

# 8th GRADE: BULLYING

## LESSON 2 OVERVIEW

### Cyberbullying: The New Bathroom Wall



#### Lesson Time:

30 Minutes

#### Materials Provided:

- [PACERTalks](#) <sup>(2)</sup> [video on cyberbullying](#). (4:28)
- Handout: "Handling Cyber-bullying with Color Wheel" (printed one per student)
- Handout: "Cyberbullying Recap" (printed one per student)

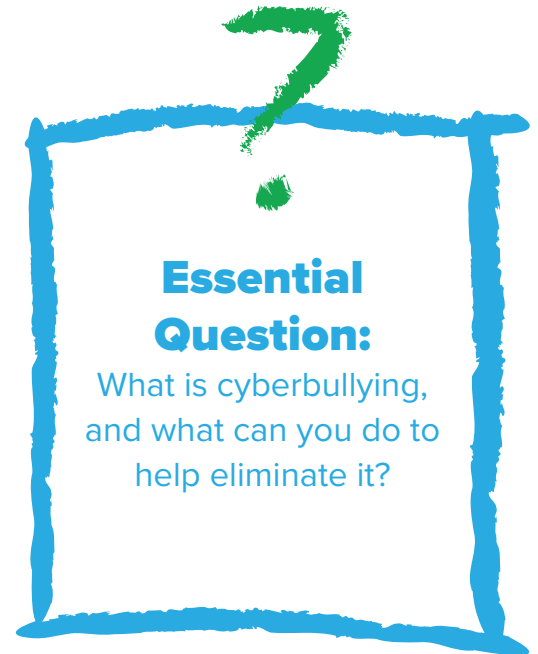
#### Materials Needed:

- Projector with Video/Audio Capability
- Dry Erase Board, Marker
- Crayons, Colored Pencils, or Markers in Blue, Green, Yellow, Orange, Red, and miscellaneous colors for students to choose

#### Objectives:

Students will be able to...

1. Distinguish between examples of what is or is not cyberbullying.
2. Identify means of preventing cyberbullying.
3. Identify and explain appropriate responses if experiencing cyberbullying.
4. Determine what to do if witnessing cyberbullying.



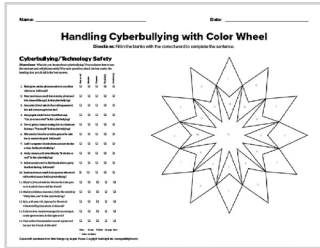
# Cyberbullying: The New Bathroom Wall



## Lesson Introduction: (1 minute)

In our last lesson, we introduced the definition of bullying and created a class definition. Raise your hand if you have a cell phone. Raise your hand if you have social media. If you do, then chances are, you have witnessed cyberbullying – bullying which takes place on a digital device. We need to take a close look at this because you are at an age in which you begin representing who you are and what you believe online. This image can be easy to damage and difficult to repair. We want you to learn digital citizenship including treating others with respect and standing up for those who are mistreated.

## Slide/Handout



## Lesson Script/Talking Points

### Activity 1: Handling Cyberbullying with Color Wheel Handout (8 minutes)

*(Distribute handout and coloring utensils to each student.)*

Let's look at what you know about cyberbullying. This handout surveys what you know about cyberbullying, using the internet and cell phones safely. Read through numbers 1-15 and identify their responses to each. After responding to the first 15, you may begin the coloring-by-number design after responding. Each numbered space will be colored in with the color corresponding to the answer for each question. The color choices are found at the bottom of the answer columns. For example: if you answered MAYBE for item number one, then you would color all the spaces marked with a "1" the color green. *(Give them about five minutes to complete responses and begin coloring.)*

### Core Lesson: (4 minutes)

Imagine that someone has written something negative about you on a piece of paper and that piece of paper is being passed around the room, from classmate to classmate. Soon the whole room knows what is on that note. The teacher confiscates the note and throws it away. The bell rings. Everyone moves on.

Now imagine that same note is instead a text message, a SnapChat, or a tweet; rather than simply being passed around the room, it is now shared and re-shared. The teacher cannot take it, and it cannot be discarded. Instead of being seen by the whole class, it is available to hundreds of people – maybe more. It is in a digital form and in existence forever - even after the bell rings, even after everyone has seemingly moved on. You can't even escape it at home because you still see the note and now others have added their comments. It's like a snowball that becomes an avalanche.

