



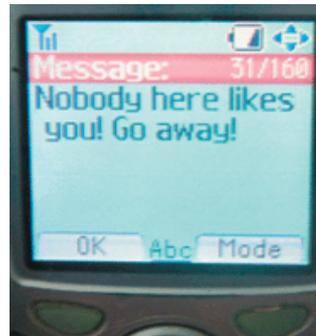
Pre-Reading Activities

A: Short Discussion

Work in pairs and answer these questions:

What does the word 'bullying' mean to you?

Have you ever bullied someone or been bullied? When? What happened?



B: Predicting From A Text

1. Read two sentences from today's article. What kind of bullying is being talked about?

Cyberbullying, more than just "messaging around"

NEW YORK (Reuters Life!) - It may affect as many as half of U.S. teenagers, can be as bad or worse than being beaten up in the schoolyard, and is so relentless and emotionally devastating that suicide can

seem the only answer.

Whether it is through emails, instant messaging, cellphones, texting or web sites, cyberbullying is a growing problem.

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2. How do you think cyberbullying is different from other kinds of bullying?

Reading Activities

A: Understanding Words And Meanings

1. Find the words in the list below that have been **highlighted** in today's first article on the next page and discuss in small groups what you think each word means.

(Think about what word form the word is, any information given by prefixes or suffixes and its context in a sentence.)

devastating

legislation

anonymity

embolden

refuge

rumor

messaging around

harassed

peers

2. Your teacher will give you a list of definitions of the words from 1. Match each meaning with the correct word.

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Cyberbullying, more than just “messaging around”

Mon May 11, NEW YORK (Reuters Life!) - It may affect as many as half of U.S. teenagers, can be as bad or worse than being beaten up in the schoolyard, and is so relentless and emotionally **devastating** that suicide can seem the only answer.

Whether it is through emails, instant messaging, cellphones, texting or web sites, cyberbullying is a growing problem.

In the past 10 years 37 U.S. states have adopted **legislation** mandating schools to implement anti-bullying statutes...

Unlike schoolyard taunts or fights, Tarplin said the **anonymity** of electronic media can **embolden** bullies and its pervasiveness [allows] a nasty comment, a harsh remark, an unflattering photo or video to be sent to countless numbers of people in an instant.

"With electronic forms of bullying there is no **refuge**," said Scott Hirschfeld, director of curriculum and training in ADL's education division, who created its program to raise awareness to counter cyberbullying.

"Here it is 24/7. It is always online. Even if you turn off your computer you know that web page is up, or that people are spreading this **rumor** about you. The relentlessness of it is very psychologically devastating."

MESSING AROUND

Teenagers at a day-long ADL conference said they thought cyberbullying was “just **messaging around**” until they heard John Halligan speak about his 13-year-old son Ryan, who committed suicide in 2003 after years of bullying, both on and offline.

“He was continually **harassed** about being potentially gay,” Halligan, a former manager at IBM who now tells Ryan’s story at schools around the country, said in an interview.

Halligan only discovered the extent of the torment his son had endured after his death.

“He was trying to manage the situation on his own, which a lot of these kids do, tragically,” he said. “I never anticipated that his **peers** would become such a danger to him.”

Halligan encourages bystanders, students who are aware of cyberbullying and choose to do nothing, to use the power of peer pressure to stop it.

His message to parents is to speak to their children. “Make sure you turn that computer off, often, and have a sit-down conversation about what is going on in their lives. Create as much opportunity as you can to allow them to express their feelings and what they might be going through.”

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B: Comprehension

Find the answers to these questions in Article One.

1. How is cyberbullying different from other kinds of bullying?
2. What happened to John Halligan’s son?
3. What does Halligan now do?
4. What should people who see cyberbullying do?
5. What should parents do?

C: Reading and Notetaking

Work in pairs. One of you is Student A, the other Student B. Your teacher will give you an article and worksheet. Read today’s second article about bullying in schools, Student A will read the first half, Student B the second.

Assignment for Student A: You are going to read the first half of an article about bullying in schools in South Korea. Your article looks at typical bullying behavior, characteristics of victims and the effects of bullying.

Assignment for Student B: You are going to read the second half of an article about bullying in schools in South Korea. Your article looks at the effects of bullying and gives advice on what bullies, parents of bullied children and victims can do to stop bullying.

D: Share your Information

Work in your pairs to answer these questions, giving any appropriate information from the articles (Articles 1 and 2) you have read. Write down your answer for each question in note form.

What characteristics might a victim of bullying have?

What kind of behavior may be called bullying?

What are some of the effects of bullying?

How can the parents of victims help?

How do bullies need to change?

Why do students bully other students?

