

# stand Up... Be InCtrl!



## about this lesson

**Stand Up...Be InCtrl!** is part of **InCtrl**, an engaging collection of hands-on lessons covering seven key **digital citizenship** topics. These free lessons, for grades 4–8, empower students to be smart, safe and effective participants in a digital world. Get **InCtrl** at [www.ciconline.org/InCtrl](http://www.ciconline.org/InCtrl).

## LESSON SUMMARY

Living in a digital world provides us with almost limitless opportunities to collaborate, communicate, and interact with diverse communities of people all over the world. But this “open access,” along with the feeling of being somewhat “anonymous” in your actions, can sometimes invite potentially negative interactions.

In this lesson, students will explore maintaining online boundaries and discover what it means to be an “**upstander**.” Using creative methods to share the message and inspire others in meaningful and positive ways, students will become ambassadors for positive change!

## LEARNING OBJECTIVES

*Students will...*

- Understand the difference between bystanders and upstanders
- Demonstrate an ability to participate respectfully and responsibly in an online community
- Create and contribute to an original collaborative project using digital media to inspire a positive call to action



### TEACHER TIP!

This lesson is designed to work for 4th-8th grade students and be adaptable to varying abilities. Activities build upon one another and increase in depth and complexity as the lesson progresses.

## BACKGROUND

In preparation for the lesson, watch the following videos:

**Stand Up...Be InCtrl!/Teacher Video**  
[4 minutes]

Cyberbullying may seem commonplace but according to research the bullying rate is much lower than you may think. This video explores the reasons behind those misconceptions by explaining the various aspects of bullying, drama and conflict and offers advice on how to help students recognize cyberbullying and take charge in addressing it.

**Stand Up...Be InCtrl!/Student Video**  
[3 minutes]

Being bullied, teased or picked-on happens every day in schools. But that doesn't mean it's okay or can't be changed. In this video, high school student Aidan McDaniel talks about how he and his friends are working to create a positive and accepting environment in his school and how it helps reduce bullying and negative behaviors. Show this video to your students to demonstrate how even a small act can make a big difference.

### • LESSON LINKS • • •

Check out these lessons to explore these topics in-depth:

**Living in a Digital World**  
(Digital Citizenship)

**Working Together Digitally**  
(Digital Collaboration and Communication)

**Your Digital Footprint**  
(Privacy)

## TOPIC: CYBERBULLYING

### TIME REQUIRED

Two 3-4-minute videos,  
Two 40-minute sessions\*,  
20-minute reflection

\*Projects in Activity 2 will vary in length

### SUPPLIES\*

- Process Journals
- Computers/Tablets
- Internet Access
- Projector/Interactive whiteboard

\*Lesson activities can be adapted for use without supplies

### PREPARATION

- Watch:  
**Stand Up...Be InCtrl!/Teacher Video**  
(for you)
- Stand Up...Be InCtrl!/Student Video**  
(for the class)
- Photocopy the student handouts  
(1 per student)

### STUDENT HANDOUTS

- Survey Generator - Does It Happen Here?
- Stop the Drama!

### STANDARDS\*

- **Common Core ELA Standards**
- **Common Core Math Standards**
- **National Health Education Standards**
- **American Association of School Librarians**
- **National Education Technology Standards (NETS), ISTE**
- **Partnership for 21st Century Skills (P21)**

\*See page 8 for a complete list of standards strands met.

## introduction [30 minutes]

**Using the Right Lingo.** Students often see or define bullying behavior differently than adults do. What some adults may see as “bullying,” kids tend to call “drama.” “Drama” tends to go hand-in-hand with teen life, but students may not always be aware of when it crosses the line into being a harmful situation, or how their actions or inactions can (negatively) impact others, especially in the digital space. Face-to-face bullying and **cyberbullying** differ in the sense that in the case of the latter, it can occur 24/7, the victim cannot escape it by going home, the bully doesn’t always see the victim or the victim’s reaction, and it can be anonymous.

**Explore.** Begin the lesson with a reflection exercise to stimulate your students’ awareness. Ask them to think about two situations they have personally experienced within the past year:

- 1) A situation in which they felt harassed, bullied, or hurt by the actions or words of another
- 2) A situation where they felt supported, reassured or uplifted by the actions or words of another

Give them 5 minutes to write about the situations in their journal.

