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Prevention of Cyberbullying in Adolescents

Ashley Ellcessor
California State University, Monterey Bay

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Browning Neddeau

Abstract

The topic being researched was cyberbullying and the effects it can have on adolescent. The

participants for the Capstone Project included seven sixth-grade students in a public elementary

school located in Monterey County. The capstone project began with a slideshow and a YouTube

video. The slideshow and video were used to provide more information on the student's prior

knowledge. After the slideshow and video, the students participated in a game of Kahoot. During

the Kahoot game, the students answered true and false questions. After the Kahoot game, the

students were presented with an exit slip, where the researcher could analyze what they learned

through the project. The projected showed that most students understand what cyberbullying

looks like but did not understand the repercussions of cyberbullying. This project connects

directly to the researchers' career because they are hoping to create a positive and supportive

classroom environment.

Keywords: Anti-cyberbullying, Adolescents, Affecting Education, Parent-child

Connection

Literature Review

Cyberbullying

Cyberbullying can be defined as deliberately using digital media to communicate false, embarrassing, or hostile information about another person (O'Keefe & Clarke-Pearson, 2011). There are two forms of bullying found in the research with online usage. One is verbal bullying online which includes mean comments and humiliation, while the other involves hacking one's social networking sites. Cyberbullies tend to feel a disconnect when online because they are separated by a screen and can cause more harmful actions towards others without a guilty conscious. (Patchin & Hinduja, 2006). Cyberbullying takes place in the digital world when someone purposely goes out of their way to harass another person or causes them to get upset, repeatedly using social networking sites, internet, or mobile devices. Technology has been rapidly increasing for the younger generations and they are accessing the internet on a daily basis. As society has become more technology dependent, so has the school systems. This can positively affect the academic and social lives of students but can lead to potential risks. (Livingstone & Helsper, 2010).

Parent-child Connection with Social Networking Sites

Through the research conducted on adolescents and cyberbullying it showed that parent-child connection through social networking sites could have a protective effect that can reduce the risk of cyberbullying. Mesch is discussing a theory of victimization when it comes to cyberbullying. By having personal accounts and keeping passwords private it can help decrease the risks of becoming a victim of cyberbullying. To prevent being targeted by potential

offenders, internet users should keep accounts secure and become aware of potential friends on social networking sites (SNS) (Mesch, 2009).

When adolescents have a parent-child interaction through social networking sites it will create a positive presence that will lower the risks of becoming a victim to cyberbullying. When there is a parent on social networking sites, they are able to observe the types of behaviors their children are showing. They are also able to see the types of social interactions that could potentially affect a child's actions or behavior. Another outcome of the presence of parents on social networking sites could allow children to refrain from poor behavior online. For example, engaging in negative interactions, accepting friend request from strangers, and think about the items or topics that they are posting to these SNS. Having parent-child connection through SNS can help reduce the risky activities online can bring because the children are receiving guidance from their parents. (Guo & Nathanson, 2011). "The average scale for parental control over the children was higher for parents who had friended their children than for those who had not" (Mesch, 2018). Allowing adolescents to have the freedoms of social networking sites is a privilege and they should understand the repercussions that social media can lead too.

When adolescents choose to participate or allowed to go online, they should factor in the risks of cyberbullying, the unspoken rules, digital footprints, privacy, and digital identity. The unspoken rules, netiquette, of the internet extend to the way students should be posting updates, commenting, or posting images. When discussing netiquette, it is almost necessary to avoid discriminatory and derogatory remarks that can occur online. When understanding the way to navigate SNS it can encourage others to be respectful and sensitive to others' cultural differences (Valentine, Leyva-McMurtry, Borgos-Rodriguez, & Hammond, 2016). Having a child-parent connection can allow for parents to explain these unspoken rules with their young children.

When cyberbullying occurs, the perpetrator could possibly be separating their morals from their actions online. Cyberbullying can possibly lead to a moral disengagement which can cause a cycle of cyberbullying. Not being able to see the victim's reactions to the cyberbullying can feed into the disconnect and the cycle. This can lead to the traditional bullying when online bullying starts to become generalized. When aggressive acts start to occur on SNS, adolescents could start a social-cognitive process that could alter face-to-face bullying (Meter & Bauman, 2016). Which is why parent monitoring or parent-child connection on social networking sites are so important. When a parent has access to see or just be present on the child's social networking sites, they can show them how to develop the positive behaviors.

In today's society many people are collaborating online and socializing through the internet, but people don't tend to think about the digital footprints that are left. Everything that a person does online leaves a digital footprint that can be retrieved at any point in time by future employers or anyone in the general public. Young students don't understand how public and permanent the internet can be. Every post, comment, picture, or message will be stored online forever. Once a student understands the digital footprints that are left behind, they can begin to leave a positive foot print on their SNS. With the knowledge of digital footprints students can start to protect their personal information, live a more private life, and respect others' privacy (Martin, Wang, Petty, Wang, & Wilkins, 2018). This is why parent-child connection on social media is vital, so that parents could lead by example and teach them that their actions will have consequences. Digital privacy ties into the netiquette, the unspoken rules of the internet, parents should take the time to teach about privacy and rules simultaneously.

