

Script for Educator's Guide to Cyberbullying & Cyberthreats *Power Point Presentation*

Information by Nancy Willard, Center for Safe & Responsible Use of the Internet

Slide 1

Appropriate Online Behavior

GISD Staff Training

Slide 2

Cyber Bullying Awareness

- **Although most of the information we receive on bullying and cyber bullying focuses on our students, increased attention is being placed on workplace bullying.**
- **Our young people are entering the work force with a sophisticated level of social media abilities.**
- **It is important for students to be trained on appropriate online behavior in preparation for when they become adults and enter the work force.**

Adults do not always use appropriate online behavior.

Look at this news clip from *ABC News*, April 21, 2014.

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Picture of ABC News information on child porn arrests

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Educator's Guide to Cyberbullying & Cyberthreats

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The internet is being used as both an environment and as a tool for socializing.

Via the internet and other technologies, we can:

- Send e-mails.
- Create our own web sites.
- Post intimate personal news in blogs (online interactive journals).
- Send text messages and images via cell phones.
- Contact each other through IMS (instant messages).
- Chat in chat rooms.
- Post to discussion boards.
- Seek out new friends in various sites.

(A humorous comment: Mention the insurance commercial of the older woman who posted her vacation pictures on "her wall", which was actually her living room wall.)

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Internet Concerns

There are increasing concerns regarding the use of these technologies:

- Posting damaging texts or images to bully their peers or engage in other aggressive behavior or
- Posting material that raises concerns that they are considering an act of violence toward others or themselves.

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Cyber Bullying

Cyber bullying is being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the internet or other digital technologies.

Cyber bullying can take different forms: *(It is important for us to be familiar with them in order to recognize when it is occurring.)*

Flaming. Online fights using electronic messages with angry and vulgar language.

(Example:

Joe and Alec's online exchange got angrier and angrier. Insults were flying. Joe warned Alec to watch his back in school the next day.)

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Harassment. Repeatedly sending nasty, mean, and insulting messages.

(Example:

Sara reported to the principal that Kayla was bullying another student. When Sara got home, she had 35 angry messages in her e-mail box. The anonymous cruel messages kept coming—some from complete strangers.)

Denigration. (*put-downs*) “Dissing” someone online. Sending or posting gossip or rumors about a person to damage his or her reputation or friendships.

(Example:

Some boys created a “We Hate Joe” web site where they posted jokes, cartoons, gossip, and rumors, all dissing Joe.)

Impersonation. Pretending to be someone else and sending or posting material to get that person in trouble or danger or to damage that person’s reputation or friendships.

(Example:

Laura watched closely as Emma logged on to her account and discovered her password. Later, Laura logged on to Emma’s account and sent a hurtful message to Emma’s boyfriend, Adam.)

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Outing. Sharing someone's secrets or embarrassing information or images online.

(Example:

Greg, an obese high school student, was changing in the locker room after gym class. Matt took a picture of him with his cell phone camera. Within seconds, the picture was flying around the phones at school.)

Trickery. Talking someone into revealing secrets or embarrassing information, then sharing it online.

(Example:

Katie sent a message to Jessica pretending to be her friend and asking lots of questions. Jessica responded, sharing really personal information. Katie forwarded the message to lots of other people with her own comment, "Jessica is a loser.")

Exclusion. Intentionally and cruelly excluding someone from an online group.

(Example:

Millie tries hard to fit in with a group of girls at school. She recently got on the "outs" with a leader in this group. Now Millie has been blocked from the friendship links of all of the girls.)

Cyber-Stalking. Repeated, intense harassment and denigration that includes threats or creates significant fear.

(Example:

When Annie broke up with Sam, he sent her many angry, threatening and pleading messages. He spread nasty rumors about her to her friends and posted a sexually suggestive picture she had given him in a sex-oriented discussion group, along with her e-mail address and cell phone number.)

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Cyber Threats

Cyber threats are either direct threats or distressing material – general statements that make it sound like the writer is emotionally upset and may be:

Considering harming someone else, harming himself or herself, or

Considering committing suicide.

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Jeff wrote in his blog: “I’m a retarded [expletive] for ever believing that things would change. I’m starting to regret sticking around. It takes courage to turn the gun on yourself, takes courage to face death.” Jeff was also sharing his plans for an attack with a friend via e-mail.

True Story – Jeff killed nine people & then himself.

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Celia met Andrew in a chat room. Andrew wrote: “bring a gun to school, ur on the front of every . . . i cant imagine going through life without killing a few people . . . if i dont like the way u look at me, u die . . . i choose who lives and who dies”

True story – Celia reported her online conversation to her father, who contacted the police. The police found that Andrew had many weapons, including an AK-47. He is now in prison.

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Greg set up an anonymous IM account and sent a threatening message to his older sister suggesting that she would be killed the next day at school.

True story - Greg's sister told her parents, her parents told the school, and the school went into "lockdown." Greg was identified easily—and arrested for making a threat.

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Video

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School officials must recognize that what initially appears to be an online threat can be any of the following:

- A joke, parody, or game.
- A rumor that got started and has grown and spread.
- Material posted by a young person who is trying out a fictitious threatening online character.
- The final salvos of a “flame war” that has gotten out of hand, but will unlikely result in any real violence.
- Material posted by someone impersonating someone else for the purpose of getting that person into trouble.
- Distressing material posted by a depressed or angry young person that could foretell a violent or suicidal intention, but does not represent an imminent threat.
- A legitimate imminent threat.

The problem is that when school officials or law enforcement are first appraised of an online threat, it may be difficult to tell which of the above possibilities might be involved.

(Obviously, the highest priority is doing what is necessary to protect against a possible legitimate threat. But processes also must be in place to rapidly determine the legitimacy of the threat.)

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Picture of “*Deadly rampage in California college town*”.
(*Read the information above and within the picture.*)

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Messages to Students

(*We must caution our students about online threats.*)

Don't make threats online.

If you post a threat online, adults may not be able to tell whether the threat is real. There are criminal laws against making threats. If you make a cyber threat, even if you are just joking, you could be suspended, expelled, or even arrested.

Adults are generally not present in online communities where such material is being posted.

Report threats or distressing material.

If you see a threat or distressing material posted online, it could be very real. It is extremely important to report this to an adult. If the threat is real, someone could be seriously injured.

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The Who and Why of Cyber Bullying

Cyber bullying may be posted at school or off-campus.

The off-campus cyber bullying can have an impact on:

- School climate.

- Interfere with the ability of students to be successful.

Cyber bullying may be:

Related to in-school bullying.

Retaliation for face-to-face bullying or cyber bullying.

(Example:

Eric is frequently bullied at school, but rarely responds. His social networking profile contains many angry, and sometimes threatening, comments directed at the students who torment him at school.)

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Cyber bullying may be:

Conducted by a familiar person or an unknown person.

(Example:

Sue convinced Marilyn to post anonymous comments on a discussion board slamming Kelsey, a student Sue had gotten into a fight with. Marilyn was eager to win Sue's approval and fit into her group of friends, so she did as Sue requested.)

Online fights about relationships.

(Example:

Annie has been going out with Jacob, but is starting to have second thoughts about their relationship. As she is trying to back off, Jacob has become more controlling. He repeatedly sends her text messages, demanding to know where she is and whom she is with.)

Based on hate and bias.

(Example:

Brad's blog is filled with racist profanity. Frequently, he targets black and Latino student leaders, as well as minority teachers, in his angry verbal assaults.)

Entertaining.

(Example:

Sitting around the computer with her friends, Judy asked, "Who can we mess with?" Judy started IM-ing with Brittany, asking her many personal questions. The next day, the girls were passing around Brittany's IM at school.)

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Impact of Bullying & Cyber Bullying

Face-to-face bullying can result in long-term psychological harm, including low self-esteem, depression, anger, school failure and avoidance, and, in some cases, school violence or suicide.

The harm caused by cyber bullying may be greater (*than harm caused by traditional bullying*) because . . .

Online communications can be extremely vicious.

There is no escape for those who are being cyber bullied—victimization is ongoing, 24/7.

Posted material can be distributed worldwide and is often irretrievable.

Cyber bullies can be anonymous and can solicit the involvement of unknown “friends.”

Teens may be reluctant to tell adults what is happening online or through their cell phones because they are emotionally traumatized, think it is their fault, fear greater retribution, or fear online activities or cell phone use will be restricted.

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A group of girls at Alan's school had been taunting him through instant messaging, teasing him about his small size, daring him to do things he couldn't do, suggesting that the world would be a better place if he committed suicide.

*One day, he shot himself. His last online message was "**Sometimes the only way to get the respect you deserve is to die.**"*

This is also a true story.

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Bully, Target, & Bystander

(At this point in time, it is likely that many students who are actively socializing online, have had some involvement in cyber bullying in one or more of the following roles:)

Bullies - Put-downers who harass and demean others, (*especially those they think are different or inferior*), or get-backers, who have been bullied by others and are using the internet to (*retaliate or*) vent their anger.

Targets - The targets of the cyber bully, (*who in some cases may be the targets and in other cases, may retaliate and become the bullies.*)

Harmful Bystanders - Those who encourage and support the bully or watch (*the bullying*) from the sidelines, but do nothing to intervene or help the target.

Helpful Bystanders - Those who seek to stop the bullying, protest against it, provide support to the target, or tell an adult. (*One of the most important strategies to address cyber bullying will be encouraging more students to become helpful bystanders.*)

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You Can't See Me – I Can't See You

(Why is it that when people use the internet or other technologies, they sometimes do things that they would never do in the real world? Here are some of the reasons:)

You Can't See Me – People perceive they are invisible, which removes concerns about detection.

(When people use the internet, they perceive that they are invisible. The perception can be enhanced by creating anonymous accounts. People are not really invisible because online activities can be traced. If someone thinks he/she is invisible, this removes concerns about detection, disapproval, or punishment.)

I Can't See You - Tangible feedback is not received about the consequences of their actions, such as hurting someone, so they think no harm has been done.

Everybody Does It. *(The perception of invisibility and lack of tangible feedback supports risky or irresponsible online social norms, including these:)*

-"Life online is just a game."

(Example:

Allows teens to ignore the harmful real-world consequences of online actions and creates the expectation that others will simply ignore or dismiss any online harm.)

Slide 22 (cont.)

-“Look at me—I’m a star.”

(Example:

Encourages excessive disclosure of intimate information and personal attacks on others, generally done for the purpose of attracting attention.)

-“It’s not me. It’s my online persona.”

(Example:

Allows teens to deny responsibility for actions taken by one of their online identities.)

-“What happens online stays online.”

(Example:

Supports the idea that one should not bring issues related to what has happened online into the outside world and should not disclose online activity to adults.)

-“On the internet, I have the free-speech right to write or post anything I want, regardless of the harm it might cause to another.”

(Example:

Regards harmful speech and cruel behavior as a free-speech right.)

Slide 23**Monitoring Internet Use**

- **Technical monitoring of district internet use is the best approach for deterring inappropriate internet activity.**
- **Awareness of district monitoring should be sufficient to establish the expectation that there is a high probability that instances of misuse will be detected and result in disciplinary action.**
- **Computer use of all GISD users is monitored 24/7 by a web filter.**
(Stress this fact and make sure everyone understands it.)

Slide 24**Cyber-Safety Begins With YOU!**

- **Staff and teacher awareness.**
- **Student awareness.**
- **Observe, assess and report.**
- **Utilize available resources.**
 - **Students and Staff Training**
 - **Curriculum: *Media and Technology for Educators Curriculum Guide.***
 - **Online Support**

Slides 25 & 26

(Closure – Pictures)