



OVERVIEW

BIG IDEA

Electronic aggression is an emerging public health threat, especially among adolescents.

OBJECTIVE

7.8: Evaluate the impact of technology on personal, family, and community health.

AGENDA

1. Your Electronic Activity
2. Benefits & Drawbacks
3. Technology & Youth Violence
4. What is Electronic Aggression?
5. Electronic Aggression Jigsaw
6. Podcast

HOMEWORK

Propose a PSA or social media campaign to prevent electronic aggression.

LESSON 7.8

Electronic Aggression

SUMMARY:

Students will tackle a very relevant topic to their lives in this lesson: the violence, bullying, and harassment that occurs in their daily lives through electronic media. Students will begin by taking inventory of their own electronic activity and the places where they have observed negative interactions. Then they will analyze the drawbacks and benefits of electronic media. Next they will read about technology & youth violence and electronic aggression, followed by a jigsaw where they will work in teams to dig deeper and present to their peers. Finally, students will listen to a CDC podcast about electronic aggression.

STANDARDS:

NHES 2.12.6: Evaluate the impact of technology on personal, family, and community health.



MODULE 7: VIOLENCE

LESSON 7.8

Electronic Aggression

Obj. 7.8: Evaluate the impact of technology on personal, family, and community health.



Your Electronic Activity

1. Place a check mark next to any of the following electronic activities you have engaged in:

- ☐ Texting
- ☐ Blogging
- ☐ E-mail
- ☐ Social media (Facebook, Twitter, etc.)
- ☐ Instant messaging
- ☐ Video messaging
- ☐ Youtube (posting content or commenting)
- ☐ Other: _____

2. Now circle any of the forms of electronic activity above on which you have seen negative or hurtful messages directed toward yourself OR another person, at any point in the past.

3. Based on your experiences, how big of a problem is this?

DISCUSS

Electronic Activity: Benefits & Drawbacks

With a partner, discuss the following questions:

- 1) What are the **benefits** of the presence of electronic communications and activity in the lives of adolescents?
- 2) What are the **drawbacks, risks, or dangers** of electronic communications and activity in the lives of adolescents?
- 3) What can adolescents or others who have relationships with them (i.e. parents, friends, teachers, coach, etc.) do to ensure the **benefits** are emphasized and **risks or dangers** are minimized?

DO NOW: Some students in the class are likely to have been victims or perpetrators of internet harassment or electronic aggression. Be upfront about this fact but remind students that the learning environment will always be respectful and sensitive to others' emotions, feelings, and experiences, regardless of their possible status as a victim or perpetrator. Students in the class may even have existing interactions (sometimes negative) with others in the class, so it is especially important to inform them that personal connections are being recognized individually but will not be discussed publicly.

DISCUSS: Ask students, "Do you feel that teens today have an appropriate amount of freedom and independence in their online activities? Too much? Too little? Whose responsibility is it to regulate this?"



Lesson 7.8 Instructor Guide

MODULE 7: VIOLENCE



Technology & Youth Violence

Young people are using media technology, including cell phones, personal data assistants, and the Internet, to communicate with others in the United States and throughout the world. Communication avenues, such as text messaging, chat rooms, and social networking websites (e.g., Facebook), have allowed youth to easily develop relationships, some with people they have never met in person.

Media technology has many potential benefits for youth. It allows young people to communicate with family and friends on a regular basis. This technology also provides opportunities to make rewarding social connections for those teens and pre-teens who have difficulty developing friendships in traditional social settings or because of limited contact with same-aged peers. In addition, regular Internet access allows young people to quickly increase their knowledge on a wide variety of topics.

However, the explosion in communication tools and avenues does not come without possible risks. Youth can use electronic media to embarrass, harass or threaten their peers. Increasing numbers of teens and pre-teens are becoming victims of this new form of violence. Although many different terms—such as cyberbullying, Internet harassment, and Internet bullying—have been used to describe this type of violence, electronic aggression is the term that most accurately captures all types of violence that occur electronically. Like traditional forms of youth violence, electronic aggression is associated with emotional distress and conduct problems at school. In fact, recent research suggests that youth who are victimized electronically are also very likely to also be victimized off-line (i.e., sexually harassed, psychological or emotional abuse by a caregiver, witnessing an assault with a weapon, and being raped).¹

1. Mitchell KJ, Finkelhor D, Wolak J, et al. Youth internet victimization in a broader victimization context. *J Adolesc Health* 2011;48:128–134.

Source: CDC, Tech & Youth Violence (<http://www.cdc.gov/violenceprevention/youthviolence/electronicaggression/index.html>)

What is Electronic Aggression?

Electronic aggression is a growing problem with youth and violence. Review the definition and examples below.

Electronic Aggression:

Any type of harassment or bullying (teasing, telling lies, making fun of someone, making rude or mean comments, spreading rumors, or making threatening or aggressive comments) that occurs through e-mail, a chat room, instant messaging, a website (including blogs), text messaging, or videos or pictures posted on websites or sent through cell phones.

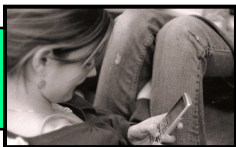
Examples of Electronic Aggression

- Disclosing someone else's personal information in a public area (e.g., website) in order to cause embarrassment.
- Posting rumors or lies about someone in a public area (e.g., discussion board).
- Distributing embarrassing pictures of someone by posting them in a public area (e.g., website) or sending them via e-mail.
- Assuming another person's electronic identity to post or send messages about others with the intent of causing the other person harm.
- Sending mean, embarrassing, or threatening text messages, instant messages, or e-mails.

