



# Cyberbullying and Cyber Safety

## Competency

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

### Define and Identify

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.

### Recognize

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



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- Steps to recognizing and report 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).

## Learning Outcomes

Research suggests all cyberbullying education should include lessons relevant to online game-playing dynamics, problems on social media, 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 and 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 prepared to understand various types of bullying and the ways in which differences (cultural, racial, sexual identification, etc.) can precipitate bullying
- Be familiar with the cyberbullying laws/guidelines in your school, district, or state.
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# Supporting Rationale and Research

Cornell, D. & Limber, S.P. (2015). "Law and policy on the concept of bullying at school." *American Psychologist*, 70.4, 333-43.

<https://www.apa.org/pubs/journals/releases/amp-a0038558.pdf>

Englander, Elizabeth. (2012). Cyberbullying among 11,700 Elementary School Students, 2010–2012. In MARC Research Reports. Paper 4.

[http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1005&context=marc\\_reports](http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1005&context=marc_reports)

Press Office (2012). "U.S. Department of Education Provides Guidance to Help Classroom Teachers Combat Bullying." U.S. Department of Education.

<https://www.ed.gov/news/press-releases/us-department-education-provides-guidance-help-classroom-teachers-combat-bullying>



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Rigby, K. & Slee, P.T. (2008). "Interventions to reduce bullying." *International Journal of Adolescent Medicine and Health*, 20, 165-83.  
[http://www.bullyingawarenessweek.org/pdf/Bullying\\_Prevention\\_Strategies\\_in\\_Schools\\_Ken\\_Rigby.pdf](http://www.bullyingawarenessweek.org/pdf/Bullying_Prevention_Strategies_in_Schools_Ken_Rigby.pdf)

## Resources

[Bully Free Pledge](#)

[Cyberbullying FAQ for Teens](#)

[Teachers' Essential Guide to Cyberbullying Prevention](#)

[Resources for Cyberbullying Prevention](#)

[Free teaching materials for online safety for students in grade K-12](#)

[The Cyberbullying Research Center](#)

[Bullying and cyberbullying: Six things teachers can do \(grades K-12\)](#)

[CommonSenseMedia Resources on Cyberbullying](#)

[Five internet safety rules \(grades K-3\)](#)

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## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.*

### Part 1. Overview Questions (Provides Context)

#### **400 - 500 words**

*Please use the suggested word count as a guide to answer the following contextual questions. This will help our assessor understand your current context for working on this micro-credential.*

*Please do not include any information that will make you identifiable to your reviewers.*



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1. What background information is important to understand the context of your classroom? Consider things such as grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.
2. 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 real examples and supporting evidence. Writing is organized and easy to understand. Grammar, usage, and mechanics are appropriate.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following **three** artifacts as evidence of your learning.

*\*Please do not include any information that will make you or your students identifiable to your reviewers.*

**Artifact 1:** One developmentally / grade-level appropriate Unit Plan on Cyberbullying and Cyber Safety which includes all components in one document:

- 2 lessons on cyberbullying
- 2 lessons on cyber safety

**Artifact 2:** Two student projects or assessments from the unit which includes both components in one document:

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

**Artifact 3:** Analysis. From your assessments and lessons, evaluate your students' learning with regard to cyberbullying and cyber safety in your classroom, school, or community.

(Choose one method)

- Written analysis (200 - 300 word narrative analyzing learning of teacher and students)
- Video analysis (a 3-minute video analyzing learning of teacher and students)
- Audio analysis (a 3-minute audio recording analyzing learning of teacher and students)



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## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Unit Plan</b>	Four developmentally appropriate lessons are included	Some lessons are missing or aren't appropriate	No lessons present or none are appropriate
<b>Artifact 2: Student Work</b>	Two student projects present that demonstrate all required parts	Some student projects present that demonstrate some required parts	No student projects present
<b>Artifact 3: Analysis</b>	Analysis of learning is thoughtful and compelling. Analysis identifies specific classroom experiences and includes successes and areas for improvement of teacher and learners.	Analysis of learning is thoughtful and compelling. Analysis identifies general classroom experiences and includes either successes or areas for improvement of teacher and learners.	Analysis of learning is not clear/evident by teacher and/or learners

## Part 3 Reflection

### 450 - 550 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

- How will you know that this lesson had an effect on cyberbullying in your class or at your school? How will you motivate students to explore, respect and embrace differences between and among other cultural groups?
- If you were to teach this lesson again, what would you do differently? What did you learn about how your own personal biases could impact the classroom environment? What steps will you take to work on beginning to change your perspective?



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- 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.



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