

LESSON

Everyone's a Helper

This lesson helps students understand the concepts of strengths, struggles and what it means to help.

Grade Level K-2, 3-5

Subject: Reading & Language Arts, Social Studies, SEL, ELL / ESL

Social Justice Domain: Identity, Diversity

OBJECTIVES

Activities will help students:

- Understand the concepts of strengths, struggles and what it means to help
- Read and write short paragraphs about themselves and their classmates
- Create visual representations of the concepts they discuss
- Develop an understanding of community
- Feel safe and supported in their classroom community

ESSENTIAL QUESTIONS

- What are “strengths” and “struggles”?
- What does it mean to really help another person?
- Why is it important to think about when we need help as well as how we can help others?
- How can you use your strengths to help other members of your classroom community?

MATERIALS

- Handout: Sometimes I HELP, Sometimes I NEED Help (3-5), Sometimes I HELP, Sometimes I NEED Help (K-2)
- Chart paper
- Construction paper
- Colored pencils
- Oil pastels or crayons

Vocabulary

strength [strength] (*noun*) something you are really good at and might be able to use to help someone else

struggle [struhg-uhl] (*noun*) something you sometimes have a hard time with and might need help from someone else for

help [help] (*verb*) to use your strengths to support someone else who is struggling with something

community [kuh-myoo-ni-tee] (*noun*) a group of people who share something, like an interest, a goal, or a living or working space; a group of people who cooperate and learn to work together

Procedure

1. What is a strength? As a class, make a list on chart paper of STRENGTHS you think you might have. These are things you are really good at. Once you have a list, turn and talk to your neighbor about how you each might use your strengths during the school day. Focus the end of your conversation on WHY it's important to know our own strengths.
2. What is a struggle? As a class, make a list on a separate piece of chart paper of STRUGGLES you might have. These are things you might have a hard time with. Once you have a list, turn and talk to a different neighbor about times during the school day when you might struggle, and how a classmate could help you. Focus the end of your conversation on WHY it's important to talk about our struggles in addition to our strengths.
3. Now that you have two charts, go to your table and fill out the handout, Sometimes I HELP, Sometimes I NEED Help. Talk with your tablemates about what you are writing. Draw a picture in each box using colored pencils; your pictures should show a situation where you are using a strength to help someone else and a situation where you are struggling and need help from a classmate.
4. Come together as a class and share your work. Go around your circle and explain how you are able to help your classmates.
5. On construction paper, "publish" the "Sometimes I HELP" part of your handout. Write your paragraph neatly, and illustrate it using crayons or oil pastels. When everyone has finished publishing, put the pages together to make an "Everyone's a Helper" quilt. This quilt can hang in your classroom all year. When you need help with something, remember to consult your quilt and see if there's another kid who can help you!

APPLYING WHAT YOU'VE LEARNED

Think about the conversations and activities in your class around learning each other's strengths and struggles and finding out how you can help each other. In a journal, respond to the following questions:

- Do you agree that knowing one another's strengths and struggles helps make a community safer, stronger and more productive? Explain why or why not, and challenge yourself to use specific examples.
- Who can you imagine yourself going to next time you need help with something that is a struggle for you? Why? Who do you think you might be able to help? How and why?
- What do the words—strength, struggle, help and community—mean to you? Has your understanding of these words changed after these lessons? Explain why or why not.

TEACHING TOLERANCE



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EARLY GRADES ACTIVITY

K 1 2 3 4 5 6 7 8 9 10 11 12

Sometimes I *HELP*, Sometimes I *NEED* Help

We all have things we can HELP others with. We all have things we need help with sometimes, too! Write a short paragraph on each side of this handout and draw a picture to go with your paragraph.

SOMETIMES I <i>HELP</i>	SOMETIMES I <i>NEED</i> HELP
<p>Example: I can help you if you are having a hard time finding something. I am really good at remembering where things belong, and I am very organized. I even help my parents find their keys sometimes! If you are having trouble finding a pencil or a notebook, please come to me.</p>	<p>Example: Sometimes I need help choosing a good book to read. I love to read, but I have trouble getting started. I'm not the kind of reader who can read just any old book. I need something really special, and a lot of times I need someone else to help me find one and get going.</p>

GRADE 3

Our Digital Citizenship Pledge

What makes a strong online community?



RELATIONSHIPS & COMMUNICATION

*We know the power
of words & actions.*

OVERVIEW

Belonging to various communities is important for kids' development. But some online communities can be healthier than others. Show your students how they can strengthen both online and in-person communities by creating norms that everyone pledges to uphold.