E: Prepare a Report

Now work together in your pairs and use your notes to write a web page, an information pamphlet or a short report on bullying and cyberbullying.

For extra research you could: interview other students, look at Web sites (some are given in Post-Reading Activity A), interview your teacher(s), or hold a class discussion.

Post-Reading Activities

You may do one or more of these.

Activity A: Web Sites

These web sites related to bullying may be of interest to you:

<http://www.nobully.org.nz/games/play6.htm> (You can play the 'no bully' game.)

<http://www.nobully.org.nz/advicek.htm#one> (It gives advice on what to do if you are bullied.)

<http://www.ncpc.org/topics/cyberbullying> (It lists useful websites on cyberbullying.)

<http://www.mcgruff.org/> (It gives safety tips for children, including a webisode on how to stop a bully)

Activity B: Extra Reading

Read the article below and answer these questions in small groups:

1. What is your reaction to the outcome of the Swedish court case?
2. What effects (if any) might a similar legal case like this have on bullying in your country ?
3. Do you think schools can be held responsible for preventing bullying of their students?

Bullied Schoolgirl Wins Damages

STOCKHOLM Friday November 5 (Reuters) - A Swedish court set a precedent on Friday by awarding damages to a student who was so mercilessly bullied for being an 'outsider' that she dropped out of high school and left town.

Johanna Rosenqvist, now 21, won 125,000 Swedish Crowns (\$15,000) compensation for lost education and 179,000 crowns in legal costs from the Grums local authority.

Karlstad district court agreed that the school, Jattestensskolan, had not done enough to stop the bullying.

Rosenqvist's lawyer said the case could lead to other suits. "It gives other bullied pupils the right to hold their local authorities responsible," Ola Stervin said.

Rosenqvist's nightmare began in 1992 when she was 13 and moved to the school in Grums, 280 kms (170 miles) west of Stockholm. She was quickly picked on.

The constant bullying made her ill, physically and mentally,

and she took more and more time off.

"I had gastritis, migraines and depression," Rosenqvist told her local newspaper during the court case. "I was an outsider from the first day. Every time they saw me in the corridor they picked on me, said I smelled and was stupid and that I was ugly," Rosenqvist told the court.

By spring 1995 she could take it no longer. She dropped out of school and her family moved 50 kms (30 miles) to Arvika.

She plans to go back to school next year to complete her education.

She had sought 671,000 crowns (\$80,000) compensation.

"This was totally unexpected. We are shocked," said Anna Gustafsson, Grums local authority lawyer. "We thought we would win as the school had taken a lot of measures to help the girl."

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Activity C: Essay topic

Write an essay answering these questions:

Why do students bully other students? How can they be encouraged to stop bullying?

How can victims of bullying and their parents prevent further bullying?



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

B: Predicting From A Text - Answers

1. cyberbullying (i.e. using electronic media including text messaging, emails or websites to say or send negative information about someone).
2. Answers will vary.

Reading Activities

A: Understanding Words And Meanings - Notes

1. Give students time to work in pairs and find each word in Article One and discuss what it means using their shared knowledge of what they might already know about the word (i.e. what word form it is, etc., any information they can gain from the words around it etc). Do not allow them to use dictionaries at this stage.
2. Give students copies of the definitions in the next column. Students match the words from the article with the definitions. You may like to have a short discussion as to how accurate (or inaccurate) their guesses about meanings were.

A: Understanding Words And Meanings - Answers

- devastating - upsetting or shocking
legislation - a law or set of laws
anonymity - being unknown to other people
embolden - give confidence to, make someone feel braver to do something
refuge - somewhere that protects you from danger or trouble
rumor - story that is being passed around by being talked about that may not be true
messing around - behaving in a silly way
harassed - being troubled or annoyed by someone all the time
peers - people of the same age

B: Comprehension - Notes

Some of the questions merit further discussion, particularly question 1 and question 4. For example, discuss in detail how cyberbullying is different to other forms of bullying and in question 4 discuss what it means to use peer pressure to stop cyberbullying.

B: Comprehension - Sample Answers

1. The threat is there 24 hours a day because the Internet etc is available 24 hours a day (whereas with physical bullying the child may know they are 'safe' when they have left the school or site where the bullying usually happens.)
2. He was bullied continually on and offline and committed suicide.
3. He talks to students in schools in the US about his son's story.
4. They should use the power of peer pressure to stop it.
5. Parents should talk with their children, checking the computer is turned off and allowing them lots of time to tell them what is happening to them.

C: Reading and Notetaking - Notes

In Activity C students divide into pairs. Give each student a copy of the appropriate worksheet with their part of Article 2 (see the next page). Students now work independently, reading and taking notes on their article. Headings for note taking are given to help students know which parts of the article are relevant. Encourage them to take real notes rather than just copying parts of the article word for word.