Source: CDC Tip Sheet (<http://www.cdc.gov/violenceprevention/pdf/ea-tipsheet-a.pdf>)

NEW INFO: This short introduction will frame technology in a neutral tone—with its positive benefits to society as well as its inherent risks.

THINK: Ask students for other examples of electronic aggression they can imagine or are aware of.



Lesson 7.8 Instructor Guide

MODULE 7: VIOLENCE



Electronic Aggression Jigsaw

As a small group, read the handout packet section for your assigned question and prepare a short 1 minute overview of your focus area to present to the class? Use the tables below to prepare and take notes as other teams present.

Source: CDC http://www.cdc.gov/violenceprevention/pdf/electronic_aggression_researcher_brief-a.pdf

Our Topic (circle one):	Our Notes for Presentation:
1. How common is electronic aggression? (p. 4) 2. Who is at risk? (p. 6) 3. What is the relationship between victims and perpetrators of electronic violence? (p. 7) 4. Do certain types of electronic technology pose a greater risk for victimization? (p. 7) 5. What problems are associated with being a victim of electronic aggression? (p. 8) 6. What are the problems are associated with being a perpetrator of electronic aggression? (p. 9) 7. Is electronic aggression just an extension of school-yard bullying? (p. 10) 8. What can we do? (p. 11) and What are the steps from here? (p. 11)	

Question	Information:
1. How common is electronic aggression? (p. 4)	
2. Who is at risk? (p. 6)	
3. What is the relationship between victims and perpetrators of electronic violence? (p. 7)	
4. Do certain types of electronic technology pose a greater risk for victimization? (p. 7)	
5. What problems are associated with being a victim of electronic aggression? (p. 8)	
6. What are the problems are associated with being a perpetrator of electronic aggression? (p. 9)	
7. Is electronic aggression just an extension of school-yard bullying? (p. 10)	
8. What can we do? (p. 11) and What are the steps from here? (p. 11)	

READ:

--Make one (or a few) copies of each section as a class set. (The entire packet is 24 pages, so avoiding making copies of the entire packet for every student will save paper.)

--Alternatively, if technology is available, the PDF or website link can be shared with them electronically.

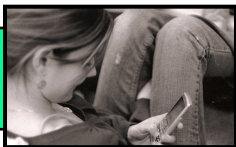
--Split students into 8 groups so that each question is covered by only one group.

--Suggested time frame for reading and preparing presentation: 15 minutes.

--Suggested timeframe for presentations: 20 minutes

--Try to set a visible timer to limit student presentation time and keep things moving with only a minute or two of transition time in between.

--Presentations can be informal.



Lesson 7.8 Instructor Guide

MODULE 7: VIOLENCE



Podcast on Electronic Aggression

As you listen to the CDC Podcast "Electronic Aggression," answer the question below.

Source: CDC Cup of Health, Electronic Aggression (<http://www2c.cdc.gov/podcasts/player.asp?f=7306>)

1. What are some examples of types of electronic aggression mentioned in the Podcast?
2. Why is the CDC focusing on this issue?
3. Why is electronic aggression considered an emerging public health problem?
4. What negative effects are more likely for victims of electronic aggression?
5. What are the benefits of electronic media for adolescents?
6. What was the key finding mentioned in the Podcast?
7. This Podcast was released in 2007. Do you think any of the findings or information was dated? If so, which ones?



Summarize

Explain the impact of technology on health for adolescents.



Campaign/PSA to Prevent Electronic Aggression:

Create a Public Service Announcement (PSA) or Social Media Campaign designed to prevent electronic aggression. On a separate sheet of paper, outline your proposal including the following information:

1. Description of the Campaign or PSA:
 - a. *What it will say*
 - b. *Who the target audience is*
 - c. *When and how long it will run*
 - d. *Where it will run*
2. Rationale for Campaign or PSA:
 - a. How will the information or message impact adolescents?
 - b. How will you know if it was effective? (What data could you collect?)

THINK:

1. teasing, telling lies, making fun of others, spreading rumors, making threatening or aggressive comments
2. Media coverage prompted initial interest and calls from state and local agencies requesting help and guidance; the CDC convened an expert panel to determine prevalence and risk and protective factors
3. There are few research studies; the studies so far have indicated that rates of electronic aggression or internet harassment are increasing (a rise from 6% to 9% in the past several years)
4. Detention, skipping school, suspensions, behavioral problems, stress
5. Helps improve communication (i.e. with peers and family), helps connect with people around the world, allows teens to quickly and easily access information to build knowledge base
6. Media technology is contributing to new group of adolescents who are not traditionally harassed by peers. For the majority of the victims, the use of media technology created a new vulnerability that they did not experience in school or community previously.
7. Answers will vary.

HOMEWORK: The purpose of this homework assignment is to empower students to think about their role in helping to prevent, reduce, and stop electronic aggression. Students may choose to focus on one particular form (i.e. texting), one population (i.e. boys or girls), one type of aggression (i.e. name-calling), etc. The instructor can also choose to allow students to work with partners or in groups, if desired.