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Increasing Awareness on Different Types of Cyberbullying for Early Adolescents

Cristela Aviles

A Capstone project for the Bachelor of Science in Human Development and Family Science

Increasing Awareness on Different Types of Cyberbullying for Early Adolescents

Introduction

Young adolescents are at a stage where they have access to electronic devices and various forms of online communication. Many young adolescents may not be aware that there are various types of cyberbullying and not one general type. Young adolescents who are victims of cyberbullying may experience anxiety, depression, social phobia and can lead to extreme outcomes such as suicide. To increase awareness of cyber bullying, I have created a one day presentation for 6th and 7th grade students at Ocala STEAM Academy in San Jose, California.

Need Statement

With technology advancing so fast, a new form of bullying has developed. It is called cyberbullying. Cyberbullying is bullying through the use of technology (Holfeld, 2013). Younger generations have access to technology and are at risk of experiencing cyberbullying.

Children that experience bullying may suffer from anxiety, depression, social phobia, feel isolated and commit suicide (Saladino et al., 2020). There are various types of cyberbullying that students can encounter such as flaming, trolling, harassment or masquerading.

Cyberbullying allows for anonymity from the bully. Due to bullying, students can suffer from poor psychological well-being, poor social skills, and psychological distress (Jacobsen & Bauman, 2007). Students can also feel isolated and humiliated by the bully. Once a young adult age is reached, someone that has been bullied can suffer from mental health concerns, psychological concerns and relationship concerns (DeLara, 2019). People that have experienced bullying at a young age reported feeling anxiety, social anxiety, recurring sadness, rage, and PTSD from their past experiences (DeLara, 2019). Being bullied as a child can hinder the abilities to fully engage in adult relationships (DeLara, 2019). Students in middle school are at

risk of experiencing cyberbullying due to easier access to electronic devices. Experiencing bullying at a young age can have long term developmental consequences. I have developed a one-day presentation on cyberbullying for 6th and 7th graders at Ocala STEAM Academy in San Jose, CA.

Theory

Erik Erikson's *Stages of Psychosocial Development* theory applies to the stage of development of the participants. Erikson's theory is made up of eight stages that are influenced by biological, psychological and social factors throughout the lifespan that affect the following development stages (Orenstein & Lewis, 2022). The childhood stages are described to influence social dynamics and psychosocial development into adulthood (Orenstein & Lewis, 2022). The stage that applies to the participants is stage five, Identity vs. Role confusion. This stage applies to adolescents ages approximately 12 through 18 (Cherry, 2022). In this stage, adolescents are trying to develop their identity. Erikson's theory relates to my project because the adolescents are in a stage where they are trying to find their identity and purpose in society. Finding their purpose in society leads to positive outcomes such as, mattering, well-being and a sense of direction in life (Hoare, 2002, as cited in Sokol, 2009). Students are surrounded by their peers and failure to find one's identity leads to role confusion. Role confusion can cause individuals to question their personality, their view of themselves, and perceived views of others (Bosma et al., 1994, as cited in Sokol, 2009).

My presentation on cyberbullying will expand on Erikson's theory because experiencing cyberbullying can lead to low feelings of self worth. Low feelings of self worth can cause role confusion for adolescents. By being aware of the different types of cyberbullying, young adolescents can recognize when they are being bullied and take preventative measures before

situations escalate. Having awareness on different types of cyberbullying can allow for students to have a higher chance of avoiding conflicts and developing their identity.

Consideration of Diversity

My project was presented to a group of eight students at Ocala STEAM Academy in East San Jose, CA. Six of the students were of Hispanic ethnicities. Two were of Asian ethnicities. To be able to participate in my project, English proficiency was required and all of the students met that requirement. Participants must also be able to read and write in order to participate.

My presentation did not exclude any participants since they all spoke and understood fluent English. It could have excluded participants that did not understand, read or spoke English fluently. Although I am Hispanic, my Spanish is not at a level where I could translate the information on cyberbullying with proper Spanish.

My project could be tailored to be presented to younger children or older adolescents with access to a phone, computers or other forms of technology. The details added to the presentation can vary depending on the maturity of the audience. More explicit details that cover outcomes of cyberbullying such as depression, anxiety and self harm can be added to this presentation for older adolescents. This presentation on the different types of cyberbullying could also apply to any younger children with access to a phone or any technology that allows communication.

