Cyberbullying

Encouraging ethical online behaviour

Workshop Guide

MEDIA AWARENESS NETWORK

RÉSEAU ÉDUCATION MÉDIAS

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Cyberbullying: Encouraging ethical online behaviour
Workshop Guide

The Media Awareness Network has created this guide to support the *Cyberbullying* PowerPoint slide presentation. The guide includes tips for the workshop presenter, links to essential background reading online, pre-and post-presentation activities and supporting handouts.

Preparation

Recommended Background Reading

- *Tips for Facilitators* (page 9)
- On the Media Awareness Network Web site:
  - The *Safe Passage* section in *For Teachers:*
    (for background information on the online communication tools kids use)
    http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/index.cfm
  - *Young Canadians in a Wired World* – Phase II research:
    http://www.media-awareness.ca/english/research/YCWW/phaseII/index.cfm
  - *Know the Risks – Challenging Cyberbullying:*
    http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/risks_bullying.cfm
  - *Addressing the New Face of Bullying: Teaching Young People to Think Critically and Act Ethically Online*
    http://www.medialiteracyweek.ca/en/press_articles08_cyberbullying.htm

Additional Preparation

We recommend using the *Cyberbullying Webography* to visit the sites referred to in this presentation. This will enable you to confirm the currency of the information in this workshop, and will increase your depth of knowledge about the issues presented. However, because the Internet is changing constantly, we cannot guarantee that all the sites listed will still be there.

Print and photocopy any supporting handouts needed for this workshop, found at the end of this guide.

- Cyberbullying *Webography*
- *Cyberbullying Questionnaire*
- *Cyberbullying Backgrounder*
- *Cyberbullying School Response: Proactive and Reactive*
- *Tracking and Recording Cyberbullying*
- *Taking Action on Cyberbullying*
- *Four Steps to Stop Cyberbullying*
- *Classroom Resources to Counter Cyberbullying*
- *About Media Awareness Network*

To promote a *Cyberbullying* workshop for parents, you can send home the handout *Taking Action on Cyberbullying* in your school newsletter. This handout will get parents thinking about kids' online activities, and, hopefully will increase the turnout to your workshop.

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The Workshop

Pre-Presentation Discussion (5 - 10 minutes)

Having a short discussion with participants before the presentation will help the facilitator understand why people have come to the workshop, what concerns they have and what they hope to gain by being there.

- Ask participants to fill out the questionnaire on cyberbullying (included among the handouts in this guide).
- Once that has been done, share and record on a blackboard or flip chart the answers to questions one through eight (the final three questions will be dealt with after the presentation). Use these to develop a general overview of participants' experiences with cyberbullying, and suggest that participants compare that overview to the Canadian statistics that will be given in the presentation.
- After having collected responses to question eight, write the following statement on the board:

  "If bullying happens at home, parents should deal with it; if it happens at school it's the school's responsibility."
- Ask participants :
  - Does your school (or your children's school) policy towards cyberbullying agree with this statement?
  - Do you agree with this statement?

Let participants discuss this topic for about ten minutes, recording the arguments they make on either side of the issue. Finish by saying that you will return to these points after the presentation.

The Slide Presentation

The *Cyberbullying* presentation contains 40 slides, accompanied by speaking notes. **These notes do not have to be read verbatim; they are intended as a guide for the presenter.** It takes approximately 25-30 minutes to present the material. The Licence Agreement restricts users from editing the PowerPoint slide show, but you may skip over slides during your presentation to reduce the total length. To do this, simply right-click on your screen while you're in the "Slide Show" view; click on "Go"; and then select the slide number you wish to advance to.

Refer participants to the handouts, and explain that a *Webography* of all the sites mentioned in the presentation (complete with Web addresses) is included.

Explain to workshop participants that you will be covering a lot of material in the presentation. If time is tight, request that they save their questions until the end. If time permits, though, participants should feel free to stop you at any time to ask questions or share anecdotes. The active involvement of workshop participants will make the experience more valuable for everyone.

Remember to distribute photocopies of the *Webography* and any other handouts you intend to use prior to your presentation.

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Post-Presentation Activities

i) Guided Discussion

Ask participants:

- Now that you know more about the dynamics of cyberbullying and the effects it can have on youth, let's take another look at the points that came up in our earlier discussion on whether it was the responsibility of the school or the family. Question seven is based on the fact that, generally, cyberbullying relationships begin at school. Use this question to lead participants to an understanding that all parties must cooperate to deal with this problem.
- Let's look at how cyberbullying was addressed in the case(s) you referred to in the questionnaire. Have participants share their answers to the ten last questions. Questions nine and ten deal with reactions to cyberbullying and question eleven is about prevention.
- In light of what you've learned about cyberbullying, how do you think cyberbullying cases should best be dealt with (either at school or in the home)? Who should be notified? Who should be involved (The target? The perpetrator? Others?) Should the incident be kept private or made public? If the latter, should all details of the case be given out?
- What strategies can you imagine putting in place in your class, your school or at home to prevent cyberbullying? (You can suggest using the handouts as tools in an informational campaign.)

ii) Activities with a Computer

Testing Different Ways of Collecting and/or Tracking Information

When cyberbullying occurs, we should record as much information as possible in both hard copy and digital forms. Here are ways to either set up your programs to log correspondences or extract additional information in cases of harassment. (This information is also available in the *Tracking and Recording Cyberbullying* handout.)

a) **E-mail Headers**

If harassment occurs through e-mail, messages can be traced and used as evidence. E-mail headers contain information that will enable an Internet service provider (ISP) to trace the sender.

