Cyberbullying and Gaming Addiction

Grade 6

Curriculum expectations: C2.3, C3.2, C2.6, 1.3, 1.5
Other curriculum expectations: Language - Media Literacy: 1.2
Topics: Healthy Living

Learning Goals

By the end of this lesson, students will be able to:

- demonstrate appropriate procedure for responding to cyberbullying (e.g., identify people and community resources to turn to for support)

- apply critical and creative thinking skills and communication skills (e.g., assertiveness and refusal skills), to make informed decisions that demonstrate respect, to promote positive interactions amongst their peers and to avoid or manage conflicts related to cyberbullying)

- apply critical and creative thinking skills to interpret media texts and reflect on a piece of media using overt and implied messages as evidence for their interpretations.

Facility

Classroom, Computer lab

Equipment List

- One or more computers with access to the Connect[ED] Grade 6 Part 1 video (via Internet access or prior download at the following link: http://teachingtools.ophea.net/lesson-plans/connected/lesson-1-cyberbullying-and-gaming-addiction)
- Teacher Resource 6: Creating a Safer Online Community Synopsis
- Teacher Resource 7: Four Corners Labels
- Teacher Resource 8: Internet Safety Anecdotal Recording Chart
- Student Resource 10: Managing Conflict

Minds On

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Share and clarify the lesson Learning Goals with the class in a large group discussion.

Inform the class that they will be watching a video that focuses on creating a safer online community. The introduction of the video includes a review of key learnings from Grade 5 about cyberbullying and Internet safety. In order to set the tone for the Connect[ED] video have a brief discussion with students to assess their prior knowledge of Internet safety.

In a large class discussion use the following prompts to briefly discuss Internet safety, luring and cyberbullying with the students and provide feedback.

Teacher prompt: "What do you know about demonstrating safe behaviour on the Internet?" *Student response:* "I know that I should never share personal or private information with anyone if I am in a chat room. I must recognize that sometimes people are not who they appear to be online. I must use an effective password (i.e., random selection of numbers, letters and symbols). I must use my webcam appropriately – only with trusted friends and never leave it on when not using it."

Teacher Prompt: "What communication skills can help you send information, receive information, and interpret information in an effective way when communicating online?"

Student Response: "Being respectful but clear about your ideas and feelings; watching and listening actively; when using video communication interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent; and negotiating – all these are important skills. A clear "yes" is a signal of consent. A response of "no", an uncertain response, or silence needs to be understood as no consent. You should behave online the same way you would behave in real life."

Teacher prompt: "How do you think someone could be lured over the Internet?"

Student response: "Someone could be lured if they start to talk to someone that they don't know in a chat room. They may think they can trust that person and start to share personal and private information with them." "They may think someone is their friend, when they may not be."

Teacher prompt: "How can schools help support students if they are being bullied or feel uncomfortable when on the Internet?"

Student response: "School can support students by reviewing safe Internet behaviour with students so that they know how to model it." "They can provide unconditional support to someone who may be bullied or be in an uncomfortable situation."

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Lesson 1 of 4
30 minutes
Curriculum expectations: C2.3, C3.2, C2.6, 1.3, 1.5
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Using direct instruction, introduce the Connect[ED] video: Creating a Safer Online Community to the class and inform the students that they will be watching the video and will need to focus on how the characters manage and avoid conflict. Refer to Teacher Resource 6: Creating a Safer Online Community Synopsis.

Teacher prompt: "In the Connect[ED] video the term cyber civics is referred to by the characters in the video. What do you think Cyber civics means."

Student response: "Cybercivics is about using the same ethical behaviour online that one would use in real life to be a good cybercitizen."

Hand out Student Resource 10: Managing Conflict, to each student and instruct students to complete Student Resource 10: Managing Conflict independently as they watch the video. If needed, provide time after watching Part 1 for students to complete their responses.

Encourage students to see if they can identify with any of the characters presented in the video, and ask students to observe how all of the characters are impacted by technology.

Challenge students to explore the effectiveness of the messages in the media text (video) for Grade 6 students. Instruct students to reflect on the piece of media (video) and identify whether or not this media form is successful in sharing the message of explaining the concept of cybercivics and describing online issues such as Internet safety, cyberbullying and luring.

