



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm

Technology offers many well-known benefits, but it also worsened the problem of bullying. Cyberbullying can happen at home, school, or anywhere else people go online, and it can happen any time of the day or night. These activities will show your students the many forms cyberbullying can take and how to deal with them.

Related KidsHealth Links

Articles for Teens:

Cyberbullying

TeensHealth.org/en/teens/cyberbullying.html

Dealing With Bullying

TeensHealth.org/en/teens/bullies.html

Online Safety

TeensHealth.org/en/teens/internet-safety.html

Protecting Your Online Identity and Reputation

TeensHealth.org/en/teens/online-id.html

Someone Is Spreading Rumors About Me. What Can I Do?

TeensHealth.org/en/teens/rumors.html

Should I Fight a Bully?

TeensHealth.org/en/teens/fight-bullies.html

Sexual Harassment and Sexual Bullying

TeensHealth.org/en/teens/harassment.html

Teens Talk About Bullying (Video)

TeensHealth.org/en/teens/teens-talk-bullying-vd.html

I Bullied Someone. How Can I Apologize?

TeensHealth.org/en/teens/ex-bully.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Do you know anyone who has been bullied online? Have you ever been bullied online? What effects can cyberbullying have on the victim?
2. How is cyberbullying different from other forms of bullying? Why do you think some people bully others online?
3. What is the best way to take away a bully's power over you? What is the worst way to react to cyberbullying?
4. How does it make you feel when you see someone else being bullied? Does bullying behavior make the bully more or less popular?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Pair and Share

Objectives:

Students will:

- Define the range of forms cyberbullying takes
- Identify strategies for dealing with cyberbullying

Materials:

- “Pair and Share” handout
- Computer with word processing program, or pen or pencil and paper

Class Time:

- 45 minutes

Activity:

Cyberbullying can take many forms. So can the strategies for dealing with it, although most of them start with talking to a trusted adult. First read the TeensHealth.org articles on the subject, then pair up with a classmate to discuss the cyberbullying scenarios described in the “Pair and Share” handout. Afterward, we’ll brainstorm and discuss your approaches to handling cyberbullying as a class.

Extensions:

1. Tell students that they should think of and keep in mind at least two trusted adults – parents, other relatives, teachers, coaches, counselors, clergy, or others – who they could confide in about cyberbullying, knowing that if one adult on the list can’t help, the next one might.
2. Create a class pledge form for students to sign, promising not to bully others – online or offline. Post the form on a bulletin board. Or develop a large schoolwide poster, with headshots and signatures, for students to post and sign against participating in bullying.
3. Check out StopBullying.gov and share appropriate videos and other content with your students and school community.



Innocent Bystanders?

Objectives:

Students will:

- Explore the roles and responsibilities of bystanders to cyberbullying
- Create and act out a skit about cyberbullying

Materials:

- Computer with Internet access
- Word processing program, or pen or pencil and paper
- “Innocent Bystanders?” handout

Class Time:

- 2 hours (may be done over 2 days)

Activity:

- Drew forwarded an email asking people to vote for the ugliest girl in school.
- Maya watched a video making fun of her classmate’s speech impediment.
- Ben showed his friends a website that trashed his ex-girlfriend.

What do these three people have in common? They are all bystanders – they knew about cyberbullying, but might not seem to be directly involved. Working in groups of three, try to create a brief play or story that explores the role of the bystander. Your play will include three characters: a bully, a victim, and a bystander. The specifics about the cyberbullying situation are up to you. What your bystander does is up to you, too. Be prepared to explain the bystander’s actions after you present your play to the class.

Extension:

Cyberbullying can have serious long-term effects – on the victim and on the bully. Have students research and write an essay about consequences victims and bullies might face.

Reproducible Materials

Handout: Pair and Share

[TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_handout1.pdf](https://www.TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_handout1.pdf)

Handout: Innocent Bystanders?

[TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_handout2.pdf](https://www.TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_handout2.pdf)

Quiz: Cyberbullying

[TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_quiz.pdf](https://www.TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_quiz.pdf)

Answer Key: Cyberbullying

[TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_quiz_answers.pdf](https://www.TeensHealth.org/classroom/9to12/problems/emotions/cyberbullying_quiz_answers.pdf)



Name: _____

Date: _____

Pair and Share

Instructions: Pair up with a classmate and discuss how well you think the person in each story below handled cyberbullying, and how you might have handled it differently.