D: Share Your Information - Notes

The questions are designed so that more than one student should be able to contribute some information for a question.

E: Prepare A Report - Notes

You do not have to do this activity but if you have time, it will give students a valid purpose for having completed the other reading activities and will allow them to make their own response to the topic. You may decide to tell all students to present their information in the same way (e.g. as a report) or students could be allowed to elect how they want to present the information. A time limit will need to be given by which all group work must be finished.

Before starting you should decide these things with students:

* who their intended audience is (other students in the class?, students in another class? etc.)

* how much time they will have

* limitations (can they do more research?, are they allowed to add their own opinions?,)

* the maximum length of the information

If you don't have time for this Activity, you can end with Activity CD and then perhaps do one of the Post-Reading Activities to allow students to give their own responses to this topic.

A: Understanding Words And Meanings - Texts To Be Copied And Given To Students

Definitions of words in Article One:

story being passed around by being talked about that may not be true

being unknown to other people

give confidence to, make someone feel braver to do something

people of the same age

upsetting or shocking

somewhere that protects you from danger or trouble

a law or set of laws

behaving in a silly way

being troubled or annoyed by someone all the time

Worksheet for Student A:

Read this article carefully and take notes. You may find these headings helpful:

Typical Bullying Behavior

Characteristics of Victims

Effects of Bullying

Statistics related to Bullying

School bullies torment conformist Korea BY JAE-HEE LEE

SEOUL, March 19 (Reuters) - A 17-year-old South Korean boy was lured twice to a motel where schoolmates burned him with cigarettes, spit on him, beat him up and made him drink alcohol.

Police arrested six of his 13 tormentors in the incidents last December near Uljin, 200 km (125 miles) southeast of Seoul. A police report said Kim, not giving his full name, was victimized because he did not get along with his classmates due to an illness.

School bullying is a problem everywhere, but has emerged as a growing menace in South Korean schools, social scientists and educators said.

Some students have suffered depression, switched schools, emigrated or even committed suicide because of school bullies.

The problem is especially acute in Korea because of its ethnically homogenous culture that places paramount importance on being part of a group, as opposed to Western individualism.

Social scientists refer to the problem in Korea as "group alienation" or "group isolation". The education ministry reported

4,000 cases of it last year. "Students cannot stand others who are different from them," said Park Kyung-sook at the Korean Education Development Institute.

Experts say the bullies pick on students with physical, mental or emotional problems. Shy, insecure students with low self-esteem also get targeted. In a survey of 6,893 elementary, middle and high school students last year, the Korean Education Development Institute found 24.2 percent saying they had experienced group alienation at some time.

Typically a school bully intimidates fellow classmates into ostracizing the victim in group isolation cases.

Violence is usually involved in cases of group alienation. It includes forcing students to do things against their will, robbing, beating or verbally assaulting them, the report found.

Park, who supervised the study, said adolescents who have not developed their identities take out their frustrations on weak victims... (continued)

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Worksheet for Student B:

Read this article carefully and take notes. You may find these headings helpful:

Effects of Bullying

How Bullies can change

What parents of bullied children can do

What bullied children can do

Why some children bully

School bullies torment conformist Korea

(Continued)...Victims of bullies typically try to avoid going to school, said Lee Kyu-mi, an adolescent counselor.

"They get lower grades, show a reduced appetite and lack confidence," she said. "They become more involved in their own world and become more timid. This can be a cause as well as a result of group alienation."

Some bullies alienate classmates to relieve the stress of Korea's notoriously strenuous school work, said Lee Ho-jun, a counselor.

Students in the last two years of high school usually take extra tuition after school and study past midnight to get into the better universities.

"Bullies feel superior by hurting others," Lee said. "Some bullies enjoy torturing."

The bullies need to learn how to be considerate to people who are different, and victims have to learn to better express themselves, Park said.

Lee said most students who get picked on do not understand why people dislike them.

"Instead of blaming others, they need to learn to look at themselves objectively," he said, referring to students who may unintentionally be making themselves targets of bullies.

Lee Soo-il at the education ministry attributes group alienation to the strong pressures for conformity and rigid teaching methods that discourage questions, creativity and independent analysis.

"We need a school environment where students can discuss and exchange ideas freely," he said. "Students need to acknowledge diversified values instead of standardized ones."

Park at the education development institute recommends that parents avoid discussing their children's afflictions with people who don't need to know about them. Parents should also ask teachers for their cooperation, and in extreme cases, ask the teacher to isolate the victim from the bully, she said.

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