# Group Think

## Essential Question

*How can you be an upstander when you witness cyberbullying?*

## Lesson Overview

Students identify actions that will make them upstanders in the face of cyberbullying.

Students learn that people their age sometimes think and behave differently in groups than they would if each person was alone. Students then examine the role of a bystander versus an upstander in a group cyberbullying situation. They try to understand the feelings of the target and develop a class pledge about what they will do if they witness cyberbullying.

### Learning Objectives

*Students will be able to ...*

- learn that people their age sometimes think and behave differently in groups.
- try to understand the feelings of someone who is the target of cyberbullying.
- generate ways to be upstanders when faced with cyberbullying.

## Materials and Preparation

- Copy the **What Would You Do? Student Handout,** one for each student.
- Copy the **Stand Up Student Handout,** one for every four students.

## Family Resources

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

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**Estimated time:** 45 minutes

**Standards Alignment –**

**Common Core:** coming soon!

**NETS:** 2a-b, 5a, 5d

**Key Vocabulary –**

**cyberbully (verb):** using technology tools such as the Internet and cell phones again and again to upset someone else

**bystander:** someone who is present but does not participate

**upstander:** a bystander who sees bad behavior and takes action to stop it

**witness:** someone who sees an event

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### Warm-up *(5 minutes)*

**ASK:**

| | |
|---|---|
| *Have you ever seen somebody break a rule or law?* | Answers will vary. |

| | |
|---|---|
| *What do you call a person who sees a bad thing happening but is not the victim or the person who is doing the bad thing?* | Accept reasonable answers. Students may be able to offer words such as witness, observer, or bystander. |

**DEFINE** the Key Vocabulary term **bystander** and tell the students that they are going to learn more about what bystanders can do to take action when kids are mean to each other online.

## teach 1

### What Would You Do? *(10 minutes)*

**DISTRIBUTE** the **What Would You Do? Student Handout**. Have students read Part I, which is the scenario about the sleepover at Jesse's home.

**HAVE** students write and share their answers to the four questions in Part I.

**LOOK** for answers that show that students understand:

- *Jesse was probably very embarrassed when Anthony told a popular girl at school that Jesse liked her, especially because the girl probably told a lot of other people. (Also discuss how kids may act differently when they are in groups than by themselves.)*
- *The boys watching Anthony may have been approving, disapproving, or too scared to stop him.*
- *The other kids at school probably teased both Jesse and Mai Yin.*
- *The bystanders should have done something to stop Anthony or to help Jesse.*

**REVIEW** with students the concept that kids in groups sometimes think and behave differently than they would if they were alone.

**ASK:**

| | |
|---|---|
| *Why do you think people sometimes behave differently in groups?* | Sample responses: <br> • They don't want to be different. <br> • They don't want to stand out and become a target. <br> • They want approval; they want to be liked. <br> • They think that others won't realize it's them and therefore they can get away with more. |

**EXPLAIN** that the bigger the group of bystanders is, the less likely it is that any one of them will try to help.

**ASK:**

Sample responses:
• Because when there are more people, there is more pressure for everyone to go along with the crowd; it's harder and scarier to disagree.

## teach 2

### What Would You Do, Part II *(15 minutes)*

**DEFINE** the Key Vocabulary term **upstander**.

**INSTRUCT** students to read Part II of the **What Would You Do Student Handout**.

**HAVE** students write and share their answers to the three questions on the handout.

**LOOK** for answers that show that students understand:

• *Anthony's behavior probably turns to cyberbullying when he sends out the 15 text messages. At that point, Jesse feels like he cannot get away. Also, the messages that Anthony writes posing as Jesse are clearly mean and not just good-natured teasing.*

• *Jesse may have felt sad, angry, or scared.*

• *Some of the best things to do to take action are to (1) remind the person who is cyberbullying that the target will be hurt or angry, (2) say out loud that it is not okay to cyberbully, (3) tell a trusted adult (someone who will help you handle the situation), and (4) try to understand the feelings of the target, and talk to that person about how they feel.*

**DIVIDE** students into small groups and ask them to pretend they are bystanders at Jesse's sleepover. Ask them each to role-play what they could say and do to make the situation either worse or better. Have each group record their answers and share them with the class (or ask a group to act out a role play with someone portraying Jesse).

**MAKE** a chart for the class listing the key points each group gives. Such points may include:

**What Bystanders Can SAY OR DO to Make Things Worse**

• *Jesse will be really embarrassed if we tell*
• *Tell the cyberbully to do it again*
• *Tell the cyberbully to do it to someone else*
• *Laugh*
• *Pretend they don't know what's going on*
• *Do nothing to stop it*

**What Bystanders Can SAY OR DO to Make Things Better**

• *Tell the cyberbully to stop*
• *Refuse to help the cyberbully*
• *Try to help Jesse, the target of the bully*
• *Tell a trusted adult*

## teach 3

### Stand Up *(10 minutes)*

**ORGANIZE** students into groups of four. Have each group choose one person to record their answers.

**DISTRIBUTE** the **Stand Up Student Handout**, one to every group of four students.

**INVITE** students to make a pledge about how they will deal with cyberbullying as a class if it occurs. You can also ask each group to create the pledge together on a Google Doc (docs.google.com).

## 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 is a bystander to cyberbullying?* | Someone who sees, hears, or knows about cyberbullying but is not the bully or the target. |
| *What are some ways bystanders can make cyberbullying worse?* | By laughing, encouraging the bully, or making fun of the target. |
| *What are some ways bystanders can be upstanders when they witness cyberbullying?* | By discouraging the bully, supporting the target, or telling a trusted adult. |
| *What are some things that our class will do to be upstanders when we witness cyberbullying?* | Answers will vary. |

## Extension Activity

Have students find a news story about cyerbullying that contains a cyberbully, a target, and a bystander. Ask them to read through the article and identify the characters. They should then share their stories with the class and explain how they arrived at their labels. You also may want to bring in articles to help spark ideas.