Learning Outcomes

I intend to provide three, 20 minute lessons to 6th and 7th grade students at Ocala STEAM Academy.

Upon completion of the project, participants will be able to:

1. Describe one characteristic of how a bully seeks to harm the victim.

2. Identify one form of cyberbullying.
3. Examine a cyberbullying scenario and identify the type of cyberbullying.

Method

Method 1

I created a one day lesson for eight 6th and 7th graders at Ocala STEAM Academy in San Jose, California. The lesson took place in an assigned classroom with students that did not attend a field trip on April 20th, 2023. I began by introducing myself to the students and telling them the reason for my presentation. I told them that we were going to talk about cyberbullying. I asked the students to tell me anything they knew about cyberbullying. I also passed out a handout for the students to fill out after each lesson. See Appendix A. I then gave them the definition of cyberbullying on the presentation slides. See Appendix B. I then described characteristics of cyberbullying to the students and gave them examples of what those characteristics are. See Appendix B. After I presented the terms and gave the students examples of each, I asked them to fill out the first question on the handout. See Appendix A.

Method 2

For the second part, I asked the students if they knew different types of cyberbullying. Then, I presented 10 different types of cyberbullying. See Appendix B. I suggested to the students to take notes on the terms. Before I presented a new term, I asked the students if they had heard of it or already knew what the terms meant. I then gave them definitions and examples of each type of cyberbullying. To conclude this part of the lesson, I asked the students to fill out the second part of the handout. See Appendix A.

Method 3

For the last part of the lesson, I had the students do an activity. I put the students into groups of 2. I gave them a sticky note with one out of the ten types of cyberbullying from the previous lesson written on it. I explained that the purpose of the activity was for them to come up with an example of how their assigned type of cyberbullying could occur online. I gave them about 6 minutes to talk with their partner about it. Then I had them share their examples with the entire group. To assess that the students understood a term on their own, I had the students answer the last question on the handout. See Appendix A.

Results

Learning outcome 1 was to describe one characteristic of how a bully seeks to harm the victim. After presenting the characteristics and examples of cyberbullying, I had the students answer on the handout. Three out of the eight described spreading rumors as a characteristic. The other five students also listed characteristics from the presentation. See Table 1 for detail. This learning outcome was successfully met.

Learning outcome 2 was to identify one form of cyberbullying. After presenting the different types of bullying I had them fill out the second portion of the handout which said “From the information that was given to you, name ONE form of online bullying and define what it is?” Two students responded “flaming.” Three responded “trolling.” The other three students also responded with correct types of cyberbullying from the presentation. See Table 2 for details with the other responses. This learning outcome was successfully met.

Learning outcome 3 was to examine a cyberbullying scenario and identify the type of cyberbullying. I gave the students an activity to do as partners that had them brainstorm and give examples of an assigned type of cyberbullying. To assess them individually after the activity, I had them examine a written scenario and identify the scenario. See Figure 3 for detail. Seven out

of the eight students answered “masquerading” which was correct. One student answered “harassment” which was one of the types I taught them. I believe the student chose that type because of the comments the prompt included. The student answered as “threatening or intending to harm someone” which was the example I gave the students for harassment. I think that since the terms I gave them included a general definition with intent to harm someone online, the student had the right idea. I consider the outcome met since only one student didn’t get the answer but the seven out of the eight did.

Discussion

I believe that all three learning outcomes were met. The students responded correctly to all of the questions except for one response. Some of the terms I explained and described to the students were similar to one another. The student answered harassment which is a broad category of cyberbullying that contains online messages, threatening or intending to harm someone. The correct answer to the last learning outcome was masquerading which includes using fake identity, fake accounts, sending or posting mean hurtful things. I presented ten different kinds of cyberbullying to the students so it could’ve been hard to grasp details about each one. The students did really well when I gave them each a sticky note and had them brainstorm how the type could present itself online. Some of the students mentioned how it was interesting to know that there were specific names for different types of cyberbullying and that it wasn’t one general type.

I do not think I was able to apply Erik Erikson’s *Stages of Psychosocial Development* theory as I would have wanted to while presenting to the students. The students are in the age range that the stage applies to but I was not able to teach them about the outcomes of identity vs. role confusion. In order to teach them about identity vs. role confusion I would have liked to

teach them how social interactions such as bullying can have positive or negative outcomes to development. I was asked to not cover topics of how their socio-emotional and psychological development could be affected. I was also asked not to bring up any topics that could be related to suicide, self harm or could trigger anyone. The reason for that is that a student from the school had committed suicide within the passed year and it was a triggering topic for some students. The topic and terms I presented to the students were approved by the principal and school counselor before.