Effects of Social Networking Sites

Young people, especially adolescents are spending a considerable amount of time online. While analyzing the research there were studies that examined how technology could be used to promote positive effects like socio-emotional benefits and feelings of social connectedness. When talking about social connectedness it is referring to "one's ability to feel comfortable, confident, and a sense of belonging within a larger social context than family or friends" (Lee & Robins, 1995).

When looking at McLoughlin, Spears, and Taddeo's research they found that young people could use technology to promote feelings of social connectedness. While conducting their research they also found that there are also negative aspects of engaging with social networking sites, like cyberbullying. Since there is both negatives and positives to using social networking sites, they are researching coping intentions in response to being cyberbullied.

Mental health can be affected with cyberbullying and cybervictimization, when being socially connected online it can change these outcomes. For example, people who were more connected online showed better mental health, rather than someone who doesn't have the connections. This also led to people coping with cyberbullying much better, with proactive ways and less emotion-focus coping actions (McLoughlin, Spears, & Taddeo (2018). Adolescent middle schoolers are already trying to find themselves and are going through physical and emotional changes at this point in their lives. Being able to stay socially connected through technology can provide opportunities for adolescents to develop and create sustainable relationships, online and off-line. This can lead to essential social skills that can lead to positive connections (McLoughlin, Spears, & Taddeo (2018).

Some negative effects of social networking sites are a sense of hopelessness and cyberbullying that can occur with teenagers. Hopelessness symbolizes a negative mood and can alter a young child's personality. From this perspective, the positive linear relationship between cyberbullying (a negative behavior) and hopelessness is significant (Dilmaç, 2017). In today's technological advances digital devices have become facilitated into most teenagers' daily lives and it can come with unwanted consequences. These devices are now used for communications among people whether it be work related, school, or for malicious intent. When hopelessness begins to occur because of cyberbullying teenagers may not always know where to go. When adolescents start to feel like there is no one to talk to they turn to their friends or peers. By creating these bonds with peers and friends, parent-child relationships tend to become more distance which causes young children to feel like something is missing. This void is created because adolescents do not realize how important the emotional connection with parent can be. Young children will find different ways to create new relationships (Dilmaç, 2017).

Many teenagers will stay online to help cope with these changes in their lives and try to find a since of belonging to a group or individual that is experiencing the same as them. Every situation varies when it comes to bullying, depending on those experiences and how often they reoccur, people will have different coping skills. "This has led to the implied notion of 'maladaptive' or 'non-productive' coping methods; both of the terms 'internalizing' (cognitive processes) and 'externalizing' (behavioral response) are also considered as avoidance strategies and emotional reactions to stress (Paul, Smith, & Blumberg, 2012)." Coping will be different among each adolescent but with parent-child connections there could be preventative actions taken before it gets that far.

Educators Recognition and Involvement

According to Kalender and Keser, "in order to handle cyberbullying it is necessary to recognize, prevent, and intervene in a timely and appropriate manner" (2018). They discuss the awareness level of the school's ability to handle cyberbullying with the necessary steps. The data they collected showed that some educators were not able to take the preventive steps because they weren't able to recognize the victims. The researchers found that many educators were not provided the right tools when it came to dealing bullying. Teachers struggled to recognize the bullies and victims, the effects that can occur in the classroom, and the amount of cyberbullying that occurs (Kalender & Keser, 2018). Many teachers that participated in this study did not think that cyberbullying was as detrimental as face-to-face bullying is. Many teachers stated that the most common instances of cyberbullying at their school were name calling, spreading of rumors, and creating fake profiles to impersonate someone else online. However, cyberbullying consists of much more and can start to affect their academic success.

Adolescents that are victims of cyberbullying can have many negative attributes when it comes to their academic success. Bullying effects many things in an adolescent's life such as self-esteem, while the bully and the victim will be missing many opportunities. Both of the young children involved will miss out on learning opportunities that will lead to the quality of education they will be receiving and will alter their academic performance (Werf, 2014). Students that are victims could lose motivation when it comes to their academics when they are getting cyberbullied and the bullies could be distracted from their studies. "Peer victimization is a well-known national and international problem, contributing to a range of emotional, social, and behavioral consequences" (Totura, Karver, & Gesten, 2013). According to these findings, students can feel many different things that can prevent them from wanting to go to school.

These adolescent students can "feel anxious and fearful about attending school and often try to avoid going, which has a negative impact on future educational achievement and subsequent job attainment" (Macmillian and Hagan, 2004). Many studies have shown that students experiencing cyberbullying at a young age tend to have multiple problems of engagement when it comes to their academics.

Evaluations of Options

There are three options that can possibly provide prevention of cyberbullying in adolescents. The first option could be to set up a state program at the school site. The program that was discussed mostly in the research was, "No Place for Hate" an anti-bullying program. The second option could be a peer program, like a buddy system. By creating the buddy system, a relationship is formed where two students can feel connected and comfortable with one another. The third option could be an in-class lesson to educate these young students on what cyberbullying looks like, how to prevent it, and how to treat others online and face-to-face. These three options can be evaluated through the following criteria:

Cost. How much money it will take to create a successful outcome for the prevention of cyberbullying. *Time.* How much time it will take to establish these programs or lessons to ensure a positive solution. *Effectiveness.* Measures how much the students, parents, and teachers will gain out of the options.

