



Making the Best 4-H Clubs Better –Version 2.0

Intended Audience:

- 4-H club members

Lesson Objectives:

Club members and parents will:

- Learn to identify cyberbullying
- Identify ways to stop cyberbullying

Time: 20 minutes

Equipment and supplies:

- Space with a natural divider or something to divide the space such as a rope
- Handout:
 - Cyberbullying: What to Do
- Resource:
 - Scenarios

Do Ahead:

- Review lesson.
- Gather equipment and supplies.
- Copy handouts, one per member.
- Copy the scenarios.

Cyberbullying

BACKGROUND

Cyberbullying is when technology is used to harass, embarrass or threaten someone. This can be anything from rude texts or mean posts, to uploading images or videos that deliberately hurt or upset another person. Sometimes the meanness is unintentional, but when technology is intentionally used to upset someone, that is cyberbullying. Cyberbullying is different from traditional bullying in that an individual can hide his or her identity and through the use of technology, the actions of a cyberbully have the potential to go viral; a large number of people can be involved or find out about the incident with ease.

Note: This may be a sensitive topic for some members, so leaders may see more emotion than usual during the activities and discussion.

WHAT TO DO

Activity: Crossing the Line (5-10 minutes) - Divide the space in two with a natural divider in the center or use something such as a rope. Ask the participants to imagine they are online and you are going to read them a series of messages. Tell the youth to stay where they are if they think the message is okay; to cross over the line if they think the message is not okay; and to stand on the line if they think the message is in between.

Read each message aloud and ask participants to move accordingly:

- You are an idiot.
- I'm having a party and you're not invited.
- I like your new haircut.
- You are really ugly.
- Thanks for the advice. Next time would you mind telling me in person rather than by IM?
- What are you taking for a 4-H project?
- Why is it taking you so long to finish it?
- You are such a freak.

Discussion Questions

What was the difference between the statements that crossed the line and those that were in between? Is it easy to tell someone's intentions online?



Sources:

- www.common sense media.org
- <http://cyberbullying.us/>
- <http://nationalsave.org>
- www.stopcyberbullying.org

Additional lessons in this series can be found online at:
go.osu.edu/bestbetter14.



*Reviewed by:
4-H professionals in an 11-
county area of southern Ohio;
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Activity: Cyberbullying Scenarios (10-15 minutes) - Break the group into smaller groups. Give each group a scenario and have them discuss how they would handle the situation described. Each scenario asks the group to consider two questions: 1) Why is this cyberbullying? 2) What is your response? Have each group share their scenario and the key points they discussed. If time permits, allow other groups to provide additional ideas or feedback.

Give each member the *Cyberbullying: What to Do* handout

TALK IT OVER

Reflect:

- How would you feel if any of these scenarios were about you? How do you think cyberbullying victims feel?
- Many think that if they observe or hear about cyberbullying, but don't participate, they aren't playing a role in it. Why is this not true?
- Why is it important to not give a cyberbully attention?

Apply:

- Have participants give examples of ways they can prevent cyberbullying.
- Have participants think of an adult they would feel comfortable talking to if they witness cyberbullying.

ADDITIONAL LINKS

- <http://cyberbullying.us/>
- <http://www.ncpc.org/cyberbullying>
- www.wiredsafety.com

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