

Cyber Bullying and Cyber Predator Module

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Module Learning Outcomes:

- #1: Demonstrate substantial understanding of the cybersecurity first principles.
- #5: Realize the importance of password and username management and apply effective approaches to increase their security.
- #8: Engage in scenario-based learning that allows them to make educated decisions and take deliberate action online to prevent things from going wrong in the first place.
- #10: Exemplify the ability to identify the authenticity and credibility of access requests.
- #12: Apply the knowledge gained in solving real-world, scenario-based problems.
- #13: Remember the important role humans play in the digital world and understand how to minimize accidental and intentional human errors.

The Module addresses the following First Principles:

- #4: Least Privilege
- #5: Layering
- #6: Abstraction
- #7: Information Hiding
- #9: Simplicity of Design
- #10: Minimization

Description:

Cyberspace is an exciting place which offers people of all ages a host of learning opportunities. It is also home to cyber bullies and cyber predators who mask themselves, and maneuver without being seen. Cyber bullies intimidate others through email, instant messages, social media and websites. Some cyber predators look for sexual gratification, others seek personal gains which could be emotional, financial, or even for the purpose of immigration. This module will provide middle and high school students and teachers with information that will help them to recognize the dangers in cyberspace. It will provide them with the opportunity to listen to teens and young adults' real-life stories and provide them with resources, tools and strategies that can be used to avoid and/or combat these dangers.

Upon completion of the module middle and high school students and teachers will be able to :

- Define and describe the difference between cyber bullies and cyber predators
- Identify some of the dangers in cyberspace
- Assess the impacts of negative online behavior
- Identify ways to manage and prevent intended and unintended cyberbullying behavior
- Create a personal plan to act with resilience and self-awareness when online
- Empower peers with tools/resources and strategies that protect users against cyber dangers

Learner-Centered Classroom:

This module will be delivered by a team that includes a professor, a K-12 teacher/adjunct professor, and an international doctoral student. The team will create a highly interactive environment that provides students and teachers with an opportunity to interact with the content and each other. Instruction will include whole group activities as well as small group activities structured by level (middle school, high school, and teachers) and heterogeneous grouping across the three levels. The team will use direct instruction, structured discovery and informal instruction to deliver the content.

To help participants see the “person” behind statistics related death or victimization of children they will participate in an activity called “In the News: The Story behind the Face.” Following a brief think-pair-share they will engage in a whole class discussion about the difference between cyber bullies and cyber predators. Participants will then be engaged in an interactive video story (Zaption or Nearpod). This will enable to (1) define and describe cyberbullying behavior (2) assess the impacts of negative online behavior (3) recognize the legal, social, emotional and ethical implications of cyber bullying (4) identify ways to manage and prevent cyberbullying behavior.

To provide participants with an opportunity to engage in “proactive” rather than “reactive” behavior, they will be given an opportunity to discuss:

- (a) the Public Service Announcement created by Los Angeles-based non-profit dance company [MusEffect 953K – Inspiring Action Against Cyberbullying](#) which generated over 1.2 million views and inspirational stories of healing and resolution from audiences across the globe.
- (b) and the forever free application Re-think Application which delays participants’ messages from being sent in order to give them an opportunity to consider the consequences of the message and make a further determination as to whether they should send the message.

Finally, they will then, working in 5 heterogeneous small groups, create a one-page “Stall News” bulletin that targets the following groups: (a) Teachers (b) Middle Schoolers (c) High Schoolers (d) Principals (e) Parents.

Assessment:

A series of formative and summative assessments will be used during the module. The team will evaluate participants’ ability to distinguish between creative and creepy, funny and offensive, personal and private through a series of informal assessments. These include a think-pair-share at the beginning of the session, participants oral reactions to the bar diagrams and qualitative scenario-based responses embedded in the Zaption, the whole group discussions related to making educated decisions, and engagement in the small group activity. Summative assessment will include a review of the one-page “Stall News” bulletin that each heterogeneous group team will present to the whole group at the end of the session.

Suitability to various groups:

This module will provide middle and high school students with an opportunity to interact and learn with and from teachers in a variety of ways. Both heterogeneous and homogenous grouping

will be used, based on the content and learning experiences, to ensure that the module appeals to the different groups. The content that is shared with each group will be age and interest appropriate.

How the Teachers and Students Groups will be Interacting:

Teachers and students will be interaction and learning from each other in a variety of ways. Both heterogeneous and homogenous grouping will be used during this module. Participants will engage in whole and small group discussions regarding personal consequences, decision-making, and use of resources for cyber security. Participants will be divided into heterogeneous groups and instructed to use a variety of resources on cyberbullying and cyber predators in order to create a one-page “Stall News” bulletin that targets a different group of stakeholders. Bulletins will be emailed to the team and shared with all groups at the end of the session.