

## Anti-Bullying/Cyberbullying Pledge

We the students of \_\_\_\_\_ agree to join together to stamp out  
(your school name)  
bullying and cyberbullying at our school and to follow Internet Safety Rules (such as those listed below.)

We believe that everybody should enjoy our school equally and also enjoy a peaceful life at home while on the Internet and feel safe, secure and accepted regardless of color, race, gender, popularity, athletic ability, intelligence, religion and nationality.

Bullying can be pushing, shoving, hitting and spitting, as well as name calling, picking on, making fun of, laughing at, and excluding someone. Cyberbullying is when a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones. Bullying and cyberbullying causes pain and stress to victims and is never justified or excusable as "kids being kids," "just teasing" or any other rationalization. The victim is never responsible for being a target of bullying or cyberbullying.

By signing this pledge, we the students agree to:

- Value each other's differences and treat others with respect.
- Not become involved in bullying or cyberbullying incidents or be a bully or cyberbully.
- Be aware of the school's policies and support system with regard to bullying/cyberbullying.
- Report honestly and immediately all incidents of bullying/cyberbullying to a faculty member.
- Support others who have been or are subjected to bullying/cyberbullying.
- Talk to teachers and parents about concerns and issues regarding bullying/cyberbullying.
- Provide a good role model for younger students and support them if bullying/cyberbullying occurs.
- I acknowledge that whether I am being a bully/cyberbully or see someone being bullied/cyberbullied, if I don't report or stop the bullying/cyberbullying, I am just as guilty.

We also agree to follow Internet Safety Rules, such as those listed below:

\* I will not share personal information, such as my full name, address, telephone number, the name of my school or any other information that could help someone determine my actual identity. I also will not share personal information about my friends or family.

\* I will not download anything from anyone I don't know. I will check with my parents, guardians, or teachers before downloading or installing software that could possibly hurt our computer or jeopardize my family's privacy.

\* I will not agree to get together with someone I meet online, and I will tell my parents, guardians, or teachers if anyone online asks me to meet in person.

\* I will not send someone I meet online my picture or pictures of my friends or family.

\*I will not respond to any messages that are mean or in any way make me feel uncomfortable. If I do, I will tell my parents, guardians, or teachers right away so they can contact the Internet service provider. In turn, I will not use rude or mean language on the Internet.

\* I will not give out my Internet passwords to anyone (even my best friends) other than my parents or guardian.

# Cyberbullying Fact Sheet

**Cyberbullying:** When a student uses the internet, cell phone or other technological device to send or post text or images intended to hurt, embarrass, threaten, torment, humiliate or intimidate their victim.

**Cyberbullying includes:**

- Sending offensive texts/emails
- Spreading rumors or posting embarrassing pictures via social media
- Creating fake profile pages pretending to be someone else
- Texting/emailing embarrassing pictures of someone else
- Repeatedly calling someone and hanging up

**What can you do if you're being cyberbullied?**

- **Report** it to an appropriate adult like your parents/teachers and **remember** that it's not your fault if you're being cyberbullied. And by reporting the incident, you can help keep others from being bullied.
- **Never** respond or retaliate, as this can just make things worse. It might be difficult, but try to ignore the bullies.
- **Block** any users that send you nasty/hateful messages.
- **Save** (take screen shots) and print out any bullying messages, posts, pictures or videos you receive or see.
- **Make a note** of the dates and times of bullying messages, along with any details you have about the sender's ID and the URL.

**What to do if you see someone being cyberbullied?**

- Do not ignore it. You aren't any better than the bully if you just watch it happen.
- Do not join in with the bully. You will get no respect if you start bullying the person too. It only shows a lack of character.
- Confront the bully while he/she is bullying. Tell him/her to stop bullying this person. Not only is it the right thing to do, but you will gain respect from your peers if you do it. Bullies often want an audience and approval.
- Be a friend to the person being bullied.

**You can find out more information at [pacerteensagainstbullying.org](http://pacerteensagainstbullying.org)**

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_ Class Name \_\_\_\_\_

I accept our school's challenge to stop cyberbullying and pledge to use caution when using the internet. (Pledge and Internet Safety Rules)

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# Turn Down the Dial on Cyberbullying

## Essential Question

*What factors intensify cyberbullying and online cruelty, and what can you do to lessen them?*

## Lesson Overview


Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly. They view the video “**Ricardo’s Story – Making Fun of Others Online**,” and identify the factors that contribute to online cruelty. Students then watch the video “**Stacey’s Story – When Rumors Escalate**,” identify the roles of various players in the video, and describe what Upstanders can do to lessen the effects of this online cruelty. Students then create diagrams on their **Dial It Down Student Handout** to show how online cruelty can either escalate or de-escalate.

