



[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.

National Health Education Standards: [www.cdc.gov/healthyschools/sher/standards/index.htm](http://www.cdc.gov/healthyschools/sher/standards/index.htm)

The digital revolution makes it possible for bullies to harass, threaten, embarrass, humiliate, and lie about people any time of the day or night from afar, using a computer, tablet, or cell phone. These activities will help empower your students to stand up against cyberbullies.

## Related KidsHealth Links

### Articles for Middle School Students:

#### Cyberbullying

[TeensHealth.org/en/teens/cyberbullying.html](http://TeensHealth.org/en/teens/cyberbullying.html)

#### Dealing With Bullying

[TeensHealth.org/en/teens/bullies.html](http://TeensHealth.org/en/teens/bullies.html)

#### Online Safety

[TeensHealth.org/en/teens/internet-safety.html](http://TeensHealth.org/en/teens/internet-safety.html)

#### Protecting Your Online Identity and Reputation

[TeensHealth.org/en/teens/online-id.html](http://TeensHealth.org/en/teens/online-id.html)

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

[TeensHealth.org/en/teens/rumors.html](http://TeensHealth.org/en/teens/rumors.html)

#### Teens Talk About Bullying (Video)

[TeensHealth.org/en/teens/teens-talk-bullying-vd.html](http://TeensHealth.org/en/teens/teens-talk-bullying-vd.html)

#### I Bullied Someone. How Can I Apologize?

[TeensHealth.org/en/teens/ex-bully.html](http://TeensHealth.org/en/teens/ex-bully.html)

## Discussion Questions

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

1. Has someone ever posted something online about you that made you feel uncomfortable? What did you do about it?
2. What makes cyberbullying easier to do than other types of bullying? What are some of the effects that cyberbullying can have on a victim?
3. What are some ways that a victim can respond to make cyberbullying stop? What kinds of consequences do cyberbullies face?



## Activities for Students

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

### Unplugging the Cyberbullies

#### Objectives:

Students will:

- Learn what cyberbullying is
- Discover a problem-solving approach to dealing with cyberbullying

#### Materials:

- Computer with Internet access
- Markers, 8x11½ paper folded in half horizontally for brochures

#### Class Time:

- 1½ to 2 hours

#### Activity:

Say someone you know posted an embarrassing photo of you on a social networking site. When you sent a text asking for it to be taken down, the person ignored your text. Even worse, the person posted more photos of you that were just as embarrassing. You asked again that the pictures be taken down, but they weren't. What should you do?

To help students your age who may be in situations like these, we're going to create a four-part brochure on cyberbullying. First, read the articles at KidsHealth.org and take notes about cyberbullying and how to handle it effectively. Then, working in small groups, we'll develop cyberbullying brochures. Be sure to include:

- A catchy anti-cyberbullying brochure title or slogan
- The basics about what cyberbullying is
- The different forms cyberbullying can take
- Steps for dealing with cyberbullies, including going to school staff who can offer help

As a class, we'll take the best elements of all the groups' brochures, develop a class cyberbullying brochure, and post them around the school.

#### Extensions:

1. Create posters for hallways citing the basics about your school's bullying and cyberbullying policies, making sure to list people who can help. (If your school doesn't have such policies, students should write letters to school administrators asking that policies be adopted ASAP.)
2. Conduct an anonymous poll at your school to find out:
  - If students think cyberbullying is a problem in the school community
  - If students have ever been the victims of cyberbullying
  - What, if anything, victims did about cyberbullying
  - What students recommend should be done about cyberbullies



## Everyone's Involved

### Objectives:

Students will:

- Consider the effects of cyberbullying
- Learn how to get help if they are affected by, or if they witness, cyberbullying

