

Digital Citizenship Lesson Plan
Standing Up to Cyberbullies

General Topic (as defined in the Digital Literacy Framework)	DD5
Digital Citizenship d) Cyberbullying	
Applicable Grade Range	
6-9	
Outcome(s) to be Addressed	
The student understands the difference between being a passive bystander and an active intervener in cyberbullying situations.	
Importance / Significance of Lesson	
In all likelihood, students will experience cyberbullying in some form, whether it is being a victim of it, seeing it happen to someone else or (unfortunately) participating in the act of bullying someone online. Students need to be aware that cyberbullying is unacceptable and that they can help to limit the effects of it by ignoring posts, not sharing information meant to harm and standing up to the bully or bullies.	
Duration	
30-45 minutes	
Overview	
Students will view examples of cyberbullying, understand the long term effects of bullying and outline ways that they can make a difference to stop bullies in their tracks.	
Required Resources	
Computer hooked up to a projector	

Lesson Plan and Extension Activities

Divide the class into groups of three and have each group create a quick skit that shows one person bullying another in some way and the third participant stepping in to stand up for the victim. Have the groups present their skits to the class.

Outline that cyberbullying is similar to bullying face to face, but there are some real differences. First, what is posted online stays there and messages, posts or pictures are easy to share and hard to remove. Second, if a rumour or compromising picture is shared, it can spread quickly and reach a large number of people, both known and unknown to the victim. Third, it can incite an entire group of people to turn against a victim, leaving them feeling helpless and alone and likely depressed. These bullies may not even know the victim or may not live anywhere near the victim, however through the power of social media, they can voice their opinions and join the group against the victim to push for more drama and hurt just to watch the show. Fourth, cyberbullying allows bullies to reach their victims at any time or place, not just at school. Attacks can be prolonged and continue to occur over weekends, evenings, vacations, even in the middle of the night. Being unable to get away from it causes even more stress and feelings of depression for the victim.

Using a computer hooked up to a projector, watch the following video outlining the long term effects of bullying: <http://www.youtube.com/watch?v=O6TL0voi8h4>. Discuss how anxiety and depression due to bullying can last into adulthood and shape who we become and how we cope with issues throughout our lives.

Older students can watch this moving spoken word about bullying and the effects that it has on the victims (very emotional) <http://www.youtube.com/watch?v=ltun92DfnPY> (this could lead to some emotional but really good discussion).

After developing an understanding of what cyberbullying looks like, students need to determine what they can do to stand up to bullies without becoming victims themselves. Have students brainstorm and discuss ways to prevent and stop cyberbullies.

Possible suggestions:

- Make a copy of the bullying posts and show a trusted adult.
- Report the cyber bully to: the police, the school, the website operator, their parents.
- Ask the bully to stop, change the subject or warn them to be careful of their posts as someone might be watching.
- Give the victim a boost by going against what the bully says ('actually I like your new haircut, I think it looks cute' or 'I think you are a nice person, let's meet in the cafeteria at lunch')
- Refuse to forward or share the harmful information or pictures that the bully is trying to spread and encourage your friends to do the same.
- Treat others as you would like to be treated and encourage others – including the bully – to do the same.

Adaptations

Younger students could look at samples more appropriate to their age group and talk about their own experiences with bullies or cyberbullies.

Older students could develop an anti-cyberbullying campaign to run in their school to raise awareness of the existence of cyberbullying and ways that it can be prevented.

Additional Resources

<http://www.stopbullying.gov/cyberbullying/>

<http://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

http://www.cyberbullying.us/Top_Ten_Tips_Teens_Prevention.pdf

Cross-curricular Outcomes Also Addressed

Health and Career Prep – peer pressure, self-safety skills, healthy relationships

~developed by Kristin Sward, 2014



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