Table 1: Evaluation of Options Matrix

Criteria			
	Cost	Time	Effectiveness
State Programs	3	2	3
Peer Programs	3	3	2
Interactive In-Class Lesson	3	2	3

Based on a 1-3 scale. 1 is the less beneficial on the scale, and 3 is the most beneficial. Matrix analyzes the three options based on the criteria of cost, time, and effectiveness.

Option one: State Programs

For the state program to work they would need to get the anti-bullying program put in place. While having consistency and staff implementing the program at all times throughout the year. In Sims-Jones dissertation she is researching antibullying programs and how effective they are to students. "Since the 1980s, researchers have studied bullying extensively, and many schools and organizations have adopted antibullying programs. However, antibullying programs may have flaws from improper implementation of the entire program or inappropriate use of the components (Sims-Jones, 2018)." The research also showed that when the teachers,

administrations, parents, and community work together it creates more unity and a more positive outcome.

The cost would not really affect the yearly budget because the programs can be introduced during teacher development days. This would allow teachers to get the information needed to have a successful program. The amount of time it will take teachers and staff to implement a sturdy program would be adding to their work load, but possibly not that much depending on how they scheduled the time. They would have to work together to keep consistent structure to the program. This can include meetings, workshops, or just communication with the "No Place for Hate" program. As long as all of the resources and tools were being used in the right way and consistently then it should be implemented properly and would have many positive outcomes. This would allow the program to be very effective as long as the program held its priority in the school's community.

Option two: Peer Program

For the peer program to be effective educators will need to stay up to date with the partners from the beginning to the end of the school year. In the beginning they can set up partners and then create a lesson plan so that the students can find similarities and then create connections. Once a connection is formed it is important to work off of that so they can be comfortable working together and if need be confiding in one another.

This program would be cost free for the school, since the teachers would be conducting the groups and activities during school hours. This program would take time out of the educator's day to conduct this peer program and create activities in order to have success with the peers. The educator could start this program in the beginning of the year, when trying to create a positive classroom environment. The program would be effective as long as the students

are connecting and feeling comfortable and the educator keeps providing activities to keep the connections strong between the peers.

Option three: Interactive In-Class Lesson

The interactive in-class lesson would consist of the online game known as Kahoot, a slide show, and a YouTube video. The game works by presenting a question to the students and they will reply anonymously online. The questions will be based on what the lesson has covered during the class. The Kahoot will focus on what the effects of cyberbullying are, what it looks like, and many other ideas about cyberbullying.

There will be little to no cost for this activity because the teacher is creating the entire lesson. The educators time will be affected because they will have to take time to create the Kahoot game, slideshow, and YouTube video to present it to the class. The educator will also have to find ways to relate it to the curriculum and standards. From there they will have to create a lesson teaching the students everything that will be on the game. The lesson is extremely interactive and fun because it makes it a friendly competition, ensuring that most of the students will have fun. When students are enjoying the lesson, they retain more information.

Project

After analyzing the three options and conducting the research, it is highly recommended that conducting an in-class lesson would be the most effective in educating students, teachers, and parents. The capstone will take place at a middle school in the Monterey Peninsula County, with sixth grade students. The educator and the community partner decided to create a slide show and show a YouTube video about cyberbullying. The students will then participate in a Kahoot game and finish the lesson with an exit slip, discussing what they learned.

Being a young student is already very difficult with the pressures of trying to manage an education and a social life. Living in today's digitally connected world adolescent students feel the pressures both on campus and off campus. Since the world has become more technically advanced, people are beginning to implement technology in the classrooms. This has allowed for many positive outcomes like becoming interconnected, an abundance of knowledge, and learning to work with technology. However, young students are being introduced to technology at a young age. This can lead to cyberbullying, which is detrimental to an adolescent's development socially and educationally. After analyzing the research on the effects of cyberbullying, it shows that adolescents do not fully understand the outcome of bullying online. Adolescent students need guidance when using social networking sites. It is important that teachers and administration are aware of the signs that tend to follow cyberbullying, so they are able to prevent or lower the bullying.

This Capstone Project brought awareness about cyberbullying to the students at a middle school in the Monterey County. It is important to bring awareness to the students so cyberbullying and "face-to-face" bullying can begin to decrease. This section of the paper will be discussing the design of the lesson plan, how the lesson was implemented at the school, and how the students were evaluated.

Design

This project was trying to ensure that these middle school students understand what cyberbullying looks like and the things they can try to do to prevent it from occurring when they are around. In an urbanized area part of Monterey County, a middle school suffers from cyber-bullying and face-to-face bullying. By implementing a lesson about anti-cyberbullying and creating awareness for the students and teachers within this school, bullying could possibly

decrease. This middle school in the sunny hills of the Monterey County and has an ongoing struggle with bullying that goes beyond physical bullying and starts to become a mental health issue. The cyberbullying is interconnected with face-to-face bullying that occurs within the school. Bullying online and face-to-face cause many distractions during school for students and teachers, taking away from valuable learning time.

