Young people often use the communication technologies mainly to gain knowledge and learn, but not only. There are other functions that are not necessarily positive. Research has shown that the use of new technologies has led to an increase of cyberbullying that is a social problem. Cyberbullying is usually defined as aggression that is intentionally and repeatedly used electronically against a person who cannot easily defend himself or herself. This phenomenon is now considered a serious public health problem in schools, given its negative impact on the social and emotional development of children and youth. Although research on cyberbullying has made significant progress over the last decade, questions about how to properly assess the phenomenon are important. There is still little research on this issue, and the changing realities and advances in digital technology require the development of up-to-date knowledge. The act of cyberbullying does not happen in isolation. Often bystanders of this act of bullying are online. However, there are three possible reactions: joining the aggressor, victim support or no reaction. The aim of this study is to answer what affects the behavior of bystander of cyberbullying? The research takes into account the fatalistic temporal perspective, emotions and causal attributes. We assume that these are factors that may influence the choice of the bystander's cyberbullying behavior. We will search for the answers through a literature review and meta-analysis, planned experiments and diary studies. The research will be conducted in two cultural contexts: Polish and Lithuanian.