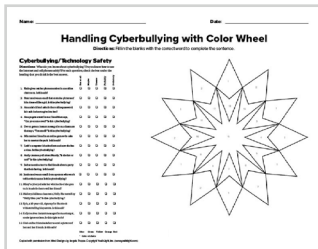
As technology has evolved, so have methods of bullying. Cyberbullying is harming or hurting someone online through technology: cell phones, social media, gaming websites...anything online. Did you know that in 2018 Alabama signed into law the Jamari Terrell Williams Student Bullying Prevention Act? This act "expands current law to include student against student bullying, intimidation, violence, and threats of violence that occur off campus." <sup>(1)</sup> It specifically includes cyberbullying even if it occurs off campus. This means students can now be disciplined at school for something they posted off campus. It's important to understand this so that you can learn how to stay away from that kind of meanness and drama.

What are some things that you know already about cyberbullying? *(Give*

# Core Lesson (cont)

students an opportunity to respond; write responses on the dry erase board. Some things you may be looking for include: other people add or comment when they may not have in person, people hiding behind screens, can be done anonymously, so it is more difficult to hold the cyberbully accountable & people feel more “free” to participate, can’t see the person they are hurting, can take place anytime/anywhere, can reach a large audience or go viral).

## Slide/Handout



## Lesson Script/Talking Points

### Activity 2: Video and Handling Cyberbullying With Color Wheel Handout (8 minutes)

We are going to watch a video in which a student from PACERTalks discusses how to prevent, what to do if you experience, and what to do if you witness cyberbullying. Let’s watch, and as we watch I may pause occasionally to write information from the video for us to review afterward. (See *sample chart of what to write on the board throughout the video.*)

Show the PACERTalks <sup>(2)</sup> video on cyberbullying. (4:28)

<https://www.youtube.com/watch?v=eifasH0whEo#action=share>

Reflections on the Handling Cyberbullying With Color Wheel Handout:

Let’s return to our coloring sheet and as you color, I want you to reflect on your original responses. I encourage you to share your original responses & thoughts and any change of thought you have now that you’ve watched the video. Does anyone want to share something you answered originally that changes now that you’ve seen the video? (*Allow students to respond.*)

### Activity 3: Cyberbullying Dilemmas (8 minutes)

You may continue to color as we discuss some cyberbullying dilemmas, but be prepared to answer aloud as we discuss. Consider how you would respond to this situation:

**Scenario #1** You are receiving text messages several times a day from an unknown number. Messages include things like, “You’re so hot!” “Got plans for the evening?” “Let’s get together!” You have replied “LOL. Who ARE you?” but progressed to telling the person to leave you alone, however, the messages continue.

*You may have to encourage student response by asking questions such as:*

1. How would you respond if this were happening to you?
2. How would you like for your friends or adults to respond if they knew about this?

**Scenario #2** Somebody screenshot your private story and posted it on Instagram. This screenshot just happens to be a pic of you and your best friend right after you woke up, not looking your absolute best! Pretty soon the comments section fills up with responses such as “LOL. NOT CUTE!” “Why would they post this?????” “This makes them look trashy!” “So Ugly” “Ewwwww”

*You may have to encourage student response by asking questions such as:*

1. How would you respond if this were happening to you?
2. How would you like for your friends or adults to respond if they knew about this?

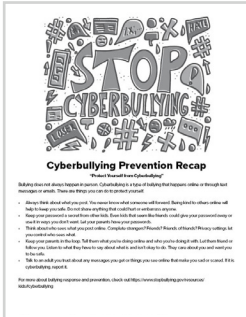
# Core Lesson (cont)

**Scenario #3** Several of your “friends” are hanging out and posting to their stories. You were not invited to the gathering, and it almost feels as though they are wanting you to know how much fun they are having without you. It is embarrassing and antagonizing.

You may have to encourage student response by asking questions such as:

1. How would you respond if this were happening to you?
2. How would you like for your friends or adults to respond if they knew about this?

