LESSON PLAN

Level:	Grades 7 to 9
Duration:	1.5 - 2 hours
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Impact! How to Make a Difference When You Witness Bullying Online

This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: http://mediasmarts.ca/teacher-resources/digital-literacy-framework.

Overview

In this lesson, students discuss reasons why they might be reluctant to intervene when they witness cyberbullying and identify ways that they can help without making things worse. They then use the interactive tool Impact! How to Make a Difference When You Witness Bullying Online to help them decide how to navigate scenarios relating to being a witness to bullying, and share their experiences to help them understand how important it is to think carefully before you act. Finally, students learn about "decision trees" and other infographics and create an original infographic to communicate what they've learned about how to intervene when they witness cyberbullying.

Learning Outcomes

Students will:

- identify characteristics of healthy relationships and unhealthy relationships
- develop considered decision-making skills
- recognize the key factors relating to intervening in online meanness and cruelty
- learn practical tools and strategies for positively intervening in online meanness and cruelty
- collaborate with others to extend their thinking
- create a media product
- show an understanding of the forms and techniques of a medium and genre

Preparation and Materials

Arrange for enough Internet-connected devices for the students to use the interactive tool *Impact! How to Make a Difference When You Witness Bullying Online* in pairs.

Photocopy the following handouts:

- *Witness Dilemmas*

- *Infographic Assignment*

- *How You React to Bullying Can Help a Lot*

Photocopy or prepare to project the graphics *Infographic Types* and *Facebook Flowchart.*

Read the backgrounder *Cyberbullying Backgrounder*.

Before the lesson, you may wish to photocopy the *Helping our kids navigate cyberbullying: a parents' Guide (available in the For Parents section of the IMPACT! Website)* and send it home with students.

Procedure

Start by asking students for examples of mean things that people do online (make sure to include social networks and online games.) Don't have them give *specific* examples of things that happened to them or peers, just general examples of things they've seen.

Now ask them to guess how often youth intervene when they witness these sorts of things. After a few students have guessed, tell them that the actual number: **almost 71% of Canadian students who've witnessed cyberbullying say they've done something about it**. Point out to students that there are ways of intervening that aren't necessarily visible to other witnesses, such as talking privately with either the person being mean or the target, which might explain why we tend to underestimate how often people intervene.

Read students the following scenario:

Your friend Bella posts some nasty things on your friend Jack's social networking page. She says that she's just getting back at Jack for posting an embarrassing photo of her.

Now ask the following questions, giving the class a few minutes to discuss each one:

- Would you intervene and if so, how?

- What are some ways that intervening might make things worse for you, Bella or Jack?

- What extra information would you like to know about the situation before deciding?

- Would your decision be different if:

  ◊ Bella was your friend, but Jack wasn't?

  ◊ You thought Jack had just been kidding when he posted the photo?

  ◊ Other people were already helping Jack?

◊   You think Bella will get mad at you if you side with Jack?

◊   You think Jack would be embarrassed if you defended him?

Tell students that there can be good reasons why people might be reluctant to intervene when they witness online meanness, and ask them to suggest some examples. Make sure the following come up:

- Intervening can make you a target

- Intervening can make your friends or other peers mad at you

- Intervening can make things worse for the target or make a situation worse (turn "drama" into a real fight)

Point out that at the same time, not doing *anything* when we witness meanness can make the target feel like nobody cares about them -- which can be as bad as siding with the person being mean. Because of that, we need think carefully and find out as much as we can about the situation before we intervene.

Distribute the handout *Witness Dilemmas* and then divide the class into pairs and assign a scenario to each pair. (It's all right if more than one pair is assigned the same scenario.) Have students read through their scenario and then use the interactive tool *Impact! How to Make a Difference When You Witness Bullying Online* to decide how to intervene. (If not enough connected devices are available, you can assign this stage as homework.) Have each pair create a "map" of how they came to their decision by writing down each question and how they answered it using the interactive tool.

Have the pairs of students present to the class their scenario, their final decision and the choices they took to get there.

Distribute the handout *How You React to Cyberbullying Can Help a Lot* and go through it with the class. Draw parallels between the concerns raised and the recommended steps and the decisions they identified in their consideration of their scenarios.

Over the course of the presentations for the scenarios in *Witness Dilemmas*, students will likely have noticed that scenarios 6-10 are slightly different versions of scenarios 1-5. Have the pairs that worked on similar scenarios (1 and 6, 2 and 7, etc.) join into a larger group and identify how the differences in their scenarios led them to different choices. Then have each group create a branching map that shows how the differences led them in different directions, and share their maps with the whole class.

