

Manchester College
Education Department Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: Cyber-bullying

Approx. Length: Three 50 minute class periods

Age or Grade Intended: English 9

Academic Standards:

9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

9.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.

9.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- report information and express ideas logically and correctly.
- offer detailed and accurate specifications.
- include scenarios, definitions, and examples to aid comprehension
- anticipate readers' problems, mistakes, and understandings.

Performance Objectives:

In groups, students will research cyber-bullying on multiple websites filling out a research form for all three sites.

In groups, students will create a cyber-bullying handbook using their research scoring at least 20 out of 25 points on a rubric.

Assessment:

I will check students' research notes for completion on the second day of the project. These are meant to help them organize their thoughts, show progress, and help them properly cite each source. They will be worth five total points. The students' manuals will be assessed based on a rubric. They will be worth 25 points as a group grade and 10 points as an individual grade. The individual grade will be determined by multiplying the individual project grade by two.

Advanced Preparation by Teacher:

Research cyber-bullying sites. Create and make copies of research forms. Create and make copies of the project handout and rubric. Assign groups.

Procedure:

Introduction: How many of you regularly use a cell phone, text, email, have a MySpace or Facebook profile? Don't raise your hands for the next two questions, just think about them. How many of you have ever been teased, picked on, made fun of, hurt, or otherwise bullied through any of these devices? How many of you have bullied others using these devices? (M.I.: Intrapersonal) Today we are going to begin a research project concerning cyber-bullying. You will work in groups to research different aspects of cyber-bullying and then create a handbook to help students avoid it that will be placed in computer labs and libraries both here and in our corporation's middle schools.

Step-by-step:

1. Begin with a discussion: (M.I.: Verbal/Linguistic)
 - What do you think cyber-bullying is? (A: Using electronic sources to harass someone) Can you give some examples? (Bloom: Knowledge and Comprehension)
 - How big of a problem do you think it is today? (Bloom: Analysis)
 - Why do you think that is? (Bloom: Analysis)
 - How harmful is cyber-bullying? (Bloom: Evaluation)
2. Assign Groups.
3. Pass out handout and rubric and go over requirements. Ask if there are any questions.
4. Assign groups. (M.I.: Interpersonal)
5. Have the groups meet to discuss who will cover each topic. Have them present me with a list of names describing who is covering which topic.
6. Take class to the library to start their research. They should visit all of the sites today and by the end of class tomorrow, they should be able to create their chapters. (Bloom: Synthesis) If the school has the means, they can either be bound or stapled together to resemble a book.
7. On the last day of the project, have a discussion to evaluate and reflect on what they have learned about cyber-bullying: (M.I.: Verbal/Linguistic)
 - What are some tips you have learned to stay safe while using social networking sites? (Bloom: Knowledge) A: Don't become friends with people you don't know, set your settings to private, use proper Internet etiquette, etc.
 - What should someone do if they or another person is being cyber-bullied? (Bloom: Knowledge) A: Tell someone, save all documents as evidence, don't respond, take a break from using the Internet for awhile, etc.
 - What are the effects of cyber-bullying? (Bloom: Comprehension) A: If you are a bully, legal action may be taken against you; victims may become depressed, become bullies themselves, or may even attempt or commit suicide.
 - How has your understanding of cyber-bullying and its effects changed? (Bloom: Evaluation) A: Answers may vary

Closure: I hope all of you have come to an understanding of the effects of cyber-bullying. Not only is it a form of harassment that may be prosecuted by the law, but it can emotionally and psychologically damage the victim. If you are being cyber-bullied or if you know of someone who is, please talk to an adult about it. And, if you are a cyber-bully, you need to stop—now. The Internet and technology can be wonderful tools and means of entertainment, but they need to be used responsibly.

Adaptations/Enrichments:

Students with a learning disability will benefit from being given the topic of “online etiquette” and asked to view <http://www.stopcyberbullying.org/teens/index.html> as their only source. These specific directions will compensate for their slower processing rates and will help keep their frustration levels low.

Students with autism will need to be forewarned that class will be moving to a new location. Adjusting the brightness of their computer screen will also help them avoid a stimulation overload.

Students with ADHD will appreciate the interactive websites, but they should be carefully monitored to help them stay on task.

Gifted and talented students could pursue the topic of cyber-bullying further by creating posters to be hung in computer labs and libraries to accompany the handbooks. They could also research additional cyber-bullying resources and websites that students might find beneficial.

Self-Reflection:

By the end of the lesson, did students appear to have a greater understanding of cyber-bullying?

Did students take the topic seriously?

Were the students able to create informative handbooks?

What went well? What didn't?

What would I do differently next time?

Did students have enough time to successfully complete the project?