## At-Home Activity

Have students visit Webonauts (www.pbskids.org/webonauts/) and play the game at home with a parent or family member. (Webonauts is a site created by PBS Kids that teaches kids what it means to be a citizen in a web-infused, information-rich world.) If students do not have Internet access at home, you can use this as an extension activity in school. After students have played the game, ask them the following questions: *What does it mean to be a good citizen online? What does it mean to show respect for others, and how can you do this online?*

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_____

# Group Think

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## Directions

Read the paragraph and then answer the questions.

**Part I.** Jesse has some friends over for a sleepover. His friend Anthony says, "Let's go see who else from school is online." Anthony uses Jesse's password to type an instant message to a popular girl on Jesse's buddy list. The message says: "I really like Mai Yin." Some of the boys laugh. Others are quiet. Jesse had told Anthony to keep his crush a secret. The next day at school, everyone seems to know that Jesse likes Mai Yin.
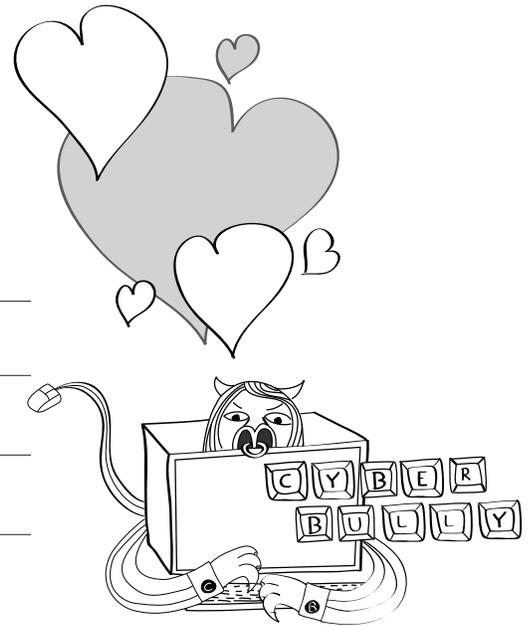
## What's the Problem?

### 1. How do you think Jesse felt?

I think Jesse felt _____

because _____

_____

_____

### 2. What do you think the boys watching Anthony were thinking?

The boys watching Anthony might have been thinking

_____

### 3. What do you think the kids at school said or did the next day?

The kids at school might have _____

_____

**4. What would you do if you were one of the boys watching Anthony, and why would you do it?**

If I were one of the boys watching Anthony, I would have

_____

## Directions

Read the paragraph and then finish the statements below.

**Part II.** Anthony keeps sending messages about Jesse and Mai Yin to Jesse's buddy list. When Jesse sees Anthony in the hall, Anthony pretends that he does not see Jesse. That night, Jesse gets 15 texts from numbers he does not recognize. They all call him things like, "wimp" and "wuss."

1. I think Anthony's behavior turns to cyberbullying when

_____ because _____

_____

2. If I were Jesse and I had received 15 mean texts, I would have felt _____ because _____

_____

3. If I had been there when Anthony sent the 15 texts, I would have stopped him by _____

_____

# Group Think

## Directions

Your teacher will help guide your class to write a bystander pledge. Work together to make a pledge about what your class will do to be upstanders if you witness cyberbullying.

**As a class, we pledge to be upstanders when we witness cyberbullying.**

**We will:**

# Group Think

_____

_____

**1. Carl sends mean text messages to Lisa. Roy sees him do it every day. What could Roy do to help?**

a) Tell Carl to stop sending the messages

b) Tell an adult about Carl's messages

c) Pretend that he doesn't know about Carl's messages

d) Both a and b

**2. A _____ is someone who uses technology, such as the Internet and cell phones, to upset someone else.**

a) cyberbully

b) pen pal

c) geek

d) avatar

**3. A "bystander" is someone who is there but does not take action when something happens. Can you guess the meaning of an "upstander"?**

a) An upstander is the person who a cyberbully bothers

b) An upstander is someone who takes action to stop bad behavior when they see it

c) An upstander is a person who sees bad behavior but pretends not to

d) An upstander stands on someone on the playground

# Group Think

1. **Carl sends mean text messages to Lisa. Roy sees him do it every day. What could Roy do to help?**

   a) Tell Carl to stop sending the messages

   b) Tell an adult about Carl's messages

   c) Pretend that he doesn't know about Carl's messages

   **d) Both a and b**

   *Answer feedback*
   The correct answer is **d**. It would be easiest for Roy to pretend that he doesn't know about the messages. However, that won't help Lisa, or Carl. Telling Carl to stop sending the mean messages might help. Roy can also tell an adult about Carl's messages. The adult can help make Carl stop sending the messages.

2. **A _____ is someone who uses technology, such as the Internet and cell phones, to upset someone else.**

   a) cyberbully

   b) pen pal

   c) geek

   d) avatar

   *Answer feedback*
   The correct answer is **a**. Bullies make other people feel bad. They might do it by shoving them. They might do it by spreading rumors. A cyberbully uses technology to bully others.

3. **A "bystander" is someone who is there but does not take action when something happens. Can you guess the meaning of an "upstander"?**

   a) An upstander is the person who a cyberbully bothers

   **b) An upstander is someone who takes action to stop bad behavior when they see it**

   c) An upstander is a person who sees bad behavior but pretends not to

   d) An upstander stands on someone on the playground

*Answer feedback*

The correct answer is **b**, False. An edited photo can be considered creative or artistic. It all depends on the purpose of an edited photo and how it's shared.