



Cyberbullying—Alternate Lesson Plan

Student Objectives

- Discuss the role of school authority and freedom of expression in a democratic society.
- Appreciate the tension between the exercise of freedom of expression and the protection of individuals and minority or disfavored groups.
- Understand the implications of cyberbullying policies for schools, students, parents, and the larger society.
- Examine how democracies that share common principles and face similar problems can still develop very different solutions.
- Explore the influence of technology on the specific balance of values and legal protections in different democratic societies.
- Analyze the reasons supporting and opposing the government's authorization of schools to limit off-campus student speech.
- Identify areas of agreement and disagreement with other students.
- Decide, individually and as a group, whether the government should permit schools to punish off-campus cyberbullying; support decisions based on evidence and sound reasoning.
- Reflect on the value of deliberation when deciding issues in a democracy.

Question for Deliberation

Should our democracy allow schools to punish students for off-campus cyberbullying?

Materials

- Lesson Procedures
- Handout 1—Deliberation Guide
- Handout 2—Deliberation Activities
- Handout 3—Student Reflection on Deliberation
- Alternate Reading (*political cartoon added as stimulant to prereading discussion*)
- Supplemental Information (*list of cyberbullying quotes and two graphs presenting cyberbullying data to supplement the reading*)
- Selected Resources
- Deliberation Question with Arguments (*optional—use if students have difficulty extracting the arguments or time is limited*)

Cyberbullying—Alternate Reading

1 The frequent and public exchange
2 of ideas is central to a thriving
3 democracy. The Internet, mobile
4 phones, and digital technologies allow
5 people to send words, images, and
6 sounds to a wide audience in a matter
7 of seconds. However, some electronic
8 messages are harmful.



Source: John Cole, *The Scranton Times-Tribune*, October 26, 2010.
Used by permission.

9 Schools have long faced the
10 problem of bullies. Today's bullies can
11 now use interactive and digital technologies to harass and intimidate other students. Although
12 schools have a duty to protect the safety and well-being of their students, much of this
13 “cyberbullying” takes place off-campus, outside of school hours. Therefore, schools must decide
14 whether to punish bullies for actions taken beyond school walls.

15 **What Is Cyberbullying?**

16 According to Parry Aftab of the U.S. Wired Safety Group, cyberbullying occurs “when a child,
17 preteen, or teen is tormented, harassed, humiliated, embarrassed or otherwise targeted by another
18 child, preteen, or teen using the Internet, interactive and digital technologies or mobile phones.”
19 Unlike traditional bullying, cyberbullying does not always involve a powerless victim. Because

20 students can hide their identities electronically, bullied students can more easily strike back. Thus,
21 weaker students can and do become cyberbullies.

22 In a European study on Internet safety that included the Czech Republic, Estonia, Lithuania, and
23 Romania, students mentioned many forms of cyberbullying. Among them were “mockery, ‘leg
24 pulling,’ insults, threats, disagreeable comments and slander, sent by e-mail, put forward on
25 discussion forums, left on blogs, telephoned anonymously or sent by text message.” Students have
26 also created false e-mail accounts or social networking profiles (such as on MySpace or Xanga).
27 While impersonating other students, these cyberbullies broadcast mean, offensive, or hateful
28 things. In “happy slapping,” as it is called in the Czech Republic, cyberbullies record their
29 assaults on children with camera phones. They then broadcast these attacks via video messaging
30 or websites. Technically savvy students have also sent destructive viruses to or installed spyware
31 on their victim’s computers. As Aftab argues, “The [cyberbullying] methods used are limited only
32 by the child’s imagination and access to technology.”

33 **The Extent and Consequences of Cyberbullying**

34 A recent national survey conducted by the Pew Internet and American Life Project found that
35 “one third (32%) of all U.S. teenagers who use the Internet say they have been targets of
36 annoying and potentially menacing online activities.” Forwarding or public posting of private
37 communication was the most common form of cyberbullying.

38 The problem also appears to be common in several European countries. In the Czech
39 Republic, for example, a 2005 survey of young people revealed that 1 in 5 had been bullied by
40 mobile phone or the Internet. While many children perceive these activities as “jokes and making
41 fun,” cyberbullying has resulted in some students refusing to go to school and/or experiencing

42 anxiety, depression, and insomnia. Furthermore, a recent UNICEF report showed bullying to be
43 a significant problem for children in the Russian Federation, Estonia, and Lithuania. As more
44 students gain access to digital technologies, cyberbullying will likely become more common.

