"Fight Cyber-Bullying" lesson plan (B1/B2)

1- Oral interaction: describing pictures

Separate the class in two groups, hand out the following pictures.

- Picture 1 (G1)

www.harrisinteractive.com/.../HI_TrendsTudes_2007_v06_i04.pdf

- Picture 2 (G2)

http://www.heles.plymouth.sch.uk/index.php?page=abcyber

a) Preparing the interaction

- Allow 5/8 minutes for students to work in pairs to:
  - be able to ask questions to the other group so as to get a detailed description of their picture (wh- questions and yes/no questions)
  - be able to describe picture , to answer questions

- Note: Teacher may help by writing a series of prompts on the board

  - What type..?
  - Who...?
  - Where...?
  - When...?

  - What actions....?
  - What feelings...?
  - Why...?
  - How many...?
  - Main issue?

b) Interaction

- G1 students and G2 students interact in turn to ask each other questions about the other group's picture and to describe their respective picture.

Students in G1 listen and take notes of G2 answers in their notebook, and vice versa

- Note: Teacher is the referee: teacher decides for example, when groups should ask yes/no questions or wh- questions. Teacher helps with falling intonation in questions, pronunciation, etc.

A tip I have used: Teacher can raise index when a question is correct thus encouraging the other group to answer. If no finger is raised, Students are encouraged to correct their friends' mistakes or rephrase the question.

c) Recap:

- Allow 5 minutes for each group to recap and write a brief description for each picture.

Exple:
  - G1 picture is a photo. There are two characters: two girls. Both have long dark hair. One has straight hair while the other has curly hair They must be students given the white shirt both are wearing (it might be a college or high school uniform). The scene might take place in a park in spring or summer, they are laying down on the grass and the sun is shining in the background. Both girls are looking at a mobile phone and look suprised, even shocked. Unfortunately, the photo doesn't show the screen of the phone, so it is difficult for us to say what it actually displays.

  - G2 picture is a photo. There are three characters. The photo is blurred so it is difficult to say what the people look like, but it looks as if they were boys, maybe teenagers. The scene takes place in the street, during the day, maybe after school. In the background, two boys are fighting against a bricked wall, and a third person is recording a video of the scene using a mobile phone in the foreground: we can see the scene displayed on the screen of the cell phone.

2- Creative writing / acting

a) Students work in groups of two or in groups of 3 to make up a dialogue for their scene: students may gather in groups of 3 if they work on picture 2.

b) Students play their scene in front of the class.

c) Class discusses what scene/dialogue was the most convincing for each picture.

- Why was the scene/dialogue convincing?
- Do you think this scene is likely to happen somewhere around you?

d) Awarded dialogues for each picture are written on the board, edited and copied.

e) As a continuation : See also Stephane Busuttil's activity « Wipe'm all »: Students record the dialogues using mp3 players in class, teacher progressively wipes words from the script....
http://another-teacher.net/spip.php?article279

3- Presentation of the Final tasks

a) Explain the final tasks: To create an awareness poster and an awareness audio PSA (public service annoucement) on cyber-bullying for a national radio as part of a national awareness program targeting teens.

- See also mission 3 and 7 (or choose other final tasks to be carried out by students)
  http://www.cyberbullying.us/teens_cyberbullying_prevention_activities_tips.pdf

- Note that the mission will be detailed in part 4 with the assignment of one specific social norm as the main topic of the students' final products.

- ## see part 4 c) "Details about the mission and final tasks"

- ## see rubrics - part 11

4- Answer a survey and discuss

- Hand out one copy of the survey to each student:
http://www.adl.org/education/curriculum_connections/cyberbullying/Secondary%20Handouts.pdf

For each of the statements below, circle the numbers that most closely correspond with both your own belief and the belief you feel is typically held by members of your peer group.