**Poll.** Next, conduct a quick electronic poll or survey (see sidebar on p. 3) to find out more about your class with 1-3 questions such as:

- How do your students define the term “cyberbullying”? (i.e. texting, tagging someone, spreading rumors, excluding, posting mean comments, emailing embarrassing photos, scaring or threatening people online, etc.)
- When are such actions just “teasing”, or just “drama”? When does it “cross the line”?
- Have students ever offended or hurt someone else?

**Discuss.** Start a class discussion by asking students: *How do you recognize and handle misunderstandings versus “bullying”? What does intimidating, or harmful (bullying) behavior mean to you?* It is likely that everyone will have a different definition of bullying, and a different “line,” based on personal experiences.

Provide examples (or ask students to share stories) of bullying from current events. Have students work in small groups to discuss what they would do differently or how they would handle themselves in those situations. Invite groups to share and discuss.

## • WORDS TO KNOW • • •

Note that there are many varying definitions of the following terms, including legal and psychological variations. You may want to check what definitions your school uses.

**Bullying:** Aggressive behavior that is intentional and that involves an imbalance of power. When a person, or group of people, is hostile, intimidates, embarrasses, manipulates, controls, humiliates, puts down, scares, or harms another person, or group of people, deliberately, and most often repeatedly.

**Cyberbullying:** The use of the Internet, cell phones, or other digital means to hurt or embarrass someone else. A cyberbully may be a person the target knows in “real life,” or it may be a stranger.

**Bystander:** Someone who sees something that is wrong but simply “stands by” and doesn’t do anything to support someone or speak up. A bystander will witness a situation/behavior but take no action.

**Upstander:** Someone who not only recognizes when something is wrong, but as a result, stands up for his/her beliefs by taking action. An upstander will help/support whomever who is being hurt, or will speak up to correct the situation/make it right.

### Useful Resources:

- **Olweus Bullying Prevention Program**
- **BullyBust: Promoting a Community of Upstanders**
- **Cyberbullying Research Center**
- **Embracing Civility in the Digital Age** by Nancy Willard



### TEACHER TIP!

**Did You Know?** October is National Anti-Bullying Month, and 2013’s Digital Citizenship Week is October 20-26. Consider timing this lesson with national initiatives. See sidebar on p. 4 for national programs and organizations.

## CLASSROOM POLLSTERS

Generate and conduct quick real-time polls in your classroom with the following resources using your students' mobile devices:

- **SMS Poll:** The free plan allows up to 300 responses per month.
- **Classroom Pager:** The free plan allows up to 25 students per poll.
- **Poll Everywhere:** The free plan allows up to 40 responses for each poll.
- **Socrative:** This app limits you to 50 users per activity.

Try using polls for exit tickets, assessments, games, or interactive exercises!

## SURVEY CREATORS

Have students create online surveys using one of the following resources. All of the tools provide a report of results when the survey is complete:

- **Google Forms:** Create a free survey or poll from your Drive. It's free. All you need is a Google account to get started.
- **Observe:** They provide a 30-day free trial, then it's \$8 a month – for unlimited surveys, responses, questions, and pages (without ads).
- **Survey Monkey:** The free plan allows for 10 questions and 100 responses per survey. Their pricing plans allow for unlimited surveys and responses.
- **Kwik Surveys:** The free plan allows for unlimited questions and responses.
- **E-Survey Creator:** The 1-month free trial allows for unlimited questions and participants, with a maximum of 350 answers.

Try using these tools to create quizzes or online assessments.

## activity 1\* [Two 40-minute periods]

**Note:** This activity was inspired by a study in New Jersey secondary schools on student perceptions of bullying and social norms (see source information at end of activity), and the work of **Nancy Willard** and the **Cyberbullying Research Center**.

**Does it happen here?** School climate is one of the most significant variables in bullying rates. In this activity students will be challenged to obtain real data to find out how prevalent cyberbullying is within their community, and understand what other kids, and adults, think about it. They will then use this real data to do something to change and improve their school culture in Activity 2.

- Divide students into groups of 3 to 4. Ask: **How do others define cyberbullying or drama? Does cyberbullying happen here in our school? In our community? If so, how often do you think it occurs? To how many people? How does it happen?** Have groups first discuss what they think, then come up with estimations and hypotheses.
- Ask each group share their estimations in ratios using graphics or charts.
  - >For example they may hypothesize the following and choose to show it in a pie chart or bar graph: 1 out of 5 students, 50% texting, 50% on social media.
  - >Students can use **Google Docs** or **Excel** charts to share their pre-survey data hypotheses in a visual and graphic way.