45 In some cases, cyberbullying has tragic outcomes. In the Czech Republic, two twelve-year-
46 old female students attempted suicide because of class bullying. Luckily, their parents found
47 them in time to save them.

48 In the United States, the case of Ryan Halligan was more catastrophic. In 2003, a boy spread
49 a rumor that Ryan was gay. He was repeatedly taunted on- and offline. The taunting continued
50 into the summer, when Ryan engaged in several online exchanges with a girl. As his father said,
51 approaching a popular girl from school was “a surefire way to squash the ‘gay’ rumor before
52 everyone returned to school.” When Ryan approached this student in the fall, she called him a
53 loser and said she had only pretended to like him. She also extracted personal, embarrassing
54 information from him during their supposedly private instant messaging exchanges. She shared
55 that information with her friends. Ryan hung himself on October 7, 2003.

56 **The Legality of School Responses to Cyberbullying**

57 The First Amendment to the U.S. Constitution states, “Congress shall make no
58 law...abridging the freedom of speech.” However, the U.S. Supreme Court has ruled in several
59 cases that schools can limit student speech. In the 1969 *Tinker* decision, for example, the Court
60 decided that schools could prohibit student speech if it “materially and substantially interfere[d]
61 with the requirements of appropriate discipline in the operation of the school.” In later cases,
62 courts have used *Tinker* to determine if student speech about other students, teachers, or the
63 school disrupted the school community. Most of these cases involve student offenses against

64 teachers and administrators rather than other students. Recent lower court decisions have
65 addressed harassment via Internet technologies, such as a student website that made insulting
66 comments about and threatened a teacher (*J.S. v. Bethlehem Area School District*). In the
67 majority of decisions, the courts ruled against school districts that punished students for off-
68 campus Internet postings. In *Killion v. Franklin Regional School District*, for example, the court
69 ruled that a school could not discipline a student for inappropriate off-campus e-mail unless that
70 student brought the speech to school.

71 Given the courts' reluctance to limit off-campus student speech, U.S. school officials,
72 parents, and legislators have addressed cyberbullying in other ways. For example, in Vermont,
73 where Ryan Halligan lived, a new state law requires that public schools establish bullying
74 prevention procedures. Some schools have added a provision to their acceptable use policies that
75 students must sign. These policies authorize schools to "discipline the student for actions taken
76 off-campus if they are intended to have an effect on a student or they adversely affect the safety
77 and well-being of a student while in school" (Willard, 2003). Additionally, some parents and
78 students have successfully argued that cyberbullies violated civil or criminal laws by, for
79 example, intentionally inflicting emotional distress or committing a hate crime.

80 The 48-nation Council of Europe's Convention on Human Rights also protects freedom of
81 expression and states that public authority should not interfere with it. Additionally, the United
82 Nations' International Covenant on Civil and Political Rights states that the right to freedom of
83 expression "shall include freedom to seek, receive, and impart information and ideas of all kinds,
84 regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other
85 media of his choice." However, this document also declares that the exercise of free expression

86 “carries with it special duties and responsibilities” and thus can be restricted for “the rights and
87 reputations of others” and “the protection of...public order.”

88 In 2004, schools from Lithuania, Russia, Serbia, and Ukraine contributed to the *European*
89 *Charter for a Democratic School without Violence*. This document announces, “All members of
90 the school community have the right to a safe and peaceful school. Everyone has the
91 responsibility to contribute to creating a positive and inspiring environment for learning and
92 personal development.” In response, organizations like Childline Lithuania and UNICEF Serbia
93 have promoted comprehensive anti-bullying school policies. Additionally, the Serbian Ministry of
94 Education has issued rules for the prevention of bullying in schools. In the Czech town of Usti nad
95 Labem, police officers have begun patrolling schools where cyberbullying is a major issue. To enable
96 Usti students to report incidents anonymously, police have placed special letter-boxes in schools.

97 **Prohibiting Off-Campus Cyberbullying: Supporters and Opponents**

98 Some people believe that schools can most effectively prevent cyberbullying by punishing
99 harmful off-campus student actions. If students know cyberbullying has consequences, they will
100 be less likely to participate in electronic activities aimed at tormenting other students.

101 Others argue that protecting the personal safety of bullied youth requires well-defined anti-
102 bullying school policies and laws. “Suggestions” or “recommendations” for confronting
103 cyberbullying often do not result in concrete actions. However, when school districts are
104 required by law to stop cyberbullying, they are more likely to work with schools, parents, and
105 students to implement anti-bullying programs that work.

106 Opponents do not endorse cyberbullying. They just do not believe punishment by school
107 authorities can effectively stop it. Some people argue that anti-bullying policies are often not

108 enforced. This is particularly true if no funding is available to monitor schools' progress or to
109 develop successful programs. A more useful way to address cyberbullying is a grassroots
110 approach. Individual schools can create comprehensive strategies for combating bullying and
111 violence based on the administrators, staff members, and students' understanding of the problem.

112 Other opponents argue that cyberbullying is an ambiguous term. Many youth view disputes
113 and teasing as a normal part of growing up. So-called "cyberbullying" just uses modern
114 resources to do so. When teasing becomes harmful, youth know it but often do not seek the help
115 of teachers or other adults. Schools should therefore focus our energy on empowering youth to
116 challenge destructive forms of cyberbullying. This strategy will work better than top-down
117 policies. Moreover, when students violate civil or criminal laws, the courts should discipline
118 them, not schools.

119 People who support school intervention in off-campus cyberbullying argue that it causes
120 significant school disruptions. Because digital technologies often leave evidence behind, school
121 officials should take the time to investigate cyberbullying. Most of the time they will find plenty
122 of reasons to justify formal discipline.

123 People who do not support school intervention in cyberbullying argue that we should educate
124 rather than punish students. Teens are still developing their values. They will work to limit
125 cyberbullying if they understand it is at odds with their personal code of ethics.

126 Will schools that punish off-campus cyberbullying improve school safety and protect the
127 dignity of individual students? Or will they exceed their authority and violate students' right to
128 freedom of expression? Citizens must consider which policies best balance their rights to safety,
129 respect, and free speech.



Cyberbullying—Supplemental Information

Cyberbullying Quotes

“Cyberbullying based on sexual orientation appears to be quite frequent and has been implicated/suggested in most of the cases that have resulted in suicide.”

Nancy Willard, Center for Safe and Responsible Internet Use and Author, “Cyberbullying, Cyberthreats, and Dangerous Online Communities” (2006), www.tiecolorado.org/2006/cbctpresentation.pdf.

“If you bully somebody face to face, and they get upset, you see them cry and be hurt. When it's over the Internet, you can't see the emotional reaction and go along thinking it's no big deal.”

Robin Kowalski, Psychology Professor, Clemson University, and Author, *Cyber Bullying: Bullying in the Digital Age* (Oxford, UK: Blackwell Publishers, 2008).

“We . . . asked the students what they think teachers and parents should do about cyber bullying. The common response was that you don't report playground bullying so you don't report cyber bullying because it's humiliating and you can't be sure of the adult's reaction. They also said that they wouldn't report cyber bullying in particular because most adults don't know that they have a cyber life - and if they report then the technology will be taken away from them.”

Marilyn Campbell, psychologist, Queensland University of Technology (Australia), interviewed by the website Bullying, No Way! www.bullyingnoway.com.au/talkout/profiles/researchers/marilynCampbell.shtml

“I had recently picked on a old friend of mine, for what I will not reveal because it was unusually cruel, however she had done something to me that was equally as wrong or if not worse. I was disappointed in her, and for that I decided not to be a friend any longer and spread her deepest secrets to everyone, which made her look like a complete fool. I felt somewhat guilty because I had known her for years, at the same time it was a pay back and I think she learned from it some when it comes to attempting to mess around with me.”

15-year-old girl from New York, quoted on the Cyberbullying Research Center's “Share Your Story” page, www.cyberbullying.us/shareyourstory.php.

“It’s one thing when you get made fun of at school, but to be bullied in your own home via your computer is a disgusting thing for someone to do and I think anyone who gets kicks out of it is disgusting. It makes me feel badly about myself. It makes me wonder how people can be so rude and disrespectful of others and makes me lose faith in the human race. It decreases my self esteem and I often wonder what I did to make someone treat me that way.”

