

School background

Students in our school are mainly band two and they are not very motivated in learning English. In order to help students understand the elements in the NSS, we integrated some social issue topics in school curriculum as early as in S1 this year so that students can have a taste of what learning social issue is like. This set of notes is a continuation of this year's S. 3 social issue topic – school bullying.

Objectives:

I hope that after finishing the tasks in the worksheets, students will be able to

1. explain what a social issue is
2. tell the meaning of cyber bullying
3. analyze the causes and consequences of cyber bullying
4. mention different ways of cyber bullying
5. give advice to different groups of people to curb this problem through discussion
6. summarise and exchange information about cyber bullying in a mind-map or oral discussion activity
7. present and analyse their own findings about cyber bullying in Hong Kong through an oral presentation
8. reflect upon their own performance in the presentation
9. express their own ideas through a writing task
10. show how well they can master the vocab in a test

Rationale

1. Students have already got previous knowledge and experience of learning social issue. This is an integration to their daily learning material.
2. A continuation of the Form 3 social issues topic –from school bullying to internet bullying (spiral learning in terms of scope and depth)
3. There is no need to separate the social issue to what students have been learning in their daily work because it is a repetition of the 4 skills and 9 generic skills.

No. of lessons/Year level

It might probably takes about 114-15 lessons to finish this task for NNS1 students.

Resources

1. news articles
2. internet websites for view video clips and a song
3. worksheets and
4. a sample questionnaire
5. an oral discussion sheet
6. assessment criteria sheets
7. a test

	Teaching steps	Worksheet/Supplementary Readings/Task	No. of lesson/s
1.	Introduce what a 'social issue' is.	Decide what a social is WS 1	}
2.	Definition of 'social issue'	Supplementary reading 1 + WS 1+2	
3.	Introduce the issue topic 'cyber bullying' + how we should look at a social issue	Watch a short video clip from youtube on the internet "Mean Girls: Cyber bullying" Listen to a song and watch pictures about "Cyber bullying"	
4.	Definition of cyber bullying	Supplementary readings 2 +WS 3	
5.	Causes of cyber bullying	WS 4 +WS 5 Supplementary readings	1 lesson
6.	Ways of being cyber bullied	WS 6	0.5 lesson
7.	Consequences of cyber bullying	WS 6	0.5 lesson
8.	Advice to different groups of people to curb cyber bullying	WS 7	2 lessons-3 lessons
9.	Teacher conducts the Oral Discussion + Individual response	A discussion slip	1 lesson
10.	Comparison between cyber bullying and physical bullying	WS 8	1 lesson
11	Set a questionnaire	WS 9+ Supplementary reading 9	0.5 lesson
12.	Prepare students to do a presentation about "Cyber Bullying in Hong Kong"	Teacher assessment criteria	1 lesson
13.	Students do their presentation in class		3 lessons
14.	a. Write a newspaper article about "Have people taken enough notice on cyber bullying in Hong Kong, why or why not? (brighter class/es) b. Write an imaginary story (weaker students) "If you were being cyber bullied on the internet, what would you do?"		2 lessons
15	Test for the whole class	Test paper	0.5 lesson
	Extended Tasks		
1.	Write a formal written report of the analyses	If time allows, some more tasks can be conducted	
2.	A role-play about victim/parent/policeman/teacher		

ABC College

Form 4 English 2009-10

Topic: Cyber bullying

Social Issue

Name: _____

Class : _____ ()

Group: _____

Worksheet 1

Definition of a social issue

Activity 1

What do you think of the following sentences? Are they social issues?

Put a tick (✓) in the right coloum. If you are not sure, tick (✓) the box 'not sure'.

