



GRADE 5

Is It Cyberbullying?

What is cyberbullying and what can you do to stop it?



CYBERBULLYING, DIGITAL DRAMA
& HATE SPEECH

We are kind
& courageous.

OVERVIEW

Let's face it: Some online spaces can be full of negative, rude, or downright mean behavior. But what counts as cyberbullying? Help your students learn what is -- and what isn't -- cyberbullying, and give them the tools they'll need to combat the problem.

[See the U.K. version of this lesson plan](#)

Learning Objectives:

- Recognize similarities and differences between in-person bullying, cyberbullying, and being mean.
- Empathize with the targets of cyberbullying.
- Identify strategies for dealing with cyberbullying and ways they can be an upstander for those being bullied.

Key Vocabulary:

bully

the person who is doing the bullying

bullying

unwanted and aggressive verbal, social, or physical behavior towards another

bystander

someone who sees a bullying or cyberbullying situation, but doesn't do anything to stop it

cyberbullying

using digital devices, sites, and apps to intimidate, harm, and upset someone

empathy

to imagine the feelings that someone else is experiencing

target

the person who is on the receiving end of the bullying

upstander

a person who supports and stands up for someone else

Key Standards Supported

Common Core ELA

L.5.4, L.5.4c, L.5.5c, L.5.6, RF.5.4, RF.5.4a, RI.5.4, RI.5.7, RI.5.10, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d, SL.5.4, SL.5.5, SL.5.6, W.5.4, W.5.10

CASEL

1a, 2b, 3a, 3b, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5e, 5f

AASL

I.A.1, I.B.1, I.B.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.2, I.D.3, I.D.4, II.A.1, II.A.2, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.A.3, III.B.1, III.B.2, III.C.2, III.D.1, III.D.2, IV.B.1, IV.B.2, V.A.1, V.A.2, V.B.1, V.B.2, V.C.1, V.C.3, V.D.1, VI.A.2, VI.D.3

ISTE

2b, 7b, 7c, 7d

What You'll Need

Some resources below are available in Spanish

Classroom resources

- [Blank index cards](#)
- [Markers or crayons](#)
- [Lesson Slides](#)
- [Video: What's Cyberbullying?](#)
- [Sondra's Story Handout Teacher Version](#)
- [Lesson Quiz](#)

Take-home resources

- [Family Tips](#)
 - [Family Activity](#)
 - [Family Engagement Resources](#)
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Don't have time for a full lesson?

15 mins.

Use this quick activity to engage students around key learning outcomes. [Get the quick activity](#)

Lesson Plan

Warm Up: Is It Cyberbullying?

5 mins.

Before the lesson: As an optional activity before the lesson, have students play the **E-volve** game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.

- Ask:** *Is there a difference between joking, being mean, and bullying? What is it? Take turns sharing your idea with your partner. (Slide 4)*

Invite students to respond, and capture examples offered by students in the three columns on **Slide 5**.

- Say:** *Today, we're going to watch a video that talks about these different behaviors, as well as another behavior called cyberbullying. Show the video **What's Cyberbullying?** and ask: *Based on this video, what do you think the term cyberbullying means? (Slide 6)**

Call on students to respond. Guide students to define **cyberbullying** as *using digital devices, sites, and apps to intimidate, harm, and upset someone. (Slide 7)*

Expand: Who's Involved?

15 mins.

- Say:** *Bullying or cyberbullying situations always include a **target** (the person being bullied) and a **bully** (the person doing the bullying). The bullying or cyberbullying can occur for many different reasons. Has anyone here ever seen or experienced a situation involving bullying? What happened? Take turns sharing your ideas with a partner. (Slide 8)*

Invite students to share their answers. Using their answers, fill out the first two columns on **Slide 9**. Answers will vary, but they can include:

Reasons why cyberbullying occurs	ways to respond if you are cyberbullied	ways to be an upstander
Someone acts or looks differently than others.	Ignore the messages.	
Someone is angry or resentful toward another person.	Block the bully.	
Someone is jealous of another person.	Use reporting tools.	
Someone feels bad because he or she has been bullied.	Take a screenshot of messages.	
	Talk to a friend.	
	Tell a trusted adult.	

2. **Say:** *The target and the bully are usually not the only ones involved in a cyberbullying situation. There are also the people who see it. These people can either be bystanders or upstanders. A **bystander** observes a conflict or unacceptable behavior, but does not take part in it. An **upstander** does try to stop it. (Slide 10)*

What do you think are some ways to be an upstander if you see a bullying or cyberbullying situation?

Invite students to share their answers. Using their answers, fill out the third column on Slide 9. Responses might include:

reasons why cyberbullying occurs	ways to respond if you are cyberbullied	ways to be an upstander
Someone acts or looks differently than others.	Ignore the messages.	Reach out to the target to see how he or she is feeling and listen to him or her.
Someone is angry or resentful toward another person.	Block the bully.	Inform a teacher, a coach, a parent, or another trusted adult.
Someone is jealous of another person.	Use reporting tools.	Encourage the target to not respond or retaliate.
Someone feels bad because he or she has been bullied.	Take a screenshot of messages.	Encourage the target to reach out to a trusted adult.
	Talk to a friend.	
	Tell a trusted adult.	

3. **Say:** *These are all important to know in case you experience or see a cyberbullying situation. Another really important thing to know about is empathy. **Empathy** is when you imagine the feelings that someone else is experiencing. Ask: Why do you think this is important if there's a situation involving cyberbullying? Why would it be helpful to have empathy? (Slide 11)*

Invite students to answer. Students may say that it's important because if the bully empathizes with the target, the bully would stop. Explain that it is also important because:

- Empathy could motivate someone to be an upstander instead of a bystander.
- If you try to empathize with the bully, it could help you understand why the bully is acting that way.

Analyze: Sondra's Story

15 mins.

1. **Distribute** the **Sondra's Story Student Handout** and invite students to read the scenario out loud. Ask: *Is this an example of cyberbullying? Why or why not? Take turns sharing your ideas with a partner.*

Invite students to share out. Prompt students to refer to the definition of cyberbullying in their answers.

2. **Say:** *Now you're going to analyze the story. Work with your partner to answer the questions on your handout. (Slide 12)*

Allow students 10 minutes to work.

3. **Invite** students to share their answers from the handout. Use the teacher's version of the handout to clarify possible answers.

Wrap Up: Upstander Cards

1. **Distribute** blank index cards and markers or colored pencils to students. Say: *We've talked a lot about bullying and ways to respond to it. To wrap up, you're going to create upstander cards. Your card can be for any of the roles in a cyberbullying situation: the target, the bully, or someone who sees it.*

Read the directions from **Slide 13** and allow students the rest of class to work on their cards. Allow students to create cards individually, in pairs, or in groups.

2. **Collect** student cards and post them up in the room.
3. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.



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