**Step 1: Create.** Distribute the handout **Survey Generator** to students. Go over the steps and tips for how to create, and then conduct, an effective survey. Choose one online survey tool to use as a class (from the list in sidebar), or allow students to choose their own.

Discuss and decide on what information and who your class wants to find out about their community. Ask: **What do you wonder? What do you want to know about your school community?** Allow each group 15-20 minutes to design their own surveys, including 7 to 10 unique questions. Have groups share their questions and invite others to provide suggestions for how to improve or revise their surveys.

### Sample questions:

- **What is cyberbullying?**
- **Have you ever been cyberbullied? Have you ever bullied someone?**
- **Have you ever seen something happen to someone else and said or done something to change it? Did you stay out of it?**

**Step 2: Distribute.** Give students up to a week to distribute their surveys and receive responses. If they are distributing them online, they should let their peers and school community know how they can participate. Whether on paper or online, remind students to make it very clear to those participating in the surveys that their responses and identities will remain completely anonymous.

**Step 3: Collect & Evaluate.** After surveys have been conducted, have each group collect and study the results. (For those distributed in paper format, consider setting up a drop-off box so that participants don't need to hand in their surveys in person. This will help further the focus on anonymity.)

- Teams should evaluate and analyze the results, and compare them to their hypotheses.
- Groups should then choose a graphical method or tool (like **Excel**, **Google Docs**, or infographic creators such as **Easel.ly**, **Infogr.am**, or **Piktochart**), to depict and share their survey results visually.

**Step 4: Present.** Invite each group to present their hypotheses, survey questions and results. Ask: *What discoveries did you make? Is bullying more or less prevalent than you thought? What is the biggest learning you gained from your survey? Where should you go from here?*

**\*Sources:**

**NJ Study:** Assessing Bullying in New Jersey Secondary Schools: Applying the Social Norms Model to Adolescent Violence. Craig & Perkins 2008. [www.youthhealthsafety.org/BullyNJweb.pdf](http://www.youthhealthsafety.org/BullyNJweb.pdf)

**Nancy Willard:** Embracing Civility in the Digital Age. [www.embracecivility.org](http://www.embracecivility.org)

## activity 2 [40 minute planning. Project time will vary.]

**Stop the Drama!** In this next collaborative activity, students will take what they have discovered about their school community in Activity 1, and create a campaign to inspire and empower others to be upstanders. Most of the time, kids are able to handle bullying situations on their own. However, when it gets beyond their control, they are more likely to seek help from peers rather than adults. (See sidebar on p. 5 for more data.)

**Ask.** Begin by asking students: *What is a bystander? What is an upstander?*

**Watch.** Show the **Stand Up...Be InCtrl!/Student Video** to inspire students that they can indeed make a difference. After watching, invite students to share their impressions. *What do they think about the simple upstander strategy initiated by the student in the video? Are there any specific local or national campaigns that they have seen or heard of that they found to be memorable or effective?* (See sidebar on p. 4 for a list of existing campaigns and anti-bullying initiatives.)

## NATIONAL ORGANIZATIONS

There are several national anti-bullying initiatives and campaigns. Check out and share the following resources with your students:

- **A Thin Line by MTV:** Drawing the line between digital use and digital abuse, this multi-media resource for tweens and teens features real stories, online support, an app, and other supportive and awareness-raising resources.
- **Stop Bullying: Speak Up:** by **Cartoon Network:** An initiative by the Cartoon Network with multi-media resources, videos, games, tip for kids, parents, and educators promoting a supportive approach to end bullying.
- **DoSomething.org:** The nation's largest not-for-profit for young people and social change that spearheads a long list of causes they care about, including bullying. It helps 13-25 year olds make an impact without needing money, an adult, or a car.
- **It Gets Better Project:** This project's mission is to youth, especially LGBT kids and teens around the world (who are especially susceptible to bullying) that it gets better, and to create and inspire changes needed to make it better for them.
- **Born This Way Foundation:** The foundation is led by Lady Gaga and her mother, and was formed to foster a more accepting society, where differences are embraced and individuality is celebrated. It is dedicated to creating a safe community that helps to connect young people with the skills and opportunities they need to build a kinder, braver world.
- **U.S. Department of Health and Human Services:** A site that provides information from various government agencies (including the Department of Education, Center for Disease Control and Prevention, Department of Justice) on bullying, what it is, who is at risk, and ways to prevent and respond.