- To view entire headers in Hotmail, sign in to your account, click on *Options* and click on *Mail* for mail options. Click on *Mail Display Headings* and select *Advanced* under the sub-heading *Message Headers* to set the headers to read all of the header information.
- To display header information in Microsoft Outlook, double-click on the e-mail to open it, click on *View* and select *Options*. The *Message Options* window opens and at the bottom of the window, under the sub-heading *Internet Headers,* appears all the information that will enable an ISP to trace the sender.

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b) **Instant Messenger**

(Note: You will need a computer with MSN Messenger installed for this activity.)

A good strategy with MSN Messenger is to set up the preferences so the software will keep a record of all conversations. To set this option, open the application, pull down the *Tools* menu and click on *Options*.

Click on the *Messages* tab. To ensure that "Chat Logs" are being saved, click the box that says *Automatically keep a record of my conversations* under *Message History*. The default location to access these files is usually: C:\My Documents\My Chat Logs.

c) **Screen Grabs**

To capture an image, such as harassment in the form of a Web site or on a message board, perform a screen grab. A screen grab is essentially a photograph of what is displayed on your monitor.

- On a PC platform, press the *Print Screen* key on your keyboard (on most keyboards this is an *Alt* function so you will need to press the *Alt* key as well). Next, open any photo-editing application, such as Paint, which is included with all computers running Windows. Perform a *paste* and save your file. Screen grabs can also be pasted into other Microsoft Office programs such as Word or Outlook.
- On a Mac platform, press (in unison) the keys *Shift*, *Apple* and *3* on your keyboard. The screen grab is saved on your desktop as an image file that can be viewed in any image viewer.

Extension Activities for Teachers

a) **Mentoring Program**

Establish a peer-mentoring program at your school to encourage ethical and responsible Internet use. This is an ideal way to encourage mentoring and leadership skills, because young people are the experts when it comes to Internet technology.

b) **Anti-Cyberbullying Campaign**

Challenge students to brainstorm ways they can create a campaign that promotes respect. Ideas can include a contest, a forum or an Anti-Cyberbullying Day at school. Students can also produce materials to promote their campaign, such as posters, brochures or a Web site.

c) **Creating a Student Play**

Help students create a play on the topic of cyberbullying. Productions can explore such themes as: ways to promote a healthy community of respect and inclusion; what to do if someone is cyberbullied; or conflict resolution skills. See if it can be arranged for the students to perform the play for the younger grades in their school.

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d) **Classroom Survey**

Have your students participate in an anonymous survey on the topics of student Internet use and cyberbullying. Have students compare the information they collect with the cyberbullying statistics below:

- One third of teens (32%) report being bullied online
- Almost one-third of students report being harassed online because of their appearance, their ability, or being labeled gay or lesbian
- 81% say cyberbullying is worse now than the year before

Cyberbullying can take the form of:

- Insults (27%)
- Spreading rumours (22%)
- Identity spoofing – using someone else's e-mail account to send an insulting message or use someone else's name to create a false social networking profile (18%)
- Sending a threatening e-mail, instant messaging (IM) or text message (11%)

For more statistics, refer to:

Young Canadians in a Wired World – Phase II, Student Survey:
http://www.media-awareness.ca/english/research/YCWW/phaseII/students.cfm

Cyber Bullying Survey, F. Mishna, Faculty of Social Work, University of Toronto, June 2008.

e) **Use Lessons from the Media Awareness Network's *Lesson Library***

The *Lesson Library* features more than 200 free, copyright-cleared, classroom-ready lessons and activities searchable by grade and/or topic and linked to provincial and territorial outcomes. Lessons from the library that can be applied to the topic of cyberbullying are:

Introduction to Cyberbullying: Avatars and Identity (Grades 5-6)
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/cyber_bullying/cyberbullying_avatars.cfm

Understanding Cyberbullying - Virtual vs. Physical Worlds (Grades 7-8)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_virtual.cfm

Cyberbullying and the Law (Grades 7-8 and Grades 9-12)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_law1.cfm

http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_law2.cfm

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Cyberbullying and Civic Participation (Grades 7-8)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_civic.cfm

Promoting Ethical Behaviour Online – Our Values and Ethics (Grades 7-9)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyber_bullying/cyberbullying_behaviour.cfm

Put Downs (Grade 6)
http://www.media-awareness.ca/english/resources/educational/lessons/elementary/television_radio/put_downs.cfm

Free Speech Versus the Internet (Grades 10-12)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/online_hate/free_speech_lesson.cfm

Understanding Online Hate (Grades 10-12)
http://www.media-awareness.ca/english/resources/educational/lessons/secondary/online_hate/understanding_hate_lesson.cfm

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Web Awareness Workshops
Tips for Facilitators

Speaking to an audience can be challenging, even for experienced speakers, so here are some general tips and suggestions for giving presentations and workshops. Every presentation (and audience) is different, but if you keep these principles in mind, you'll be able to present your *Web Awareness* workshop in a confident and relaxed manner.

