

**Project Title:** Cyberbullying Prevention in West Branch Schools

**Project Partner:** West Branch Community School District

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## ISSUE STATEMENT:

The West Branch Community School District asked us to explore anti-cyberbullying programs to promote a bullying-free campus and ensure students are supported. This directive follows increasing trends in cyberbullying victimization with 37% of middle schools and 25% of high schools in the United States reporting occurrences at least once a week in 2022.<sup>i</sup>

## LITERATURE REVIEW

Analyzing research about cyberbullying victimization highlights trends that can help direct policy. The article “Umbrella review of meta-analyses on the risk factors, protective factors, consequences and interventions of cyberbullying victimization” by Kasturiratna et al. synthesizes a meta-analysis to identify overall trends. They find higher victimization rates when parents allow unrestricted internet access and among females, minorities, students with higher socioeconomic status and students lacking parental support. It was noted that cyberbullied students exhibited higher levels of anxiety, depression, loneliness, lower school performance, and increased self-harm.<sup>ii</sup> Results also demonstrated that involvement in anti-cyberbullying programs decreased victimization, highlighting the importance of intervention.<sup>iii</sup> This meta-analysis directed us to focus on parental engagement and the implementation of anti-cyberbullying programs, while also informing us on the specific student demographics that programs should target for greater impact.

Schools often face challenges in preventing or addressing cyberbullying due to its occurrence outside of school, where they have limited jurisdiction. The article “School Administrator Perceptions of Cyberbullying Facilitators and Barriers to Preventive Action: A Qualitative Study” by Young et al. examines the school’s view of cyberbullying resolutions. They highlighted that administrators saw cyberbullying as the most prevalent issue facing schools. They also identified the widespread use of technology and social media that the school cannot enforce limits on, parents’ ignorance or enabling attitudes, and the uncertainty in whether the activities outside of school were “impeding learning” as the main challenges in addressing cyberbullying.<sup>iii</sup> This article informed our understanding by corroborating that cyberbullying has become more prominent than traditional bullying, as well as reiterating the importance of parental engagement. Based on these studies, useful anti-cyberbullying initiatives should include explanations of the policies and home support for parents on digital citizenship and ways to

combat cyberbullying. Additionally, the school's area of influence should be clarified, so faculty better understand when they can apply the policies, as it is currently a grey area.

The article "Collaborating with Families to Address Cyberbullying: Exploring School Counselors' Lived Experiences" by Su et al builds on the previously highlighted gap in school-parent relations in combatting cyberbullying. School counselors reported that many families are unaware of apps or social media but need to educate and monitor their children. An active monitoring style was identified as the most effective for parents as it supports autonomy while also ensuring digital safety. The study also highlighted counselors' desire to support parents more through informational materials as it is difficult to get parents to participate in formal programs.<sup>iv</sup> These findings emphasized the need for programs geared towards parent education in social media and cyberbullying prevention and directed us to build informational materials on social media to provide information to parents in a way they can fit into their busy schedule.

## **BACKGROUND**

National data confirms the shift toward cyberbullying over traditional bullying, with respondents reporting it occurs 3% more daily, 4% more weekly, and 7% more monthly compared to face-to-face incidents.<sup>v</sup> Among high school students, 77% reported using social media at least several times per day. This creates more exposure to cyberbullying victimization and indeed, 16.3% reported being electronically bullied in the last twelve months.<sup>vi</sup> Additionally, in Iowa, approximately 30% of students across grades 6, 8, and 11 reported cyberbullying victimization, with middle school students experiencing particularly high rates. This mirrors national patterns with the highest rate among all school levels—underscoring that bullying is not merely an urban phenomenon but affects rural and small-town communities significantly.<sup>vii</sup> The prevalence of victimization varies dramatically depending on students' developmental stage, with 37% of middle school reporting cyberbullying incidents at least once week, significantly higher than the 25% of high schools and 6% of elementary schools experiencing this frequency.<sup>viii</sup>

Research reveals that only 20-40% of adolescents report victimization.<sup>ix</sup> The consequences extend far beyond the immediate incident, as cyberbullying is more psychological in nature than traditional bullying,<sup>x</sup> affecting students' mental health, academic performance, and sense of safety. Perhaps most troubling is the significant gap between victimization and intervention: only 46% of bullied middle and high schoolers reported the incident to a teacher or another adult,<sup>xi</sup> and among those experiencing higher levels of bullying, only 36% asked the bully to stop, 29% did nothing, and 11% talked to their parents about the incidents.<sup>xii</sup> This data tells a story of widespread victimization, significant underreporting, and a clear need for intervention programs that empower students to speak up, engage parents as active partners, and equip educators with effective response strategies.

## **EVOLUTION OF THE ISSUE**

The definition of bullying itself has evolved since its earliest recorded use in the late 1800s, from being viewed as a normal part of growing up to being recognized as a significant threat to students' mental health, academic performance, and emotional development.<sup>xiii</sup> Historically,

bullying was understood as overt physical or verbal aggression occurring primarily within school walls. However, with the rise of technology and the integration of phones and social media into students' daily lives, harmful behaviors have expanded into online spaces, creating new challenges for schools and families, as well as far-reaching consequences for students.<sup>xiv</sup> This shift has redefined what it means to feel safe at school, as cyberbullying allows harassment to continue beyond the classroom and into the home. According to recent CDC surveys, 15% of U.S. high school students report being electronically bullied, with rates closer to 20% among girls and LGBTQ+ students, illustrating how widespread and identity-targeted online harassment has become.<sup>xv</sup>

Within the West Branch community, several local and societal shifts have influenced how bullying and prevention efforts are understood. The COVID-19 lockdown in 2020 disrupted normal social interactions during critical developmental years for many young students. Research indicates that this disruption decreased the current school population's self-regulation and social skills.<sup>xvi</sup> Meanwhile, population growth in West Branch Schools and the opening of the Heritage Hill Housing Development initiated a slight diversification of the student body, as seen through American Community Survey data, increasing the need for culturally responsive approaches to bullying prevention.<sup>xvii, xviii</sup> Although the development is still relatively new, district enrollment reports show that West Branch Schools have experienced a steady increase in both overall student numbers and the proportion of students from varied socioeconomic backgrounds during the years the Heritage Hill project came online, suggesting an influx of families who represent broader demographic diversity than the district previously served.<sup>xix</sup> Even addressing bullying has undergone changes, with schools moving away from punishment focused, zero-tolerance disciplinary policies to practices that emphasize conflict resolution, empathy building, and community repair. Together, these changes reflect bullying's transition from a visible playground issue to a nuanced, psychological, and technological concern requiring community-wide collaboration and culturally responsive solutions.

