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 (Englander, 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 (Englander, 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](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](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)

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)

Clean up your digital footprint (grades 5–12)

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

Texting terms teens use online (for teachers and parents)

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.

<table>
<thead>
<tr>
<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
</tr>
</thead>
<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/ developmental age of students.</td>
<td>Content for grade level/ student developmental age is inappropriate.</td>
</tr>
<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>
</tr>
<tr>
<td>Instruction</td>
<td>Several pedagogical</td>
<td>One or two pedagogical</td>
<td>Instructional strategies</td>
</tr>
<tr>
<td>Criteria</td>
<td>Example 1</td>
<td>Example 2</td>
<td>Example 3</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Materials and Resources</td>
<td>Materials listed are appropriate for the lesson and grade level. More than one type of resource is used.</td>
<td>Materials are listed and appropriate for the lesson and grade level.</td>
<td>Materials are not listed and/or are not appropriate for the lesson and grade level.</td>
</tr>
<tr>
<td>Technology</td>
<td>More than one type of technology is strongly embedded in the lesson.</td>
<td>One type of technology is embedded and utilized in the lesson.</td>
<td>No technology is evident in the lesson.</td>
</tr>
<tr>
<td>Content Connections</td>
<td>The lessons are connected to each other as a comprehensive unit and relate to one another.</td>
<td>The lessons are stand-alone lessons, but are associated by a common theme.</td>
<td>The lessons are disjointed.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Clearly stated and matches the objectives. Student learning is clearly defined through the assessment.</td>
<td>Somewhat clearly stated and somewhat matches objectives. Student learning is evident, but some ambiguity still exists.</td>
<td>Not clear/not evident.</td>
</tr>
<tr>
<td>Analysis of Learning</td>
<td>Analysis of learning is thoughtful and compelling. Analysis identifies specific classroom experiences and includes successes and areas for improvement.</td>
<td>Analysis of learning is thoughtful and compelling. Analysis identifies general classroom experiences and includes either successes or areas for improvement.</td>
<td>Analysis of learning is not clear/evident</td>
</tr>
</tbody>
</table>

**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.

Except where otherwise noted, this work is licensed under Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0). [http://creativecommons.org/licenses/by-nc-nd/4.0/](http://creativecommons.org/licenses/by-nc-nd/4.0/)