Before the Workshop

1. Be Prepared

- You can't prepare too much for a presentation. The more comfortable and familiar you are with the material, the more effective you will be as a workshop leader. Before your *Web Awareness* workshop, read all the background materials supplied and review the PowerPoint presentation speaking notes several times. Ideally, you want to internalize this information so that it becomes second nature to you.
- As you go through the presentation, envision how you will present it to your audience. Imagine any questions that might arise, and prepare your response to them. Talk with friends and colleagues. Examples or anecdotes are powerful speaking tools, and can be used to illustrate points you make in the presentation.
- Occasionally, the time allotted for a workshop may be suddenly shortened. Decide what slides you will omit from your presentation if this happens.

2. Take Charge of Workshop Arrangements

- Be specific about equipment requests: LCD projector, screen equipment table, extension cords, and microphone, if necessary. (You will probably bring your own laptop.)
- Confirm all arrangements.
- Make sure you know how to operate the equipment, or have a "techie" on hand at all times.
- Set up well in advance, as things can go wrong – especially when technology enters into the equation! Arrive a half-hour before the presentation – or even better, check out the room and try out the equipment the day before. Bring along a copy of your PowerPoint on a portable USB flash drive. That way, if something goes wrong with your computer, you can quickly transfer the presentation to another computer.

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Making Your Presentation

Nervousness is Natural

The people attending your session are there because they want to know more about children and the Internet. You don't have to have all the answers, and the PowerPoint presentations contain lots of valuable information. Set the tone right at the start. Smile and make eye contact with your audience. Make a light-hearted comment to set a relaxed tone. And make the point that when it comes to the Internet, everyone is on a steep learning curve.

Effective Public Speaking

The best way to develop public speaking skills is to think of successful presentations that you have attended, and note what the presenter did to make them successful. Take some of these techniques and build them into your own presentation.

- Imagine success – create a mental picture of yourself giving a successful presentation.
- Be positive and natural – use a conversational tone when speaking to your audience. Vary your speed, pitch, and intensity when speaking, just as you would when talking to a friend. Don't try to be "the expert," just be yourself.
- Use humour – often a few lighthearted comments can put both you and your audience at ease.
- Speak clearly – stop and explain terms that may be unfamiliar to your audience. Anecdotes, examples, and analogies can be very helpful to clarify points.
- Involve workshop participants – use the pre-workshop activities to break the ice with your audience.
- If time permits, pause frequently during your presentation to allow your listeners to ask questions.

Handling Questions

Audience participation is an important component of the *Web Awareness* workshops. Questions from workshop participants can be handled in two ways:

- If time permits, you can encourage your audience to pose questions during the presentation. This is an effective way to ensure that participants understand the main points of your presentation, and to keep them involved. However, these interruptions can interfere with the flow of your presentation.
- A second option is to open the floor to questions after the presentation. Before you begin, tell your audience that you will answer any questions later. Encourage them to write down any questions that arise while you are speaking.

Sometimes, questions may be asked that you don't have the answers to. Should this happen, don't hesitate to toss the question back to audience members. Questions that can't be answered can be referred to the Media Awareness Network by e-mail at: <info@media-awareness.ca>.

(These tips have been adapted, with permission, from PDOnline, TVOntario.)

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Handouts

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Cyberbullying Webography

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Media Awareness Network
http://www.media-awareness.ca/english/index.cfm

Safe Passage (For Teachers)
http://www.media-awareness.ca/english/teachers/wa_teachers/safe_passage_teachers/index.cfm

Young Canadians in a Wired World – Phase II
http://www.media-awareness.ca/english/research/YCWW/phaseII/index.cfm

Classroom Resources to Counter Cyberbullying
http://www.media-awareness.ca/english/resources/educational/lessons/cyberbullying.cfm

Jo Cool or Jo Fool
http://www.media-awareness.ca/english/games/jocool_jofool/index.cfm

CyberSense and Nonsense: The Second Adventure of the Three CyberPigs
http://www.media-awareness.ca/english/games/cybersense_nonsense/index.cfm

Passport to the Internet: Student tutorial for Internet literacy (Grades 4-8)
http://www.media-awareness.ca/english/catalogue/products/descriptions/passport.cfm

Be Web Aware
http://www.bewebaware.ca

Sample Web Sites

Facebook
http://www.facebook.com

YouTube
http://www.youtube.com

Anti-bullying Sites

For students:

