Session 4
LESSON PLAN A
CYBERBULLYING

Time Needed:
20-30 Minutes

Objectives:
Help kids:
- **Understand what constitutes cyberbullying.**
- **Identify what they can do if they are being cyberbullied or see cyberbullying take place.**
- **Identify posts that could lead to cyberbullying.**

Materials:
Red, yellow, and green poster boards or construction paper
Think Before You Post Graphics (attached)

ASK: Pre-Viewing Questions
- How is cyberbullying the same and different from other types bullying?
- How can kids have power? How can the Internet, social media, texting, etc., give kids power?

SHOW: BOSTON vs BULLIES video clip: CYBERBULLYING (5:87 minutes)

ASK: Post-Viewing Questions
- If you see someone doing the cyberbullying, how can you help?
- If you are getting cyberbullied, what can you do?

PRESENT AND DISCUSS:
What Kids Should Know About Cyberbullying
- If you say or put something online, you can't take it back— it is for everybody and forever.
- You can't control who will see what you put online—anyone can forward it on to others.
- Don't share personal information online—that material can be used for cyberbullying.
- Cyberbullying can cause a lot of damage by reaching many kids very quickly.
- Posting false or private information can isolate kids and ruin reputations.
- Don't share your passwords with your friends. They can use your passwords to gain access to your emails or social networks. Passwords are private — share them only with your parents.
- Relational bullying can happen online as well as in person.
- Replying, reposting, or forwarding a mean post will elevate it on everyone's feed.

ACTIVITY: What Would YOU Do?
(p. 15, Facilitator's Guide)

Read to your group (or ask a kid to read) the story below. Have kids discuss what the characters did right, what the characters did wrong, and what else the characters can do to help stop the cyberbullying.

Brian is a new student at Brady Middle School. Many of the boys in the class began posting rumors and mean things about him. Alexis feels sorry for Brian. She forwarded the post to her friends expressing how badly she felt and encouraged her friends to be nice to Brian from now on. Some of her friends agreed with her. Other friends used her post to join in the cyberbullying.

- What did Alexis do right?
- What might she have done differently?
- What else can she do to help?
- What can her friends do to help?

TIP: Additional stories are attached. You can also have kids create their own story involving cyberbullying.

ACTIVITY: THINK BEFORE YOU POST

Sometimes, an online post can accidentally lead to cyberbullying. It is always important think about what can happen with anything you post.

Place green (go), yellow (caution) and red (stop) poster boards around the room. Break students up into small groups. Hand out one or two posts to each group. Have the students discuss if their post is
- OK to post (green)
- Not sure (yellow)
- Not OK to post (red)

Before deciding, students should ask themselves:
- Could this be embarrassing or hurtful?
- Do I have permission (from the subject) to post this photo?
- **Could this lead to cyberbullying?**

After the groups have reached a consensus, have a student describe their post and which color their post fall under and why. Have the student attach the post of the corresponding poster board.

After all the posts have been reviewed, remind students that only green posts should be posted online. If they have any doubts, be cautious and do not post.

TIP: To modify this activity for a smaller space, hand each group red, yellow, and green cards made from construction paper. Have the students hold up the appropriate color card when they are explaining their post.