## INVENTORY OF ACTIVITIES

West Branch Community School District has implemented a range of activities to address bullying and promote a safer school environment. The district enforces Anti-Bullying/Harassment Policy 105, which outlines protocols for reporting and investigating instances and officially prohibits bullying and harassment.<sup>xx</sup> School officials use these protocols to promote responsibility and appropriate intervention. The accompanying complaint form ensures all cases are documented and handled according to district and state guidelines. The district also enforces cell phone restrictions during the school day to reduce distractions and limit opportunities for cyberbullying.<sup>xxi</sup> Additionally, the Leader in Me program at the elementary school encourages students to take on leadership, empathy, and social responsibility while rewarding good behavior.<sup>xxii</sup> A few years ago, a school environment and wellness survey was used to highlight bullying-related areas of concern, however, due to Iowa's new laws regarding wellness checks, schools are currently restricted in their ability to update and administer such surveys. The district also hosted a screening of the film *Screenagers* to help parents and students better understand the effects of screen time and social media on youth mental health and social behavior.<sup>xxiii</sup>

## BEST PRACTICES

### 1. **Anti-Bullying Resource Page – Wellesley Public School District, Wellesley, MA**

The Wellesley Public School District created an extensive, free resource page with six documents covering anti-bullying information from reputable sources like the National Association of School Psychiatrists, Massachusetts' state websites, and the federal government following a severe incident and protest at the high school.<sup>xxiv, xxv</sup> The page includes the district's policy and incident report forms along with book recommendations for children and parents, a webinar on how to protect your child, and six reference documents.<sup>xxvi</sup> The reference documents feature topics including definitions of bullying, signs of victimization, necessary steps to take if a child is bullied, how schools address the acts of bullying, and recommendations for how parents can support bullied children.<sup>xxvii</sup> The page highlights the important role parents play in addressing bullying and exemplifies how other school districts across the nation support parents through resource guides.

### 2. **Mentors in Violence Prevention Program – Patricia A. Tomson Center for Violence Prevention, University of Northern Iowa**

The Mentors in Violence Prevention (MVP) Program, developed by Northeastern University, uses a peer leadership model to transform bystanders into active interveners in situations involving bullying, interpersonal violence, harassment, and abuse.<sup>xxviii</sup> Existing staff members train selected upperclassman and student leaders through a structured curriculum utilizing the MVP Playbook, which contains scenario-based discussions and problem-solving activities depicting real-life situations involving bullying, dating violence, sexual harassment, and mental health concerns.<sup>xxix</sup> These structured lessons create positive peer influence and cultural change within school. Over 70 high schools in Iowa have implemented the program since 2011, demonstrating increased student awareness of bullying and abuse behaviors, enhanced problem-solving skills and knowledge of bystander intervention strategies, and measurable decreases in incidents of bullying and interpersonal violence among students. Current costs are uncertain as the program is under renovation, but physical materials previously cost approximately \$35 each and free online MVP 2.0 lessons are available.

### 3. **Iowa e-Learning Central – South Hardin Community School District, South Hardin**

The South Hardin CSD, in partnership with the Iowa Department of Education, implemented a self-paced online training module to build educator awareness of cyberbullying prevention and intervention as part of a social-emotional-behavioral health (SEBH) initiative.<sup>xxx</sup> The 30-45-minute training provides practical guidance on what cyberbullying is, its impacts on students, when schools should intervene, and evidence-based prevention strategies. It covers five core areas: teaching digital citizenship, developing empathy and social emotional learning (SEL) skills, implementing restorative disciplinary methods, strengthening communication with parents, and establishing consistent behavioral expectations.<sup>xxxi</sup> While not a comprehensive intervention, the module equips educators to identify warning signs and support a school culture that discourages cyberbullying. The program is offered as a free, optional, state-sponsored resource through Iowa's eLearning Central platform.

## **POLICY RECOMMENDATIONS**

### **1. Distribute a Parent Social Media Guide**

We recommend that the West Branch School District provide students' parents with an accessible and engaging guide that provides details about cyberbullying intervention based on the Wellesley Public School District's [Appendix 1]. The guide would be put on the official West Branch School District Website and distributed on Back-to-School night with cost limited to printing.

The guide itself provides:

- Important information about awareness regarding cyberbullying risk factors
- Resources and guidance for how to address when a student is victimized
- Information to develop social media/online parenting skills and communication

Overall, this guide accessibly assists with parental intervention in cyberbullying by increasing awareness of social media and opening communication about students' digital activity to foster an environment that encourages students to report incidents.<sup>xxxii</sup> By informing parents and encouraging social media education and digital literacy, West Branch can not only intervene in potential acts of cyberbullying but also prevent future occurrences.

### **2. Establish a Peer Mentorship Program**

We recommend that the West Branch School District implement a peer mentorship program, using trained high school students to mentor middle schoolers on bullying prevention, recognition, and response as students relate better to peers of similar age. West Branch High School could implement the program as an extracurricular or a course similar to their Workforce Essentials course as it builds leadership, mentorship, and teaching skills in students. The Peer Mentorship program will proactively address bullying by empowering high schoolers to lead prevention efforts, equipping middle schoolers with skills to navigate social challenges, and strengthening the school community.

To accomplish this, we provided a brief description of the tasks a current staff member would take on as the designated Program Coordinator and a formal application process for high school peer mentors [Appendix 2 & 3]. We also compiled various programs into a one-year, bi-semester curriculum on anti-bullying, anti-cyberbullying, and upstander strategies [Appendix 4]. The program's costs are limited to possible paper costs for handouts and extracurricular pay for the Program Coordinator.

### **3. Implement Educator Training Module**

We recommend that the West Branch School District implement the same structured, asynchronous cyberbullying training module used by South Hardin, available through Iowa e-Learning Central, for all teachers, staff, and counselors. Because this is an existing, fully developed program, the district incurs no new direct costs aside from minimal staff time to complete it, potentially during existing professional development periods. The goals of the module include:

- Establishing digital citizenship and clear behavioral expectations for students
- Emphasizing empathy-based social emotional learning skills to empower students and support restorative, non-punitive responses
- Strengthening communication across school teams and with families to ensure consistent reporting, shared documentation, and coordinated responses

- Equipping educators with data-driven strategies to identify, prevent, and address cyberbullying, resulting in earlier detection and fewer escalated incidents
- Increasing educator and counselor capacity to manage incidents and engage families

This approximately 45 minute training is aligned with district social-emotional-behavioral health priorities and existing SEL initiatives, eliminating the need for new programming. It includes clear content on definitions, student impacts, prevention and intervention steps, and effective teacher-student communication, supported by practical tools such as one-pagers and short refreshers to ensure easy staff use. In addition, a wide range of free resources [Appendix 5] should be available to staff, offering further training and websites to support ongoing growth in preventing and responding to cyberbullying.

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<sup>i</sup> Burr, Riley, et al. *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2021-22*. National Center for Education Statistics, Jan. 2024.

<sup>ii</sup> Kasturiratna, K. T. A. Sandeeshwara, et al. "Umbrella Review of Meta-Analyses on the Risk Factors, Protective Factors, Consequences and Interventions of Cyberbullying Victimization." *Nature Human Behaviour*, vol. 9, 8 Nov. 2024, pp. 101–132. *Research Gate*, <https://doi.org/10.1038/s41562-024-02011-6>.