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

Students will be able to:

- Define what a community is, both in person and online.
- Explain how having norms helps people in a community achieve their goals.
- Create and pledge to adhere to shared norms for being in an online community.

Key Vocabulary:

community

a group of people who share the same interests or goals

digital citizen

someone who uses technology responsibly to learn, create, and participate

norm

a way of acting that everyone in a community agrees to

pledge

a promise or an oath that one makes

Key Standards Supported

COMMON CORE

L.3.4, L.3.4d, L.3.6, RF.3.4a, RI.3.5, RI.3.7, RI.3.10, SL.3.1a, SL.3.1b, SL.3.1d, SL.3.3, SL.3.4, SL.3.5, SL.3.6, W.3.4, W.3.10

CASEL

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

AASL

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

ISTE

1a, 1d, 2b, 2c, 7a, 7b, 7c, 7d

What You'll Need

Some resources below are available in Spanish

Classroom resources

- [Lesson Slides](#)
- [Online Community Norms Handout Teacher Version](#)
- [Group Pledge Handout](#)
- [Poster: Digital Citizenship Pledge](#)
- [Lesson Quiz](#)

Take-home resources

- [Family Activity](#)
 - [Family Tips](#)
 - [Family Engagement Resources](#)
-

Lesson Plan

Warm Up: **What Makes a Strong Community?**

15 mins.

1. **Ask:** *How would you describe the people where you live? Do most people know each other? Take turns sharing your idea with your partner. ([Slide 4](#))*

Invite students to share out. If necessary, explain that where they live is a type of "community." It's their "neighborhood community."

2. **Invite** a student to volunteer to read aloud the definition of **community**: *a group of people who share the same interests or goals*. Ask: *Another community that you are a part of is this classroom. Using our definition, what makes this class a community?* (**Slide 5**)

Invite two to three students to share out with the class. Emphasize that a classroom is a community because students all have something in common (similar age and grade) and they all have a similar goal (to learn).

3. **Project** the images of two different classrooms on **Slide 6** and ask: *Which classroom community would best reach everyone's shared goal of learning?*

Give students a minute to view the images. Then invite students to explain their answers.

4. **Point** to the second image and say: *All the students in this classroom community have agreed to act in a certain way. These are called **norms**. Norms are ways of acting that everyone in a community agrees to. Norms help people in the community work toward their shared goals.*

5. **Ask**: *What are some norms that we all follow in this class? Take turns sharing your ideas with your partner.*

Invite students to share their responses aloud with the class. As students provide specific examples of classroom norms, capture three to five of them on **Slide 7**.

Evaluate: **Online Community Norms**

10 mins.

1. **Say**: *Norms are also important for online communities. There are different types of online communities and, depending on their goals, they might have different norms that members are expected to follow.*
2. **Distribute** the **Online Community Norms Student Handout** to each student (see the **Teacher Version** of the handout for reference). Read the directions aloud. (**Slide 8**)

Allow students five minutes to complete the handout. Then invite students to share their responses.

Create: **Group Pledge**

10 mins.

1. **Assemble** groups of four or five students and distribute the **Group Pledge Student Handout** to each group.

Say: Knowing how to follow the norms of an online community is important because it's part of being a good digital citizen. A digital citizen is someone who uses technology responsibly to learn, create, and participate. That means you get the rewards of being online -- like seeing cool videos and playing fun games -- without the negatives like people being mean or disrespectful to the community. (**Slide 9**)

Remind students that a pledge is a promise or an oath that a person makes.

2. **Assign** each group one of these four categories: share, respond, work, or play. It's OK if multiple groups work on the same category. Read the handout directions to students. (**Slide 10**)

3. **Give** students five minutes to agree on a norm and add it to their handout. As they work, circulate to provide support to any groups struggling to agree on a norm. Encourage students to go beyond "being nice" by coming up with specific examples, such as:

When I share with others ...

- I post things that are fun and make people feel good.
- I post things that help others.
- I ask for permission before posting something about someone else.

When I work with others ...

- I give helpful feedback.
- I ask for help when I need it.
- I am open to others' ideas.
- I disagree respectfully.

When I respond with others ...

- I read their comments carefully first.
- I respond respectfully, even if I disagree.
- I only post things I would feel comfortable saying to them in person.

When I play with others ...

- I follow the rules of the game.
- I play fair.
- I keep my comments positive.

Wrap Up: **Classroom Poster**

10 mins.

