Cyber bullying

A Prevention Curriculum for Grades 3–5

Scope and Sequence

Hazelden Publishing

Cyberbullying: A Prevention Curriculum for Grades 3–5

What Is *Cyberbullying: A Prevention Curriculum for Grades 3–5?*

Cyberbullying: A Prevention Curriculum for Grades 3–5 is a program that deals with attitudes and behaviors associated with cyberbullying. It consists of a five-session curriculum with these additional resources on a CD-ROM:

- reproducible parent* resources
- program posters and all student handouts
- resources to address cyberbullying schoolwide (establishing a school policy, addressing legal concerns, etc.)
- a short training on cyberbullying for program facilitators
- a pre-test/post-test that can be conducted before and after implementation of the curriculum to measure student retention

Most materials needed to implement the program are included in the manual and the CD-ROM. In addition, a website has been established that will provide up-to-date information about bullying and cyberbullying. This website can be accessed at www.violencepreventionworks.org

What Are the Goals of the Program?

This program strives to

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

---

* *All references to parents in this text also include guardians.*

For more information on the learner outcomes for each session, see pages 7–8.

Who Is the Intended Audience?

Cyberbullying: A Prevention Curriculum for Grades 3–5 is designed for upper-elementary school students. This program would fit well within a health education, communications, technology, or general life skills curriculum (see Related National Academic Standards, beginning on page 9). Information on the Common Core Standards is available at www.violencepreventionworks.org. 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 broad, ongoing bullying prevention program, such as Hazelden's *Olweus Bullying Prevention Program,* or as part of a general violence prevention effort.

In addition, a school counselor could offer *Cyberbullying* as part of a special educational program, or it could be used in after-school, community, youth enrichment (such as YMCA or Scouts), and faith-based youth programs.

Is This a Research-Based Program?

Cyberbullying is not a research-based program, but it is based on the latest research in prevention and the topic of cyberbullying. Many of the session activities are patterned after prevention models that research has shown to be effective in decreasing negative student behavior and increasing student attitudes toward refraining from negative behaviors.

These strategies include providing parent-student activities, doing cooperative learning activities, and identifying why students behave as they do.

The curriculum also recommends that schoolwide policies and procedures be established that can effectively address the issue of cyberbullying in a broad way while establishing a climate 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.

Cyberbullying: 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 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 cyberbullying. After each session's story has been read aloud, the teacher will lead the students in a large group discussion that may include a whiteboard, SmartBoard, 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 Materials

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

Each session includes a homework assignment that students should do with a parent. (This activity will help to achieve the Parent Learner Outcomes.) If a parent 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 about cyberbullying 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 cyberbullying occurs. Each homework assignment includes a return slip for parents 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 materials are provided in both English and Spanish.

Teacher Training Outline

You may wish to train others to use *Cyberbullying*. 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 cyberbullying 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 Cyberbullying?

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

What Is Cyberbullying?

Cyberbullying is bullying through email or instant messaging, in a chat room, on a website or an online gaming site, or through digital messages or video images sent to a cell phone (Kowalski, Limber, and Agatston 2012). Cyberbullying, like traditional bullying, involves a negative action that is often repeated and includes an imbalance of power.

In traditional forms of bullying, individuals may have more power over another by being bigger, stronger, or more popular. With cyberbullying, an individual may have more power just by being able to instantly share negative comments or photographs with a multitude of people via email, instant messaging, text messaging, or through social-networking site posts. Cyberbullying may also involve several individuals targeting one individual or a more popular student targeting a less popular classmate.

Traditional bullying is also defined by mean or negative actions being repeated and occurring over time. When someone is cyberbullied, this repetition of negative behavior can occur by sending one embarrassing photo or one degrading email message, which may in turn be forwarded to an entire class or grade level. The person doing traditional bullying is usually known, but he or she might go unidentified in the case of cyberbullying.

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 cyberbullied, the incident can happen whenever someone turns on his or her computer or accesses the Internet. This often happens at home at any time of the day or night.

Cyberbullying poses unique challenges because it frequently happens outside the school setting, and thus may be difficult for educators to observe. In addition, students may feel invisible or anonymous while online, which may lead to a greater willingness to engage in negative actions. Finally, without face-to-face interaction, students who cyberbully have no opportunity to witness the emotional distress their comments may be inflicting on a peer.