<sup>iii</sup> Young, Rachel, et al. "School Administrator Perceptions of Cyberbullying Facilitators and Barriers to Preventive Action: A Qualitative Study." *Health Education & Behavior*, vol. 44, no. 3, 2017, pp. 476–84. *JSTOR*, <https://www.jstor.org/stable/48591457>.

<sup>iv</sup> Su, Yi-Wen, et al. "Collaborating With Families to Address Cyberbullying: Exploring School Counselors' Lived Experiences." *Professional School Counseling*, vol. 25, no. 1, 2021, pp. 1–10. *JSTOR*, <https://www.jstor.org/stable/27141315>. Accessed 17 Nov. 2025.

<sup>v</sup> "2021-2022 School Survey on Crime and Safety." *National Center for Education Statistics*, 2024.

<sup>vi</sup> "2023 National Youth Risk Behavior Surveillance System." *Centers for Disease Control and Prevention*, 2023.

<sup>vii</sup> Newman, Kaela L., Daniel S. Alexander, and John P. Rovers. "Sadness, Hopelessness and Suicide Attempts in Bullying: Data from the 2018 Iowa Youth Survey." *PLOS ONE*, vol. 18, no. 2, 15 Feb. 2023, e0281106, <https://doi.org/10.1371/journal.pone.0281106>.

<sup>viii</sup> Burr, Riley, et al. *Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings from the School Survey on Crime and Safety: 2021-22*. National Center for Education Statistics, Jan. 2024.

<sup>ix</sup> "The Impact of Cyberbullying on Adolescent Health." *PubMed*, 2023.

<sup>x</sup> "The Psychosocial Impacts of Cybervictimization." *ScienceDirect*, 2023.

<sup>xi</sup> "9 Facts about Bullying in the US." *Pew Research Center*, 2020.

<sup>xii</sup> Cyberbullying: Twenty Crucial Statistics for 2025." *Security.org*, 2024.

<sup>xiii</sup> Lapidot-Lefler, Nava, and Miri Dolev-Cohen. "Comparing Cyberbullying and School Bullying Among School Students: Prevalence, Gender, and Grade Level Differences." *Social Psychology of Education*, 2015.

<sup>xiv</sup> Lapidot-Lefler, Nava, and Miri Dolev-Cohen. "Comparing Cyberbullying and School Bullying Among School Students: Prevalence, Gender, and Grade Level Differences." *Social Psychology of Education*, 2015.

<sup>xv</sup> CDC. "Data and Documentation." *Youth Risk Behavior Surveillance System (YRBSS)*, U.S. Center for Disease Control and Prevention, 8 July 2024, [www.cdc.gov/yrbss/data/index.html](http://www.cdc.gov/yrbss/data/index.html).

<sup>xvi</sup> Yates, Julia, et al. "Elementary Students' Social, Emotional, and Cognitive Development during the COVID- 19 Pandemic in North America: A Scoping Review." *PLOS Global Public Health*, vol. 5, no. 9, Public Library of Science, Sept. 2025, pp. e0005148–48, <https://doi.org/10.1371/journal.pgph.0005148>.

<sup>xvii</sup> KCRG Staff. "Our Town West Branch: Heritage Hill a Promising Development for a Booming City." *KCRG 9.2*, 2024.

<sup>xviii</sup> "West Branch Comm School District - Demographics." *Datacommons*, Google, 2025, [datacommons.org/place/geoId/sch1930750?category=Demographics](https://datacommons.org/place/geoId/sch1930750?category=Demographics). Accessed 12 Dec. 2025. Using data from the U.S. Census Bureau's American Community Survey.

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- <sup>xix</sup> *ECIA Spotlight West Branch Heritage Hill Development Proposed Structure*. East Central Intergovernmental Association, Mar. 2023, [mccmeetingspublic.blob.core.usgovcloudapi.net/dyersvilia-meet-3677599b053c46feb641cd743cd7a9c3/ITEM-Attachment-001-e4fc8ccee4644ccbbc289e3d9dba70f8.pdf](https://mccmeetingspublic.blob.core.usgovcloudapi.net/dyersvilia-meet-3677599b053c46feb641cd743cd7a9c3/ITEM-Attachment-001-e4fc8ccee4644ccbbc289e3d9dba70f8.pdf).
- <sup>xx</sup> “Anti-Bullying/Anti-Harassment Forms.” *West Branch Community School District*.
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- <sup>xxii</sup> “The Herbert Hoover Elementary School: West Branch CSD.” *West Branch Community School District*.
- <sup>xxiii</sup> West Branch Community Schools Documentary Showing.” *Facebook*.
- <sup>xxiv</sup> Wellesley Public School District. “Anti-Bullying Resources.” *Wellesley Public Schools | Learning • Caring • Innovating*, 4 Aug. 2025, [wellesleys.org/district-information/anti-bullying/](https://wellesleys.org/district-information/anti-bullying/).
- <sup>xxv</sup> Reed, Matt. “Parents Protest after Students Accused of Attacking Wellesley Teen Return to School.” *WCVB Boston*, Hearst Television, 20 Oct. 2021, [www.wcvb.com/article/demonstration-planned-after-wellesley-teen-allegedly-attacked-bullied/38010766](http://www.wcvb.com/article/demonstration-planned-after-wellesley-teen-allegedly-attacked-bullied/38010766).
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- <sup>xxix</sup> University of Northern Iowa, Patricia A. Tomson Center for Violence Prevention. “Virtual MVP Train-the-Trainer Training - February 2021.” <https://cvp.uni.edu/new-virtual-mvp-train-trainer-feb-19-20-2021>
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## **APPENDICES**

APPENDIX 1	Parent Resource Guide
APPENDIX 2	Peer Mentor Program Coordinator Description
APPENDIX 3	Peer Mentor Application and Process
APPENDIX 4	Lesson Plans
APPENDIX 5	Other Faculty Resources



## **Appendix 1**      Parent Resource Guide

# Cyberbullying Resource Guide



## Overview

While bullying has remained prevalent, cyberbullying has been seen to become more prevalent in schools nationwide. According to the National Center for Education Statistics, cyberbully victimization has increased 37% in middle schools and 25% of high schools reporting cyberbullying incidents once a week in 2022.

Parental involvement is vital for addressing issues with cyberbullying victimization and perpetration. With these ideas in mind, this guide serves as an accessible document for parents in the West Branch School District that covers information about cyberbullying, recommendations for addressing cyberbullying, as well as parental controls for parents all to aid in navigating the complexities of digital media and harassment.

## What is Cyberbullying?

Cyberbullying is a form of bullying that takes place over digital devices like cell phones, computers, tablets, and gaming consoles. Cyberbullying can occur through SMS texting, on apps, social media, online forums, or video games. All of these allow for the viewing, participation, and sharing of potentially harmful content

Acts that are included in cyberbullying consists of the sending, posting, or sharing of negative, harmful, false, or mean content about another individual. It can include the sharing of personal or private information with intent of causing embarrassment or humiliation. Some cyberbullying acts cross the lines into unlawful and thus criminal behavior.

