



Cyberbullying and Cyber Safety

Competency

Educator recognizes and responds to cyberbullying and teaches students to recognize, report, prevent, and respond to online harm.

Key Method

The educator designs and implements learning on cyberbullying and cyber safety that helps students recognize, report, prevent, and respond to online harm.

Method Components

Define and Identify

Students interact with digital environments from an early age.

Cyberbullying and cyber safety instruction should be developmentally appropriate and give students opportunities to build the skills needed. Skills may include:

- Define cyberbullying
- Define digital footprint
- Identify signs that a student is being cyberbullied
- Identify signs that a student is engaging in cyberbullying behavior
- Recognize that cyberbullying can include impersonation, altered or AI-generated images or content, sharing content without permission, and other forms of online harassment
- Identify themes of digital citizenship
- Practice decision-making skills to stay safe online

Recognize and Respond

Helping students understand how to make sound decisions in cyber

situations and how to use a decision-making process to report incidents is vital to deter and prevent cyberbullying. Ways educators can provide opportunities for students to learn and practice may include:

- Steps to identifying cyberbullying behavior
- Steps to recognizing and reporting being cyberbullied or someone else being bullied
- Strategies for responding to harmful online content

Learning Outcomes

Cyberbullying and cyber safety instruction should reflect the digital environments students currently use. The list of current digital tools is best identified from the students. They might include gaming, messaging, social media, and collaborative platforms.

Apply to Practice

Educators should consider how cyberbullying and cyber safety apply within their own educational setting. Ways to do this may include:

- Examine how students communicate and interact across the digital environments they currently use
- Discuss how words, images, posts, messages, and shared content can cause harm and affect others
- Help students recognize cyberbullying, make safe choices, and know when and how to report concerns
- Consider how bias and identity-based targeting can contribute to cyberbullying and affect students differently
- Identify the school, district, and state policies or procedures that guide prevention, reporting, and response
- Reflect on how instruction can help students become safer and more responsible participants in digital environments

Supporting Rationale and Research

Cornell, D., & Limber, S. P. (2015). Law and policy on the concept of bullying at school. *American Psychologist*, 70(4), 333–343.

<https://doi.org/10.1037/a0038558>

Shi, Y., Lau, Y., Chan, H. H. H., Choi, J. K. K., Calvo-Morata, A., & Wong, S. H. (2025). School-based intervention on cyberbullying-related outcomes

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and psycho-social well-being in children and adolescents: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*. Advance online publication. <https://doi.org/10.1177/15248380251375480>

Resources

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

[CommonSenseMedia Resources on Cyberbullying](#)

[Cyberbullying FAQ for Teens](#)

[Digital Literacy & Well-Being Curriculum K-12 | Common Sense Education](#)

[Empowering Educators in the Age of AI | NEA](#)

[How to Stop Cyberbullies | NEA](#)

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

[Preventing Violence & Bullying | NEA](#)

[Report Cyberbullying | StopBullying.gov](#)

[Teach Computer Science and Artificial Intelligence with CodeAI](#)

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

[The Cyberbullying Research Center](#)

[Resources for Cyberbullying Prevention](#)

Submission Guidelines & Evaluation Criteria

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

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Part 1. Overview Questions (Provides Context)

Suggested word count: 250-350 words

Please don't include any information that could identify you to reviewers.

1. What background information is important to understand the context of your learning environment?
 - *Consider the age or grade level of students, subject area or educational setting, and other factors relevant to implementing cyberbullying and cyber safety instruction. Do not include confidential or identifying information about students.*
2. What cyberbullying and online-safety concerns are most relevant in your educational setting? What school, district, or state policies or procedures provide important context for your work?

Passing: Response addresses all required components and provides sufficient context for the assessor to understand the educator's setting and planned application of the microcredential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following three artifacts to demonstrate your learning.

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

Artifact 1: Instructional Plan

Submit a developmentally appropriate instructional plan that addresses cyberbullying and cyber safety. The plan may include one or more lessons based on your students' needs, age/grade level, and learning environment.

You may create your own instructional materials, adapt existing lessons or resources, or use a combination of both. Please identify the source of any materials you did not create.

The instructional plan must provide opportunities for students to:

- recognize cyberbullying and online harm;
- practice safe and responsible decision-making; and

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- identify appropriate reporting, prevention, or response strategies.

Artifact 2: Evidence of Student Learning

Submit two examples of student work or assessment evidence from the instructional plan that demonstrate student learning related to cyberbullying and cyber safety.

The evidence may demonstrate students' ability to:

- Recognize cyberbullying or online harm
- Make safe and responsible decisions
- Identify appropriate reporting, prevention, or response strategies

Examples may include student work, completed activities, exit tickets, assessment responses, student-created products, or other evidence appropriate to your learning environment.

Remove or obscure all identifying student information before submission.

Artifact 3: Analysis of Learning

Using evidence from your instructional plan and the student work or assessment evidence submitted in Artifact 2, analyze student learning from the implementation of your instruction.

Choose one method:

- Written analysis (200–300 words)
- Video analysis (approximately 3 minutes)
- Audio analysis (approximately 3 minutes)

Your analysis should:

- Identify specific evidence of what students learned about cyberbullying and cyber safety
- Describe an area in which students demonstrated understanding and/or an area in which students experienced difficulty
- Explain one adjustment you would make to the instruction based on the evidence of student learning

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Instructional Plan	Instructional plan is developmentally appropriate and addresses cyberbullying and cyber safety. It provides opportunities for students to recognize cyberbullying and online harm, practice safe and responsible decision-making, and identify appropriate reporting, prevention, or response strategies.	Instructional plan addresses cyberbullying and cyber safety but provides limited opportunities for students to practice one or more of the required skills.	Instructional plan does not adequately address cyberbullying and cyber safety or does not provide opportunities for students to practice the required skills.
Artifact 2: Evidence of Student Learning	Two examples of student work or assessment evidence clearly demonstrate student understanding or application of cyberbullying and cyber safety concepts addressed in the instructional plan.	Two examples of student work or assessment evidence are included, but evidence of student understanding or application of cyberbullying and cyber safety concepts is limited or unclear.	Required evidence is missing or does not demonstrate student understanding or application of cyberbullying and cyber safety concepts.
Artifact 3: Analysis	Analysis uses specific evidence to explain student learning, identifies an area of student understanding and/or difficulty, and describes an appropriate instructional	Analysis addresses student learning but uses limited or general evidence, or the connection between the evidence and the instructional adjustment is unclear.	Analysis provides little or no evidence of student learning or does not identify an appropriate instructional adjustment

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	adjustment based on the evidence.		based on the evidence.
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Part 3 Reflection

200-350 words

For tips on writing a strong reflection, review the following resource:

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

Please do not include any information that could identify you to your reviewers.

1. What did you learn about how students recognize, experience, or respond to cyberbullying concerns? How did this influence your thinking or practice?
2. What did you learn about your role in helping students make safe, responsible decisions and respond to online harm?
3. Based on what you learned, what is one change you will make to strengthen cyberbullying prevention or cyber safety in your learning environment? Why?

Passing: Reflection addresses all guiding questions and demonstrates thoughtful consideration of the educator's learning, professional practice, and next steps. The response includes relevant examples or evidence from the micro-credential experience and clearly connects learning to future practice.