1=strongly disagree; **2**=disagree; **3**=unsure; **4**=agree; **5**=strongly agree

1. I have a free speech right to say whatever I want online.
    a. Your response   1   2   3   4   5
    b. Your peers' typical response   1   2   3   4   5

2. On the Internet it is okay to reveal personal secrets for others to see.
    a. Your response   1   2   3   4   5
    b. Your peers' typical response   1   2   3   4   5

3. What happens online should stay online.
    a. Your response   1   2   3   4   5
    b. Your peers' typical response   1   2   3   4   5

4. What happens online is mostly a game, so no one can really get hurt.
    a. Your response   1   2   3   4   5
    b. Your peers' typical response   1   2   3   4   5

a) Students answer the survey individually and anonymously on paper.

b) Students exchange orally and develop answers.

c) Details about the mission and final task:

Teacher assigns each group or student one of the following online social norms from the survey for their 2 final tasks (poster + PSA)
- I have a free speech right to say whatever I want online.
- On the Internet it is okay to reveal personal secrets for others to see.
- What happens online should stay online.
- What happens online is mostly a game, so no one can really get hurt.

Instruct each group to come up with a message for re-educating their peers about the norm they were assigned, to create a poster and awareness radio PSA illustrating the message ,and to identify some strategies for disseminating their message.

(adapted from
http://www.adl.org/education/curriculum_connections/cyberbullying/cyberbullying_lesson_3.asp?
cc_section=lesson_3 - part 10)

5- Learn Vocabulary

a) Match the following terms with their definition

Cyberstalking / Denigration / Exclusion / *Flaming /* Harassment / Impersonation /Outing or trickery / Trolling

|	
	Online fights using electronic messages with angry and vulgar language.
	Repeatedly sending offensive, rude and insulting messages.
	Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.
	"Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.
	Intentionally excluding someone from an online group, like a "buddy list" or a game.
	Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.
	Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.
	Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online.

b) Check your answers and listen. http://quizlet.com/4622690/digital-citizenship-flash-cards/

🔊 Flaming	🔊 Online fights using electronic messages with angry and vulgar language
🔊 Harrassment	🔊 Repeatedly sending offensive, rude and insulting messages
🔊 Cyberstalking	🔊 Repeatedly sending message that include threats of harm or are highly intimidating; engaging in other online activities that make a person afraid for his or her safety.
🔊 Denigration	🔊 "Dissing" someone online. Sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships.
🔊 Exclusion	🔊 Intentionally excluding someone from an online group, like a "buddy list" or a game.
🔊 Trolling	🔊 Intentionally posting provocative messages about sensitive subjects to create conflict, upset people, and bait them into "flaming" or fighting.
🔊 Impersonation	🔊 Breaking into someone's account, posing as that person and sending messages to make the person look bad, get that person in trouble or danger, or damage that person's reputation or friendships.
🔊 Outing or Trickery	🔊 Sharing someone's secrets or embarrassing information online. Tricking someone into revealing secrets or embarrassing information, which is then shared online

6- Read statistics and imagine scenarios

a) Read the following statistics out loud, and compare male and female answers.

b)Tell about or imagine cyber-bullying situations that might lead a teenager or an adult to feel angry, frustrated, sad, scared, etc.