### What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets.

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# Digital Awareness



An open line of communication regarding online behavior and technology can help potential victims feel more likely to reach out to parents. Education for parents about social media and how they work can aid parents in recognizing if children are experiencing cyberbullying victimization.

## Basic Prevention Tips

- ☐ Monitor child's social media sites, apps, and browsing history
- ☐ Review or res-set child's device location and privacy settings
- ☐ Friend or follow your child on social media sites
- ☐ Stay up to date on latest apps, social media platforms, and digital slang
- ☐ Know your child's usernames and passwords for social media accounts
- ☐ Establish rules about appropriate digital behavior, posting content, and apps

## Common Social Media Apps

- **Instagram:** Photo and video sharing platform where users can follow, like, and comment on other's posts
- **Snapchat:** Messaging app where users can send photos, videos, and messages, as well as create a story. "Snaps" disappear after viewed unless saved
- **Tiktok:** Platform where users create, share, and view content in short video formats
- **X:** Formally Twitter, a social media platform in which users post and re-share messages that can contain photos, videos, and links
- **Facebook:** Social media platform where people can connect with friends, families, and communities by sharing photos, updates, and videos.
- **Discord:** Communication platform for voice, video, and text chat. Commonly used by those who enjoy video games
- **Amino:** Social media built around specific communities where users can interact via private chats, blogs, polls, and quizzes
- **Reddit:** Platform where users join specific forums related to communities with shared interests called Subreddits
- **Twitch:** A platform used for watching and commenting on live-stream video content which includes games, music, sports, and real-life content

### What Is Cyberbullying

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# Warning Signs



It is important for parents to be able to recognize the warning signs that may indicate that their child is experiencing cyberbullying victimization. A lot of the warning signs of cyberbullying happen around a child's use of their digital devices. While by no means a concrete list, some warning signs include:

Noticeable increases or decreases in device use, including texting

Your child exhibits extreme emotional responses (anger, sadness) to what is happening on their device

Child often hides their screen when others are near; avoids discussion about online activity

Social Media account suddenly shut down, or new ones appear

Your child avoids social situations, even those that were previously enjoyed

Youth becomes withdrawn, depressed, or loses interest in people and activities

#### What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets.

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# What to Do



Being able to help and support your children in times of need can be difficult. Included are some possible steps and tips for parents about what to do when you believe your child is experiencing cyberbullying.

- 1 Ensure your child is currently safe and feels so, make sure to convey unconditional support.
- 2 Talk with your child in a calm manner and avoid heightening child's sense of isolation and stress. Learn what had happened and refrain from minimizing the situation; cyberbullying is a serious issue and has lasting effects.
- 3 Collect screenshots or recordings of any messages, pictures, or videos that show proof of cyberbullying. It may prove useful to keep note of the context; like how frequently the harassment occurred, the severity of cyberbullying, and who may be involved.
- 4 Work with the school. The West Branch School district has an anti-bullying policy and includes cyberbullying in it. Collaborate with the West Branch administrators if the aggressor attends any of the schools within the district.
- 5 Do not contact the parents of the child doing the harm. Conversations may turn aggressive with accusations. Be graceful in approaching any additional parents. Preferably work with West Branch Administration if possible.
- 6 Contact the content provider. Almost every social media platform and site prohibit cyberbullying and online harassment. Contact the relevant platform provider and provide the username and other useful account information along with the evidence you collected.
- 7 If necessary, seek counseling. Cyberbullying has known severe negative impacts on individuals' mental health, and children who experience victimization may benefit from speaking with a professional if desired.
- 8 If bullying surrounds race, sex, disability, religion, sexual orientation, etc, West Branch offers a grievance procedure for processing complaints based upon discrimination. Information can be found on the Anti-Bullying Forms page.
- 9 Contact the police. The state of Iowa features laws prohibiting frequent and severe online harassment. Law enforcement can assist in severe cases of stalking, threats, coercion, blackmail or any sexually explicit content either formally or informally.
- 10 Try and use measures to prevent further cyberbullying. Set up privacy controls to block potential aggressors.

# Appropriate Digital Behavior



Starting open and honest discussions about digital behavior can help effectively communicate positive values and expectations regarding social media. Checking in with your child about their experiences can maintain this open line of communication while emphasizing their well-being.

**To minimize risks of cyberbullying and harmful behavior, parents can:**

Set clear expectations about digital behavior and online reputation.

Educate about the harmful effects of cyberbullying, posting hateful speech or comments, sexting, and sharing naked photos of themselves or others (including potential legal issues).

Be clear about what content can be viewed or shared.

Identify which apps are appropriate for your child's use and which are not. Establish rules about the amount of time that a child can spend online or on their devices.

Model positive, respectful digital behavior on your own devices and accounts

**If you believe your child is witnessing or is a bystander to cyberbullying, here are some things to encourage effective intervention**

- **Do not participate**
- **Do not retaliate or respond negatively**
- **Respond privately to the person who created the harmful message**
- **Follow up with the person who was targeted**

## What Is Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets.

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# Parental Controls



## How to Set-up Parental Controls on IOS/Android

### IOS/iPhone

1. Open settings
2. Navigate to "Screen Time"
3. Turn on screen time
4. Tap "This is My Child's iPhone"
5. Set:
  - a. Downtime: pick hours when most apps are locked
  - b. App Limits: > Add Limit > choose Social category, select apps you want to set a limit on, set daily time limit
  - c. Content & Privacy Restrictions: > Turn On
6. Create Screen Time passcode

### Android

1. On parent phone, install Google Family Link
2. Create a family group and add your child's Google account
3. On child phone, complete link steps
4. In Family Link, tap child's name:
  - a. Screen Time
  - b. App Limits
  - c. Content Restrictions

[IOS/iPhone Controls](#)

[Google Family Link Controls](#)

# Instagram



Ages 13+

## On parent device:

1. Tap your profile picture in the bottom right
2. Tap the menu icon (three lines) in the top right
3. Go to **Settings and Activity**, then click on **Supervision**
4. Click on **Create Invite** and send it to your teen via text
5. Once accepted, use the **Family Center** to set limits, view connections, and filter content

## On teen device:

1. Click the invite link and accept the supervision request within 48 hours
2. Teens can manage some settings, like privacy and content sensitivity in their own profile

## Key controls available in Family Center

1. Time Limits: Set daily time limits or use **Sleep Mode** to pause notifications
2. Content Controls: Restrict sensitive content and filter offensive words/comments
3. Account Privacy: View if your child's account is public or private
4. Connections: View who they follow, who follows them, and who they've reported
5. Interactions: Manage who can message them or comment on their posts