If I could do this again and do something different, I would come up with more activities to get the students involved and thinking more. I wouldn't stand in front of them and lecture them about the different characteristics and types of cyberbullying.

Overall, I believe that my project was successful. The students learned about different types of cyberbullying. I hope that by being aware of different types of cyberbullying, students can prevent it or stand up for someone else when they witness it online.

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Table 1

List of responses to characteristics of how a bully seeks to harm a victim

Commenting rude names like name calling	Spreading rumors and keeping their identity a secret	Discriminating a group of people online	Sharing someone else's information online
Repeatedly attacking someone	Harassing someone and hiding their identity	Saying false information	Spreading rumors and lies and hurting someone

Table 2

List of responses to identify one form of cyberbullying

Flaming (2 responses)	Trolling (3 responses)	Masquerading	Trickery
Outing			

Table 3

List of responses to examine a cyberbullying scenario and identify the type of cyberbullying

Masquerading fooling victim by creating fake account

Masquerading - when a bully makes a fake profile using someone else information

Masquerading because they used someone else's pictures

Masquerading because there is no link to the email

Masquerading (2 responses)

Harassment threatening or intending to harm someone

*Appendix A**Handout given to students to answer to assess learning outcomes 1-3*

Describe one way in which a bully seeks to harm a victim?

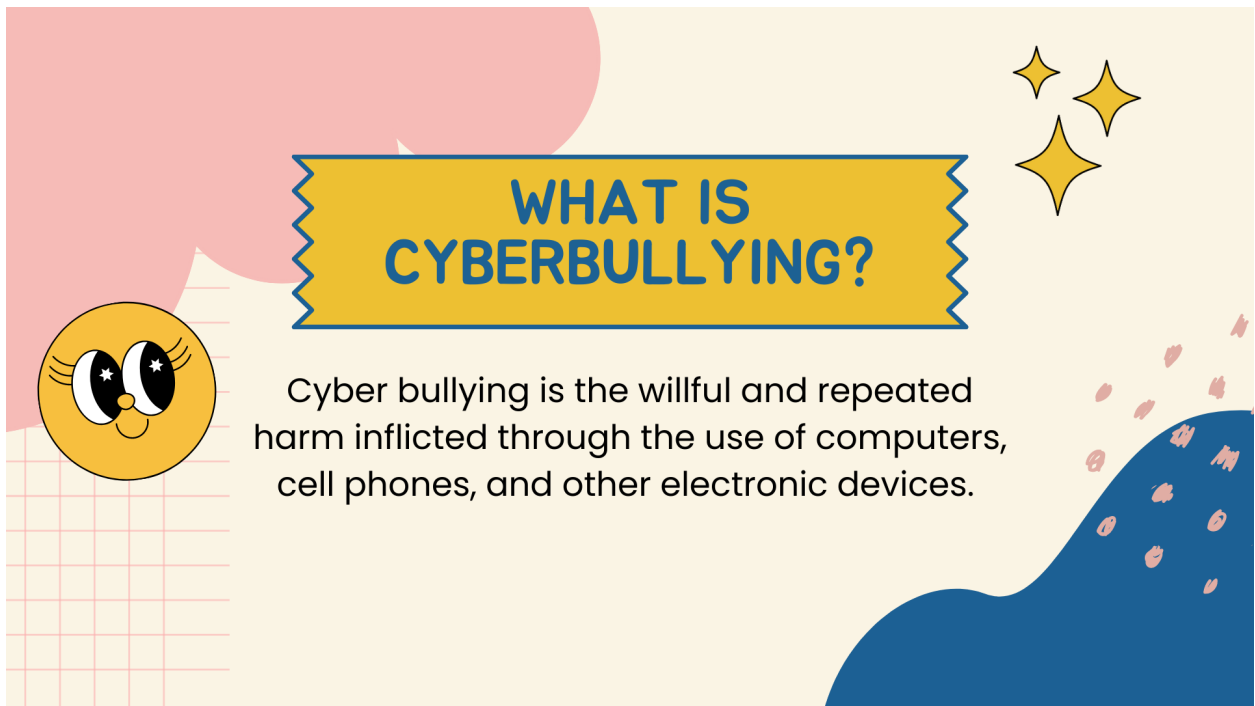
From the information that was given to you, name ONE form of online bullying and define what it is?

