**Digital Literacy Grade 11, Lesson 2, “Taking Perspectives on Cyberbullying”** (Adapted from Common Sense Media)

**Lesson Objectives**:

•Articulate why it’s important to consider the perspectives of others in online (and offline) communities.

•Consider the motivations and feelings of all the parties involved in an incident of online cruelty.

•Draw conclusions about how they should respond when someone is the target of online cruelty.

**Essential Question:**

*How does online cruelty affect the people involved?*

**Key Vocabulary**:

•**perspective** – the view or outlook of someone, based on their thoughts, feelings, experiences, and background.

•**target** – a person who is the object of an intentional action.

**•offender** – a person who intentionally commits acts to hurt or damage.

•**bystander** - a person who passively stands by and observes without getting involved.

**•upstander** – a person who supports and stands up for someone else.

**\*\*This lesson most likely will take two AA periods to teach\*\***

**Warm-up:**

**1.** Go over the term **perspective** then ask:

*\*Have you ever had a conversation with someone where you had a different point of view?*

\**Why is it important to understand someone else’s perspective?*

**Introduce the Characters in the video**. *Explain that this TV show takes place at Dillon High School, in a fictional small town in Texas, where much of the activity revolves around the school’s football team, the Panthers.*

**\*Lyla: is the head cheerleader. Her boyfriend was the football team’s quarterback. Recently, she cheated on him with another football player name Tim.**

**\*Brittany: Brittany is Lyla’s alternate on the cheerleading team.**

**\*Tami: the school’s guidance counselor.**

**\*Ben: Britney’s father.**

**\*Buddy: Lyla’s father, and is a successful car dealer in the town of Dillon.**

**Go over the rest of the vocabulary, then show the video**

**Note:** *The “Friday Night Lights Video Clips” video in this lesson portrays a cyberbullying situation. It includes some sexual references, including “whore” and “slut,” and the term “jackass” is used once. Principal approved.*



**Discussion:**

**1.** Are actions in an online community (like the slurs on the website) different than actions taken offline (like the notes left of Lyla’s locker at school)? *Help students to understand that online actions can spread easily, can be seen by large audiences, are persistent, and are hard to control. The target can feel more powerless than if the situation is a face-to-face encounter or confined to school.*

2.How are anonymous actions – like posting on a website or leaving a note – different from things face-to-face?

3. Imagine you were a bystander at this school, watching this situation unfold. What do you think you would have done? Do bystanders have a responsibility to do anything?

4. How can upstanders help those who face online cruelty? How can they help defuse online cruelty before it escalates?

\*\*Help students to brainstorm with these tips:

•De-escalate when possible. If you have good standing with the offender and are comfortable, politely tell the offender to back off.

• Point out the offender’s motivation to the target. Comfort the target by explaining that many offenders act this way in order to gain control, power, or status.

• Tell the target you’re there for them. Just by offering a helping hand, you let a target know he or she is not alone and that you’re not okay with what’s happening.

• Help the target. Help the target find friends and school leaders who can help de-escalate the situation.

**Wrap up:**

1. What should you think about before you post anything about another person online, in an instant message, text, or any other kind of digital message?

2. Someone posts a picture of your friend with some nasty comments, and other kids make fun of him or her. What would a bystander do in this situation? What would an upstander do? What would you do?