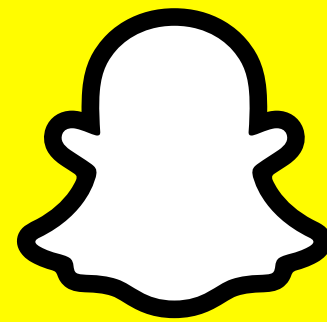
## Other notes

1. Teen must be 13-17 years old
2. Supervision automatically ends when teen turns 18 years old
3. Parents cannot read private messages or see search history unless the account is public

[Instagram Parent Resources](#)



# Snapchat



Ages 13+

## On parent device:

1. Download Snapchat and create your own account
2. Add your child as a friend by searching for their username and sending a friend request
3. Once accepted, go to your profile page and tap the gear icon to open **Settings**
4. Scroll down to **Privacy Controls** and tap **Family Center**
5. Tap **Get Started** and then **Invite**
6. Select your child's name and send the invitation
7. Your child must accept the invitation on their own account

## Using the Family Center

1. Once linked, you can see a summary of their recent activity, such as who they have been interacting with over the past seven days
2. You can view their friends list
3. You can access their privacy settings to manage who can contact them and see their stories
4. You can restrict sensitive content in **Stories** and **Spotlight** by toggling the setting in Family Center

## Other notes

1. All messages (or snaps) disappear either after viewing or after 24 hours, depending on child's settings
2. The Family Center does not give you access to read your child's messages

[Snapchat Parent Resources](#)

# TikTok



Ages 13+

## On parent device:

1. Download and create TikTok account
2. Click on profile in the bottom right corner, tap the menu (three lines), then **Settings & Privacy**
3. Tap **Family Pairing**, then **Continue**, and select **Parent**
4. A QR code will appear, keep this screen open

## On teen device:

1. Open their profile, tap the menu, then **Settings and Privacy**
2. Tap **Family Pairing**, then **Continue**, and select **Teen**
3. Scan the QR code with their device
4. Tap **Link Accounts** on teen's phone and then confirm on parent phone to connect them

## Managing general privacy and content

1. Screen Time Management: Set daily time limits and quiet time
2. Restricted Mode: Filters mature content; set a passcode to prevent teens from turning it off
3. Content Filters: Filter video keywords so your teen can't see videos with those terms
4. Privacy & Safety: Control who can send Direct Messages, comment, or see liked videos
5. Search: Limit searches for specific content or hashtags
6. Account Privacy: Make their account private to approve followers

[TikTok Parent Resources](#)

# Facebook



Ages 13+

## On parent device:

1. Go to Settings & Privacy, then Settings
2. On the left-hand menu, under Tools and Resources, click on Supervision
3. Click Continue and then Invite
4. Facebook will generate a link you can send to your child to invite them to be supervised
5. The teen must accept the invitation within 48 hours to activate supervision

## Managing general privacy and content

1. Privacy Checkup: Navigate to **Settings & Privacy**, then select **Privacy Checkup** to control who sees posts, stories, and other content
2. Audience and Visibility: You can choose who may view your child's posts and stories in the **Audience and Visibility** section of settings
3. Content Preferences: Go to **Settings & Privacy** and select **Content Preferences** to manage the types of sensitive content your child can see
4. Restricted List: Use the **Restricted List** to prevent certain people from seeing your child's post and content
5. Apps and Websites: Manage which apps your child can log into using Facebook and control their app preferences
6. Friend Requests: You can also control who can send friend requests to your child

## Facebook Messenger for kids (ages 6+)

1. Download **Messenger Kids** on child's device
2. Parent logs in with their own account to set up child's profile
3. Kids send friend requests, which parents approve via the **Parent Dashboard** in their own Facebook app
4. Kids can chat and call with approved family and friends

[Facebook Parent Resources](#)

# Further Media



[X Parent Resources \(Twitter\)](#)

[Twitch Parent Resources](#)

[YouTube Parent Resources](#)

[Discord Parent Resources](#)

[Pinterest Parent Resources](#)

[Threads Parent Resources](#)

# Additional Resources



- [Protecting Kids Online](#) by the Federal Trade Commission
- [Mental Health Discussion Tips](#) by the Substance Abuse and Mental Health Services Administration
- [Iowa Anti-Bullying Laws and Policies](#) on stopbullying.gov.
- Protectyoungeyes.com created a [guide](#) with popular apps that provides useful descriptions for parents.
- [🌐 Bark — Parental Controls for Families](#) : A highly rated internet safety tool that monitors your child's digital activity. Focused on contextual alerts rather than invasive monitoring.

## **Appendix 2**      Peer Mentor Program Coordinator Description

## Position Description

**Position Title:** Peer Mentorship Program Coordinator

**Program:** West Branch School District Anti-Bullying Peer Mentorship Initiative

**Purpose:**

The Program Coordinator will oversee the district's peer mentorship program, which connects trained high school student mentors with middle school students to prevent and address bullying through peer-led education and support.

**Key Responsibilities:**

*Curriculum & Training Development*

- Implement a bi-semester curriculum covering anti-bullying, anti-cyberbullying, and upstander intervention strategies
- Deliver comprehensive training for high school peer mentors on facilitation skills, active listening, conflict resolution, and mandatory reporting protocols

*Program Management*

- Recruit, select, and supervise high school peer mentors through a formal application and interview process
- Match mentors with middle school mentees based on compatibility, interests, and developmental needs
- Coordinate mentorship schedules, meeting spaces, and program logistics across buildings
- Monitor program implementation and mentor-mentee interactions to ensure safety and effectiveness

*Student Support & Supervision*

- Provide ongoing guidance, feedback, and support to peer mentors throughout the school year
- Conduct regular check-ins with both mentors and mentees to assess program impact and address concerns
- Serve as the primary point of contact for bullying incidents reported through the program

- Ensure proper documentation and follow-through on all reported incidents per district policy

#### *Collaboration & Communication*

- Partner with administrators, counselors, teachers, and parents to support program goals
- Facilitate connections between the program and existing student support services

#### **Qualifications:**

- Experience working with middle and high school students in educational or youth development settings
- Strong facilitation, training, and curriculum development skills
- Excellent interpersonal and communication abilities
- Understanding of mandatory reporting requirements and student safety protocols
- Ability to build rapport with students and create an inclusive, supportive environment

**Reports To:** Building Principal



## **Appendix 3**      Peer Mentor Application and Process

## **For High School Students**

### **Program Overview:**

Are you ready to make a real difference? The West Branch Peer Mentorship Program trains high school students like you to become leaders in bullying prevention. As a peer mentor, you'll work with middle school students to help them recognize, prevent, and respond to bullying—while building your own leadership skills and making lasting connections across our school community.

