

Cyber Bullying:

A Prevention Curriculum for Grades 3-5
Scope and Sequence



HAZELDEN

Cyber Bullying: A Prevention Curriculum for Grades 3-5

What is *Cyber Bullying: A Prevention Curriculum for Grades 3-5*?

Cyber Bullying: A Prevention Curriculum for Grades 3-5 is a program that addresses the attitudes and behaviors associated with cyber bullying. The materials consist of a five-session curriculum, along with additional resources on a CD-ROM, including the following:

- Reproducible parent and guardian resources
- Program posters and student handouts
- Resources to address cyber bullying schoolwide (how to establish a school policy, address legal concerns, and more)
- A short training on cyber bullying for program facilitators

Most of the materials needed to implement the program are included in the manual and on the CD-ROM. In addition, a Web site has been established that will provide up-to-date information about cyber bullying. This web site can be accessed at www.hazelden.org/cyberbullying.

What Are the Goals of the Program?

This program strives to

- raise students' and parents' awareness of what cyber bullying is and why it is so harmful.
- equip students with the skills and resources to treat each other respectfully when they use cyber technologies.
- give students information about how to get help if they, or others they know, are being cyber bullied.
- teach students how to use cyber technologies in positive ways.

For more information on the learner outcomes for each session, refer to the curriculum's Scope and Sequence chart toward the end of this document.

Who is the Intended Audience?

Cyber Bullying: A Prevention Curriculum for Grades 3-5 is designed for upper elementary school students. This program will fit well within a health education, communications, technology, or general life skills curriculum (see references to national academic standards

at the end of this document). Teachers may use their discretion to adapt some activities to the age and maturity level of their students.

The curriculum is most effectively used as part of a broader, ongoing bullying prevention program, such as with Hazelden's *Olweus Bullying Prevention Program*, or as part of a general violence prevention effort.

A school counselor can offer *Cyber Bullying* as part of a support group, counseling, or education program, or it can also be used in after-school, community, youth enrichment (such as YMCA or Scouts), and faith-based youth programs.

Is This a Research-Based Program?

Cyber Bullying is not a research-based program, but it is based on the latest research in the field of prevention and the topic of cyber bullying. Many of the lesson activities are patterned after prevention models that research has shown to be effective in decreasing negative student behaviors, while increasing student attitudes toward refraining from negative behaviors.

The strategies to achieve these objectives include providing parent/guardian-student activities, doing cooperative learning or project activities, and identifying the causes of why students behave as they do.

The curriculum also recommends that schoolwide policies and procedures be established to effectively address the issue of cyber bullying in a broad way, while creating an environment that is conducive to positive interactions among students. Research-based programs, such as the *Olweus Bullying Prevention Program*, have proven that schoolwide efforts are more effective in addressing bullying than classroom components alone.

***Cyber Bullying: A Prevention Curriculum for Grades 3-5* Main Components**

Five-session Curriculum

This curriculum consists of five, forty-minute classroom sessions, each of which is intended to be taught weekly. Each session includes Student Learner Outcomes and Parent/Guardian Learner Outcomes. A typical session begins with a story about two upper elementary school students, Texter (he is a text messaging expert) and Internetta (she is internet savvy). The two characters serve as role models as they share their experiences in helping their friends deal with cyber issues, including cyber bullying. After each session's story has been read aloud, the teacher will lead the students in a

large group discussion that may include a transparency, LCD projection, or a poster. The second part of each session involves an activity or game that integrates the content of the story and discussion. You may wish to provide extra time for students to work on some of these activities.

Parent/Guardian Materials

As with every strong prevention effort, it's important to actively involve your students' parents or guardians when implementing this program. The curriculum includes a parent/guardian letter that informs parents and guardians about *Cyber Bullying: A Prevention Curriculum for Grades 3-5*. It is recommended that this letter be sent to parents or guardians prior to implementing the program, along with the *Glossary of Cyber Terms* and *Internet Safety Tips for Parents and Guardians*, which are also included in the curriculum.