## WHERE DO KIDS GO FOR SUPPORT?

### Most effective adult actions, as reported by the victim:

- Listened to me
- Sat down with me and we talked about it
- Told me that I was ok and they thought I was fine the way I was—encouraged me
- Checked in and watched out for me
- Talked to the other students/class discussions
- Increased supervision

### Did telling an adult make things better, worse, or about the same?

- Telling an adult at home  
>Made things better 34%; worse 18%; same 48%
- Telling an adult at school  
>Made things better 34%; worse 29%; same 37%

### So who do kids turn to?

- Friend/peer.....53%
- Parent.....36%
- Sibling/cousin.....5%
- Teacher.....3%
- Don't know.....2%
- Someone else.....1%

**Source:** Youth Voice Project, by Stan Davis & Charisse Nixon, [www.youthvoiceproject.com](http://www.youthvoiceproject.com)

**Plan.** Next, group students in teams of 3 to 4 students, then distribute the handout **Stop the Drama!** Explain the objective of the project. Give teams one class period to plan their campaign. They will need to decide:

- A target audience (kids in your grade, your school, your community, or the world!)
- Their campaign's main message
- A call to action
- A format for their campaign
- A method to share/distribute their campaign



### TEACHER TIPS!

Consider submitting student work to local or national anti-bullying organizations or contests, such as [DoSomething.org](http://DoSomething.org).

Remind students that before they launch their finished campaigns, they will do a test run on other members of the class – so, encourage them to keep key details such as target audience within their own group for now.

**Create.** After they have come up with a plan, provide teams with another class period or two to create their campaigns. Encourage them to be creative and include visual elements to engage their audiences. Provide groups with the tools and resources they need to complete their projects.

**Present.** Have groups present or deliver their final projects to the class before sending them out into the world. Ask other teams to guess the target audience, the main message, and the call to action. If anything is unclear, invite each team to make a suggestion to improve the project based upon the constructive feedback provided by the class.

**Ambassadors for Change!** It's time for your students to launch their campaigns. Document and share their work on your class blog or school website to spread the news.

## reflection [20 minutes]

**Reflect.** Share and reflect on any feedback of the campaigns with your students. Consider re-doing the surveys after campaigns have been launched within the school community to see if there was a change in behavior or mindset. Ask: **Did anything change? What was the buzz around your campaign? What did you learn?** Invite students to share their observations and conclusions with the rest of the class. **What worked best? What would they change if they were to redo the campaign knowing the feedback it received?**

**Stay Involved.** Ask: **What can we do to continue to inspire others? How can we celebrate diversity and individuality within our community?** Collectively come up with a list of things you all do every day to be a model upstander.

Polls, or surveys, are forms designed to collect information from other people. They are used in different ways and for various reasons – by governments (like the U.S. Census or voting), by businesses (interviews or market research), by schools (quizzes), by TV (American Idol and The Voice), by formal and informal researchers (online polls or Facebook surveys) or by anyone collecting opinions on social matters.

Chances are you have participated in a poll or survey!

In this activity, you will create a survey of your own to collect information from people within your community. First ask yourself the following questions, then follow the tips to create your customized survey.

- 1. Who do you want to ask? Friends, classmates, teachers, parents, strangers?**
- 2. What do you want to know more about? Be specific!**
- 3. How do you want to tell people about the survey? How do you want people to take the survey? Online? By hand?**
- 4. How will you ensure that those who participate in your survey will remain anonymous?**

## TIPS FOR A GOOD SURVEY:



Keep the survey short (7 to 10 questions). Ask only questions that will provide you with the information that you need.



Use casual language. Make it easy for everyone to understand the questions.



Use a variety of question formats, but try to use multiple choice questions whenever possible. This will allow you to get more direct and consistent responses, which will be helpful when you are tallying survey results.

Question formats:

- Multiple Choice: with 3 to 6 options
- True or False; Yes or No
- Ranking Scale: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree
- Open-Ended



Include information about who is taking the survey, to help categorize your findings.  
(Note: Do not ask participants to include their name.)

