

# LESSON PLAN

Lesson plan and materials adapted from commonsense.org

(<https://www.commonsense.org/education/digital-citizenship/lesson/be-a-super-digital-citizen>)

Grade	Unit	Topic	Lesson	Subject
3	Digital Citizenship	Cyberbullying: Becoming a Super Digital Citizen	1	Cross Curricular

## Objective

The purpose of this lesson is to explore ways in which we can be successful and meaningful bystanders while we are online.  
How can we help save the day when we see cyberbullying online?

## CURRICULAR CONNECTIONS

### Core Competencies

Communication and Collaboration	Thinking	Personal and Social
<ul style="list-style-type: none"> <li>I share my ideas and try to connect them with others' ideas</li> <li>I contribute during group activities, cooperate with others, and listen respectfully to their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell or show others something about my thinking.</li> </ul>	<ul style="list-style-type: none"> <li>I listen to others' ideas and concerns</li> </ul>

### Big Ideas

#### Applied Design, Skills, and Technologies

- Technologies are tools that extend human capabilities

#### Career Education

- Effective collaboration relies on clear, respectful communication
- Everything we learn helps us develop skills

#### English Language Arts

- Stories and other texts help us learn about ourselves, our families, and our communities

#### Physical and Health Education

- Adopting healthy personal practices and safety strategies protects ourselves and others
- Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships

### Curricular Competencies

#### Applied Design, Skills, and Technologies

- Use materials, tools, and technologies in a safe manner in both physical and digital environments.
- Develop their skills and add new ones through play and collaborative work

#### Career Education

- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others.

#### English Language Arts

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Exchange ideas and perspectives to build shared understanding

#### Physical and Health Education

- Identify and describe avoidance or assertiveness to use in unsafe and/or uncomfortable situations
- Describe and apply strategies for developing and maintaining positive relationships

### Learning / Content Standards

#### Career Education

- Cultural and social awareness

#### English Language Arts

- Metacognitive strategies
- Oral language strategies

#### Physical and Health Education

- Strategies and skills to use in potentially hazardous, unsafe, or abusive situations
- Nature and consequences of bullying

### Learning Outcomes

#### Students will be able to:

- Understand and recognize cyberbullying and what it looks like.
- Brainstorm and reflect upon ways in which they can be a successful digital Upstander (A bystander who stands up for others).
- Demonstrate and showcase ways in which they can be a successful Upstander through written and drawn responses.

## First Peoples Principles of Learning

- Learning Involves patience and time

## Essential Questions

- How can I be a powerful digital upstander when we see cyberbullying?
- What do powerful digital bystanders do?
- What do powerful digital bystanders say?

## Lesson Description

### CYBERBULLYING: BECOMING A SUPER DIGITAL CITIZEN

#### Introduction:

Students will:

- Listen Respectfully
- Participate in class discussion
- Think, Pair, Share

Teacher will:

- Use the information slides to guide the lesson.
- Ask Students to listen to the following question and think about their answer (don't say it, think it!) Then ask them to turn to the person beside them and share their thoughts
  - Question: Do you have a favourite superhero? Who is it and why?
- Select a few students to share their ideas with the class.
- Next, in the same format, ask the students "What makes a superhero a superhero?"
- Select a few students to share their ideas with the class and write their ideas on the front board.
- Explain to students that the most important thing that makes a superhero a superhero is that they use their powers, gifts, and strengths to help others.
- Introduce the topic and explain that today we will be exploring how we can become superheroes while we are online.

#### Developing Pt.1:

Students will:

- Listen respectfully
- Participate in class discussion
- Think, Pair, Share

Teacher will:

- Just like we are citizens in our real-life community, when we go online, we become citizens of the digital community. In order to be successful digital citizens we must remember to use all technology respectfully whenever we are online "What might this look like?" Brainstorm as a class.
- Explain that like the real world, bullying can also happen online. This is called cyberbullying.
- Cyberbullying happens when digital citizens decide to use websites, videos, apps, and technology to harm or upset someone else
- Ask students "have you ever seen this while you were online? If so, what did it look like? If not, what might it look like?" Brainstorm as a class.

Examples:

- Someone making fun of or pressuring someone else repeatedly
- Comments, memes, private messages, or chatting
- The person being bullied not knowing everyone who's doing the bullying (as people can hide their identity online)
- A group of people ganging up on someone (Commonsense.org, 2021)
- Explain that as digital citizens it is important that we are able to use our skills to stand up for ourselves and others while we are online. We must become digital superheroes and stand up for others..

#### Developing Pt.2:

Students will:

- Listen and watch respectfully
- Participate in class discussion
- Think, Pair, Share

Teacher will:

- Play video *Super Digital Citizen*
- Discuss with students "What are some things that we saw that super digital citizens might do?". Think, Pair, Share
- Then ask students "if you saw someone being cyberbullied, what's something you could do to stop it? (Commonsense.org, 2021)" Think, Pair Share.
- Emphasize three ways in which students might address cyberbullying.
  - Defending or supporting the person being bullied
  - Telling a trusted adult or
  - Addressing it directly with the bully
- Explain to students that by doing these things, they too can become a digital superhero.
- Using the information slides as a guide go through some scenarios with the students have them brainstorm ways in which they could act as a digital superhero.

## Lesson Description Continued

### CYBERBULLYING: BECOMING A SUPER DIGITAL CITIZEN

#### Developing Pt.3:

Students will:

- Listen Respectfully
- Work effectively and successfully at their work stations and complete a written rough draft and written and coloured final copy.

Teacher will:

- Explain activity
- We are going to make digital superhero trading cards!
- Using the handout, you will create your own digital superhero. Begin your rough draft and answer the questions given and design your superhero. Go through the questions together to ensure understanding.
- When you are finished your rough draft, hand it in and get the material for your final copy.
- Come up with *Final Copy Expectations* (put them up on the front board so the students can see) as a class.

#### Closing:

Students will:

- Listen Respectfully
- Participate in class discussion

Teacher will:

- Have some students share their superhero with the class and explain what makes them a super digital citizen.

#### Required Materials

- document camera
- markers/pencil crayons
- projector and computer
- Information Slides
- Superhero trading card rough copy handout
- Superhero trading card final copy handout
- *Super Digital Citizen* video (in slides)

#### Formative Assessment

- participation in class discussions (responses should demonstrate understanding and creative/critical thinking)
- Completion of digital superhero (completed activity should follow the expectation set out by the class).

#### Adaptions and Modifications

- Older students could develop a superhero avatar online / use Canva to create a superhero trading card.
- Shorter lesson for younger students (just use video and discussion, draw a superhero completing a discussed action of choice and label the hero and action.
- Act out scenarios

#### Classroom Management

- Kapeesh Kapeesh? Kapeesh Kapeesh!
- Quiet Coyote
- 1, 2, 3, eyes on me!
- Shark bait! Ooh Ha Ha!
- Listen to feedback from students.

## Lesson Description Continued

- B.C. Ministry of Education. 2021. *Applied Design, Skills, and Technologies 3*. Retrieved from <https://curriculum.gov.bc.ca/curriculum/adst/3/core>
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