[6-8] Standing Up: What's Your Reputation?

Students learn how to tell when inappropriate online behavior transitions to cyberbullying.

Lesson topics include: The differences between teasing and bullying; the concept of crossing the line; strategies for responding to unwelcome contact; ways to be an upstanding citizen; information on legal issues surrounding cyberbullying; and why reputation is a person's most important asset.

Lesson Summary

When young people access the web, they can put themselves and their families at risk. This lesson presents a student-centered summary of the legal, social, and safety issues that surround cyberbullying. The lesson addresses concepts like teasing, bullying, information it's okay to share, how to tell when interactions cross the line, how to fight back against cyberbullying, why it's important to stand up for others, and how to build a positive reputation. Classroom activities to be conducted before, during, and after the digital lesson help students better connect with these important concepts.

By the end of the lesson, students will know…
- That context is the key to differentiating between teasing and bullying
- That friendly texts, funny jokes, photos, and goofy pictures are generally okay to share with others, as long as they've gone through a mental filter
- That information becomes inappropriate depending on how it's interpreted
- That they should take immediate action if they feel threatened or unsafe because of something posted online
- That reputation is a person's most important asset
- That a mismatch between one's sense of self, and what others think or say, leads to anxiety
- That harassment, intimidation, deception, flaming, and hate speech are unacceptable
- That most states have laws against bullying and cyberbullying
- That cyberbullying has real effects on real people, leading some teens to suicide
- That it's important to stand up and say something when faced with online cruelty

Pre-lesson Preparation

Download the necessary videos and handouts so that you'll have them available for use. Review all materials and decide how best to use them in your classroom—you may decide to make modifications based on your students' unique needs.

Video: **Standing Up: What's Your Reputation? (Part I)** [11:17 runtime]

Video: **Standing Up: What's Your Reputation? (Part II)** [11:21 runtime]

Video: **Standing Up: What's Your Reputation? (Part III)** [6:03 runtime]

Handout: **Student Guide to Standing Up: What's Your Reputation?** [2 pages]

"Extend the Lesson" Activity: register for an account at Common Sense Media and download lesson materials [multiple pages and handouts] – www.bit.ly/lol3-10

Essential Vocabulary

bystander – someone who sees cyberbullying happening, but does nothing to help

context – circumstances, background, and specific details of a situation

deception – using deceitful or fake information in an attempt to trick

empathize – to imagine the feelings that someone else is experiencing

flaming – writing or saying repeated rude remarks about someone

harassment – aggressively pressuring or bothering someone

hate speech – specifically targeting somebody for ridicule because of their race, gender, or sexual orientation

indicator – something that shows the state or level of something else

intimidation – frightening or overwhelming someone in order to make them do something

reputation – the beliefs or opinions that are generally held about someone

upstander – someone who helps when they see cyberbullying occur

Pre-lesson Activity

1) Show your students the "Broken Friendship" video at NetSmartz, http://www.netsmartz.org/RealLifeStories/BrokenFriendship. This video will stream over the internet, but if you have a slow or unreliable network, you may prefer to load the video ahead of time. To do so, click the play button and allow the entire video to load in your browser. When you're ready to show it to students, drag the playhead back to the start of the video and click the play button again.

2) Ask your students to write a one-paragraph reflection on the following topic: "Who is most to blame for what happened to the narrator: 1) the narrator, for sharing her password; 2) Katie, for revealing the narrator's password; 3) the "Beautiful People" girls for sending emails as though they were the narrator, or 4) the Senior boys for responding to the fake emails?" Have students share their responses with nearby classmates and then conduct an all-class vote to see which person or group the students find most at-fault. When the activity ends, begin the digital lesson, as described below.

Digital Lesson

How do your students compare? Have them create a classroom chart using data from the survey.

Play the "**Standing Up: What's Your Reputation?**" digital lesson for your students. Students will have the opportunity to vote during the lesson and see how their responses compare with those of other students. Polls for this lesson are available online at http://bit.ly/lol3-7 and http://bit.ly/lol3-9. Students can also access the polls by scanning QR codes with their mobile devices. Multiple students can vote simultaneously, or you could have all your students vote together as a class. No login is needed to respond to the poll.

This lesson's poll questions are:
- How often do you see things online or by text that, in your opinion, have crossed the line?
- In your opinion, what's the biggest reason people participate in online cruelty?

Follow-up Activity

1) Show your students the "You Can't Take it Back" video at NetSmartz, http://www.netsmartz.org/RealLifeStories/CantTakeItBack. Just like before, this video will stream over the internet, but you can download it prior to presentation if that makes you more comfortable.

2) Have your students put together 30- to 60-second skits in which they show how the narrator might better have responded to his friend and the hot-or-not website. Since each skit will need at last two people (one to play the narrator, and one to play Pat, plus additional actors as needed), consider having your students work in three, four, or five person groups. One student can be the director, and others can be actors. When the activity ends, consider beginning the lesson extension, as described below.

Extend the Lesson

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Follow the lesson plans for the "Cyberbullying: Be Upstanding" lesson available online at Common Sense Media, http://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8. You'll need to register for an account in order to download all the materials.

In this extension lesson, students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. Students reflect on what it means to be brave and to stand up for others. They fill out the *Why Care? Student Handout*, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.

By the end of the extension lesson, students will be able to…
- Reflect on what it means to be brave and stand up for others offline and online.
- Learn to show empathy for those who have been cyberbullied.
- Generate multiple solutions for helping others when cyberbullying.

Alignment with Standards

Common Core: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

NETS•S: 2a, 2b, 5a, 5d

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