1. **Invite** each group, one at a time, to come to the front of the room. Have one student from the group write the norm on the **Digital Citizenship Pledge Poster**, while another reads it aloud to the class. Have each person in the group sign the poster. Ask them to explain why they chose the norm that they did.
2. **Display** the poster in the classroom and refer to it when engaging in online activities. (Check out our additional digital citizenship **Classroom Posters**.)
3. **Collect** the group pledge handouts.
4. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Additional Resources:

1. Have students create a digital poster of their pledge using **Canva** or other great apps and websites for making posters. You can link to them from your classroom webpage.



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Lesson last updated: September 2021

Screen Out the Mean

Essential Question

What can you do when someone is mean to you online?

Estimated time: 45 minutes

Lesson Overview

Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.

Students first read a scenario about mean online behavior. They then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Students recognize that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared.

Standards Alignment –

Common Core:

grade K: RL.1, RL.2, RL.3, RL.4, RL.10, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4, W.2, W.5, W.7, W.8, SL.1a, SL.1b, SL.2, SL.3, SL.4, SL.5, SL.6, L.6

grade 1: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.10, RF.4a, W.5, W.7, W.8, L.6

grade 2: RL.1, RL.2, RL.3, RI.4, RI.6, RI.10, W.2, W.7, W.8, RF.4a, SL.1a, SL.1b, SL.1c, SL.2, SL.3, L.6

ISTE: 2a, 5a, 5d

Learning Objectives

Students will be able to ...

- analyze online behaviors that could be considered cyberbullying.
- explain how to deal with a cyberbullying situation.
- recognize the importance of engaging a trusted adult when they experience cyberbullying.

Key Vocabulary –

online: connected to the internet

cyberbullying: doing something on the internet, usually again and again, to make another person feel angry, sad, or scared

Materials and Preparation

- Copy the **STOP Cyberbullying Student Handout**, one for each student.
- Preview the scenario in Teach 2 and be prepared to present it to the class.

Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Elementary School)**.

introduction

Warm-up (5 minutes)

ENCOURAGE students to share what they know about bullying.

ASK:

What kinds of things count as bullying?

Students should understand that bullying is behavior that is purposely mean or scary to someone else – for example, making fun of how someone looks, telling lies about them behind their back, or threatening to do something bad to them.

How does bullying make other people feel?

Sample responses:

- Hurt
- Angry
- Upset
- Scared

What is the best thing to do when you feel bullied, or when you see someone else being bullied?

Students should know to always tell a trusted adult when they experience or witness bullying.

EXPLAIN to students that they will be learning about a kind of bullying that can take place when they use the Internet.

teach 1

What Is Cyberbullying? (15 minutes)

DEFINE the Key Vocabulary term **online**.

DISCUSS the fact that some kids don't go online very much at all, either because of their family's rules or because they don't like it very much. Other kids do go online to do different things.

ASK:

What do you do online, or what do you think you might like to do?

Students may mention sending emails, instant messaging, and playing games.

SHARE with students that most of the time when they go online it is to do fun or interesting things. But sometimes people can be mean to each other online and this is called cyberbullying.

DEFINE the Key Vocabulary term **cyberbullying**.

EMPHASIZE that when children are mean to someone else online, even if they only do it one time, it isn't nice. Also stress that cyberbullies usually bully repeatedly, with the intention of causing hurt feelings. When children do something very mean and/or scary, or do it over and over again, then they are cyberbullying.

SHARE with students some examples of **cyberbullying**. These might include:

- sending a mean email or IM to someone
- posting mean things about someone on a website
- making fun of someone in an online chat
- doing mean things to someone's character in an online world like Club Penguin or WebKinz

ASK:

Did you ever see someone make someone else feel bad online?

Answers will vary. Reminds students to tell what happened, but not use real names.

EXPLAIN to students that they will be learning more about how cyberbullying occurs, and what to do when it happens to them or to someone they know.

teach 2

What to Do About Cyberbullying (20 minutes)

DISTRIBUTE the **STOP Cyberbullying Student Handout**, one for every student.

GUIDE students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password. One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.

ENCOURAGE the class to answer the questions on their handouts. Invite them to share their answers.

ASK:

What do you think happened?

Students should conclude that Michael went to the website himself and messed up the pony's stall.

How do you think this made Jada feel?

Students should recognize that Michael's behavior probably made Jada feel upset, sad, angry, or let down by her friend.

DIRECT students' attention to the four rules for dealing with cyberbullying at the bottom of their **STOP Cyberbullying Student Handout**. Use the following questions to guide discussion.

ASK:

How will you know when someone is cyberbullying you?

Students should recognize that they may be experiencing cyberbullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.

Why do you think it is important to stop using the computer when someone starts cyberbullying you?

Students should realize that if they stay online, the cyberbullying may continue or get worse.

If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?

Students may name parents or grandparents, an older sister or brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help them brainstorm and identify an appropriate adult.

Why is it important to go online only with an adult, or when an adult says it is OK?

Students should recognize that adults can help guide them online and keep them safe from cyberbullying.

How can you decide whether you should play or chat with someone online?

Students should acknowledge that they need adult guidance in deciding who to connect with online. If someone is very mean to them, or is mean repeatedly, then that person is a cyberbully and should not be contacted online. Remind students that they should never talk to strangers online either without asking a trusted adult, even if that person is nice or has shared interests.

Which of the four things do you think is the most important?

Students should recognize that telling an adult is the single most important thing they should do if they experience or witness cyberbullying.

REVISIT the scenario in the **STOP Cyberbullying Student Handout**, and have students apply the S-T-O-P rules to Jada's situation.

- Jada should STOP using the computer.
- Jada should TELL an adult she trusts what happened.
- Jada should not go back online or return to the pony website when an adult says it is OK.
- If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel, after she gets advice from an adult.
- But if Michael continues cyberbullying her, she should play with other kids who don't take part in cyberbullying.

LESSON

Part of a Community Online

This lesson focuses on helping young children learn to participate in different kinds of digital communities. Students will solidify and work on what they know about being part of any community.

Grade Level K-2

Subject: Digital Literacy, Reading & Language Arts, Social Studies

Social Justice Domain: Diversity, Justice

Handout: Being A Friend Online K-2

OBJECTIVES

Students will be able to:

- Enact principles of empathy and inclusivity in community membership
- Transfer what they know about communities to the digital environment
- Develop strategies for responding to hate and bias in a community

ESSENTIAL QUESTIONS

- How can I be part of a community and show empathy?
- How can I be part of a community and be inclusive?
- How can we identify and respond to hate and bias in digital communities?

MATERIALS

Story, “Being a Friend Online”

Vocabulary

community [kuh **myoo** nih tee] (*noun*) a group of people who share something in common or the feeling of fellowship that can develop among a group of people

inclusivity [in cloo **sih** vuh tee] (*noun*) intentionally working to ensure that all people experience a sense of belonging, especially those who might otherwise be left out or marginalized

empathy [**ehm** puh thee] (*noun*) the ability to understand other people's feelings and sometimes feel alongside them

Series Overview

As technology advances and the social landscape shifts, it is crucial for students to become digitally literate citizens. In this series, elementary students will learn the ins and outs of media literacy, from choosing reliable sources and understanding online searches to navigating online security and participating in digital communities.

Lesson Overview

This lesson focuses on helping young children learn to participate in different kinds of digital communities. Students will solidify and work on what they know about being part of any community. They will think about actions that make different people feel good and bad in communities, and they will learn about what it means to have a community with empathy and inclusivity.

Students will listen to a story that deals with the specific complexities of online communities. They will think about how they can use their general values and strategies for community building and translate them to an online environment. Students will focus on the need to stay alert for bias and hate within a community and get adult help when they see these issues emerge.

Procedure

BEING INCLUSIVE AND SHOWING EMPATHY IN COMMUNITIES

1. Ask students, "What is a community?" Make lists of communities kids belong to. If they need help, get them started by thinking of their classroom or neighborhood as a community. Then, ask, "What are the things we need in a community to feel safe?"

Try to help students think about emotional safety as well as physical safety. Explain to your students that today, you will be thinking about how to be inclusive and how to show empathy in communities.

Ask your students, “What has been a time you have felt included in a community?” List their ideas about what makes a person feel included or not. Explain that being inclusive is making others feel included, welcome or like they belong.

As you talk about inclusivity, ask students to focus on times that they have felt included in a group and times they have felt left out. You can use these experiences to help them start thinking about what it means to include others.

If time allows you write the following prompt on the board: “I can be inclusive by...” Ask students to discuss with a friend and then share out. Write down their ideas as a list. This will get revisited later.

In talking about empathy, try to get students to identify a time they thought about someone else’s feelings. You can use examples that you see in students’ daily work in your classroom community to get them started. Try to get students to reflect on what they need to do within themselves when considering another person’s feelings, as well as what it feels like to know that another person is doing this for them.

If time allows, write the following prompt on the board: “I can show empathy by...” Ask students to discuss with a friend and then share out. Write down their ideas as a list. This will get revisited later.

2. Ask each student to think of a time they felt included in a community or a time that they included someone else. Have them draw a picture representing that story and the concept of being inclusive. Give students a chance to share their pictures and talk about common themes, challenges and questions that come up alongside work around being inclusive.

COMMUNITIES ONLINE

1. Read the story “Being a Friend Online” to your students. Ask students what they thought about when listening to the story. Then, facilitate discussions of the following questions:

- When were the characters being inclusive?
- How did the characters show empathy in this story?
- What experiences of your own does this story remind you of?
- What can kids do to make their communities stronger?
- What are some of the different ways iPads, computers and phones can help and harm a feeling of community?

- After reading this story, would we add anything to our “I can be inclusive by” or “I can show empathy by” lists?

WHAT ARE DIGITAL COMMUNITIES?

1. Now, your students are ready to think about some of the characteristics that make digital communities specific. First, using In and Out as a jumping off point, ask them to name all of the different online communities they have ever heard of.
2. Chart all of their responses, and make sure they help each other understand what each of these communities actually is. Discuss what is the same and different about the communities kids have mentioned, and ask kids what it means to be inclusive and show empathy in each of the communities that came up.
3. You can revisit the “I can be inclusive by” and “I can show empathy by” lists and see what would be added to these lists based on being a participant in an online community.

If your students are unlikely to have heard of online communities, you can keep this conversation about communities they are normally part of, and mention to them that as they get older, they are likely to see the same issues come up online. The same behaviors and values are important when participating in online communities. For instance, you can focus on being inclusive and showing empathy in your classroom community, in a neighborhood, or on a sports team.

WHEN PEOPLE ARE NOT INCLUSIVE AND DON'T SHOW EMPATHY

Break students up into small groups and ask them to make posters showing what kids should do if something does not feel right in a community they are part of. Their posters can include pictures, words, or both. Make sure to leave time for students to share their posters with each other, and you can hang them around your classroom for future reference.

DO SOMETHING

Would your school benefit from a set of guidelines for participation in digital communities? Who better to create this than your students? Work with your students to brainstorm sets of rules that might guide participation with empathy and inclusivity. Share sets of guidelines that other schools have created. When you have a list of rules or guidelines, plan an assembly where your students can share these with other classes and teachers in your school.

Alignment to Common Core State Standards

CCSS.ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

EXTERNAL LINKS

Digital Ethics and Kids <http://digitaletics.org/essays/digital-ethics-kids/>

My Online Community <https://www.commonsensemedia.org/educators/lesson/my-online-community-k-2>

Forget "Digital Natives." Here's How Kids are Really Using the Internet

<http://ideas.ted.com/opinion-forget-digital-natives-heres-how-kids-are-really-u...>



Being a Friend Online

It was a rainy day, and Allie was hanging out with her best friend Susan. They didn't have much to do, and Susan told Allie, "I'm getting bored. Your house is kind of boring."

Allie did not want Susan to get bored, so she suggested they look on the iPad. Allie's parents said that was okay as long as it was only for one hour.

Susan knew how to do lots of things Allie did not know about on the tablet! She showed Allie some things that Allie had heard her parents talk about, like Facebook and Pinterest. She also showed Allie ways to watch different videos that some of their classmates posted and how to look at their pictures on Instagram.

Allie was starting to feel like Susan knew everything, and she didn't know anything! She wanted Susan to see that she was cool, too.

Then, Allie noticed that their friend Lyn had an Instagram account. Allie could not even believe it. Lyn was usually the last to do everything. "Let's look at Lyn's pictures," Allie suggested to Susan.

They found lots of pictures of Lyn doing silly things with her family, making food that looked gross to Allie, and even just celebrating holidays. Then, Allie noticed that there was a place to write comments about the pictures.

Allie grabbed the iPad from Susan. "What an ugly bunch of freaks," she typed. She figured it did not matter what she said, since Lyn would never know who had written the comment.

Susan grabbed the iPad back before Allie had the chance to post the comment. "What are you doing, Allie?" she exclaimed. "Lyn is part of our community! How do you think she would feel after reading a comment like that?"

Allie thought about it. She felt her skin crawl, imagining Lyn’s feelings. “You’re right,” she said to Susan, “the Internet is for everyone.” She looked at her friend and spoke honestly, “I was just feeling left out, and I wanted you to think I was cool.”