### Materials:

- Computer with Internet access
- “Everyone’s Involved” handout

### Class Time:

- 1 hour

### Activity:

Kyle knew that Jack didn’t like him. Jack hadn’t liked him since first grade. But now that they’re in middle school, things are getting completely out of hand. What started with dirty looks and snickering has turned into nasty emails, mean texts, and online rumors. Earlier today, Kyle found out about a Facebook page called “Kyle Cheats” where Jack and his friends were posting lies about Kyle cheating in class and on the soccer field. Kyle can’t ignore this anymore. After reading the articles at KidsHealth.org, have the class break up into three groups: one representing Kyle, one representing Jack, and one representing Kyle’s and Jack’s classmates, who are bystanders to the bullying. Using the “Everyone’s Involved” handout as a guide, discuss each party’s role in the conflict. Share your findings. Then, as a group, come up with at least three ways Kyle can get help.

### Extensions:

1. Compare cyberbullying with offline bullying. What role does peer pressure play in both? Why do some people think it’s easier to get away with cyberbullying? What effects could it have on the person being bullied?
2. Create a Class Code of Online Conduct. Have all students sign it, make copies to send home to parents (and post on the school website), and place it in the computer lab, cafeteria, and library – wherever students go online.
3. Check out StopBullying.gov and share appropriate videos and other content with students.

## Reproducible Materials

### Handout: Everyone’s Involved

[KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying\\_handout1.pdf](http://KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying_handout1.pdf)

### Quiz: Cyberbullying

[KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying\\_quiz.pdf](http://KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying_quiz.pdf)

### Answer Key: Cyberbullying

[KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying\\_quiz\\_answers.pdf](http://KidsHealth.org/classroom/6to8/problems/emotions/cyberbullying_quiz_answers.pdf)



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

\_\_\_\_\_

\_\_\_\_\_

**Everyone's Involved**

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

**Kyle**

Jack and his friends are posting lies about Kyle – that Kyle cheated on his math quiz and during his last soccer game. How do you think Kyle might feel when he reads this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are some things Kyle might be able to do to make the situation better?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What could Kyle do that would make the situation worse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

\_\_\_\_\_

\_\_\_\_\_

**Everyone's Involved**

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

**Jack**

Jack and his friends are posting lies about Kyle – that Kyle cheated on his math quiz and during his last soccer game. How do you think Jack might feel when Kyle reads this?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are some things Jack might be able to do to make the situation better?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What could Jack do that would make the situation worse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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

**Everyone's Involved**

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

### **Classmates**

Jack and his friends are posting lies about Kyle – that Kyle cheated on his math quiz and during his last soccer game. How do you think the classmates feel when they read this?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are some things the classmates might be able to do to make the situation better?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What could the classmates do that would make the situation worse?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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

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

## Quiz

Instructions: Answer each question.

1. True or false: It's OK to say mean stuff about other people online because no one can find out it was you.
2. If someone threatens you or says something that makes you feel uncomfortable when you're chatting online, you should:
  - a) threaten the person back
  - b) tell a parent or trusted adult immediately
  - c) ask for his or her phone number
  - d) meet the person so you can settle it face to face
3. True or false: If someone you know is being bullied online, you should stay out of it. It's none of your business.
4. Name two of the possible health-related effects that cyberbullying can have on a victim.  
\_\_\_\_\_  
\_\_\_\_\_
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.



## Quiz Answer Key

1. True or false: It's OK to say mean stuff about other people online because no one can find out it was you.
2. If someone threatens you or says something that makes you feel uncomfortable when you're chatting online, you should:
  - a) threaten the person back
  - b) tell a parent or trusted adult immediately
  - c) ask for his or her phone number
  - d) meet the person so you can settle it face to face
3. True or false: If someone you know is being bullied online, you should stay out of it. It's none of your business.
4. Name two of the possible health-related effects that cyberbullying can have on a victim.  
Any two of the following: The victim can have problems due to stress or fear, with mood, energy level, sleep, and appetite. The victim can feel jumpy, anxious, or sad. If someone is already depressed or anxious, cyberbullying can make things much worse.
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.