dreiblatt

This section is meant to lay the groundwork from which to explore cyberbullying. It is imperative for students to view cyberbullying in the same realm as other types of aggression and that cyberbullying often carries weight in “real life” situations. Cyberbullying impacts life offline just as greatly, if not more sometimes, than life online. Students must see the relationship between cyberbullying and other forms of peer aggression that occur in face-to-face situations.

Using a shared language to address peer aggression and have the same words to describe an aggressive act allow students and adults to better identify aggression and then choose a plan for remediation and “making it right.”

LESSON ONE

Types of Aggression

Objectives:

As a result of completing this lesson: Students will be able to:

1. Differentiate physical, verbal, relational, and cyber aggression.
2. Establish the relationships between the types of aggression.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - 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)
- **Summative Assessments to measure student learning:**
 - Students will create a Venn diagram to compare and contrast three types of aggression: verbal, relational, and cyber. (Objective 2)
 - Students will complete the Big Idea tweet. (Objective 2)

Materials:

- Roles in Aggression Graphic (Appendix G)
- Aggression Venn Diagram (Appendix H)

Procedure:

1. Read students the following story from www.cyberbullying.us:
15 year-old girl from the United Kingdom:
“One of my friends started *hassling me* on msn messenger; she was sending me nasty messages and text messages and this carried on at school. I told my parents, my friends, and a teacher. she was spoken to a few times but it still carries on a bit now but not as bad because i have blocked her online. This really affected me at home and at school; I couldn't concentrate on school work and I was always upset and down now I just ignore it and get on with it, I have plenty more friends and i don't need her anymore. Maybe one day she will give up and grow up.” (Grammar and spelling were kept consistent with the original story submission.)
2. Ask students to identify the different types of aggression that took place in this girls' story. Examples may include:
 - a. Online hassling on MSN messenger
 - b. Nasty text messages
 - c. Harassment at school

3. Use the Roles in Aggression graphic (Appendix G) to briefly explain the roles in an aggressive act. Ask students to identify the roles in the above situation (the speaker is a **target**, the friend is the **aggressor**, the parents, other friends, and teacher are **bystanders**).
4. Define the different types of peer aggression:
 - a. **Physical Aggression:** Harm and control through physical damage or by the threat of such damage
 - b. **Verbal Aggression:** A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression; can be spoken or written words
 - c. **Relational Aggression:** Harming others through purposeful manipulation and damage of their peer relationships.
 - d. **Cyber Aggression / Cyberbullying:** 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; bullying over the computer or cell phone.
5. Read the cyberbullying story again. Now ask the students to discuss the different types of aggression that took place.
 - a. Cyber Aggression: harassing through MSN messenger and text messages
 - b. Verbal Aggression: harassment at school
6. Explain that types of aggression can overlap. A single act can represent several different types of aggression.
7. Draw a Venn Diagram with three intersecting circles. Label the circles Verbal, Relational, and Cyber. Explain to students that because physical aggression is often the easiest to identify, we will be focusing on the other three for this activity. Additionally, these three types of aggression rarely exist independently. A rumor may be verbal aggression, but if it happens in an email or text message it is also considered cyber aggression. If this rumor serves to exclude the target from a social group, then it is also relational aggression. See Appendix H for an example of a completed Venn Diagram. List examples in the appropriate area of the diagram, acknowledging the overlap between the types of aggression.

BIG IDEA:

- The facilitator will post the following prompt on the group’s edmodo account: Cyberbullying almost always overlaps with relational or verbal aggression, and sometimes both. How does this “triple threat” of verbal, relational, and cyber aggression make for an extremely dangerous form of peer aggression?
- Students will respond in a 140 character or less tweet.

LESSON TWO

Proactive vs. Reactive Aggression

Objectives:

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

1. Differentiate between proactive and reactive aggression.
2. Identify incidents of cyberbullying as proactive or reactive.
3. Analyze events in a cycle of aggression.

Assessment:

- **Formative Assessment to guide teacher instruction:**
 - Students will correctly use vocabulary terms proactive aggression and reactive aggression during class discussion. (Objective 1)
 - Students will correctly identify incidents of cyberbullying as proactive or reactive during class discussion. (Objectives 1, 2)
- **Summative Assessments to measure student learning:**
 - Students will create a flowchart of aggressive incidents in the Megan Meier cyberbullying case and classify each incident as proactive or reactive. (Objectives 1, 2)
 - Students will complete the Big Idea tweet. (Objective 1)

Materials:

- Megan Meier Case Summary. (Appendix F)
- Sample SmartArt Flowchart (Appendix I)
- Chart paper or computer with flowchart program (Microsoft SmartArt or Inspiration)

Procedure:

1. Review the previous lesson briefly by asking students to recall the different types of aggression. Then state, “Not only can we classify aggression as physical, verbal, relational, or cyber – we can also classify it as proactive or reactive.”
2. Introduce the vocabulary term **proactive aggression** as deliberate behavior that is controlled by external reinforcements. In proactive aggression, hurting the target serves a purpose to the aggressor and the target has done nothing to provoke this. The target in this situation serves as a means to the end where an aggressor receives some sort of reinforcement. Examples:

- a. Jackie spreads a rumor that Hannah is a slut. As a result, Jackie is more popular than Hannah.
 - b. Alan sees Wayne at the mall. Wayne is the starting quarterback for the rival football team. Alan beats up Wayne so that Wayne is unable to play in the game that weekend, giving Alan's team a better opportunity for a win.
 - c. Sarah wants to date Steve who is currently going out with Britney. Sarah posts on Britney's Facebook Honesty Box (an application where comments about the page owner are anonymous) that Britney has been cheating on Steve with Brad. The next morning Steve dumps Britney and Sarah asks Steve out that afternoon.
3. Introduce the term **reactive aggression** as an angry, defensive response to frustration or provocation. Revenge is reactive aggression. Examples:
 - a. Hannah finds out that Jackie spread a rumor that labeled her as a slut. Hannah keys Jackie's car in the parking lot that afternoon.
 - b. Wayne's teammates, angered by the assault on their quarterback, hit as hard as they can during the football game that weekend. One linebacker hits Alan so hard that Alan gets a concussion.
 - c. Britney finds out that Sarah was the one who wrote that she was cheating on Steve with Brad (which was not even true). Britney Photoshops a picture of Sarah's face onto a racy image she found online and posts it on Sarah's Facebook wall for the whole school to see. Sarah is humiliated and although she deleted the post, several classmates had printed the photo and distributed it throughout the school.
 4. Read to the class the Megan Meier Case Summary (Appendix F). Break the class into small groups and have them create a flowchart showing the major events in this story. Each aggressive act should be classified as proactive or reactive. If time permits, also classify acts as physical, verbal, relational, or cyber. Students can draw their charts on chart paper or if possible, use Microsoft SmartArt, Inspiration, or a similar program with flowchart creation to create the charts and upload them to the class's edmodo account. See a sample SmartArt flowchart in Appendix I.
 5. Discuss as a large group the way that reactive aggression lead into effect a chain of events that resulted in Megan's suicide. Display flow charts within the classroom or online.

BIG IDEA:

- The facilitator will post the following prompt on the group's edmodo account: What is more dangerous, proactive or reactive aggression? Why?
- Students will respond in a 140 character or less tweet.

LESSON THREE

Online vs. “Real Life”

Objectives:

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

1. Compare and contrast normative beliefs that regulate online and “real life” behavior.
2. Define citizenship and digital citizenship.
3. Reference the Nine Elements of Digital Citizenship on http://digitalcitizenship.net/Nine_Elements.html.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will complete a chart comparing and contrasting normative beliefs that regulate online and “real life” behaviors. (Objectives 1, 2)
 - Students will properly define citizenship and digital citizenship. (Objective 2)
- **Summative Assessments to measure student learning:**
 - Students will create a digital scrapbook page focusing on one of the Nine Elements of Digital Citizenship. (Objective 3).
 - Students will complete the Big Idea tweet. (Objectives 1, 2, 3)

Materials:

- Digital publishing software such as Microsoft Publisher

Procedure:

1. Define **normative beliefs** as self-regulating beliefs about the appropriateness of social behavior. Normative beliefs generally serve as guidelines for how we act in social situations. For example, holding the door for the person entering a building behind you is a normative belief common in American culture.
2. Create a chart for the class with the headings “Online” and “Real Life.” Create a list of normative beliefs for each. Use guiding questions such as:
 - a. How do you expect to be treated?
 - b. In what way do you treat others?
 - c. What behaviors are acceptable/ unacceptable?
 - d. What misbehaviors can you “get away with” easily?

- e. What courtesies do you show others in each environment?
3. Generate a discussion with students as to why behaviors in each environment would be different. Why are there differing normative beliefs for interactions face to face than through a computer?
4. Introduce the word **citizenship**. Ask students to define this term in their own words, then use the formal definition: Having membership in a state, region, or group with associated rights and obligations.
 - a. What are the rights and obligations granted to citizens of where you live?
 - b. Does every person in a given area have the same rights and obligations of citizenship?
 - c. What happens when the rights and obligations of citizenship are violated?
5. Next introduce the term **digital citizenship**: the norms of appropriate, responsible behavior with regard to technology use (digitalcitizenship.net).
 - a. Do digital citizens have the same rights in an online environment as traditional citizens in “real life?”
 - b. Why or why not?
 - c. What guarantees the rights of citizens in real life? Is there ANY guarantee of rights of digital citizens?
6. Break students into nine groups and assign each one of the Nine Elements of Digital Citizenship as listed on http://digitalcitizenship.net/Nine_Elements.html. Have each group list the rights associated with each element in a digital environment and also any normative beliefs that apply to that element. If applicable, give an equivalent of how this element is expressed in “real life.”
7. Have each group then present their element as a digital scrapbook page using an online publishing program such as Microsoft Publisher. Use relevant clip art or photos to show examples of this element. After each group has shared their work with the other groups, compile the work into a digital citizenship resource on the group’s edmodo account. Provide a printed copy in the group’s meeting space as well.

BIG IDEA:

- The facilitator will post the following prompt on the group’s edmodo account: Why is it important to establish the rights of digital citizens?
- Students will respond in a 140 character or less 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 “j/k” (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 FOUR

Online Communication

*It should be noted in this lesson that the students OBSERVE AND IDENTIFY the inappropriate behaviors, but only role play or actively engage in producing the desired behaviors. This sentiment should carry with education regarding any discussion of aggression – we do not want to give student experience in playing aggressive roles.

Objectives:

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

1. Distinguish verbal and nonverbal communication.
2. Provide examples of violations of Guidelines for Internet Discussions.
3. Provide examples of behaviors that abide by the Guidelines for Internet Discussions.

Assessments:

- **Formative Assessments to guide teacher instruction:**
 - Students will identify differences in communication with verbal only and verbal with nonverbal cues. (Objective 1)
 - Students will read the Guidelines for Internet Discussions. (Objective 1, 2, 3)
- **Summative Assessments to measure student learning:**
 - Students will identify a violation of one of the Guidelines for Internet Discussions on the Internet Discussion Worksheet. (Objective 2)
 - Students will present a small group role play demonstrating a behavior abiding by one of the Guidelines for Internet Discussions. (Objective 3)
 - Students will complete the Big Idea tweet. (Objectives 2, 3)

Materials:

- Cyber Discussion Samples (Appendix K)
- Guidelines for Internet Discussions (Appendix J) – 1 copy for each student.
- Chalkboard/whiteboard/projector

Procedure:

1. Write the following statement on the board or project it onto the wall: “Oh wow that’s exciting” and be certain not to include any punctuation. Ask students to read the sentence silently.
2. Next, ask for several volunteers to come up in front of the class and read the sentence out loud. Have one be energetic, one act sarcastic, one distracted, etc. Encourage students to use their whole body to convey the emotion.
3. Ask students to identify the markers for each emotion. For example, the energetic student may raise their hands up, have wide eyes, and speak loudly. The sarcastic student may roll their eyes, a more relaxed posture, and a lower tone of voice. The distracted student would not make any eye contact at all, maybe wave a hand dismissively, and somewhat mutter the statement to barely acknowledge whatever it may be that is exciting.
4. Explain that **nonverbal communication** is the part of communication that conveys emotion without words. Tone of voice, posture, the movement of limbs, and eye contact all help the person receiving the message to better understand the speaker’s intentions.
5. Now, ask for volunteers to write the statement to convey different emotions. Examples could include:
 - a. Energetic: “***OH WOW!*** That’s exciting!!! 😊”
 - b. Sarcastic: “Oh wow... that’s exciting...”
 - c. Distracted or dismissive: “oh wow that’s exciting”
6. Remind students that the punctuation, the font size, the use of capital vs. lowercase letters, and emoticons all impact how a written statement is read. When the personal nonverbals are missing, all that is left are the words and punctuation, therefore it is imperative to learn the nonverbal messages that are conveyed by how the words are written.
7. Distribute a copy of the Guidelines for Internet Discussions (Appendix J) to each student. Read the guidelines out loud. Then, show the Cyber Discussion Samples (Appendix K) on the projector or distribute copies to students if a projector is unavailable. For each conversation, identify the violations of the guidelines. Note that the examples include more than one violation.

