Wrap up and Access – Taking Perspective on Cyberbullying

(Grade 9 - 12)

Use these questions to assess your students' understanding of the lesson objectives. You could begin by having students write responses individually, and then share their responses in small groups or as a class.

- What should you think about before you post anything about another person online, in an instant message, text, or any other kind of digital message? (Students should recognize the importance of considering other people's perspectives, respecting other people's feelings, and possible outcomes of their actions.)
- Someone posts a picture of your friend with some nasty comments, and other kids make fun of him or her. What would a bystander do in this situation? What would an upstander do? What would you do? (Students should understand that they are responsible for their actions as members of an online community, and that they can make the important decision to be an upstander rather than a bystander.

EXTENSION ACTIVITY
In groups, students write a segment of a television script that includes at least two of the characters from *Friday Night Lights* to demonstrate how at least one of the characters could have made a different choice (for example, moving from bystander to upstander). They can write this by hand, on a word processor, the class blog, or on a website where they can view each other's scripts. (If your students are not familiar with the format of scriptwriting, explain that they need to write the characters' names followed by the lines they speak. They can also describe the scene or other actions of the characters in brackets.)If your students have Internet access, you can alter this activity by having them use the free online tool Xtranormal to make an animated movie with characters just by typing in their script.

HOMEWORK
Have students interview a parent, older sibling, or other adult relative about bullying, harassment, or cruelty that they or someone they knew experienced when they were in high school. Sample questions:

- What happened? How did you (or the person you knew) feel?
- What did you do in response? What do you wish you had done?
- What did others do in response? What do you wish they had done?

DIFFERENTIATED INSTRUCTION
For visual learners, have students draw an image of a character from *Friday Night Lights* showing the character's feelings or traits.

Key Vocabulary

- **Perspective:** The view or outlook of someone, based on their thoughts, feelings, experiences, and background
- **Target:** A person who is the object of an intentional action
- **Offender:** A person who intentionally commits acts to hurt or damage someone
- **Bystander:** A person who passively stands by and observes without getting involved
- **Upstander:** A person who supports and stands up for someone else

Alignment with Standards -- National Educational Technology Standards for Students © 2007

Source: Source: International Society for Technology in Education, 2007

1. Creativity and Innovation
b. create original works as a means of personal or group expression

2. Communication and Collaboration
a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
d. contribute to project teams to produce original works or solve problems

3. Research and Information Literacy
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4. Critical Thinking, Problem Solving, and Decision Making
a. identify and define authentic problems and significant questions for investigation
b. plan and manage activities to develop a solution or complete a project
d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship
a. advocate and practice safe, legal, and responsible use of information and technology
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. demonstrate personal responsibility for lifelong learning.