

## **Cyberslander**

**Essential Understanding:**

Cyberslander is a form of harassment with the potential to cause long-term harm to a person's reputation, relationships, and safety.

**Learning Outcome(s):**

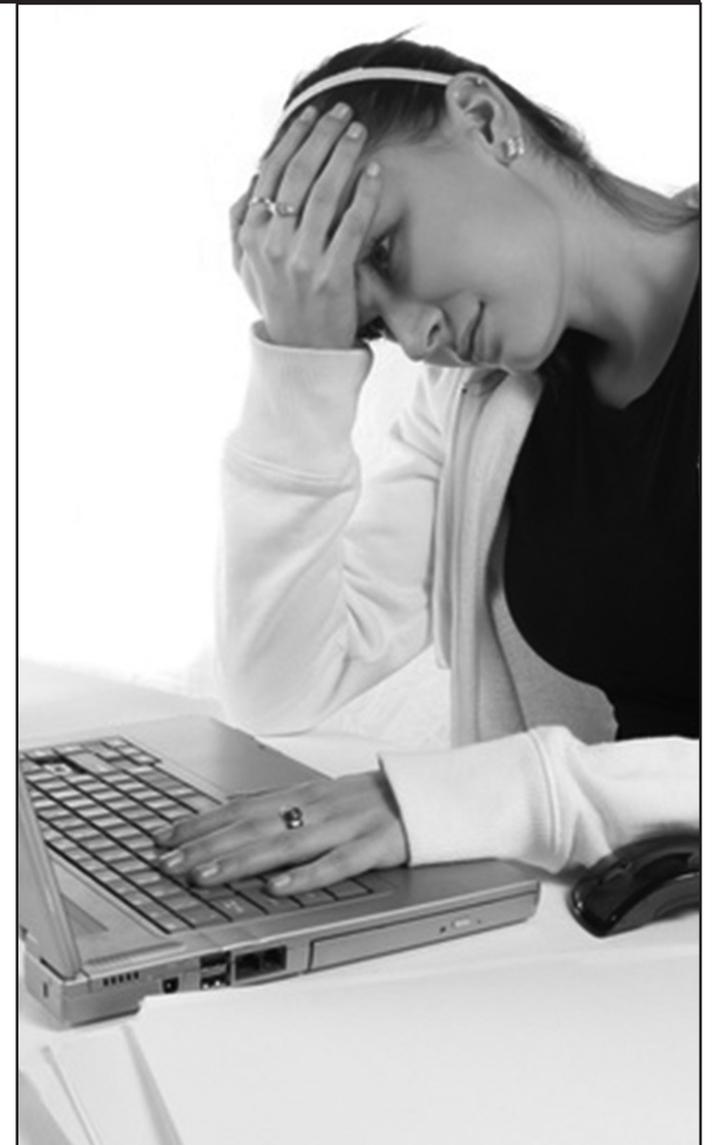
- Students will know and be able to define and recognize cyberslander.
- Students will understand the potential permanency of cyberslander posted online.
- Students will learn how to avoid using cyberslander and what to do if they see an example of it online.

**Common Core Standard(s):**

SL.10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**IFC Standard(s):**

- Seeks ideas and opinions from others, including experts in the field.
- Recognizes statements that can be verified.



## GRADE 10

## Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	Elicit and discuss a definition of slander and then cyberslander.	Take quiz to initiate discussion about cyberslander:  <a href="http://www.adl.org/education/curriculum_connections/cyberbullying/Secondary%20Handouts.pdf">http://www.adl.org/education/curriculum_connections/cyberbullying/Secondary%20Handouts.pdf</a>
Guided Practice	Show scenario (article and clip) to model discussion with the students as to whether or not that example is cyberslander and why. What should the consequences be?	<a href="http://www.nbcconnecticut.com/news/local/Bristol-Woman-Fights-Back-After-Cyber-Bullying-111520759.html">http://www.nbcconnecticut.com/news/local/Bristol-Woman-Fights-Back-After-Cyber-Bullying-111520759.html</a>
Independent Practice/Check for Student Understanding	Students will be given a handout with the following directions: "Read each of the following scenarios. Check the box if you consider the situation to be an example of cyberslander and write down why."	Appendix A : Scenarios
Sharing/Reflection	Share and discuss Appendix A and B.	Appendix B : Reflection Sheet
Assessment	Appendix A and B.	

### Follow up/Extensions:

- Fill out Appendix B for homework.

**Common Sense Media:** <http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>



**Appendix B: Reflection Sheet**

1. If you were to give advice to a younger sibling, cousin, or student about cyberbullying, what would you say?
2. Why does bullying occur more online than face to face?
3. Should cyberbullying be punishable by law or is it freedom of speech?
4. Do you foresee cyberbullying getting better or worse?
5. Where does most online cyberbullying take place?
6. What is your experience with cyberbullying?

## Preventing Online Cruelty

**Essential Understanding:**

Everyone has a role to play in preventing and confronting online cruelty.

**Learning Outcome(s):**

- Students will know and be able to recognize cyberbullying and how to prevent it.

**Common Core Standard(s):**

- SL.10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**IFC Standard(s):**

- Seeks ideas and opinions from others, including experts in the field.



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# Digital Citizenship Strand: Safety

LEARNING/TEACHING ACTIVITIES		RESOURCES
Mini Lesson	<p>Ask: Have you ever heard about kids making fun of other kids online? What is that called? How did you find out about it? What was the effect on the victim? Discuss.</p> <p>Watch the first clip called "Broken Friendship."</p> <p>Watch the second clip called "You Can't Take It Back."</p>	<p>Newspaper articles about recent cyberbullying cases in the news: <a href="http://www.theatlanticwire.com/national/2010/10/gay-teen-suicide-sparks-debate-over-cyber-bullying/22829/">http://www.theatlanticwire.com/national/2010/10/gay-teen-suicide-sparks-debate-over-cyber-bullying/22829/</a></p> <p>Computer/projector to watch clips from <a href="http://www.netsmartz.org">www.netsmartz.org</a></p> <p><a href="http://www.netsmartz.org/RealLifeStories/BrokenFriendship">http://www.netsmartz.org/RealLifeStories/BrokenFriendship</a></p> <p><a href="http://www.netsmartz.org/RealLifeStories/CantTakeItBack">http://www.netsmartz.org/RealLifeStories/CantTakeItBack</a></p>
Guided Practice	After watching the interviews, model discussion of what one teen could have done differently in order to prevent the bullying.	
Independent Practice/Check for Student Understanding	After watching other interviews in the videos above, students discuss what one teen could have done differently in order to prevent the bullying.	

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## Digital Citizenship Strand: **Safety**

LEARNING/TEACHING ACTIVITIES		RESOURCES
Sharing/Reflection	Students share out what they discussed.  Why are people reluctant to act and how can this be addressed?	
Assessment	Exit card: What should you do if you are being harassed online or know someone who is? Review notes.	Notecards or paper

### **Follow up/Extensions:**

#### **Common Sense Media:**

<http://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10>

<http://www.commonsensemedia.org/educators/lesson/taking-perspectives-cyberbullying-11-12>

<http://www.commonsensemedia.org/educators/lesson/building-community-online-9-10>