Steps to Respect®

A Bullying Prevention Program

Cyber Bullying Prevention

Lesson 5

Too Much Information: Bodies and Cyber Bullying

Objectives
Students will be able to:
• Apply the four Rs to a cyber bullying situation
• Understand what kinds of personal information and images should not be shared online

Lesson Materials
Glossary
Handout 5A/Home Link 5: Linda's Story, one per student (this is also the Home Link)
Handout 5B: Cyber Bullying Report, one per student

Teaching Note
This lesson builds directly on the information and the activities of Level 3, Lesson 5: Bodies and Bullying. If you have the Level 3 binder, take some time to review that lesson. Preview this lesson carefully. Although younger and younger students are becoming involved in situations like the one presented here, and you want to make sure that students are safe, you also need to determine if your students are mature enough for the material. Be sure to send home the Family Handout before starting the lesson.

Lesson Outline	Lesson Script and Instructions
1. Review Lesson 4.	**For several lessons, we have been talking about cyber bullying. What are the four Rs we've discussed and practiced?** (Recognize, refuse, report, and record.)
	Adults also have an R. Does anyone remember what that is? (They have to be able to receive the information you bring to them.)
	One of the lessons from the fifth and sixth grade *Steps to Respect* program is bullying about your bodies. The other name for this is sexual bullying. This type of bullying can include: • **Making unwanted comments or jokes about your size, shape, or private body parts** • **Teasing someone about being or "acting like" either a boy or a girl** • **Unwanted touching** • **Spreading rumors about sexual activity or sexual orientation (being gay)** • **Passing notes or pictures**
	Today we are going to take all that information and all the knowledge we have and talk about it again. We are also

going to think about the speed, loss of control, and public and permanent nature of life in the cyber world.

2. Introduce "Too Much Information."

Let's start by testing your knowledge of abbreviations. What does BFF mean? (Best friend(s) forever.) **What about LOL?** (Laughing out loud.) **What are some other shorthand things people use when texting, emailing, or just sending notes?** (Various answers.) Write some of the answers on the board or project them on the screen. Keep and add to your long and ever-evolving list.

One that I really want to talk about is TMI. If TMI is already on the list, use that to ask the question.

What does that mean, TMI? (Too much information.) **What is too much information, TMI?** You will probably get a lot of variety in the answers here. Depending on students' personal experience, other conversations about online safety, or materials they have read, answers may range from "stuff I don't want to hear about" such as stomach aches, vomiting, stepping in dog manure, kissing someone, or a big upcoming test. They may also include uncomfortable things like bullying situations and rumors. Answers might also include sharing too much personal data online: phone numbers, addresses, real names, and so on. **If we think about all those responses, we can sum it up by saying it is either stuff "I don't want to hear or know about" or stuff "you shouldn't be sharing." Too much information about you and your life being made public.**

And remember, once it's out there, you lose control.

3. Read aloud or have students individually read Handout 5A/Home Link 5 and discuss each section.

Let's read Linda's Story. There are four parts. We will read one part at a time. Either read the story aloud or distribute copies of the story, one per student. Stop at the end of each part for discussion.

Read aloud or have students read Part 1. **Did anything unusual happen in Part 1?** (No.) **What about TMI? Anything potentially too much information?** (Posted and tagged pictures, depending on what the pictures showed.)

Read aloud or have students read Part 2.

Did anything unusual happen in Part 2? (Not unusual, but it might begin to sound uncomfortable to some.) **What about TMI? Anything potentially too much information?** (Linda shared another picture with a boy she doesn't know.)

Read aloud or have students read Part 3.

What's happening in Part 3? What has changed? (Linda and the unknown boy are now communicating. The girls might know who he is. One of the girls is getting jealous.) **Think about the picture. Why did Ronnie send it? Why might it not be as "funny" anymore?** (Ronnie was jealous. Maybe it was a bad picture of Linda. Maybe it showed too much. Maybe the pose is taken out of context.)

How is this situation approaching cyber bullying? (Ronnie did something "mean." She did it deliberately. It has the potential to hurt Linda very much. She sent it out over the Internet. She lost control of the picture and the situation. She is using a "funny" picture of her friend's body in a way that might hurt the friend.)

Read aloud or have students read Part 4.

How can you recognize that the situation is *sexual* cyber bullying? (Linda is being threatened or coerced into sharing even more pictures of her body. Jimmy threatened to spread sexual rumors about her.)

How did Linda refuse the bullying? (She said "no" to sending more pictures of herself.)

Since her refusal did not work, what should Linda do now? Turn to a partner and discuss. (Record and report the bullying. She should refuse to have any further contact with Jimmy. She could block his messages. She should report what is happening—talk to a trusted adult. She should also make copies of all correspondence, including emails, text messages, or wall postings, save any URLs, and take screen shots, if necessary.)