Explain to students that what they've created is a tool called a *decision tree*, a kind of infographic that helps to identify the key questions to help you make difficult decisions -- in this case, how to intervene when you see someone being mean online. Point out that *Impact! How to Make a Difference When You Witness Bullying Online* is also structured as a decision tree, though you don't see the overall structure because you only consider one question at a time; if the different groups were to put all of their decision trees together they would be able to see the whole thing.

Display the graphic *Infographic Types* and ask students what kind of information each type is best for communicating:

- Pie chart (for showing relative quantities)

- Pyramid chart (for showing hierarchical relationships)

- Mind map (for showing hierarchical connections)

- Venn diagram (for showing similarities and differences)

- Timeline (for showing sequence)

- Word cloud (for showing frequency)

- Iconochart (for helping readers visualize quantities)

- Map (for showing geographical connections)

Point out to students that you can also mix types -- for example, you could draw a timeline in a map to represent what happens to a character over the course of a novel or movie.

Project or distribute the graphic *Facebook Flowchart* and have students discuss the following questions:

- What kind of graphic is this? (A flowchart; students may notice that the decision trees they created are a type of flowchart.)

- What is it communicating? (What happens when you report a post on Facebook.)

- Why is the type of graphic a good choice for this information? (Flowcharts are good at illustrating the different steps in a process.)

- How does the graphic use pictures to help get information across? (Graphics are mostly used *symbolically* to represent different events and stages in the process.)

- How does the graphic use colour to help get information across? (The use of "Facebook blue" associates it with Facebook; the different coloured lines show which team is responsible for each step in the process.)

- What is the Legend? How does it make the graphic more readable? (It explains what each of the icons represents. This means they don't have to be explained every time they appear.)

- How does the graphic show you where to *start* reading? (The "click-finger" hand and the blue box with white lettering that stands out against the white background.)

- How does the graphic show you how to read it from there? (Branching lines, circles, boxes.)

- How could this graphic be made clearer? (Students will have their own opinions here! You can point out that the "Facebook Community Standards" icon isn't included in the Legend, only in the box at lower right. Also, the meaning of the dotted lines at upper right is never explained.)

- What other types of graphics are used here? What are they used for? (An iconochart and map, showing where the user support teams are located and what they do.)

Distribute the *Infographic Assignment* and have students, alone or in pairs, create an infographic that communicates what they think are the 3-5 pieces of information in the *How You React to Cyberbullying Can Help a Lot* handout that would be most helpful for someone deciding how to intervene when they see online meanness. Below are some digital tools that may be useful for students in creating infographics (note that this does not constitute an endorsement of any commercial product):

Piktochart https://piktochart.com/

Infogram https://infogr.am

Easel.ly http://www.easel.ly/create/

Visual.ly http://visual.ly/

Visme http://www.visme.co/

Wordle http://www.wordle.net/

Students will share their infographics with the class through a "vernissage," posting their infographic on the wall along with a brief explanation of the decisions and process that went into creating them. Students will then tour the other groups' infographics and use sticky notes to make comments on at least three other infographics, either identifying an element that is particularly successful or a way that they can be made more effective.

If you'd like more resources on teaching with infographics, consult Kathy Schrock's excellent site: http://www.schrockguide.net/infographics-as-an-assessment.html

Witness Dilemmas

1. Your friend Jody posts a Throwback Thursday photo of herself that was taken two years ago. Her friend Amelia is also in the photo and posts a comment saying that she doesn't like how she looks in it. Jody refuses to take the photo down and other friends start to take sides, posting comments in support of one or the other of them. Jody sends you a message asking you to help her out.

2. You're playing a tournament in Alien Legacy, your favourite online game. A new player who goes by ChrisFire recently joined your team: in the last match he accidentally fired a grenade in the wrong direction, making your team lose the match. On the team chat channel you hear some of the other players planning to kill his character at the beginning of the next match so that he can't do them any more harm.

3. Yesterday your friend Khalil's pen leaked while he was writing and before he noticed it he wiped his forehead, getting ink all over his face. Aaron, another classmate, took a picture of it with his phone and later posted it with the caption "Cleanup in Aisle 1 ha ha jk Khalil."

4. You and a bunch of your friends like to make silly videos and post them. You also leave teasing comments on each other's videos. Mostly those are just silly jokes, but lately Mark has been making meaner and more personal comments on Ellen's videos, talking about her weight and her appearance. You feel bad for Ellen but you're worried that if you say anything people will think you're trying to spoil the fun.

5. Your friend Perla used to post a lot of selfies, but lately you've noticed that she hasn't been posting any pictures at all. You go to her account and find that one of the last pictures she posted got a comment from her ex-boyfriend Ben, who's also a friend of yours, saying "I bet your Lola would like to see these." You know that Ben can be hotheaded sometimes but he always listens to your advice.

