



Grades 6 to 8 • Personal Health Series

Online Safety and Cyberbullying

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

Middle schoolers are increasingly independent, social, and online. It's a recipe for fun, but it can lead to trouble. Now more than ever, students need to understand that making impulsive decisions online can jeopardize their identities, reputations, and safety – as well as their feelings. The following discussion questions and activities will encourage your students to think critically about online safety and cyberbullying.

Related KidsHealth Links

Articles for Kids:

Your Online Identity

KidsHealth.org/kid/watch/house/online_id.html

Computers Can Be a Real Pain

KidsHealth.org/kid/watch/house/k_ergonomics.html

Articles for Teens:

Internet Safety: Safe Surfing Tips for Teens

KidsHealth.org/teen/safety/safebasics/internet_safety.html

Cyberbullying

KidsHealth.org/teen/school_jobs/bullying/cyberbullying.html

Discussion Questions

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

1. What kinds of things do you like to do online on your computer or mobile device? How are your online activities different from when you were younger?
2. How “permanent” do you think things you text or write online are? When you post a picture or a comment, and then delete it a few days later, is it gone forever?
3. How anonymous do you think being online is? For example, if someone posts mean or untrue things about a classmate, but doesn't use his or her real name, is it possible that person can still get caught? How?
4. Have you ever come across something or someone that made you uncomfortable online? What did you do about it?



Activities for Students

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

Don't Go, Jo!

Objectives:

Students will:

- Learn why it's never safe to meet online "friends" in person
- Practice writing a persuasive argument

Materials:

- Computer with Internet access
- Word processing program or pen and paper
- "Don't Go, Jo!" handout

Class Time:

- 30 minutes

Activity:

"Going to the lake @ 8 to meet him! TTYL <333"

That's the text you just got from your friend, Jo. And you know exactly who she's talking about. It's that guy she met in a chat room who says he looks just like Justin Bieber. She's been telling you some of the things he says online, and you're totally creeped out. And now she's going to meet him?! You check your watch. It's 7 o'clock, which means you have exactly one hour to change her mind. You decide on a Plan A and a Plan B. Plan A is to call her and try to talk her out of it. But first you need to organize your thoughts. Using the "Don't Go, Jo!" handout, write your best argument for convincing Jo not to meet this guy in person. You realize, though, that if she still decides to go, you'll have to move to Plan B, which is to tell your parents, Jo's parents, or another adult you can trust. Will Jo think you're a snitch? Possibly. Will she be mad at you? Possibly. Could you be saving her life or at least saving her from a whole lot of trouble? Absolutely. And that's what friends are for.

Extension:

With a parent, create a contract detailing all the ways you promise to be safe online and while texting. Parents may want to create their own pledges as well, including such things as a promising not to talk on a cell phone or text while driving.



Online Safety and Cyberbullying

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, 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.

Reproducible Materials

Handout: Don’t Go, Jo!

KidsHealth.org/classroom/6to8/personal/safety/online_safety_cyberbullying_handout1.pdf

Handout: Everyone’s Involved

KidsHealth.org/classroom/6to8/personal/safety/online_safety_cyberbullying_handout2.pdf

Quiz: Online Safety and Cyberbullying

KidsHealth.org/classroom/6to8/personal/safety/online_safety_cyberbullying_quiz.pdf

Answer Key: Online Safety and Cyberbullying

KidsHealth.org/classroom/6to8/personal/safety/online_safety_cyberbullying_quiz_answers.pdf



Name: _____

Date: _____

Don't Go, Jo!

Instructions: Your friend Jo just texted you saying she's planning to meet some guy she met online. You know this is a really dangerous idea. Write a convincing argument to get Jo to change her mind.

A large, black-outlined speech bubble shape that occupies most of the page. Inside the bubble, there are 18 horizontal lines for writing. The bubble has a tail pointing towards the bottom center of the page.



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 them 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. When you post a photo of yourself, it stays online:
 - a. for 3 months
 - b. for 6 months
 - c. until you take it down
 - d. possibly forever – people can re-post it, and deleting doesn't always work if someone else has copied your picture
4. True or false: If someone you know is being bullied online, you should stay out of it. It's none of your business.
5. Name five things about yourself that you should not share online:



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 them 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. When you post a photo of yourself, it stays online:
 - a. for 3 months
 - b. for 6 months
 - c. until you take it down
 - d. possibly forever – people can re-post it, and deleting doesn't always work if someone else has copied your picture
4. True or false: If someone you know is being bullied online, you should stay out of it. It's none of your business.
5. 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
