Making the Best 4-H Clubs Better – Virtually

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
- Copy of scenarios

Do Ahead
- Review Curriculum Overview
- Review Lesson
- Set up polls for the Crossing the Line Activity
- Prepare group leaders with scenarios
- Save a PDF file of 'Cyberbullying: What to Do' handout

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 using 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)
Direct participants to the virtual polling program. Ask the participants to imagine they are online and you are going to read them a series of messages. Each question will come up and they will need to select if it is "Okay" if they think the message is ok or "Crosses the Line" if it is not ok. You may provide a third option for, "I'm just not sure."

Read each message out loud and have the participants select their response on the polling platform accordingly. Review overall responses to each question before moving on to the next. Once finished use the discussion questions to debrief.
- 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.

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Discussion Questions:
Utilizing chat box or gallery view open discussion, ask the following question to debrief:
- 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?

Activity: Cyberbullying Scenarios (10-15 minutes)
Break the group into smaller groups using breakout rooms. Have an adult volunteer or teen serve as the facilitator for the group. Give each facilitator a scenario to lead the group in a discussion on 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?

Bring everyone back to the main meeting. Have one person from each group share their scenario and the key points they discussed. If time permits, allow other groups to provide additional ideas or feedback.

Share on screen the Handout the 'Cyberbullying: What to Do' handout. After meeting email out to the group.

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.

EVALUATION
Place the following link in the chat for attendees to use to complete the evaluation for the session
go.osu.edu/bestbettervirtual .