6. Your friend Jody posts a Throwback Thursday photo of herself that was taken two years ago. Her friend Amelia is also in the photo and posts a comment saying that she doesn't like how she looks in it. Jody refuses to take the photo down and other friends start to take sides, posting comments in support of one or the other of them. Jody sends you a message asking you to help her out, but you know that both Jody and Amelia get into fights often and you're afraid that if you take either side the argument will get worse and worse.

7. You're the team leader in a tournament in Alien Legacy, your favourite online game. A new player who goes by ChrisFire recently joined your team: in the last match he accidentally fired a grenade in the wrong direction, making your team lose the match. On the team chat channel you hear some of the other players complaining about him and suggesting that if he messes up again they should kill his character so that he can't do them any more harm.

8. Yesterday your classmate Khalil's pen leaked while he was writing and before he noticed it he wiped his forehead, getting ink all over his face. You know that Khalil was really embarrassed and didn't come back to class after he went to the washroom to clean up. Aaron, one of the students who teased him most loudly when it happened, also took a picture of it with his phone and later posted it with the caption "Cleanup in Aisle 1 ha ha jk Khalil."

9. You and a bunch of your friends like to make silly videos and post them. You also leave teasing comments on each other's videos. Mostly those are just silly jokes, but lately Mark has been making meaner and more personal comments on Ellen's videos, talking about her weight and her appearance. Mark is one of your best friends and he recently admitted to you that he had a big crush on Ellen, but she turned him down when he asked her out.

10. Your friend Perla used to post a lot of selfies, but lately you've noticed that she hasn't been posting any pictures at all. You go to her account and find that one of the last pictures she posted got a comment from her ex-boyfriend Ben, who's also a friend of yours, saying "I bet your Lola would like to see these." You know that Perla always posted her photos with very tight privacy controls because she also uses her social network to keep in touch with her grandmother, who's very conservative and would get upset if she saw pictures of Perla even in shorts or a short-sleeved t-shirt.

How you react to cyberbullying can help a lot

How witnesses react can make a BIG difference in stopping cyberbullying and making it hurt less.

When you see someone being bullied online, ask yourself:

Am I letting things go because the person being mean says he's only joking? Something that's a joke to one person can be really hurtful to someone else – even if the person making the joke doesn't mean anything by it...

Am I letting things go because I'm worried about making things worse for the person being targeted? Some things we do when we witness cyberbullying – even when we're trying to help – **can** make things worse, so it's always a good idea to step back and think about the situation before jumping in.

Am I letting things go because I think the person being targeted isn't really being hurt? We don't always know how people are feeling. A lot of people hide when their feelings are hurt, because if they admit it the bullying will get worse.

Am I hoping that someone else will do something so I don't have to? A lot of people are reluctant to be the first to do something about cyberbullying. But did you know that **almost three-quarters of kids who've witnessed cyberbullying did something about it**? If that surprises you, it may be because a lot of the things we can do to help – like speaking privately to the person who's being mean, or letting the person who's being targeted know you care about them – don't happen in public.

Am I letting things go because I think it's just drama? Sometimes when we see drama starting, we just want to settle down with some popcorn and watch. But even if something starts as drama, it's easy for it to get serious – especially if nobody does anything to help the people involved cool down and step away.

Am I encouraging my friends to reply to things that make them mad? We all want to help our friends when they're targets of bullying, but some things can make things worse instead of better. When you help your friends, make sure that you're telling them to do things that will cool things down and end what's happening instead of making the conflict keep on going.

Am I letting things go because I don't think I can do anything to help? Actually, what you do is **super important.** What witnesses do about bullying is actually one of the **most** important factors in how much someone is hurt by it and can go a long way in building positive online spaces.

Am I letting things go because I'm worried about becoming a target? It's normal to be afraid that someone who's being mean might get mad at you if you do something public to defend their target. It can be even worse if it's your friend, because they might be extra mad at you for standing up to them. Don't say anything to the person who's being mean or do anything in public unless you're sure that you're safe.

Am I picking sides because one person is my friend? Could be! Defending a friend is actually the third most common reason why kids are mean online. Before you do anything, though, take a minute to make sure that what you're going to do will really help.

Am I letting things go because both people involved are friends of mine? It can be really hard to take sides when our friends start fighting. But you don't have to! Focus instead of **making sure the target knows you care about them**. Remember, a good friend won't stay mad at you for long.

Am I letting things go because I don't know the target very well? Most of us want to step up to help people we know, like our friends and families. Make sure to remember that **nobody deserves to be bullied**, whether you know them or not.

