

UNIT 8 CYBER BULLYING

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversation between Shione and Trish.
- Answer open-ended comprehension questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about cyber bullying, and decide who has the best idea.
- Study the Opinion Network to learn expressions for “strength of opinions.”
- Extend the Topic by talking about what Trish should do.
- Read a Culture Corner extract about the signs of being a bully.
- Share ideas about “Asking for advice.”
- Watch a follow-up video extract from Mike giving his views about bullying.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Richard’s unit introduction.

The Issue

In this unit, a student is cyber bullied. She keeps getting upsetting messages on her cell phone, and an embarrassing photo of her has been posted on her blog. She and her friend talk about this bullying, and they suspect their classmates, but they cannot specify who the bullies are. It seems cyber bullying is ever increasing. What is cyber bullying, exactly? What should you do when you are cyber bullied? Who can help you? Is there any way to prevent it?

Questions Raised

- What is cyber bullying? What actually happens? Who would do it? Why?
- If you are cyber bullied, what can you do? Is there a way to find out who the bullies are? Whom can you ask for help?
- How can we stop cyber bullying? Or bullying in general?

To Keep in Mind

- Teachers can ask the students to share their experiences of being cyber bullied, but since it is a private and touchy issue, teachers need to be careful about how they handle it.
- Teachers could collect information about real cyber bullying cases from the Internet or newspapers. Students could also do this.
- If your students don’t have cell phones or computers, it might be difficult to imagine cyber bullying. In that case you can focus your discussion on bullying in general.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don’t spend too much time here—do this part lightly. They are supposed to talk about bullying in general before they go into the topic of cyber bullying.

🎧 **Teaching tip:** After the students have worked in pairs, you could ask volunteers for their answers. For #1, you could ask for someone who actually witnessed an instance of bullying.

Situation

→ Have students read and listen to the dialogue once, and then have them close their books. Let students talk about the outline of the story in pairs, either in English or in their language. Play the CD again and have them read and listen again.

🎧 **Teaching tip:** Try a Radio Drama activity. Select two students or ask for two volunteers for radio drama players. They will read Shione and Trish’s dialogue parts. Since it is a radio drama, they have to read the dialogue realistically—that is, both Shione and Trish should sound worried and upset. Make another pair and let them do the same thing. The class judges which pair sounded more like a radio drama.

Check Your Understanding

Answer Key (sample answers)

1. She received a terrible message on her cell phone.
2. Someone posted an embarrassing photo of her on her blog.
3. She is not sure.
4. She should tell someone about it.
5. She should do nothing.

What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students discuss the opinions of Susan, Yeon-Suk, Ken, and Luis. Discussion should be done in pairs. Have students do Activity A individually. Then have them move to Activity B and discuss their responses in pairs.

🎧 **Teaching tip:** You can model the expressions in the Opinion Network box. It is a good chance for students to practice the words *absolutely* and *definitely*. They can practice saying these words with a lot of emphasis, which can be fun.

📄 **Culture point:** In many countries cyberbullying is often reported on the Internet, in the newspaper, or on TV news these days, so teachers (and students) can find examples or real cases of cyberbullying and discuss them.

Extending the Topic: What should Trish do?

→ Have students work individually when matching the advice and the reasons, and in pairs for the follow-up discussion. If time allows, have students do the Extra Activity, which is a debate.

Culture Corner

Have students work in pairs or groups of three. Students read through the “Signs of Being a Bully.” Give them an opportunity to ask about unknown words, such as *tease* and *taunt*. Then write a few questions on the board for discussion. For example: What were (or are) the most common signs of being of bully in your high school?

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of four. Two students (students A and B) think Trish, the girl who received the upsetting messages, should get help. The other two students (students C and D) think Trish should not get help. Note: even if students prefer the opposite position, assigning the positions—or beliefs—randomly can be good practice for developing critical thinking.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times until they are finished, or you can set a time limit. At the end, ask students to decide which group had the better argument. You can ask a few groups for examples of what was said.

Sharing My Ideas: Asking for advice

→ Choose

Begin by having the students select one of the two topics. Explain that they are going to tell a story about advice they either gave or received.

→ Prepare and Rehearse

Remind students to take simple notes when they are creating their outlines. Before they begin rehearsing, go over the Language Hints and the Presentation Tip. In this unit the Language Hints focus on ways to start and end a story, and the Presentation Tip focuses on putting feeling into your voice. You could demonstrate these two points by doing the sample presentation below.

Be sure that students are practicing two times: once while looking at their notes and once without looking. Listeners can look at their partner's notes during the second round of practice and give clues about anything he or she may have forgotten.

Sample Presentation

A Bad Relationship

This is a story about my friend. A few years ago, she had a problem with her boyfriend. He tried to control her by constantly asking her where she was and what she was doing. He always wanted to know who she was with, too. He even hit her sometimes. I told my friend she should break up with him. She said that he apologized. He promised that he would never hit her again. I told her that he would repeat his violence anyway. So, in the end, she left him and my friend thanked me for my advice. She says that leaving him was the right thing to do. Now, she has a new boyfriend. He treats her very well!

→ Present

Have students change partners, or put them in small groups. Be sure that students have read and understood the Listener task, and encourage the audience to take notes.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- | | |
|---|-----------|
| 1 – There was a title for the presentation. | ★ ★ ★ ★ ★ |
| 2 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 3 – The presenter did not read directly from the outline. | ★ ★ ★ ★ ★ |
| 4 – The presenter put feeling into his or her voice. | ★ ★ ★ ★ ★ |
| 5 – The presentation was interesting. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mike's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Mike

In schools bullying has always been a problem. It definitely was when I was a student. What students need to remember is that bullies are basically weak and insecure. They take out their problems on other people. People who are bullied need to gain more confidence in themselves, and not worry about these things. For example, if you get a strange email, so what? I think you just have to ignore it, move on, deal with it. But, of course, when it gets to be too much, as sometimes it does, people need to tell other people about the problem. You can tell your teachers, you can tell your parents. Talking with your friends, your peers, is a good idea, but friends can't always help you deal with these things. You need to talk to someone in a position of authority, someone who can effect a real outcome.

Video Script

Bullying has always been a problem in schools. What students need to remember at the end of the day is that bullies are weak. They're insecure. They take out their problems on other people. People need to have more confidence in themselves, and not worry about these things. So what? You get a strange mail, an odd mail. Ignore it, move on, deal with it. That's life. Life's not a bed of roses. Make what you can of it. When it gets to be too much, as sometimes it often does, people need to tell other people about the problem. You can tell your teachers, tell your parents. Talking to your friends is a good way, but friends can't always help you deal with these. You need to talk to someone in a position of authority, someone who can effect a real outcome in this matter.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A. 1. c 2. b 3. d 4 a 5. b

B. messages, embarrassing, bully

C. 1. c 2. c

LINKS

If you would like the class to do additional research on cyberbullying, here are some useful links:

STOP cyber bullying:

<http://www.stopcyberbullying.org/>

The 2007 Cyber bullying Public Service Announcement:

<http://www.sonycreativesoftware.com/news/cyber.asp?language=6>

www.bullyingcourse.com: *Learn to BE the change!*

<http://www.bullyingcourse.com/>