	Yes	No	Not sure
1. Tourists complain about pollution in Hong Kong.			
2. You have finished an exercise book but you don't have a new one.			
3. The age of people are getting older and older.			
4. More and more young people smoke in Hong Kong.			
5. Your brother could not get a satisfactory job.			
6. People complain about the bad service of a restaurant.			
7. Fewer people buy new computers and cars.			
8. A man was robbed by a thief on Nathan Road.			
9. There was a car accident in Yuen Long yesterday.			
10. Compulsory drink driving test			

Activity 2

Find out the meaning of a "social issue" : (refer to supplementary reading 1)

_A social issue is a matter that affects many people _____

_____. For example, _poverty, _____

_____are common social issues. If the matter

affects only a small group of people, it cannot be called a social issue.

Worksheet 2

How can we look at a social issue?

Activity 1

You are asked to form into groups of four to discuss what can be discussed in a social issue. Write down what you think should be included if you are dealing with a social issue.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Activity 2

Now, get a supplementary reference (reading 3) to read, choose to add what you think can help you discuss in fuller details about a social issue.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Worksheet 3

Definition of cyber bullying

Activity 1

Read supplementary readings 2, 4, 5 to find out the definition of cyber bullying.

1. Cyber bullying is using technology to _____.(reading 2 p. 1)
2. Cyber bullying is the use of electronic information and communication technologies to _____(reading 4 p.3)
3. Cyber bully is when one or more people intentionally _____(reading 5 p. 6)

Worksheet 4

Causes of cyber bullying

Go through readings 4, 5 and 6 to find out the possible causes of cyber bullying.

1. It is anonymous./There exists the factor of anonymity. (reading 4 p. 4, reading 6 p. 7)

2. Some victims do not want parents to react by _____
_____ (reading 4 p. 4)

3. Parents think that the filtering _____ can
safeguard or alleviate any and all Internet issues, including online bullying.