### **What You'll Do:**

- Complete comprehensive training on anti-bullying strategies, active listening, and how to be an effective upstander
- Meet regularly with your assigned middle school mentee(s) to build a supportive relationship
- Lead engaging discussions and activities about bullying prevention, cyberbullying awareness, and creating inclusive environments
- Serve as a positive role model and trusted resource for younger students navigating social challenges
- Report concerns to the Program Coordinator when bullying incidents arise
- Participate in ongoing mentor meetings and professional development throughout the year

### **What You'll Gain:**

- Leadership experience that strengthens college and job applications
- Training in communication, facilitation, and conflict resolution
- The opportunity to create positive change in your school community
- A letter of recommendation upon successful completion
- Service hours for graduation requirements or honor societies
- Personal growth and the satisfaction of helping others

### **Who We're Looking For:**

We seek responsible, compassionate high school students who are:

- Committed to creating a safe, respectful school environment for all students
- Reliable and able to maintain consistent attendance at mentorship sessions
- Good listeners with strong communication skills
- Positive role models who demonstrate integrity and kindness

- Willing to learn and apply new skills in real-world situations
- Respectful of confidentiality and program guidelines

### Application Requirements:

Please complete the following:

## Student Information

Name: \_\_\_\_\_

Grade level: \_\_\_\_\_

School Email: \_\_\_\_\_

Short Answer Question (250 words maximum) Please answer TWO of the following questions.

- 1) Why do you want to be a peer mentor in this anti-bullying program?
- 2) Describe a time when you stood up for someone or witnessed bullying. What did you do, and what did you learn from the experience?
- 3) What qualities do you have that would make you an effective mentor for middle school students?
- 4) How would you help a mentee who confides in you about being bullied?

[illegible]

### Selection Process:

Applications will be reviewed by the Program Coordinator

Final selections will be based on demonstrated commitment, leadership potential, and ability to serve as positive role models

All applicants will be notified of decisions by [date]

Application Deadline: [Insert date]

Submit completed applications to: [Program Coordinator name, room number, or email]

Questions? Contact [Program Coordinator] at [email/phone] or stop by [location] during [available hours].

## **Appendix 4**      Lesson Plans

# Lesson 1: Defining Bullying and Cyberbullying

*Estimated Time: 40 minutes*

## Essential Question

*What is bullying and cyberbullying and what actions can be taken against it?*

## Lesson Overview

Students learn what bullying is and the school's policy surrounding it. Students learn the negative impacts of bullying and the resources available to them.

Students discuss related questions.

## Learning Objectives

*Students will be able to ...*

- Define bullying and cyberbullying
- Detail the consequences of bullying on the bully and the victim
- Identify anti-bullying resources available to them

## Materials and Preparation

- Review the Discussion questions
- If desired, create a scenario to discuss
- If desired, create a slide deck

## Introduction (5 minutes)

**INTRODUCE** Peer Mentors and the program

## Definitions (15 minutes)

**ASK:**

*How do you define bullying?*

Sample Responses

- Repeated mean comments
- Physical Aggression

*How is cyberbullying different?*

#### Sample Responses

- Occurs on social media
- More anonymous
- Can be perpetrated across the world

## DISCUSS

- West Branch's definition of bullying and 105 Anti-Bullying/Anti-Harassment Policy
  - "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means.
    - "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
    - "Harassment" and "bullying" mean any repeated and targeted electronic, written, verbal, or physical act toward an individual that creates an objectively hostile school environment that meets one or more of the following conditions:
      - Places the individual in reasonable fear of harm to the individual's person or property
      - Has a substantial detrimental effect on the individual's physical or mental health
      - Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by a school
- Social media and the disinhibition effect
  - Tendency of people to experience a dramatic loosening of inhibitions on the internet, partially due to the anonymity offered, but it still occurs frequently without anonymity.
    - Harmful as encourages cyberbullying and groupthink

## Impacts (10 minutes)

### ASK:

*What are the long-term consequences of bullying?*

#### Sample Responses

- Victims
  - Negative Impacts on schoolwork
  - Negative impacts on mental health
  - Isolation
- Bullies
  - More likely to abuse alcohol and drugs
  - Get into fights
  - Drop out of school

## Anti-bullying Resources (5 minutes)

### DISCUSS

- WBCSD Bullying/Harassment Complaint Form
- Support Network: Parents, Teachers, Counselors, Coaches, etc.
- StopBullying.gov and National Bullying Prevention Center

### Sources

*30-60 Minute Lesson Plan: Middle and High School, Introduction to dynamics of bullying. (2025). National Bullying Prevention Center; PACER Center.*

<https://www.pacer.org/bullying/educators/mid-high-curriculum/lesson-plan/>

*105 Anti-Bullying/Anti-Harassment Policy. (2025). West Branch Community School District.*  
<https://www.west-branch.k12.ia.us/wp-content/uploads/2025/07/Policy-105-Anti-Bullying-Anti-Harassment.pdf>

*Effects of Bullying. (2021, May 21). Stopbullying.gov; U.S. Department of Health and Human Services.* <https://www.stopbullying.gov/bullying/effects>

*Social Media - Grade 10. (2018). MVP 2.0 - Lessons in SEL; Patricia Tomson Center for Violence Prevention.* <https://sites.google.com/uni.edu/mvp-sel-lessons/social-media-11>



## Lesson 2: Safety Online

*Estimated Time: 40 minutes*

### Essential Question

*How can students stay safe and take care of themselves while using social media?*

### Lesson Overview

Students learn digital safety and the privacy settings they can employ.

Students discuss related questions.

### Learning Objectives

*Students will be able to ...*

- Evaluate their social media usage
- Understand internet safety
- Identify anti-bullying resources available to them

### Materials and Preparation

- Review the Discussion questions
- If desired, create a scenario to discuss
- If desired, create a slide deck

## Introduction (10 minutes)

### REINTRODUCE Peer Mentors

### ASK:

*Topical Ice Breaker Question*

Sample Questions

- What types of social media do you use?
- What kind of device do you use most often?
- Think about the people you know. How do you most often communicate?

## Social Media and Digital Stress (20 minutes)

### ASK:

*What are the positives and negatives of social media?*

#### Sample Responses

- Connecting people
- Self-expression
- Disinhibition effect discussed last time
- Focus on likes/comparison
- Less face time
- Can wind up in dangerous situations

**PROVIDE** a digital stress test, either as a copy given to students or as a slide

### DISCUSS

- Digital Stress
  - A mild or adverse effect resulting from negative experiences with digital technology use or constant access to social information online
- Strategies to combat digital stress
  - Time Management: Make sure time on technology doesn't get in the way of the time you need for other priorities by deciding ahead of time when you are going to check social media.
  - Changing Habits:
    - Don't compare yourself to people that you see online
    - Be present and enjoy it when you are doing something fun
    - Push back on FOMO and accept that you cannot be there for everything
    - Be honest by making sure that the person you are presenting online is actually you.
  - Make Time for Rest:
    - Challenge your friends to put your phones down
    - Turn off notifications or your phone at bedtime
    - Schedule tech-free or social media free time

- Take an occasional vacation from social media

## Resources (10 minutes)

### DISCUSS

- Privacy Settings and Internet Safety
  - Report comments
  - Make profiles private
  - Disabling Location services
  - Avoid sharing personal info
- Cyberbullying
  - Complaint Form
  - Support Network: Parents, Teachers, Counselors, Coaches, etc.

