Great Public Schools for Every Student

Cyberbullying/Cyber Safety

Educator recognizes cyberbullying and teaches students how to stay safe online.

Key Method

The educator produces a unit on cyberbullying and online safety that helps students recognize, report, and prevent cyberbullying.

Method Components

Students are immersed in technology from a young age. Cyber education needs to begin in kindergarten and continue throughout a student’s educational career (England, 2012). Educators should support students in staying safe online by helping them to:

- Define cyberbullying
- Define digital footprint
- Identify signs that a student is being cyberbullied
- Identify signs that a student is engaging in cyberbullying behavior
- Identify the nine themes of digital citizenship
- Practice decision-making skills to stay safe online.

Helping students understand how to make sound decisions based on a situation and how to use the right process to report incidents is vital to stopping cyberbullying. Educators should create the time and space in their classrooms to discuss with students:

- Steps to identifying cyberbullying behavior
- Steps to recognizing and reporting being cyberbullied
- Steps to recognizing and reporting someone who is being cyberbullied
- Steps to recognizing and reporting that you are being cyberbullied
- A specific process to clean up your digital footprint (grades 3–12).

Research suggests all cyberbullying education should include lessons relevant to online game-playing dynamics, problems on Facebook, email, text messaging and other social media platforms (England, 2012). By the end of the lesson, students should be able to:

- Make decisions to implement strategies for being safe online (grades K–12)
- Use critical thinking activities to identify their own personal digital footprint (grades K–12)
- Develop a plan to improve their digital footprint (grades 5–12).
Discussion/Reflection

- Be prepared to adequately discuss online media usage
- Be prepared to adequately discuss the power of words
- Be familiar with social media platforms and texting language
- Be familiar with the cyberbullying laws/guidelines in your school, district, or state.

Supporting Research


Resources

Anti-cyberbullying toolkit for educators (grades K–12)
https://www.commonsensemedia.org/educators/cyberbullying-toolkit

Cyberbullying: What schools and teachers can do (grades 3–12)

Free teaching materials for online safety for students in grade K–12
http://www.netsmartz.org/Home

The Cyberbullying Research Center: dedicated to providing up-to-date information about consequences of cyberbullying among adolescents (grades K–12)
http://cyberbullying.org/

Bullying and cyberbullying: Six things teachers can do (grades K–12)

Texting codes: What they mean and when to worry (for teachers and parents)

Cyberbullying glossary (grades K–12)
http://cyberbullying.org/cyberbullying-glossary

Clean up your digital footprint (grades 5–12)
https://us.norton.com/internetsecurity-privacy-clean-up-online-digital-footprint.html

Cyberbullying tip sheets for teens, educators, and parents (grades 5–12)
http://www.ncpc.org/topics/cyberbullying/cyberbullying-tip-sheets

Texting terms teens use online (for teachers and parents)
http://time.com/4373616/text-abbreviations-acronyms/

How to teach our students digital citizenship (grades K–8)

Five internet safety rules (grades K–5)
Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a “passing” score for Parts 1 and 3 (Overview Questions and Reflection), and a “Proficient” for each artifact in Part 2 (Work Examples/Artifacts).

Part 1. Overview Questions

300 word limit

How have you recognized and prevented cyberbullying in your classroom/school? Do the steps to recognizing and preventing cyberbullying match your school, district, or state guidelines? Why or why not?

- **Passing:** Responses completely address each question using personal examples and supporting evidence. Writing is organized and easy to understand. Grammar, usage, and mechanics are appropriate.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following three artifacts:

**One developmentally / grade level appropriate Unit Lesson on Cyberbullying and Cyber Safety which includes:**

- 2 lessons on cyberbullying
- 2 lessons on cyber safety

**Two student projects or assessments from the unit:**

- One project or assessment from the cyberbullying lesson
- One project or assessment from the cyber safety lesson

**Analysis:** From your assessments and lessons, evaluate your students’ learning with regard to cyberbullying and cyber safety in your classroom, school, or community.

*(Choose method)*

- Written analysis (300-word limit written narrative analyzing your learning)
- Video analysis (a 3-minute video analyzing your learning) - Make sure student faces are not shown.
- Audio analysis (a 3-minute audio recording analyzing your learning. Identify students by first name only.

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<thead>
<tr>
<th></th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tbody>
<tr>
<td>Content</td>
<td>Content for grade level/student developmental age is appropriate.</td>
<td>Content is somewhat appropriate, but may need to be augmented depending on the grade level/student developmental age of students.</td>
<td>Content for grade level/student developmental age is inappropriate.</td>
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<tr>
<td>Objectives</td>
<td>Objectives directly align with national ISTE standards and state content standards.</td>
<td>Objectives directly align with state content standards.</td>
<td>Objectives do not align with national or state standards.</td>
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<td>Instruction</td>
<td>Several pedagogical</td>
<td>One or two pedagogical</td>
<td>Instructional strategies</td>
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<td>Materials and Resources</td>
<td>Technology</td>
<td>Content Connections</td>
<td>Assessment</td>
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<td>Materials listed are appropriate for the lesson and grade level. More than one type of resource is used.</td>
<td>More than one type of technology is strongly embedded in the lesson.</td>
<td>The lessons are connected to each other as a comprehensive unit and relate to one another.</td>
<td>Clearly stated and matches the objectives. Student learning is clearly defined through the assessment.</td>
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<tr>
<td>Materials are listed and appropriate for the lesson and grade level.</td>
<td>One type of technology is embedded and utilized in the lesson.</td>
<td>The lessons are stand-alone lessons, but are associated by a common theme.</td>
<td>Somewhat clearly stated and somewhat matches objectives. Student learning is evident, but some ambiguity still exists.</td>
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<tr>
<td>Materials are not listed and/or are not appropriate for the lesson and grade level.</td>
<td>No technology is evident in the lesson.</td>
<td>The lessons are disjointed.</td>
<td>Not clear/not evident.</td>
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**Part 3. Reflection**

500 word limit

Please answer 2 of the following:
- How do you know your students will follow through on their steps to clean up their digital footprint?
- How will you know that this lesson had an effect on cyberbullying in your class or at your school?
- If you were to teach this lesson again, what would you do differently?
- What did you learn about your students’ knowledge of cyberbullying and cyber safety from the beginning of the unit to the end of the unit?

**Passing:** Reflection completely addresses each of the chosen guiding questions, using personal examples and supporting evidence. Writing is organized and easy to understand. Grammar, usage, and mechanics are appropriate.