4. Cyber bullies use excuses to rationalize their harmful behaviour: They will say

___ Life online _____
___ It's not _____
___ What happens _____ } (reading 5 p. 5)

5. People, especially _____ are heavily dependent on _____ gadgets.
(reading 6. p. 8)

6. Bullies themselves want to get personal
_____ (reading 6. p. 8)

7. Bullies watch victims resort _____ (reading 6, p. 8)

8. Bullies thirst for the victim's reaction because
_____ (reading 6, p. 8)

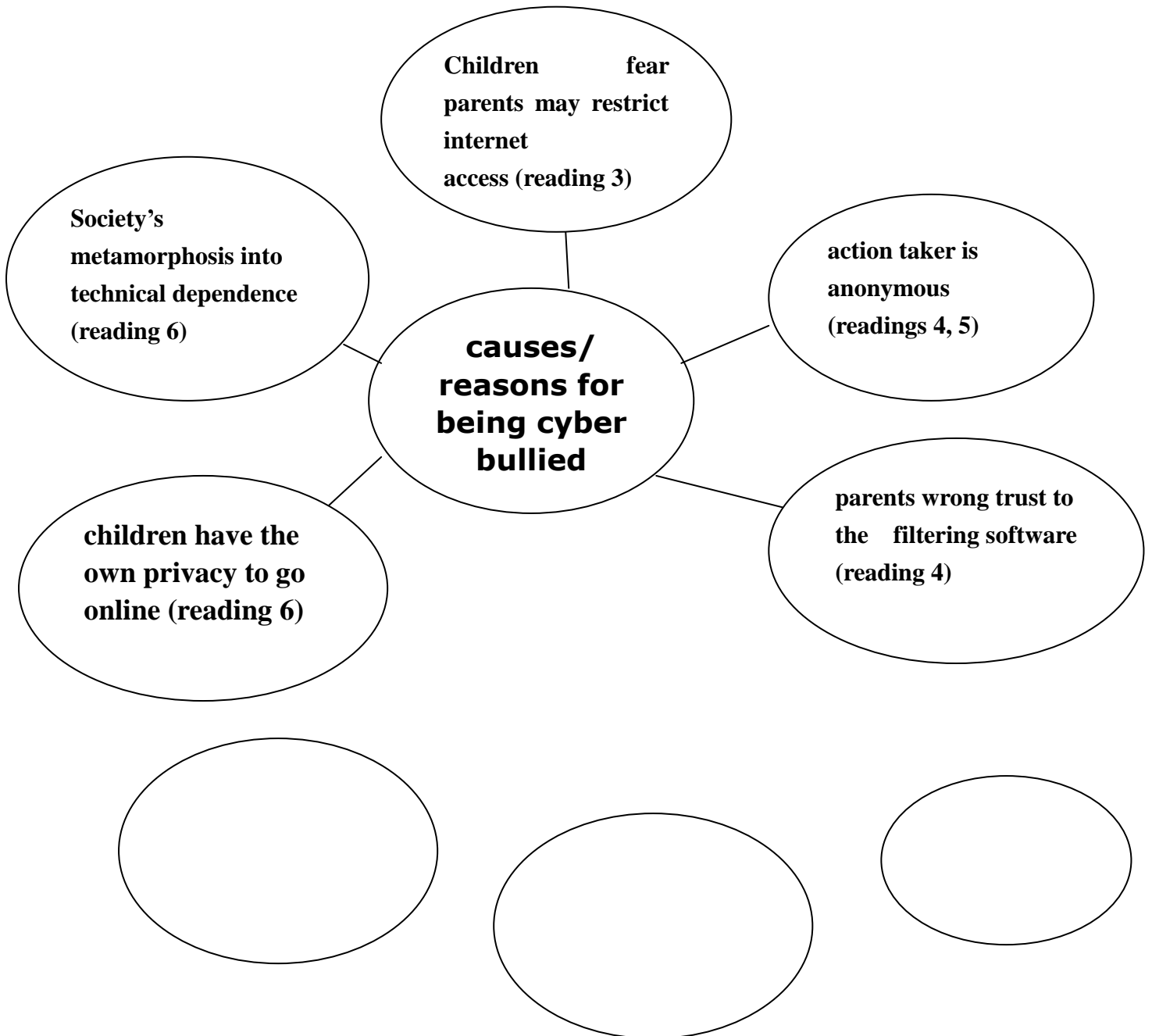
9. Bullies have very little _____
_____ (reading 7, p.11)

Worksheet 5

Mind-map for being cyber bullied

Activity 1

Based on the given readings 3, 5 and 6, work in groups of 4 to go through the readings once again to find out the reasons why some people are being cyber bullied. You may add your own ideas in the circles.



Worksheet 6

Activity 1

Ways of being cyber bullied

Refer to supplementary readings 2, 4 6, 8

A person can spread rumors, threats, hate mail or embarrassing photos through

- | | |
|------------------------|---------|
| ☛ __text messages_____ | ☛ _____ |
| ☛ _____ | ☛ _____ |
| ☛ _____ | ☛ _____ |
| ☛ _____ | ☛ _____ |
| ☛ _____ | ☛ _____ |
| ☛ _____ | ☛ _____ |
| ☛ _____ | ☛ _____ |

Activity 2

The consequences () of cyber bullying

Refer to readings 6 and 8, write down the possible consequences () of cyber bullying. You may add your own ideas.

Cyber bullying

- can cause serious mental impact such as reports of _____(reading 6, p.10)
- cause negative health and _____(reading 8 p. 14)
- shows symptoms of depression (reading 8 p.15)
-
-
-
-

Worksheet 7

Activity 1

Advice to students

Read supplementary readings 5 and 6, find out what students can do to avoid being the victims.

