

# How To Become an Upstander

## DIGITAL CITIZENSHIP

### Objectives:

Students will be able to:

- Explain how upstanders impact their online communities.
- Explore safe ways to respond to online negativity, including cyberbullying.
- Investigate safe ways to practice behaving as an upstander.

### Challenge Overview:

- **Intro:** The Claud has descended on the Youville Botanical Garden. Negative and hurtful comments sprout like weeds in the Youbies' communications.
- **Challenge:** Help the Youville Botanical Garden staff clean out the garden beds by removing weeds or negative, hurtful comments.
- **Outcome:** After the weeds are removed from the Youville Botanical Garden, the Youbies get a piece of the JumboFan.

### Materials:

- *How To Become an Upstander* slide deck
- *Upstanding in the Garden* map
- *Upstanding in the Garden* activity sheet
- JumboFan sheet
- JumboFan piece
- Glue or tape

**Time:** 45 minutes

### Instruction:

#### Warm-up (5 minutes):

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1. **Say:** "We spend lots of time in the digital world, where our actions and words can make a big impact. By the end of this lesson, you will be able to understand why being an upstander is important."
2. **Divide the class into small groups of 3-4.** Introduce the following hypothetical scenario to the class by saying: "You're about to begin playing your favorite online

multiplayer game, and you team up with players from all over. A friend you know in person is in the game too. Everything is going well, and everyone seems to be enjoying the game. Then, one of the players that you don't know starts making negative and hurtful comments, specifically directed at your friend."

3. **Project slide 3 from the *How To Become an Upstander* slide deck, and ask:** "How would you respond to this situation? What are some of the ways to handle this situation in a safe and responsible way?"
4. **Allow a few minutes of group discussion.** Then, ask one or two groups to share with the whole class how they would handle the situation. Ask students to brainstorm various responses to the scenario. This session isn't about right or wrong answers; it's a time to share views and prepare for what's ahead.

### Mini Lesson (10 minutes):

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1. **Explain** that online bullying is similar to in-person bullying but has some different elements.
2. **Say:** "You are probably familiar with the concept of bullying. Typically, it's something that happens in person. You might already know that cyberbullying is bullying that happens online and that we're more and more likely to see cyberbullying since we spend so much time online. Cyberbullying can include posting hurtful comments, photos, messages, or threats of abusive behavior directed at a person or a group of people."
3. **Project slide 4, and say:** "Whether in person or online, there are often two roles that people take on when they witness bullying — the bystander and the upstander. 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. Upstanders can respond in a lot of different ways. They can intervene directly, seek help from a parent or a trusted adult, reach out to other recipients of the message, suggest not to engage with the bullying, they can speak up together, or offer support to the person being bullied. Whichever way an upstander responds, they play an important role because bullying may stop when someone speaks up."
4. **Ask students to share** in their groups when they have witnessed bullying and how they've reacted.
5. **Ask:** "Have you ever been an upstander or bystander?" [Allow a few students to share with the whole class after discussion.]
6. **Project slide 5, and say:** "You have the power to spread positivity and to respond to cyberbullying situations. Responding requires empathy, thoughtfulness, and care to make sure you and the person being bullied stay safe. How you become an upstander might depend on the situation. Sometimes you may feel comfortable responding to cyberbullying directly — and sometimes you may not, and that's okay. A parent or trusted adult can help you explore and practice being an upstander in ways that fit your personality. Ask them to help you practice answers to questions like:
  - What kind of online communication is and isn't okay? What should I do if I see something that's not okay?