This middle school is very diverse and has many multi-cultural backgrounds influencing the all the people that are attending. The school is catering to about 750 students while 85 percent are socio-economically struggling. They have 75% Hispanic or Latino and there are 36% English learners at this location. The middle school's vision is to create a positive scholarly learning environment for students and teachers. They also strive to create a safe environment where positive relationships are able to develop. The administration and faculty try to work with parents as much as possible because they understand that families play a major part in student's success. They use effective communication with parents to gain input about students. By doing this they are able to achieve the goals they set for the students, with the vision in mind of how they want the school to operate. One of the most common phrases faculty say is "Together We Rise", they want students to feel like a community or like a family, united, while at school and hopefully allowing it to extend into the community. These goals that are in place and will help these middle schoolers develop a strong sense of self-worth, values, and build skills that can lead to unlimited want of knowledge.

This school has many systems in place to hold their vision of this school accountable. They have a group-based learning environment and every student receives a laptop at the beginning of the school year. Where they work online for many in class assignments and homework. Teachers set up google documents so everyone in the group can help with the

assignment given for classwork or homework. This way the teachers are able to hold their students accountable by checking the google document and who contributed. These students are being exposed to the digital world every day, during the school day and after hours when they are off campus. This school has systems in place to prevent students from going online for things other than educational resources. However, once the student leaves campus they are free to use their computers anyway they choose, as long as it doesn't damage the laptop. This is where cyberbullying can become an issue for these middle schoolers and tend to follow them back to school. Many students do not see the repercussions of cyberbullying because there is a sense of disconnect because they are behind a screen. Many times, those actions off campus lead to distractions during school hours.

This site was chosen as a community partner because of the previous experience that were gained with past interactions. While gaining those experience's many accounts of cyberbullying would end up following students back to school. It created a spark of curiosity that lead to the research that was being conducted.

The capstone project will help provide students with the knowledge to see the signs of cyberbullying and what they can do to prevent and stop bullying. Social media has a major influence in an adolescent's daily life. Many students do not understand that things may be on a screen and they are not physically connecting with people but there are still real people on the receiving end. The end goal for the project is to create a strong description of what cyberbullying is and to create an understanding of what can happen; while also seeing what is retained from the lesson and what preventive steps that can be taken by students and teachers to help lower cyberbullying.

Implementation

The beginning of the lesson started with Ms. Ashley greeting the 6th grade classroom because it was the first period of the day. The sixth graders sat down and were getting their other homework and class assignments out, allowing the students to prepare for the day. The class and Ms. Ashley started the slide shows to prepare and present new knowledge for the students.
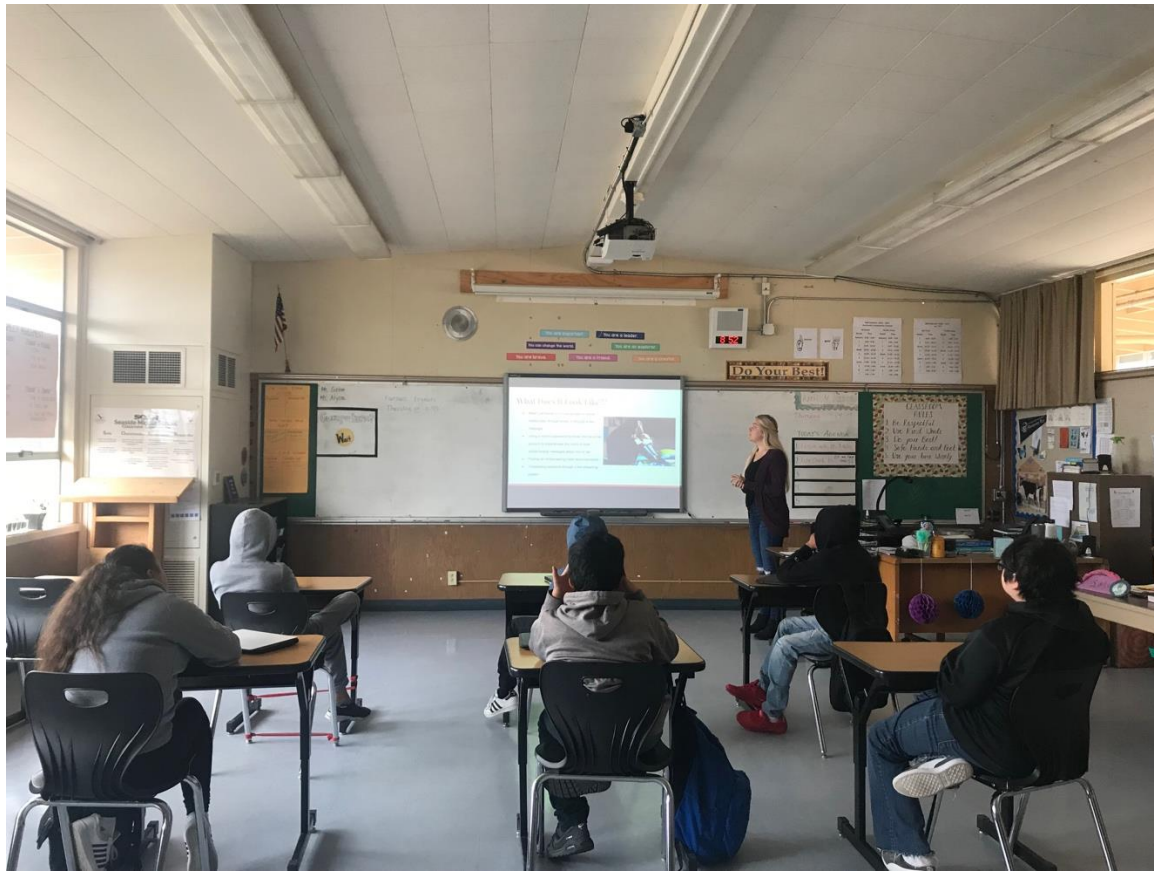

Figure 1. Slide show: Cyberbullying.