Am I letting things go because I don't like the target? It can be hard to feel bad for someone we don't like. Remember that **nobody deserves to be bullied**, whether you like them or not.

Am I blaming the target for what's happening? Even if we don't dislike somebody, we may look for reasons why they don't deserve our help. Everybody makes bad choices sometimes, but nobody deserves to be bullied.

Am I doing anything that looks like I'm supporting the bully? Sometimes little things, like liking or upvoting a comment, can make it look like we're joining in on the bullying. Think about how the target might feel before you react to something mean. Even doing nothing can look like you're on the bully's side.

Am I letting defenders go unrecognized? Three-quarters of kids say they'd be more likely to do something when they saw mean posts, comments or pictures online if they thought others would respect them for doing it. When you know somebody else who helped cool down a situation or made a target feel better, make sure you let them know they are appreciated.

If you're not sure what to do when you witness cyberbullying, here are some things that will make things better without risking making them worse:

- *Comfort the person being targeted privately:* One of the worst things about being bullied is feeling that nobody cares about what's happening. Letting someone know you care can be a big help and won't make things worse.

- *Help the target report what's happening or talk about it to their parents or friends.* Kids say that helping them talk to parents or friends or report it to the service provider is one of the best things witnesses can do. It's also important to help them *document* what's happening by keeping copies or making screenshots (see http://www.take-a-screenshot.org/ for how to do this) so they have evidence if they decide to report it.

- *Post something nice about the target*. If you want to do something public, stay positive: let people know that you're not on the bully's side by posting something good about the target. You can also say things like "We don't say mean things to people here" or "Bullying isn't what this place is about" to make sure everyone knows this behaviour isn't tolerated in your online community.

- *Talk to the person doing the bullying privately.* If you want to talk to them, do it with something like a private message, text or IM so they don't feel embarrassed. If they say they're only joking, remind them that what's a joke to one person can really hurt someone else. If they say they're getting back for something done to them or to a friend, tell them that escalating the drama will only make things worse.

- *If something is **happening right now** that you have to stop,* try distracting the person who is doing the bullying or giving the target a chance to get out of the situation without being embarrassed.

Infographic Assignment

For this assignment, you will be creating an infographic that will help someone who witnesses online bullying decide how to intervene without putting themselves at risk or taking the chance of making things worse.

First, read through the handout *How You React to Cyberbullying Can Help a Lot* and identify **3-5 pieces of information** that you think would be **most helpful** for someone deciding how to intervene when they see online meanness.

Next, pick an **audience** for your infographic. Is it students in your class? Younger students? Parents? People using a particular social network, app, or game?

Then pick **at least two types** of infographic to communicate your key information. You may create your infographic by hand, using digital tools, or by a combination of the two.

As you develop your infographic, consider these questions:

- What are the **key pieces of information** I'm trying to communicate?
- Who is my audience? What different kinds of content appeal to them (colour, humour, photos, cartoons, facts, statistics, etc.)?
- What infographic types work best to communicate this information to this audience?
- How can I use the **least amount of text** and still get my key information across?
- How can I use colour and graphics to make my graphic attractive and appealing to this audience?
- How can I use colour, graphics and text to show **where to start** reading the infographic and **how to read it**? (Does it matter in what order the items are read? If not, how can you show the reader that they can start anywhere?)
- If I'm using graphics (pictures, icons, etc.) that I didn't create, do I know the source so that I can give credit?
- Once I have completed a first draft, how can I **add or remove elements** to make my infographic as clear as possible?

When you have finished your final draft, you will **share your infographic with the class** and write a short paragraph to **explain the process and decisions** that went into creating it.

Finally, you will have a chance to view other students' infographics and make comments on at least three of them, either pointing out something that works particularly well or suggesting some way that they can be made more effective.

Infographic Assignment Rubric

	Learning Expectations	*Achievement*
Use Skills and competencies that fall under "use" range from basic technical know-how – using computer programs such as word processors, web browsers, email, and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources, such as search engines and online databases, and emerging technologies such as cloud computing.	*Ethics and Empathy* demonstrate a knowledge of the appropriate strategies for sharing and expressing feelings and emotions exhibit leadership as a digital citizen locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media *Making and Remixing* understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular communicate information and ideas effectively to multiple audiences using a variety of media and formats	Insufficient (R); Beginning (1); Developing (2); Competent (3) Confident (4)

Continued...