Kids Help Phone
http://kidshelpphone.ca/en

Bullying.org
http://www.bullying.org

Leave Out ViolencE (LOVE)
http://www.leaveoutviolence.com

Stop Cyberbullying
http://www.stopcyberbullying.org/

Youth Canada Association's YOUCAN
http://www.youcan.ca

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Anti-bullying Sites

For parents and teachers:

Bully Beware Productions
http://www.bullybeware.com

Centre for Safe and Responsible Internet Use
http://www.cyberbully.org

Cyberbullying.ca
http://www.cyberbullying.ca

Cybertips for Teachers (Canadian Teachers' Federation)
http://www.ctf-fce.ca/publications/pd_newsletter/PD2008_Volume7-2English_Article9.pdf

Promoting Relationships and Eliminating Violence Network (PREVNet)
http://prevnet.ca

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Cyberbullying Questionnaire

1. Are you (check all that apply)

   ❒ A teacher or school staff member ❒ A parent

   ❒ A librarian ❒ A grandparent

   ❒ Other: _____

2. Have you or your institution ever dealt with a case of cyberbullying?

   _____

3. How many cases are you aware of?

   _____

4. Are you aware of any cases of cyberbullying against a teacher?

   _____

To answer the following questions, consider the *most recent* case of cyberbullying you are aware of.

5. Who reported it?

   ❒ The target ❒ A witness

   ❒ Other:

6. Did the target know who the perpetrator was?

   ❒ Yes, the perpetrator did not try to conceal his/her identity

   ❒ Yes, though the perpetrator tried to remain anonymous

   ❒ No

7. Did the perpetrator and target know each other personally?

   ❒ At school

   ❒ Elsewhere

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8. Did the bullying take place: (check all that apply)

- ❒ By computer
- ❒ By cell phone
- ❒ At home
- ❒ At school

9. What steps were taken to deal with the problem?

- ❒ Expulsion of the perpetrator
- ❒ Meeting between those involved and school officials. (In this case, note who was involved on the school side):
  - ❒ Principal
  - ❒ Teacher(s)
  - ❒ Perpetrator
  - ❒ Perpetrator's parent(s)
  - ❒ Target
  - ❒ Target's parent(s)
  - ❒ Witness(es)
  - ❒ Others

10. Does your institution have a formal process for reporting cyberbullying? If yes, describe it briefly.

_____

_____

_____

11. Does your institution have a formal policy on cyberbullying?

Yes:

- ❒ Education of staff through professional development
- ❒ Education of students (give details)

  _____

- ❒ Education of parents (give details)

  _____

- ❒ Not specifically, but we do have an anti-bullying program
- ❒ No
- ❒ Don't know

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Cyberbullying Backgrounder

What is Bullying?

Bullying is a specific relationship characterized by recurrent abuse of power by a person (or group) over another person. Bullying is expressed differently depending on the age of the abuser.[1]

What is Cyberbullying?

As its name implies, cyberbullying is bullying through an electronic medium such as a computer or cell phone.

Roles

For the purposes of this document, those who are involved in cyberbullying are categorized as perpetrators, targets and bystanders.

Perpetrators: Although cyberbullying might appear to be simply another means used by "traditional" bullies to reach their target, the virtual attributes of the Internet have fostered a new type of bully: someone who capitalizes on online anonymity to initiate bullying behaviour.

Believing themselves to be anonymous, some young people feel free to commit acts online that they would never carry out in person. In addition, the frequency with which adolescents share online passwords provides perpetrators, when caught, with the ready excuse that someone else may have assumed their identity to send bullying messages.

In addition to anonymity, the absence of visual and auditory feedback online can also fuel hurtful behaviour. According to Nancy Willard, from the Responsible Netizen Institute, this type of technology can affect students' ethical behaviour because they are not fully aware of the impact of their actions on others. This lack of feedback reduces feelings of empathy or remorse. "When people use technology, there is a lack of tangible feedback about the consequences of actions on others".[2]

As such, students may write things online that they would never say in person because they feel removed from their own actions and from the person at the receiving end. As a student who participated in focus testing for Media Awareness Network's *Young Canadians in a Wired World* research commented:

[With] the Internet, you can really get away with a lot more because I don't think a lot of people would have enough confidence to walk up to someone and be like, "I hate you, you're ugly." But over the Internet you don't really see their face or they don't see yours and you don't have to look in their eyes and see they're hurt.

Targets: In this guide the term "target" is used instead of "victim." The term "victim" implies powerlessness and passivity, whereas "target" is considered to be more neutral.

Although there is no physical violence, cyberbullying may be more frightening to targets because there are, potentially, an unlimited number of witnesses. When perpetrators are anonymous, targets don't know which peers to watch out for or respond to, leading to feelings of helplessness. With no one to point to, targets may be less likely to file complaints.

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The targets' situation is compounded by the reality that the home, which traditionally offers respite from bullying, is no longer safe, with cyberbullying continuing on the home computer.