Sources:

- <http://www.stopcyberbullying.org/teens/index.html>
- <http://www.cyberbullying.us/resources.php>
- http://thinkuknow.co.uk/11_16/control/cyber.aspx
- <http://www.nsteens.org/comics/>

Cyber-bullying Handbook

Mrs. Morgan

You will work in groups to research cyber-bullying and create a handbook to be placed in libraries and computer labs throughout the school corporation. Each group will consist of five members. Each member will be responsible for researching **one** of the following topics which will become a chapter in the handbook:

- Definition of cyber-bullying and common examples and characteristics
- How to stay safe when using social networking sites
- Online etiquette
- What to do if you or someone else is being bullied
- The effects of cyber-bullying.

To begin your research, please visit the following sites:

- <http://www.stopcyberbullying.org/teens/index.html>
- <http://www.cyberbullying.us/resources.php>
- http://thinkuknow.co.uk/11_16/control/cyber.aspx
- <http://www.nsteens.org/comics/>

You will need to complete a research form for each site. This part of the assignment is worth five points. When you have gathered enough information, each group member needs to create a chapter for their group's handout in Word. This will be worth ten individual. The overall group grade is worth twenty-five, so the entire project is worth forty combined points. Each chapter should be about two pages in length, but it doesn't necessarily have to be in a paper or essay format—in fact I prefer it not to be. Be creative: make lists, give examples, include pictures and diagrams, etc. Make sure you provide enough information to fully explain your topic. Please type your initials and period number in a header at the top of your chapter.

Before your handbook is put together, you will need to have at least one member from your team proofread your section. Consult the rubric for guidelines. Remember, the entire group's grade depends on the quality of each other's work.

Your group should design a cover page that explains what the handbook is as well as catch a reader's eye and interest. The last page of your handbook needs to be a works cited page in MLA format. You also need to do an in-text citation for all of your material within your chapters.

Research Form

Name _____ Date _____ Period _____

Website Name:

Work Cited in MLA format:

Example:

Name of Author (if given). Name of Site. Date of Posting/Revision. Name of institution/organization affiliated with the site (sometimes found in copyright statements).
Date you accessed the site <electronic address>.

Helpful Information about your topic:

Cyber-bullying Rubric

Name(s) _____ Period _____

Criteria	1	2	3	4	5
Definition, Description, and Examples	This chapter does not include in-text citations, examples, and has more than 5 spelling or grammatical errors. Lacks creativity and/or is not completed.	Includes two examples of cyber-bullying, has 5 spelling or grammatical errors, and some in-text citations are missing or improperly formatted. Lacks creative presentation.	Explains what cyber-bullying is. It could use a little more flair to grab reader's attention. There are at least three examples, and 4 errors. Improperly formatted in-text citations.	Gives a clear description and includes at least three examples. It is creatively presented, and there are 2-3 spelling or grammatical errors. Has proper in-text citations.	This chapter clearly and creatively explains what cyber-bullying is with a clear description and at least four examples. It contains 1-0 spelling or grammatical errors. It includes correct in-text citations.
Online Safety	Has three or fewer safety tips that are not creatively presented. It does not include in-text citations and has more than five spelling or grammatical errors.	Has at least four things that will help keep you safe online. Has missing or improper citations. Lacks creativity and has 5 spelling or grammatical errors.	Has at least five things that will help keep you safe online. In-text citations are improperly formatted. It has 4 spelling or grammatical errors.	Includes at least six things that will help keep you safe online. Includes proper citations, creative presentation, and has 2-3 spelling or grammatical errors.	Creatively presents at least seven things to do to stay safe online. Includes proper in-text citations and has 0-1 spelling or grammatical errors.
Online Etiquette	There are four or fewer rules. In-text citations are missing. There are more than 5 spelling or grammatical errors.	Includes five etiquette rules. Some in-text citations are missing or improperly formatted. Has 5 spelling or grammatical errors.	Includes six etiquette rules. In-text citations are improperly formatted. Has 4 spelling or grammatical errors.	Creatively presents seven etiquette rules. Includes proper in-text citations and has 2-3 spelling or grammatical errors.	Creatively presents at least eight rules for online etiquette. Includes proper in-text citations and has 0-1 spelling or grammatical errors.
What to do if you or someone else is cyber-bullied.	Has four or fewer tips. Citations are missing, and there are more than 5 spelling or grammatical errors.	Has five tips. Some in-text citations are missing or are improperly formatted. Has 5 spelling or grammatical errors.	Presents six tips. In-text citations are improperly formatted. Has 4 spelling or grammatical errors.	Creatively presents seven tips. Includes proper citations and has 2-3 spelling or grammatical errors.	Creatively presents at least eight tips. Includes proper citations and has 0-1 spelling or grammatical errors.
Effects of Cyber-Bullying	Presents only one effect. In-text citations are missing. There are more than 5 spelling or grammatical errors.	Presents two effects. Some citations are missing or improperly formatted. Has 5 spelling or grammatical errors.	Presents and explains three effects. In-text citations are improperly formatted. Has 4 spelling or grammatical errors.	Creatively presents and explains four effects. Includes proper citations and has 2-3 spelling or grammatical errors.	Creatively presents and explains at least five effects. Includes proper citations and has 0-1 spelling or grammar errors.

