

Essential Question:

How can you become an Upstander when you see cyberbullying occur?

Recommended time: 45 minutes

Objectives:

Students will...

- compare different forms of cyberbullying and the roles of those involved
- interpret scenarios that illustrate the importance of empathizing with targets of cyberbullying
- identify ways to be an Upstander when cyberbullying occurs

Key Vocabulary

- **Target:**
The person being bullied
- **Upstander:**
Someone who helps a person being bullied
- **Bystander:**
Someone who sees bullying when it's happening but does nothing to help
- **Cyberbully:**
Someone who does something on the internet, usually again and again, to make another person feel sad, angry, or scared.

Ice Breaker

Estimated time: 5 minutes

Students imagine what it would feel like if their friends ignored them when they needed help.

INVITE students to close their eyes and imagine the following scenario:

You are playing tag with your classmates at recess. You're nervous because one of your classmates has been picking on you and treating you meanly. That classmate pushes you down and says, "Tag, you're it!" You are hurt, but none of your friends stops to help.

TELL students that they may open their eyes, and invite a few volunteers to share how they would feel in this situation.

EXPLAIN to students that in this situation they are the **target** of the bullying, and define the Key Vocabulary term.

ASK students to imagine the same situation again, only this time they see their classmate push someone else down during the game. What would they do?

EXPLAIN to students that if they decide to support the person who was pushed down, they would be an **Upstander**. If they didn't do anything to help, they would be a **bystander**.

DEFINE the Key Vocabulary terms **Upstander** and **bystander**.

Digital Interactive

Estimated time: 20 minutes

Students read scenarios about cyberbullying and make choices about what they would do next. The wiser and braver their choices, the more their game characters grow and "evolve."

INVITE students to log into the Digital Passport and play *E-volve* independently.

SKIP to the Wrap-up question if students do not complete the Cyberbullying Mission (next).



Cyberbullying Mission

Estimated time: 15 minutes

Students create fortune cookie messages from Upstanders to cyberbullies, targets, and bystanders.

EXPLAIN to students that the Cyberbullying Mission will unlock on their homepage once they have completed all three rounds of *E-volve*. They should complete the Mission with a partner or by themselves.

Wrap-up



Estimated time: 5 minutes

Students reflect on the meaning of cyberbullying, and what to do if they encounter it.

ASK:

How would you describe cyberbullying to someone who didn't know the term?

Cyberbullies use the Internet or cell phones to be mean to other people, often over and over again.

If you are being bullied, what should you do?

Ignore the bully; talk to someone you trust about what's going on; save the cyberbullying message as proof.

What are some ways in which you can be an Upstander?

Tell cyberbullies to stop what they are doing; support someone who has been cyberbullied; talk to a trusted friend or adult for help.