- Read the following prompt and identify the kind of bullying and why?

Sarah is getting messages on Instagram from an account with zero followers that is using pictures of Ariana Grande. The account is telling her things like "you're not good at softball", "you run slow", "you're the worst player on the team". The account won't reveal their identity so Sarah's mom tries to find a connecting email to the account and it comes back as a made up name. With that information, what kind of bullying is this?

Appendix B

Powerpoint on Cyberbullying





CHARACTERISTICS OF CYBERBULLYING

- Name calling
- Spreading Rumors or False Information
- Spreading private information
- Personal Attacks
- Discrimination
- Social Exclusion
- Harassment



TYPES OF CYBERBULLYING

- Harassment
- Outing
- Trickery
- Cyberstalking
- Fraping
- Masquerading
- Trolling
- Framing





HARASSMENT

A broad category in which many types of cyberbullying fall into. Includes repeated hurtful or threatening online messaging.




The infographic features a blue scalloped-edged circle with the word 'HARASSMENT' in white. The background is yellow with a grid pattern on the left and a pink shape on the right. A smiling daisy flower is in the top right, and two cartoon eyes are at the bottom.



TRICKERY

Bully befriends the target to make them feel safe. Once trust is established, the bully shares the victims private information and secrets .




The infographic features a blue scalloped-edged circle with the word 'TRICKERY' in white. The background is yellow with a grid pattern on the left and a pink shape on the right. A smiling daisy flower is in the top right, and two cartoon eyes are at the bottom.



CYBERSTALKING

A serious form of cyberbullying that consists of monitoring, threats or physical harms. It can be a criminal offense.




The infographic features a blue scalloped-edged circle containing the word 'CYBERSTALKING'. To its right is a yellow speech bubble with a smiling sun icon. Below the text is an icon of two pairs of eyes. The background is a mix of yellow, pink, and grid patterns.




FRAPING

When the bully uses your social media accounts to post inappropriate content.




The infographic features a blue scalloped-edged circle containing the word 'FRAPING'. To its right is a yellow speech bubble with a smiling sun icon. Below the text is an icon of two pairs of eyes. The background is a mix of yellow, pink, and grid patterns.

MASQUERADING

Creating a a fake profile or identity online. It can consist of fake emails, fake social media profile, using images of someone else.




TROLLING

Attempting to upset someone online by posting repeated comments.