While presenting, the students were asked questions throughout the presentation to have it be an interactive lesson. There were three students who were being extremely interactive and were egger to answer the questions. The student on the far left was very curious about the video and liked the "Stop, Block, Tell" idea. The student in the back row was paying attention the

entire slide show but was wondering about the consequences of cyberbullying. The students

were also given positive reinforcements, like tickets for a raffle at the end of the week. At the

end of the presentation the students were presented a video, which was about three minutes long.

The students that were asking questions got one ticket. The video showed examples of how

cyberbullying can still have physical effects on a person. It showed different forms of

cyberbullying like texting and social networking sites. The YouTube video also presented some

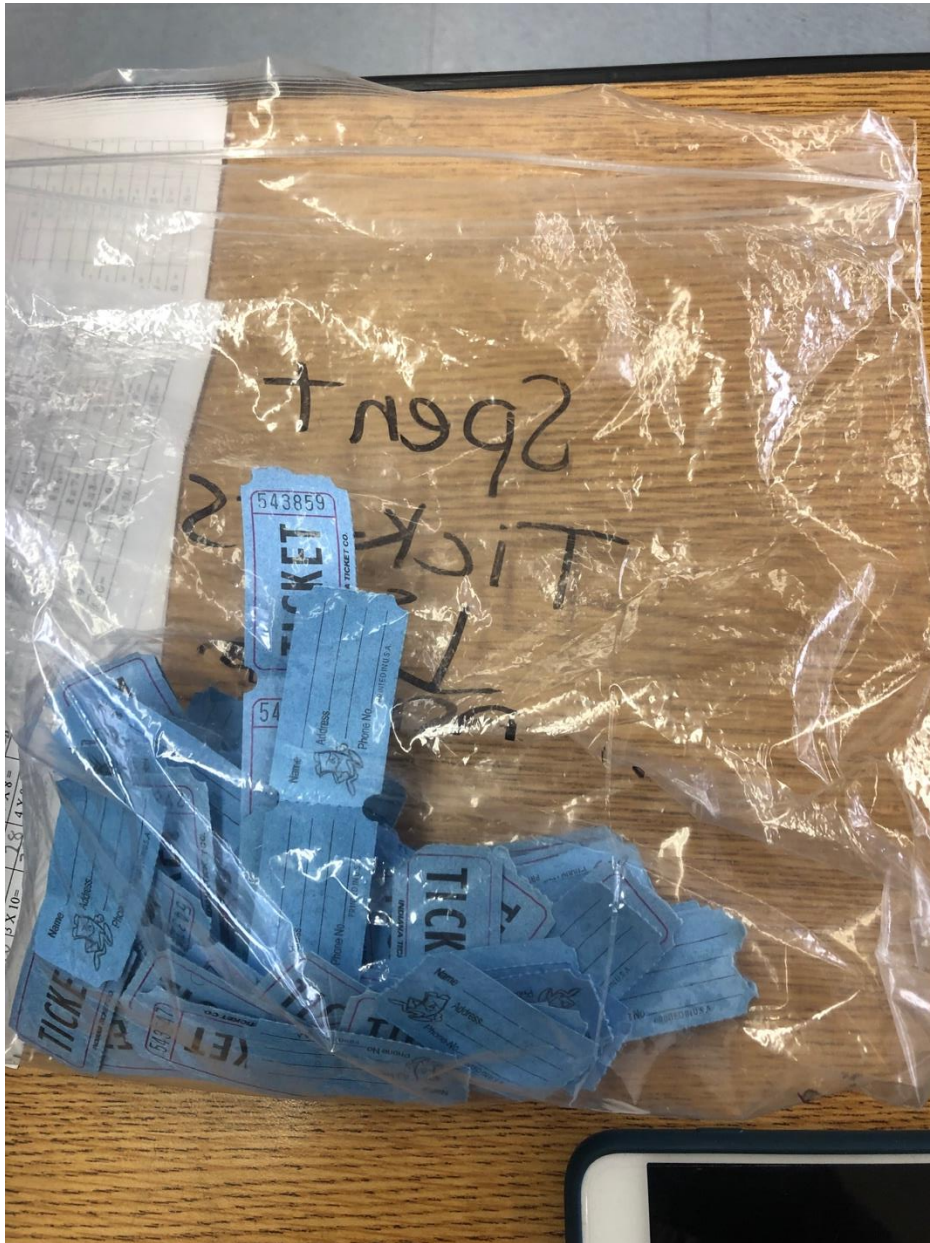ideas to stop the bullying from happening to yourself or others involved.

