

Cyber Bullying

WebQuest Description: Students will work individually to determine what Cyber Bullying looks like, how it impacts youth and what they can do put a stop to it. Students will then take on the group project of making PSA about Cyber Bullying

Grade Level: 6-8

Curriculum: Health / PE

Keywords: anti-bullying, Cyber Bullying

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Introduction

Most people have been impacted by bullying in some way. Some of us have been bullied, others have been the bully and some have seen others be bullied. No matter what your role, bullying is an issue that needs your immediate attention. Bullying can lead to reduced self-esteem, depression, and even suicide. We live in a technology rich world and bullies are not just in person anymore. Bullying that occurs through the use of technology is called Cyber Bullying and has become a growing problem. According to DoSomething.org, "Nearly 42% of kids have been bullied online and almost one in four have had it happen more than once." There is a lot to learn about Cyber Bullying, continue on to the "Task" section to get started.

Tasks

You will work on your own to define Cyber Bullying and to learn more about it. You will then watch a movie about Cyber Bullying keep a blog of your thoughts and experiences. You will then discover ways to help prevent and put a stop to Cyber Bullying. After doing this research on your own, you will work in a group to develop an anti-Cyber Bullying public service announcement (PSA) to inform the rest of the class about your findings. Click on the "Process" link to get started!

Process

Step 1: You have been assigned to a group of 4. The final step in the process section will be creating a public service announcement (PSA) about Cyber Bullying. Everyone in your group will be responsible for collecting information to use in your PSA. Within your group, decide who will take on each of the four roles. Keep your role in mind as you complete the WebQuest process. **Script writer** - this person will take the information that you have gathered as a group and will write a script for the PSA. They will also make sure that each person in the group has an equal speaking part. **Image creator** - this person will come up with the words that will flash across the screen during the PSA. **Reason voiceover** - this person will explain the problem while the image shows the problem. **Fact voiceover** - this person will discuss the facts while the image shows the facts. **Step 2:** Read through the Blogger quick tour to learn what a blog is and how to set one up. Use your previously created Google account to set up a blog on Blogger. Find and follow each of your classmates blogs. **Step 3:** Visit the StopCyberbullying.org website and watch the intro to learn about what Cyber Bullying is. Write out your own definition of Cyber Bullying and describe how you feel about it as a post on your blog. Consider the following questions in your blog post: What impact do you think Cyber Bullying could have on someone? Why do you think Cyber Bullying has become such a big problem? Post a thoughtful response to the blog posts of three of your classmates. **Step 4:** Watch the ABC Family movie, Cyberbully. The full length movie is embedded below. **Step 5:** Write about your reaction to the Cyberbully movie in a blog post. Consider the following questions in your post: What surprised you, what did you learn? How did you feel during and after watching the movie? Did any of your feelings about Cyber Bullying change after watching the movie? Post a thoughtful response to the blog posts of three of your classmates (different classmates than you responded to previously). **Step 6:** Now that you've had a chance to learn more about Cyber Bullying, test your bullying knowledge. After reading through the facts and myths, post to your blog about your bullying knowledge. Discuss any facts or myths that surprised you. **Step 7:** In the movie, the BullyPolice.org website is mentioned. Visit this website and see what it's all about. Consider the following questions in your blog post: Does Oregon have anti-bullying laws? Do all states have the same laws? How can states improve their anti-bullying laws? Post a thoughtful response to the blog posts of three of your classmates (different classmates than you responded to previously). **Step 8:** There are many websites devoted to getting the word out about and putting a stop to Cyber Bullying. Spend some time exploring on your own. Find three websites and/or videos related to Cyber Bullying that are meaningful to you. Post links to your three resources on your blog and write about why you chose them. Visit the resources from three of your classmates blogs and post a thoughtful response to each classmate about their resources (different classmates than you responded to previously). **Step 9:** It's time to get together with your group to create a PSA. First, you'll want to spend some time watching a few PSAs on AdCouncil.org and BoostUp.org to become familiar with the format. After you've each watched at least three PSAs, work with your group to fill out the PSA Activity and Questions Sheet. Your topic will be Cyber Bullying so you can skip the first three questions in the "Choosing Your Topic" Section. **Step 10:** Work with your group in your previously determined roles to create the script for your PSA using the PSA Script Outline. This is a general outline. Within this outline, you and your group have freedom to create your PSA any way you like. Work as a group using a video camera and Windows Movie Maker to create and edit your PSA. If you need a refresher on how to use Movie Maker, please visit Tips for Using Movie Maker. **Step 11:** Upload your group's PSA to your blog and the class website so that the whole class can view it!

Evaluation

Category and Score	Incomplete	Partially Complete	Proficient	Exemplary	Score
Working with Others	Contributed little to the project and did not perform any duties of assigned team role. Did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.	Finished individual duties but did not assist the group.	Assisted the group. Performed nearly all duties and contributed knowledge, opinions and skills to share with the team. Completed the assigned work.	Performed all duties of assigned team role and contributed knowledge, opinions and skills to share with the team. Always did the assigned work.	20
Blog Posts	Did not create a blog or did not post to blog. Did not respond to blog posts of classmates.	Some blog posts were missing or blog posts provided minimal writing. Responded to some blog posts of classmates.	Blog posts answered the questions asked. Responded to twelve different peers total.	Blog posts were meaningful and articulate. Responded to twelve different peers total with thoughtful responses.	25
PSA (Final Product)	Information is inaccurate. Does not stay on topic.	Some information is accurate. Occasionally strays from the topic.	Information is accurate. Stays on topic.	Creativity and original content enhance the purpose of the PSA in an innovative way. Accurate information is presented. Stays on topic.	20
				Total Score	65

Conclusion

Congratulations! You have completed the Cyber Bullying WebQuest! You are now ready to view the PSAs that your classmates created and share the PSA that your group created. Enjoy watching the PSAs and congratulations on taking a big step toward putting a stop to and speaking out against bullying!

Teacher Page

Objectives: Students will be able to define the term Cyber Bullying. Students will be able to describe the impact that Cyber Bullying can have on an individual. Students will be able to describe ways to prevent Cyber Bullying. Students will be able to work in a group to create a public service announcement (PSA) that addresses the issue of Cyber Bullying. **Learners:** This WebQuest is intended for middle and high school aged students but can be used for upper elementary depending on the independence level of the students. **Oregon Health Education Standards:** HE.05.HS.07 Advocate for the benefits of safe and healthy actions and environments at home, at school and in the community. **Literacy Skills:** Internet literacy: Students will be retrieving information from websites. This involves knowing how to read websites as it is a different medium than print. Reading comprehension: Students will be reading about Cyber Bullying on websites and they will need to comprehend the information so that they can use it to make an informative public service announcement (PSA). **Scaffolding:** Students will be researching information online through a scaffolded WebQuest. The step by step nature of the process section will guide students through completing the WebQuest and creating a PSA to summarize the information that they learned. **Adaptations:** Students are given the opportunity to complete individual tasks as well as tasks in groups. The division of labor in creating the PSA allows for students to work in areas that best fit their needs and abilities. Additionally, information can be printed out for students that need to read from a hard copy. **Next Steps:** This project can continue with other types of bullying as students continue their learning on this expansive topic. There are opportunities for students to write to their local and state government to advocate for stronger anti-bullying laws. Students can also create presentations for the entire school to share their anti-bullying knowledge.

Standards

Credits

Other