“Fitting in is complicated when it comes to the Internet,” Susan said, “But sometimes I ask myself, ‘How would I feel if someone said that to me in person?’ Then I can think about how it would feel to read a comment like that on-line.”

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives.

ASK:

What is cyberbullying? How does it make people feel?

Students should recognize that cyberbullying is any kind of online behavior that makes people feel sad, scared, angry, or upset.

What four things can you do to help stop cyberbullying?

Students should be able to explain each of the four rules on the **STOP Cyberbullying Student Handout**.

What is the most important thing to do if someone starts cyberbullying you?

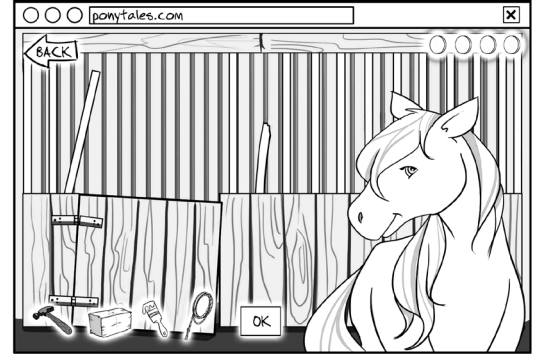
Students should understand that telling a trusted adult is the most important response whenever someone makes them feel sad, scared, or angry online.

Screen Out the Mean

Directions

Jada's parents let her play on a website where she can take care of a pet pony and decorate its stall. Her friend Michael has played with her in the past and knows her user name and password.

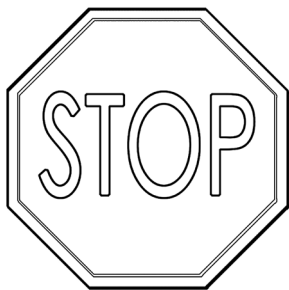
One day Jada goes to the site to care for her pony. She finds that her pony's stall is a mess and that there are some things missing.



What do you think happened?

How do you think Jada feels?

What should you do if someone starts cyberbullying you?



STOP using the computer until it is safe.

TELL an adult you trust.

Go **ONLINE** only when a trusted adult says it's **OK**.

PLAY online only with kids who are nice.

Screen Out the Mean

1. Draw lines to show which things a cyberbully would do most and which things an in-person bully would do most.

**IN-PERSON
BULLY**



CYBERBULLY



Threatens to
pull your hair

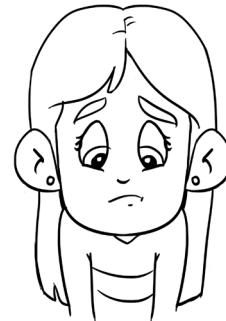
Takes your stuff
in an online game

Sends mean
emails

Hits you

2. A cyberbully might:

- Write an email to make someone feel scared
- Say mean things at recess
- Share a knock-knock joke online



3. What should you do if you are cyberbullied?


- Stop using the computer until it is safe
- Tell an adult you trust
- Both a and b




Screen Out the Mean

1. Draw lines to show which things a cyberbully would do most and which things an in-person bully would do most.

**IN-PERSON
BULLY**



CYBERBULLY

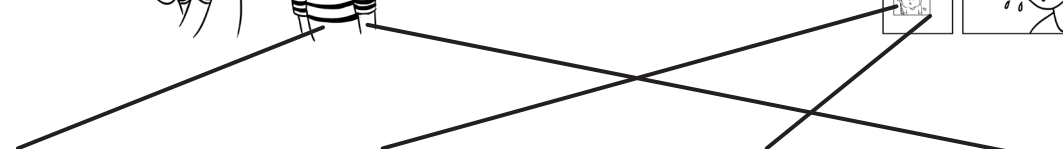


Threatens to pull your hair

Takes your stuff in an online game

Sends mean emails

Hits you



Answer feedback

A cyberbully does and says mean things online. An in-person bully is mean in person.

2. A cyberbully might:

- a) Write an email to make someone feel scared
- b) Say mean things at recess
- c) Share a knock-knock joke online

Answer feedback

The correct answer is **a**. Cyberbullies are mean online.



3. What should you do if you are cyberbullied?

- a) Stop using the computer until it is safe
- b) Tell an adult you trust
- c) Both a and b

Answer feedback

The correct answer is **c**. If someone is mean to you online, get off the computer and tell an adult. Saying mean things to a cyberbully won't help.