For example:

- Describe yourself: • Teacher • Student • Staff • Parent
- If you are a student, what grade are you in? • Grade 4 • Grade 5 • Grade 6
- Are you: • Male • Female



Before you send the survey out, test it on a few classmates or friends first to make sure your questions are clear.

**YOUR CHALLENGE:** To inspire and empower others to be upstanders, not bystanders.

Create a campaign with the theme “Stop the Drama!” to positively impact and change the behavior of others by following these steps:

- 1. Who is your target audience?** First, you need to decide who you’d like to reach. Do you want to talk to a specific age of students in your school, community, or state? Do you want to talk to teachers or parents? Or do you want to share your message with the rest of the world?
- 2. What information do you want to share?** What is your main message? What knowledge do you want to share? How can you say it best to your target audience? Keep it short. Make it memorable!
- 3. What is your call to action?** A “call to action” is a request or challenge for the audience to do something. Decide what you want to ask your target audience to do, and be very clear about it so they know how to respond. Do you want them to do something, change their behavior, tell someone, go to a website, or spread the word? How can you inspire and empower others?
- 4. How do you want to share it?** Finally, choose a method to best engage and share your campaign with your target audience. Choose from the list of project ideas below to get started.

## STOP THE DRAMA! PROJECT IDEAS

### Poetry Slam

Organize an event and invite people to create and share their poetry or music.

### Article

Write an article and submit it to your local paper. Include infographics and visuals to illustrate statistics from your survey. Include helpful resources for your target audience (like websites, **Facebook** groups, or hotlines).

### Presentation

Create a presentation that can be shared at an assembly, published online, or sent around the country to different schools sharing what you have learned. Include statistics, quotes, stories, and visuals to help make your message and call to action clear.

### Peer Support Group

Form a youth advisory group to help support other kids just like you who have been targets of cyberbullying. Facilitate an in-school and local on-the-ground effort to foster and promote upstanding behavior. You can form it online or hold meetings or helpful sessions after school.

### Public Service Announcement (PSA)

PSAs are made to be shared with the public to raise awareness about a cause and educate people about the facts of an issue. You can create a video, skit, radio spot, or poster series with a call to action. Check out PSAs on **YouTube** and on the **Ad Council** website for examples.

### **Common Core ELA Standards**

**Reading:** Key Ideas and Details; Integration of Knowledge and Ideas

**Writing:** Production and Distribution of Writing; Research to Build and Present Knowledge

**Speaking and Listening:** Comprehension and Collaboration; Presentation of Knowledge and Ideas

**Language:** Vocabulary Acquisition and Use

### **Common Core Math Standards**

**Measurement and Data:** 4.MD, 5MD

**Statistics and Probability:** 6.SP, 7.SP, 8.SP

### **National Health Education Standards**

**Standard 1:** 1.8.3, 1.8.9

**Standard 2:** 2.5.3, 2.5.4, 2.5.6, 2.8.6, 2.8.7

**Standard 4:** 4.5.1, 4.5.4, 4.8.1, 4.8.4

**Standard 5:** 5.5.3, 5.8.3, 5.8.4

**Standard 7:** 7.5.3, 7.8.3

**Standard 8:** 8.5.2, 8.8.1, 8.8.2, 8.8.3

### **American Association of School Librarians**

**Standard 1:** 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.9, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.5, 1.4.2, 1.4.3

**Standard 2:** 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 2.4.4

**Standard 3:** 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6

**Standard 4:** 4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.2.3, 4.3.1, 4.3.3, 4.3.4

### **National Education Technology Standards (NETS), ISTE**

**1. Creativity and Innovation:** a, b, c, d

**2. Communication and Collaboration:** a, b, d

**3. Research and Information Fluency:** a, b, c, d

**4. Critical Thinking, Problem Solving, and Decision Making:** a, b, c, d

**5. Digital Citizenship:** a, b, c, d

**6. Technology Operations and Concepts:** a, b, d

### **Partnership for 21st Century Skills (P21)**

**Learning and Innovation Skills:**

1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

**Information, Media and Technology Skills**

1. Information Literacy
3. ICT Literacy

**Life and Career Skills**

1. Flexibility and Adaptability
2. Initiative and Self-Direction
3. Social and Cross-Cultural Skills
4. Productivity and Accountability
5. Leadership and Responsibility