

"The Internet Starts with I"
Lesson Plan | High School

I Take Care of Others

Lesson Goal:

I understand how to be an ally to my LGBTQ peers.

Estimated Time:

20-25 minutes

Materials and Resources:

Teachers should review ConnectSafely's [Parent, Educator, and Youth Guide to LGBTQ Cyberbullying](http://bit.ly/2LDXWzB) (<http://bit.ly/2LDXWzB>).

Activity Procedure:

1. To get started, say the following to students: "Whether you identify as LGBTQ or not, it is important for you to know how to be an ally to your LGBTQ peers. Today we will talk about what you can say and what you can do to be an ally. First, let's learn some facts about cyberbullying and LGBTQ youth."
2. Introduce LGBTQ cyberbullying by sharing the following statistics from ConnectSafely's Parent, Educator, and Youth Guide to LGBTQ Cyberbullying:
 - 52% of LGBTQ youth between the ages of 11 and 22 reported having been the targets of cyberbullying several times
 - 54% had been bullied about their sexual identity
 - 37% had been bullied about their gender identity or expression in the past 30 days
 - About one-third of LGBTQ students missed at least one full day of classes in the past month over safety concerns
 - When compared to high school students as a whole, less than 15% reported being electronically bullied in the past year. (Source: ConnectSafely's [The Parent's Guide to Cyberbullying](http://bit.ly/35KKYaf) <http://bit.ly/35KKYaf>)
3. Ask students, what conclusions can we make about LGBTQ youth and cyberbullying by analyzing these statistics? Some answers might include:
 - LGBTQ youth are more vulnerable to cyberbullying than youth who are not LGBTQ.
 - LGBTQ youth are often targeted because of their identity.
 - LGBTQ youth sometimes do not feel safe and are unable to participate in normal activities, like going to school, due to cyberbullying.

Strategies for Allies: Say to students, “You will work in small groups and you will be assigned one of 3 topics. Your task is to read about that topic in a specified section of ConnectSafely’s Parent, Educator, and Youth Guide to LGBTQ Cyberbullying and then, in your group, come up with statements you can say or things you can do to show you are an ally when it comes to your assigned topic.”

Teachers can use the table below or create your own graphic organizer for students. Topics are listed below:

- School climate: see the section titled **Working Toward a Positive School Climate**
- Disinhibition: see the section titled **How is Cyberbullying Different from Offline Bullying?**
- Listen to the voices of LGBTQ peers: see the section titled **Build Community with Dialogue, Not Debate**

LGBTQ cyberbullying topic	As an ally to LGBTQ peers, I can say...	As an ally to LGBTQ peers, I can act by...
Topic Name:	<ul style="list-style-type: none"> • Add text here • Add text here • Add text here 	<ul style="list-style-type: none"> • Add text here • Add text here • Add text here
Topic Definition/Explanation of Importance:	These statements will demonstrate that I am an ally because:	These actions will demonstrate that I am an ally because:

5. Once groups are done, the teacher can facilitate a sharing class conversation where students present what they’ve learned and the solutions they have developed.

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



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