

What To Do When Someone Uses Bullying Language Online

DIGITAL CITIZENSHIP

Objectives:

Students will be able to:

- Describe cyberbullying and bullying language.
- Explore the impact of using bullying language online.
- Understand roles and options of actions to take when they see cyberbullying.

Challenge Overview:

- **Intro:** The Claud has descended on the Youville Skatepark. It has created a series of cyberbullying obstacles for the Youbies.
- **Challenge:** You and the other Youbies have to navigate through the Skatepark and figure out how to respond to get past the obstacles.
- **Outcome:** Once you get through the obstacles, you'll clear The Claud from this part of Youville. After all groups finish, they get a piece of the JumboFan.

Materials:

- *What To Do When Someone Uses Bullying Language Online* slide deck
- *Skate. Park.* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

Time: 45 minutes

Instruction:

Warm-up (5 minutes):

1. **Project slide 3 from the *What To Do When Someone Uses Bullying Language Online* slide deck, and ask:** "Can someone describe what bullying is?" [Encourage students to give examples.]
2. **Say:** "Write down anything you can think of related to bullying." [Give students a

minute to write all they can. Then ask for students to share. Record answers on the board.]

3. **Pair students with the person next to them, and ask:** “What do you think cyberbullying is? Try to come up with your own description of ‘cyberbullying’ with your partner. What are some examples of cyberbullying?” [Allow students a few minutes to discuss.]
4. **Bring the class back together.** Have some students share what they have discussed.

Mini Lesson (10 minutes):

1. **Project slide 4, and say:** “Cyberbullying can take a lot of different forms. It’s important to know what cyberbullying looks like so you know how to respond if it happens to you or someone else — and to make sure you’re not using bullying language yourself. Here are some examples of cyberbullying:
 - Posting mean, hurtful, or embarrassing comments or rumors about someone online.
 - Threatening to hurt someone or telling them to harm themselves.
 - Posting mean or hurtful pictures or videos.
 - Posting personal or false information about someone online.
 - Posting mean or hurtful content about any race, gender, religion, or ethnicity.”
2. **Project slide 5, and say:** “Cyberbullying is a lose-lose situation:
 - It makes the person being bullied feel bad. And it makes the bully look bad.
 - Research shows that bullying usually stops quickly when someone speaks up.”
3. **Project slide 6, and say:** “If you’re being bullied, or you’ve seen bullying language online, talk with a parent or trusted adult. They will help you process the situation and decide how or if you should respond.”
4. **Project slide 7, and say:** “A bystander is someone who witnesses bullying. An upstander is someone who recognizes when something is wrong and takes action to help make it right, which you can do in a lot of different ways. Upstanders play an important role because research shows that bullying usually stops when someone speaks up.”
5. **Project slide 8, and say:** “If you choose to respond when you see cyberbullying happening online, you have some options:
 - You might choose not to engage. That means you won’t join in, laugh, forward messages, or encourage the person who is being a bully. You might also encourage others not to engage with the bully.
 - If it feels safe, you might choose to stand up for someone who’s being cyberbullied. You might tell a bully to stop or say that their joke isn’t funny. You might also encourage others to join you and speak up together.
 - Sometimes it doesn’t feel safe to take action and that’s okay. If it doesn’t feel safe to confront a cyberbully, you can show support to the person who’s being bullied. You can let them know that you saw what happened, you’re sorry about

what happened, or give other words of support. It may not stop a bully directly but you're still helping the situation.

- You can also save or screenshot evidence of the bullying and show it to a parent or trusted adult and ask them for help."

Challenge Activity (20 minutes):

1. **Project slide 9, and say:** "Now, let's move into our challenge activity — *Skate. Park.*"
2. **Project slide 10, and say:** "The Claud has descended on the Youville Skatepark. It created a series of cyberbullying obstacles for the Youbies. You and the other Youbies have to navigate through the Skatepark. As you encounter cyberbullying, you and your group must choose how you'll respond."
3. **Divide students into groups of three or four.** Each group needs to weave through three sample online cyberbullying situations in the Skatepark and consider a way to respond. Assign a reader and recorder for each group.
4. **Post the *Skate. Park.* activity sheets** around the classroom, and project slide 11.
5. **Project slide 11, and say:** "Each group will move ('skate') to one scenario at a time, for a total of three per group. Have one person from your group read the scenario. Then decide as a group how you would respond. Which would you choose? (You can choose more than one response.)
 - a. 'Skate' by it if it feels unsafe to confront the bully.
 - b. 'Save' the evidence and share it later with a trusted adult who can help you.
 - c. 'Park' yourselves and respond by:
 - » Supporting the Youbie who's being bullied.
 - » Confronting the bully and telling them to stop.
 - » Encouraging others to join you and speak up together.
 - » Talking to other bystanders and suggesting they don't engage."
6. **Allow time for students to discuss.** Students will write down each scenario number and record which responses the group chooses for each (writing A, B, C, a combination of those options, or fuller written responses.)
7. **Bring the class back together.** Discuss answers and rationales as a class for several of the messages. Ask at least two of the groups to discuss a time when they parked and why they felt like it was safe to try these tactics.

Wrap-up (10 minutes):

1. **Return to their groups** and ask them to review their decisions.
2. **Project slide 12, and say:** "Now, we're going to talk about how to become upstanders. Let's practice 'parking' safely, and find more active responses to bullying language online. As a group, go back to one of the stops in the Skatepark where you decided to skate. Talk about how you could shift your response from Skating to Parking. Would you support the bullied person, confront the bully, encourage others not to engage with the bully, or stand up to the bully as a group? What would you say?"

3. **Say:** “After you discuss with your group and decide what to do, I will ask for a few volunteer groups to act out one of the Skatepark scenarios. Someone in your group will play the bully, someone will play the Youbie being bullied, and someone will play the upstander.”
4. **Give the students a few minutes to discuss and practice their skits.** Then, ask a couple of groups to present their skit.
5. **Project slide 13, and say:** “Great job! Looks like the Youbies were able to skate through The Claud’s obstacles.”
6. **Reward the students** with a piece of the JumboFan, which they can decorate and glue or tape to the JumboFan sheet.
7. **Say:** “When we finish all of the challenges, and collect all of the pieces of the JumboFan, we will take it up to the highest point in Youville and blow The Claud away for good.”

Assessment:

- Monitor each student’s participation during the activities.

Learning Standards:

International Society of Technology in Education Standards (ISTE)

1.2 Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working, in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- **1.2.b.** Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Common Core State Standards (CCSS)

English Language Arts (ELA) Standards

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

- W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including

visually, quantitatively, and orally.

SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

American Association of School Librarians (AASL) National School Library Standards

I. INQUIRE: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

C. SHARE: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1. Interacting with content presented by others.

III. COLLABORATE: Work effectively with others to broaden perspectives and work toward common goals.

B. CREATE: Learners participate in personal, social, and intellectual networks by:

2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

V. EXPLORE: Discover and innovate in a growth mindset developed through experience and reflection.

D. GROW: Learners develop through experience and reflection by:

1. Iteratively responding to challenges.

SHAPE America National Health Education Standards

Standard 2

Analyze influences that affect health and well-being of self and others.

Standard 4

Use interpersonal communication skills to support health and well-being of self and others.

Standard 5

Use a decision-making process to support health and well-being of self and others.

Standard 7

Demonstrate practices and behaviors to support health and well-being of self and others.

Standard 8

Advocate to promote health and well-being of self and others.