## Slide/Handout



## Lesson Script/Talking Points

### Closing: Essential Question (1 minute)

**What is cyberbullying and what can you do to help eliminate it?** (Allow for responses.)

The name of this lesson is “The New Bathroom Wall.” Do you know why it’s called that? Do you know what it means? (Allow students to respond.) “The Bathroom Wall” is an analogy. When people would write something mean about someone on the bathroom wall for others to see, often other people would add their comments to it. This becomes a running, anonymous flow of comments for all to see – even strangers who walk in. Cyberbullying in many ways mimics that idea. Something is posted and anyone who wishes can add their thoughts no matter how mean or cruel for everyone to see. You can make a difference. Don’t post anything online that is not positive in nature about yourself or those around you. And if you see cyberbullying occurring, report it and find ways to show support for those individuals who were the target of the bullying. One person can make a difference.

Let’s take a look at the Cyberbullying Recap sheet that you were given a few moments ago. Which of these tips do you already practice? (Allow students to respond.) Which ones do you need to start following? (Allow students to respond.) Please take this handout home, and share it with your parents, siblings, or friends. It can be a great conversation starter about the very relevant topics of online safety and cyberbullying. If you want to learn more about cyberbullying and how to prevent it, a great resource is StopBullying.gov. This website provides information for parents, families, and students.

## References:

1. Jamari Terrell Williams Student Bullying Prevention Act. (n.d.). Retrieved March 2018, from <https://www.bcbe.org/site/default.aspx?PageType=3&ModuleInstanceId=21989&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=25257&PageID=17568&Comments=true>.
2. Pacer Center (2018, November 28). Ideas for Addressing CyberBullying I PACERTalks. [Video] Retrieved January 11, 2020, from <https://www.youtube.com/watch?v=eifasH0whEo#action=share>.
3. U.S. Department of Health and Human Services. (2019, December 4). What Kids Can Do. Retrieved September 28, 2017, from <https://www.stopbullying.gov/resources/kids#cyberbullying>.