## Learning Objectives

*Students will be able to ...*

- reflect on the factors that intensify online cruelty and cyberbullying.
- identify what targets and Upstanders can do when online cruelty occurs.
- recognize their own role in escalating or de-escalating online cruelty.

## Materials and Preparation

-  Preview the videos “**Ricardo’s Story – Making Fun of Others Online**” and “**Stacey’s Story – When Rumors Escalate**,” and prepare to show them to students.
- Copy the **Dial It Down Student Handout**, one for each student.
- Review the **Dial It Down Student Handout – Teacher Version**.

## Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Middle & High School)**.

**Estimated time:** 45 minutes

## Standards Alignment –

### Common Core:

**grades 9-10:** RI.1, RI.2, RI.3, RI.4, RI.8, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.7, W.8, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.5, L.4a, L.6

**grades 11-12:** RL.1, RL.2, RL.4, RL.7, RL.8, RL.10, RI.1, RI.2, RI.4, RI.10, W.2a, W.2b, W.2c, W.2d, W.2e, W.2f, W.4, W.5, W.6, W.7, W.8, W.9, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.3, SL.5, L.4a, L.6

**NETS-S:** 1a, 1d, 2a, 2d, 3b, 3d, 4a, 4b, 4d, 5a, 5b

## Key Vocabulary –

**target:** a person who is the object of an intentional action

**offender:** a person who has malicious intent to hurt or damage someone

**bystander:** a person who does nothing when they witness something happening

**Upstander:** a person who supports and stands up for someone else

**escalate:** to increase or make more intense

**de-escalate:** to decrease or make less intense

## introduction

### Warm-up (5 minutes)

**EXPLAIN** to students that online cruelty, also referred to as cyberbullying, takes place whenever someone uses digital media tools such as the Internet and cell phones to deliberately upset or harass someone else, often repeatedly.

▶ **SHOW** students the video “Ricardo’s Story – Making Fun of Others Online.”

#### ASK:

*Do you think Ricardo is a cyberbully?  
Why or why not?*

Guide students to recognize that Ricardo probably is a cyberbully because he openly criticizes people online. On the other hand, we do not know how mean his comments were and if he might change his behavior in the future.

*What does Ricardo mean when he says that information “gets around really quick”?*

Guide students to think about how information generally travels faster and reaches more people on the Internet than offline, and that this fact potentially makes the impact harsher.

*Ricardo thinks that harassing others on Internet, rather than in person, appeals to some teenagers because they can’t be attacked back physically. What do you think?*

Guide students to think about how people may cyberbully online because they do not have to face their target and can “hide” behind their devices. On the other hand, conflicts that start online often go offline at some point.

*Have you ever encountered online cruelty?  
How do you think someone might feel after being the target of it?*

Sample responses:

- upset
- alone
- trapped
- hurt
- angry

**DEFINE** the Key Vocabulary words **target** and **offender**.

**DISCUSS** with students how the targets of online cruelty may feel they can be bombarded with negative comments at any time, anywhere. And when more offenders join in the online cruelty, the situation gets even worse.

## teach 1

### Watch “Stacey’s Story” (15 minutes)

**DEFINE** the Key Vocabulary terms **escalate**, **de-escalate**, **bystander**, and **Upstander**.

▶ **SHOW** the video “Stacey’s Story – When Rumors Escalate” and answer the following questions about online cruelty as a class.

**ASK:**

*Who was involved in the story and what roles did they play? Who was the target? Who were the offenders? Were there bystanders and/or Upstanders?*

Sample responses:

- **Target:** Stacey, whose intentions are misunderstood and who feels beaten down by being picked on offline and online
- **Offenders:** The girl who misunderstood Stacey’s intent, as well as her friends who led the cruel online behavior
- **Bystanders:** All of the people who might have stepped in but did not, including Stacey’s cousin and others at school or online
- **Upstander:** Stacey’s mom, who empathized with Stacey and encouraged her to seek help from the school

*How do you think the online cruelty might be different from offline behavior?*

As Stacey says, most of the comments were made anonymously and from “miles away.” Students should recognize that it may be easier for offenders to be cruel when they are not face to face with their target. Students should also understand that it is easy for online cruelty to spread quickly, both because of the technology and because of the herd mentality.

*What do you think you might have done if you were Stacey? What could you have done if you wanted to be an Upstander in this situation?*

Invite student responses, and then guide students through the chart that follows.