Bystanders: This important group forms the social consensus for bullying behaviour online and offline. In a study of 2,095 students conducted by the Faculty of Social Work at the University of Toronto in March 2008, 28 per cent reported having witnessed cyberbullying. Of this percentage:

- 9 per cent became involved in the bullying behaviour
- 32 per cent watched but didn't participate
- 14 per cent voiced their objection to the person doing the bullying
- 21 per cent tried to stop the bully
- 11 per cent left the online environment
- 7 per cent tried to befriend the bully, and
- 7 per cent reported the bully to someone who could help.[3]

One-third of young people surveyed said they had been targets of cyberbullying.

(Source: Lenhart, A. *Data Memo: Cyberbullying and Online Teens*, Pew Internet & American Life Project, June 27, 2007.)

In general, the longer the bullying persists, the more likely it is that the number of witnesses who are willing to join in will increase.[4]

Online Methods of Cyberbullying

There are several ways that young people bully others online. They may send e-mails or instant messages containing insults or threats directly to a person. They may also spread hateful comments about a person to others through e-mail, instant messaging or postings on Web sites and online diaries (blogs). Or they may steal passwords to e-mail or instant messaging accounts belonging to other youth and send out threatening e-mails or instant messages under an assumed identity. It's not unknown for technically savvy kids to build password-protected Web sites to target specific students or teachers.

Increasing numbers of children and youth are being bullied through text messaging with cell phones. The use of cell phones is challenging the ability of adults to monitor and guide children because, unlike a computer placed in a public area of a home, school or library, mobiles are personal, private, connected – and always accessible. Kids tend to keep their phones turned on at all times, meaning that bullies can harass victims at school or even in their own bedrooms.

Built-in digital cameras in cell phones add a new dimension to the problem. In one case students used a camera-enabled cell phone to take a photo of an overweight classmate in the shower after gym. The picture was distributed throughout the school e-mail list within minutes.

Schools are struggling to address the issue of cyberbullying among students, especially when it occurs outside of school. When real-world bullying occurs in a schoolyard or classroom, teachers are often able to intervene, but online bullying takes place off the radar screen of adults, making it difficult to detect in schools and impossible to monitor off school property.

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The Extent of the Problem

The Pew Report *Cyberbullying and Online Teens* (2007) reports that "about one-third (32%) of all teenagers who use the Internet say they have been targets of a range of annoying and potentially menacing online activities, such as receiving threatening messages; having their private e-mails or text messages forwarded without consent; having an embarrassing picture posted without permission; or having rumours about them spread online."[5] As well, 38 per cent of girls reported having been bullied online, compared to 26 per cent of boys. The group reporting the highest rate of cyberbullying was girls 15 to 17 years of age, at 41 per cent.[6]

In Canada, in its 2007 poll on the state of the teaching profession, Ontario's College of Teachers found 84 per cent of respondents report having been targets of cyberbullying by their students (a figure that rises to 93 per cent for French-language teachers). On the other hand, a 2008 report sponsored by the Centrale des Syndicats du Quebec found that only five per cent of 1200 teachers surveyed had been victims of cyberbullying since they began teaching. Without more comprehensive data, we can only say that the truth probably lies somewhere between those two figures.

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 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 a person'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.

The Role of the School

Most bullying relationships begin at school and, therefore, cyberbullying has a direct negative impact on the atmosphere at school or in the classroom. In her 2004 *Educator's Guide to Cyber Bullying*, Nancy Willard recommends schools develop a comprehensive approach to address cyberbullying that includes:

- engaging in participatory planning that involves current school-based programs (such as safe schools initiatives) and non-school participants – police, parents and community groups and social agencies
- conducting a needs assessment
- ensuring that an effective anti-bullying program is in place
- reviewing existing policies and procedures (update school bullying policies to include harassment perpetrated with mobile and Internet technology, and computer Acceptable Use Policies (AUPs) to specifically prohibit using the Internet for bullying)
- conducting professional development
- providing parent education (organize parent education nights and workshops)
- providing student education (integrate anti-bullying and cyberbullying education into existing curriculum, so it is not another 'add on')
- evaluating the program to determine its effectiveness

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Dr. Shaheen Shariff at McGill University emphasizes that schools have a responsibility "to adapt to a rapidly evolving technological society, address emerging challenges, and guide children to become civic-minded individuals."[7] According to Shariff, schools must support a preventive approach to cyberbullying in order to promote equal opportunity learning. A reactive approach (where, for example, cyberbullies are suspended) weakens learning.[8]

In the classroom, teachers can create an environment of inclusiveness in which every student is valued by:

- examining their own attitudes and demonstrating a respectful attitude towards all students and other staff
- intervening whenever a child is being bullied – this includes speaking out if they see other teachers exhibiting aggressive or demeaning behaviour towards a student
- seeking out shy, marginalized students and encouraging their involvement in the classroom by promoting any special talents they have
- encouraging healthy relationships by integrating strategies for discouraging bullying into classroom activities

The Canadian Teachers' Federation has developed a guide *CyberTips for Teachers* that can be viewed or downloaded at: http://www.ctf-fce.ca/publications/pd_newsletter/PD2008_Volume7-2English_Article9.pdf.

