

## ***Introduction***

Cyber-bullying is any form of harassment that occurs via the Internet. Vicious forum posts, name calling in chat rooms, posting fake profiles on web sites and mean or cruel email messages are all examples of bullying. While Cyber-Bullying mainly takes place on line, other high tech methods like threatening text messages and taunting voicemail also fall under this category. Cyber-bullying is a crime in some States and has even led to death. Hear from Real Teens as they discuss their views on Cyber-Bullying

*The program has a recommended companion title: Bullies and Harassment.*

## ***Learning Objectives***

After completing the program the student will have an understanding of how Cyber-bullying and stalking can impact a teen's self esteem, attitudes toward peers along with the pressures of bullying. Teens discuss how Cyber-bullying can play a detrimental role in their personal development, mental attitude, teen involvement, personal growth into adulthood, and the importance of communicating with others the effects of Cyber-bullying.

Students will see that Cyber-bullies, their actions, words, pictures, fake profiles and false information about their victims may lead to criminal prosecution.

## ***Discussion Topics/Questions***

- 1) What constitutes Cyber-bullying and give examples?
- 2) Why do Teens Cyber-bully and pick on others?
- 3) Is Cyber-bullying caused by a low self esteem or an effort to boost a sense of superiority?
- 4) Can Cyber-Bullies be stopped?
- 5) Dealing with forum and chat room bullying.
- 6) Where to turn to if you or a friend is being Cyber-bullied.
- 7) The consequences of Cyber-bullying.

## ***Presenting The Program:***

To prepare a lesson plan for each program, please review the suggested outline below.

### **1) Before Students View the Program:**

If appropriate, assign a brief essay on the student's view of the subject. Have available as many recommended books as possible to help generate class interest and participation. Discuss as a group what each student's advice would be on the subject to other teens. Preview each program and become familiar with the concepts presented. Opinions will vary and no answer should be considered wrong.

### **2) Students View The Program:**

The first class viewing of the program should be uninterrupted.

### **3) After the First Viewing:**

Students should be prompted to discuss the views of the teens featured in the program. The students may be asked whom they agreed with most and who they disagreed with most.

### **4) Second Viewing:**

The second viewing will enforce and help the children remember the subjects that they have just discussed. Students may point out which featured teens opinion they agreed or disagreed with. This viewing may be interrupted as needed to facilitate discussion. Teacher or students may prompt the pausing of the program. The concept of solutions regarding the issues brought up by the students and the featured teens is important to this discussion.

### **5) Post Activities and Discussion:**

If appropriate - second brief essay may be assigned to compare the difference in the students opinion before and after the viewing and discussion. Discussion questions may be used to stimulate interest in solutions, reinforce concepts and evaluate student comprehension.

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## **TMW MEDIA GROUP**

2321 Abbot Kinney Blvd., Venice, CA 90291

(310) 577-8581 Fax (310) 574-0886

Email: [sale@tmwmedia.com](mailto:sale@tmwmedia.com)

Web: [www.tmwmedia.com](http://www.tmwmedia.com)

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# **The Real Life Teens Series**

## **Cyber-Bullying**

**Q382DVD**

This Program is designed for a general High School audience, grades 8- 12.