8. Next, break students into three groups. Assign each group three of the Guidelines for Internet Discussions (feel free to mix them up, not necessarily give three in order). Have each group write out an online discussion or text message exchange demonstrating the proper use of the guideline. Have students read their discussion to the class as if it were a face to face conversation.

9. Wrap up the lesson by pointing out it is important to think of an online discussion or text message exchange as a face to face conversation. Our communication online should be bound by the same normative beliefs for the right treatment of others as interpersonal connections face to face. By abiding by the Guidelines for Internet Discussions, students can learn to compensate for the lack of non-verbal communication in electronic dialogue and take care to ensure their message is received clearly with the correct intention and tone.

BIG IDEA:

- The facilitator will post the following prompt on the group's edmodo account: Which guideline do you feel is the most important (you can just refer to it by number)? Why?
- Students will respond in a 140 character or less tweet.

LESSON FIVE

Text, Tweet, Poke, and Post

Objectives:

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

1. List different ways to communicate.
2. Classify types of communication.
3. Determine the difference in styles of communication based on the technology used to communicate.
4. Choose the appropriate technology for communicating based on the message that needs to be conveyed.

Assessments:

- **Formative Assessments to guide teacher instruction:**
 - Students will create a list of different ways to communicate including both technology, interpersonal, and written forms of communication. (Objective 1)
 - Students will classify types of communication based on personal/impersonal, immediate/delayed, audience size, and clarity of message and its intent. (Objective 2)
- **Summative Assessments to measure student learning:**
 - Students will provide examples of the style of communication (formal/informal/abbreviated/slang/etc) for each technological communication tool. (Objective 3)
 - When provided with a message, students will choose the appropriate technology to convey the message and then deliver the message. (Objective 3,4)
 - Students will complete the Big Idea tweet. (Objective 4)

Materials:

- Chalkboard / Whiteboard / large writing surface
- Index cards
- Tape or sticky tack
- Messages to Communicate (Appendix L)

Procedure:

1. Ask students to think of as many ways as possible for communicating with one another. Encourage as many options as possible. Write each suggestion on an index card and stick it the wall using tape or sticky tack.
 - a. Talking (face to face)
 - b. Email
 - c. Text message
 - d. Write a letter / note
 - e. Pantomime
 - f. Picture message
 - g. Video message
 - h. Facebook
 - i. Twitter
 - j. Telephone
 - k. Instant Message
 - l. Sign language
 - m. Radio broadcast
 - n. YouTube video
 - o. Telegram
 - p. Skype
 - q. ChatRoulette
 - r. FourSquare CheckIn
 - s. Physical action (high five, hug etc...)
2. Begin a discussion using the following guiding questions:
 - a. What are the differences between these types of communication?
 - b. Are there situations in which you would prefer one of these over others?
 - c. Do you change your style of communication based on what you are using to communicate?
 - d. Which types of communication do you prefer the most? Why?
3. Have students give an example of a message that they would convey using each type of communication. Are there differences in the types of messages based on the type of communication? Is there a difference in how that message is conveyed (symbols/ abbreviations/ length of message/ vocabulary used/ etc)
4. On the board, write the following headings: Personal / Impersonal. Describe the difference between the terms – personal is much more specific to the audience and takes into account the thoughts and emotions of the audience where impersonal is more generic and often lacks emotion. Have students move the examples of communication under the appropriate headings, asking students to justify their choices.
5. Next, classify types of communication based on their speed of delivery and intended response time: Instant, Short Delay, or Long Delay.
6. Another way to classify communication is the size of the audience: One Person, Select People, or Public.
7. Finally, classify types of communication based on the degree to which the sender's message and intentions may be misconstrued: Very clear, Sometimes Misunderstood, Hard to Understand.
8. Discuss again with the students:

- a. Do you consider all of these things when choosing how to communicate with someone (personal/impersonal, response time, audience size, clarity)? Should you?
 - b. Do you always reread written messages before sending them to be sure that your message is clear and cannot be misinterpreted? Should you?
9. Cut out the different cards on the Messages to Communicate sheet (Appendix L). Distribute a card to each student within the group. Have the student determine the most appropriate way to communicate and then present that message to the class by speaking it or writing it appropriate to the chosen form of communication. Examples:
- a. Facebook wall: “Want to hang out?”
 - b. Text message: “I <3 U”
 - c. Phone call: “I’m so mad I could kill her. My mom grounded me again.”
 - d. Tweet: “Got an A on my Spanish test! AWESOME!”
 - e. Picture Message: “What do you think of my new hairstyle?” (Attach image.)
10. Ask each student:
- a. Why did you choose that type of communication?
 - b. Do you think your message is easily understood?
 - c. Could this message get you in any sort of trouble if someone else were to hear/see it?
 - d. Are there other appropriate ways of communicating this same message? Why or why not?
11. Conclude by telling students that some messages can be easily misunderstood given the context or technology source that was used to convey the message. Other information that you may think is ok to share to the public, such as statements like “I could kill him!” or “She looked awful today!” could be interpreted as aggressive and you could be considered a cyberbully – regardless of your intent at the time! Other messages, such as Tweeting or checking in with FourSquare to let others know your location can be potentially dangerous and expose you to predators or someone with malicious intent. Before you send a message, think of how many people you want to see it and how you want it to be interpreted!

BIG IDEA:

- The facilitator will post the following prompt on the group’s edmodo account: What technology do you rely on the most to communicate? Why?
- Students will respond in a 140 character or less 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.

LESSON SIX

Anonymity and Empathy

Objectives:

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

1. Define anonymity and empathy.
2. Respond to an anonymous comment posted online with empathy.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will properly use the vocabulary terms anonymity and empathy in class discussions. (Objective 1)
- **Summative Assessments to measure student learning:**
 - Students will write a reply to an anonymous comment identifying the poster's emotions and showing positive emotional support. (Objective 2)
 - Students will complete the Big Idea tweet. (Objective 1, 2)

Materials:

- Entries from the website “Six Billion Secrets” – either visit the site online with the group or print entries ahead of time to distribute to students
- Pencil, paper or computer for writing comments

Procedure:

1. Ask students, “How do you know who writes what you see online?” Students may see the person's name or account name is with comments, the author's name may be on the page, or you have no idea who is writing what is online.
2. Introduce the vocabulary term **anonymity** as the state of being unknown or unacknowledged. In a digital environment, anonymity is relatively easy to achieve. Users may simply choose to list no name at all, or choose a different name to attribute their online activities to. For example, celebrity gossip blogger Perez Hilton uses a pseudonym (his real name is Mario Armando Lavandeira, Jr.).
3. Many websites such as PostSecret, FMyLife, and PeopleOfWalMart are all frequently contributed to by anonymous users.

- a. PostSecret allows someone to share an image and a caption of something they do not have the courage to say publicly. Here, anonymity grants someone courage to express their feelings, wants, needs, or something they would normally never share.
 - b. FMyLife is a compilation site for people who are complaining about a particularly bad incident that happened to them that day. Anonymity allows the person to be free from the shame of the incident but still share the anger and frustration from being in a poor situation.
 - c. PeopleOfWalMart is a photo-compilation of the people who shop at WalMart stores. The anonymity granted by this site is often a platform for insults, denigration, and prejudice that is seemingly free of retribution. This form of anonymous “fun” at someone else’s expense is cyberbullying. It is intentionally hurtful commentary towards the person in the photograph for the purpose of someone else’s entertainment.
4. Ask students, of the three examples of websites that provide anonymity, which are helpful? Which are hurtful?
 5. Introduce the vocabulary term **empathy** as the awareness of another person’s thoughts, feelings, and intentions. Ask students, “How do you think anonymity effects empathy? Is there a link between the degree of how much you know someone and the degree to which you emphasize with that person?”
 6. Show students the website www.sixbillionsecrets.com. If a computer is not available, print out entries from the website. Have each student choose an entry from the website. Have students write an empathetic response to the anonymous poster which includes the following aspects:
 - a. A statement acknowledging the poster’s feelings.
 - b. A statement reflecting how reading this statement made you feel.
 - c. A statement of encouragement that shows positive emotional support for the poster.
 7. Share the posts and responses with the class. If possible, post the actual comments to the website.
 8. Lead a discussion with the class:
 - a. How does anonymity effect what you post online? Is it easier to post anonymously or when people know who is responsible for the post?

- b. Is empathy present online? Do people who read comments or view images posted online tend to feel empathy towards those whom the comments are about or those who are in the pictures?
- c. How do you think anonymity and empathy play a part when it comes to cyberbullying?
- d. Are cyberbullies more effective when they are anonymous? Why or why not?

BIG IDEA:

- The facilitator will post the following prompt on the group's edmodo account:
Students may choose one prompt:
 - How might your sixbillionsecrets response have been different if you knew the poster?
 - How does anonymity affect your ability to empathize?
- Students will respond in a 140 character or less tweet.

LESSON SEVEN

When Does Cyberbullying End?

*It may be beneficial for the facilitator to view the memorial pages for Alexis Pilkington on Facebook (this is possible by doing a search site with her name). At the time of publication, many of the slanderous comments and all of the images have been removed, but responses to the cyberbullying and a few harsh comments remain. There is also a memorial page for Alexis with a title that expresses reactive aggression towards those who did posthumously cyberbully Alexis. At the discretion of the facilitator, these pages can be shown to students after Procedure Step 2.

Objectives:

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

1. Summarize the Alexis Pilkington case summary.
2. Provide examples of empathetic disconnect and anonymity.
3. Write a statement emphasizing the dangers of anonymous posting online.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will listen to the Alexis Pilkington cyberbullying case summary and summarize the major points of the case. (Objective 1)
- **Summative Assessments to measure student learning:**
 - Students will list specific examples of empathetic disconnect and anonymity from the Alexis Pilkington case summary. (Objective 2)
 - Students will complete the Big Idea tweet. (Objective 3)

Materials:

- Alexis Pilkington Case Summary (Appendix F)

Procedure:

1. Introduce the vocabulary term **empathetic disconnect** as the inability to sense the emotions and feelings of the receipt of a message. Explain to students that the empathetic disconnect in cyberbullying is one reason why cyber-aggressors feel free reign in saying anything and everything – there is no immediate emotional response from the target or bystanders to keep the aggressor’s actions in check. When combined with anonymity, empathetic disconnect becomes a sometimes

deadly weapon in cyberbullying. Targets feel isolated and alone and when they have no idea where the electronic assault is coming from, their feelings of hurt and insecurity often begin to multiply.

2. Read the Alexis Pilkington Case Summary. Point out that even Alexis' parents have come forward and said that cyberbullying was not the major reason that Alexis took her life. What makes this case so startling is that the majority of the cyberbullying took place *after Alexis committed suicide*. Posts on a Facebook page dedicated to Alexis' memory and anonymous comments on Formspring targeted Alexis with both text and images.
3. Put the story up on a projector, or provide copies for students. Break students into groups and have them list examples of how anonymity or empathetic disconnect contributed to the posthumous cyberbullying of Alexis Pilkington. Have groups share their examples with the rest of the class.
4. Lead a discussion using the following guiding questions:
 - a. Why do you think people cyberbullied Alexis after her death?
 - b. Do you feel anonymity or empathetic disconnect played a significant role in the extent to which Alexis was cyberbullied after her death? Why?
 - c. Even people who never knew Alexis, never had contact with anyone she knew, and did not live anywhere near her felt the need to make comments about her after her death. Why do you think people would make such comments?
 - d. If someone posted a hurtful message about you online, would it hurt more or less if the person was a friend? What if the person was a complete stranger? What if the person was anonymous? Why is there a difference?