http://www.glogster.com/media/5/18/90/16/18901667.jpg
from http://cyberbullying.us/research.php
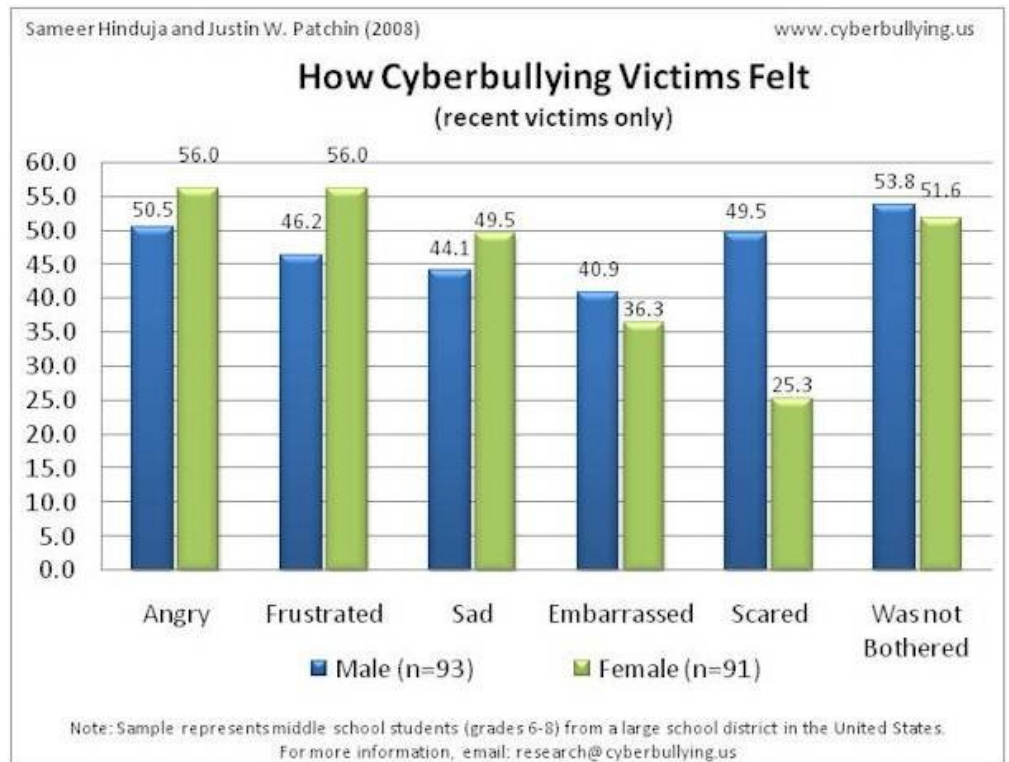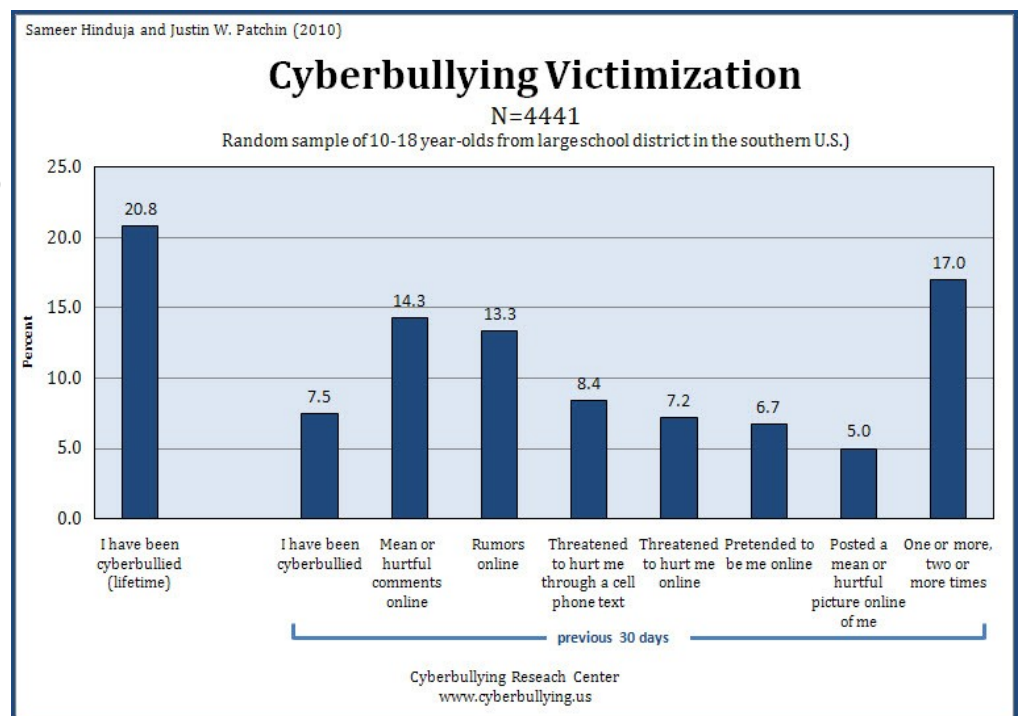
7- Read statistics and find the questions used in the survey

a) Read the following statistics out loud.