- How can I decide when it feels safe to be an upstander? When should I stay a bystander?
  - What upstander behaviors do I feel comfortable and safe taking?
  - What upstander behaviors might make me feel uncomfortable or unsafe?"
7. **Project slide 6, and say:** "Here are a few options for upstander responses:
- **Don't create or spread harmful or untrue messages online.** This slows the spread of cyberbullying language online.
  - **Don't encourage the bully.** If someone creates or shares mean posts, comments, memes, private messages, or chats that target specific people or groups, never join in, laugh, encourage, or protect them.
  - **Stand up for the person being bullied.** If it feels safe, you can tell the bully to stop. You might say something like 'That's enough' or 'That isn't funny.'
  - **Support the person who is being bullied — either in person or online.** Send them a note of support or invite them to walk away from the situation. Include them in activities with you so they feel safe. It may help them feel less afraid to know someone else saw what happened.
  - **Block or report the bully.** Most online platforms have privacy controls including options to block or report inappropriate behavior. Look for reporting tools in the app or platform you're using by searching for the platform name + 'report bullying'. If the bullying keeps up, you may need to share the records you saved with school officials or local police.
  - **Talk to a parent or trusted adult.** A parent, teacher, or school counselor can help you decide how to respond, if you should respond at all. They can also help you contact the relevant authorities if needed. Tell a parent or trusted adult right away if you think cyberbullying is (or threatens to become) dangerous — like physical violence. They can help you contact school officials and law enforcement or take other steps to try and keep everyone safe.

Depending on the situation, you might choose several responses. And if the situation gets overwhelming, remember that you can take a break. Again, asking for help from a parent or trusted adult is always a great place to start."

### Challenge Activity (15 minutes):

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1. **Project slide 7, and say:** "Now, let's move into our challenge activity — *Upstanding in the Garden*."
2. **Project slide 8, and say:** "The Claud has descended on the Youville Botanical Garden. Negative and hurtful comments sprout like weeds in the Youbies' communications. Remove the weeds and restore the garden by practicing being an upstander."
3. **Project slide 9. Give students the garden map, and say:** "Move from exhibit to exhibit on the map. At each of the three exhibits there will be two different weeds you must attempt to pull. Each situation involves a negative or hurtful comment."
4. **Divide the class into small groups of 3-4 and say:** "In your group, think about steps an upstander would take in each situation. Choose someone in your group to be

the recorder and write down your ideas on the activity sheet. You can start with the options for responding but feel free to add others if you have them.”

5. **Refer students again to the possible options for responding:**

- **Don't create** or spread harmful or untrue messages online.
- **Don't encourage** bullying.
- **Stand up** for the person who is being bullied.
- **Support** the person who is being bullied.
- **Block** or report the bully.
- **Talk** to a parent or trusted adult.

6. **Say:** “Each time your group chooses an upstander response, you can pull another one of The Claud’s weeds from the garden. When all the teams rid the garden of weeds, the garden is restored, and The Claud is gone.”

**Wrap-up (15 minutes):**

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1. **Bring the class back together.** Ask a few groups to share how they eliminated the weeds from the garden. Encourage them to think and share what other actions the upstander could have taken.
2. **Project slide 10, and say:** “Let’s discuss these scenarios:
  - a. Would you feel safe, personally, responding to any of these scenarios?
  - b. Describe a time when you had to confront a friend or someone you know as an upstander.
  - c. What other interventions would work besides the one you wrote (reaching out to a trusted adult, reporting, etc.)?”
3. **Project slide 11, and say:** “As a wrap-up, your group will create a Digital Citizenship Comic Strip. Your comic will show the journey of an upstander. First, portray a cyberbullying scenario you were introduced to in the Youville Botanical Garden. Then, show how the main character, who will be a role model upstander, reacts and handles the negative situation.” [Allow time for groups to draw their comic strip.]
4. **Ask** each group to present their comic strip to the rest of the class.
5. **Project slide 12, and say:** “Good job! Looks like the Youbies stopped The Claud from sending negative messages out to Youville.”
6. **Reward the class** 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’ll 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.
- Evaluate the responses to the *Upstanding in the Garden* activity sheet.
- Evaluate the Digital Citizenship Comic Strip.

## Learning Standards:

### International Society of Technology in Education Standards (ISTE)

**1.1 Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- 1.1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

**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.a. Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.
- 1.2.b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- 1.2.d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

### 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.

###### *Integration of Knowledge and Ideas*

R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

##### 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.

##### College and Career Readiness Anchor Standards for 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.

## **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.