



CYBER CIVICS

Level 1: Digital Citizenship

UNIT 5: CYBERBULLYING & DIGITAL DRAMA
LESSON 18

RECOMMENDED GRADE: 5-6
APPROX. TIME: 50 min.

BE UPSTANDING

According to a report from the [PEW Internet Research Center](#), “90% of social media-using teens who have witnessed online cruelty say they have ignored mean behavior on social media, and more than a third (35%) have done this frequently.” This is unfortunate, because according to [DoSomething.org](#), more than half the time bullying stops within ten seconds of someone intervening. For these reasons and more, it is critical to teach students what they can do should they witness cruelty, online or off. In this lesson students learn how to become “upstanders.”

KEY STANDARDS

ISTE Standards: Digital Citizen (1.2.a, b).

CASEL Competencies: Self-awareness (1.a, d, e), Social Awareness (3.a, b, d), Relationship Skills (4.a, b, c), Responsible Decision-making (5.a, b, c, d, e, f).

CCSS.ELA-LITERACY: 5th: RI.5.2, RI.5.4, RI.5.8, RF.5.4, W.5.3, W.5.4, SL.5.1, SL.5.2, L.5, L.5.4, L.5.6; 6th: RI.6.2, RI.6.3, RI.6.4, RI.6.7, W.6.3, W.6.4, SL.6.1, SL.6.2, L.6.4, L.6.6.

LEARNING OBJECTIVES

Students will....

- ✓ Understand that many people play a role in cyberbullying.
- ✓ Learn the difference between a “bystander” and “upstander.”
- ✓ Explore strategies for standing up for others, online and off.



INTRODUCING THE LESSON

Remind students that cyberbullying, digital drama, and even teasing, can feel hurtful to the target of these behaviors. But one advantage of the online world is that when bullying happens there, it becomes visible. This should make it easier for others to step in to assist the target and/or put a stop to the cruelty.

THE LESSON

1. Screen [Video 1]. Review: Everyone who witnesses cruel behavior plays a role, even if they are

THE LESSON, continued

not directly involved. These roles include the following (have students record):

- **TARGET:** Someone being bullied.
- **BULLY:** Someone doing the bullying.
- **BYSTANDER:** Someone who observes bullying (online or off) but ignores it.

2. Though not always present in a cyberbullying situation, there is another very important role:

UPSTANDER

- Someone not involved with the incident, but who steps in to help anyway.
- Someone who empathizes with the target, letting them know they care.
- Someone who encourages the target to talk to a trusted adult.

3. Be sure students understand the meaning of the word “empathy” and “empathizes”:

- **EMPATHY:** The ability to understand and share the feelings of another.

4. Ask students to think of a time when they may have “empathized” with another person. Ask for volunteers to share examples.
5. Screen [Video 2] to show an example of someone who felt empathy for another person online and then stepped in as an “upstander.”
6. Emphasize that there are many ways to be an upstander. Not everyone is comfortable stepping in or standing up to a bully, and that’s okay. Doing so could even escalate the situation further. But empathizing with the target of cruelty, by showing kindness or giving comfort, is an important way to be an upstander. So is turning to a trusted adult for help.

ACTIVITY

Read the story that follows aloud to your class. Ask students to complete the story by drawing OR writing an ending to it. Their drawing/paragraph should include all the people who play a role: the target; the bully/bullies; the bystanders. Most importantly, their endings should include an upstander. They should explain/describe what their upstander does. They can do this work in their books or use the Student Packet provided.

GOAL

Students will learn that if/when they witness bullying, online or off, they can step in to help by standing up to the bully, giving comfort to the target, or seeking aid from a trusted adult.

FOR STUDENT:

HOW TO BE AN UPSTANDER

A group of kids in sixth grade like to ride skateboards and some are pretty good at it. But Luke is just a beginner. One day while practicing at home Luke sets up his phone to record himself trying a new trick. Unfortunately everything goes wrong and he crashes, looking pretty ridiculous.

Wondering what he did wrong, Luke sends this video to Jerry. Without asking Luke's permission, Jerry posts the video on a social networking site. Soon a bunch of kids from school, and even some strangers, see the video and post mean comments like "FAIL!," "Lame Luke," "Loser," and more. When Luke goes to school the next day, some kids point and laugh at him. Luke is hurt and embarrassed.

What happens next?



Cartoon strip created by Dirk Tiede, Cyber Civics Teacher at Waldorf School at Moraine Farm.

Your Name: _____

HOW TO BE AN UPSTANDER

In your book or using this Student Form, complete the story! Draw OR write what happens next. Be sure your ending includes all the people who play roles:

The target
The bully or bullies
The bystanders
An upstander (or upstanders)

Draw/explain what the upstander does in this situation. Think about these questions:

- What could the upstander say or do to show support for the target?
- What could the upstander say to others who viewed the video and left cruel comments?
- How could the upstander involve a trusted adult?
- What else could an upstander do?

Write your ending:

Draw your ending:

The image shows a comic book page layout with three rows of panels. The top row consists of two panels: a smaller square panel on the left and a larger rectangular panel on the right. The middle row is a single large rectangular panel spanning the width of the page. The bottom row consists of two panels of equal width, separated by a double-line diagonal line running from the bottom-left to the top-right.

TERMS TO KNOW

TARGET:

The use of digital tools to bully.

BULLY:

Someone doing the bullying.

BYSTANDER:

Someone who observes bullying (online or off) but ignores it.

UPSTANDER:

Someone not involved with the incident, but who steps in to help anyway. Someone who empathizes with the target, letting them know they care.

EMPATHY:

The ability to understand and share the feelings of another.