AACPS Digital Citizenship

Lesson Title: Cyberbullying- Be Comfortable   Grade 4

Time: 30 minutes

Overview:

Students learn to recognize feelings of discomfort and how to responsibly manage uncomfortable situations in cyberspace.

Objectives:

- Explain that, just like in the face-to-face world, there are good and bad places and people in cyberspace.
- Describe and compare comfortable and uncomfortable feelings.
- Identify strategies for responsibly managing uncomfortable online situations.

Materials:

Activity Sheets:

- *Be Comfortable (2 pages)*
- *It's Not Your Fault*

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.

Standard 3.0 – Technology for learning and Collaboration: Students will use a variety of technologies for learning and collaboration.

Activities:

Introduce:

- Have students imagine that one morning their principal announces, "Today instead of classes, we're having an all-day picnic at the park."
- **Ask:** *How would you feel?* (relaxed; relieved; happy; at ease). Discuss their responses, explaining that those feelings could be categorized as *comfortable*.

- Next, have students imagine that their teacher says, "We're having a surprise math test today. Take out a pencil and paper."
- **Ask:** *How would you feel?* (confused; caught off-guard; shocked; weird; nauseated; upset; stupid; afraid; angry) Discuss their responses, helping them conclude that those feelings could be categorized as *uncomfortable*.
- Tell students they may experience online situations in which they feel comfortable or uncomfortable, and that they will learn how to manage their actions accordingly.

What's the Problem?

- **Distribute** Activity Sheet: *Be Comfortable*.
- Have students complete the sheets individually or in small groups and then share their responses. **NOTE: Postpone discussion until students have read and applied the information on ActivitySheet: *It's Not Your Fault*.**

Think About It

- **Distribute** and help students read Activity Sheet: *It's Not Your Fault.*
- **Discuss** Jan's use of the words *embarrassed*, *upset*, *afraid*, and *scared* to show how uncomfortable she felt. Explore with students other words that might also be used, such as *guilty*, *ashamed*, or *confused*.

Find Solutions

- Have students revisit Activity Sheets: *Be Comfortable* and discuss how their answers might be changed or enhanced.

Take Action

- Have students record brief audio or video clips of one another in which they explain about uncomfortable feelings and tell how they can take action when these feeling occur online. View the clips as a mini film festival in your class and/or share with parents when they visit. Use tools such as digital storytelling, Photostory, PowerPoint, and podcasting, to help students create multimedia presentations. Then have them share their final products with others.

Closure

- **Ask:** *How are people and places in cyberspace like people and places in the face-to-face world?* (There are both good and bad people and places in cyberspace and in the face-to-face world.)
- **Ask:** *What are some words that describe feeling comfortable? uncomfortable?* (Accept all reasonable adjectives and descriptions.)
- **Ask:** *What should you do when you get an uncomfortable feeling online?* (log off; block; ignore; hit the back button; say "No;" tell a trusted adult)

Extension

- Have the class create and maintain an interactive "word wall" display of words and expressions that describe how people feel· comfortable and uncomfortable, online and offline. For each addition to the wall, have them contribute definitions, examples of when they might feel this way, and drawings showing appropriate facial expressions (using the pictures on Activity Sheet: *It's Not Your Fault* (for inspiration) for each word or expression. In this way students will develop a vocabulary for speaking and writing about strong emotions and about how to handle them when they occur.

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Be Comfortable

Jan, a fifth grader, likes to visit Web sites about her favorite actress. Her friend tells her about a site with fun photos of the actress making her latest film. After school, Jan types the Web address she thinks is correct. Instead of finding photos of the star on a movie set, she finds pictures that upset her.

Jan is embarrassed by the photos. She realizes she must have entered the wrong site address (or URL). She is afraid she will get in trouble with her parents. Scared, Jan stays away from cyberspace for a few days.

What words in this story tell that Jan feels uncomfortable?

_____

_____

_____

What advice would you give Jan?

_____

_____

_____

_____

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Marcos likes going into cyberspace to talk to his school buddies. Lately, one of his buddies is using rude language in his messages. Marcos is uncomfortable with such language. He is afraid his parents will see the words on his computer screen and get angry. Then they might take away his messaging privileges.

Marcos' buddy doesn't use these words in school or at the park. Why do you think his buddy acts differently in cyberspace?

_____

_____

_____

_____

What do you think Marcos should do about the problem?

_____

_____

_____

_____

Name _____ Date_____

It's NOT your fault.

It's fun to explore Web sites and search for information. However, sometimes you may find things you don't want to see. It's easy to stumble across icky or embarrassing sites by mistake. In fact, some sites have tricky addresses on purpose. So, you might tell Jan, "It's not your fault."
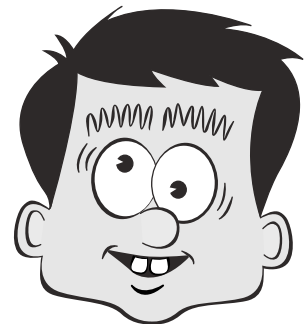
Take ACTION!

When you get that uncomfortable feeling at a Web site, get out of there. Click the **back** button on your browser. If you feel upset, you should tell your parent, guardian, or teacher what happened.

Some PEOPLE CHANGE when they go into cyberspace.

Marcos' friend has good manners face to face, but uses rude words in cyberspace. Some people think it's okay to say things in cyberspace that they'd never say to someone face to face. Why? Maybe they think they can't get in trouble in cyberspace. Maybe they think it makes them seem cool. Or, maybe, when they're behind a computer screen they just forget they're talking to a real person.

Take ACTION!

If someone on the street makes you uncomfortable, you know to walk away and tell a grownup. The same rule works in cyberspace. Ignore them, block them, or get offline.

Manners: *Cyberbullying*

Be Comfortable