How could bystanders be part of the solution in this situation? (They can support their friend by saying no to sending more pictures. They can be with her when she talks to an adult. They can report to an adult, especially if Linda is afraid to do so.)

The adult(s) she talks to should receive her report calmly and seriously and make sure that she is protected from Jimmy or anyone else who might also threaten her.

4. Distribute Handout 5B and have students practice reporting cyber bullying.

4. Pretend you are a friend of Linda's. You want to help her report the cyber bullying. Fill out the cyber bullying report. Have students practice writing a report to give to a teacher, counselor, principal, or other adult. Remind students that they should expect adults to receive their reports calmly and do something to make the bullying stop and to keep them safe. If that does not happen, they need to tell another adult. They need to keep telling until someone helps.

5. Summarize the lesson and assign Home Link (Handout 5A).

We have been talking about some very serious, very mature issues in this lesson. I am going to have you take a copy of the story to read again with your families. Talk with them about the things that happen in this story and the conversations we had in class. Discuss how you would report this type of situation and how they would receive it. When you are done, have someone in your family sign the bottom of the story page and bring that back to school.

Dear Families:

As you know, in class we have been discussing cyber bullying—bullying using technology. The cyber bullying prevention lessons have progressed through more and more complex scenarios. Our next lesson builds on *Steps to Respect* Level 3, Lesson 5: Bodies and Bullying, which covers sexual bullying.

Sexual bullying can include:
• Making unwanted comments or jokes about your size, shape, or private body parts
• Teasing someone about being or "acting like" a boy or girl
• Unwanted touching
• Spreading rumors about sexual activity or sexual orientation
• Passing notes or pictures

These kinds of activities can also be carried out online, so in our next lesson we will discuss sexual cyber bullying in the context of TMI—too much information. Students will learn that information takes many forms, and too much information can mean different things in different contexts. For example, pictures can convey too much information, and pictures of students' bodies can be used for sexual cyber bullying.

We want to give students this information to keep them safe, but we do not want to embarrass any of the students in class. We also need to make sure that students are mature enough for the material. If you would like to preview the story and handouts we will be using, please do not hesitate to contact me.

Sincerely,

Linda's Story

Part 1

Malia had a slumber party for her birthday. She invited several of her friends, including Linda, from school. They had a great time! Cake and ice cream. Presents and games. They took lots of pictures.

Malia emailed some of the pictures to her friends. She created an album on her social network page. It was really cool. It looked like the girls were having a lot of fun. She shared her album with the rest of the girls and other friends, as well.

"Why don't you tag the pictures," Linda suggested. "Then we can see everybody's names." So Malia tagged all the girls in the pictures.

Part 2

Linda's picture was tagged. It was a cute picture of her in her pajamas. A boy who saw the picture on Malia's page posted a note that said, "Hey, Linda's hot! Got any more shots?" This made some of the girls jealous. It made others feel uncomfortable. However, Linda added a picture from her summer vacation with her family.

Part 3

The new picture had a caption that said, "Me on vacation." "I luv it!" the boy posted back. "I wanna see more." "Who R U?" Linda replied.

In the meantime, Linda talked to her friends. "Who is that guy?" she asked. "Does anybody know?" "I think it was Jimmy in eighth grade," her friend Ronnie said. "He's really cute."

Actually, Ronnie was kind of jealous of the attention Linda was getting. "I have a picture I can send him," Ronnie said. And she did. She sent Jimmy another summer vacation picture. It was a funny picture of Linda and a friend at the rec center pool. They were wearing their bathing suits and doing something silly by the side of the pool. Today, though, the picture did not look as funny as it had during the summer.

Part 4

Jimmy got the picture Ronnie sent. He liked it. He posted a message to Linda. It said, "Hey, I got your pool picture. You look hot. Let's go out." Linda said, "Thanks, but I don't know you and I don't date." Jimmy said, "No problem. U will. Send me a picture of you in your bathing suit. JUST you. No friends."

That made Linda nervous. "No," she said. "I can't do that." "You'd better," Jimmy sent back. "If you don't, I'll post your picture on my wall. I'll tell people some of the things you do with guys." That really scared her!

Home Link

Discuss with an adult family member how you would report a situation like this. How would the adult receive the report?

_____   _____

Family signature(s)   Date

Cyber Bullying Report

Who is being cyber bullied? _____

Who is doing the cyber bullying? _____

How is it being done? What is happening to the target? (Briefly tell the story.)

_____

_____

_____

_____

What evidence do you have? (pictures, emails, texts, URLs, blog postings, etc.)

_____

_____

_____

What do you think might help? _____

_____

_____

What else do I need to know about this? Are there other bystanders?_____

_____

_____

Do you want to remain anonymous? ❏ Yes ❏ No