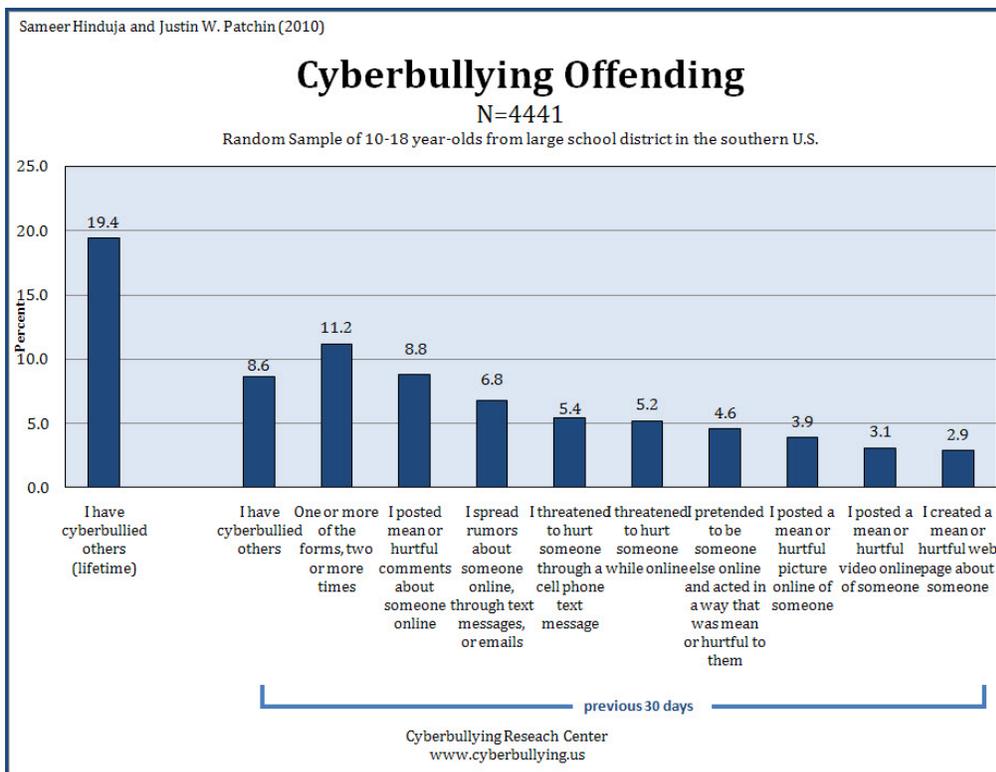
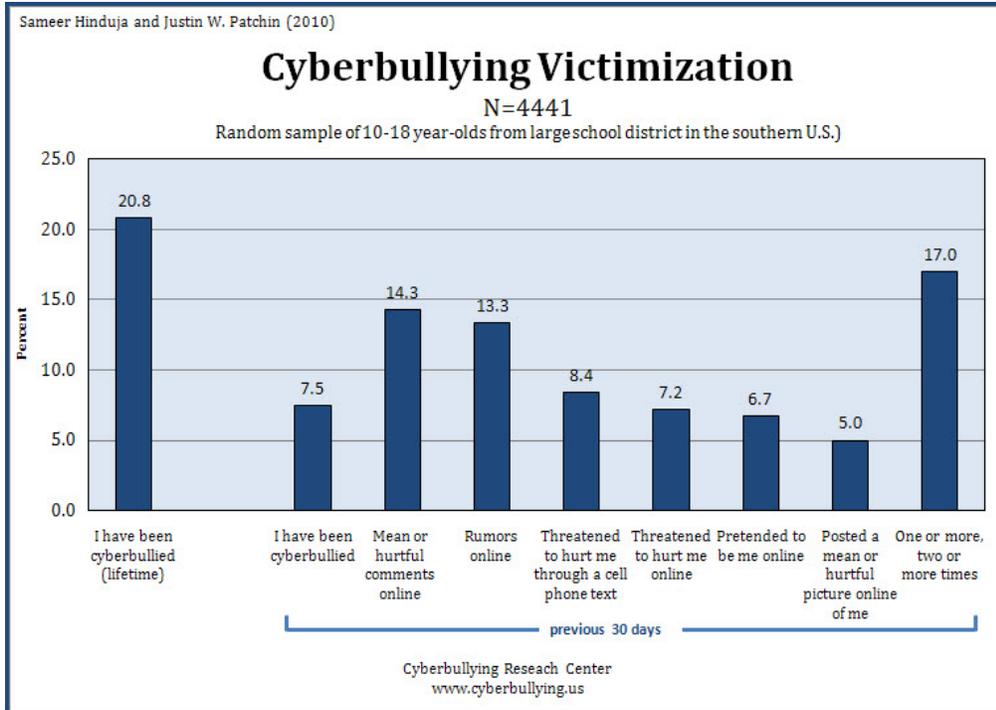
16-year-old girl from the United Kingdom, quoted on the Cyberbullying Research Center’s “Share Your Story” page, www.cyberbullying.us/shareyourstory.php.

