



Grades 9 to 12 • Personal Health Series

# Online Safety and Cyberbullying

[KidsHealth.org/classroom](http://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.

Your state's school health policies:  
[nasbe.org/HealthySchools/States/State\\_Policy.asp](http://nasbe.org/HealthySchools/States/State_Policy.asp)

It seems like most teens these days are always connected via their phones and computers. It's important that they understand that these technologies pose risks and require responsibilities. The following discussion questions and activities will encourage students to think critically about online safety and what it means to be safe online.

## Related KidsHealth Links

### Articles for Teens:

#### Internet Safety: Safe Surfing Tips for Teens

[KidsHealth.org/teen/safety/safebasics/internet\\_safety.html](http://KidsHealth.org/teen/safety/safebasics/internet_safety.html)

#### Protecting Your Online Identity and Reputation

[KidsHealth.org/teen/safety/safebasics/online\\_id.html](http://KidsHealth.org/teen/safety/safebasics/online_id.html)

#### Cyberbullying

[KidsHealth.org/teen/school\\_jobs/bullying/cyberbullying.html](http://KidsHealth.org/teen/school_jobs/bullying/cyberbullying.html)

#### Technology: 5 Ways to Reboot Yourself

[KidsHealth.org/teen/safety/safebasics/reboot.html](http://KidsHealth.org/teen/safety/safebasics/reboot.html)

## Discussion Questions

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

1. Going online and using the Internet can provide hours of entertainment and a wealth of information – as well as lots of potential problems with hackers, scammers, and predators. How can you enjoy being online while staying safe? What online problems and threats do you take most seriously?
2. What's your "digital footprint"? What does it tell others about you? Have you ever checked yours?
3. Think about the phrase "gone viral." What does it say about the way things spread online? What kind of news or information tends to spread the fastest? Why?
4. Would you say access to online chatting, the Internet, and texting are a right or a responsibility for teens? Why?



## Activities for Students

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

### Digital Footprints

#### Objectives:

Students will:

- Think critically about their digital footprints
- Examine the power of words and context as they relate to online profiles

#### Materials:

- Teen magazines and scissors
- Word processing program, or pen or pencil and paper

#### Class Time:

- 45 minutes

#### Activity:

Matt applied for a job as a camp counselor. The interview seemed to go well, and he was confident he'd get the job. But they never called back. Matt's friend later told him that the camp director had searched Matt's name and found pictures of Matt at a wild party. The director said he didn't feel comfortable hiring Matt. The irony is Matt was only at that party for 15 minutes. He went there to pick up his friend who'd had too much to drink.

Angry posts, embarrassing photos, things a friend said about you as a joke — these are all part of your online presence, also known as your digital footprint. Unfortunately, people (especially future employers) can use this information to make decisions about you. Once this happens, you don't get a chance to take things back or explain the situation. To illustrate how one snapshot in time can be taken out of context, cut out a picture of people from a teen magazine. Then make up two stories for the picture: one that paints the subjects in a positive light and one that paints them in a negative light. If you came across that picture online, discuss how your opinion of these people would be instantly influenced by what you read.

#### Extensions:

1. You're a member of a new band called "Digital Footprints." Write a song reminding people why they need to be careful about what they put online.
2. Take stock of your own digital footprint. Remember this advice: If there's anything online that you wouldn't want a parent to see, take it down.



## 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 weren’t 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. What are some consequences they might face?

## Reproducible Materials

### Handout: Innocent Bystanders?

[KidsHealth.org/classroom/9to12/personal/safety/online\\_safety\\_cyberbullying\\_handout1.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/online_safety_cyberbullying_handout1.pdf)

### Quiz: Online Safety and Cyberbullying

[KidsHealth.org/classroom/9to12/personal/safety/online\\_safety\\_cyberbullying\\_quiz.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/online_safety_cyberbullying_quiz.pdf)

### Answer Key: Online Safety and Cyberbullying

[KidsHealth.org/classroom/9to12/personal/safety/online\\_safety\\_cyberbullying\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/9to12/personal/safety/online_safety_cyberbullying_quiz_answers.pdf)



Names: \_\_\_\_\_

Date: \_\_\_\_\_

## Innocent Bystanders?

Instructions: Create a brief play or story that portrays the actions of a cyberbullying bystander: Someone who knows about cyberbullying, but isn't 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. Information you post about yourself online or via text messaging is your \_\_\_\_\_.
2. When you post a photo online, it stays there:
  - a. 6 months
  - b. 1 year
  - c. until you take it down
  - d. possibly forever – other people could have copied it
3. List three ways to protect your computer from viruses:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. True or false: When you're on social networking sites, using the site's default privacy settings is OK – you don't need to make them more private.
5. True or false: Cyberbullying can have legal consequences.
6. Name five things about yourself that you should not share online:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Quiz Answer Key

1. Information you post about yourself online or via text messaging is your digital footprint.
2. When you post a photo online, it stays there:
  - a. 6 months
  - b. 1 year
  - c. until you take it down
  - d. possibly forever – other people could have copied it
3. List three ways to protect your computer from viruses:  
Install and frequently update anti-virus software; delete without opening emails with suspicious subject lines like “Funny Video!!” or “See these pics!!”; delete without opening email attachments from anyone you don’t know  
\_\_\_\_\_
4. True or false: When you’re on social networking sites, using the site’s default privacy settings is OK – you don’t need to make them more private.
5. True or false: Cyberbullying can have legal consequences.
6. Name five things about yourself that you should not share online:  
Any five of the following: full name, address, phone number, school name, age, birthday, location, email address, Social Security number, photos  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_