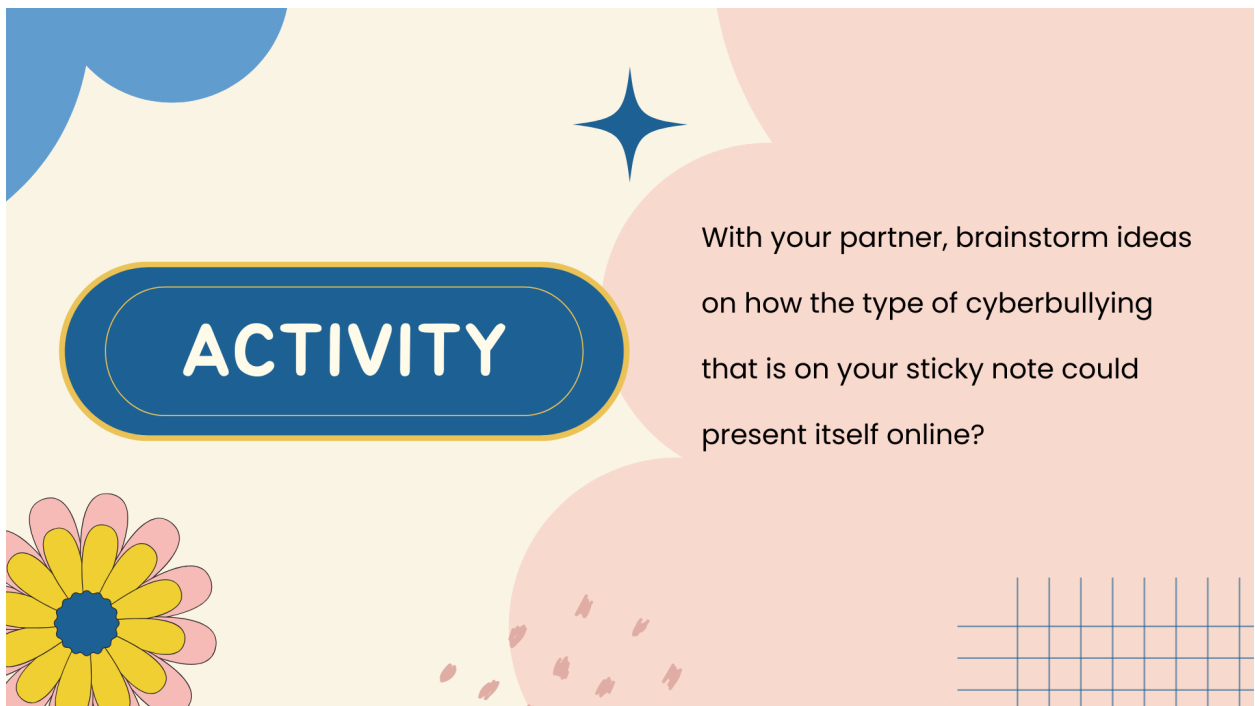


FLAMING

Posting or messaging someone with insults of profanity.



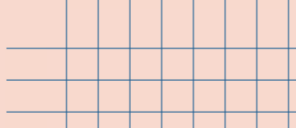



This slide features a blue scalloped-edged badge with the word "FLAMING" in white. To the right, a yellow speech bubble contains the definition. A smiling daisy flower is in the top right, and two cartoon eyes are at the bottom center. The background is yellow with a grid pattern in the top left and blue dots in the bottom left.



ACTIVITY

With your partner, brainstorm ideas on how the type of cyberbullying that is on your sticky note could present itself online?