View Part 1 of the Connect[ED] video Grade 6 video episode: Creating a Safer Online Community and stop after Part 1 is completed.

A&E - Minds On

Teacher observation and feedback of students' ability to use critical thinking skills and communication skills to demonstrate their understanding of communicating with respect, Internet safety, cyberbullying and luring

Teacher observation and feedback during class discussion of student's ability to reflect on various types of media using verbal feedback

Lesson 1 of 4
30 minutes
Curriculum expectations: C2.3, C3.2, C2.6, 1.3, 1.5
Other curriculum expectations: Language - Media
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Action

Recap the three scenarios viewed on the video, to set the stage for the following activity:

Ashley and Carlos: Inappropriate photo captured and shared without permission

Mayumi: FaceSpace hate group made about her

Faheem: addicted to video games

Using Teacher Resource 7: Four Corners Labels, organize the room into four areas (corners) and label the areas with: Strongly Agree, Agree, Strongly Disagree, Disagree.

Using direct instruction, inform students that they will be participating in a class activity that will help them to discuss the significant events that took place during the video episode by using the four corners of the classroom. Inform students that this activity is an informal way of making decisions and review with them the steps of the decision-making process. Let them know they will have to examine the alternatives very quickly in order to make quick decisions.

Decision-Making Model

1. State the problem
2. Identify the alternatives
3. Evaluate the alternatives
4. Make a decision
5. Implement the decision

Using whole group direct instruction, inform the class that they will be given a variety of statements related to Part 1 of the Grade 6 video episode, Creating a Safer Online Community, and will have to make a decision that they feel best represents their understanding of the statement. Students will make their decision and then move accordingly to the specified corner. Review the labels in each corner orally, to ensure that the students have an accurate understanding of which corner they will be going to after they have made their decision. Have students confirm their understanding of the activity by using the Thumbs Up Strategy (see Notes to Teacher) and review directions if necessary.

Four Corners Statements:

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- Your behavior online should be the same as your behavior in real life.
- It can be challenging to understand someone's feelings and what they really mean when you communicate online.
- There are students at Rose Vine School who are being cyberbullied.
- There are students at Rose Vine School who are cyberbullies.
- Too much time spent playing video games like Faheem is not good for you.
- It is possible for students to become addicted to video games.
- It is easy to tell when someone has become too involved with video games.
- Cyber civics is a concept that should be promoted when students use the Internet.
- It is acceptable to send a mean text message to someone if you are mad at them.
- I know someone who can identify with Ashley.
- People who are at risk of being "lured" think that they can trust their online friend with their most personal thoughts and feelings.
- My friends know how to manage online conflict including where to go for help.
- Ashley did not realize the implications of her actions to flash Carlos on the webcam.
- If someone says "no" or responds in an uncertain way when communicating online, they mean "no" and do not consent to the activity.
- Carlos did not realize how his actions may impact Ashley and other people in the school.
- Mayumi should not have called the Kids Help Phone to get help because she will make the problem worse.

After each statement provide students with time to discuss their opinions with the other students who are also in their corner. Invite the group of students in each corner to share their information orally with the class. Highlight the group's main point, and help them to identify commonalities and discrepancies with each corner.

Example of a Four Corner statement: It is acceptable to send a mean text message to someone if you are mad at them.

Student response: "I strongly agree because that way you don't have to face the person directly and they can't yell back at you. No one will know." "I only agree if the person sent me a mean text message first." "I strongly disagree because this is an example of cyberbullying. There are other ways that I could manage this conflict including talking calmly to this person or asking my teacher for help." "I disagree because I know it is still bullying, but sometimes it's just so easy and you don't have to worry about someone hearing an argument."

A&E - Action

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A&E - Action

Teacher observation and feedback of students' ability to use communication and creative and critical thinking skills to manage cyberbullying and other negative online behaviours using Teacher Resource 8: Internet Safety Anecdotal Recording Chart.

Consolidation

In a large class discussion, discuss with students their responses to Student Resource 10: Managing Conflict.

