



# AACPS Digital Citizenship

## Lesson Title: Cyberbullying- Group Think

Grade 5

Time: 30 minutes

**Overview:** Students learn that sometimes youths in groups think and behave differently than they would if each person was alone. They examine the role of the bystander in cyberbullying situations and develop an ethical pledge for bystanders.

### Objectives:

- Analyze messaging behaviors that could be considered cyberbullying.
- Define *bystander* and compare helpful and harmful bystanders.
- Publish a Bystander to Cyberbullying Pledge.

### Materials:

- Activity Sheet: *Group Think*
- Activity Sheet: *Think About*
- Activity Sheet: *Take Action*
- Pencils and pens

## Maryland Technology Literacy Standards for Students (MTLSS):

### Standard 2.0–Digital Citizenship:

Students will demonstrate an understanding of the history of technology, its implications on society and practice ethical, legal, and responsible use of technology to assure safety

### Activities:

- **Ask:** *Have you ever seen somebody break a rule or law but were not involved yourself? What do you call the person who is not the rule breaker or the target of the rule breaker? (Accept reasonable answers. Students may be able to offer words such as *witness*, *observer*, or *bystander*.)*

### What's the Problem?

- Distribute the activity sheets. Have students read the scenario about the sleepover at Jesse's home.
- Have students write and share their answers to the three questions under, What's the Problem? Look for answers that show students understand that Jesse was probably very

embarrassed when Anthony told a popular girl at school about his attraction to Mai Yin; that the girl probably told many other kids on her buddy list; that the boys watching Anthony may have been approving, disapproving, or intimidated; and that the other kids at school teased both Jesse and Mai Yin.

### Think About It:

- Have students read the Think About It section of their activity sheets. Discuss with students how it is often difficult for one person in a group to speak up because of the fear that the bully will turn on them. Also, typically bystanders believe that someone else in the group will speak up.
- Have students tell their own stories. **Ask:** *Have you ever been a bystander to cyberbullying? Tell what happened, but do not use real names.*

### Find Solutions

- Divide the class into small groups or pairs to discuss and record what the bystanders at the sleepover could have done.
- Then make a class chart to synthesize the points made as each group reports to the class. Possible answers may include:

#### Actions Bystanders Take to Make Things Worse

laughing

pretending they don't know what's going on

telling the cyberbully to do it again or to someone else

do nothing to stop it

#### Actions Bystanders Take to Make Things Better

tell the cyberbully to stop

try to help the kids who are the target of the bully

tell an adult

refuse to help the cyberbully

### Take Action

- Have students follow the directions on their activity sheets. Suggest they begin each rule of the pledge with "I will" and sign and date the bottom of the pledge.

## Closure:

- **Ask:** *What is a bystander to cyberbullying?* (someone who sees, hears, or knows about cyberbullying but is not the bully or the target)
- **Ask:** *What are some ways bystanders can make cyberbullying worse?* (by laughing, encouraging the bully, and making fun of the target)
- **Ask:** *What are some ways bystanders can make cyberbullying stop?* (by discouraging the bully, supporting the target, or telling a trusted adult)

## Extension:

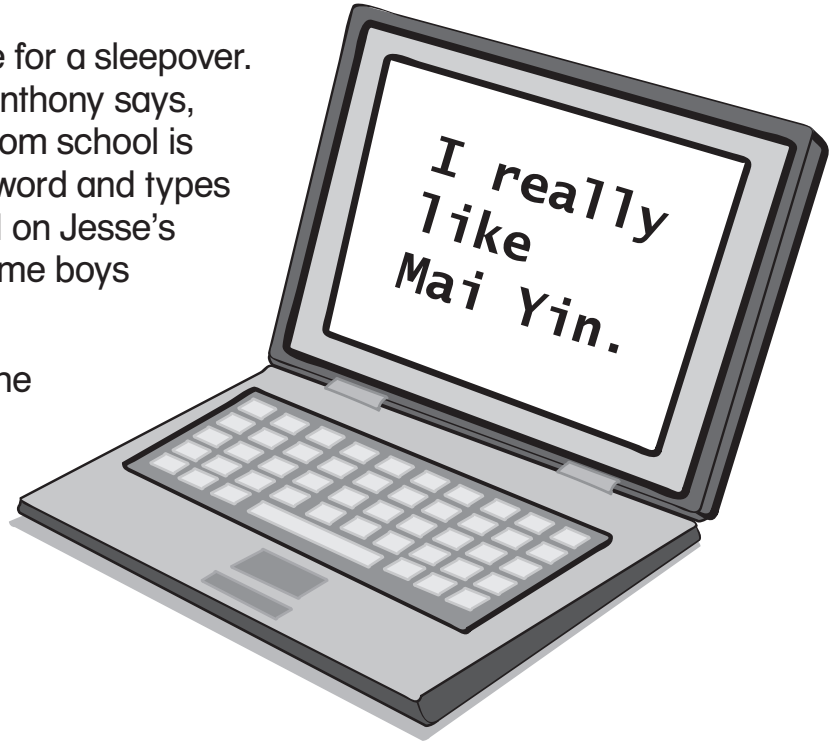
- Students will benefit by revisiting this lesson each year.
- Hold a class discussion about the concept of peer pressure, what it means, and how it affects cyberbullying. Explain that peers can try to persuade kids to do things that are positive or negative. Allow students to suggest examples of each related to the use of computer or cell phone networks.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Group Think

Jesse has some friends at his home for a sleepover. The kids are getting a little bored. Anthony says, "Let's go online and see who else from school is online." Anthony uses Jesse's password and types an instant message to a popular girl on Jesse's buddy list: "I really like Mai Yin." Some boys laugh. Others are quiet.

Jesse really does like Mai Yin, and he told Anthony quietly the other day. But he didn't expect Anthony to tell other kids. The next day at school, Jesse finds out that everyone knows he likes Mai Yin.



### What's the Problem?

How do you think Jesse felt?

---



---

What do you think the boys watching Anthony were thinking?

---



---

What do you think the kids at school said or did the next day?

---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

## Think About It

When kids are in groups, they sometimes do things that they would not do alone. Using someone else's password and screen name to embarrass them is *cyberbullying* behavior. Some of the kids at Jesse's sleepover may think Anthony's behavior is wrong, but they don't say anything. So Anthony thinks that everyone in the group agrees with him.

Kids who see, hear, or know about cyberbullying are called *bystanders*. The bigger the group of bystanders is, the less likely it is that any of them will try to help. Why do you think this is true?

### **Be** Cyber**Smart!**<sup>®</sup>

- Don't let anyone except a parent or guardian use your password.
- Bystanders have a responsibility to help make things better.

## Find Solutions!

What could the bystanders at Jesse's home say to stop the cyberbullying behavior? What would make things worse? Talk about it with classmates. Then fill in the chart below.

Actions Bystanders Take to Make Things Worse	Actions Bystanders Take to Make Things Better

Name \_\_\_\_\_ Date \_\_\_\_\_

## Take Action!

**Write a Bystander Pledge** Work with your class to write a bystander pledge. Tell what you will do when you witness cyberbullying.