Infographic Assignment Rubric

	Learning Expectations	*Achievement*
Understand Understand includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us. Understand also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.	*Ethics and Empathy* demonstrate understanding how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and strategies for handling cyberbullying when it arises distinguish teasing from cyberbullying identify characteristics of healthy relationships and unhealthy relationships understand the dynamics of online cruelty and how it affects all of the people involved *Making and Remixing* select and use applications effectively and productively (e.g. chooses the most appropriate technologies according to the task) understand the potential of digital devices and resources for her/his schoolwork show an understanding of the forms and techniques of the medium and genre: the chosen topic, issue and solution were clear the product displayed an insight into a topic and opinion	Insufficient (R); Beginning (1); Developing (2); Competent (3) Confident (4)

Infographic Assignment Rubric

	Learning Expectations	*Achievement*
Create Create is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media. The ability to create using digital media ensures that Canadians are active contributors to digital society.	*Ethics and Empathy* demonstrate responsibility and respectfulness in his/her online communications and communities describe and demonstrate passive, aggressive and assertive behaviours; eg, assertive strategies for use in dealing with bullies demonstrate understanding of the difference between being a passive bystander and an active intervener in cyberbullying situations understand the concept of plagiarism, and when and how it is okay to use the work of others understand the importance of citing all sources when they do research and write bibliographical citations for online sources *Making and Remixing* make valuable contributions to the public knowledge domain (e.g. wikis, public forums, reviews) contribute to project teams to produce original works or solve problems interact, collaborates, co-construct content and publish with peers, experts or others employing a variety of digital environments and media effectively apply the forms and techniques of the medium and genre	Insufficient (R); Beginning (1); Developing (2); Competent (3) Confident (4)

Cyberbullying Backgrounder

What is Cyberbullying?

For most youth, the Internet is all about socializing, and while most of these social interactions are positive, increasing numbers of kids are using the technology to intimidate and harass others – a phenomenon known as cyberbullying.

The term "cyberbullying" can be a bit of a misnomer. Unlike the traditional definition of bullying, which involves a difference in power or strength between the perpetrator and the target, a lot of the activities that adults would label as cyberbullying happen between people of roughly the same status. It's also sometimes difficult to distinguish clearly between the target and perpetrator in a cyberbullying scenario. Finally, much of the abusive behaviour that takes place within offline relationships may also take place in online spaces or be abetted by digital technology.

How Common Is It?

A significant minority of students have experienced both meanness and threats online: just over a third say that someone has said something mean or cruel to them, and just under a third say that someone has threatened them online by saying something like "I'm going to get you" or "You're going to get it." Roughly a quarter of students say that they have engaged in online meanness.[1]

Roles

Those who are involved in cyberbullying are generally categorized as perpetrators, targets and witnesses. But meanness is fairly often reciprocal, with a significant overlap between students who have engaged in online meanness and those who have experienced it.[2] Additionally, it's not at all unusual for both parties in a cyberbullying scenario to see themselves as being the victims.

One of the challenges in dealing with cyberbullying is that the term itself often has little meaning to youth. What adults may consider cyberbullying youth will describe as getting into fights, "starting something" or simply "drama."[3] This includes many of the activities considered forms of cyberbullying, such as spreading rumours or excluding peers from their social circles. Boys similarly refer to what they do – most often online impersonation or posting embarrassing videos – as "punking" or "pranking" rather than bullying.[4]

There is little doubt that cyberbullying can be traumatic: one-third of students who were bullied online reported symptoms of depression, a figure which rose to nearly one-half for those who

1   Steeves, Valerie. (2014) *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats*. MediaSmarts: Ottawa.
2   Steeves, Valerie. (2014) *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats*. MediaSmarts: Ottawa.
3   Marwich, Dr. Alice, and Dr. danah boyd. *The Drama! Teen Conflict, Gossip, and Bullying in Networked Publics.*
4   *Ibid*.

experienced both online and offline bullying.[5] Unfortunately, youth typically underestimate how harmful online bullying can be. Researchers at the University of British Columbia found that while young people believe most of the negative behaviour that happens online is meant as a joke, "students need to be educated that this 'just joking' behaviour has serious implications."[6] MediaSmarts' *Young Canadians in a Wired World* (YCWW) research found that the most common reason given for online meanness is "I was just joking around," followed by "the person said something mean and cruel about me first" and "the person said something mean about my friend first".[7]

One reason cyberbullying may be more harmful than offline bullying is the potential presence of countless, invisible witnesses and/or collaborators to the cyberbullying, which creates a situation where targets are left unsure of who knows, and who to fear. Technology also extends the reach these young people have, enabling them to harass their targets anywhere and at any time. While these situations should be reported, it can be difficult for young people to step forward: how do you report an attack that leaves no physical scars? Will the consequences of telling an adult that you are being cyberbullied be worse than the bullying itself? Adults want to help, but many feel ill-equipped to handle bullying in a digital world.