Each session includes a homework assignment that students should do with a parent or guardian. (This activity will help to achieve the Parent/Guardian Learner Outcomes.) If a parent or guardian is unable to do the assignment with the student, another close adult, such as a relative, neighbor, or caregiver, can complete it with him or her. The homework includes important information for parents and guardians about cyber bullying and Internet safety. There are two activities for students and adults to do together, including making family Internet safety rules and knowing what to do if cyber bullying occurs. Each homework assignment includes a return slip for parents or guardians and students to complete and sign. Students will bring the return slip to school so that the teacher knows the homework was completed.

All parent and guardian materials are provided in both English and Spanish.

Teacher Training Outline

You may wish to train others to use *Cyber Bullying*. An outline for three-hour training is provided with the curriculum.

Teacher Training Presentation

Included on the CD-ROM is a training presentation that includes in-depth information and statistics on cyber bullying for teachers. This training can be used as either a self-led training, or as part of the Teacher Training Outline.

Why is it Important to Teach about Cyber Bullying?

As young people become more computer and Internet savvy, instances of cyber bullying have increased. Cyber bullying can have devastating effects on young people, including clinical depression and suicide. It is therefore important to know just what cyber bullying is.

What is cyber bullying?

Cyber bullying is bullying through email, instant messaging, in a chat room, on a Web site, or through digital messages or images that are sent to a cellular phone or personal digital assistant (PDA) (Kowalski et al., 2008). Cyber bullying, like traditional bullying, involves a negative action that is often repeated, and involves an imbalance of power.

In traditional forms of bullying, an individual may have more power over another by being bigger, stronger, or more popular. In cases of cyber bullying, however, an individual may have more power simply by being able to instantly share negative comments or photographs with a multitude of people via email, instant messaging, text messaging, or through Web site posts. Cyber bullying may also involve several individuals targeting one individual, or a more popular student targeting a less popular classmate.

An individual committing mean or negative actions repeatedly over a certain amount of time also defines traditional bullying. When someone is cyber bullied, this repetition of negative behavior can occur when another individual sends one embarrassing photo or one degrading email message, which may consequently be forwarded to an entire class or grade level. The perpetrator, who is usually known in a traditional bullying situation, might go unidentified in the case of cyber bullying.

Moreover, traditional bullying usually occurs in a certain time and space, perhaps during school in the bathrooms or the hallways. Students who are bullied can usually find some relief at home or away from school. When a student is cyber bullied, the incident can happen whenever someone turns on his or her computer, accesses the Internet, or uses his or her cell phone. This often happens at home at any time of the day or night.

Cyber bullying poses unique challenges because it frequently happens outside of the school setting, and thus may be difficult for educators to observe. In addition, students may feel invisible or anonymous while accessing the Internet, which may lead to a student's greater willingness to engage in negative actions. Finally, without face-to-face interaction, students who cyber bully have no opportunity to witness the emotional distress that their comments may inflict on a peer.

There is a bright spot, however. While direct evidence may be hard to obtain in many traditional forms of bullying, cyber bullying typically involves a form of communication that can be saved and printed from a computer or saved on a cell phone. Such obvious evidence can be helpful when addressing cyber bullying incidents.

Why should schools address the issue of cyber bullying?

Schools have rapidly embraced technology that offers advanced learning opportunities and resources to students. Teachers use blogs, students post assignments online, and some schools issue laptops and PDAs to students as instructional tools. By embracing technology and encouraging students to explore its various forms, educators also have a responsibility to teach students to use these forms of technology in a responsible manner.

In addition, many schools are adopting comprehensive bullying prevention programs, such as the *Olweus Bullying Prevention Program*, or are at least teaching classroom lessons that deal with bullying behaviors. Cyber bullying is one form of bullying that should be specifically addressed as part of these comprehensive efforts.

Research has shown that not all students perceive cyber bullying as a form of bullying behavior (Kowalski et al., 2008). Therefore, classroom lessons and discussions that focus directly on cyber bullying are critical to preventing it from flourishing.