“We teach people a lot of the consequences of things like unsafe driving but not that what we do online could have serious consequences.”

Daniel J. Solove, Author, *The Future of Reputation: Gossip, Rumor, and Privacy on the Internet* (New Haven, CT: Yale University Press, 2007), <http://docs.law.gwu.edu/facweb/dsolove/Future-of-Reputation/>.

Cyberbullying Data

In a recent MSN study in Europe (Adam Hartley, “Safer Internet Day 2009,” www.techradar.com/news/internet/cyber-bullying-is-rife-across-europe-527334), 29% of young people (ages 14 to 19) with unrestricted access to the Internet reported having been cyberbullied.



Source: Hinduja, Sameer, and Justin W. Patchin, “Research,” Cyberbullying Research Center (2010), <http://cyberbullying.us/research.php>



Cyberbullying—Selected Resources

- Aftab, Parry, "Stop Cyberbullying," WiredKids, Inc., <http://www.stopcyberbullying.org>.
- "Bullies Taking Phone Pictures," *Czech Republic News* (July 6, 2005), <http://www.czech-republic-prague.com/article-73114-en.html>.
- "European Convention on Human Rights: Article 10, Freedom of Expression" (Strasbourg: Council of Europe, 1950), <http://conventions.coe.int/treaty/en/Treaties/Html/005.htm>.
- Halligan, John P., "In Memory of Ryan Patrick Halligan" (2007), <http://www.ryanpatrickhalligan.org>.
- "International Covenant on Civil and Political Rights" (Geneva: Office of the United Nations High Commissioner for Human Rights, 1966), <http://www.ohchr.org/english/law/ccpr.htm>.
- J.S. v. Bethlehem Area School District*, 757 A.2d 412 (Pa. Commw. 2000), <http://www2.bc.edu/~herbeck/cyberlaw.bethlehem.html>.
- Killion v. Franklin Regional Area School District*, 136 F.Supp.2d 446 (W.D. Pa. 2001).
- Lazarova, Daniela, "Violence among the Young: A Growing Problem in Czech Society," *Radio Praha* (May 5, 2007), <http://www.radio.cz/en/article/90068>.
- Lenhart, Amanda. "Cyberbullying and online teens," *Pew Internet & American Life Project* (Washington, DC: Pew Trust, 2007), <http://www.pewinternet.org/pdfs/PIP%20Cyberbullying%20Memo.pdf>
- Safer Internet for Children: Qualitative Studies in 29 European Countries Summary Report* (Gambais: Eurobarometer, 2007), http://ec.europa.eu/public_opinion/quali/ql_safer_internet_summary.pdf
- Tinker v. Des Moines School District*, 393 U.S. 503 (1969), <http://caselaw.lp.findlaw.com/scripts/getcase.pl?navby=case&court=us&vol=393&page=503>.
- UNICEF, "Child Poverty in Perspective: An Overview of Child Well-Being in Rich Countries," *Innocenti Report Card 7* (Florence: UNICEF Innocenti Research Centre, 2007), www.unicef.org/media/files/ChildPovertyReport.pdf.
- Valiukevičiūtė, Jurgita, "Workshop 4: International Child's Expert Projects: An Illustration from Romania, Turkey, Lithuania, India, and Nigeria" (Vilnius, Lithuania: Childline Lithuania, 2006), <http://web.uvic.ca/iicrd/graphics/fullpapervaliukevicitute.pdf>.
- Willard, Nancy E., "Student Speech," *Safe and Responsible Use of the Internet: A Guide for Educators* (2003), <http://www.csriu.org/onlinedocs/pdf/srui/chapters/part3/chapterIII7.pdf>.
- Willard, Nancy E., "Cyberbullying, Cyberthreats, and Dangerous Online Communities" (2006), <http://www.tiecolorado.org/2006/cbctpresentation.pdf>.



Cyberbullying—Deliberation Question with Arguments

Deliberation Question

Should our democracy allow schools to punish students for off-campus cyberbullying?