**DISCUSS** the following ways that targets and Upstanders can help de-escalate online cruelty.

### How Targets and Upstanders Can De-escalate Online Cruelty

Targets	Upstanders
<ul style="list-style-type: none"><li>• <b>Ignore and block the bully.</b> Offenders often want attention. Take it away and they may give up.</li><li>• <b>Save the evidence.</b> You may need it later for documentation.</li><li>• <b>Change your privacy settings.</b> Allow only people you trust to see or comment on your pages.</li><li>• <b>Tell trusted friends and adults.</b> Create a support network.</li></ul>	<ul style="list-style-type: none"><li>• <b>Stand up to the offender when appropriate.</b> If you see something negative, say something. Make it clear that you think online cruelty is wrong, and tell the offender to back off. (It may be easier to do this if you have good standing with the offender.)</li><li>• <b>Point out the bully’s motivation to the target.</b> Comfort the target by explaining that many offenders act cruelly just to gain control, power, or status.</li><li>• <b>Help the target advocate.</b> Help the target find friends and school leaders who can help de-escalate the situation. It’s easier to stand up to cruelty when you are not alone.</li></ul>



**ASK:**

*Have you or a friend ever experienced a situation similar to Stacey's? How might the strategies in the chart have helped you in that situation?*

Have students apply what they have learned to personal experiences, without using real names.

*What might prevent a bystander from taking action? What advice would you give someone to convince them to be upstanding?*

Bystanders may hesitate to get involved in a cyberbullying situation because they don't want to become targets themselves. Encourage students to put themselves in a target's shoes. What would it feel like if nobody wanted to help them out when they needed it most? Remind students that they can show support in many ways, even simply by listening to a target about his or her experience.

## teach 2

### Create "Dial It Down" Maps (20 minutes)

**EXPLAIN** to students that they are going to map out two stories. One will show how online cruelty escalated in "Stacey's Story." The other will show how it might have de-escalated if Stacey had some Upstanders on her side.

**Note:** You may choose to have students create their maps based on other stories about cyberbullying and online cruelty, rather than on Stacey's Story. You can have students research news stories on their own, or you can assign stories from this set of scenarios, created by the Cyberbullying Resource Center ([www.cyberbullying.us/Cyberbullying\\_Scenarios.pdf](http://www.cyberbullying.us/Cyberbullying_Scenarios.pdf)).

**DISTRIBUTE** the **Dial It Down Student Handout**, one for each student.

**ARRANGE** students in pairs. Have one student complete the left-hand column of the handout for Stacey's Story to show how the situation escalated. Have the other one fill in the Turn Down the Dial on Cyberbullying version of her story to show how the situation could have been de-escalated.

**INSTRUCT** students to turn their handouts into maps, using elements such as size and color to indicate escalation and de-escalation, and arrows to show the flow of events.

**INVITE** students to compare their results with their partners. Then have volunteers share their maps with the class.



## closing

### Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

#### ASK:

*What are some roles that different people play in cyberbullying situations, and how would you describe each one?*

Sample responses:

- Target: The object of the online cruelty
- Offender: The person who tries to hurt or harass the target
- Bystander: A person who does nothing when they see something happening
- Upstander: A person who supports and stands up for someone else

*What are some ways that online cruelty and cyberbullying can escalate, or intensify?*

Sample responses:

- When multiple people become involved in the cruelty or bullying
- When the online cruelty becomes public, through posts, tagging, and comments
- When people start sending threats

*Why is it important to be an Upstander rather than a bystander?*

Students should understand that bystanders are effectively allowing the target to be hurt and degraded by others; Upstanders take whatever action they can to stop this unacceptable behavior.

# Turn Down the Dial on Cyberbullying

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## Directions

Fill out the chart after watching the video, “**Stacey’s Story**.” One partner should complete the boxes on the left to show how the situation escalated. The other partner should complete the boxes on the right, which shows the initial incident, an escalating incident, and then two de-escalating incidents. Keep in mind that the incidents might not happen one after the other, even though they are shown this way.



After completing the chart, turn what you’ve written above into a diagram or map. Show how situations can escalate or de-escalate, using colors, shapes, and arrows.

<b>Stacey’s Story</b>	<b>Turn Down the Dial on Cyberbullying</b>
Initial incident (what happened first?):	Initial incident (what happened first?):
Escalating incident #1:	Escalating incident:
Escalating incident #2:	De-escalating incident #1:
Escalating incident #3:	De-escalating incident #2:

# Turn Down the Dial on Cyberbullying

DIAL IT DOWN  
TEACHER VERSION

## Directions

Fill out the chart after watching the video, “**Stacey’s Story**.” One partner should complete the boxes on the left to show how the situation escalated. The other partner should complete the boxes on the right, which shows the initial incident, an escalating incident, and then two de-escalating incidents. Keep in mind that the incidents might not happen one after the other, even though they are shown this way.