Figure 2. Positive Reinforcements.

After the video was done, Ms. Ashley asked the students to take out their chrome books

and go to the Kahoot website to begin the next part of the lesson. The students went to the site,

typed in the game code, and then created nicknames to go by for the game. The Kahoot had

about nine questions that had the students review what they learned in the slide show and video.

The students were very competitive with one another but also still having good sportsmen ship

with one another. There were three students battling for first place the entire round. It took the

students a couple of questions to get used to the speed of the questions. While the students were

answering the questions presented in the game was passing the tickets out to the students that
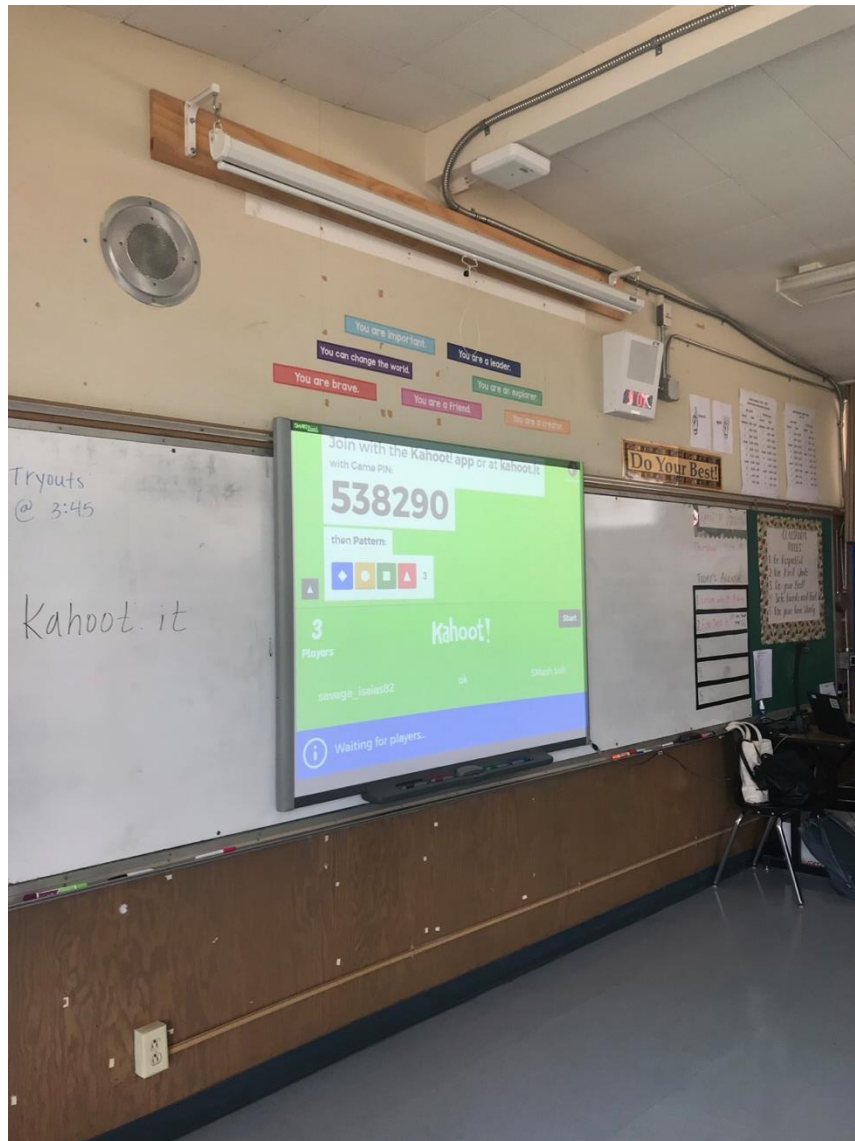
were showing good behavior.

Figure 3. Kahoot Game.

When the game was over, Ms. Ashley began to pass out exit tickets for the students so

they could write what their favorite part of the cyberbullying lesson was. Many students talked

about ways to not be a bystander and other students talked about the "stop, block, tell" method.

See appendix B for examples of the students completed exit tickets. Once the exit tickets were

collected the students had five more minutes of educational work before they earned some free

time. In the appendices the lesson plan for cyberbullying will present more detail on the