YES—Arguments to Support the Deliberation Question

1. Respect and safety are just as important as free speech. Schools that punish cyberbullies send the right message about our democratic principles. The Supreme Court has ruled that students' First Amendment rights have limits. Punishing cyberbullying is an appropriate limit on First Amendment rights.
2. If students know cyberbullying has consequences, they will be less likely to engage in electronic activities that are harmful to other students. Establishing consequences for harmful acts is one of the ways that society teaches young people right from wrong.
3. We need to protect the victims of cyberbullying, not the perpetrators. Anti-bullying policies send a clear message that cyberbullying is not acceptable in our democracy. Sending this message is doubly important because victims of traditional bullying may become bullies in the anonymous world of cyberspace.
4. Policies and laws result in changed behavior. "Suggestions" or "recommendations" don't have the authority that actual policies or laws do. Thus, they don't result in any effective action. If mandated to prevent cyberbullying, schools will develop effective anti-bullying policies.
5. Cyberbullying causes significant school disruptions. If administrators investigate cyberbullying incidents, they will usually find the evidence they need to justify formal discipline for such acts. It is their responsibility as school leaders to ensure that the school is a safe place to learn for all students.



Cyberbullying—Deliberation Question with Arguments

Deliberation Question

Should our democracy allow schools to punish student for off-campus cyberbullying?

NO—Arguments to Oppose the Deliberation Question

1. Schools have enough authority. Students are required by law to attend school and follow its rules while there, but a school should not be allowed to extend its authority into the private, off-campus lives of students. The First Amendment protects free speech. Giving schools authority over speech that occurs outside school infringes on First Amendment rights.
2. Anti-bullying policies are another example of unfunded, unenforced mandates. Given schools' tight budgets, they will not be able to monitor their progress or develop effective anti-bullying programs. A better solution is a grassroots one. Each school should address the problem as they see fit.
3. Cyberbullying is an ambiguous term. We should not discipline students who are simply having fun and engaging in normal teenage behaviors. When cyberbullying becomes something more than playful teasing, the juvenile justice system should become involved, not school officials.
4. Students, not adults, can best address cyberbullying. Adults are often out of touch with student language and viewpoints. Thus, they may identify a legitimate joke as cyberbullying. Because students understand better than adults when their actions become harmful, adults should help students develop skills to address cyberbullying on their own.
5. Education is a more effective tool for change than punishment. Teens are still developing their values and will work to limit cyberbullying if they understand how it is at odds with their personal code of ethics.



Lesson Procedures

Step One: Introduction

Introduce the lesson and the Student Objectives on the **Lesson Plan**. Distribute and discuss **Handout 1—Deliberation Guide**. Review the Rules of Deliberation and post them in a prominent position in the classroom. Emphasize that the class will deliberate and then debrief the experience.

Step Two: Reading

Distribute a copy of the **Reading** to each student. Have students read the article carefully and underline facts and ideas they think are important and/or interesting (**ideally for homework**).

Step Three: Grouping and Reading Discussion

Divide the class into groups of four or five students. Group members should share important facts and interesting ideas with each other to develop a common understanding of the article. They can record these facts and ideas on **Handout 2—Deliberation Activities** (Review the Reading).

Step Four: Introducing the Deliberation Question

Each **Reading** addresses a Deliberation Question. Read aloud and/or post the Deliberation Question and ask students to write the Deliberation Question in the space provided on **Handout 2**. Remind students of the Rules for Deliberation on **Handout 1**.

Step Five: Learning the Reasons

Divide each group into two teams, Team A and Team B. Explain that each team is responsible for selecting the most compelling reasons for its position, which you will assign. Both teams should reread the **Reading**. Team A will find the most compelling reasons to **support** the Deliberation Question. Team B will find the most compelling reasons to **oppose** the Deliberation Question. To ensure maximum participation, ask everyone on the team to prepare to present at least one reason.

Note: Team A and Team B do not communicate while learning the reasons. If students need help identifying the arguments or time is limited, use the **Deliberation Question with Arguments** handouts. Ask students to identify the most compelling arguments and add any additional ones they may remember from the reading.

Step Six: Presenting the Most Compelling Reasons

Tell students that each team will present the most compelling reasons to **support** or **oppose** the Deliberation Question. In preparation for the next step, Reversing Positions, have each team listen carefully for the most compelling reasons.

- Team A will explain their reasons for **supporting** the Deliberation Question. If Team B does not understand something, they should ask questions but NOT argue.
- Team B will explain their reasons for **opposing** the Deliberation Question. If Team A does not understand something, they should ask questions, but NOT argue.