Remind the students that at the beginning of the lesson you asked them to think about the impact of the media text (video). In large class discussion, ask the students if they thought that the video was an effective media form in sharing the message of "creating safer online communities for Grade 6 students". Would it have been more effective if the message were presented in a magazine article, song or a blog? Why/why not?

Refer back to the Learning Goals and have students self assess their understanding of the lesson Learning Goals using the Thumbs Up Strategy.

A&E - Consolidation

Teacher observation and feedback of students' ability to demonstrate their knowledge and understanding of how to manage conflict in social situations and their ability to reflect on a piece of media using Teacher Resource 8: Internet Safety Anecdotal Recording Chart

Ideas for Extension

Have the students watch the NetSmartz: Real Life Stories - Feathers in the Wind. The vignette takes a look at digital permanence and consequences for sharing inappropriate information about friends online. Have the students watch the vignette and then discuss the message that the vignette is trying to present. The URL for

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the website is: http://www.netsmartz.org/resources/reallife.htm

Next Steps

Students will demonstrate their understanding of how cyberbullying affects themselves and others and identify strategies to help deal with situations related to cyberbullying. Students will continue following the characters in the Grade 6 Connect[ED] video.

Notes to Teacher

Four Corners Discussion Strategy
In this strategy, students individually consider an issue and move to an area in the room where they join others who share their ideas.

The purpose is to:

- Allow students to make personal decisions on various issues and encourage critical thinking
- Encourage an exchange of ideas in small groups
- Facilitate whole-class discussion of these ideas

Post the following terms in four different areas of the classroom/teaching area: agree, strongly agree, disagree, strongly disagree.

Review where each term is in the classroom with students and have them practice pointing in the direction of the term so that they understand where they are to go. Read a statement to the class about a given topic, and give students 15 seconds to think about the statement and 15 seconds to move to the specific area in the classroom that represents their view point. Give students a signal such as 'Go' to move to the corner that best fits their opinion and remind students to walk to the corners and to be mindful of other students.

Remind students that this is an independent activity and that they should not pay attention to where their friends are going. Once students are at their area, give them one minute to discuss the question with the other students that may be at the area. If time permits, have a student from each corner sum up the discussion that took place in their corner. Repeat until all statements have been read.

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Four Corners Activity Tips: To save time, set up Four Corner signs prior to the lesson. Remind the students that there are no 'right or wrong' answers to any of the questions. It is also important to encourage the students to make their decisions on their own, rather than looking to see what decision their friends have made.

Thumbs Up Strategy
A strategy used for students to self assess their understanding of a specified goal. Thumbs up = I understand, Thumbs Sideways= working on it/almost there, Thumbs Down = I have more questions.

Additional Resources

For additional resources and websites please see the Additional Teacher Supports section of the Connect[ED] website.

Cyber Civics
Cyber civics is good citizenship in an online community. Using the same ethical behaviour online that one would use in real life is essential to becoming a good cyber citizen. This includes:

- Not forwarding emails, photos, etc., that would make someone feel uncomfortable
- Not posting personal information about friends without their permission
- Responding appropriately if cyberbullying is observed
- Respecting other people's email accounts and passwords
- Respecting copyright agreements
- Providing credit to the author of information found on the Internet

The consequences of inappropriate actions online may not always be clear or easy to understand.

Cyberbullying
Cyberbullying involves the use of technology (such as social networking websites, text messaging, instant messaging, cell phones, webcams, YouTube, chat rooms and email) to hurt or intimidate others, their reputation or their relationships. Research suggests that cyberbullying is the most significant danger young people face online.

Cyberbullying differs from traditional bullying in that it does not happen in face-to-face interactions. This means that a potential bully may have fewer inhibitions as a result of not having to face the other person or

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the bully may even remain anonymous, which further limits the consequences of this negative behaviour. In cyberbullying, the bully does not necessarily have to be the older, stronger, bigger, more popular student (although sometimes these dynamics are still in place), but rather any student could adopt the power of a 'bully' persona. Finally, cyberbullying occurs in a 'public domain', which means that negative text or images can be seen and shared extensively and repeatedly and can be difficult for the victim to dispose of completely or permanently. Cyberbullying can take place both at school and at home, so for a victimized child there is often no escape.