b) Imagine what questions were asked to conduct the survey.

http://cyberbullying.us/2010_charts/cyberbullying_victim_2010.jpg
from http://cyberbullying.us/research.php

8- Listening comprehension

- Audio podcast: http://www.absolutenglish.org/IMG/mp3/cyberbullying.mp3

Audio podcast excerpt from Radio interviews - "GPB Cyber Bullying Part 1"
http://www.cyberbullyhelp.com/resources/videos-podcasts/

a) Listen to 'cyberbullying.mp3' and answer the questions.

 – How is cyber-bullying defined in this podcast?

 – Research has shown that …......% of kids surveyed report they have been bullied at least once in the past 2 months.

 – What means and devices are most commonly used by cyber-bullies?

 – What are some of the consequences of cyber-bullying on victims?

 – Where can cyber-bullying occur?

 – What is the main difference between cyber-bullying and traditional bullying?

Note: Teachers can create a form using google documents for students to fill in online.

The form can be embedded on any web page (such as on the school's website or school's plateform)

9- Reading comprehension 1

Cyberbullying Case Study

(What follows is a work of fiction. Any resemblance to real people, places or situations is purely coincidental.)

Scott, a Grade 9 student, transferred to a new school halfway through the semester. He had trouble making friends until he discovered the school's Facebook network. Most of the other students on Facebook responded to his "friend" requests and he soon began to feel more included, and made friends with some of them at school as well.

After a while, though, Scott noticed that his friends list was shrinking as people removed him from their friends lists. He was puzzled by this at first until one of his offline friends told him that Colin, a Grade 11 student, had gotten angry at Scott because he had seen Scott talking to Linda, Colin's ex-girlfriend. Colin had begun to pressure everyone he knew to remove Scott and Linda from their friends lists on Facebook, and to ignore them at school as well.

One afternoon in the computer lab, Scott got more and more angry at Colin and his friends. Since he had finished his work for the period, he decided to start a *Facebook* group called "Why I Hate Colin," and he invited everyone still on his friends list to join it. It turned out that there were quite a few people at the school who did not like Colin and his friends, and Scott's group grew quickly. Whenever the message traffic on the group slowed, Scott would try to boost it by posting some shocking accusation about Colin, such as suggesting that he had cheated on Linda or that he had hit her when they were dating (Linda was not involved in the group, and had never said any such thing).

Soon other members of the group started to make their own accusations and suggestions about Colin, some even saying that Colin should have water balloons thrown at him when he went up the main stairway. Scott responded to that suggestion, saying rocks should be thrown instead.

After a few weeks, one of Colin's friends discovered the group and reported it to him. Colin told his parents and they decided to report it to the principal and keep him out of school until things had been worked out, as well as to report what Scott had done to the police.

General Questions

- Who is the perpetrator in this case? Who is the target?
- What acts of cyberbullying have happened in this case? How serious would you rank each one as being?

Group Questions

- Scott: How can you defend your actions?
- Colin: Was what you did cyberbullying as well? If so, how can you accuse Scott? If not, why not?
- Colin's parents: What should school and civil authorities do about this case? Why?
- Other members of Scott's Facebook group: What can you do, and should you have done, in this case? Why?
- Teacher: What can you do, and should you have done, in this case? Why?
- Police: Should criminal charges be laid in this case? If so, which ones and why? If not, prepare an explanation for the target's parents as to why not.

