

## "The Internet Starts with I" Lesson Plan | Middle School

# I Take Care of Others

### Lesson Goal:

I know what bullying is and how to respond when I witness it.

### Estimated Time:

25-35 Minutes

Project Creation: Extended time within or outside of class time

### Materials and Resources:

Teachers should review the [Tips to Help Stop Cyberbullying](http://bit.ly/3qrPIP8) (<http://bit.ly/3qrPIP8>) and [The Parent's Guide to Cyberbullying](http://bit.ly/35KKYaf) (<http://bit.ly/35KKYaf>) to get a complete understanding of what cyberbullying is and what experts recommend for youth, parents, and schools.

### Activity Procedure:

1. First, find out what your students know. Ask them:

- What is bullying or cyberbullying? (Note: Some adolescents use the word "drama" to describe the online bullying that can happen on group texts, on social media, or within the chat feature of online gaming.)
  - Ask students to give some examples. (Answers might include: posting embarrassing photos or images that are edited, posting threats to harm someone physically or emotionally, posting information that is untrue about someone, purposely excluding someone from a post, and more.)
  - Come up with a definition that everyone in the room can agree on and write or project it where everyone can see.
- There are 3 roles we can experience in cyberbullying. Work as a class to define them together and write or project them where everyone can see.
  - Target
  - Witness
  - Intimidator or Tormentor?

2. Important Note: Mention to students that today's activity will focus on what to do in situations when they are a witness. Most people are a witness at some point or as multiple points in their lives, even adults. There are action steps we can take to improve and even resolve the circumstances as a witness.

3. Audio Recording Project: Share with students these 3 Options for Upstanders:

- Be a friend: After the incident, talk to the person who was the target. Tell them that you saw or heard what happened, that it wasn't their fault, and ask how you can help.

- Distract attention: While this incident is happening, distract the people involved away from the target. Point out something else they might want to talk about so the discomfort can end.
- State the facts: While the incident is happening or afterward, point out to the intimidator that their words or actions are making others feel uncomfortable or badly. Tell them to stop.

Ask students to work on their own or in small groups to create an audio recording for these three approaches. Their recording could be:

- A 60-second public service announcement for their age group explaining the options for witnesses of cyberbullying and encouraging their peers to use one or all of these strategies.
- A 60-second skit in which the students act out what they would say and to whom when using one of these strategies.
- A 60-second clip from a mock news program in which the reporter is interviewing an expert on how to combat cyberbullying.

Students can record audio using the built-in microphone on their devices. This project may take longer than the time allotted for this lesson above and it is an opportunity for students to practice their writing and speaking skills in a project form.

4. The teacher can invite students to share their work with ConnectSafely by allowing the teacher to:

- Email their work to ConnectSafely at [SID@connectsafely.org](mailto:SID@connectsafely.org).
- Tweet their work to ConnectSafely at [@ConnectSafely](https://twitter.com/ConnectSafely) with the tags [#SID2021](https://twitter.com/hashtag/SID2021) and [#SaferInternetDay](https://twitter.com/hashtag/SaferInternetDay).

**Extension to Parents** Share what your students learned and encourage parents to reinforce these concepts at home. See [saferinternetday.us/lesson-plans](https://saferinternetday.us/lesson-plans) (<http://bit.ly/2Y84vgF>) for a suggested email template you can adapt.



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