Click Here to Provide Feedback on this Lesson

## Prevention

Never share personal info  
Think before posting

## Experience

Tell an adult  
Document  
Report

## Witness

Don't "like" or share  
Report  
Show positive support



# WHAT TO DO



Name: \_\_\_\_\_

Date: \_\_\_\_\_

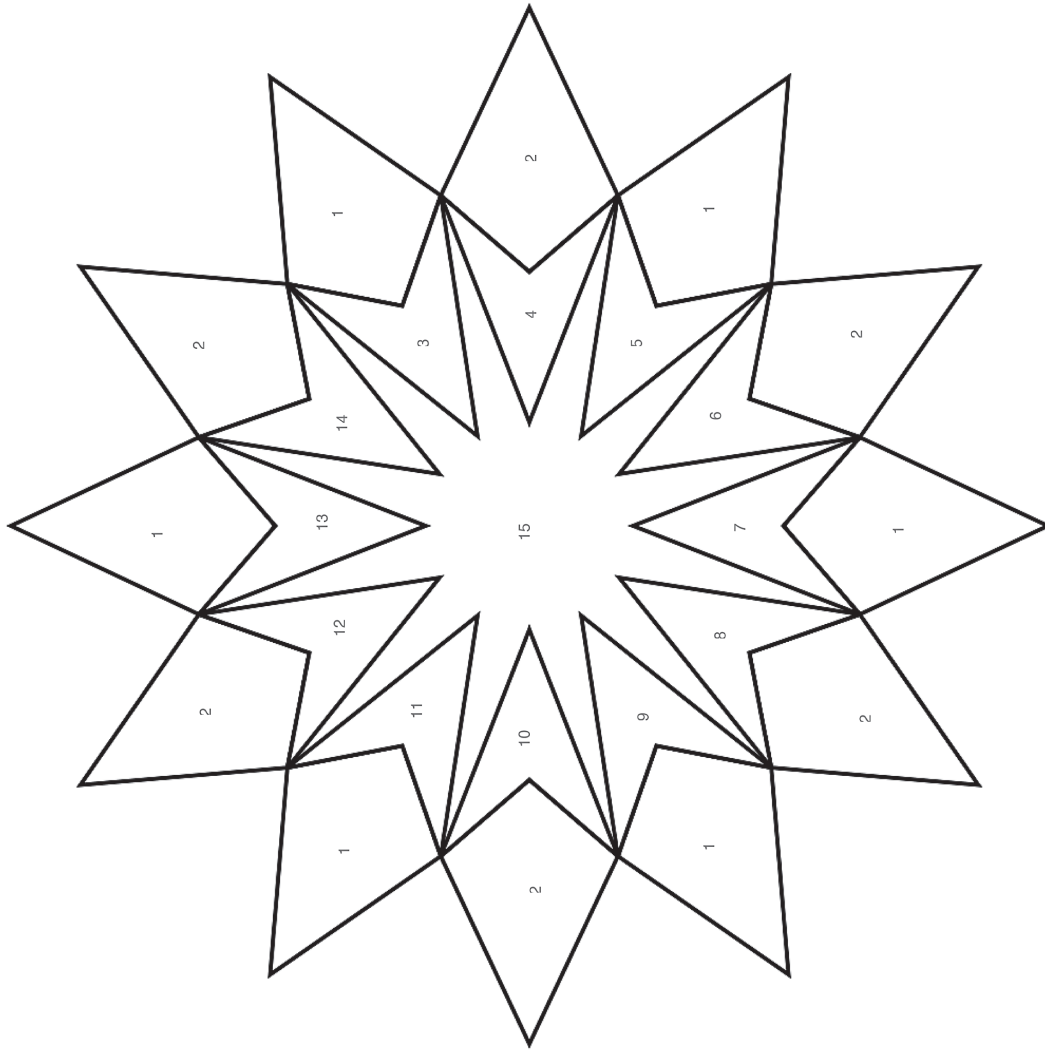
# Handling Cyberbullying with Color Wheel

## Cyberbullying/Technology Safety

**Directions:** What do you know about cyberbullying? Do you know how to use the Internet and cell phones safely? For each question, check the box under the heading that you think is the best answer.

- |  | Not at all               | Maybe                    | Unsure                   | Probably                 | Definitely               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Katie gives out her phone number in an online chat room. Is this safe?                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Peter receives an email that contains pictures of him dressed like a girl. Is this cyberbullying? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Amanda's friend asks for her online password. Is it safe for her to give it to her?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Amaya gets a text from a friend that says, "Can you come over?" Is this cyberbullying?            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Devon gets an instant message from a classmate that says, "You smell!" Is this cyberbullying?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Mia made a friend in an online game who asks her to meet at the park. Is this safe?               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Leah's computer is hacked into and now she has a virus. Is this cyberbullying?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Andy creates a poll about Mandy, "Is she hot or not?" Is this cyberbullying?                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Jackson sends a text to his friends about a party that he is having. Is this safe?                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Jamie receives an email from a person who won't tell her their name. Is this cyberbullying?      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Missy's cyberpal asks her which school she goes to. Is it safe for her to tell her friend?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Mallory dislikes a classmate, Holly. She texts Roy "Holly likes you." Is this cyberbullying?     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Kyle, a 10-year-old, signs up for Facebook without telling his parents. Is this safe?            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Kelly receives instant messages from a stranger, so she ignores them. Is this right to do?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Gia's online friend asks her to send a picture of her and her friends. Is this safe?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Blue Green Yellow Orange Red  
\* Color of choice





## Cyberbullying Prevention Recap

### “Protect Yourself from Cyberbullying”

Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself.

- Always think about what you post. You never know what someone will forward. Being kind to others online will help to keep you safe. Do not share anything that could hurt or embarrass anyone.
- Keep your password a secret from other kids. Even kids that seem like friends could give your password away or use it in ways you don’t want. Let your parents have your passwords.
- Think about who sees what you post online. Complete strangers? Friends? Friends of friends? Privacy settings let you control who sees what.
- Keep your parents in the loop. Tell them what you’re doing online and who you’re doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn’t okay to do. They care about you and want you to be safe.
- Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyberbullying, report it.

For more about bullying response and prevention, check out <https://www.stopbullying.gov/resources/kids#cyberbullying>