

# Identifying and Responding to Cyberbullying

## Summary

Fifth grade students will be taught and demonstrate knowledge of various types of cyberbullying. Students will demonstrate knowledge of ways to appropriately deal with cyberbullying.

## Main Core Tie

Health Education - 5th Grade

[Strand 3: SAFETY AND DISEASE PREVENTION \(SDP\) Standard 5.SDP.3:](#)

## Time Frame

1 class periods of 45 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Character, Social & Civic Responsibility

## Materials

Students will each need a copy of the From Bystander to Upstander worksheet.

## Background for Teachers

The teacher should have a solid understanding of the definition of cyberbullying, including how it differs from face to face bullying. They should know the definitions of bystanders and upstanders. The teacher should be familiar with when and how they should intervene if they notice cyberbullying. Finally, they should be aware of ways they can prevent cyberbullying.

## Student Prior Knowledge

Knowledge of citizenship and prior exposure to themes of digital citizenship.

## Intended Learning Outcomes

Students will be able to define cyberbullying, bystander, and upstander, and identify appropriate ways to respond to cyberbullying.

## Instructional Procedures

As a group, watch the "What's Cyberbullying" video and discuss definitions of cyberbullying, bystander, and upstander. Provide examples and non-examples of each.

Turn to your neighbor and provide the definition of cyberbullying, bystander, and upstander.

Discuss ways to deal with cyberbullying, including ways to be an upstander: block the person, report them to a trusted adult, find a way to be kind or support the person being bullied, call out the mean behavior, don't spread or share negative messages or content,

Pass out the worksheets and have students work in small groups to read the three scenarios and categorize the responses.

Discuss their responses and their reasoning.

## Assessment Plan

The worksheet "From Bystanders to Upstanders" will be used as the assessment tool. A high percentage of students should be able to accurately code each response as either Upstander or Bystander. If not, re-teaching or review will be necessary.

Authors

[Casey Johnson](#)