common sense education·

GRADE 4

Super Digital Citizen

How can we be upstanders when we see cyberbullying?

CYBERBULLYING, DIGITAL DRAMA
& HATE SPEECH

*We are kind
& courageous.*

OVERVIEW

Online tools are empowering for kids, and they also come with big responsibilities. But do kids always know what to do when they encounter cyberbullying? Show your students appropriate ways to take action and resolve conflicts, from being upstanders to helping others in need.

Students will be able to:

- Reflect on the characteristics that make someone an upstanding digital citizen.
- Recognize what cyberbullying is.
- Show ways to be an upstander by creating a digital citizenship superhero comic strip.

Lesson Snapshot   **Estimated time: 45 mins.**

Warm Up:	Secret Superhero	5 mins.
Learn:	Being an Upstander	10 mins.
Create:	Your Digital Citizen Superhero	15 mins.
Wrap Up:	Save the Day! Comic Strip	15 mins.

Key Standards Supported

Common Core ELA

L.4.4, L.4.5, L.4.6, RF.4.4, RF.4.4a, RI.4.4, RI.4.7, RI.4.10, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.4, SL.4.5, SL.4.6, W.4.4, W.4.10

CASEL

1c, 1d, 1e, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 5e, 5f

AASL

I.A.1, I.A.2, I.B.2, I.B.3, I.C.1, I.C.4, I.D.1, I.D.3, I.D.4, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III.B.1, III.B.2, III.D.1, III.D.2, IV.B.1, IV.B.2, V.A.1, V.A.2, V.B.1, V.B.2

ISTE

1d, 2a, 2b, 2c, 2d, 6a, 6b, 6c, 6d

What You'll Need

Spanish-language student and family resources available soon!

- Colored pencils or markers
- **Lesson Slides**
- Video: Super Digital Citizen **Watch**
- Student Handout: Digital Citizen Superhero **Student Version**
- Student Handout: What Would A Super Digital Citizen Do? **Student Version Teacher Version**
- Lesson Quiz **Editable Google form Answer Key**

Take-home resources

- **Family Tips**
- **Family Activity**
- **Family Engagement Resources**

LESSON PLAN

Key Vocabulary:

cyberbullying
using digital devices, sites, and apps to intimidate, harm, and upset someone

digital citizen
someone who uses technology responsibly to learn, create, and participate

upstander
a person who supports and stands up for someone else

Warm Up: **Secret Superhero**   5 mins.

Before the lesson: As an optional activity before the lesson, have students play the **E-volve** game in Digital Passport™ by Common Sense Education. This will help introduce key concepts of this lesson. To see more, check out the **Digital Passport Educator Guide**.

1. **Ask**: *Do you have a favorite superhero? If so, who is it and why? If not, why not? Take turns sharing with your partner.* (**Slide 4**)

   Invite students to share out. Follow up by asking students to name specific super powers from their favorite superhero. Point out that one thing that all superheroes have in common is that they use their powers to help other people.

2. **Say**: *Today we're going to talk about how we can all be superheroes and help others. We're going to watch a video about being super digital citizens. As we watch, think about the question, "What does a super digital citizen do?"*

3. **Show** the video **Super Digital Citizen** on **Slide 5**.

4. **Invite** students to share out their responses. Their answers should be based on what the Super Digital Citizen helps Guts do:

   - *Changes his password to be secure.*
   - *Protects his tablet with a case and carries it in his backpack so that it won't break.*
   - *Asks permission from Heart first before sharing a photo of her online.*

5. **Ask**: *You might have noticed that Guts became a superhero too. How did he do that?*

   Invite students to respond. Explain that Guts became a superhero because he took steps to help himself and others be responsible online. Define **digital citizen** as *someone who uses technology responsibly to learn, create, and participate.* (**Slide 6**)

Learn: **Being an Upstander**   10 mins.

1. **Say**: *One situation a super digital citizen might see online is cyberbullying. Cyberbullying is when someone uses digital devices, sites, or apps to intimidate, harm, or upset someone.* (**Slide 7**)

   Explain that cyberbullying can take many forms, including:

   - 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

2. **Ask**: *So if you saw someone being cyberbullied, what's something you could do to stop it? Take turns sharing with your partner.*

   Invite students to respond. Point out three ways that cyberbullying can be addressed:

   - Defending or supporting the person being bullied
   - Telling a trusted adult
   - Addressing it directly with the bully

3. **Explain** to students that doing any of these things makes you an upstander. An **upstander** is *a person who supports and stands up for someone else.* (**Slide 8**)

4. **Distribute** the **What Would a Super Digital Citizen Do? Student Handout** to each student and have a student read the directions for Part 1 aloud. Allow students five minutes to complete the activity. (**Slide 9**)

Create: **Your Digital Citizen Superhero**   15 mins.

1. **Distribute** colored pencils or markers and tell students: *You're going to create your own digital citizen superhero, who will help people like Guts to become super digital citizens.*

2. **Distribute** the **Digital Citizen Superhero Student Handout** and read the directions aloud. (**Slide 10**)

   Optional: Have students use **Marvel's Create Your Own Superhero**, save the image, and paste the image into the handout.

3. **Allow** students 10 minutes to work on their superheroes. If time permits, have students share out their superheroes with the class, or have them on display for a gallery walk.

Wrap Up: **Save the Day! Comic Strip**   15 mins.

1. **Have** students go back to their **What Would a Super Digital Citizen Do? Student Handout** and go to Part 2. Have a student read the directions aloud before students create their comic strip stories. (**Slide 11**)

   Optional: Have students use a digital comic creation tool. See our recommendations: **Classroom-Friendly Websites and Apps for Making Comics**.

2. **Have** students complete the **Lesson Quiz**. Send home the **Family Activity** and **Family Tips**.

Extension Activity:

Have students brainstorm and write an opinion piece on what the quote "with great power comes great responsibility" means in the digital world. How is having access to the internet a "great power"? What responsibilities do we have to ourselves and others? Students can post their work to a blog or your class page.