There is a bright spot, however. While direct evidence may be hard to obtain in many traditional forms of bullying, cyberbullying 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 intervening in cyberbullying incidents.

Why Should Schools Address the Issue of Cyberbullying?

Schools have rapidly embraced technology due to its ability to offer advanced learning opportunities and resources to students. Teachers use blogs, students post assignments online, and some schools issue laptops or tablets to students as instructional tools. By embracing technology and encouraging students to explore its various forms, educators also have a duty to teach students to use such technologies in a responsible manner.

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

Research has shown that not all students perceive cyberbullying as a form of bullying behavior (Kowalski, Limber, and Agatston 2012). Therefore, classroom lessons and discussions that focus directly on cyberbullying are critical to prevent it from flourishing.

Curriculum Scope and Sequence

Session	Student Learner Outcomes	Parent Learner Outcomes
Session 1: **What Is Bullying?**	*Students will* • Define *bullying.* • Identify examples of bullying. • Identify some of the roles students play in the "Bullying Circle." • Identify rules to prevent bullying.	*Parents will* • 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.
Session 2: **What Is Cyberbullying?**	*Students will* • Define *cyberbullying.* • Identify examples of cyberbullying. • Understand the importance of not sharing passwords.	*Parents will* • Explain the definition of *cyberbullying.* • List the different technologies that their children will eventually be using. • Describe how to 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 cyberbullying can become.
Session 3: **How Does Cyberbullying Affect People?**	*Students will* • Identify the effects of cyberbullying. • Empathize with people who are cyberbullied.	*Parents will* • Know that though most cyberbullying happens outside school, it does have ramifications in school. • Explain the social and emotional harm cyberbullying can inflict. • Describe what some of the academic consequences of cyberbullying can be. • Know that they have control over their children's online activities.

For more information or to order, visit www.violencepreventionworks.org or call Hazelden toll-free at 1-800-328-9000.

Session	Student Learner Outcomes	Parent Learner Outcomes
Session 4: **How Do I Treat People Well When I Use Technology?**	*Students will* • Define what *netiquette* is. • Identify basic rules of netiquette for online communication.	*Parents will* • Know basic online courtesy, or *netiquette.* • Know how important family rules are regarding the use of the Internet, cell phones, cameras, and instant messaging.
Session 5: **What Do I Do If Someone Is Mean to Me through Technology?**	*Students will* • Identify possible responses to cyber-bullying situations. • Know that part of being safe online means telling an adult if they experience cyberbullying. • Know that telling an adult when they or someone they know is being cyber-bullied is not "tattling."	*Parents will* • Explain what their options are if their child is cyberbullied. • Describe what they can do if their child's friend is cyberbullied. • Explain how cyberbullying others and being cyberbullied can affect their child's online reputation. • Describe how research shows that children don't tell about cyber-bullying for fear of losing cell phone and Internet privileges. *Know not to make that a consequence.*

For information on how *Cyberbullying* can help you meet Common Core Standards, see www.violencepreventionworks.org.

Related National Academic Standards

Using *Cyberbullying: A Prevention Curriculum for Grades 3–5* will help you meet the following national academic standards. It will also help you meet several Common Core Standards; for more information, see www.violencepreventionworks.org.

Health Education Standards[*]

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Students in grades 3–5 will

- identify how peers can influence healthy and unhealthy behaviors
- explain how media influences thoughts, feelings, and health behaviors
- describe ways that technology can influence personal health

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Students in grades 3–5 will

- demonstrate effective verbal and nonverbal communication skills to enhance health
- demonstrate refusal skills that avoid or reduce health risks
- demonstrate how to ask for assistance to enhance personal health

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Students in grades 3–5 will

- demonstrate a variety of behaviors to avoid or reduce health risks

---

[*] Joint Committee on National Health Education Standards. 2007. *National Health Education Standards: Achieving Excellence.* 2nd ed. Atlanta, GA: American Cancer Society.

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.

Students in grades 3–5 will

- encourage others to make positive health choices

Technology Education Standards*

Communication and Collaboration

Students in grades 3–5 will

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

Critical Thinking, Problem-Solving, and Decision-Making

Students in grades 3–5 will

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

Digital Citizenship

Students in grades 3–5 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

---

* Reprinted with permission from *National Educational Technology Standards For Teachers* and *National Educational Technology Standards For Students.* Copyright © 2007, 2008 by ISTE (International Society for Technology in Education). All rights reserved.