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# BYSTANDER REVOLUTION

## RECOMMENDED LESSON

### Cyberbullying

This lesson outlines one simple way to integrate the Bystander Revolution Cyberbullying video playlist and discussion questions into an elementary school classroom setting.

**Grade Level:**  
Elementary School

**Estimated Time:**  
45 minutes

**Common Core  
ELA Standards  
Grades 3–5:**  
SL.1.B, SL.1.C,  
SL.1.D, SL.2, SL.3,  
SL.5, W.2.A, W.2.B,  
W.2.C, W.2.D,  
W.2.E, W.2.F,  
W.3, W.4

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## OVERVIEW

Students will discuss what cyberbullying is, why it's hurtful, and what they can do when they see it. Students will watch videos with personal advice from celebrities and students, share experiences they may have had, and debate ways to help. The lesson concludes with an opportunity for the educator to recap the lessons learned and present an optional homework assignment.

## OBJECTIVES

**Students will be able to:**

- Define the term "cyberbullying."
- Understand why it's harmful.
- Empathize with peers who are targets of cyberbullying.
- Summarize solutions heard from other students and celebrities.
- Compare and contrast different prevention, intervention, and coping strategies.
- Apply the strategies to help themselves and others when they encounter cyberbullying.

## MATERIALS NEEDED

- Computer & internet access
- LCD projector (optional)
- [Cyberbullying video playlist](#)
- Pens/pencils & paper

## PREPARATION

- First, watch the Cyberbullying video playlist.
- Familiarize yourself with popular online communities and the definition of cyberbullying.

## PROCEDURE

### Introduction

*(5 minutes)*

**Introduce the topic by asking students the following questions:**

- How many of you spend your free time online?
- Which online communities are you a part of?
- By a show of hands, how many of you have ever seen cyberbullying in those places or on those forums?
- What are some examples of the cyberbullying you've seen?

Then explain to students that the definition of cyberbullying is: *the act of harming or harassing a person in a deliberate manner using technology networks, e.g., texting, social media, gaming, websites, or other online communities.*

### KEY QUESTION

What is cyberbullying and how can students deal with it?

### DEFINITION

#### **Cyberbullying is:**

The act of harming or harassing a person in a deliberate manner using technology networks, e.g., texting, social media, gaming, websites, or other online communities.

## Videos & Discussion

(25 minutes)

Introduce the video and discussion segment by explaining to students that they are about to watch short videos from celebrities and students talking about their personal experiences with cyberbullying. Instruct students to think about a time they have witnessed cyberbullying and whether the advice in the videos would have helped.



### FEATURED SOLUTION

#### POST SUPPORT ONLINE

If you see someone being cyberbullied, quickly take a moment to write them something nice and supportive. It will help them know that they're not alone.

Play videos 1-3 of the [Cyberbullying playlist](#). After viewing these videos, you can use the sample questions below to lead a conversation, as time permits. Each sample question has several follow-up questions that may be useful in the discussion.

#### 1. What are some positive aspects of the internet?

- Can it help us meet people with similar interests?
- Can it be educational?

#### 2. What are some negative aspects of the internet?

- Can people use online messaging to insult and be mean to each other?
- Do people feel like they can say whatever they want? Why?

#### 3. What are examples of things a person can do to help someone that is being cyberbullied?

- Could you post a positive comment for the person being bullied?
- Could you send a direct message to the person being bullied to let them know you don't agree with the bullying?

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Play videos 4–6 then continue the discussion:

**4. How do you think it might feel to be attacked online?**

- Do you think it could make someone feel sad or angry? Helpless?
- Can teasing feel worse if you don't know who it's from?

**5. Neil Gaiman talks about the importance of not bullying the person who is bullying. What does he mean?**

- Do you think bullying someone who is cyberbullying is likely to get them to stop? Why or why not?
- Do you think it can sometimes feel natural to want to fight back?
- Do you think fighting back would help or make things worse?
- Would positive and supportive comments be better?

**6. What are examples of other things you can do if you see cyberbullying?**

- Could you block or delete the comment?
- Could you just ignore it and choose not to respond?
- Could you tell an adult, like a teacher or parent?

Play videos 7–9 then continue the discussion:

**7. What can you do if you're being repeatedly bullied online?**

- Should you reply to it, or could that make it worse?
- Could you ask the website or social media platform to remove any posts that violate its rules?
- Could it help to take a screenshot so you have evidence you can show to a parent or teacher?
- Do you think you should tell a teacher, parent, or another adult you trust?
- Could you log off and take a break from that site for a while?

**8. What might be some benefits to unplugging and going offline?**

- How might it help you refrain from looking at hurtful things?
- Could it increase your productivity and reduce interruptions?
- How could doing things in the real world give you mental or emotional relief?

**SUGGESTED STRATEGY**

The next time you're tempted to post an anonymous comment online, imagine how the receiver of the comment will feel when they read it. Remember that there's always a person on the other end.

## WRITING ASSIGNMENT

*(5 minutes)*

Ask students to write two sentences about something they would do differently, or could improve upon, if they encounter cyberbullying in the future. If time permits, ask students to share what they've written with the class.

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## CLOSING

(5 minutes)

Recap what students can do if they witness cyberbullying and aren't sure what to do. Ask students when they would consider the following strategies:

When would you...

- tell a teacher, parent, or other trusted adult?
- take a break from the internet?
- write something nice to the person being bullied?
- block or report the person who is bullying?

## OPTIONAL HOMEWORK ASSIGNMENTS

### 1. Watch a video and reflect in writing

Have students visit [bystanderrevolution.org](http://bystanderrevolution.org) and watch another video of their choosing. Ask students to write a letter to the person in the video, telling them why they agree or disagree with the advice presented. Ask them to tell the person how they might apply what was said to their own life.

### 2. The Weekly Stand

The Weekly Stand is a list of 52 simple, fun, transformative actions bystanders can take to reduce bullying and improve school culture. Each action contains helpful background information, suggested strategies and phrases to use, and a video for inspiration.

Have students go to [bystanderrevolution.org/weekly](http://bystanderrevolution.org/weekly), choose one of the actions to complete, and then turn in proof that they did it through some creative means: a photo, a screenshot, a short video, an essay, or even a comic strip.

### ABOUT BYSTANDER REVOLUTION

Bystander Revolution is an online resource offering practical, crowdsourced advice about simple things individuals can do to take the power out of bullying.