### Sources

*Social Media - Grade 10. (2018). MVP 2.0 - Lessons in SEL; Patricia Tomson Center for Violence Prevention. <https://sites.google.com/uni.edu/mvp-sel-lessons/social-media-11>*

*Social Media - Grade 11. (2018). MVP 2.0 - Lessons in SEL; Patricia Tomson Center for Violence Prevention. <https://sites.google.com/uni.edu/mvp-sel-lessons/social-media-11>*

*Social media safety tips for kids and teens. (2023, April 19). Kaspersky. <https://www.kaspersky.com/resource-center/preemptive-safety/internet-safety-for-kids-social-media-safety>*

*Winstone, L., Mars, B., Haworth, C. M. A., & Kidger, J. (2022). Types of Social Media Use and Digital Stress in Early Adolescence. *The Journal of Early Adolescence*, 43(3), 027243162211055. <https://doi.org/10.1177/02724316221105560>*

### MVP 2.0 Digital Self Stress Test

- I could not guess how many times I check social media in a day
- I find it stressful to go a long time (like a class period) without checking my social media
- I could not guess how much time I spend playing online games in a week

- I worry about what other people will think or say about me if I go a long time without posting on my social media or without playing online games
- I have missed out on in-person experiences with my friends and family because I was checking social media or playing games
- I have been late for plans with my friends or family because I was checking social media or playing games
- I have been late for school assignments because I was on social media or playing video games rather than completing assignments
- I have thought that I heard or felt a notification (new post, reply, text) from my phone that wasn't really there.
- I have told myself that I'll go to sleep after just one more (game, level, video)
- I have told myself that I'll go to sleep after a post gets one more reaction
- I have obsessed over the number of likes I have/ am getting on a post.
- I have gotten up in the night to check my phone
- I often play games or check my social media when my parents think that I am asleep
- I keep track of how many photos that I am tagged in
- I often compare my life to other people's based on what I see on social media
- I have taken down a post because it didn't get enough likes or other responses.
- I have checked what other people are posting about an event (a party, a sports event etc.) during that event
- I have missed out on enjoying things because I was busy documenting them (taking pictures, posting about them, etc.)
- I often worry that my friends are having fun without me
- I worry about missing out on my friends' jokes or references if I don't check my social media
- I sometimes think my friends post things to make me feel jealous or left out.
- I feel like I should only post things that are positive and make me look happy and fun
- I make sure to post to my social networks whenever something good happens to me
- I have posted offensive or revealing posts or photos because I knew they would get reactions
- There is a big difference between the person I am online and offline.

## Lesson 3: Crossing the Line

*Estimated Time: 40 minutes*

### Essential Question

*When does inappropriate online behavior cross the line to cyberbullying, and what can you do about it?*

### Lesson Overview

Students learn to distinguish good-natured teasing from cyberbullying.

Students discuss a scenario and related questions.

### Learning Objectives

*Students will be able to ...*

- Analyze online bullying behaviors that “cross the line”.
- Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing.
- Identify anti-bullying resources available to them.

### Materials and Preparation

- Review the Discussion questions
- Review the example scenario and create a new one if desired
- If desired, create a slide deck

## Introduction (15 minutes)

### REINTRODUCE Peer Mentors

#### ASK:

*What are some of the ways that you and your friends tease each other online for fun?*

#### Sample Responses

- Send jokes back and forth
- Alter photos of one another, in a goofy (not mean) way

*When does teasing “cross the line” and become harmful?*

Sample Responses

- Teasing begins to feel scary, not funny anymore
- You feel helpless
- You feel like your reputation might suffer
- You are worried about your safety

**ASK** students if they have ever heard of harassing, deceiving, flaming, and hate speech. Have students describe the terms and then provide their definitions.

**POINT OUT** to students that these are examples of situations that definitely “cross the line” and are considered bullying. (However, they are not the only examples.)

### **Scenario** (15 minutes)

Eric gets a lot of pressure from his parents to do well in school. Other kids in school tease him because he works so hard but still gets bad poor scores. He gets instant messages and text messages during the day and at night about his poor grades. The word “loser” is in most of them, and the language becomes stronger every day. Today he received a text from a number he did not recognize, with a photo of his body with a turkey’s head. A thought bubble above the picture reads: “Why am I so STUPID? What a \*!\*&\*\* I am.” Eric thinks Alexis, the most popular girl in the eighth grade, is behind the message.

**ASK:**

*What forms of cyberbullying are present?  
What is your evidence?*

Sample Responses

- Harassment, because of the constant texts
- Flaming, because of the mean messages

*How do you think Eric feels?*

Sample Responses

- Eric probably feels trapped, like he can’t get away from the students cruelty
- The texts might make him feel stupid, especially because his parents have placed



so much emphasis on his school performance

- Eric might feel as if he has no choices, because Alexis is so popular. If he gets her in trouble, people might give him the cold shoulder for good.

*Who can Eric go to about this?*

Sample Responses

- Parents, but if uncomfortable, go to another trusted adult

Guide students to think about how important it is that they tell an adult they trust even if it is not their parents.

## **Is this Cyberbullying?** (5 minutes)

**ASK:** (Yes or No)

- Altering photos of friends in a goofy way, but not in a mean way - No
- Making a physical threat online - Yes
- Physically pushing someone – No, not cyberbullying but could be traditional bullying
- Saying something mean about someone based on their race, gender, ability, religion, or sexual orientation – Yes

**DISCUSS:**

- Checklist for appropriateness
  - How would you feel if someone made the same comment to you?
  - Would you be okay with your parents or grandparents seeing this?

## **Deescalation** (5 minutes)

**ASK:**

*What should you do if you realize you crossed a line?*

#### Sample Responses

- Apologize
- Take down the post or comment
- Stop others from repeating the comment

### **Resources** (5 minutes)

#### **DISCUSS**

- Report comments and posts that cross the line
- Cyberbullying
  - Complaint Form
  - Support Network: Parents, Teachers, Counselors, Coaches, etc.

#### **Sources**

*Lesson Plan Unit 3 Cyberbullying: Crossing the Line. (2012). In Kenai Peninsula Borough School District. Common Sense Media. [https://kpbsd.org/wp-content/uploads/departments/curriculum/common-sense/Gr6\\_6-8-Unit3-CyberbullyingCrossingtheLine.pdf](https://kpbsd.org/wp-content/uploads/departments/curriculum/common-sense/Gr6_6-8-Unit3-CyberbullyingCrossingtheLine.pdf)*

*Peer-to-Peer Online Safety Lesson. (2024). Anti-Bullying; The Diana Award. <https://www.antibullyingpro.com/resources/peer-to-peer-online-safety-lesson>*



## Lesson 4: Be an Upstander

*Estimated Time: 40 minutes*

### Essential Question

*How can students be an upstander when they see bullying behavior?*

### Lesson Overview

Students learn strategies for being an upstander and when to intervene.