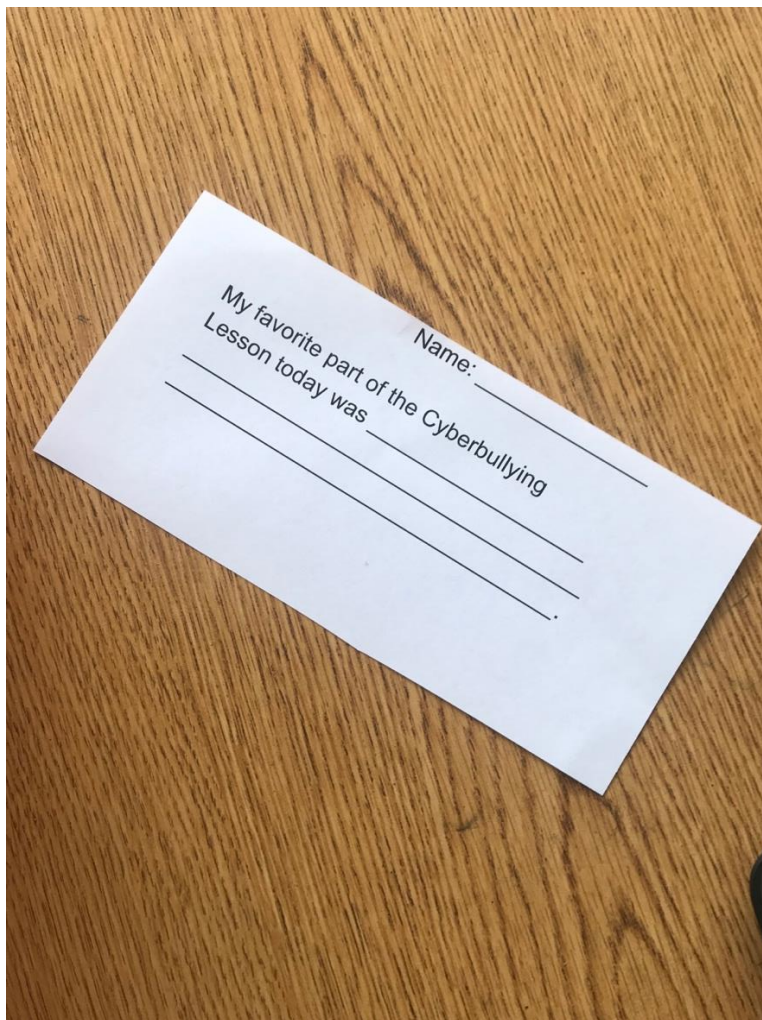standards and the step by step things the students and Ms. Ashley did.

Figure 4. Exit Slip

Evaluation

Overall, the cyberbullying lesson plan went extremely well, and the students were all engaged the entire lesson. The students were interactive during the presentation and all the students were eager with the Kahoot, the students all got scores for their Kahoot questions, but Ms. Ashley did not bring much attention to the scores. Ms. Ashley evaluated the student's knowledge gained from the slideshow and the video with the Kahoot but also with the exit ticket. She used the exit ticket to ensure the students were able to gain some kind of knowledge about cyberbullying and ways to prevent it from the lesson they did that day. All of the students were able to write a full sentence about something that they gained from the slideshow and video before moving on to the next task.

Reflection

The reflection section of this paper the researcher will be discussing what specific things were happening with the students during the lesson plan. The researcher will also be discussing the outcomes of the lesson and any limitations. To finish off, she will be talking about the future plans for this Capstone paper.

Discussion

The research conducted and the lesson plan that was implemented at the community partner helped to connect everything that was being found when researching cyberbullying. The lesson plan was able to provide these young students with knowledge on preventing, stopping, and seeing the signs of cyberbullying. The students were able to discuss the effects that cyberbullying can have on the people involved, socially and academically. This conversation took place after the slideshow presentation and again after the game of Kahoot. One student brought up how the student in the YouTube video was being physically hurt. Even though he wasn't physically being touched the words still hurt and it stuck out to him. The student then

elaborated about how words can be just as hurtful and make students not want to go back to school. Overall, the students were able to gain valuable knowledge that was intended for the students to gain from the lesson plan.

When doing the lesson plan with the community partner, there were some limitations caused by time. The Capstone Project is a one semester course that is very intensive, due to the different school schedules and the amount of research needed. The district had a two-week spring break unlike Cal State Monterey Bay, they only had one week. The lesson plan was put together in a short amount of time and without the help from the community partner it would have not been so informative and effective. Another limitation presented by time was the time allotted for the actual lesson plan. When doing the lesson, the only time that would work for the community partner was first or seventh period of the day. The lesson plan was presented at a much faster pace than anticipated but still went really well and reached all the goals intended.

Recommendations

For the lesson plan to be used in the future, it would be best if there was more time given to the students for a more in-depth understanding. It would help the students more if this was a lesson that was spread out through the week. For example, beginning on a Monday with what cyberbullying is and giving examples. Then beginning on Tuesday and going through to Thursday, give a handout about bullying and then present the slideshow including the YouTube video. Then concluding the lesson plan with the Kahoot game on that Friday to see what really resonated well with the students.

Adding a scholarly article for reference could add more depth to the lesson. Students could take home and share what they are doing in the class room with their parents, including more people in the lesson plan. Bring parents into the lesson can create a more conversations on

this topic. When talking about a subject at home in an open environment it can create a strong parent-child connection. If a child and parent connection is strong and open it can cause a decrease in cyberbullying. In the literature review it was discussed in the "Parent-Child Connection with Social Networking Sites". This shows how adolescents can gain positive interactions with social networking sites when there is a parent presence. If the article was to be included that could be a great opening to sparking the conversation at home about cyberbullying.

Future Plans

This Capstone will help the researcher in their career because the writer is planning on becoming a teacher. She will be implementing a no hate environment in the classroom and continue to look for the signs of cyberbullying throughout the school. The researcher will start each school year with creating positive relationships with in the classroom and setting boundaries so she can limit hurt feelings for the rest of the academic year. Hopefully, the positive relationships being created inside the classroom can spread to the surrounding community on and off campus. By becoming active with the school and community, it will become much easier to detect the warning signs of cyberbullying.

