



## Out of the Schools: Cyberbullying Prevention

**Course Description:** More and more students in our schools are experiencing bullying through means like email, social media applications, and text messaging. This issue has left many schools at a loss for what they can do to protect their students.

This online class will examine the issue of cyberbullying and offer insight into what cyberbullying is, how it differs from traditional bullying, and how schools can help. This course will use a variety of resources including from students themselves.

**Clock Hours / Continuing Education Units: 10**

### Learning Objectives:

- Understand terminology and statistics around cyberbullying
- Gain knowledge about what cyberbullying looks like and how it differs from traditional bullying
- Consider how to change the culture in their schools and communities
- Demonstrate an understanding of cyberbullying, the rates at which it occurs, and how to protect students
- Demonstrate a knowledge of methods to change the climate in a school and classroom setting to improve the safety and well being of students.
- Construct lessons and training materials to implement into schools and professional development settings.

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

### Getting Started:

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

### Course Outline:

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
2	<b>What is Bullying?</b> This lesson introduces the topic of bullying in the context of school districts to participants. They will develop a common definition for bullying and be able to differentiate between bullying and conflict.	0.85 Hours
3	<b>Privilege and Microaggressions:</b> In this lesson, participants will develop an understanding for what privilege is and how it manifests in schools through microaggressions and bullying behaviors.	0.85 Hours
4	<b>The Great Game of High School:</b> In this lesson, participants will understand how social structures and cliques play a role in bullying behavior. They will read an article on “The Great Game of High School.”	0.85 Hours

5	<b>Cyberbullying:</b> In this lesson, participants will understand how bullying has manifested through technology, the internet, and social media. Cyberbullying prevention strategies for educators will be outlined and current research will be examined.	0.85 Hours
6	<b>The Reactive Bully and Provocative Victims:</b> In this lesson, participants will differentiate between provocative victims and reactive bullies. Participants will examine strategies to meet the needs of provocative victims.	0.85 Hours
7	<b>Unique Populations:</b> In this lesson, participants will examine bullying and its intersections in special populations, including LGBTQ students and students with disabilities. Participants will review the impacts on this population, as well as examine strategies to minimize bullying.	0.85 Hours
8	<b>Misdirections in Bullying Prevention and Intervention:</b> In this lesson, participants will understand that well-intentioned bullying prevention & response measures can result in predictable missteps. Participants will learn about some of the practices in bullying prevention from experts in the field.	0.85 Hours
9	<b>Laws, Policies, and the Bully Circle:</b> In this lesson, participants will review common components of state anti-bullying laws and regulations by state. Participants will also review key resources for implementing bullying policies in classrooms and schools, and they will also examine the Bully Circle as a powerful model for understanding bullying behaviors.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan
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		Points
<b>Background Information</b>	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
<b>Lesson Plan</b>	<i>Engage</i> : Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain</i> : Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate</i> : Lesson effectively assesses participant understanding.	5
<b>Implementation</b>	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.