Students discuss a scenario and related questions.

### Learning Objectives

*Students will be able to ...*

- Identify ways to respond to unkind behavior.
- Commit to being an upstander.
- Identify anti-bullying resources available to them.

### Materials and Preparation

- Review the Discussion questions
- Review the example scenario and create a new one if desired
- If desired, create a slide deck

## Introduction (15 minutes)

### REINTRODUCE Peer Mentors

#### ASK:

*What is a bystander?*


#### Sample Response

- Someone who sees or knows about bullying behavior that is happening to someone else but takes no action to address or report it.

*What is an upstander?*

#### Sample Responses

- Someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone



experiencing bullying, they speak up and do their best to help, protect, and support the person.

## **Demonstrate the Bystander Effect** *(15 minutes)*

- Need 12 volunteers
- Get 10 people to stand in a line facing the audience and 2 people to stand slightly separated from the others
- Explain that this is a school setting and that 1 of the 2 separated volunteers is bullying the other
- Point to two of the 10 lined up
  - You two have seen the bullying behavior but you were told if you are late to class ONE more time, you will have detention so you can't deal with it and go sit down
- Point to the next 2
  - You two have seen this happen but you're worried that if you say anything, you will be bullied next, so you don't want to get involved and go sit down
- Point to the next 2
  - You know the person exhibiting the bullying behavior, you're kind of friends so you're not going to say anything and instead sit down
- Point to the next 2
  - You've seen it but this kind of thing happens all the time, it's no big deal ... you sit down
- Final 2
  - You've seen it happen, but you've also seen 8 other people also see it happen. Surely one of those people will do something, so you don't have to, so you sit down

## DISCUSS

- What just happened
  - 10 people all witnessed bullying and for their own individual reason – none of them did anything.
  - Is this realistic?

## Upstanders (10 minutes)

### ASK:

*Can you think of any famous upstanders or upstanders in media?*

#### Sample Responses

- MLK Jr.
- Princess Diana
- Malala Yousafzai
- Nelson Mandela

## DISCUSS

- Strategies for being an upstander
  - Be Present: Show the bully that their target has a friend. Be present with the victim and be a friend in that moment, even if you are really more like acquaintances.
  - Distract: Interrupt bullying by distracting the bully. Ask them a question not related to the situation. Invite the bully to join you in doing something else
  - Step In: Tell the bully to stop and that their behavior is not right. Say it loudly enough to draw attention to the situation.
  - Get Help: Tell a trusted adult about the situation to get appropriate help for both the bully and the bullied.
  - Stop harmful messages from spreading.
  - Support and welcome new students.

## Resources (5 minutes)

### DISCUSS

- Report comments and posts that cross the line
- Cyberbullying
  - Complaint Form
  - Support Network: Parents, Teachers, Counselors, Coaches, etc.

### Sources

*Being the Upstander Presentation & Session Plan. (2024). Anti-Bullying; The Diana Award.*  
<https://www.antibullyingpro.com/resources/being-the-upstander-session-plan>

*Inclusiveness Lesson 2: Becoming an Upstander. (n.d.). Random Acts of Kindness Foundation. Ret*  
[https://www.randomactsofkindness.org/lesson-plans/Grade\\_8\\_Inclusiveness\\_Lesson\\_2\\_Becoming\\_an\\_Upstander.pdf](https://www.randomactsofkindness.org/lesson-plans/Grade_8_Inclusiveness_Lesson_2_Becoming_an_Upstander.pdf)

*Lesson 6: Upstander. (2025). Operation Respect. <https://operationrespect.org/theme-3-resolving-conflict-creatively/lesson-6-upstander/>*

## **Appendix 5**      Other Faculty Resources

## **Category 1: Ready-to-Use Lessons and Curriculum Resources**

### **Common Sense Media/Education –**

<https://www.commonsense.org/education/digital-citizenship>

Offers lesson plans, worksheets, a full K-12 Digital Citizenship Curriculum, and a new K-8 Digital Literacy & Well-Being Curriculum across six major topics (Healthy Habits, Privacy & Safety, Digital Footprint & Identity, Relationships & Communication, Cyberbullying & Online Harms, Information & Media Literacy).

### **Share My Lesson – <https://sharemylesson.com/>**

Provides a large repository of educator-created and educator-curated lesson plans and resources, organized by level and subject.

### **Share My Lesson: AI Literacy: Preparing Students for Digital Spaces –**

<https://sharemylesson.com/webinars/ai-literacy-preparing-students-digital-spaces>

Webinar offering digital citizenship resources and strategies for addressing AI-related risks.

### **Share My Lesson: Tweens, Digital Spaces, and Cyberbullying –**

<https://sharemylesson.com/teaching-resource/tweens-digital-spaces-and-cyberbullying-405094>

Lesson exploring roles in cyberbullying situations and how to act as an ally.

### **MediaSmarts –**

<https://mediasmarts.ca/parents/find-resources?type%5Btutorial%5D=tutorial>

Offers lessons, resources, videos, and guides for digital and media literacy instruction.

### **NetSmartz (NCMEC) – <https://www.missingkids.org/NetSmartz/home>**

Includes free downloadable presentations, tip sheets, lesson plans, and age-appropriate videos/activities for teaching online safety.

## **Category 2: Professional Development, Training, and Guidance**

### **Common Sense Education –**

<https://www.commonsense.org/education/digital-citizenship>

Provides professional development programs and self-paced courses (Teaching Digital Literacy and Well-Being, AI Basics for K-12 Teachers, ChatGPT Foundations, Student Privacy Training), plus teaching tips and technology-integration guidance.

### **Common Sense Education –**

<https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention>

Provides educators with evidence-based guides, lesson plans, and professional resources on cyberbullying prevention, including the Teachers' Essential Guide to Cyberbullying Prevention and a full K-12 digital citizenship curriculum.

### **CyberBullyHelp – <https://hub.edubirdie.com/examples/cyber-bullying/>**

Offers professional development materials designed specifically for school staff working to address cyberbullying.

### **Cyberbullying Research Center – <https://cyberbullying.org/>**

Offers a plethora of cyberbullying keynotes and workshops for educators seeking training or expert guidance.

### **Fairplay's Online Harms Prevention Action Kit –**

<https://fairplayforkids.org/pf/onlineharmskit/>

Provides research-based guidance, strategies, and one-pagers for addressing online harms, and conversation starters for educators.

### **Category 3: Specialized Topic Resources and Frameworks**

**GLSEN – [glsen.org](https://www.glsen.org)**

Provides educator guides and resources designed to increase LGBTQ+ visibility, affirmation, and student safety.

**Not in Our Town –**

**<https://www.niot.org/nios-video/students-take-cyberbullying-3-min>**

Provides the “Students Take On Cyberbullying” 3-minute video and related lesson plan materials.