Scenario 1

Carl began receiving hostile emails from an address he didn't recognize. He suspected the emails were from someone he knew because they criticized his hairstyle and clothes he wore to school. Carl decided not to tell his parents about the problem because he thought his parents might restrict his Internet privileges as a result.

Scenario 2

A friend of Mailynne's received a text message accusing Mailynne of having shoplifted some makeup from a department store. The story was false, and the person spreading the rumor was jealous that Mailynne got excellent grades. Mailynne discovered that this person had spread the same text rumor to at least two of her other friends. Mailynne discussed the situation with her coach after soccer practice. The coach suggested that Mailynne send the girl a text message asking her to stop spreading the rumor. He also advised her to get copies of the text rumor from her friends to keep as evidence in case the problem continued.

Scenario 3

Someone who Rashad had "friended" on Facebook — a person he had met once at a party but didn't know very well — started posting weird photographs on Rashad's timeline. After discussing the situation with his dad, Rashad sent the person a private message asking him to stop, but the inappropriate postings continued. Rashad took three additional actions: He "unfriended" the person on Facebook; he blocked the person from seeing his Facebook account; and finally, he reported the offensive photographs to Facebook administrators.

Scenario 4

A guy Nandita knew asked her to a party. She politely declined, making up an excuse not to go. When Nandita turned down a second and third invitation to go out with the guy, he started sending her creepy emails and text messages. The messages referred to her "hot" body and contained sexual comments. Nandita told her friend, who advised Nandita to ignore it. When the unwanted messages continued, Nandita went to her school guidance counselor, even though she felt embarrassed to discuss the problem. The counselor told Nandita she was being sexually harassed and that school administrators would take action to make the harassment stop.



Names:

Date:

Innocent Bystanders?

Instructions: Create a brief skit or story that portrays the actions of a cyberbullying bystander: Someone who knows about cyberbullying, but doesn't seem to be directly involved.



Background information

Bully:

Victim:

Bystander:

Setting:

Cyberbullying situation:

Questions to consider

Did the bystander participate in the cyberbullying? If so, how?

Did the bystander help the victim? If so, why?

Did the bystander help the bully? If so, why?

Did the bystander avoid getting involved at all? If so, why?



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. Name at least five types of cyberbullying.

2. What makes online bullying particularly upsetting and damaging?

3. What's the first thing you should do if you're the victim of a cyberbully?

4. If you are bullied online, should you keep copies of any threatening messages, pictures, or texts used to bully you?

5. True or false: Cyberbullies can face serious consequences, such as being kicked off sports teams or suspended from school. Some even face legal punishments.

6. What are some reasons why "sexting" (exchanging sexually explicit text messages or images) isn't a good idea?



Quiz Answer Key

1. Name at least five types of cyberbullying.

Online threats; rude texts; mean tweets, posts, or messages; posting personal information, photographs, or videos designed to hurt or embarrass someone else; refusing to take down a post or webpage that embarrasses someone after you are asked to; texting, emailing, or posting unwanted messages or photographs of a sexual nature.

2. What makes online bullying particularly upsetting and damaging?

Any one of the following: It can be anonymous, difficult to trace, and incessant, appearing 24/7.

3. What's the first thing you should do if you're the victim of a cyberbully?

Tell an adult you trust, such as a parent, teacher, counselor, or coach.

4. If you are bullied online, should you keep copies of any threatening messages, pictures, or texts used to bully you?

Yes. These can be used as evidence with the bully's parents, school, employer, or even the police.

5. True or false: Cyberbullies can face serious consequences, such as being kicked off sports teams or suspended from school. Some even face legal punishments.

6. What are some reasons why "sexting" (exchanging sexually explicit text messages or images) isn't a good idea?

These messages can be considered harassment or bullying and get the "sexter" in trouble. Also, messages or images you intend to be private can get into the wrong hands and be used to embarrass, intimidate, or humiliate.