Note: The teams may not believe in or agree with their reasons but should be as convincing as possible when presenting them to others.

Step Seven: Reversing Positions

Explain that, to demonstrate that each side understands the opposing arguments, each team will select the other team's most compelling reasons.

- Team B will explain to Team A what Team A's **most compelling** reasons were for **supporting** the Deliberation Question.
- Team A will explain to Team B what Team B's **most compelling** reasons were for **opposing** the Deliberation Question.

Step Eight: Deliberating the Question

Explain that students will now drop their roles and deliberate the question as a group. Remind the class of the question. In deliberating, students can (1) use what they have learned about the issue and (2) offer their personal experiences as they formulate opinions regarding the issue.

After deliberating, have students find areas of agreement in their group. Then ask students, as individuals, to express to the group their personal position on the issue and write it down (see My Personal Position on **Handout 2**).

Note: Individual students do **NOT** have to agree with the group.

Step Nine: Debriefing the Deliberation

Reconvene the entire class. Distribute **Handout 3—Student Reflection on Deliberation** as a guide. Ask students to discuss the following questions:

- What were the most compelling reasons for each side?
- What were the areas of agreement?
- What questions do you still have? Where can you get more information?
- What are some reasons why deliberating this issue is important in a democracy?
- What might you or your class do to address this problem? Options include teaching others about what they have learned; writing to elected officials, NGOs, or businesses; and conducting additional research.

Consider having students prepare personal reflections on the Deliberation Question through written, visual, or audio essays. Personal opinions can be posted on the web.

Step Ten: Student Poll/Student Reflection

Ask students: “Do you agree, disagree, or are you still undecided about the Deliberation Question?” Record the responses and have a student post the results on www.deliberating.org under the partnerships and/or the polls. Have students complete **Handout 3**.



Handout 1—Deliberation Guide

What Is Deliberation?

Deliberation (meaningful discussion) is the focused exchange of ideas and the analysis of arguments with the aim of making a decision.

Why Are We Deliberating?

Citizens must be able and willing to express and exchange ideas among themselves, with community leaders, and with their representatives in government. Citizens and public officials in a democracy need skills and opportunities to engage in civil public discussion of controversial issues in order to make informed policy decisions. Deliberation requires keeping an open mind, as this skill enables citizens to reconsider a decision based on new information or changing circumstances.

What Are the Rules for Deliberation?

- Read the material carefully.
- Focus on the deliberation question.
- Listen carefully to what others are saying.
- Check for understanding.
- Analyze what others say.
- Speak and encourage others to speak.
- Refer to the reading to support your ideas.
- Use relevant background knowledge, including life experiences, in a logical way.
- Use your heart and mind to express ideas and opinions.
- Remain engaged and respectful when controversy arises.
- Focus on ideas, not personalities.



Handout 2—Deliberation Activities

Review the Reading

Determine the most important facts and/or interesting ideas and write them below.

- 1) _____
- 2) _____
- 3) _____

Deliberation Question

Learning the Reasons

Reasons to Support the Deliberation Question (Team A)	Reasons to Oppose the Deliberation Question (Team B)

My Personal Position

On a separate sheet of paper, write down reasons to support your opinion. You may suggest another course of action than the policy proposed in the question or add your own ideas to address the underlying problem.



Name: _____

Date: _____

Teacher: _____

Handout 3—Student Reflection on Deliberation

Large Group Discussion: What We Learned

What were the most compelling reasons for each side?

Side A:

Side B:

What were the areas of agreement?

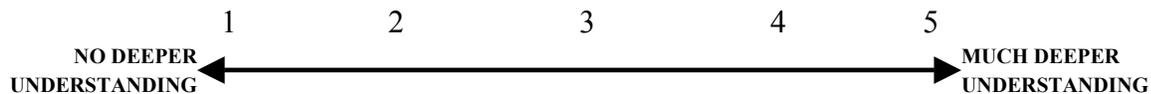
What questions do you still have? Where can you get more information?

What are some reasons why deliberating this issue is important in a democracy?

What might you and/or your class do to address this problem?

Individual Reflection: What I Learned

Which number best describes your understanding of the focus issue? [circle one]



What new insights did you gain?

What did you do well in the deliberation? What do you need to work on to improve your personal deliberation skills?

What did someone else in your group do or say that was particularly helpful? Is there anything the group should work on to improve the group deliberation?