- **treat each other** _____
 - **refuse to cyber** _____
 - **refuse to participate** _____
 - **report cyber** _____
 - **to be cautious about where** _____
- _____ (reading 6 p. 9)
- **not to provoke them**
 - **change an email address or** _____ (reading 6 p. 9)
 - **report any harassment to your** _____ (reading 6 p. 10)

Activity 2

Advice to educators

Refer to supplementary reading 5, find out the tips to educators. Schools can do something to help keep their students safe by:

1. _addressing it _____

2. teaching _____
3. responding _____
- 4 taking _____
5. looking _____

Activity 3

Advice to the government

Discuss in groups of four, suggest what the government can solve the problem of cyber bullying in Hong Kong. You may add your own ideas in this part.

1. **The government can**
pass _____ **(reading 6 p. 9)**
2. **The government can ban the use of** _____
_____ **(reading 6 p. 9)**
3. _____
4. _____
5. _____
6. _____
7. _____

Activity 3

Advice to parents

Refer to reading 7, find out what parents should be aware of in order to avoid their children being the victims and what they should do if their children are being cyber bullied

Parents should

1. *look for the typical signs* _____
_____.(reading 7,p. 12)
2. *notice whether the child becomes highly emotional or shows signs of*
_____.(reading 7p. 12)
3. *have open* _____ *with their children. Don't blame*
_____.(reading 7,p. 12)
4. *not take away* _____.(reading 7,p. 12)
5. *stand on the side of their* _____
6. *teach their child to never give out personal* _____
_____messages. (reading 7,p. 12)
7. *learn about and teach their teenager about blocking*
_____.(reading 7,p. 12)
8. *contact their phone company and report the matter or contact the ISP for assistance.*
9. *teach their child appropriate*
_____.(reading 8 p. 15)
10. *set age-appropriate boundaries for use of* _____
(reading 8 p. 15)
11. *not over-react.* (reading 8 p. 15)

Worksheet 8

Activity 1

Discuss in groups of four, tell why cyber bullying has more devastating effects on victims than those who are physically bullied. You may read supplementary readings to help you. You may also use your own ideas to fill in the following table.

Why do we say cyber bullying has more devastating effects on victims than those who are physically bullied?

Aspects	Traditional bullying	Cyber bullying
safety zone	e.g. at least there is a safety zone (e.g. at home) (readings 3, 7)	it occurs (reading 7)
number of onlookers	limited numbers, at the vicinity	the potential audience for someone who (reading 8)
degree of contact	face to face, physical contact	You don't have to see(reading 7)
anonymity	between people who know each other (reading 6)	
people who take the action	can be known to the victim	

Worksheet 9

Design a questionnaire about cyber bullying

Form into groups of four to design a survey about cyber bullying. You can design the number of questions asked but remember you need to make use of the data later to write a report about your survey. You may also refer to supplementary reading 9 for a sample of a questionnaire.

Speaking Skills

Group discussion

Part One

Students are asked to form into groups of four to discuss the following things

1. What is cyber bullying, how is it different from physical bullying?
2. Why do we say cyber bullying inflicts more harm than physical bullying?
3. How do people embarrass, threaten, harass or intimidate others on the internet?
4. How can people be affected by cyber bullying?
5. What should people do if they are being cyber bullied?
6. What can someone do to avoid being cyber bullied?
7. How can parents protect their children from being cyber bullied?
8. Why don't children report being cyber bullied?

Part Two

Individual response

1. If you noticed that one of your friends is being circulated on the internet, what would you do?
2. If you found that you are being insulted and intimidated on the net, what would you do?
3. Who would you tell if you found that your friend/classmate is being uploaded on the net?
4. One day, you discovered that your close friend circulated some rumours about another close friend, what will you do?
5. You accidentally discovered that your closest friend sent threatening and intimidating messages to you, what will you do?
6. Have you ever thought that you may be one of the victims of cyberbullying? Why or why not?

ABC College

Name: _____ Class: _____ () Group: _____

Cyber bullying

/15

Fill in the following passage with only ONE word in each blank.

Cyber bullying is a 1. g_____ problem worldwide for children and parents. It conjures up all sorts of 2. n_____ images and bad memories. Today, the 3. t_____, the methods and the means of bullying are changing, and changing rapidly.