Conclusion

The research that was conducted presented many different ways of preventing cyberbullying by becoming aware and involved. By allowing positive parent-child connections with social networking sites and teaching the effects of cyberbullying adolescents could be affected by bullying less. There have been decades worth of research done on "face-to-face" bullying but research on cyberbullying has been conducted for maybe a decade due to the short amount of time the technology has been brought into daily lives. Cyberbullying and face-to-face

bullying however, are interconnected some of the time. The research that has been conducted on face-to-face can be helpful when looking at cyberbullying.

This Capstone Project had helped the researcher in many different ways. The way she learned to use her resources and the opportunity to be able to work with the community partner. It gave her the insight on her future career as a teacher, being able to put together a lesson and present it to the classroom gave her a positive learning experience. The researcher learned about different ways to conduct research and present it to other peers. Another positive outcome was creating a strong relationship with the community partner and being able to teach a group of adolescence about something that affects them and their peers on a daily basis.

The main purpose of this Capstone project was to provide information on prevention of cyberbullying by being aware and involved. Throughout the Capstone Paper the research discussed the importance of parent-child connection on social networking sites, effects of social networking sites, and the recognition and involvement on cyberbullying. She discussed options for staff to start implementing at their schools. Overall, all of the options would be ideal to create a positive and anti-bullying environment but for this Capstone the interactive in-class lesson was best.

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APPENDICES

Appendix A

CSUMB College of Education Lesson Plan Template

Lesson Title: Anti-Cyberbullying   Lesson Duration:

Name: Ashley Ellcessor	Subject: Cyberbullying
School: Middle School	Grade: 6

Class Description	This is a sixth-grade resource classroom with five males and two females. Six of the students are diagnosed with specific learning disabilities (SLD) and one with Autism. The ages range from 11 years to 12 years. Six of the students are of Hispanic decent and one is Native American. Five of the students are English Language Learners (ELL).
Background Knowledge	Students have learned about random acts of kindness: what they look like, sound like, and feel like. Students have been given non-examples of kindness through acted out scenes by teacher Students have had assemblies on bullying (in person, on the internet, etc.) Six students are at sixth grade reading level and one student is at fourth grade reading level.
Standards: ● Content ● English Language Development (ELD) ● ISTE Standard (as applicable)	**SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.6.1.d:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **SL.6.2:** Interpret information presented in diverse media and formats(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. **ELD.PI.6.1.BR:** Exchanging Information/Ideas: Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

Central Focus/Learning Target	Students will be able to acknowledge and see the warning signs of cyberbullying.
Lesson Learning Objective/Target	By the end of this lesson students will be able to answer comprehension questions about cyberbullying with 80% accuracy as measured by work samples and teacher recorded data.
Academic Language Objective ● Demands ● Functions ● Forms	Affects, Depression, and Anxiety Demands: Listening, viewing, comprehending, participation, and reading. https://www.youtube.com/watch?v=MV5v0m6pEMs
Assessment Plan, Rubric, and Feedback Procedures After Student Work Analysis	• The overall score on Kahoot activity • Teacher will ask comprehension questions about the video and prompt students when necessary • Positive reinforcement with tickets
Materials	• Slide show • YouTube video • Kahoot • Exit ticket • Raffle tickets (positive reinforcement)

Instruction (Identify necessary supports/scaffolding/ modifications) [Time Allotted: 10-15 minutes]	Teacher does: "Today we are going to learn about cyberbullying and how it effects others. Does anyone have an idea of what cyberbullying is?" Teacher presents slide show and shows the YouTube video Teacher will ask comprehension questions	Students do: Students will raise a hand and respond to question presented. Students will listen attentively and watch attentively. Students will respond to questions

Formative (Informal) Assessment	Teacher will have a discussion about the slide show and video and ask comprehension questions.	

Instruction and/or Practice Activity (Identify necessary supports/scaffolding/ modifications) *[Time Allotted: 15-20 minutes]*	Teacher does: "Now, we are going to play Kahoot, please get your chrome books open and get ready." Teacher will give students access code to Kahoot game and provide assistance as needed. Teacher will present Kahoot game and give positive reinforcement.	Students do: Students will get out Chrome books. Students will go to Kahoot website and use access code. Students will play Kahoot game and answer questions about cyberbullying.
Formative (Informal) Assessment	The overall score from the true or false Kahoot game.	
Instruction and/or Practice Activity (Identify necessary supports/scaffolding/ modifications) *[Time Allotted: 5-10 minutes]*	Teacher does: "I am going to be passing out this exit ticket and once you are done you will be able to have five minutes of free time." Teacher will pass out exit ticket and provide additional help.	Students do: Students will complete exit ticket and turn into teacher.
Closure with Outcomes Assessment	Teacher does: "Today we learned about cyberbullying and how it affects others. Does anyone have any questions."	Students do: Students will ask any appropriate questions

[Time Allotted:35-40 min]	Kahoot score and exit ticket as assessment	

Appendix B: