**Teacher Notes: Screen Out the Mean Grades K-1**

**Materials and Preparation**

**• Copy the STOP Cyberbullying Student Handout, one for each student.**

**• Preview the scenario in Teach 2 and be prepared to present it to the class.**

**(slide 1)**

Students learn that children sometimes can act like

bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.

Students first read a scenario about mean online behavior. They then discuss what cyberbullying is, how it can make people feel, and how to respond. Then they use their knowledge to create a simple tip sheet on cyberbullying. Students recognize that it is essential to tell a trusted adult if something online makes them feel angry, sad, or scared

**(slide 2)**

**Ask**: What can you do when someone is mean to you online?

**Discuss** responses

**Slide (3)**

Discuss and go over the objectives with students.

**(slide 4-5)**

Tell students you will be going over Key Vocabulary so that they understand the words as they come up.

**(slide 5)**

Define the key words

**(slide 6)**

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**Warm-up Discussion**

Ecnourage students to share what they know about bullying.

Student should understand that bullying is trying to be mean to someone else.

Ask: What kinds of things count as bullying?

Making fun of someone, telling lies about them, or threatening them.

How does bullying make other people feel?

(scared, sad, angry)

What is the best thing to do when you feel bullied, or when you see someone else being bullied?

tell a trusted adult when they experience it or see it.

**(slide 7)**

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**Explain** to students that they will be learning about a kind of bullying that can take place when they use the Internet.

Discuss the fact that some kids don't go online very much at all because they don't have technology or parent rules. Other kids do go online to do different things.

**Ask**: What do you do online, or what do you think you might like to do?

(using apps for games, looking at pictures of things they like)

Share with students that most of the time when kids go online it is to do something fun. But sometimes people can be mean to each other online. This is called cyberbullying.

**(Slide 8)**

Emphasize that when children are mean to someone else online, even if they only do it one time, it isn't nice. Also stress that cyberbullies usually bully more than once because they want to hurt someone's feelings. When children do something very mean and /or scary, or do it over and over again, then they are cyberbullying.

**(slide 9)**

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What to do about Cyberbullying

**Distribute** the "STOP Cyberbullying" student handout, one for every student.

**(slide 10)**

**Scenario**

Guide students through the scenario on the handout. After allowing students time to read it on their own, you may wish to read it aloud.

Encourage the class to answer the questions on their handouts. Invite them to share their answers.

**(slide 11)**

Discuss the following questions:

What do you think happened?

Students should conclude that Michael went to the website and messed up the pony's stall.

How do you think this made Jada feel?

Students should recognize that Michael's behavior probably made Jada feel upset, sad, or angry.

**(slide 12)**

Direct student's attention to the four rules for dealing with cyberbullying at the bottom of their STOP Cyberbullying Student Handout.

Discuss the four rules of Cybersafety: STOP

S - stop using the computer until it is safe

T - Tell an adult you trust

O - Go ONLINE only when a trusted adult says it's OK.

P - PLAY with other friends instead.

**(slide 13)**

Use the following questions to guide discussion.

**Ask**

How will you know when someone is cyberbullying you?

Students should recognize that they may be experiencing cyberbullying whenever someone does something online that makes them feel sad, scared, angry, or upset in any way.

Why do you think it is important to stop using the computer when someone starts cyberbullying you?

Students should realize that if they stay online, cyberbullying may continue or get worse.

**(slide 14)**

Ask: Why do you think it is important to stop using the computer when someone starts cyberbullying you?

Students should recognize that adults can help guide them

online and keep them safe from cyberbullying

**(Slide 15)**

Ask: If someone makes you feel angry, sad, or scared online, which grown-ups can you tell and ask for help?

Students may name parents or grandparents, an older sister or brother, a teacher, or the school nurse or counselor. If students cannot think of someone right away, help then brainstorm and identify an appropriate adult.

**(slide 16)**

Ask: Why is it important to go online only with an adlt, or when an adult says it is OK?

Students should recognize that adults can help guide them online and keep safe from cyberbullying.

**(slide 17)**

Ask: How can you decide whether you should play or chat with someone online?

Students should acknowledge that they need adult guidance

in deciding who to connect with online. If someone is very

mean to them, or is mean repeatedly, then that person is a

cyberbully and should not be contacted online. Remind

students that they should never talk to strangers online either

without asking a trusted adult, even if that person is nice or

has shared interests.

**(slide 18)**

Ask: Which of the four things do you think is the most important?

Students should recognize that telling an adult is the single

most important thing they should do if they experience or

witness cyberbullying.

**(slide 19)**

**REVISIT** the scenario in the STOP Cyberbullying Student Handout, and have students apply the S-T-O-P

rules to Jada’s situation.

• Jada should STOP using the computer.

• Jada should TELL an adult she trusts what happened.

• Jada should not go back online or return to the pony website when an adult says it is OK.

• If Jada and Michael are good friends, Jada may want to tell Michael how his actions made her feel,

after she gets advice from an adult.

• But if Michael continues cyberbullying her, she should play with other kids who don’t take part

**(slide 20)**

**Review** the rules discussed

**(slide 21)**

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Use the following questions to assess your students' understanding of the lesson objectives.

What is cyberbullying?

Students should recognize that cyberbullying us any kind of online behavior that makes people feel sad, scared, angry, or upset.

What four things can you do to help stop cyberbullying?

Students should be able to explain each of the four rules on the STOP Cyberbullying Student Handout.

What is the most important thing to do if someone starts cyberbullying you?

Students should understand that telling a trusted adult is the most important response whenever someone makes them feel sad, scared, or angry online.