Source: http://www.media-awareness.ca/english/resources/educational/handouts/cyberbullying/cyberbullying_law2_h3.cfm

10- Reading comprehension 2 (Homework)

a) Choose 2 scenarios from   http://www.cyberbullying.us/Cyberbullying_Scenarios.pdf and answer the related questions

source : **Cyberbullying Scenarios: Talking to Youth about Internet Harassment**
By Sameer Hinduja and Justin W. Patchin *http://www.cyberbullying.us/resources.php*

11- Final tasks: Poster and Audio PSA Rubrics

a) Poster rubrics

http://www.rcampus.com/rubricshowc.cfm?code=H52733&sp=yes

Awareness Poster — iRubric

	4 (N/A)	3 (N/A)	2 (N/A)	1 (N/A)
Graphics/Originality	4 Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	3 One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	2 The graphics are made by the student, but are based on the designs or ideas of others.	1 No graphics made by the student are included.
Content/Accuracy	4 Many facts are displayed on the poster.	3 Some facts are displayed on the poster.	2 Only a couple of facts are displayed on the poster.	1 No facts are displayed on the poster.
Attractiveness	4 The poster is exceptionally attractive, in terms of design, layout, and neatness.	3 The poster is attractive in terms of design, layout, and neatness.	2 The poster is acceptably attractive though it may be a bit messy.	1 The poster is distractingly messy or very poorly designed. It is not attractive.
Title	4 Title can be read from 6 feet away and is quite creative in describing the content.	3 Title can be read from 6 feet away and describes content well.	2 Title can be read from 4 feet away and describes the content well.	1 The title is too small and/or does not describe the content of the poster well.
Conventions:Spelling/Grammar	4 Conventions (Spelling, capitalization, and grammar) are correct throughout the poster.	3 There are a couple of errors in the conventions (spelling, capitalization, and grammar) throughout the poster.	2 There are many errors in the conventions (spelling, capitalization, and grammar) throughout the poster.	1 There are lots of errors in the conventions (spelling, capitalization, and grammar) of the poster.

b) Awareness PSA for radio Rubrics

adapted from http://fayette.k12.in.us/~cnewton/Under_the_Influence/The_Unit_files/PSA%20Rubric.doc

Radio Public service annoucement Rubrics	4 points	3 points	2 points	1 point
Statistics Solutions/Advice	3 powerful facts and/or statistics on cyber-bullying + 3 powerful solutions or advice	3 facts or statistics 3 solutions or advice	1-2 facts or statistics 2 solution or advice	Lacks Statistics or Information Lacks substantial solutions or advice.
Visual Representation (For radio Word Choice)	Creates a rich emotional response that matches the topic	Creates a rich emotional response that somewhat matches the topic	Does not create a rich emotional response that matches the topic	Does not create an emotional response
Use of Slogan	Slogan stirs a rich emotional response that matches the story line well.	Slogan stirs a rich emotional response that somewhat matches the story line.	Slogan is ok, and not distracting, but does not add much to the story.	Slogan is distracting, inappropriate, or was not used.
Oral Language	Poor pronunciation makes the speaker hard to understand. Confusions in grammar and word usage add to audience confusion. Intonation patterns follow first language. Volume is monotone and too loud or too soft to be easily heard. **+2 pts bonus**	Errors in pronunciation interfere with understanding periodically. Major grammatical errors and many errors in word choice/usage make it difficult for audience to follow meaning. Intonation patterns have interference from first language. Voice quality is overly flat or varies oddly. Volume is sometimes too loud or soft for audience to hear comfortably. **+1 pt bonus**	Mostly correct pronunciation, and the few errors don't interfere with understanding. Errors in grammar and word usage are minor and occasional. Intonation patterns are good approximations of native speakers. Voice volume is generally appropriate to room and audience. Variety in voice tones is adequate.	Clear and correct pronunciation makes it easy to concentrate on meaning. Correct grammar and word usage contribute to being easily understood. Intonation patterns are like native speakers. Volume is appropriate to room and audience, and varied voice tones add interest.
Product			The PSA is 30-60 seconds long	The PSA is slightly over/under 30-60seconds
Points Accumulated				

Fight Cyber-bullying