Developing a sense of *control*, a belief in one's ability to take charge of the controllable aspects of a situation and influence a more positive outcome, can make a difference in helping young people build resiliency toward and take charge of bullying situations.[9] Adults can help young people deal with bullying, wherever it is encountered, by encouraging them, as a community, to develop and agree to uphold codes of conduct. Adults can also provide young people with support and tools to actively address bullying behaviour.

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[1] Jaanen, J. and S. Graham, eds., *Peer Harassment in School: The Plight of the Vulnerable and Victimized*. London: Guilford Press, 2001.

[2] Willard, N., "Fostering Responsible Online Behaviour (Part 1)." For The Cybercitizen Awareness Program: *Guidance Channel Ezine,* June 2007. <www.guidancechannel.com/default.aspx?index=480>

[3] Mishna, F., *Cyber Bullying Report*. Faculty of Social Work, University of Toronto, March 2008.

[4] Shariff, S. and R. Gouin, "Cyberdilemmas: Gendered Hierarchies, Free Expression and Cyber-safety in Schools." Presented at *Safety and Security in a Networked World: Balancing Cyber-Rights and Responsibilities*, Oxford Internet Institute Conference, Oxford, U.K., 2005.

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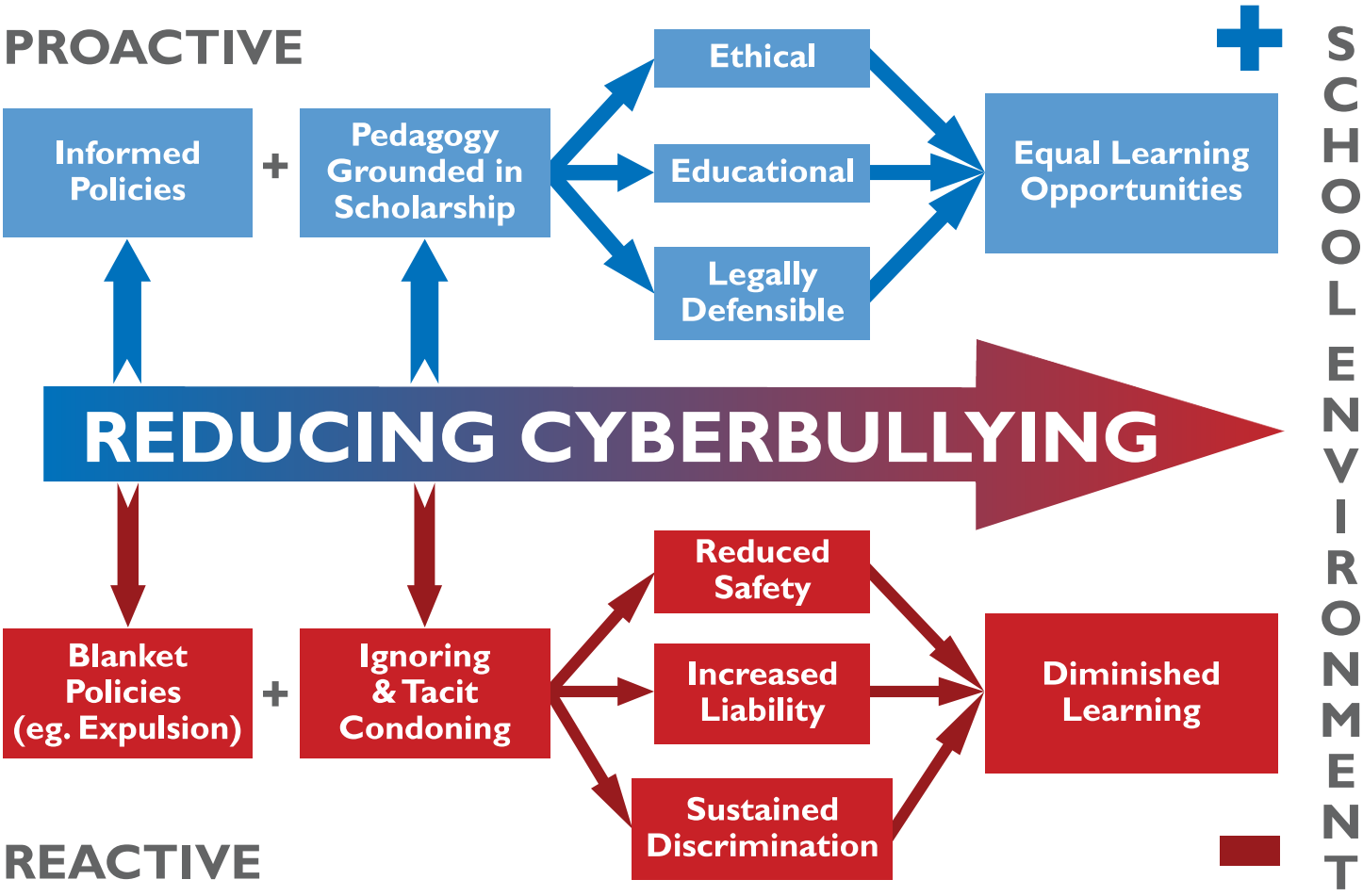
Cyberbullying School Response: Proactive and Reactive



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Tracking and Recording Cyberbullying

Cyberbullying differs from whispered threats in that it leaves a trail of evidence that can be used to trace and track down perpetrators. This kind of tangible proof becomes very important if you need to turn to the police for help.

