

## Leave Me Alone!

by  
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**WebQuest Description:** Bullying is very common, especially since the introduction of modern communication, such as text messaging, email, and social networking websites. This webquest is designed to help students identify themselves as a bully, the bullied, or an observer.

**Grade Level:** 6-8

**Curriculum:** Technology

**Keywords:** Cyberbullying, bullying

**Published On:** 2009-04-11 23:36:34

**Last Modified:** 2009-03-21 13:40:51

**WebQuest URL:** <http://zunal.com/webquest.php?w=26529>

### Introduction

"OMG! My old boyfriend just sent a text image of me in my swimsuit with the title "Fatso" to all of our classmates. I am horrified! How can I stop this before it gets sent to the whole school?"  
Has this ever happened to you or maybe something similar? Or maybe you've done it to someone else? With such easy access to text messaging, emailing, and Internet networking sites such as FaceBook and My Space, cyberbullying has become a serious problem for many teens. In some cases, irreparable damage to some young person's self-concept has been the result of this new-age bullying tactic. This WebQuest will help you, along with others, learn about the many types of cyber-bullying, give you suggestions on how to stop this from happening, and also ask the BIG QUESTION of "Are you a cyberbully?"

### Tasks

This task has four parts: Part I Take a survey to determine what type of character you are. PART II The next task is to open the Power Point presentation on bully characters. PART III Explore given websites and create three of your own written bullying scenarios. PART IV Demonstrate through writing or performing one of your previous written scenarios and a solution to the problem.

### Process

STEP 1: Take the survey located below in the first attachment. STEP 2: Read the description of the characters given to learn more about your character based on the survey. This part is located in the second attachment listed below. STEP 3: Visit each website below, and create at least one written scenario that exemplifies each type of bully. Include a description of the character(s), how each character feels about the situation, and the action(s) taken that are considered to be bully behavior. [www.cyberbullying.org](http://www.cyberbullying.org) [www.cyberbullying.us/cyberbullying\\_emotional\\_consequences.pdf](http://www.cyberbullying.us/cyberbullying_emotional_consequences.pdf) [www.cyberbullyhelp.com](http://www.cyberbullyhelp.com)  
STEP 4: Choose one of the scenarios you have created and write or act out the scenario and how to handle the scenario appropriately. Include a clear example of who the bully is, what it is that is considered bully behavior, how the character(s) feel about the situation, and what needs to happen to stop the bully behavior.

### Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
The student demonstrates the ability to identify a "cyberbully" and actions that lead to the "cyberbully" definition	The student does not clearly identify a cyberbully or include examples of cyberbullying actions.	The student provides a description of a cyberbully (written or through a skit) with no examples of cyberbullying actions.	The student provides a definition or clearly identifies a cyberbully in skit or written work with at least one example of cyberbullying actions.	The student provides a definition, or clearly identifies a cyberbully in skit or written work with at least three examples of cyberbullying actions.	%25
The student identified references where information was found in order to complete written assignment or skit.	The student included one source of information.	The student included two sources of information.	The student included three sources of information.	The student included four or more sources of information.	%25
The student will utilize available technology appropriately in order to complete webquest assignemnt	The student did not log on and visit any of the required sites in order to complete the webquest.	The student logged on and opened only one, the attachments or websites to complete the assignemnts.	The student logged on and visited each source of information.	The student logged on and visited each source of information, and demonstrated this knowledge through written examples.	%25
The written portion of the assignment included correct mechanics.	The student displayed 8 or more grammatical or mechanical errors in the written portion of the assignment.	The student displayed 6-7 grammatical or mechanical errors in the written protion of the assignment.	The student displayed 4-5 grammatical or mechanical errors in the written portion of the assignment.	The student displayed 4 or less grammatical or mechanical errors in the written portion of the assignment.	%25
				Total Score	%100

## Conclusion

CYBERBULLYING Bullying has leaped beyond punching and hitting and made it's way into societies technological advances. Cyberbullying is NEVER acceptable! It is hurtful, cruel, and most importantly it can be illegal.&nbsp;There are several consequences to cyberbullying including hurt feelings, depression, and&nbsp;even reported cases of&nbsp;suicide.&nbsp;Education is the best prevention.&nbsp;It is important that parents, teachers, and students are fully aware of cyberbullying and it's consequences. Together we can increase the self esteem of both the bullies and the victim to ensure this comes to an end.

## Teacher Page

This webquest is designed to help students identify and create safe ways to handle cyberbullying. After completion of this webquest students should be able to identify&nbsp;at least three&nbsp;forms or examples of cyberbullying, and demonstrate appropriate steps to address varius&nbsp;situations of being cyberbullied.&nbsp;Student concerns, experiences, or questions related to cyberbullying may be addressed&nbsp;through task situation demonstration, written format, or shared in class or small group discussion.

## Reviews

## Footer

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