

Wrap up and Access –Turn Down the Dial on Cyberbullying

(Grade 9-12)

You can use these questions to assess your students' understanding of the lesson objectives. Alternatively, ask students to write a text or tweet that answers each question. Messages should be no more than 140 characters.

ENCOURAGE students to discuss how to apply what they have learned to situations in their own lives. Have they ever witnessed cyberbullying and not gotten involved, but later wished they had? What prevented them from taking action? What might they do differently if it happened again? Why is it important to take action to de-escalate online cruelty whenever they witness it?

ASK: What are some roles that different people play in cyberbullying situations, and how would you describe each one? Sample responses:

- Target: The object of the online cruelty
- Offender: The person who tries to hurt or harass the target
- Bystander: A person who does nothing when they see something happening
- Upstander: A person who supports and stands up for someone else

EXTENSION ACTIVITY

Explain to students that online cruelty has, in a few cases, led to teen suicides, attempted suicides, or teens stating that they want to take their lives. But make sure students know this is not the norm. Then show students one of the following videos: two are about a teen who took his or her own life after becoming the target of online cruelty, and one is about a teen who makes a plea to the bullies. Have students break into small groups and record their ideas about what factors escalated the cruelty to such a serious level, and what might have de-escalated it. Invite students to share their findings with the class. Then discuss as a class what steps they should take if they believe a classmate is seriously distressed or depressed as a result of cyberbullying. Students should understand that in such situations, in addition to trying to de-escalate it, they need to tell trusted adults what is going on.

- ABC News, "Cruel Kids, Tragic Ends"
<http://abcnews.go.com/Primetime/video?id=2443795>
- CBS News, "Officials: Suicidal Teen Was Cyber-bullied"
<http://www.cbsnews.com/stories/2010/01/27/earlyshow/leisure/gamesgadgets/mos/main6146385.shtml>
- The Westport Patch, "Westport Student Issues YouTube Plea to Bullies"
<http://westport.patch.com/articles/westport-student-issues-youtube-plea-to-bullies>

HOMEWORK

Have students review the school's bullying policy. If your school does not have a policy, have students find a sample policy online. Instruct them to study the policy and

determine if there are clear guidelines for identifying and dealing with online cruelty in the school. Encourage them to suggest things they would like to see added or changed. You may wish to share these suggestions with administrators.

What did others do in response? What do you wish they had done?

DIFFERENTIATED INSTRUCTION

Have students develop an anonymous school survey on incidents of cyberbullying (including how often students have acted as upstanders, bystanders, and offenders). ELL students can write the survey in both their native language and in English.

Key Vocabulary

- **Target:** A person who is the object of an intentional action
- **Offender:** A person who has malicious intent to hurt or damage someone
- **Bystander:** A person who does nothing when they witness something happening
- **Upstander:** A person who supports and stands up for someone else
- **Escalate:** To increase or make more intense
- **De-escalate:** To decrease or make less intense

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

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

1. Creativity and Innovation

- a. apply existing knowledge to generate new ideas, products, or processes
- d. identify trends and forecast possibilities

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
- d. use multiple processes and diverse perspectives to explore alternative solutions

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



DIGITAL CITIZENSHIP IN A CONNECTED CULTURE

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