<b>Stacey’s Story</b>	<b>Turn Down the Dial on Cyberbullying</b>
<p>Initial incident (what happened first?):</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;">Offender mistakenly thinks Stacey is trying to flirt with her boyfriend, who is actually Stacey’s cousin.</div>	<p>Initial incident (what happened first?):</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;">Offender mistakenly thinks Stacey is trying to flirt with her boyfriend, who is actually Stacey’s cousin.</div>
<p>Escalating incident #1:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>The offender says, “Stay away from my boyfriend” and “Oh, you better watch out.”</i></div>	<p>Escalating incident:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>The offender’s friends post mean bulletin messages about Stacey.</i></div>
<p>Escalating incident #2:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>Friends of the offender post a threatening message saying they want to pick a fight with Stacey.</i></div>	<p>De-escalating incident #1:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>One of Stacey’s friends sees the exchange and privately messages the offender to clear up the misunderstanding and to urge the offender to back off.</i></div>
<p>Escalating incident #3:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>The online cruelty becomes public, through posts, tagging, and comments.</i></div>	<p>De-escalating incident #2:</p> <div style="border: 1px solid gray; padding: 5px; margin: 5px;"><i>Stacey changes her privacy settings so only friends can send her messages or post on her profile.</i></div>

After completing the chart, turn what you’ve written above into a diagram or map. Show how situations can escalate or de-escalate, using colors, shapes, and arrows. *(Students should create maps or flow charts that clearly show movement from one incident to the next. They may show one incident breaking off into many, or they may use color or size to indicate an intensifying or waning situation.)*

# Turn Down the Dial on Cyberbullying

1. Reflect on each of these statements about the Internet. Circle three statements that support the idea that the Internet makes bullying easier and a bigger problem.

- a) Information can spread very quickly on the Internet.
- b) If you say something mean online, you don't have to worry about getting in a physical fight.
- c) You can find lots of information on the Internet.
- d) Anything someone says could stay on the Internet for a long time.
- e) You can get support from groups on the Internet.
- f) Parents, teachers, and students all use the Internet.

2. Mei keeps getting mean comments on her Twitter posts. Cara, Mei's good friend, has seen the comments and wants to help. What can both girls do to make the situation better?

- a) Mei could delete her Twitter account. Cara could let Mei use her Twitter account so that Mei can still post, but no one knows it's her.
- b) Mei could ignore and block the bully. Cara could comfort Mei.
- c) Mei could tell the bully to back off, and Cara could post mean things about the bully on Twitter.
- d) Mei could tell the bully to back off, and Cara could get a group of friends to post embarrassing photos of the bully.

3. A(n) \_\_\_\_\_ helps to de-escalate, or lessen the impact of online cruelty by supporting and standing up for the person who is bullied.

- a) bystander
- b) Upstander
- c) target
- d) offender

# Turn Down the Dial on Cyberbullying

ASSESSMENT  
TEACHER VERSION

1. Reflect on each of these statements about the Internet. Circle three statements that support the idea that the Internet makes bullying easier and a bigger problem.

- a) Information can spread very quickly on the Internet.
- b) If you say something mean online, you don't have to worry about getting in a physical fight.
- c) You can find lots of information on the Internet.
- d) Anything someone says could stay on the Internet for a long time.
- e) You can get support from groups on the Internet.
- f) Parents, teachers, and students all use the Internet.

### *Answer feedback*

The correct answers are **a**, **b**, and **d**. Bullying and online cruelty can be intensified online because information on the Internet can be anonymous, public, and can last a long time.

2. Mei keeps getting mean comments on her Twitter posts. Cara, Mei's good friend, has seen the comments and wants to help. What can both girls do to make the situation better?

- a) Mei could delete her Twitter account. Cara could let Mei use her Twitter account so that Mei can still post, but no one knows it's her.
- b) Mei could ignore and block the bully. Cara could comfort Mei.**
- c) Mei could tell the bully to back off, and Cara could post mean things about the bully on Twitter.
- d) Mei could tell the bully to back off, and Cara could get a group of friends to post embarrassing photos of the bully.

### *Answer feedback*

The correct answer is **b**. Oftentimes bullies want attention, so it's best to ignore them. The best thing for Mei to do is to block and ignore the bully, and the best thing for Cara to do is to offer support and comfort to her friend.

# Turn Down the Dial on Cyberbullying

ASSESSMENT  
TEACHER VERSION

3. A(n) \_\_\_\_\_ helps to de-escalate, or lessen the impact of online cruelty by supporting and standing up for the person who is bullied.

- a) bystander
- b) Upstander**
- c) target
- d) offender

*Answer feedback*

The correct answer is **b**. An Upstander does something to help or support the target of bullying.