Big Idea:

- The facilitator will post the following prompt on the group's edmodo account: Cigarettes and alcohol carry warnings on them to make consumers aware of their negative, harmful effects. Write a warning label for social networking sets to caution users about the dangers of anonymity and/or empathetic disconnect.
- Students will respond in a 140 character or less tweet.

LESSON EIGHT

Cyberbullying Whodunnit

Objectives:

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

1. Utilize a continuum for evaluating the degree to which an aggressive act is hurtful.
2. Evaluate the degree to which anonymous cyberbullying is hurtful in relation to cyberbullying with an identified aggressor.
3. List possible clues to indentifying anonymous cyberbullies.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will rank examples of aggression from low levels of intensity to high levels of intensity. (Objectives 1, 2)
- **Summative Assessments to measure student learning:**
 - Students will compare the intensity of anonymous aggressive acts to aggressive acts with an identified aggressor and determine the effect of anonymity on the perceived intensity of aggression. (Objectives 1, 2)
 - Students will create a list of clues or hints that may give away the identity of an anonymous cyberbully.
 - Students will complete the Big Idea tweet. (Objective 2)

Materials:

- Aggressive Act Examples (Appendix M) photocopied and cut out
- Crepe paper streamer
- Tape

Procedure:

1. Explain to students that all aggressive acts exist on a continuum. There are low level acts that are isolated incidents with relatively low impact on the target. There are mid level acts that are hurtful, but can be resolved easily or the harm can be shrugged off to some extent by the target. High levels of intensity are for violent acts, strong instances of harm, or repeated aggression that increases in intensity as it progresses. Hang a piece of crepe paper along the length of one wall. Label the left end “Low Intensity” and the right end “High Intensity.”

2. Distribute one of the Aggressive Act Examples to each student or a pair of students. Ask students to assess where on the continuum their example should exist. Students within the group may disagree, but for the purposes of this exercise, allow the person with the example to choose where on the continuum their example falls and to also explain a brief rationale for why they placed the example where they did.
3. Ask students: What did you take into consideration when placing your example on the continuum? (possible responses may include: number of bystanders, type of aggression, damage to self or property, face to face or cyberbullying, anonymous or revealed aggressor)
4. Have students classify the examples along the continuum as “anonymous aggressor” or “identified aggressor.” Then ask:
 - a. Can you draw any conclusions from the difference in intensity if the aggressor is identified or anonymous?
 - b. If you knew who the aggressor was on any of the anonymous incidents, would it change where you place it on the continuum? How? Why?
5. Read the following story from a high school student who is also an Ophelia Project volunteer. She had an experience as a bystander to anonymous cyberbullying through the website Formspring which allows users to ask and answer questions. On Formspring, there is always an option to ask other users questions anonymously:

“Formspring gives the power to kids to say whatever they want with “no consequences.” But the REAL consequences come to the kids who the comments were said about. Once on Formspring, someone commented and said to my friend that she was the ugliest, most stupid (and a few swear words) girl in the school and online she just said “okay” but she really took it to heart and she ended up leaving the school – it was one person’s opinion and I lost a friend because of it.”
6. Explain to students: When someone is anonymous, you have no idea where the hurt is coming from. It could be your best friend, it could be someone in your school that you barely know, or it could even be a complete stranger just looking to hurt someone. The problem is, you have no way of knowing.
7. Another story from a high school Ophelia Project volunteer:

“When I was in fourth or fifth grade, an ‘anonymous’ person from my school started calling me names on AIM instant messaging. I used deductive reasoning

and found out who the person was just by the familiarity of her screen name. I didn't respond, but I printed out what she wrote and I signed off.”

8. Ask students:
 - a. What is the difference between the targets in these two stories?
 - b. Do you think knowing the identity of a cyberbully had any effect on the target's reaction?

9. In the second story, the target states that she used deductive reasoning to determine the identity of her cyberbully. Ask students to compile a list of cues that could help cyber-targets or bystanders deduct the identity of an anonymous cyberbully. Examples can include: references to specific incidents (a party, a class, an activity, etc...), a familiar user name or email address, common friends are named, the aggressor or target's school is named, mention of the cyberbullying in a face to face interaction or other environment

10. Tell students that sometimes, through cues, an anonymous cyberbully can be identified. If, however, the aggressor remains anonymous, it can lead to a great deal of torment for the target who is unable to defend himself against an unidentified aggressor.

THE BIG IDEA:

- The facilitator should post the following prompt on the edmodo account:
How does anonymity affect the perceived intensity of cyberbullying on a continuum from low level aggressive acts to high level aggressive acts?
- Students should respond in a 140 or less character “tweet.”

CORE CONCEPT FOUR

Empowerment

“The problem 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 wreak havoc on the relationships of their peers – but the kids 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.

It should be noted that at the time of publication, Formspring, Facebook, Twitter, YouTube, Flickr, MySpace, and AIM all have policies regarding cyberbullying and cyberharrassment. Most of these sites also have a specific reporting process for notifying the company about aggressive users. Empowerment can be as simple as using these reporting procedures to help the providers of social platforms better keep track of cyberbullying within their system.

LESSON NINE

EMPOWERING CYBER-TARGETS AND BYSTANDERS

Objectives:

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

11. Discuss the infinite bystander effect on cyberbullying.
12. Define the term “going viral.”
13. Take screen shots on a personal computer or laptop and save the images.
14. Demonstrate on a cell phone how to save text, picture, or video messages that contain cyberbullying.
15. Create and follow a step-by-step protocol for preserving and reporting incidents of cyberbullying.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will be able to describe the concept of “going viral” and the infinite bystander effect in class discussion. (Objectives 1, 2)
- **Summative Assessments to measure student learning:**
 - Students will use a personal computer or laptop to take, save, and print screen shots. (Objective 3)
 - Students will use a cell phone to save text, picture, or video messages on the phone’s memory, to a memory card, or forward messages to a computer. (Objective 4)
 - Students will complete the Big Idea tweet. (Objectives 1, 2)

Materials:

- Computer or laptop with printer
- Cell phones (several examples of different kinds would be beneficial)
- Sample Cyberbullying Reporting Protocol (Appendix N)

Procedure:

1. Ask students to raise their hands if they have ever witnessed cyberbullying between people they know. Next, ask students to raise their hands if they have witnessed cyberbullying between people they do not know.
2. Explain the concept of the **infinite bystander effect** in cyberbullying: In a traditional bullying situation, the number of bystanders is limited to whomever is present at the time of the incident. With cyberbullying, the aggression remains present online and can be viewed by any person with access to the web. A single image can be forwarded to thousands of people. A post on a Twitter feed or Facebook wall stays permanently – users can scroll to older posts beyond what is initially displayed. A YouTube video could go viral* in a matter of days.
3. *When something online “**goes viral**” it means that it becomes immensely popular very quickly and often becomes referenced in a non-online discussion. For example, a video of a wedding party dancing down the aisle of a chapel was posted online in 2009 and went viral on YouTube in less than a week – it has over 57 million views at the time of writing this curriculum. The song, “Forever” by Chris Brown saw a drastic increase in iTunes downloads and the television show “The Office” recreated this video in one of their episodes.
4. The Cyberbullying Research Center argues that, “the hurtful actions of a cyberbully are viral; that is, a large number of people (at school, in the neighborhood, in the city, in the world!) can be involved in a cyber-attack on a victim, or at least find out about the incident with a few keystrokes or clicks of the mouse. The perception, then, is that absolutely everyone knows about it. (http://www.cyberbullying.us/Cyberbullying_Identification_Prevention_Response_Fact_Sheet.pdf)
5. Discuss with your class the effects of cyberbullying “going viral” and having the infinite bystander effect.
 - a. Why does viral bullying with infinite bystanders make cyberbullying particularly harmful?
 - b. Why are bystanders of cyberbullying inclined to forward the comments, videos, or images that are hurtful?
 - c. In which situation are you more likely to act as a proactive bystander (one who comes to the aid of a target): physical aggression in the school hallway, relational aggression in the cafeteria, a viewer of a video in which a friend of yours is humiliated through a cruel prank? Why would your reaction be different in each situation?
6. Let students know that the easiest way to be a proactive bystander when they witness cyberbullying is to take a screen shot and show it to a trusted adult who can help.
7. If possible, demonstrate on a projector for the students how to take a screen shot. Use the website <http://take-a-screenshot.org/> which explains the procedure for

taking screen shots using the major operation systems (Windows, Mac, iPhone, Gnome, etc). There is a video provided on this page that shows how to take screenshots on Windows and Mac computers; it is recommended to show this as well (The video's direct link is: <http://www.howcast.com/videos/273723-How-To-Take-a-Screenshot>). If multiple computers are available, have students break into groups and practice taking screen shots and then either saving them or emailing them. Ask students to demonstrate how to print the screen shot if a printer is available.

8. Next, show students how to save text, picture, or video messages on a cell phone. If students have their own cell phones with them, text a message to the whole class and have them demonstrate how to save messages to the phone or the phone's memory card. Most students should be able to demonstrate this, you may have to look online for specific instructions for each type of phone as many are not standard in their operating systems.
9. Have students demonstrate how to forward a message using both email and cell phones. Remind students that it is not ok to forward a hurtful, aggressive message in an effort to continue cyberbullying. It is, however, acceptable to forward the message to a trusted adult.
10. Now that students know how to preserve cyberbullying when they see it, ask them to create a step-by-step "Cyberbullying Reporting Protocol" which will explain what a bystander should do when they witness cyberbullying. You may complete one protocol for all instances of cyberbullying, or break students into two groups and have one create a cell phone protocol and the other a computer protocol. See an example protocol in Appendix N.
11. Have students include in their protocol a list of adults whom they can go to for reporting cyberbullying, school faculty or staff responsible for dealing with cyberbullying, and the information for the local and/or state police cyber crime unit. All of these adults are potential resources for help with cyberbullying.

The Big Idea:

- The facilitator should post the following prompt on the edmodo account:
What is one way you can stop the infinite bystander effect or prevent an incident of cyberbullying from going viral?
- Students will respond in a 140 character or less tweet.

LESSON TEN

Making it Right for Cyber-Aggressors

Note: Step 3 in the procedure of this lesson requires demonstrating how to remove comments and media from social networking or media sharing websites. It would be helpful for the facilitator to familiarize himself with this process prior to the lesson. Most sites have an option for deletion right on the page, but you may need to access the “Help” section of the website for directions on removing content.

Objectives:

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

1. List ways for an aggressor to “make it right.”
2. Role play ways for a cyber-aggressor to “make it right” in face to face interactions.
3. Demonstrate ways for a cyber-aggressor to “make it right” online.
4. Remove harmful posts from social networking sites or multimedia sites.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will come up with a list of ways for a cyber-aggressor to “make it right.” (Objective 1)
 - Students will demonstrate making it right in role plays and simulated Internet exchanges. (Objectives 2, 3)
- **Summative Assessments to measure student learning:**
 - Students will demonstrate how to remove harmful posts from social networking and multimedia sites. (Objective 4)
 - Students will complete the Big Idea tweet. (Objective 1)

Materials:

- Cyber-Discussion Samples (Appendix K)
- Computer with Internet access and projector

Procedure:

1. Break students into three groups. Distribute a Cyber-Discussion Sample to each group. Tell the groups: “Imagine you are the aggressor in each of these discussions. Make a list of possible ways that you can “make it right” with the target. Making right is any action that conveys you are sorry for being aggressive

and offers a reassurance that you will not hurt the target again. It can be the words “I’m sorry,” fixing something that was broken, or be something as simple as an apologetic smile. The degree to which someone was hurt determines how strongly an aggressor must work to restore the relationship.”

2. Once students have brainstormed a list, have them choose one way to “make it right” in a face to face situation to role play, and also one way to “make it right” in an online situation (this can be written out and then read to the class).
3. Remind students that cyber aggression is particularly harmful because the shame, embarrassment, and hurt are on a platform for an infinite number of bystanders to see. If possible, it is recommend showing on a projector a way to remove comments on Facebook, Twitter, YouTube, and other sites students may suggest. Also demonstrate how to remove media from YouTube, FlickrR, or other sharing sites. Point out that on FormSpring, you can delete your answers to questions through the “Profile” selection, but *you cannot delete questions you have asked* – whether anonymous or not. This is at time where an aggressor can make an apologetic post to let cyber-bystanders know that they are sorry for what was initially posted.
4. Ask students to compile a master list of ways to make it right both in person and online to help ease the hurt in cyberbullying. Lead a discussion with the group:
 - a. Why is it necessary to sometimes do a restorative action (removing a post or media submission) in addition to apologizing in order to “make it right?”
 - b. If an aggressor offers to “make it right,” does the target have to accept right away? Can the target demand more than an apology?
 - c. If an aggressor cannot remove harmful cyberbullying (such as in the case of Formspring), what can he do to “make it right?”
5. Close by saying that cyberbullying begins with the aggressor, and should also end with the aggressor. It is often hard to admit when we are wrong or hurtful, but making it right brings closure to aggression and allows everyone, the target, the aggressor, and the bystanders, to all get on with their lives.

THE BIG IDEA:

- The facilitator will post the following prompt on the edmodo account:
If you have been a cyberbully, how will you make it right? OR If you have been a cyber-target, how would you want that person to “make it right?”
- Students will respond in a 140 character or less “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 ELEVEN

Cyberbullying as a Crime

Objectives:

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

1. Identify school policies regarding cyberbullying.
2. Identify state laws regarding cyberbullying.
3. Reference specific instances where cyberbullying has resulted in criminal charges.
4. Explain behaviors that violate school policy or state laws regarding cyberbullying and possible consequences under each system.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will access their school policy regarding cyberbullying. (Objective 1)
 - Students will access the website <http://www.bullypolice.org/> and the particular laws that reference cyberbullying in their respective state (if legislation is available – at the time of publication only 45 US states had laws regarding bullying). (Objective 2)
 - Students will review the Megan Meier, Alexis Pilkington, and Phoebe Prince Case Summaries and list any mention of criminal, civil, or federal charges. (Objective 3)
- **Summative Assessments to measure student learning:**
 - Students will write, in their own words, what behaviors violate school policy or state laws regarding cyberbullying and possible consequences under each system. (Objective 4)
 - Students will complete the Big Idea tweet. (Objectives 3, 4)

Materials:

- Megan Meier, Alexis Pilkington, and Phoebe Prince Case Summaries (Appendix F)
- Copy of Cyberbullying Policy from School Discipline Code or Bullying Policy for each student (if a specific cyberbullying policy does not exist, use the school bullying policy and remind students that cyberbullying is considered a type of bullying)
- Projector and computer with Internet access (or printed copies of state law from bullypolice.org)

Procedure:

1. Distribute to students a copy of their school’s Cyberbullying Policy (or Bullying Policy if a specific Cyberbullying Policy does not exist). Read the policy aloud and ask students to follow along with the policy as you read. Clarify the policy if possible to ensure that students fully understand the policy.
2. Next, on a projector for the class to view, access the webpage www.bullypolice.org. Choose your state to view specific legislation that reviews to cyberbullying. (For those outside of the US, simply use a search engine to locate if there are any laws where you live governing bullying or cyberbullying.) If your state does not have legislation for bullying or cyberbullying, mention this to students. Have students read the law. It will be necessary to clarify this for students or to highlight specific elements of the law if it is lengthy.
3. Do not engage in a discussion of the rights/wrongs of the policies – simply read them for students and clarify any element that may be unclear, but be careful not to pass judgment at this time. This activity is strictly to provide the facts, not interpret them!
4. Ask students to recall the case summaries for Megan Meier and Alexis Pilkington. Summarize the major points of each case to review the stories with students. Next, read the Phoebe Prince Case Summary to the class. The Phoebe Prince case garnered major media attention in the United States in early 2010 because of the number of students who were charged by the local district attorney.
5. Break students into three groups and assign each group a case summary. It may be necessary to give each group a copy of the case summary. Have the groups list any mentions of criminal, civil, or federal charges that were mentioned in the summaries. Also note any references to school policy violations.
6. Bring all of the groups back together and share the lists of all charges. Tell students that cyberbullying can result criminal, civil, or federal charges in addition to being punished under school policy.
7. Give the following writing prompt for each student: “Based on what you’ve learned today in reading your school policy and state laws regarding bullying and cyberbullying in addition to looking at high profile case summaries regarding cyberbullying, what behaviors can be punished (either in school or by law enforcement) and what are some possible consequences.” It is important for students to complete this assignment individually and in their own words so that

you can be sure students understand that cyberbullying does indeed have consequences and that there are systems in place for holding cyberbullies accountable.

8. Remind students that cyberspace, just like any other environment, has rules and ordinances for its citizens. Digital citizens need to be aware of the consequences for their behaviors online.

THE BIG IDEA:

- The facilitator will post the following prompt on the edmodo account:
In the case summary you read with your group (you can refer to the target's name by initials, MM, AP, or PP) who do you think should have enforced consequences: the school, law enforcement, or no one? Why?
- Students will respond in a 140 character or less "tweet."

LESSON TWELVE

Sexting: Free Speech or Child Pornography

Objectives:

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

1. Define sexting.
2. Review Case Summaries: “Sexting: Free Speech or Child Porn Case Summary” and “Greensburg Sexting Case Summary”
3. Examine tenets of Free Speech clause in the United States Bill of Rights.
4. Debate either pro or con regarding the statement: Sexting should be protected by free speech guaranteed in the United States Constitution.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will properly use the term sexting during class discussion. (Objective 1)
 - Students will read the Case Summaries: “Sexting: Free Speech or Child Porn Case Summary” and “Greensburg Sexting Case Summary” and summarize the major points of each case summary. (Objective 2)
 - Through discussion, students will list what is and is not covered under the Free Speech Clause in the First Amendment to the United States Constitution. (Objective 3)
- **Summative Assessments to measure student learning:**
 - Students will have a mock debate arguing whether or not sexting is punishable as distributing or receiving child pornography or if it is protected by Free Speech in the United States. (Objectives 1, 3, 4)

Materials:

- Printed copies of “Freedom of speech in the United States” from Wikipedia
- Copies of the Case Summaries: “Sexting: Free Speech or Child Porn Case Summary” and “Greensburg Sexting Case Summary” (Appendix F)

Procedure:

1. Define the term “**sexting**” for students as: the act of sending sexually explicit messages or photographs, primarily between mobile phones (definition from Wikipedia).
2. Tell students: One in five teens has sent or posted a sexually explicit photo of him or herself. (Tedeschi, 2009) Given that roughly 20% of teens have engaged in sexting, it is important for them to realize that it can have serious consequences.
3. Read for the class the Greensburg Sexting Case Summary. The defense attorney in this case stated that the charges brought against these teens is “clearly overkill.” Ask students if they agree or disagree with this statement. Given what they learned in Lesson Eleven, does sexting violate any of the laws or policies regarding cyberbullying or is it more a violation of good digital citizenship practices?
4. Next, read students the Sexting: Free Speech or Child Porn Case Summary. Again, ask students if they see any violations of the laws or policies they examined in Lesson Eleven.
5. Provide students with a copy of the Wikipedia entry for “Freedom of Speech in the United States.”
6. Break students into two groups. Explain that the groups are going to argue through a mock debate regarding the following statement: “Sexting should be protected by free speech guaranteed in the United States Constitution.” Each group should provide support for their standpoint from the provided case studies and or the Wikipedia entry, or they can seek out additional support via the Internet (at the discretion of the facilitator).
7. Groups should submit a written position statement that will be read as their opening arguments. The facilitator will then ask the following questions or suitable ones that he has deemed appropriate to the conversation:
 - a. Where do you draw the line between child pornography and the exchange of images for sexual gratification between youth in a relationship?
 - b. Who is responsible for deciding whether or not sexual messages sent via cell phone or over the Internet are pornographic?
 - c. Is there support for your argument in current case studies or precedent established through US Supreme Court Rulings?
 - d. Should youth who are charged with sexting be forced to attend counseling for sexual deviancy or become a registered sex offender?

8. Summarize the arguments of each side and conclude the debate. Then, remind students that regardless of their feelings on the case, many teens in the United States have been charged with distributing or receiving child pornography and have been faced with the threat of being a registered sex offender.

THE BIG IDEA:

- The facilitator will post the following prompt on the edmodo account:
Do you feel sexting should be punished stringently to make examples of students or is it “clearly overkill” as stated by the attorney in the Greensburg Sexting Case Summary.
- The students will respond in a 140 character or less “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 THIRTEEN

To Share or Not to Share

A lesson of the same name also appears in The Ophelia Project’s curricula “RAISE Boys: Reduce Aggression, Increase Self-Empowerment” and “It Has a Name: Relational Aggression” (for girls). While the activity here is different, its goal is exactly the same: To make high school students aware of how much information they are sharing online and how they can protect themselves from sharing too much information online.

Objectives:

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

1. Assess which information can be shared on social networking sites.
2. Determine a set of criteria for making information public or private.
3. Use criteria for making information public or private to update privacy settings on social networking accounts.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will list information that can be shared on social networking sites and classify each item as public or private. (Objective 1)
- **Summative Assessments to measure student learning:**
 - Students will create a list of criteria for determining whether to make information on social networking sites public or private. (Objective 2)
 - Students will update the privacy settings on their own personal social networking profiles. (Objective 3)
 - Students will answer the Big Idea Tweet. (Objective 1)

Materials:

- Computer with Internet access
- Projector, screen, and speakers
- Facebook Profile Information (Appendix O)

Procedure:

1. On the projector, show students the two privacy and sharing videos on Facebook’s YouTube channel.
 - a. Go to: <http://www.youtube.com/user/theofficialfacebook>

- b. Click on the playlist “Privacy and Facebook” on the menu to the right.
 - c. View: “Learn More #1: Privacy on Facebook.”
 - d. View: “Learn More #2: Controlling Sharing on Facebook.”
2. Distribute to students a copy of Appendix O: Facebook Profile Information. Break students into 5 groups. Each group will complete a section of the profile information on the page (Basic Info and Profile Picture, Relationships, Education and Work, Likes and Interests, Contact Information). Tell students that they need to decide how many people each piece of information should be shared on Facebook.
3. Bring groups back together and have each group share what they have decided. Encourage conversation if students disagree and argue that something should or should not be shared with a wider audience.
4. Ask the class to compile a list of criteria to determine what information they should share and to what degree it should be. Examples:
 - a. Would making this information public harm me in any way?
 - b. Would I be embarrassed if this information was public?
 - c. Should anyone have access to this information?
 - d. Does this information put my identity at risk?
 - e. Does this information put my safety at risk?
 - f. Would my parents/ teachers/ family/ religious leaders/ sports coaches/ community leaders be ashamed of me or embarrassed if this information was shared?
5. If possible, have students go online and update the privacy settings on their social networking profiles using the criteria that they just established.
6. If a limited number of computers are available, engage the rest of the class in a discussion about the importance of privacy and then rotate computer usage. If everyone can go online at the same time, have a discussion after students update their social networking profiles. Use the following guiding questions for the discussion.

- a. Why do you think it is important to have set criteria for sharing information online?
 - b. Was there any information that you felt was ok that you feel now that you should protect? Why? Was there any information that you had private before but are now ok with sharing?
 - c. What are potential outcomes for sharing too much information? (risk of safety, risk for cyberbullying)
 - d. IMPORTANT QUESTION: Should the same criteria for sharing information go for sharing media and “tagging” yourself and friends in media as well?
7. Guide students to make the connection that privacy is not just for your profile, but for all content that they post online. Their online profiles are a part of their digital footprint. A **digital footprint** is a trail left by an entity’s interactions in a digital environment; including their usage of TV, mobile phone, Internet and World Wide Web, mobile web and other devices and sensors (definition from Wikipedia). The next lesson will focus on the how the digital footprint created in high school can impact their marketability to colleges and potential employers.

BIG IDEA:

- The facilitator will post the following prompt on the group’s edmodo account:
How much did you have to change your digital profile to make it more secure and private based on the criteria established today in class? Why?
- Students will respond in a 140 character or less tweet.

LESSON FOURTEEN

The College/Job Search and Your Digital Footprint

Objectives:

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

1. Define the term digital footprint.
2. Cite current research regarding college admissions and human resources managers and their use of screen candidates' digital footprint.
3. Search their name on a major search engine and evaluate the extent of their digital footprint.
4. Establish guidelines for creating a positive digital footprint.

Assessments:

- **Formative Assessment to guide teacher instruction:**

- Students will appropriately use the vocabulary term digital footprint in class discussion. (Objective 1)
- Students will read and discuss current research regarding college admissions and human resources managers and their use of screen candidates' digital footprint. (Objective 2)

- **Summative Assessments to measure student learning:**

- Students will use Google, Bing, or Yahoo to search their name and classify their digital footprint as minimal, average, or extensive. (Objective 3)
- Students will, as part of a group, establish guidelines for creating a positive digital footprint that involve minimizing harmful information and using appropriate privacy controls on social networking sites. (Objective 4)
- Students will answer the Big Idea Tweet. (Objectives 1, 2)

Materials:

- Computers with Internet access.
- Research Brief: Your Digital Footprint and Your Future (Appendix P)

Procedure:

1. Ask students to write on a blank sheet of paper as many locations that they have visited as possible. It can include vacation destinations, places they have lived, or

be simpler and include a list of local destinations such as the mall, restaurants, or even the grocery store.

2. Now, ask students if there is any way they can prove they were at these locations. What types of proof can they provide? Examples: Pictures, receipts, souvenirs or purchases, FourSquare CheckIns, etc...
3. Tell students that just as they can provide proof that they have been at different locations around town or even around the world, there are ways to track where you have been online. Review the term **digital footprint**: A digital footprint is a trail left by an entity's interactions in a digital environment; including their usage of TV, mobile phone, Internet and World Wide Web, mobile web and other devices and sensors (definition from Wikipedia).
4. Have students type their name into a search engine and see what comes up. (It is recommended to have students put their names in quotation marks so that their full name is searched as a single string. For students with common names, they may need to add additional search terms such as a hometown or school to get only hits that are relevant to themselves.) Some students may not get any results at all, while others may find pages of results including Facebook, Twitter, school webpages, local sports reports, significant achievements, community affiliations, etc.
5. Create a chart on the board on chart paper with the headings "Minimal, Average, Extensive." Ask students to classify where they feel their digital footprint best fits. Are there zero or very few associations with their names online, a handful of hits relevant to the student, or an overwhelming response demonstrating a strong online presence?
6. Lead a discussion using the following guiding questions:
 - a. Was there more or less information available about yourself than you anticipated?
 - b. Did anything surprise you in your search?
 - c. Do you feel your digital footprint represents you as a person effectively?
 - d. Are there any potential harmful elements to your digital footprint?
7. Distribute to students the Research Brief: Your Digital Footprint and Your Future. Read the statistics aloud and lead a discussion with the students:

- a. Did you ever think college admissions representatives and/or potential employers would screen you using a search engine or accessing your social media profile?
 - b. Do you think evaluating a person's digital footprint is fair and ethical practice in considering a person for college admissions or employment? Why or why not?
8. Break students into groups. Have each group write a list of guidelines for establishing a positive digital footprint. Their list should include recommendations for privacy settings on social network sites, qualifiers for appropriate and inappropriate information to make available online, and recommendations for eliminating or reducing any potentially harmful information.
 9. Have each group share their list and then compile a definite set of guidelines for the class as a whole. Distribute a copy to all students and hang a copy in a prominent place within the classroom.

THE BIG IDEA:

- The facilitator will post the following prompt on the group's edmodo account:
How can a digital footprint hurt or help you as you apply for colleges and jobs?
- Students will respond in a 140 character or less tweet.

Wrap Up Lesson

Digital Citizenship Campaign

This final performance assessment requires students to analyze and organize all of the knowledge and skills they have developed through the course and produce a final compilation of their views on cyberbullying and digital citizenship in the format of a mock political campaign. This lesson may take place over two or more sessions to allow students ample time to develop their ideas and prepare their political advertisements.

Objectives:

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

1. Develop a position statement reflecting comprehension of the six core concepts: peer aggression, communication, anonymity, empowerment, accountability, and privacy.
2. Create a campaign slogan encompassing their goal as President and Vice President of the Internet.
3. Write and deliver a 2 minute campaign speech on how to ensure civic efficacy among digital citizens.

Assessments:

- **Formative Assessment to guide teacher instruction:**
 - Students will work in cooperative learning pairs to develop their Digital Citizenship Campaign. (Objectives 1, 2, 3)
- **Summative Assessments to measure student learning:**
 - Students will complete the final performance assessment task which will be evaluated using the Digital Citizenship Campaign Rubric (Objectives 1, 2, 3)

Materials:

- Digital Citizenship Campaign Assignment (Appendix Q)
- Digital Citizenship Campaign Rubric (Appendix R)
- Digital recording device and software

Procedure:

1. Pair students (either by choice or by assignment) and explain that they will be developing a campaign for President and Vice President of The Internet. Provide

students with the Digital Citizenship Campaign Assignment and Rubric (Appendices ? & ?).

2. Allow students ample time to complete this project. It may be necessary to spread the work out over two or three sessions.
3. Performance assessments are most effective when the audience for sharing the finished products goes beyond the classroom. Options for sharing students' completed performance assessment:
 - a. Have a political fair – invite families and other students to an auditorium style setting and have each pair design a table display to share their viewpoints. Have a location where the commercials play in a loop on a television or computer screen.
 - b. Have a commercial viewing party – gather all students and anyone else interested in viewing the videos in a media or theater room to screen their political campaign advertisements.
 - c. Create a digital citizenship anthology – compile all position statements into a single resource for students within the schools

Appendices

Appendix A

Peer Aggression Glossary

Aggression Language	Definition
<i>Aggression</i>	Behaviors that are intended to hurt or harm others (Berkowitz, 1993; Brehm & Kassin, 1990; Gormly & Brodzinsky, 1993; Myers, 1990; Vander Zanden, 1993; cited in Crick & Grotpeter, 1995)
<i>Physical Aggression</i>	Harm and control through physical damage or by the threat of such damage (Crick, Casas, & Ku, 1999)
<i>Verbal Aggression</i>	A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression (Vissing, Strauss, Gelles, & Harrop, 1991)
<i>Relational Aggression</i>	Harming others through purposeful manipulation and damage of their peer relationships. (Crick & Grotpeter, 1995) Relationally aggressive behaviors include exclusion, malicious gossip and rumor spreading, teasing and name calling, alliance building, covert physical aggression and cyberbullying.
<i>Overt Aggression</i>	Harming others through physical aggression, verbal threats, instrumental intimidation. (Crick & Grotpeter, 1995)
<i>Covert Aggression</i>	Behaviors in which the perpetrator manipulates others to attack or harm the target person, instead of doing so him/herself. (Björkqvist, Österman, & Lagerspetz, 1994)
<i>Reactive Aggression</i>	An angry, defensive response to frustration or provocation (Crick & Dodge, 1996) <i>Example:</i> A child is being teased repeatedly in school and then becomes a teaser himself for protection.
<i>Proactive Aggression</i>	Deliberate behavior that is controlled by external reinforcements (Crick & Dodge, 1996) <i>Example:</i> A girl is mad at another girl for being “more popular” so she spreads a sexual rumor about her to ruin her reputation.
<i>Passive Aggressive</i>	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.
<i>Indirect Aggression</i>	Behaviors harming a target by rejection or exclusion (Feshbach, 1969, cited in Card, Sawalani, Stucky, & Little, 2008)
<i>Revenge</i>	A response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target; role reversal in an aggressive act (The Ophelia Project)

Bullying Language	Definition
<i>Bullying</i>	<p>A real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. (US Department of Justice, 2001)</p> <p>According to Olweus (2008),</p> <ol style="list-style-type: none"> 1. Bullying is aggressive behavior that involves unwanted, negative actions. 2. Bullying involves a pattern of behavior repeated over time. 3. Bullying involves an imbalance of power or strength.
<i>Aggressor</i>	The person who chooses to hurt or damage a relationship. A bully.
<i>Target</i>	The person who is aggressed upon or bullied. The object of bullying.
<i>Bystander</i>	The person or persons who are not aggressors or targets but are caught somewhere in between.

Influences on Behavior	Terms in changing normative behavior
<i>Social Norms</i>	The most widely shared beliefs or expectations in a social group about how people in general or members of the group ought to behave in various circumstances. (National Social Norms Institute, 2010)
<i>Normative Beliefs</i>	Self-regulating beliefs about the appropriateness of social behavior (Huesmann and Guerra, 1997)
<i>Empathy</i>	<p>Defined in two ways: (1) the awareness of another person’s thoughts, feelings, and intentions and (2) the ability or tendency to be vicariously aroused by the affective state of another person (Hoffman, 1984, cited in Kaukiainen et al., 1999).</p> <p>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 <i>Example:</i> 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.</p>
<i>Hostile Attribution Bias (HAB)</i>	<p>The tendency to perceive hostile intent on the part of others even when it is really lacking (Baron & Richardson, 1994, cited in PsychWiki, 2009) <i>Examples:</i> 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.</p>
<i>Emotional Intelligence</i>	<p>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, 1995).</p> <p>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. (Orbach, 1998)</p>
<i>CASS™</i>	CASS: Creating a Safe School™ is a multifaceted change process that brings together a community of caring adults (administrators, teachers, staff, parents) with students to work together to change the social culture in a school or school district. Its primary goal is to positively impact the social norms in a school community by recognizing and

	addressing the hurtful, covert behaviors of peer aggression and identifying, teaching and modeling a more positive set of normative behaviors for educators, students and parents.																												
Mentorship	<p>A developmental relationship in which a more experienced person helps a less experienced person, referred to as a protégé, apprentice, mentoree, or (person) being mentored, develop in a specified capacity. (Wikipedia, 2010)</p> <p>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.</p> <table> <tr> <td>A Mentor is :</td> <td>A Mentor is not:</td> </tr> <tr> <td>A role model</td> <td>A therapist</td> </tr> <tr> <td>A listener</td> <td>A parent</td> </tr> <tr> <td>A resource for information</td> <td>A counselor</td> </tr> <tr> <td>A leader</td> <td>A rejecter</td> </tr> <tr> <td>An encourager, gives praise</td> <td>An expert</td> </tr> <tr> <td>A communicator</td> <td>An advisor</td> </tr> <tr> <td>A skill builder</td> <td>Analytical</td> </tr> <tr> <td>A negotiator</td> <td>Authoritarian</td> </tr> <tr> <td>An empathizer</td> <td>Critical</td> </tr> <tr> <td>Non-judgmental</td> <td>Disrespectful</td> </tr> <tr> <td>Resourceful</td> <td>Judgmental</td> </tr> <tr> <td>Respectful</td> <td></td> </tr> <tr> <td>Supportive</td> <td></td> </tr> </table>	A Mentor is :	A Mentor is not:	A role model	A therapist	A listener	A parent	A resource for information	A counselor	A leader	A rejecter	An encourager, gives praise	An expert	A communicator	An advisor	A skill builder	Analytical	A negotiator	Authoritarian	An empathizer	Critical	Non-judgmental	Disrespectful	Resourceful	Judgmental	Respectful		Supportive	
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A negotiator	Authoritarian																												
An empathizer	Critical																												
Non-judgmental	Disrespectful																												
Resourceful	Judgmental																												
Respectful																													
Supportive																													
Leadership	The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. (Wikipedia, 2010)																												
Forgiveness	<p>The process of concluding resentment, indignation or anger as a result of a perceived offense, difference or mistake, and/or ceasing to demand punishment or restitution. (Wikipedia, 2010)</p> <p>"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.</p>																												

Cyberbullying	Definitions from the Center for Safe and Responsible Internet Use, NetLingo.com and Wikipedia.com
Blog	A shared online journal where people can post diary entries about their personal experiences and hobbies
Bulletin	A message sent to each "friend" on a user's social networking page.
Cyberbullying	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; bullying over the computer or cell phone. (Glenn R. Stutzky)
Cyberstalking	Harassment that includes threats of harm or is highly intimidating
Denigration (Put-downs)	Sending or posting harmful, untrue or cruel statements about a person to other people
Exclusion	Actions that specifically and intentionally exclude a person from an online group, such as exclusion from an IM "buddies" list
Flaming	Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group
Harassment	Repeatedly sending a person offensive messages
Happy Slapping	When someone assaults a sometimes unsuspecting victim while an accomplice records the assault (usually with a camera phone)
IM	Instant Messaging - An acronym for text message used in online chat, Email, blogs, or newsgroup postings.
Internet Protocol (IP)	The electronic fingerprint you leave behind everywhere you go in cyberspace.
Masquerade	Pretending to be someone else and sending or posting material that makes that person look bad or puts that person in potential danger
Outing and Trickery	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.
Photoshopping	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 "photoshopping", the practice is more commonly associated with creating visual jokes on Internet sites.
Sexting	The act of sending sexually explicit messages or photos electronically, primarily between cell phones.
Social Networking	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)
Text Messaging	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 website.
Wiki	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.

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Appendix B

Curriculum Vocabulary

Aggressor: The person who chooses to hurt or damage a relationship. A bully.

Anonymity: the state of being unknown or unacknowledged

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.

Citizenship: having membership in a state, region, or group with associated rights and obligations.

Cyber Aggression / Cyberbullying: 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; bullying over the computer or cell phone.

Digital Citizenship: the norms of appropriate, responsible behavior with regard to technology use

Digital Footprint: a trail left by an entity's interactions in a digital environment; including their usage of TV, mobile phone, Internet and World Wide Web, mobile web and other devices and sensors

Empathetic disconnect: the inability to sense the emotions and feelings of the receipt of a message

Empathy: the awareness of another person's thoughts, feelings, and intentions

Going Viral: online content that becomes immensely popular very quickly and often becomes referenced in a non-online discussion.

Infinite bystander effect: in a traditional bullying situation, the number of bystanders is limited to whomever is present at the time of the incident. With cyberbullying, the aggression remains present online and can be viewed by anyone with access to the web.

Nonverbal communication: the part of communication that conveys emotion without words. Tone of voice, posture, the movement of limbs, eye contact all help the person receiving the message to better understand the speaker's intentions.

Normative beliefs: self-regulating beliefs about the appropriateness of social behavior. Normative beliefs generally serve as guidelines for how we act in social situations.

Physical Aggression: Harm and control through physical damage or by the threat of such damage

Proactive aggression: deliberate behavior that is controlled by external reinforcements

Reactive aggression: an angry, defensive response to frustration or provocation.

Relational Aggression: Harming others through purposeful manipulation and damage of their peer relationships.

Sexting: the act of sending sexually explicit messages or photographs, primarily between mobile phones

Target: The person who is aggressed upon or bullied. The object of bullying.

Verbal Aggression: A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression

Appendix C

Teacher Resource Guide

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."

Bewebaware.ca (<http://www.bewebaware.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 kids.

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/>) - 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 Kids (<http://www.connectwithkids.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 kids' issues.

i-Safe.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/>) - "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/>) - 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

EduBloggers (<http://edubloggerdir.blogspot.com/>) - Worldwide blog for teachers.

LearningNow (<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/>)

PodCamps (http://www.pbs.org/teachers/learning.now/2007/11/wanna_talk_podcasting_organize_1.html)

Teacher Lingo (<http://www.TeacherLingo.com>)

Teacher Vision (<http://www.TeacherVision.com>)

Tech Support

Blogs (<http://supportblogging.com>)

General Tech Support (<http://techartechblog.com>)

Podcasts (<http://how-to-podcast-tutorial.com>)

Wikis (<http://www.wikipatterns.com>)

Vocabulary /Net Lingo (<http://netlingo.com>)

Appendix D

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.

Appendix E

National Standards

Common Core State Standards: College and Career Readiness Anchors

English Language Arts Standards: Reading

Key Ideas and Details

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

English Language Arts Standards: Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

English Language Arts Standards: Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards: Language **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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/ADPBenchmarks>

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

<http://bit.ly/oPrEl>

- 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.

Appendix F

Curriculum Case Summaries

The case summaries that follow include:

- **Megan Meier**
- **Alexis Pilkington**
- **Phoebe Prince**
- **Sexting: Free Speech or Child Porn?**
- **Greensburg Sexting**

Megan Meier Case Summary

When a cute boy befriended Megan on the social networking site MySpace, the two formed a quick connection during their more than month-long relationship. "She got this e-mail from this boy named Josh Evans," Tina Meier said. Evans claimed to be a 16-year-old boy who lived nearby and was home schooled. But what began as a promising online friendship soon turned sour, as compliments turned to insults. Evans said he didn't have a phone and so Megan couldn't talk to him. But the two continued their communication online, despite some red flags Tina Meier said she saw. "It was just that nervous mom," Tina Meier said. She called police to find out if they could determine if a MySpace account was real. They couldn't. Still, all seemed to go well between Megan and Josh until an unsettling message started a tragic chain of events.

"Megan gets an e-mail, or a message from Josh on her MySpace on Oct. 15, 2006, saying, 'I don't know if I want to be friends with you any longer because I hear you're not nice to your friends,'" Tina Meier said. Someone using Josh's account was sending cruel messages and Megan called her mother, saying electronic bulletins were being posted about her, saying things like, "Megan Meier is a slut. Megan Meier is fat," according to the Associated Press. The cyber exchange devastated Megan, who was unable to understand how and why her friendship unraveled. The stress and frustration was too much for Megan, who had a history of depression. Tina Meier discovered her daughter's body in a bedroom closet on Oct. 16, 2006. Megan had hanged herself and died a day later.

But six weeks after Megan's death, the Meiers learned Josh Evans never existed. A mother, who had learned of the page from her own daughter, told the Meiers a neighborhood mom had created and monitored Evans' profile and page.* There was a connection between the Meiers and the family with the mother accused of running Evans' profile. In fact, the woman who created the profile had asked the Meiers if her family could store their foosball table. Once they learned of the family's involvement, the Meiers destroyed the table, placed it in the woman's yard and encouraged the family to move, according to the AP.

*This mother may have created the page because Megan and her daughter had been close friends but the friendship had dissolved. The comment "you're not nice to your friends" from Josh's MySpace post is in reference to the end of this friendship.

(Story from: <http://abcnews.go.com/GMA/story?id=3882520&page=2>)

Alexis Pilkington Case Summary

Alexis Pilkington was a popular athlete, a well-liked star who had already landed a soccer scholarship to college. But none of that stopped the 17-year-old from becoming the target of nasty online comments.

Even after the Long Island girl killed herself, the harassing Internet messages kept on coming, posted on a page meant to stand as a tribute.

Now, Suffolk County police say they're investigating the messages sent before and after Alexis's death in her West Islip bedroom. Her parents said they don't believe the messages led to her suicide, but her friends have been distraught over the creepy, insensitive messages about her, many of them posted anonymously.

Michael Stracuzza, father of one of Alexis' friends, told The Associated Press he's sending prosecutors information on all the harassing posts put on a Facebook memorial site. He and other parents are hoping to take legal action because of how upsetting it is for those Alexis left behind.

"It's the effect the posts have on those who are mourning that poor girl's death," said Stracuzza, whose 18-year-old daughter Chanelle was upset after seeing the messages. "This is what needs to be addressed. Children want to mourn their friend, and there are posts of photos with nooses around her neck. It's disgusting and heartless."

A tribute to the teenager was set up on the popular social networking site, with many of her friends posting messages about how they missed her, but a flood of negative messages, many of them lewd, also piled up. A page on formspring.me, another social networking site, also was flooded with mean-spirited messages and graphic images. Suffolk County police said they are monitoring the sites and will take action if any communications are found to be criminal. They declined to comment further on the details of the case.

Donna McBride, whose daughter often brought Alexis along on family vacations as they were growing up, said her daughter started screaming when she saw the spiteful and gruesome images. She has told her daughter to stop looking at the page and has instead asked a relative who didn't know Alexis to document the postings for authorities. "Who has the heart to do this to people who are suffering?" she asked. "Who raised these horrible children?"

Facebook spokesman Andrew Noyes said the company did not condone cyberbullying and was concerned about the safety of its users.

"We will disable accounts that are found to be intimidating others in any way," he said.

Formspring.me issued a statement through a spokeswoman expressing condolences to Alexis' family.

"Like those closest to Alexis, we believe there are other underlying issues at work when someone decides to take their own life," the statement said. "We will work with

authorities through proper legal channels to help prosecute any criminal acts involving the misuse of our system."

Just two weeks before Alexis' death, a father who lost his son to suicide after the boy was bullied online went to speak to members of the school district community. That was followed with classroom discussions on the topic, said Nancy Lenz, a spokeswoman for the West Islip School District. Alexis was unlikely to have attended the talk, McBride said.

"She was a star in our building, an athletic star. Extremely popular," Lenz said of Alexis, adding that she had already earned all the credits she needed to graduate from high school and had landed a soccer scholarship to Dowling College on Long Island, where she planned to start in the fall.

Alexis' parents did not return a call seeking comment Wednesday. Her father, Thomas Pilkington, a New York City police officer, said he'd cooperate with any legal proceedings. He said his daughter dealt with insulting comments in the days before her suicide but he doesn't blame those postings for her actions.

"It could be one of many things (contributing to her suicide), but it was not the major or even a minor factor in her deciding to do what she did," Pilkington said.

Cyberbullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying, said Robin M. Kowalski, a social psychologist at Clemson University who has done extensive research on the phenomena.

"A lot of it stems from that anonymity," she said.

Just under 50 percent of the victims didn't know who the perpetrators were in a study of 3,700 middle school students nationwide, she said. One-quarter of participants had been victims of some form of harassment over the Internet.

More than 15 states have laws making cyberbullying a harassment crime or making it easier to investigate or prosecute, according to the National Conference of State Legislatures. New York does not have such a law.

Federal legislation has been proposed that would give prosecutors the ability to punish those who use electronic means to engage in severe cyberbullying -- defined as repeated, hostile and severe communication made with an intent to harm.

The laws have been spurred by the Megan Meier case in Missouri, in which an adult neighbor, her daughter and a friend were linked to a MySpace page concocted to appear to be that of a teenage boy named Josh, who initially flirted with Megan but then made hurtful comments shortly before she killed herself.

At the very least, Stracuzza wants anonymous posting to stop.

"If you're going to say something awful, then you should have your name attached to it," he said. "You shouldn't be able to hide."

(Story from: http://www.huffingtonpost.com/2010/03/24/alexis-pilkington-facebook_n_512482.html)

Phoebe Prince Case Summary

Having recently moved to the U.S. from Ireland, Prince had been taunted and bullied for several months by at least two separate groups of students at South Hadley High School, reportedly because of disputes with other girls over her brief relationships with a senior high school football player and a second male student. The abuse took place in face-to-face situations, over Facebook, and via text message. On January 14, 2010, after an entire day of harassment and taunting, followed by a final incident in which a student threw a can at her from a passing car as she walked home from school, Prince committed suicide by hanging herself in the stairwell leading to the second floor of the family apartment. Her body was discovered by her 12-year-old sister. After her death, many crude comments about her were posted on her Facebook memorial page, most of which were removed. Her parents chose to have Prince interred in Ireland.

On March 29, 2010, Northwestern District Attorney Elizabeth Scheibel announced at a press conference that nine teenagers from South Hadley High School were indicted as adults on felony charges by a Hampshire County grand jury. Charges ranged from statutory rape for the two male teenagers involved (both adults under Massachusetts law) to violation of civil rights, criminal harassment, disturbance of a school assembly, and stalking. Additional delinquency complaints were also filed against the three female minors indicted by the grand jury. One was charged with assault with a deadly weapon for throwing a can at Phoebe Prince. A separate delinquency complaint was filed against one of the three female minors for assault and battery against another victim at South Hadley High School (a girl who was attacked at school after appearing in a TV news report describing the bullying that took place at South Hadley High School). At least four of these six students reportedly were still attending South Hadley High School when the charges were announced.

(Story from: http://en.wikipedia.org/wiki/Suicide_of_Phoebe_Prince)

Sexting: Free Speech or Child Porn Case Summary

Is “Sexting” Child Porn Or Protected Free Speech?

That’s the question the 3rd Circuit Court of Appeals in Philadelphia will soon answer in a case of first impression, calling into question the controversial practice of “sexting.” For those of you unfamiliar with the lingo, “sexting” is the practice of using cell phones to send sexually provocative photos of oneself to another.

According to a report by the Pew Research Center’s Internet & American Life Project, only 4 percent of teens reported sending sexually explicit photos or videos of themselves. However, the same report indicated that 15 percent of teens with cell phones ages 12-17 had received nude or nearly nude photos by phone.

This case began after a number of sexually explicit photos were discovered by school officials Tunkhannock School District, northwest of Scranton, PA. School officials contacted the local district attorney. Ultimately, the district attorney’s office threatened to charge 16 teens with child pornography if they did not attend a recommended after-school education course and write an essay about why “sexting” is wrong.

All but 3 of the teens agreed to the punishment. However, 3 girls and their parents went to the federal District Court, where Judge James Munley issued an injunction preventing the district attorney’s office from either forcing them to take the class or charging them with child pornography.

The matter was argued to the 3rd Circuit on January 15, 2010. As soon as a decision is reported, an update will be posted on CRW. In the meantime, what do you think? As you consider the issue, bear in mind that the district attorney’s office seeks to charge the teens with child pornography, not any adults. Regardless of how you may feel about “sexting,” do you think the district attorney is properly using child pornography laws in this case?

(Story from: <http://civilrightsandwrongs.wordpress.com/2010/01/23/is-sexting-child-porn-or-protected-free-speech/>)

Greensburg Sexting Case Summary

In an unusual legal case arising from the increasingly popular practice known as “sexting,” six Pennsylvania high school students are facing child pornography charges after three teenage girls allegedly took nude or semi-nude photos of themselves and shared them with male classmates via their cell phones.

The female students at Greensburg Salem High School in Greensburg, Pa., all 14- or 15-years-old, face charges of manufacturing, disseminating or possessing child pornography while the boys, who are 16 and 17, face charges of possession, according to WPXI-TV in Pittsburgh, which published the story on its Web site on Tuesday.

Police told the station that the photos were discovered in October, after school officials seized a cell phone from a male student who was using it in violation of school rules and found a nude photo of a classmate on it. Police were called in and their investigation led them to other phones containing more photos, it said.

Police Capt. George Seranko was quoted as saying that the first photograph was “a self portrait taken of a juvenile female taking pictures of her body, nude.”

The school district issued a statement Tuesday saying that the investigation turned up “no evidence of inappropriate activity on school grounds ... other than the violation of the electronic devices policy.” The statement also said that school officials didn’t learn of the charges against the students until Monday.

In the WPXI story, which included contributions from the Associated Press, Saranko indicated that authorities decided to file the child pornography charges to send a strong message to other minors who might consider sending such photos to friends.

“It’s very dangerous,” he said. “Once it’s on a cell phone, that cell phone can be put on the Internet where everyone in the world can get access to that juvenile picture. You don’t realize what you are doing until it’s already done.” (Seranko could not be reached for comment on Thursday, and a woman who answered the phone at the Greensburg Police Department said, “Our department is not doing any more interviews on the case.”)

But Patrick Artur, a Philadelphia defense attorney who by his reckoning has handled at least 80 child pornography cases, said the prosecution of minors for photos they took themselves runs counter to the purpose of both state and federal child pornography laws: Preventing the sexual abuse of children by “dirty old men in raincoats.”

“It’s clearly overkill,” he said. “... The letter of the law seems to have been violated, but this is not the type of defendant that the legislature envisioned” in passing the statute.

Artur said that because there is no mandatory minimum sentence under Pennsylvania's child pornography law, unlike the federal statute, the students would not necessarily be incarcerated if they are found guilty. But he noted that convictions would have "serious, serious implications," including forcing them having to register as sexual offenders for at least 10 years.

While Artur said the prosecution of a juvenile for allegedly creating and distributing child porn was new to him, a quick review of federal and state statistics showed there have been a handful of similar cases, and several convictions.

While few minors have found themselves in court for e-mailing or posting sexy photos of themselves, there is little doubt that ubiquitous cell phones and easy access to computers have tempted many to push the erotic envelope.

The National Campaign to Prevent Teen and Unplanned Pregnancy reported last month that a survey of 1,280 teens and young adults found that 20 percent of the teens said they had sent or posted nude or semi nude photos or videos of themselves. That number was slightly higher for teenage girls — 22 percent — vs. boys — 18 percent.

(Story from: <http://www.msnbc.msn.com/id/28679588/#>)

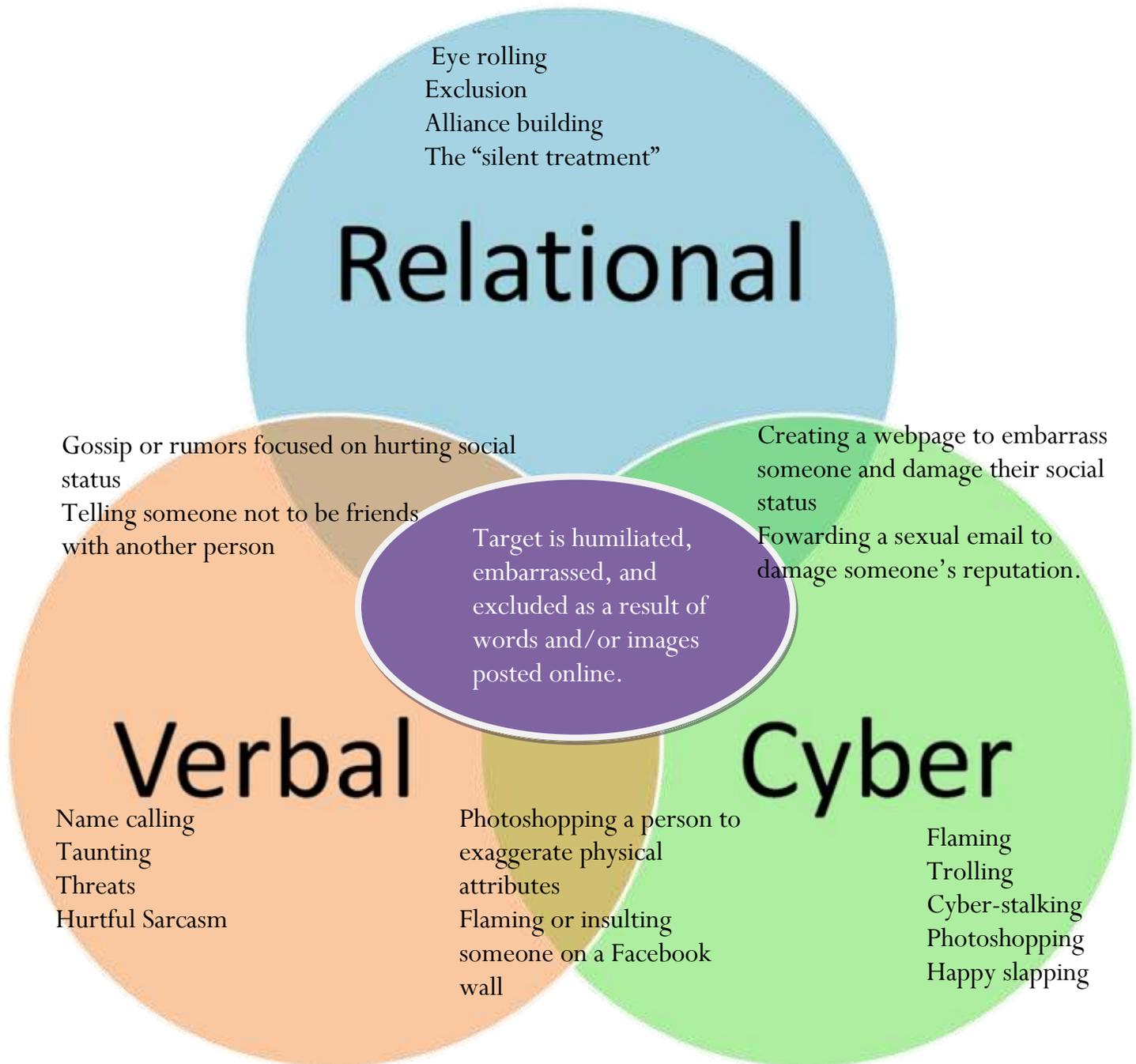
Appendix G

Roles in Aggression

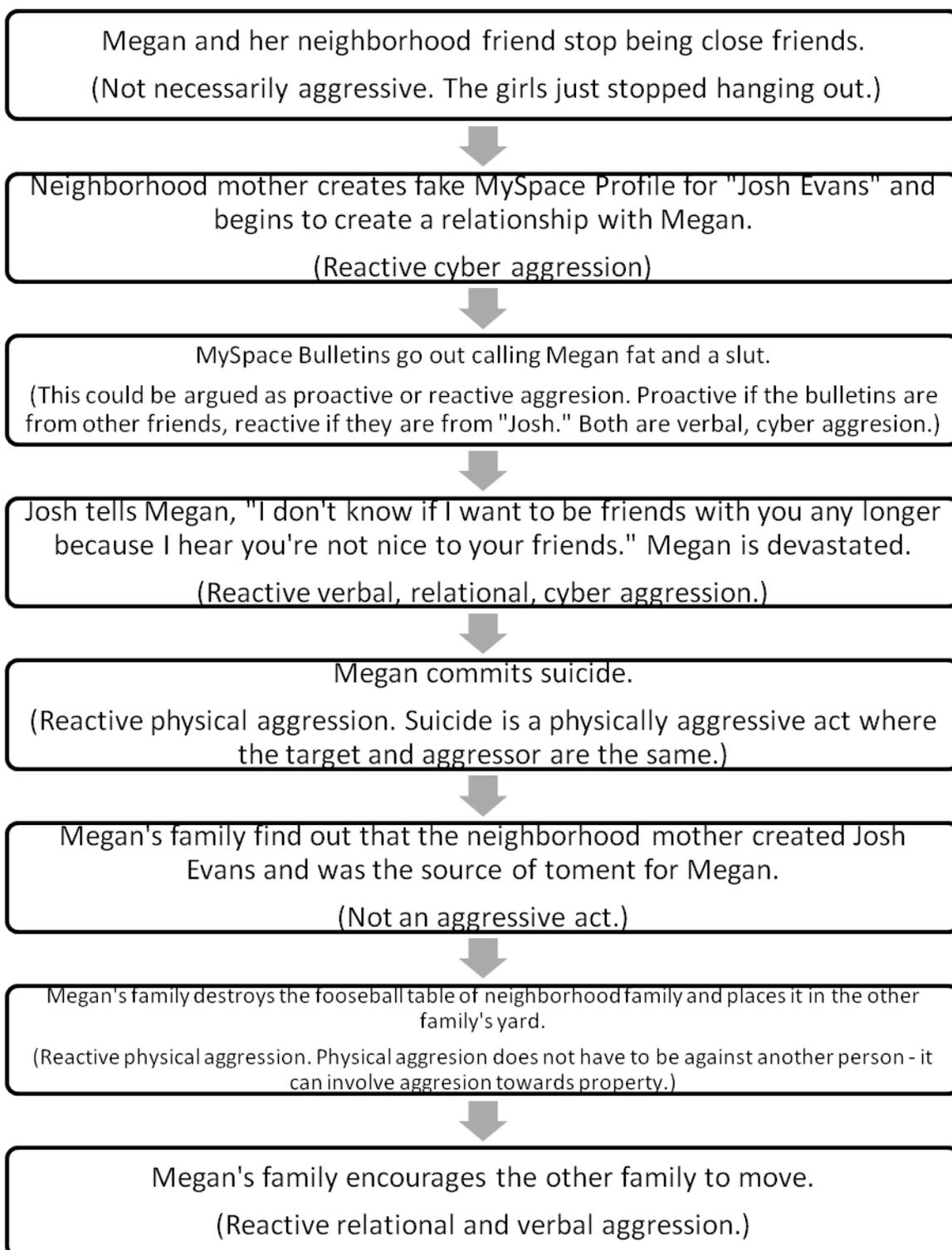


Appendix H

Aggression Venn Diagram



Appendix I: Sample SmartArt Flowchart



Appendix J

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.

