

Class 9 Guide: Internet Safety: Cyberbullying and Sexting

Pre-teach

In this lesson, students will discuss cyberbullying, define sexting, and discuss where they can find help. Though it is likely that students have either experienced or seen others experience bullying before, it can be helpful to introduce the concept and have a more in-depth discussion about what bullying looks like. Understanding bullying sets the stage for students to be able to explore cyberbullying in the lesson.

Ask students: *What is bullying?* A sample definition is when one person hurts another person with their words or the things they do. Bullies might hurt someone physically, for example by pushing or kicking, or they might hurt someone with their words, for example by calling someone mean names. Additionally, sometimes bullies make people feel left out by excluding them from conversations or gatherings.

Have a discussion as a class about ways someone can get help if they or someone they care about is being bullied. List ideas on the board or on a piece of chart paper. Examples include telling a bully to stop, asking someone who has been bullied if they are okay, talking to a trusted adult, etc. Put up a poster that reads "I can get help by..." Give students large sticky notes. Ask them to write or draw one thing they can do to get help and add it to the poster board.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary terms and definitions

- Public: places where other people can come in and out and there are sometimes a lot of people, like a mall; or things online that other people can see
- Private: places where other people need your consent to come in or enter, like your bedroom; or things online that only you or close friends can see
- Cyberbullying: when people say or do mean things to you online
- Sexting: sending sexy texts to someone
- Block: make it so someone can't talk to you online or see your pictures or videos
- Report: when you tell someone that you are being cyberbullied
- Screenshot: a picture of something on your computer or phone

Post-teach

As a complement to students filling out their online safety plans, the class can work together to identify and find contact information for local and national resources for victims of cyberbullying and/or sexting. You could even create a handout together with information about the different resources. A few national examples are included below:

- The **Games and Online Harassment Hotline** can be reached by texting “support” to 23368 any day between 5 and 9PM CST. They provide free and confidential emotional support to the gaming community.
<https://gameshotline.org/>
- **stopbullying.gov** provides information and resources about bullying and cyberbullying in the United States.
- **connectsafely.org** has a wealth of information about online safety, including information about sexting for teens as well as for parents and teachers.

Another follow-up activity students can complete is to create support posters for victims of cyberbullying. Brainstorm together as a class some positive affirmations to say to victims, such as: *You are awesome; You can get help; You are not alone.* Provide posters and art supplies for students to create their supportive signs. Discuss as a class where to hang the posters.

Class 9: Internet Safety: Cyberbullying and Sexting

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Define cyberbullying and the various forms it can take.
- Explore five things students can do if they or someone they know experiences cyberbullying.
- Understand why sexting must be based on consent, as well as the potential risks of sending naked photos.
- Address personal and cyberbullying & how to be helpful bystanders and allies.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(11) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(A) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography; and
(B) identify appropriate responses to situations in which digital and online safety are at risk, including identity protection and recognition of predators.

Materials

- Dry erase board and dry erase markers or chart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class Healthy Relationships Toolbox
- Class Healthy Relationships Tool Manipulatives (I Statements, Relationship Map, NO!, and Consent Check-In Tools)
- Class 9 PowerPoint
- Printed copies of Class 9 PowerPoint for all students (one slide per page)
- Printed copies of Online Safety Plan for all students (see template at end of lesson)

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-4.

Cyberbullying (10-15 minutes)

Display and discuss slide 5-13. Give students time to process the information, and check in periodically for questions.

Getting Help Game (15-20 minutes)

Use slides 14-26 to lead students through the Getting Help Game. Give students time to process the information, and check in periodically for questions.

Brain Break (5 minutes)

Display slide 27. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Sexting (5-10 minutes)

Display and discuss slides 28-29. Give students time to process the information, and check in periodically for questions.

Online Safety Plan (10-15 minutes)

Use slides 30-32 to give students a preview of the Online Safety Plan they will complete independently. As students complete their safety plans, walk around and provide support as needed.

Questions (5 minutes)

Display slide 33. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Tickets (5 minutes)

Use slides 34-36 to check for student comprehension of major class topics.

How to Get Help (2 minutes)

Display slide 37. Discuss what to do if someone hurts them or makes them uncomfortable:

- *You did not do anything wrong.*
- *You are not alone.*
- *Talk to a trusted adult from your Green Circle of Trust.*
- *If the first person doesn't help, keep telling others until someone does.*
- *If it's an emergency, call 911. A police officer or ambulance might come to help.*

Power Huddle (2 minutes)

Display slide 38 and invite students to participate in the Power Huddle.

Closing (5 minutes)

Display and discuss slides 39-40.

Materials

Online Safety Plan

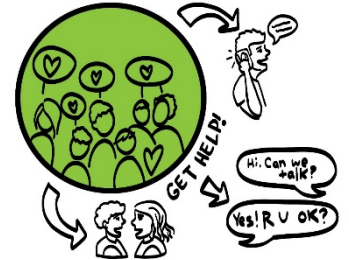
If someone says mean things to me or someone else online, it is not my fault. I can get help.

An adult from my circle of trust can help. I will tell:

Name: _____

Together, we can:

1. Screenshot the mean things.
2. Block the person so they can't contact me.
3. Report the person to my school, the website, or the police.



I can also:

- Not reply to the mean comment.
- Take a break from being online.



If I feel weird or scared about a sext someone sent me, I can get help. It is not my fault.

If I feel weird or scared about a sext I sent, I can get help.

Weird



Scared

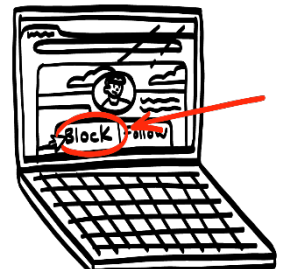
I can show the sext to an adult I trust. I will not show anyone else.

An adult from my circle of trust can help. I will tell:

Name: _____

Together we can:

- Tell the person to stop sending sexts.
- Ask the person to delete the sext.
- Block the person so they can't contact me.
- Try to get the sext offline, if it was posted on a website.



I can do things that make me happy (self-care). I will: