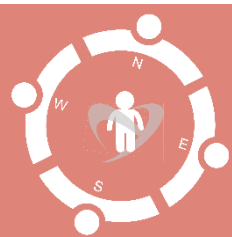GRADE 10 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM

CYBERBULLYING
Facilitator Materials

Cyberbullying

Grade 10 - Classroom Session

INTRODUCTION

This **high school session** is designed to provide the Compass Child Protection Children's program for parishes or schools.

Children and teens have always struggled with bullying. And, over the years, schools and parents have tried several ways to deal with the issue. Beyond a more standard or traditional form of bullying, today an alternate method of bullying exists called cyberbullying.

Though the issues that people face in both types of bullying are similar, the mode of expression and means of prevention vary.

The foundation of this session is based on the teachings and example of our Lord Jesus: loving enemies and repaying evil with good, cemented with unconditional love and the forgiveness shown in His death for us.

A teacher can help students realize these truths and use them as a foundational support on which to build online and offline behaviors. Through this session, bullying and cyberbullying are discussed specifically in an effort to help students examine and analyze their own behaviors.

A review of the material and content directions for parents are sent home with the young people so that parents can discuss these concepts with their own children.

A feedback form is also sent to the parents, with instructions to return it to the classroom teacher.

SESSION OVERVIEW

For the opening activity, the teacher discusses what bullying is and what it is not. After this, the teacher introduces the topic of cyberbullying through an activity.

Next, the teacher reminds the students of what our Lord Jesus taught regarding loving one's enemies and repaying good to those who have done you wrong. They also discuss the Golden rule 'Do unto others as you would have them do unto you.' Through two scenarios, the teacher helps the students realize that this should be the basis for behaving and interacting with others.

The teacher then discusses with the students why we act the way we do, and how we can deal with underlying issues instead of reacting in unhealthy ways that can hurt others.

Then, the students talk about victims of cyberbullying and ways to prevent or deal with being bullied.

Next, the teacher discusses the roles that the bystander can play to prevent bullying and three simple ways that students can help prevent cyberbullying. The students discuss how they can prevent bullying.

The teacher encourages students to consider their own behavior netiquette and how they might stand against cyberbullying.

The session ends with a reflective reading of I Corinthians 13:4-7 and a prayer.

GOALS

The goals of this session include helping teens know and be able to do the following:

- Recognize cyberbullying in its different forms.

- Recognize if they have bullied others or may be victims of cyberbullying.

- Learn to love their enemies and do good to others even when it's difficult.

- Examine underlying issues of why people bully and how to deal with these in a healthy manner.

- Understand how to respond to bullies and being bullied, in a loving and forgiving way.

- Develop a role in cyberbullying prevention as a bystander.

- Develop appropriate netiquette.

- Remember what unconditional love means.

- Discuss what to do regarding harassment by a stranger online.

MATERIALS

The materials required for this session are:

- Tables with chairs, one table for each small group of five (round or square tables are preferred to long cafeteria tables)
- Activity Book
- PowerPoint Slides
- Bible
- Pens
- Red ribbon- 5 inches long, safety pin
- Large envelopes (9x12) for Parent Packets

PREPARATION

Print this facilitator document to read out from as you teach. Go over the document once so that you are familiar with the materials.

Prepare to teach it using your own words and examples.

Download the PowerPoint

Download and **duplicate** the Activity Book (one for each student).

Make two 9x12 cards per student from white card stock.

Cut out the 'My Netiquette' sheets and the 'Dealing with being bullied' mini posters and **glue** them to the 9x12 cards.

Download and **duplicate** the Parent Handout and **insert** them into the Parent Packets.

LESSON PLAN

A. Opening

Have Slide 1 open as children take their seats.

Distribute the large envelopes that will hold the parent packet and the other take-home materials. Have them pre-labeled with the children's names.

Divide the students into groups of five or six and have them seated in a way where everyone can clearly see each other as well as the facilitator.

Distribute the activity books.

Say:

> Welcome to this session. Today, we are going to talk about cyberbullying. You'll want to listen carefully and participate in the discussions as many teens are involved in bullying either consciously or without even realizing it.

Click slide 2 and **Say:**

> Before we discuss what cyberbullying is, let's look at the larger picture of bullying. Please tell me, what bullying means to you.
>
> (Students may say – when an older kid constantly troubles a younger or physically weaker kid in school; it may involve pushing a weaker kid around or ganging up against someone in school and threatening them, etc.).

Say:

> That's interesting! Is every kind of violence that occurs in a school or neighborhood included in the term "bullying?" Take a look at the first page on the activity book and please may I have a volunteer to read? Think about whether or not you believe each situation to be bullying.
>
> Is it Bullying?

- Making fun of a new student in school.

- Fighting because a game turned sour.

- Leaving someone out of your birthday party on purpose.

- Click Slide 3 Teasing someone endlessly about their appearance, etc.

- Sending someone mean messages on the phone or computer.

- Teasing your friend about his new haircut.

- Not talking to or isolating someone you don't like very much.

(Wait for them to answer Yes/No)

Then **say:**

Bullying is tough to define and can be very subjective. But that said, it is about how kids behave with one another and can include insults, picking on someone, intimidation, excluding someone from events, and hitting or pushing that does not cause injury. When pushing or hitting causes injury it is called assault; this is not bullying. In today's session, we'll look particularly at cyberbullying.

Click slide 4 and **Say:**

Now that we have a clearer idea about what bullying is and what it is not, let's talk about cyberbullying. Cyberbullying is a form of bullying, except that instead of interactions between people happening face-to-face in schools or in neighborhoods, cyberbullying takes place through technology like cell phones or the internet. Please look at the next page on the activity book for important points about cyberbullying.

About Cyberbullying . . .

- Involves use of technology such as internet, phones, etc.
- Could involve embarrassing, insulting, torturing, threatening, humiliating someone or instigating an attack against someone.
- Peer-to-peer (children and teen) interactions can fall into the category of bullying whereas adult involvement makes the activities cyber-harassment or cyber-stalking.
- One can be a victim one moment and a bully the next.
- Bullying can have very serious consequences- even leading some young people to suicide.

People may be involved in cyberbullying without realizing the seriousness of the consequences. It is important that we try and understand cyberbullying and how to prevent it.

Click slide 5 and Say:

In this next activity we'll reflect on whether or not we act as a bully.
Open your activity book to the page titled – Could I be a Cyberbully? Take a moment and truthfully consider your response to each of the questions there.

Give them a minute. Then say:

This list is not exhaustive as there are many ways in which bullying can happen online.

Ask:

Why do you think cyberbullying is becoming more common?

(Students may say because of the amount of time spent on the internet, to take revenge, because it is easier to be caught in face-to-face bullying activities, etc.)

Say:

Reasons are multiple and can range from plain boredom - people sometimes act as a bully 'just for fun,' to acting out in frustration, anger, or revenge. Some people bully by mistake

without realizing that they are hurting another person. As emotions are not well communicated or understood over the internet, there are many misunderstandings. Some people may act as a bully because they feel that they are a victim of bullying and want to get back at their perceived 'enemy.' People may feel a false sense of identity protection, thinking they are able to act anonymously. Many bullies have a history of being bullied themselves. They often have a negative view of themselves which they try to compensate for by bullying.

Whatever the reasons, bullying is hurtful and never justified. No one wants to be bullied.

While we have free will to decide how we behave, we cannot anticipate, know or control how someone else will respond to our actions.

Click slide 6 and Say:

What do you know about Jesus' teachings on the way to treat others- whether we like them or not?

(Students may say love your enemies, do unto others as you want them to do unto you, etc.)

Acknowledge the right answers and say:

Jesus taught principles for living and you have accurately highlighted these. Jesus taught in Luke 6:27-31 two principles of living the way that God wants us to do so.

1. Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you.
2. Do to others as you would have them do to you.

What are your thoughts about these teachings? Are they difficult?

Regarding the first one…

Love your enemies, do good to those who hate you, bless those who curse you, pray for those who mistreat you.

Imagine loving a person who posts hateful messages on your Facebook wall. Could you love someone who created a hurtful online poll about your appearance?

The One who taught us this tough lesson is the same One who loved His enemies. Teens sometimes think adults should practice what they preach. Jesus is someone who practiced it and in whose footsteps we can follow.

The second teaching: Do to others as you would have them do to you. This can be just as tough, and is just as important.

Whenever we think of mistreating someone for ANY reason, we should ask ourselves how we would like to be treated if the roles were reversed. Even though it may be a difficult to put into practice, **our aim should be to love our enemies and do good to those who are mean to us**.

Say:

In real life, yes, they should. Jesus' principles are very much applicable in both the virtual world and the physical world. However, because of the nature of the internet...

If you are mistreated online or have uncomfortable interactions with any strangers, do not continue to communicate. Stop and **report** their actions to an adult.

Say:

I have two scenarios to share with you now. Perhaps something similar has happened to you or someone you know.

- Sally is mad at Beth for always picking on her at school. She has a friend who knows how to hack into other people's email accounts and asks him to get her logged into Beth's account. Sally sends out emails to all her classmates as if she were Beth. She's very proud

of this because she thinks she got back at Beth and no one will ever know it's really her.

- Ralph's mother teaches at his school and he feels he has to be on his best behavior during school hours. However, on the internet, he acts completely like someone else. He has created anonymous web-polls for the dumbest, ugliest and least popular students in class. People who vote in the polls make hurtful comments. Ralph enjoys the freedom to be mean without concern of being caught.

Think about these situations. Perhaps you sympathize with Sally or Ralph. Both cases involve cyberbullying.

One thing we need to know is **just because you can do something online doesn't mean you should do it.** If you would not say something to someone's face, do not post it or do the equivalent online.

Insensitive remarks are hurtful in an online environment just as they are if we say them in person. Online comments can even cause more hurt, because a 'sorry' simply does not repair the damage. This hurt is "out there" and **cannot be taken back**. Our actions need to be motivated not by our ability to do something, but rather by the teachings of our Lord.

Click slide 7 and Say:

Now, we're going to look at ways in which we can improve, grow and change. Before asking someone else to change their ways, we need to start with ourselves.

Gandhi (a twentieth century champion of civil rights) said, *"Be the change you wish to see* in the world."

You can make this more personal by saying to yourself, "Be the change I wish to see by_____," depending on where you think it would be most applicable in your life.

Think about what changes you would like to see in the way people treat you or others. The very changes you would like to see in others' treatment of you or your loved ones should be the changes you consciously make in yourself.

Turn now in your activity book to page **'Be the Change.'** It reads, 'I will be the change I wish to see by _____.' Write down these changes in the space given. For example, 'I will be the change I wish to see by never sending anyone hate messages.' or "I will maintain good behavior regardless of temptations."

Give students a minute to write.

B. Reality Check

Click slide 8 and **Say:**

Earlier we did a reflection activity to examine our own bullying tendencies. We can all be both a bully and a victim. Let us look at the more difficult question here – Why might we bully?

When we know the issues behind why people bully, we can learn to deal with bullies and learn not to bully when faced with such issues ourselves. This is applicable in both real life and in the virtual world.

Say:

For a moment, try to put on a bullying hat and think like a bully– just for this discussion. Discuss in your groups the different reasons you may have to bully someone. At the end of the minute, one of you from each group can share with us what you think.

Give them a minute, then call forward the volunteer from each group to share what they discussed as a group.

Then say:

People who bully are normal people like you and me, who are dealing with their issues in an **unhealthy** way. **Most people act like bullies when they feel like victims themselves**. Often, when people belittle someone else, they are really trying to raise up the way that they feel about themselves.

Ask:

Think about if you have ever bullied anyone, in real life or online. It's important that we don't try to deal with our own issues at someone else' expense. **Pain and hurt cannot be taken back through regret or apologies**. Remember that God created all of us equal, no one is greater or lesser; this gives us reason to respect everyone. Consider the famous proverb – "pride goes before a fall." This means that our pride, or excessive self-importance, can blind us to our own faults.

The next time you're feeling a little bullyish, stop yourself for a moment. Imagine being in the other person's shoes and think about whether or not they would see this interaction as fun. Remember the lesson, 'Do unto others as you would have them do to you.'

Say:

Look into your heart and see if there are issues that you need to deal with – maybe rejection, or desire for revenge, pride or even loneliness; do these issues impact any of the ways in which you behave with others online? **If there was a role-reversal, would you enjoy being on the receiving end of the messages you are sending?** Think about how you can deal with any underlying issues in healthy ways so that you are sure not to hurt others.

Pause, and then say:

Always pause and think before you hit 'send.'

C. The victim

Ask:

What about when we feel we've been bullied? When an attack is made face to face it is often easier to recognize than when it occurs online.

The best way to deal with issues when we feel like a victim of bullying is to talk to someone we respect. Go to someone you can talk to, your parent or mentor, and discuss your hurt. It's important to deal with what is really bothering you.

There may not be much we can do to **prevent feeling bullied** – however, if we avoid sharing any of our private information, photographs or passwords with others, we can limit the risk associated with that material falling into the hands of people who may misuse it.

Ask:

What are some of the ways that kids and or teens normally react to bullying?

(Students may say: crying, feeling like they're not wanted, depression, desire for revenge, sometimes suicidal thoughts.)

Say:

Reactions to being bullied can extend from not really being bothered by it, to depression and suicidal tendencies. The seriousness of reactions is why it is important to discuss how to deal with feeling bullied – starting with recognizing bullying from its initial stages. It is always easier to stop something or deal with something from the beginning, rather than when it has escalated – **a small spark is much easier to put out than extinguishing a huge fire**. It is the same in the case of dealing with bullying.

Something you can try with your parents on a regular basis it to do a Google search for your name. This exercise can help you see if any of your personal information or photos have been posted without your permission.

How should you respond to someone who is acting like a bully toward you? And what can you do to stop feeling bullied?

Remember that you are precious in God's sight. So, no matter how insulted or upset you may feel, do not let yourself get depressed or feel worthless. Because your worth comes from God and that worth can never be taken away by what people may say or post about you. **Be assured of your self-worth!** You might try thinking about who it is more important to please, your neighbor or God.

If the person acting like a bully is someone with whom you can talk, try telling them that their actions are bothersome to you. Sometimes, people do not realize that their own actions are hurtful to others.

If someone is teasing you about a problem you might try sharing the experience with them (for example, "Yeah, it's not easy struggling in school. I wish I was smart like you."). Try **talking it out** with the one who's acting like a bully.

Try to **understand why the person is treating you this way;** one way to do this is to ask, "Are you mad at me?" This moves the interaction into a two-way conversation and can even open up a discussion that actually leads to friendship.

Do not retaliate or try to take revenge. Remember the lessons we learned earlier from the teachings of Jesus. **Forgiveness** is difficult when you are hurt, but it is liberating. Try it and see.

If you cannot handle it, by talking it out or any other means, **ask a grown up to intervene.** You are not a tattle-tale when you do this; it is sometimes necessary.

If it is a stranger, especially an adult, who is causing you trouble online, **report it** to a responsible adult immediately – your parents, mentor, etc. They will know how to handle it. **Never let fear decide your actions**. This is not bullying- it is cyber-harassment.

D. Bullying Prevention – Case Scenarios

Click slide 10 and **Say:**

We've looked at the bully and the victim and discussed things that can be done to prevent cyberbullying.

Ask:

What if you're a bystander and you witness cyberbullying, do you have to do anything about it or can you just mind your own business? (Wait for a few responses)

Say:

If someone pushed you and you fell and couldn't get up on your own and someone walked by and didn't help you, how would you feel? Similarly, victims may feel helpless and need someone to advocate on their behalf. This sometimes takes the virtue of courage, to accomplish it. Courage is a sign of maturity. It is also a gift of the Holy Spirit, which you received at Confirmation. If you're a bystander witnessing someone being bullied, you can do 3 simple things:

- **Speak up** – explain to the person behaving like a bully how they are causing the victim pain and that no one deserves to be treated like that.

- **Reach out** to help the parties deal with their hurt or anger. As we've learned, this may mean assisting either person where needed.

- **Tell a responsible adult** about it if it seems to be getting out of hand.

![Compass Child Protection® — Compassion. Compliance. Complete.]

Say:

> We're going to examine a couple scenarios now. Please listen to these and select one person from your group to report out to the rest of us about the group's discussion.

Assign the scenarios to the groups such that one discussed the first scenario and the other discusses the second.

Click slide 11

Scenario 1:

> Shirley has a developmental disorder which causes her to walk in what can be seen as a funny way. Some girls from her class create a fake profile at a social networking site where they post videos of her walking and also impersonate her and post things about her. She has no idea why everyone keeps laughing at her in school and finds out only a month later. Shirley is upset and doesn't know what to do.

Click slide 12

Scenario 2:

> Jack is very shy and sometimes doesn't realize he sounds rude when he talks. He doesn't mean it and only talks this way because he's hardly had any friends since childhood. Often while playing online games, he says things that are hurtful to the other people he plays with. His aggression and choice of words often cause younger kids to keep a distance from him.

Click slide 13 and **Say:**

> Discuss in your groups the following question:
>
> - What could the bully have done differently?
> - How might you react if you were in the victim's shoes?
> - If you had witnessed the bullying, what could you do?

Give them time to discuss and then ask the student representative for each group to share.

Then **say:**

> That was good. Cyberbullying can be stopped to a large extent when we place ourselves, in all three roles. Please write in your activity books points that you would like to remember from your discussion.

Give them time to write.

E. My Netiquette

Click slide 14-15 and **Say:**

> Think about the person you admire the most in the world. Imagine they are with you wherever you are going, and are observing whatever you are doing. Imagine they are watching every page you click, every word you post, every single thing you do on the internet. If this were the case for all of us, we would likely think before acting, right? So, every time you are on the internet, tap into your imagination in this way.
>
> In this next activity, you are going to write your own Netiquette – your own checklist of behavior that can help prevent cyberbullying. This list could be pulled from any of the discussions that we have had during this entire session – maybe something you learned that you would like to keep in mind while using the internet. Think of this as your own personal campaign against cyberbullying.
>
> Some points that you might include in your list of netiquette could include:
>
> - Re-read before sending/posting anything. If it's something that was written when angry or embarrassed, wait 24 hours before posting.
>
> - Make sure to send things to the right place.
>
> - Don't waste peoples' time or bandwidth with junk, chain e-mails and false rumors.

- Don't say anything online that could be considered insulting or controversial.

- Don't forward other people's e-mails without their permission or share their personal information.

- Don't post anything in anger; calm down, think and then post.

- Before sharing something ask yourself, "Would it be okay to have others read this message or forward it to someone else without my permission?"

- Don't post anything about anyone that you wouldn't like to see on your own web page.

- Control your aggression while playing online games; don't act angry at any point.

Think for a minute and write your own list of netiquette in the activity book. Make it a point to post this somewhere so that you can periodically check in and remind yourself to follow your netiquette.

Give them time to write.

F. Reflective reading and prayer

Click slide 16

INVITE everyone to stand in their places.

Say:

God has created us all equal. We're all precious in His sight and greatly loved. But sometimes we hurt one another through our behavior. If these actions cause us to harbor bitterness in our hearts, then our lives do not have a place for love.

The Bible talks about unconditional love, like the love God has for us. We are encouraged to show this kind of love to everyone– the love that doesn't ask for anything in return, the love that doesn't record how often you have been wronged – the love that helps you forgive and do good to those who have hurt you. One of the most beautiful passages about unconditional love can be found in a letter written by Saint Paul many years ago to a group of Christians in the city of Corinth. You will find it in the handout. I will read the verses for you now:

4. Love is patient, love is kind. It does not envy, it does not boast, it is not proud.

5. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.

6. Love does not delight in evil but rejoices with the truth.

7. It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

Read the passage slowly as you **say:**

Let us pray together. (Make the sign of the Cross)

Dear God, thank You for creating us all equal and loving us with unconditional love.

Thank You for the worth that You have given to our lives. Forgive us for hurting people and being mean to them. Help us to forgive those who do not treat us well.

Help us to learn to love everyone around us with this unconditional love- even those that hurt us. Help us to think about what we do to others and how it will make them feel. Help us to be sensitive to how others may feel.

Help us to keep the commitments we made today even at times when we're tempted to do wrong.
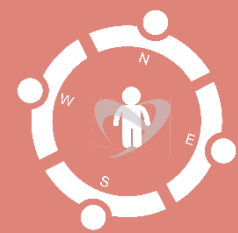
Amen.

Ask the young people to put all of the materials they used during the session into their packets. As the group leaves, remind them to take the Parent Packets home to their parents.
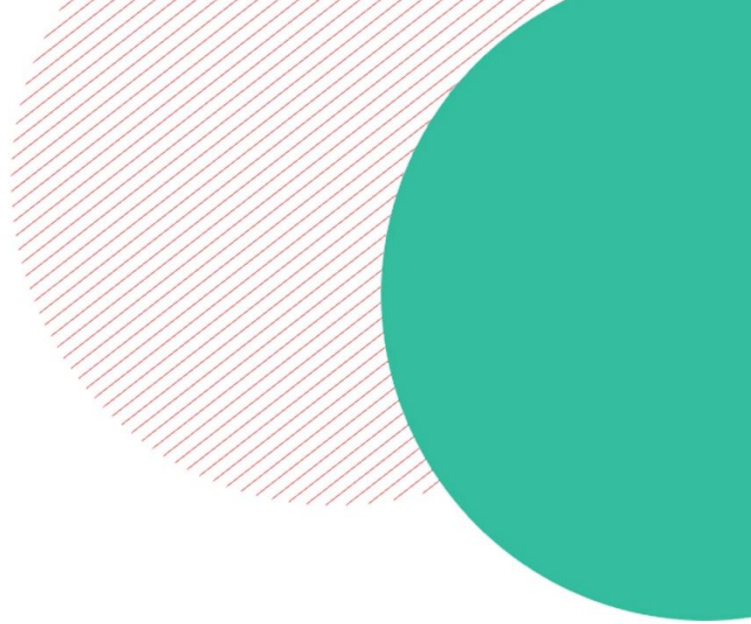
GRADE 10 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM

CYBERBULLYING
Activity Book

Is it bullying?

- Making fun of a new student in school.

- Fighting because a game turned sour.

- Leaving someone out of your birthday party on purpose.

- Teasing someone endlessly about their appearance, etc.

- Sending someone mean messages on the phone or computer.

- Teasing your friend about a new haircut.

- Not talking to or isolating someone you don't like very much.

About Cyberbullying...

- Involves use of technology such as internet, phones, etc.

- Could involve embarrassing, insulting, torturing, threatening, humiliating someone or instigating an attack against someone.

- Peer-to-peer (children and teen) interactions can fall into the category of bullying whereas adult involvement makes the activities cyber-harassment or cyber-stalking.

- One can be a victim one moment and a bully the next.

- Bullying can have very serious consequences- even leading some young people to suicide.

REFLECTION:

Could I be a "Cyberbully?"

Consider Yes/ No next to each question.

I have used information found online to tease, embarrass or be spiteful to someone in person.

I have impersonated someone or lied about my identity online to trouble someone.

I have signed on with someone else's screen name to gather information.

I have sent an e-mail or online greeting card from someone else's account.

I have sent a hate email or posted a hate message about someone on the internet.

I have created hate groups to target someone I don't like.

I have shared or forwarded hateful messages from others.

I have forwarded a private conversation or e-mail without the permission of the other person.

I have changed my profile message to insult or embarrass someone.

I have posted pictures or information about someone on a Web site without their consent.

I have created an Internet poll, about someone without their consent.

I have sent rude or scary things to someone, even if I was just joking.

I have used someone else's password (for any reason) without their permission.

I have hacked into someone else's computer or sent a virus to them.

I have insulted someone in an interactive game room.

I have posted rude things or lies about someone online.

I have signed someone else up for something online without their permission.

Be the Change

I will be the change I wish to see by:

Dealing with being bullied

REPORT A **BULLYING INCIDENT**

Be assured of your self-worth- it comes from God, not man.

1. Talk it out with the one who's bullying you.

2. Try and understand your bully's issues.

3. Report it - if you are troubled by a stranger.

4. Do not retaliate, instead forgive.

5. Ask an adult to intervene - if you cannot handle it.

Bullying prevention

Scenario 1: Shirley has a developmental disorder which causes her to walk in what can be seen as a funny way. Some girls from her class create a fake profile at a social networking site where they post videos of her walking and also impersonate her and post things about her. She has no idea why everyone keeps laughing at her in school and finds out only a month later. Shirley is upset and doesn't know what to do.

_____

_____

_____

_____

_____

Scenario 2: Jack is very shy and sometimes doesn't realize he sounds rude when he talks. He doesn't mean it and only talks this way because he's hardly had any friends since childhood. Often while playing online games, he says things that are hurtful to the other people he plays with. His aggression and choice of words often cause younger kids to keep a distance from him.

_____

_____

_____

_____

_____

MY NETIQUETTE

My checklist of behavior for cyberbullying prevention

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name:

Date:

Signature:

L O V E

Love is patient, love is kind.
It does not envy,
it does not boast,
it is not proud. It is not rude,
it is not self-seeking, it is not easily
angered, it keeps no record of
wrongs. Love does not
delight in evil but rejoices with the
truth. It
always protects, always trusts,
always hopes and always
perseveres.

1 Corinthians 13:4-7

GRADE 10 - CLASSROOM

COMPASS CHILD PROTECTION CHILDREN'S PROGRAM
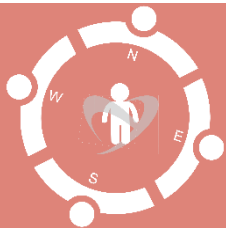
CYBERBULLYING
Parent Handout

Cyberbullying

Grade 10 - PARENT FOLLOW-UP SESSION

With children who attended the parish/school session

Instruction for the Parents

Your child attended Compass Child Protection Children's program session about dealing with cyberbullying. The classroom session held was to open the discussion with you, the parents, on this subject and also to deal with the more sensitive issues regarding this topic. This packet contains the material you will need for the discussion and a step-by-step guide on how to cover it.

You are encouraged to, sometime within the next week, please set aside 30 minutes and discuss this material with your child. This packet contains the material you will need for a follow-up discussion and a step-by-step guide for suggestions.

PARENTS: Before you begin the discussion with your child, please go through all the material in this packet. Be prepared to discuss this material in ways that will be appropriate for your child.

Session Overview:

The teacher discussed with the students what bullying is and what it is not. The students completed an activity reflecting on their own possible bullying tendencies.

The students were then encouraged to base their behavior on the teachings of Lord Jesus on loving one's enemies and repaying good to those who have been bad to them, and also the teaching 'Do unto others as you would have them do to you.'

The teacher then discussed issues people may be going through, causing them to behave the way they do. Also, the different ways people can deal with their underlying issues instead of reacting in unhealthy ways were discussed.

The students participated in another self-reflection activity to consider if they have ever been a victim of cyberbullying.

Next, the teacher discussed roles that the bystander can play in cyberbullying prevention.

Strategies that the students can use as a bully, as a victim and as a bystander were then discussed with the help of two scenarios.

The teacher encouraged the students to think of good netiquette (etiquette on the internet) that they should observe in their stand against cyberbullying and write these down.

The session ended with a reflective reading of I Corinthians 13:4-7 and a prayer.

Background Information for parents

Following is information to help you better understand and distinguish between cyberbullying and cyber-harassment/cyber-stalking. This can be important as the seriousness and methods of approaching each situation may be different.

- ### Cyberbullying

Cyberbullying is an electronic form of bullying that uses cyber-technology or digital media to hurt, threaten, insult, embarrass, blackmail or otherwise target someone. Cyberbullying is committed by a minor to another minor, no adults are involved; however, due to the viral nature of the internet, this can involve adults at later stages.

The effects should not be ignored. Look out for these signs that may indicate that your child is a victim of cyberbullying.

Signs that a teen is being bullied:

- ➢ Sudden hesitancy to be online or avoiding it altogether
- ➢ Visibly upset or depressed after using the computer or cell phone
- ➢ Nervous or scared when an Instant Message, text message or Email appears
- ➢ Spending unusual and longer hours online
- ➢ Falling behind in daily life routines and school, or wanting to avoid school
- ➢ Withdrawing from friends and often alone
- ➢ Suddenly sullen, evasive, withdrawn, marked change in personality or behavior in a negative sense
- ➢ Trouble sleeping, loss of appetite, excessively moody or crying, seeming depressed
- ➢ Suspicious phone calls, e-mails or hate notes

- **Cyber-harassment and Cyber-stalking:**

Cyber-harassment and Cyber-stalking are similar to cyberbullying, but involve a much more serious *intent* to threaten or hurt, often are repetitive, and the desire is to harass, distress or intimidate the individual. In these, an adult is the perpetrator. While cyber-harassment is purely an online activity, cyber-stalking can lead to physical stalking, harassment and other related crimes in the real world. Cyber-stalking also involves being repeatedly contacted or emailed or threatened to the extent that the victim feels uncomfortable or unsafe.

Cyber-stalkers may also use technology like Spyware by which they can monitor their victim's activities, track the location of the victim by their photographs using GPS technology, intercept phone calls or messages or emails; impersonate the victim; and may even watch the victim through hidden cameras.

Both cyber-harassment and stalking are illegal and definitely need to be reported. They should never be taken lightly and your teen's online safety should NOT be taken for granted.

It is always advisable to store every piece of evidence of harassment or stalking, especially when you need to report to the police to protect someone.

- **Protecting your teen from Cyber-harassment and Cyber-stalking**

➢ Keep up-to-date on the advances in the internet as well as the dangers.

➢ Use an internet monitoring software to gain access to your teen's electronic communications and monitor their activities online.

➢ Use a reliable internet filter.

➢ Enable parental controls where available.

➢ Help your teen with their privacy settings and keep updating the contact list to only those who your teen currently is friends with. Limit the amount of people who can see photographs and other personal information.

➢ Educate your teen about the danger of announcing their location via status updates of GPS-enabled applications and photographs.

➢ Google your teen's name and set up a Google alert to notify you every time your teen's name appears in a blog post or online comment anywhere on the Internet.

PARENT - TEEN PROCESS

Here are some thoughts and questions to help supplement your discussion with your child.

1. **Difference between cyberbullying and cyber-harassment and who to contact for help.**

In the classroom session, we discussed cyberbullying in depth but only mentioned cyber-harassment and cyber-stalking fleetingly. We discussed what bullying meant (including cyberbullying) and stated that bullying involved teens or children as the perpetrators, not adults; we also talked about ways to deal with cyberbullying, as a victim or as the bully. We even discussed the role of a bystander. Your role as a parent in this discussion would be to explain what cyber-harassment and cyber-stalking are, the difference in how to handle them, and who they can contact if this happens to them.

Ask your child to explain to you what they understood about cyberbullying and how they can respond to bullying, especially as a victim. Ask them what they learned about how they should base their behavior to others- even their bullies. Then explain what cyber-harassment and cyber-stalking are and how they are different from cyberbullying.

Explain how this may expose them to greater danger. Also explain how cyberbullying can sometimes lead to an adult getting involved and adding to/continuing the attack, due to the viral nature of the internet.

Ask your teen to decide and write down the names and contact numbers of responsible adults they are willing to share with or contact if they are in any of these dangers. Emphasize that the more repeated the episodes of harassment are, the greater the threats and the more dangerous the methods, the more likely law enforcement may need to be contacted, especially when it involves personal contact information being shared online, it must

be treated very seriously as it exposes your teen to grave dangers.

Explain that it makes no difference if bullying was started by a classmate or someone younger and even if it was just for fun. The minute adult strangers are involved, it just worsens quickly and can be dangerous, and so they MUST report it to a responsible adult.

As parents you need to be informed about the measures that can be taken in cases of cyber- stalking. Explain to your teen to take the following steps (help them take the steps):

- Start by telling the person not to make contact again.

- Save all communications without any alterations for evidence. Do not delete or reformat anything.

- Save any emails, etc. that suggest violent or sexual threats and contact law enforcement.

- If the harassment continues, contact the harasser's Internet service provider who can intervene by directly contacting the stalker or closing their account.

- Keep a record of your contacts with officials.

- Talk to or approach others for help if you don't have the courage to act, but don't neglect to act.

Remind your teen that the lessons on doing good to those who hurt you or cause you pain **do not apply** when it is someone who is harassing them online, because inaction may only expose them to more severe danger. Emphasize that their reporting can be done while maintaining a loving and forgiving spirit.

2. Discuss with your teen about how they can prevent being bullied online.

In the class, the students reflected on their own bullying tendencies. We discussed being a victim of cyberbullying and responding to bullies in a positive way.

Discuss with your teen how they can do a regular self-check on the internet to avoid being bullied. Help them to do this by doing a Google search of their name and showing them the results. In this way, they will become aware of any information, images, posts or polls about them that they didn't know about.

Also, inform your teen of the wisdom in regularly checking their different email accounts and social networking sites, even those that are hardly used and almost non-functional. These may be used to post malicious fake information or gain access to their contacts and groups; sometimes these can be used to post on hate polls or groups, which may seem like it's your teen that's causing it. Encourage them to check their sent messages and trash when there are indications of people receiving emails they don't recall sending.

Re-emphasize that they shouldn't reveal personal information including identification details or passwords to ANYONE, and also warn them against posting personal information and photographs on any sites and sharing them with people.

3. Discuss your teen's list of netiquette.

In the class, we discussed the importance of observing good netiquette and helped the students create their own list of netiquette – their own checklist of behavior to prevent cyberbullying. They were encouraged to look at this from time to time to ensure they follow it.

Ask your teen to share their list of netiquette with you and why they chose those particular commitments. Discuss

each netiquette and how that would ensure your teen's good behavior towards others and the loving and forgiving response toward people who act like bullies. Discuss the importance of holding on to the decisions they made. Help them to understand their responsibility in cyberbullying prevention even if they're just observers or bystanders.

4. End with prayer.

You have discussed some sensitive and important issues with your teen, and have also discussed the netiquette that they should observe. Now pray with your teen for God to help them with all of this. Pray for God's protection over them from cyberbullying as well as predators or other adults who may harass them online. Pray for God's grace for your teen to observe the right netiquette and to prevent cyberbullying in any way they can, and to be sensitive to the pain and struggles that others may go through. Pray for grace for your teen to love those that hurt them and to do good to others no matter how they are treated.

Cyberbullying

Grade 10 – Classroom Session

Your feedback is valued!

We hope that the materials were helpful in facilitating discussions with your children on these sensitive issues. Please answer the following questions to help us improve and update the curriculum.

1. What were the topics that were most helpful to both you and your child? How has it helped you?

2. On a scale of 1 (low) to 5 (high), please rate the following:

	1	2	3	4	5
Usefulness of the material for discussions	○	○	○	○	○
Quality of information in the curriculum	○	○	○	○	○
Real life application	○	○	○	○	○

3. How can we make this curriculum more useful to you?

4. Did you face any difficulties while discussing the topics? If so, please describe.

5. Would you recommend this to other parents? Why or why not?