Curriculum Scope & Sequence

	<i>By the end of each session, students will be able to</i>	<i>By completing the homework assignments with their child, parents/guardians will be able to</i>
<p>Session 1: What Is Bullying?</p>	<ul style="list-style-type: none"> • define bullying. • identify examples of bullying. • identify some of the roles students play in the “Bullying Circle.” • identify rules to prevent bullying. 	<ul style="list-style-type: none"> • describe the definition of bullying and why it’s different from playful teasing. • explain how prevalent bullying is. • know why it’s important to intervene, and how to do that.
<p>Session 2: What Is Cyber Bullying?</p>	<ul style="list-style-type: none"> • define cyber bullying. • identify examples of cyber bullying. • understand the importance of not sharing passwords. 	<ul style="list-style-type: none"> • explain the definition of cyber bullying. • list the different technologies that their kids will eventually be using. • show their child how important it is that only they and their child know their child’s password. (Internet Safety) • explain how prevalent and serious cyber bullying can become.
<p>Session 3: How Does Cyber Bullying Affect People?</p>	<ul style="list-style-type: none"> • identify the effects of cyber bullying. • empathize with people who are cyber bullied. 	<ul style="list-style-type: none"> • know that though cyber bullying can happen outside of school, it does have ramifications in school. • explain the social and emotional harm cyber bullying can inflict. • describe what some of the academic consequences of cyber bullying can be. • know that they have control over their child’s online activities.
<p>Session 4: How Do I Treat People Well When I Use Technology?</p>	<ul style="list-style-type: none"> • define what “netiquette” is. • identify basic rules of netiquette for online communication. 	<ul style="list-style-type: none"> • know basic online courtesy, or “netiquette.” • know how important family rules are regarding use of the Internet, cell phones, cameras, and Instant Messaging.
<p>Session 5: What Do I Do if Someone is Mean to Me through Technology?</p>	<ul style="list-style-type: none"> • identify possible responses to cyber bullying situations. • know that part of being safe online means telling an adult if they experience cyber bullying. • know that telling an adult about being cyber bullied, or about someone they know who is being cyber bullied, is not “tattling.” 	<ul style="list-style-type: none"> • know what their options are if their child is cyber bullied, both in and out of school. • describe what they can do if their child’s friend is cyber bullied. • explain how doing the cyber bullying and being cyber bullied can affect their child’s online reputation. • describe how research shows that kids might not tell about cyber bullying for fear of losing their cell phone and Internet privileges. <i>Know not to make that a consequence.</i>

Related National Academic Standards

Using *Cyber Bullying: A Prevention Curriculum for Grades 3-5* will help you meet the following national academic standards:

Health Education Standards¹

Students in grades 3 through 5 will

- identify how peers can influence healthy and unhealthy behaviors.
- explain how the media can influence their thoughts, feelings, and behaviors.
- describe ways that technology can affect their personal health.
- demonstrate effective verbal and nonverbal communication skills to enhance their personal health.
- demonstrate refusal skills that help them avoid or reduce health risks.
- demonstrate how to ask for assistance that will enhance their personal health.
- demonstrate a variety of behaviors that will help them avoid or reduce health risks.
- encourage others to make positive health choices.

Technology Education Standards²

Communication and Collaboration

Students in grades 3 through 5 will

- interact, collaborate, and publish with peers, experts, or others while using a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences while using a variety of digital media and formats.
- contribute to project teams to produce original works or solve problems.

1. Joint Committee on National Health Education Standards. *National Health Education Standards, Second Edition, Achieving Excellence*. The American Cancer Society. 2007.

2. National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

Critical Thinking, Problem Solving, and Decision Making

Students in Grades 3 through 5 will

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution to an issue or complete a project.
- collect and analyze data to identify solutions to issues and make informed decisions.
- use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship

Students in grades 3 through 5 will

- 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.