Research has shown that **witnesses** to bullying can be just as important as targets or perpetrators in affecting how an incident plays out.[8] Witnesses may also suffer negative effects that are as bad as or worse than those suffered by the target.[9] MediaSmarts' YCWW research on cyberbullying has revealed both good and bad news on this front. The good news is that many youth who witness bullying do something about it: 65 percent of the 5,436 Canadian students in grades 4 to 11 that were surveyed said that they had done something to help someone who was experiencing online meanness.[10]

There's no question that it's possible for witnesses to do a great deal of harm, whether it's by directly joining in the bullying, encouraging the perpetrator or even re-victimizing the target by sharing a bullying post or video. It's also well-established that when witnesses to bullying stand up and defend the target it can make a tremendous and positive difference – but not in every situation. There may be just as many cases where intervening can do greater harm to the target, the witness or both, and witnesses may have a number of valid reasons for not wanting to intervene:

5   Kessel Schneider, Shari, Lydia O'Donnell, Ann Stueve, and Robert W. S. Coulter "Cyberbullying, School Bullying, and Psychological Distress: A Regional Census of High School Students," *American Journal of Public Health* (January 2012) 102:1, 171-177.

6   Bellett, Gerry. "Cyberbullying needs its own treatment strategies." *The Vancouver Sun*, April 13, 2012.

7   Steeves, Valerie. *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing With Online Meanness, Cruelty and Threats.* MediaSmarts, 2014.

8   Hawkins, D., Pepler, D. & Craig, W. (2001). Naturalistic observations of peer interventions in bullying. *Social Development, 10,* 512-527.

9   Rivers et al. Observing bullying at school: The mental health implications of witness status. *School Psychology Quarterly, 24 (4)*: 211.

10   Steeves, Valerie. (2014) *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats*. MediaSmarts: Ottawa.

- Fear of being a target. Saying that anyone who witnesses bullying should confront the perpetrator is not unlike suggesting that everyone who sees a mugging should try to stop it. Standing up to defend a target – especially if you turn out to be the only person who stands up – can easily lead to becoming a target yourself without necessarily having a positive effect on the situation.

- Fear of losing social status. Even if intervening or reporting doesn't lead to the witness becoming a target, it can still have long-term effects on a young person's social status, either by being associated with the target (youth who are marginalized for reasons such as poverty[11], disability[12], being a member of a visible minority group[13] and having a lesbian, gay, bisexual, or transgender status[14] are substantially more likely to be targets) or by being labeled a "snitch" – both of which may easily be preludes to being a target of bullying.

- Fear of escalating the situation. Both targets of and witnesses to bullying often fear that standing up to a perpetrator or reporting bullying to a parent or teacher is more likely to make things worse rather than better. Many of the youth who participated in 2012 focus groups for the YCWW study[15] said that they were reluctant to report bullying to teachers because they felt the situation was likely to get out of control, especially in cases where teachers were bound by "zero tolerance" policies to respond to cyberbullying complaints in a particular way. This reluctance was echoed in the YCWW national survey, which found that while teachers rate highly as a source of information about cyberbullying, youth are extremely reluctant to turn to them for help.[16]

A good starting principle for witnesses would be "first, do no harm." As well as not participating in the bullying, young people should be encouraged to think ethically about their responsibilities as witnesses. Instead of automatically following any single rule, young people who witness cyberbullying should think carefully about the possible consequences of the different ways they may react. Instead of telling youth to report and intervene each time they witness cyberbullying, we can teach them to see themselves as active participants in the situation, and consider different approaches for different situations, such as:

- *documenting* the bullying and, if it seems that it will do more good than harm, reporting it;

- *comforting* the target and offering help privately (including help in reporting the bullying to authorities: targets of bullying are often reluctant to report it to adults[17]);

- *mediating* between the target and perpetrator; or

11 Cross, E.J., R. Piggin, J. Vonkaenal-Platt and T. Douglas. (2012). *Virtual Violence II: Progress and Challenges in the Fight against Cyberbullying*. London: Beatbullying.

12 Livingstone, S., Haddon, L., Görzig, A., Ólafsson, K., with members of the EU Kids Online Network (2011) 'EU Kids Online Final Report'.

13 Cross, E.J., R. Piggin, J. Vonkaenal-Platt and T. Douglas. (2012). *Virtual Violence II: Progress and Challenges in the Fight against Cyberbullying*. London: Beatbullying.

14 Hinduja, S., and Patchin, J. (2011) 'Cyberbullying Research Summary Factsheet: Bullying, Cyberbullying and Sexual Orientation'.

15 Steeves, Valerie. (2012) *Young Canadians in a Wired World, Phase III: Talking to Youth and Parents About Life Online*. MediaSmarts: Ottawa.

16 Steeves, Valerie. (2012) *Young Canadians in a Wired World, Phase III: Talking to Youth and Parents About Life Online*. MediaSmarts: Ottawa.

17 Dinham, Peter. "Kids Reluctant to Speak Up About Bullying, Bad Experiences." iTWire, June 2, 2014.

- *confronting* the perpetrator, either privately or in public. If the perpetrator is a friend, youth can show that they don't approve of their behaviour by not joining in or reinforcing it.[18]

Methods of Cyberbullying

There are several ways that young people bully others online. Seventy-eight percent of those students who have done something mean or cruel online say they have called someone a name (18% of the total sample). Self-reporting of other problematic behaviours is much lower. Around six percent of all students report that they have harassed someone in an online game, five percent have spread rumours, and four percent have posted an embarrassing photo/video of someone. Three percent say that they have made fun of someone's race, religion or ethnicity and two percent report making fun of someone's sexual orientation. One percent report that they have harassed someone sexually (e.g. said or did something sexual when the person did not want them to).[19]

Cyberbullying and the Law

Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or for the safety of others. It's also a crime to publish a "defamatory libel"—writing something that is designed to insult a person or is likely to injure someone's reputation by exposing him or her to hatred, contempt or ridicule.

A cyberbully may also be violating the Canadian Human Rights Act if he or she spreads hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

A thorough explanation of federal and provincial laws relating to cyberbullying can be found at http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbulling/cyberbullying-law.

The Role of the School

Almost two-thirds of students say their school has a rule relating to cyberbullying; of these, three-quarters say the rules are "often" or "sometimes" helpful. This does not, however, seem to translate into actual effects on students' behaviour: unlike with household rules, there is almost no correlation between the presence of school rules and whether or not a student has engaged in or experienced either meanness or threats online. Perhaps because of this, students who have personally experienced online threats or meanness are much less likely to feel that school rules are helpful.[20]

Schools have started to become more proactive about confronting bullying, but too often these efforts fall into stereotypes, emphasize unrealistic worst-case scenarios, and are presented as

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18   Patchin, Justin W. "Empower Bystanders to Improve School Climate." Online: <http://cyberbullying.us/empower-bystanders-to-improve-school-climate/>. Posted July 18, 2014.

19   Steeves, Valerie. (2014) *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats*. MediaSmarts: Ottawa.

20   Steeves, Valerie. (2014) *Young Canadians in a Wired World, Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats*. MediaSmarts: Ottawa.

one-time-only interventions. Youth participants in MediaSmarts' YCWW focus groups repeatedly said that they had experienced anti-cyberbullying programs – usually one-time assemblies – that not only failed to resonate with them but made them take the issue less seriously. They were also often reluctant to report bullying because they felt that teachers were likely to escalate a situation into more than what it was, possibly due to teachers being bound by zero-tolerance policies.[21]

Effective intervention programs, on the other hand, have a number of characteristics in common: they include the whole school; they provide support both for targets and perpetrators after an incident; and they work at multiple levels – in the classroom, school-wide, and in connection with parents and the surrounding community.[22] Zero-tolerance and one-size-fits-all approaches to dealing with online conflict are not only unsuccessful, but can be actively harmful as they prevent students from turning to what should be one of their main sources of help and support. Instead of a greater emphasis on punishment and criminalization, we need to foster empathy in youth; teach them to avoid the "empathy traps" of digital communication; provide them with effective tools for managing their emotions and dealing with online conflict; and promote awareness of the power of parents to teach their children to treat others with respect.

Finally, in order to fight cyberbullying effectively we need to make an effort to change the culture in which it happens. Both at school and at home, we can help kids understand that what may seem like "just a joke" may have a powerful effect on someone else. It's also important to teach kids that cyberbullying may be less common than they think it is: youth often overestimate how common this sort of bullying actually is, even though most report their own experiences as being positive.[23] This is significant because research indicates that when youth believe that bullying behaviour is the norm, they are more likely to exhibit and tolerate this behaviour – and that when youth are made aware of how uncommon bullying actually is, bullying rates drop.[24]

21. Steeves, Valerie. *Young Canadians in a Wired World, Phase III: Talking to Youth and Parents*. MediaSmarts, 2012.
22. Craig, Wendy. Testimony before the Senate Committee on Human Rights, December 12, 2011.
23. *Teens, Kindness and Cruelty on Social Network Sites*. Pew Research Institute, November 9, 2011.
24. Craig, David W. and H. Wesley Perkins, *Assessing Bullying in New Jersey Secondary Schools: Applying the Social Norms Model to Adolescent Violence*, Presented at the 2008 National Conference on the Social Norms Approach, July 22, 2008.

Graphics (on following pages)

facebook | Reporting Guide

What Happens When You Report Something?

At Facebook, nothing is more important than the safety and security of the people who use our service. With a community of over 901 million people, Facebook maintains a robust reporting infrastructure made up of dedicated teams all over the world and innovative technology systems.

What is Social Reporting?

In March 2011, Facebook pioneered a tool called, 'Social Reporting,' which enables people to report problematic content not only to Facebook, but also directly to their friends to help resolve conflicts.

Additionally, people can use the tool to reach out to a trusted friend who may understand the offline context of the situation and are able to assist.

Law Enforcement

In some cases, credible threats of violence are escalated to law enforcement.

Facebook Community Standards

To balance the needs and interests of a global population, Facebook protects expression that meets the community standards.

Our teams evaluate content based on our standards, and remove any content deemed to be in violation of our terms.

facebook.com/communitystandards

Report / Mark as Spam

- Account Hacked?
  - Go to fb.com/hacked
- Impostor Account?
  - Go to on.fb.me/ImpostorHelp
- About Me or a Friend
- About Something Else

"I Don't Like This Post"
Indicating you don't like the posted content

It's Harassing Me /A Friend
Indicating content as harassment

Hate Speech
Indicating content as hate speech targeting race, ethnicity, national origin, religion, sex, gender, sexual orientation, disability or medical condition

Report As Spam
Indicating content to be spam

Sexually Explicit
Indicating content as sexually explicit

Violence or Harmful Behavior

- **Threat of Vandalism** — Indicating content as theft or vandalism
- **Graphic Violence** — Indicating a threat of graphic violence
- **Credible Threat of Violence** — Indicating a credible threat of violence
- **Illegal Drug Use** — Indicating content is related to illegal drug use
- **Self Harm** — Indicating harmful behavior of a friend to his/herself
- **Suicidal Content** — Indicating a potential suicide threat

Report to f

Around the clock global support

A majority of reports are reviewed within: **72** hours
more serious cases are prioritized

24 languages

Hundreds of team members

Locations of User Support Teams

| Menlo Park | Austin | Dublin | Hyderabad |

Legend

Reporter Actions
- Send reportee a message
- Block reportee
- Unfriend reportee
- Social Reporting
- Contact Crisis Hotline
- ?! Reportee can appeal a decision in some cases

Facebook User Operation Teams
- Safety Team
- Hate & Harassment Team
- Abusive Content Team
- Access Team

Facebook Team Actions
- Reportee warned
- Disable reportee/ Feature-blocked
- Identification Check

Facebook Partners

Facebook partners with over 30 reputable agencies and organizations to further assist in the prevention and aftermath of reported issues. These include: Facebook's Network of Support, Lifeline and our Global Suicide Prevention Community, Safety Advisory Board, and the NCSA.

Mind Map Guidelines

Center — Start, image of topic, colors (at least 3)
Style — present, develop
Keywords — print, case UPPER and lower, thicker (more important), thinner (less important), word
organised — lines, style, connect, for each, curve, radiate out
Clarity — hierarchy, order, outlines
Use — dimension, Links, Colors, Emphasis, images, 3 codes

KEY
Fat (naturally occurring and added)
Sugars (added)
These symbols show fats and added sugars in foods.

Fats, Oils & Sweets
USE SPARINGLY

Meat, Poultry, Fish, Dry Beans, Eggs & Nuts Group
2-3 SERVINGS

Milk, Yogurt & Cheese Group
2-3 SERVINGS

Fruit Group
2-4 SERVINGS

Vegetable Group
3-5 SERVINGS

Bread, Cereal, Rice & Pasta Group
6-11 SERVINGS

Author
Publisher

Week 1 — Concept, Outline — Concept Review
Week 2 — Research, Writing — First Review
Week 3 — First draft — Second Review
Week 4 — Second draft, Approval of print draft — Approval required, Draft for printing
Week 5 — Publication

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45 cheeseburgers 1500 CALORIES = LARGE POPCORN WITH BUTTER

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frog — hatched from egg, lives in a pond
animal — lives on land, swims, lungs
human — live birth, lives in a house

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thank you — danke — gracias — merci — obrigado — bedankt — dziękuję — teşekkür ederim — sukriya — mauuru — hvala — go raibh maith agat — dakujem — arigato — мерси — спасибо — kop khun krap — terima kasih — grazie