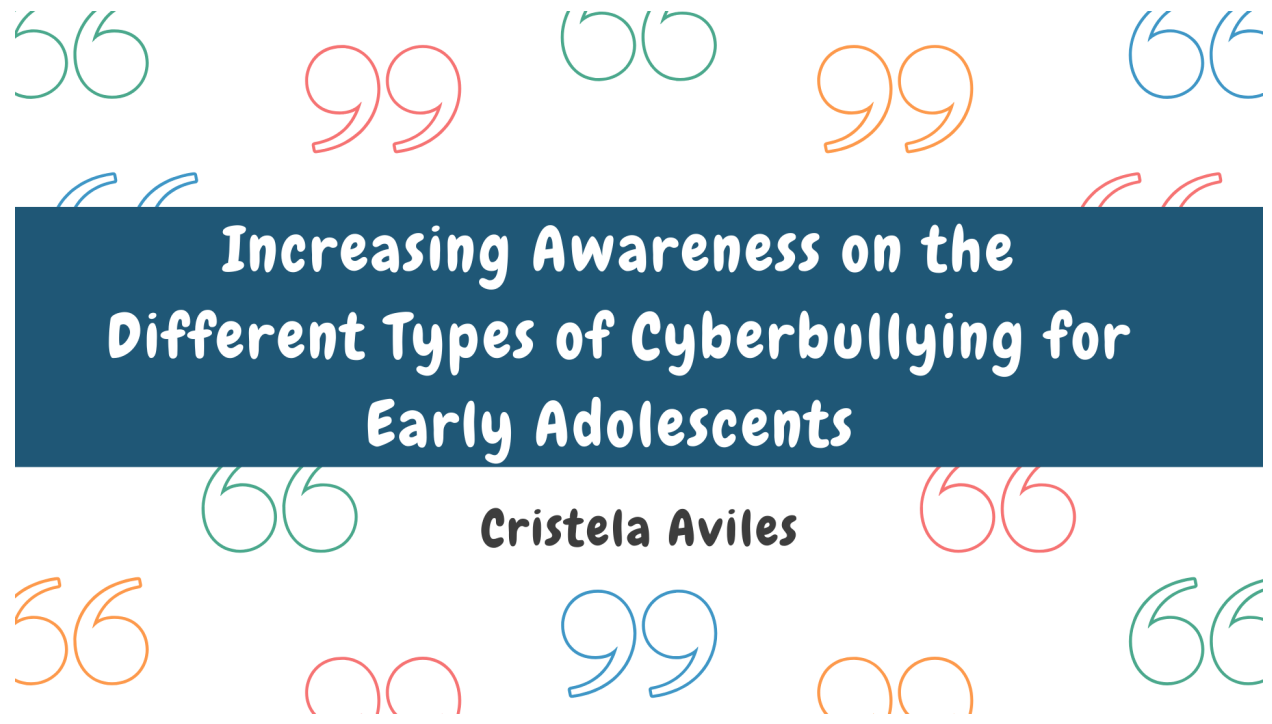




This slide features a blue rounded rectangular badge with the word "ACTIVITY" in white. To the right, a pink speech bubble contains the activity question. A yellow and pink flower is in the bottom left, a blue star is in the top center, and a grid pattern is in the bottom right. The background is light yellow with a pink shape on the right and blue shapes in the top left.



Appendix C

Presentation from Capstone Festival



Increasing Awareness on the Different Types of Cyberbullying for Early Adolescents

Cristela Aviles

Need

With technology advancing so fast, a new form of bullying has developed

Cyberbullying is bullying through the use of technology

Younger generations with access to technology are at risk of experiencing cyberbullying which can cause anxiety, depression, social phobia and lead to extreme causes like suicide

Theory



Erik Erikson's *Stages of Psychosocial Development* is made up eight stages that focus on how biological, psychological and social factors influence the stages of development



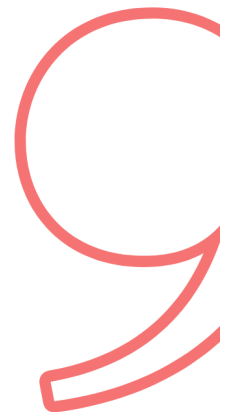
Theory



Identity vs. Role Confusion - Early Adolescents (12-18)

Finding identity leads to positive outcomes such as mattering, sense of well being and sense of direction in life

Role confusion causes individual to question their personality, their view of themselves and perceived views of others



Participants



There were 8 participants in my study

6th and 7th grade

It took place at Ocala STEAM Academy in San Jose, CA.



Learning Outcomes

- 1 Describe one characteristic of how a bully seeks to harm the victim
- 2 Identify one form of cyberbullying
- 3 Examine a cyberbullying scenario and identify the type of cyberbullying

Method 1

Introduced myself, handed out a worksheet and opened a class discussion asking them to share what they knew about cyberbullying

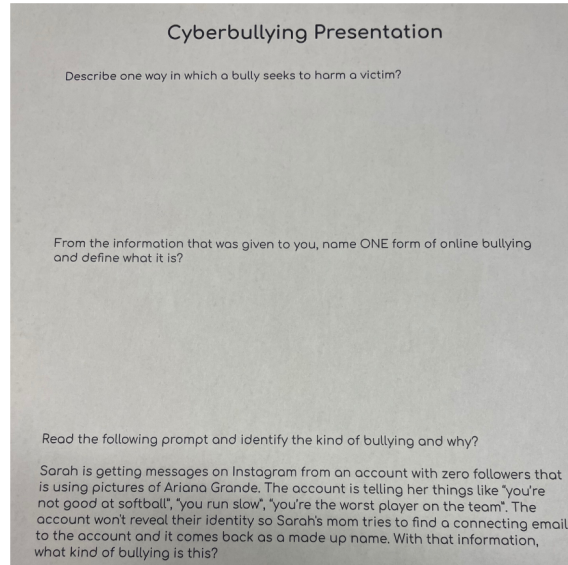
Explained characteristics of cyberbullying such as:

- Use of electronic devices (computers, cell phones, other)
- Remaining anonymous
- Repeated acts
- Voluntary acts
- Intending to harm victim

Method 1

Examples of the characteristics:

- Name calling
- Spreading rumors/ false information
- Spreading private information without consent
- Personal Attacks
- Discrimination
- Social Exclusion
- Harassment
- Commenting
- Private Messages



Method 2

Presented and explained 10 types of cyberbullying

- Harassment
- Outing
- Trickery
- Cyberstalking
- Fraping
- Masquerading
- Trolling
- Framing