E-mail Headers

If harassment occurs through e-mail, messages can be traced and used as evidence. E-mail headers contain information that will enable an Internet service provider (ISP) to trace the sender.

- To view entire headers in Hotmail, sign in to your account, click on *Options* and click on *Mail* for mail options. Click on *Mail Display Headings* and select *Advanced* under the sub-heading *Message Headers* to set the headers to read all of the header information.
- To display header information in Microsoft Outlook, double-click on the e-mail to open it, click on *View* and select *Options*. The *Message Options* window opens and at the bottom of the window, under the sub-heading *Internet Headers* appears all the information that will enable an ISP to trace the sender.

Instant Messenger

A good strategy with MSN Messenger is to set-up the preferences so the software will keep a record of all conversations. To set this option, open the application, pull down the *Tools* menu and click on *Options*. Click on the *Messages* tab. To ensure that *Chat Logs* are being saved, click the box that says *Automatically keep a record of my conversations* under *Message History*. The default location to access these files is usually: C:\My Documents\My Chat Logs.

Screen Grabs

To capture an image, such as harassment in the form of a Web site, perform a screen grab. A screen grab is essentially a photograph of what is displayed on your monitor.

- On a PC platform, press the *Print Screen* key on your keyboard (on most keyboards this is an *Alt* function so you will need to press the *Alt* key as well). Next, open any photo-editing application, such as Paint, which is included with all computers running Windows. Perform a *paste* and save your file. Screen grabs can also be pasted into other Microsoft Office programs such as Word or Outlook.
- On a Mac platform, press (in unison) the keys *Shift*, *Apple* and *3* on your keyboard. The screen grab is saved on your desktop as an image file that can viewed in any image viewer.

Cell Phones/Text Messaging

Harassment by cell phone can be documented by recording the date, time, and description of each call and saving the messages. This information is essential in helping the police and the cell phone service providers investigate the harassment. You can record voice messages onto another recording device as well as photograph the caller ID in case this information elapses or is erased. If the harassment persists and is threatening, you can trace the caller using the Call Trace service from your phone service provider. This service will work on blocked numbers. However, if people use Web sites to send anonymous text messages they cannot be traced in the same way a message from another cell phone can be.

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Taking Action on Cyberbullying

What Students Can Do

Because most incidents of bullying occur off adults' radar screens, it's important that young people learn to act responsibly, protect themselves and respond to cyberbullying when they encounter it. They should:

- think before they act. The immediacy of Internet communication means conversations can quickly spiral out of control. Once something has been sent, there is no taking it back, and, unlike a verbal message, a written message is permanent and therefore more powerful.
- avoid getting in any kind of confrontation online, particularly with people they don't know.
- never post or say anything on the Internet they wouldn't want the whole world to read.
- guard their contact information. Don't give strangers their cell phone number, e-mail address or instant messaging information.
- not share passwords for instant messaging, e-mail or social networking site profiles with their friends. In Media Awareness Network's 2005 student survey, almost 50 per cent of girls said they share their passwords with their friends.
- take a stand against cyberbullying. They should speak out whenever they see someone being mean to another person online. Most kids respond better to criticism from their peers than to disapproval from adults.
- not open e-mail or instant messages from strangers.

(For tips on how to respond when a cyberbullying incident has taken place see the *Four Steps to Stop Cyberbullying* handout.)

What Parents Can Do

Because most Internet activity takes place in the home, parents need to become more aware and involved in their kids' online activities. Parents should:

- encourage kids to develop their own moral code so they will *choose* to behave ethically online.
- establish rules about appropriate Internet use. Media Awareness Network's research showed that the existence of Internet rules makes a considerable difference in kids' online behaviour.
- encourage their child to come to them if anything happens online that makes him or her feel uncomfortable or threatened. Many kids don't turn to their parents for help because they're afraid their parents will "freak out" and take their Internet access away.
- watch out for signs that their child may be a victim of cyberbullying. Reluctance to use the computer or to go to school, anxiety and emotional distress, withdrawal from friends and unusual activities could be indications.
- report cyberbullying to the local police. The perpetrator may be breaking the law.

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- meet with school officials if their child is being bullied by a peer at school.
- file a complaint:
  - For bullying using e-mail or instant messaging (IM), contact the Internet Service Provider (ISP) of the perpetrator at <contact@ispname> or <abuse@ispname>. Forward offending e-mails or IM message logs to the ISP with your complaint.
  - For bullying material posted on a Web site, use the *Contact Us* section of the site and ask to have the material removed.
  - For bullying through a cell phone, have the service provider trace the call and contact the perpetrator's service provider.