Appendix K

Cyber Discussion Samples

Discussion 1: iPhone text messages



Discussion 2: Social Networking Photo Comments



The Ophelia Project's Photos - CASS: Creating A Safe School

Photo 1 of 9 [Back to Album](#) · [The Ophelia Projects Photos](#) · [The Ophelia Projects Profile](#)

[Previous](#) [Next](#)



Hanging out after a long day of raising awareness for safe social climates.

Added September 8 · [Comment](#) · [Like](#)

Write a comment...



Jim Bob Smith

Wow what terrible dancers!



Cara Jones

I agree with Jim Bob.



Jim Bob Smith

They are ugly and I h8 them!

From the album:
CASS: Creating A Safe School by The
Ophelia Project



Share

[Tag This Photo](#)

[Edit This Photo](#)

[Delete This Photo](#)

[Make Profile Picture for Page](#)

*Note: Not actual photo of Ophelia Project employees.

Discussion 3: Internet Forum



My favorite movie of all time is Star Wars!

Posted 10/27/2010 at 10:52 am by: SkyWkr4eva



Star Wars is for geeks and losers. Get a life. I bet you've never had a girlfriend. What a reject. Are you gay? That movie is almost as lame as the people who watch it!

Posted 10/27/2010 at 10:59 am by: BeerAndPot



STAR TREK PWNS STAR WARS! SHATNER FTW!

Posted 10/27/2010 at 11:23 am by: ShatIsTheSht



Find out the secret of beauty. [Click here!](#)

Posted 10/27/2010 at 11:24 am by: BeautySecrets

Appendix L

Messages to Communicate

I got an A on my Spanish test	I need you right now	Call me	Got a date Friday night
Found my homework	Where are you	What's up	Let's go to the movies tomorrow
Do not tell my mom	I hate math class	I hate Rebekah	She makes me so mad I could kill her
Did you see what he was wearing	What do you think of my new hairstyle	Just bought new shoes	What was he thinking
How could you do that	I love you	I can't believe what she said	You're my friend
I'm not riding in our car	Just do not tell Mariah and Jeremy	I need a date for the dance	I am really mad at you right now

Appendix M

Aggressive Incident Examples

<p>Instant Message from anonymous user: “When’s the last time you showered. I can smell you across town.”</p>	<p>Formspring Question: “What does it feel like to have no friends?”</p>
<p>Text message from Mary, a classmate: “If you hear about a party at my house, don’t come. You’re not invited.”</p>	<p>Someone egged your car in the school parking lot.</p>
<p>Note on your locker: EVERYONE HATES YOU! GO HOME!</p>	<p>Facebook Photo Comment from John Smith: You look awful! UGLLEE!!!</p>
<p>You drop the ball at a football game. The next day, your teammates call you “Fumbles.”</p>	<p>Entering a room and someone says, “Stupid just walked in.”</p>

<p>You walk down the hall and one of the “popular” kids throws a slushie in your face.</p>	<p>You receive an email from an unknown address with a list of reasons why you are a terrible person.</p>
<p>You get beat up while walking home from school.</p>	<p>You receive phone calls from an unknown number all night, but when you answer the caller hangs up.</p>
<p>You get a Facebook invitation to attend “Kick a Ginger Day.” There are over 12,000 confirmed attendees. You have red hair and freckles.</p>	<p>A picture of your face has been photoshopped over a nude model and then printed and distributed all over school. You have no idea who started it.</p>
<p>Every time you try to sit at a table in the library, someone tells you the seat is saved for someone else.</p>	<p>You start giving a speech in a student council election debate but someone starts booing. The rest of the students join in.</p>

Appendix N

Sample Cyberbullying Reporting Protocol

When I am a target or bystander of cyberbullying, I will:

1. Not forward or pass along the web address, email, text, or video.
2. Take a screen shot of the cyberbullying on the computer OR save the message to my phone's internal memory or memory card.
3. Email or forward the screen shot to a trusted adult OR print the screen shot to give to a trusted adult.

Adult(s) to whom I can report cyberbullying:

Person(s) in my school responsible for dealing with cyberbullying:

Local and/or state police cybercrime unit information:

Appendix O

Facebook Profile Information

Check off the level of privacy you feel you should limit for each piece of information.

	Everyone	Friends of Friends	Friends Only
Basic Info			
Current City			
Hometown			
Sex			
Birthday			
Interested in (Women/Men)			
Looking for (Friendship, dating, a relationship, networking)			
Political Views			
Religious Views			
Bio			
Favorite Quotations			
Profile Picture			
Relationships			
Relationship Status			
Relationship with			
Family			
Education and Work			
High School			
College(s)			
Employers			
Likes and Interests			
Activities			
Interests			
Music			
Books			
Movies			
Television			
Contact Information			
Emails			
IM Screen Names			
Mobile Phone			
Other Phone			
Address			
City/Town			
Zip			
Neighborhood			
Website			

Appendix P

Research Brief: Your Digital Footprint and Your Future

- 78% of recruiters and HR professionals do Web searches on candidates.
- 45% of potential employers screen candidates via social media
- 35% of potential employers have found reasons not to hire a candidate based on these sites.

•
(Buley, T. 2009. When social media bites. *Forbes.com.*)

Many girls are concerned that they won't get accepted into their college of choice (42%), will miss a job opportunity (40%), will get in trouble with parents/teachers (40%), or will have friends/family lose respect for them (39%) because of their social networking content.

(Girl Scout Research Institute, 2010.)

BEFORE YOU POST,
DID YOU THINK...

Appendix Q

Digital Citizenship Campaign Description

Imagine you are running for “President and Vice President of the Internet.” What will you reassure your voters that you stand for?

Your tasks include:

Develop position statements for each of the six core concepts: peer aggression, communication, anonymity, empowerment, accountability, and privacy.

Create a campaign slogan.

Write and record a 2 minute campaign advertisement discussing how you will ensure civic efficacy among your digital citizens.

Upload your position statements, slogan, and video of your speech to the groups’ edmodo account.

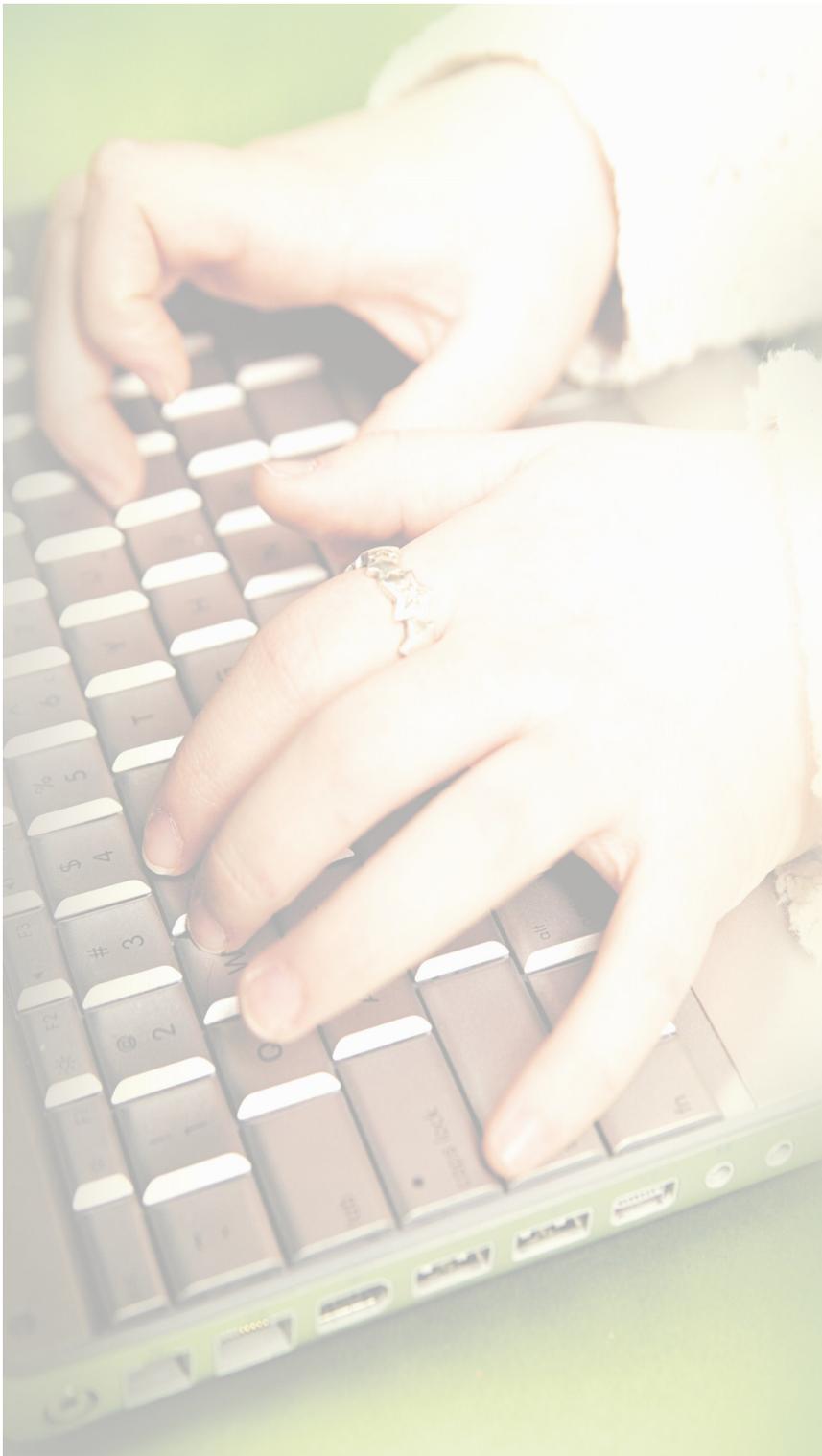
Use the attached rubric to help you understand the specific requirements for this project.

Appendix R

Digital Citizenship Campaign Rubric

Task	Poor	Proficient	Exceptional	Score/ Comments
Position Statement – Peer Aggression	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	
Position Statement – Communication	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	
Position Statement – Anonymity	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	
Position Statement – Empowerment	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	

Task	Poor	Proficient	Exceptional	Score/ Comments
Position Statement – Accountability	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	
Position Statement - Privacy	Students’ position is confusing, poorly organized, or does not relate to the core concept.	Students describe a clear position regarding the core concept.	Students describe a clear position regarding the core concept, use relevant vocabulary terms, and relate their position to the tenets of digital citizenship.	
Campaign Slogan	Campaign slogan does not represent the goals of the campaign.	Campaign slogan summarizes the specific goal of the campaign.	Campaign slogan is catchy, creative, and summarizes the specific goal of the campaign.	
Campaign Advertisement	Campaign advertisement is poorly written or acted and/or does not establish the candidates’ goals and position regarding digital citizenship.	Campaign advertisement is well written and acted. Campaign advertisement establishes the candidates’ goals in their campaign.	Campaign advertisement is well written and acted. Campaign advertisement establishes the candidates’ goals in their campaign, uses relevant vocabulary terms, and references the tenets of digital citizenship.	



Note: Lessons require Internet access.

CyberCool - Grades 9-12

These project-based lessons are suitable for 9th-12th 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:

- Types of Aggression
- Proactive vs. Reactive Aggression
- Online vs. "Real Life"
- Online Communication
- Text, Tweet, Poke, Post
- Anonymity & Empathy
- When Does Cyberbullying End?
- Cyberbullying Whodunnit
- Empowering Cyber-Targets & Bystanders
- Making it Right for Cyber-Aggressors
- Cyberbullying as a Crime
- Sexting: Free Speech or Child Pornography
- To Share or Not to Share
- College/Job Search & Your Digital Footprint
- Digital Citizenship Campaign

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