Had them fill out the second part of the handout

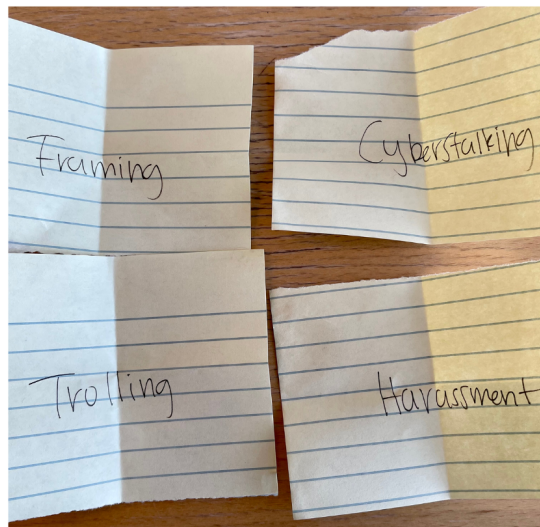
Method 3

Put the students into groups of two and gave them a sticky note with a type of cyberbullying written on it

Asked them to brainstorm and give an example of how their assigned form of bullying could occur online

- Shared the different examples out loud with the group

Asked them to answer the prompted scenario to analyze and describe on the handout





Results



Learning Outcome 1

Describe one characteristic of how a bully seeks to harm the victim

Table1

List of responses to characteristics of how a bully seeks to harm a victim

Commenting rude names like name calling	Spreading rumors and keeping their identity a secret	Discriminating a group of people online	Sharing someone else's information online
Repeatedly attacking someone	Harassing someone and hiding their identity	Saying false information	Spreading rumors and lies and hurting someone

Describe one way in which a bully seeks to harm a victim?

commenting rude names like name calling

Describe one way in which a bully seeks to harm a victim?

Spreading rumors and keeping their identity a secret.

Learning Outcome 2

Identify one form of cyberbullying

Table2

List of responses to identify one form of cyberbullying

Flaming (2 responses)	Trolling (3 responses)	Masquerading	Trickery
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Outing

From the information that was given to you, name ONE form of online bullying and define what it is?

Flaming - insulting and using bad words to fight a victim online.

From the information that was given to you, name ONE form of online bullying and define what it is?

Trickery - being friends with victim to create trust to reveal victims secrets

Learning Outcome 3

Examine a cyberbullying scenario and identify the type of cyberbullying

Read the following prompt and identify the kind of bullying and why?

Sarah is getting messages on Instagram from an account with zero followers that is using pictures of Ariana Grande. The account is telling her things like "you're not good at softball", "you run slow", "you're the worst player on the team". The account won't reveal their identity so Sarah's mom tries to find a connecting email to the account and it comes back as a made up name. With that information, what kind of bullying is this?

Masquerading Fooling victim by creating
Fake account

Read the following prompt and identify the kind of bullying and why?

Sarah is getting messages on Instagram from an account with zero followers that is using pictures of Ariana Grande. The account is telling her things like "you're not good at softball", "you run slow", "you're the worst player on the team". The account won't reveal their identity so Sarah's mom tries to find a connecting email to the account and it comes back as a made up name. With that information, what kind of bullying is this?

Masquerading - when a bully makes a fake
profile using someone else's information.

Table 3

List of responses to examine a cyberbullying scenario and identify the type of cyberbullying

Masquerading fooling victim by creating fake account
 Masquerading - when a bully makes a fake profile using someone else information
 Masquerading because they used someone else's pictures
 Masquerading because there is no link to the email
 Masquerading because they used pictures of Ariana Grande
 Masquerading (2 responses)
 Harassment threatening or intending to harm someone

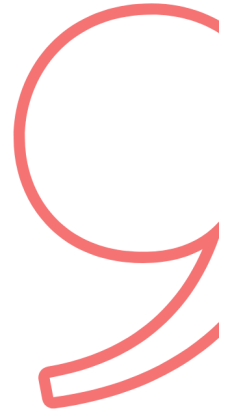
Discussion



Project was successful!

3 learning outcomes were met

Students enjoyed learning about the different types of cyberbullying and the activity



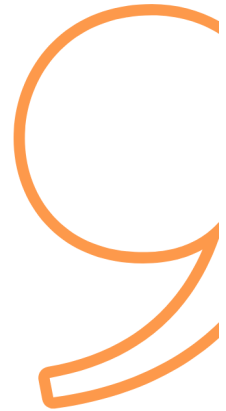
Discussion



Things I would do differently?

Include more activities

Not present by only lecturing



Thank you!
Any questions?