What Schools and Teachers Can Do

Schools need to find the balance between encouraging freedom of expression and creating an environment in which students feel safe and are free from harassment. The best approach is a proactive and preventive one.

- In her 2004 *Educator's Guide to Cyberbullying*, Nancy Willard recommends that schools develop a comprehensive approach to address cyberbullying that includes:
  - engaging in participatory planning that involves current school-based programs (such as safe schools initiatives) and non-school participants – police, parents and community groups and social agencies.
  - conducting a needs assessment.
  - ensuring that an effective anti-bullying program is in place.
  - reviewing and updating existing policies and procedures to include cyberbullying. Bullying policy should include cyberbullying both *on* and *off* school property, and computer Acceptable Use Policy (AUP) should specifically prohibit using the Internet for bullying.
  - conducting professional development for teachers.
  - providing parent education (organize parent education nights and workshops).
  - providing student education (integrate anti-bullying and cyberbullying education into existing curriculum, so it is not another 'add on').
  - evaluating the anti-bullying program to determine its effectiveness.

In the classroom, teachers can create an environment of inclusiveness in which every student is valued. Teachers should:

- examine their own attitudes and demonstrate a respectful attitude towards all students and other staff.
- intervene whenever a child is being bullied – this includes speaking out if they see other teachers exhibiting aggressive or demeaning behaviour towards a student.
- seek out shy, marginalized students and encourage their involvement in the classroom by promoting any special talents they have.
- encourage healthy relationships by integrating strategies for discouraging bullying into classroom activities.

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FOUR STEPS TO STOP CYBERBULLYING

STOP: Don't try to reason or talk to someone who is bullying you.

BLOCK: Use the block sender technology to prevent the person from contacting you again.

TALK: Tell a trusted adult, inform your school, use a help line, and report it to the police.

SAVE: Save any instant messages or e-mails you receive from the bully, or capture any comments that have been posted on the Web.

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Classroom Resources to Counter Cyberbullying

Lessons on Cyberbullying for Grades 5-12

Cyberbullying: Encouraging ethical online behaviour is a national education program produced by Media Awareness Network (MNet). Comprising six classroom-ready lesson plans, this program is designed to help students think critically about the ethical and legal implications of online bullying and the importance of respectful and positive online communications.

Intended to support and enhance school-based anti-bullying and empathy building programs, each lesson offers a combination of discussion guides, background information, activities and examples. The lesson series is available for free on MNet's Web site at http://www.media-awareness.ca/english/resources/educational/lessons/cyberbullying.cfm.

Cyberbulling – Background

The Internet has created a whole new world of social communications for young people who are using e-mail, social networking Web sites, instant messaging, chat rooms and text messaging to stay in touch with friends and make new ones. While most interactions are positive, some young people are using these communication tools to antagonize and intimidate others.

School administrators and teachers are struggling to address cyberbullying with students. When physical or verbal bullying occurs in a schoolyard or classroom, teachers are often able to intervene, but online bullying takes place off the radar screen of adults, making it difficult to detect in schools and impossible to monitor off school property. Despite this, schools are increasingly being expected to proactively address issues relating to cyberbullying through preventive approaches that include developing informed policies and providing pedagogy that is grounded in scholarship.

Series Overview

- *Introduction to Cyberbullying: Avatars and Identity* (Grades 5-6)
- *Understanding Cyberbullying - Virtual vs. Physical Worlds* (Grades 7-8)
- *Cyberbullying and the Law* (Two lessons: Grades 7-8 and Grades 9-12)
- *Cyberbullying and Civic Participation* (Grades 7-8)
- *Promoting Ethical Behaviour Online: Our Values and Ethics* (Grades 7-9)

Cyberbullying Lesson Partners

The lesson series *Cyberbullying: Encouraging ethical online behaviour* was produced with support from:

- Government of Canada
- Canadian Teachers' Federation
- Dr. Shaheen Shariff, Faculty of Education, McGill University
- Red Cross RespectEd Program

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About Media Awareness Network

Media Awareness Network (MNet) is a Canadian, non-profit centre for media literacy. MNet's vision is to ensure that children and youth possess the necessary critical thinking skills and tools to understand and actively engage with media.

Media Awareness Network:

- offers hundreds of free media literacy resources, including classroom ready lesson plans, online educational games for kids, and background information on media literacy, all of which are available on the MNet Web site http://www.media-awareness.ca/english/index.cfm
- provides professional development (PD) resources and training. MNet's PD resources are available through a licensing arrangement to provincial/territorial departments, school districts and boards, libraries, post-secondary institutions, and individual schools.
- conducts research. *Young Canadians in a Wired World* Phase II, the most comprehensive and wide-ranging research of its kind in Canada, examines the Internet activities and attitudes of more than 5,200 students in Grades 4 to 11.
- hosts *Media Literacy Week* in partnership with the Canadian Teachers' Federation. The purpose of the week is to promote media literacy as a key component in the education of young people, and to encourage the integration and the practice of media education in Canadian homes, schools and communities. Visit the *Media Literacy Week* Web site at http://www.medialiteracyweek.ca for more information on this event.

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