This form of 4. h_____ is not obvious. It seems so harmless but in fact it lives online forever. It no longer happens in school 5. p_____ only, it can happen even if you are at home. Bad guys can hurt another person by 6. c_____ photographs, videos and messages to repeatedly willfully and intentionally 7. e_____, 8. in_____, humiliate, threaten or harass others. Victims are helpless because they cannot 9. t_____ who are doing all these things behind the scenes. However, once the 10. p_____ are caught, they can be prosecuted for more than one 11. o_____.

People who are assaulted should contact local 12 a_____ including the police, school officials, etc.

However, most children do not report being cyberbullied because it is not easy to find out that 13. a_____ person on the net. Also, they do not want their parents to cut their internet 14. a_____. Besides, they are afraid that they might have 15. re_____ from the bad guys.

Worksheet 11

For stronger classes, students are asked to finish a class presentation about cyber bullying

1. Students are asked to form into groups of four to present what they have learnt about cyber bullying.
2. The topic of the project is “Cyber bullying in Hog Kong”.
3. Project guidelines are given.
4. Enough time should be given to students to do some research about the situation in Hong Kong.
- 5.

Worksheet 12

Activity 1

For weaker class, students can do individual presentation for 2 minutes instead of doing a group presentation

Two- minute Oral Presentation

You need to give a one-minute presentation to your teacher(s) and your classmates. Answer the questions on page 11. Then use all the ideas and prepare a one-minute presentation.

Good morning/good afternoon everyone, today I want to talk about playing computer/on-line games.

I spend _____ hours playing on-line games and _____ hours surfing the internet every day. I like to surf the internet because it is

_____. I can _____
_____ and _____

I like to play on-line games because firstly, I _____
_____. At the same time, _____

Then _____

My favourite websites are _____, _____
and _____. And my favourite on-line games are _____
_____, _____ and _____

But there are some bad points (disadvantages) too. For example, it is
_____ and _____

My parents think that it is _____ for me to play computer games/on-line games because I _____

Worksheet 13

Write an article to the editor to express your feeling about cyber bullying in Hong Kong

For weaker students, they are asked to imagine how they would feel and what they would do if they are being cyber bullied in about 200 words.

Worksheet 15

** What are the other disadvantages of using the internet(Optional)

Discuss in groups of 4. Suggest some disadvantages of using the internet.

If people use the internet, they can/will

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Worksheet 10

You need to write a survey report after you have conducted the questionnaire. Here is an example to help you understand the layout of a survey report. This report is based on the data collected from supplementary reading .

SURVEY REPORT

Names

Submitted by: (1) _____

Date

To: Mr Chan

Date: 23 March 2009

title

Title: **Teenagers and Computers Games**

Introduction

Introduction

Forty Form 1 students aged between 12-13 were interviewed to find out what they think about computer games. (2) F_____ questions were asked. The questions included the (3) n_____ the students spent on playing computer games (4) _____, (4) the favourite types (5) _____, the reasons for (6) _____ and advice they will give if (7) _____ to on-line games.

heading

Findings

I Number of hours spent on computer games per week

More than (8) h_____ of the students played computer games for more than (9) _____ hours a week. Only two students spent less (10) _____ a week.

heading

II Favourite types of (11) _____

Most of the students (25 votes) like to play (12) _____. Ten students chose (13) _____ as their favourite types of computer games.

heading

III Reasons for (14) _____

Nearly half of the students like to play computer games because it is (15) _____. The second most popular reason is to get (16) _____. Four people wanted to meet (17) _____.

heading

IV Advice they will give if a friend is addicted to on-line games

Twenty-one students said they would ask the friend to (18) _____

_____. Another advice is to help him/her to (19) _____. But no one will leave (20) _____.

Conclusion

Conclusion

The survey shows that more than 50% of the students spent too much time on on-line games. It is advice that teenagers should start other hobbies and meet more friends.