A Leader's Guide to

Words Wound

Delete Cyberbullying and Make Kindness Go Viral

by Justin W. Patchin and Sameer Hinduja

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Contents

A Note to Teachers, Leaders, Parents, and Other Adults

Whether you teach in the classroom, lead a youth group, or work with teens in another setting, *Words Wound* can help you guide your young people as they learn about cyberbullying, consider their own attitudes and actions (and those of others), and think about ways to delete cyberbullying and make kindness go viral. This leader's guide can help you use *Words Wound* to inspire productive discussion, engage teens in reflection, explore useful strategies for dealing with online bullying, and work toward building a culture of greater kindness and respect.

The sections of this guide match up with the chapters of *Words Wound*. Each section includes a general overview of the information covered along with specific learning objectives, discussion questions, and other activities that can be used with the group or assigned for group members to complete at home. The "Fill in the Blank" worksheets can be used to help guide readers through the material, while the "Make Your Choice" quizzes can be used to assess their comprehension of the information. In addition, both are helpful in prompting and continuing the conversation surrounding these issues. Other features of the guide include "Think About It, Talk About It" discussion questions for every chapter, as well as a handful of "Status Update" activities and "Puzzler" pieces that you'll find at the end of the guide, which can be used with any chapter or section of the book.

Feel free to use the guide in whatever order and manner works best for you and your group. For example, the "Think About It, Talk About It" sections can help foster quick but meaningful conversations even if you don't have a lot of time with your group. For deeper investigation, you may want to turn to the "Status Update" activities. And when you have some time to fill at the end of a class or meeting—or when group members need a breather—"Puzzler" activities can provide a light but still stimulating break. Depending on the ages, interests, and needs of your group members, each of these features may be more or less suited to your situation. You make the call and use what's right for your group.

We firmly believe that teens have the most power to stem the tide of cyberbullying. However, we also know—from our own experience and the feedback educators and parents have given us—that they often need encouragement, guidance, leadership, and modeling from the adults in their lives. And even the most motivated teens may hesitate for a number of reasons, such as the fear of failure or rejection, a sense of powerlessness, or a lack of information and practical strategies. As an adult who cares about young people, you are in a great position to spark an interest in teens to tackle this problem. Now, we ask you to take the next step—identify your group, rally them together, and help them in their efforts to make positive changes in their own lives and in those of their friends, in their schools, in their communities, and beyond. And be sure to visit **wordswound.org** for more information and inspiration!

The Scoop on Cyberbullying

This chapter provides readers with an overview of what cyberbullying is, and includes several examples of the different forms it can take. To be considered cyberbullying, a behavior has to be intentional, harmful, repeated, and carried out using technology. Conveying to students what is and isn't cyberbullying is important, and it can be more difficult than you might originally think. If someone from school refuses to add you as a friend on Facebook, is it cyberbullying? If someone posts *one* mean tweet about you on Twitter, is it cyberbullying? The chapter also explores some of the consequences of cyberbullying.

Objectives
After reading this chapter, students will be able to
- define cyberbullying
- report the percent of students who have experienced cyberbullying
- explain the differences between bullying and cyberbullying
- explain some of the consequences of cyberbullying
- apply the ideas in the chapter to their own lives

Think About It, Talk About It
- How does *Words Wound* define cyberbullying? Would you define it differently? How and why?
- How does cyberbullying differ from in-person bullying? Do you think they're more similar than different? Which do you think is worse: cyberbullying or bullying that happens face-to-face? Why?
- Where do you see cyberbullying happening most often lately? Are there particular websites or apps that seem to be hotbeds of cruelty? What do you think makes a site or app especially likely to be used for cyberbullying?
- Why do you think people cyberbully others?

Other Ideas for This Chapter
With the group: Spend some time exploring the "Research" area of the Cyberbullying Research Center website (**cyberbullying.us**). The site contains many charts that you can download and include in your lessons about the nature and extent of cyberbullying. You can pull up some of the charts with your students or go through them ahead of time and select a few to talk about. What findings jump out? Do they align with what has been seen and experienced in your community? Do they contrast with perceptions you've previously held about the issue?

Homework: Ask each group member to find an article in the media that discusses cyberbullying and to bring it to class to discuss in the next session. Is the information presented in the article consistent with what was talked about in the book? If not, how does it differ? What new information did the article reveal to the group? If you like, you can pair this take-home activity with the "How Much Cyberbullying Is Happening?" Status Update on page 29 of the guide.

Chapter 1: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. Cyberbullying is a situation in which someone _____ and _____ harasses, makes fun of, or mistreats another person.

2. Generally speaking, a _____ hurtful email or _____ mean comment on an Instagram picture isn't cyberbullying.

3. Not everything _____ that happens online equals cyberbullying.

4. Roughly _____ of students admitted to us that they had cyberbullied someone else.

5. Most often, those who bully in person also _____   _____.

6. Cyberbullying has the potential to go _____.

7. In the case of cyberbullying, it's possible for a _____   _____   _____ to see or know what happened.

8. Teens who have been cyberbullied say that they feel _____,   _____, _____, and _____.

9. Teens affected by cyberbullying have lower _____ and more problems at _____ and at _____.

10. Most teens do not _____ others.

Chapter 1: Make Your Choice

Choose the best answers based on what was discussed in Chapter 1 of the book.

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1. Which of the following is an example of cyberbullying?

   a. Sending many hurtful text messages to another person

   b. Accidentally posting one thing online that your friend didn't want you to

   c. Pushing someone into the lockers

   d. Spam email

----

2. Which of the following is not a typical characteristic of cyberbullying?

   a. Intentional

   b. Repeated

   c. Harmful

   d. Involves a stranger

----

3. Why do some teens cyberbully others?

   a. To get revenge

   b. To become popular

   c. To feel better about themselves

   d. All of the above

----

4. Most teens are directly involved in cyberbullying.

   a. True

   b. False

----

5. Who is more likely to be cyberbullied?

   a. Girls

   b. Boys

   c. Boys and girls are equally likely to be cyberbullied

----

6. Which of the following is true about in-person bullying vs. cyberbullying?

   a. People who bully others in-person do not cyberbully

   b. People who bully others in-person are more likely to also bully others online

   c. Many people who have never bullied others in person are now bullying others online

   d. None of the above

----

7. Teens are more likely to be cyberbullied by:

   a. Someone they know (peers)

   b. Someone they don't know (strangers)

   c. Both strangers and peers at an equal rate

   d. None of the above

----

8. One of the reasons why cyberbullying can last for a long time is because:

   a. Adults think that it's just teenage drama and will soon end

   b. Adults lack the skills to notice it because they are simply not as proficient with technology

   c. Adults just don't know exactly what to do

   d. All of the above

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9. Those who are targets of cyberbullying usually experience:

   a. Sadness

   b. Frustration

   c. Depression

   d. All of the above

----

10. Most teens don't cyberbully others.

   a. True

   b. False

What to Do If You're Being Cyberbullied

This chapter gives readers a set of practical tools they can use if they are ever cyberbullied. Not every strategy will work for every person in every situation, which is why this chapter provides a number of ideas. It is especially important for teens to establish a relationship with at least one adult that they trust who will be able to help them in times of need. This could be someone from the school, like a favorite teacher or counselor, or someone else in the community like a pastor or adult family friend. This adult could be you! Take this opportunity to let your group know that you are willing to listen and help if they run into trouble online.

In addition to discussing cyberbullying, it is critical that you take some time to talk with the group about the realities of depression and suicide. Provide members with information about local resources they can turn to if they are feeling depressed, or if they know someone who is—or who has made worrying statements, in person or online. (*Note:* If someone in your group does reveal that he is feeling suicidal, or that he has thoughts of hurting himself or others, follow the protocol in place to notify the appropriate people. Familiarize yourself with the guidelines your school or organization has for these and other red-flag issues.)

Objectives
After reading this chapter, students will be able to
- list several strategies to use when they are being cyberbullied
- explain why it is never a good idea to retaliate when cyberbullied
- distinguish between telling and tattling
- explain what to do if someone creates a fake social media profile about them
- determine when it is appropriate or necessary to call the police
- consider how the content applies to them

Think About It, Talk About It
- At the beginning of the chapter, Maria tells about her experience with cyberbullying. What do you think Maria should do? What would you do if you were friends with her?
- What is the difference between "telling" and "tattling"? Have you ever been in a situation where the line between the two wasn't very clear? If so, what did you do, and what was the outcome?
- If someone is being cyberbullied and tells an adult about it, how should that adult respond?
- At what point should bullied teens contact the police? What do you think the police will do? Do you think getting law enforcement involved will help stop the cyberbullying in the long term? Why or why not?
- The chapter listed 10 things you can do if you are being cyberbullied. Which do you feel would work best for you, and why? What others can you think of?

Other Ideas for This Chapter

With the group: Have each group member depict through art—whether by drawing a picture, writing a short story, composing a poem, or using some other medium—how cyberbullying makes someone *feel*. Encourage teens to think creatively about how to use symbols, colors, metaphors, and imagery to express their feelings.

Homework: Ask group members each to write a journal entry describing a time when they were bullied or cyberbullied. If they have never experienced bullying, ask them to write about a friend who has been. Remind them to include as many details as they can so that it will be easier for an adult to help if necessary. The next time the group meets, have a conversation about what people wrote. Each group member can share as many or as few details as he or she wants to. Discuss the fact that all of us have to deal with real and painful wounds after being mistreated, and invite the group to consider positive ways to respond and move on.

Chapter 2: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. If you're being cyberbullied, one of the most important things you can do is keep a very detailed _____.

2. Sometimes it's hard for adults to understand how _____ and _____ cyberbullying can be.

3. One of the things that makes cyberbullying different from other types of bullying is that there is *always* some sort of _____ _____.

4. Be careful not to say anything online that an adult might interpret as _____.

5. _____ is when you're intentionally trying to get someone in trouble for doing something that doesn't even directly affect you or those you care about.

6. Sometimes people say _____ things or poke fun at a friend as a way of connecting with them.

7. If you do decide to approach someone who's bullying you, be_____ but _____.

8. Cyberbullying violates most websites' _____ _____ _____.

9. One thing that many people don't realize is that some forms of cyberbullying _____ _____ _____.

10. People often tend to be their own _____ _____.

Chapter 2: Make Your Choice

Choose the best answers based on what was discussed in Chapter 2 of the book.

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1. With almost all smartphones, it is possible to take a screenshot of and save any image that appears on the screen.

    c. True

    d. False

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2. There is always evidence of cyberbullying.

    a. True

    b. False

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3. If you're being cyberbullied, one of the most important things you can do is:

    a. Keep a journal

    b. Tell a friend

    c. Stop using technology

    d. Confront the person doing the bullying

---

4. Researchers have found that telling _____ about the bullying being experienced generally helps improve the situation more than any other response.

    a. No one

    b. A friend

    c. The website or social media account

    d. An adult at home or school

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5. Some teens do not want to share their experiences with cyberbullying with others because:

    a. They don't think that anyone can really help them

    b. They think that they should be dealing with it themselves

    c. They think it will make it worse

    d. All of the above

---

6. Tattling is when you tell an adult about something just because you want to get somebody in trouble.

    a. True

    b. False

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7. If you find that someone has created an impostor profile page under your name, you should:

    a. Call the police

    b. Contact the social media site and report it

    c. Find out who did it and create a fake page about them

    d. Post many comments on the page telling people it's not you

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8. If someone is repeatedly contacting you online in a way that is distracting, irritating, or hurtful, you should do what?

    a. Get back at him

    b. Block him

    c. Laugh at him

    d. Confront him in person

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9. If you are being cyberbullied, you should immediately delete the hurtful message or post.

    a. True

    b. False

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10. Some forms of cyberbullying are against the law. These typically include:

    a. Hate speech

    b. Invasion of privacy

    c. Stalking

    d. All of the above

Pause Before You Post

This chapter provides readers with information designed to get them to stop and think before they post anything online that could be harmful toward another person. They are reminded that almost everything posted online *could* be there forever, and also that just about everything can be traced back to a particular device, account, and user. Also in this chapter, information about important laws and legal cases helps teens understand that schools can punish them not only for what they do at school, but also for what they do online away from school if their actions affect the school environment or the rights of other students. Take the time to moderate a discussion about these often complicated issues, and don't be afraid to play devil's advocate so that group members can relate to and fully understand all sides.

Objectives
After reading this chapter, students will be able to
- define integrity
- identify the most important principles of the First and Fourth Amendments to the U.S. Constitution, and how they apply at school
- explain that a school can respond to cyberbullying, even when it happens away from school
- understand when the police might get involved
- explain what a "digital footprint" is, and how something they post or send can be tracked
- reflect on the chapter's ideas and how they impact students' daily lives

Think About It, Talk About It
- Can a teacher search the contents of your cell phone while you are at school? What is meant by an "expectation of privacy"? Give examples of situations in which a search of your personal device would be allowed or not allowed. Do you think there are any gray areas? If so, what are they?
- What is a "digital footprint"? What are some of the latest ways people can track down where something posted online came from? Is it ever possible to completely hide who you are online?
- Why would the police get involved in a cyberbullying incident? Do you think new laws should be passed to make it easier for the police to respond? Do you believe that new laws would help prevent cyberbullying? Why or why not?
- Choose one of the cases summarized in the *Taking It to Court* section (pages 73–74 of the book) and talk about what happened and how the school responded. Has anything similar happened at your school? If so, how did the school handle it?

Other Ideas for This Chapter
With the group: Have group members work individually to come up with their personal definitions of integrity. Then break them up into small groups (3 or 4 people) to work together to agree on a collective definition of integrity. Then come together as the full group to talk about their ideas. Did people have different ideas of what integrity means? Why is it difficult to act with integrity sometimes? What do you think would make it easier?

Homework: Have group members search online to find examples of bullying policies from schools in your town, city, or district. Members could also search for state or provincial bullying laws. (If you like, you could assign each member a region or school to make sure you have a range of policies to discuss.) Have group members bring their findings with them to the next group meeting and then talk about what the policies include and how they differ. Invite the group to discuss what the most useful elements of the policies are, and whether members would like to see policy changes at their own school or schools.

Chapter 3: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. Try never to post or respond to anything online when you're _____ or _____.

2. It's *always* a good idea to use phones, computers, and other technology responsibly and with _____.

3. Remind yourself and others of everyone's _____ instead of _____.

4. In person you can probably tell from someone's _____ _____ and _____ if she is really getting upset.

5. Many statements that were meant to be mildly _____ or _____ can end up doing a ton of damage.

6. In the United States, the _____ and its _____ guarantee important rights.

7. The First Amendment to the United States Constitution gives you the right to _____ _____.

8. For police specifically, it is _____ to search a person or his or her home or property if there is _____ _____.

9. Searches of student property can be conducted by school administrators if there is a _____ _____ that a school policy or law has been violated.

10. Everything online has what is called a "digital _____."

Chapter 3: Make Your Choice

Choose the best answers based on what was discussed in Chapter 3 of the book.

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1. How many states currently have laws that require schools to have anti-bullying policies?

   a. 5

   b. 23

   c. 35

   d. 49

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2. Having integrity means you do the right thing when:

   a. Your parents are watching

   b. Your friends are watching

   c. It costs you

   d. It is easy

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3. A student could be kicked off a sports team for cyberbullying that doesn't happen at school.

   a. True

   b. False

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4. Cyberbullying is not considered the school's responsibility because it mostly happens away from school.

   a. True

   b. False

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5. Which amendment to the U.S. Constitution grants you the right to free speech?

   a. 1st

   b. 2nd

   c. 4th

   d. 5th

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6. Which amendment to the U.S. Constitution protects you from "unreasonable searches and seizures"?

   a. 1st

   b. 2nd

   c. 4th

   d. 5th

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7. Google and Facebook cannot track information posted on their sites when someone uses a fake name and email address.

   a. True

   b. False

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8. Do you have the right to privacy on your cell phone, laptop, or another portable electronic device while you're at school?

   a. Yes

   b. No

   c. Yes and No

----

9. If a school knows about harassment and other hurtful actions directed to students and does not try to put an end to it, they can be held legally responsible.

   a. True

   b. False

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10. Everything that gets posted or sent online can be traced back to the original poster or sender. This is called a:

   a. Digital token

   b. Digital trail

   c. Digital footprint

   d. Digital path

Start Standing Up, Not Standing By

Most teens have witnessed cyberbullying, even if they may not have experienced it themselves. Chapter 4 encourages readers to stand up for those who are being targeted, and provides several suggestions for what to do in response. Of course, we don't want to ask teens to do anything they feel unsafe doing (such as physically standing up to someone who is bigger or stronger), but we *do* want to inspire them to step out of their comfort zone in a way that can really help someone else. Some of our ideas won't bring any negative attention to the upstander (such as reporting cyberbullying to the website or anonymously reporting it to the school). Other more direct strategies—such as sitting next to the person being bullied and simply being a friend to him or her, or posting positive or encouraging comments on a target's social media page—do carry some risk of bringing unwanted attention from those doing the bullying. But they also have great potential and great power to combat the mistreatment. In the long run, they can result in a gradual culture change where bullying in all forms is viewed as simply not appropriate and having no place in teens' schools and communities. The more teens who promote kindness over cruelty, and do all that they can to make it "cool to care," the more this perspective will gain traction and take on a life of its own. And it can start with just one person!

Objectives

After reading this chapter, students will be able to

- understand the importance of standing up for someone who is being cyberbullied
- list several strategies to utilize when they see cyberbullying
- know when to talk to an adult about cyberbullying that they witness
- contact a website to report cyberbullying
- analyze the way cyberbullying, bystanders, and upstanders affect their own lives

Think About It, Talk About It

- What does it mean to be an "upstander"? Have you ever intervened as an upstander? If so, how did that feel? If not, have you seen others be upstanders—or has someone been an upstander for you?
- Some people use the term "defender" instead of "upstander." Which one do you like better? Why?
- What suggestions do you have for someone who sees cyberbullying but doesn't know what to do or how to help?
- Does your school or organization have a way to anonymously report cyberbullying? If so, have you ever used this and did it help? If not, do you think it would be something to consider implementing? Why or why not?
- Have you ever reported cyberbullying to a website or social media platform? If so, did you get a response, and was the hurtful content removed? Do you think contacting a website is an effective way to deal with cyberbullying? Why or why not?

Other Ideas for This Chapter

With the group: Refer to this chapter's "What Would You Do?" Status Update (on pages 99–103 of the book, or downloadable online). Depending on the size of your group, split into pairs or small groups and assign each group a scenario. Ask them to consider the following questions: Is this cyberbullying? What would you do if you saw it happening? What do you think the school should do? What should the person being targeted do? Should the person carrying out the hurtful behavior be punished?

Homework: Have the group members write their own cyberbullying scenarios involving bystanders doing positive and negative things in a variety of settings—online gaming, group texting, on Twitter, and more. Group members can base these writings on actual experiences in their lives, or they can be entirely fictional. When you meet next, invite members to share what they've written. Talk about what can be done to motivate those on the sidelines to do the right thing, at the right time, in the right way.

Chapter 4: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. Because doing nothing actually *is* doing something—something _____.

2. Standing up for others takes a lot of _____.

3. The simplest thing that you can do when you see someone being treated badly is to

    _____   _____   _____   _____   _____.

4. There is strength—and safety—in _____.

5. If you watch a video and see that the comment thread underneath is filled with insults, are you willing to

    _____   _____ and tell everyone to _____   _____   _____?

6. Teens are _____ to tell adults about cyberbullying.

7. There *are* _____ in your life who can help—you just have to figure out who they are.

8. If you see cyberbullying on Twitter, you can send a screenshot of the problem to _____.

9. Some schools have _____ reporting systems to deal with bullying and cyberbullying among students.

10. It's important for bystanders to become _____.

Chapter 4: Make Your Choice

Choose the best answers based on what was discussed in Chapter 4 of the book.

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1. Most teens have seen cyberbullying.

   a. True

   b. False

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2. Standing up for others takes a lot of:

   a. Courage

   b. Time

   c. Knowledge of technology

   d. Physical strength

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3. Many people that see cyberbullying occurring think that *somebody else* will put an end to it, and so they don't bother to do anything.

   a. True

   b. False

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4. This is someone who steps up and does something when they see cyberbullying happen:

   a. Bystander

   b. Upstander

   c. Sideliner

   d. Instigator

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5. If you receive a text message or an email that contains mean and hurtful content about a classmate, you should never:

   a. Forward it to others

   b. Save it

   c. Reply back and tell the person what they said was hurtful

   d. Show it to an adult

---

6. Every major social media website has a system in place to report cyberbullying.

   a. True

   b. False

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7. Which of the following is true about reporting inappropriate content or behavior to websites?

   a. When reporting content, you are required to provide your phone number and photo

   b. Large social media sites like Facebook do not allow people to report inappropriate content

   c. The person who reported the content will remain anonymous

   d. Sites will only listen to reports filed by adults, not teens

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8. This is someone who will listen carefully to you when you explain the problem, and will ask what you would like to see happen.

   a. Parent of the bully

   b. Trusted adult

   c. Unhelpful adult

   d. None of the above

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9. Sometimes it isn't wise to talk to an adult about your cyberbullying experience. Why?

   a. Because most adults don't know what to do

   b. If they are not a police officer, they cannot legally keep secret what you share with them

   c. They haven't grown up with the technology you use so they can't relate to your problems

   d. None of the above

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10. The simplest thing you can do for someone who is being bullied is:

   a. Report it

   b. Talk to an adult

   c. Be there for him or her

   d. Intervene

Extra credit: List as many ways as you can think of to stand up for someone who is being cyberbullied.

Stay Smart and Stay Safe

This chapter encourages readers to protect themselves by realizing the importance of their digital reputations, and to carefully consider the potential consequences before posting personal, private, or potentially embarrassing information online. An important message of this chapter is that the Internet never forgets. Once something is posted online, it has the potential to be out there forever. That said, it is helpful to remind teens that there *are* ways to bounce back from mistakes they may already have made online. Remind teens that they should be cautious about who they interact with online, and that it is risky to post or send anything that could get them or someone else in trouble now, or down the road. Even if they are careful about who they interact with and have their social media accounts restricted to only those they trust, there are always ways for unintended parties to get access to what is said or shared. Encourage teens to pause, reflect, and make wise choices on social media every single time, starting today, and remind them that doing so will reduce the chances of life becoming harder than it really needs to be.

Objectives

After reading this chapter, students will be able to

- explain the importance of maintaining a positive digital reputation
- explain the risks associated with responding to unsolicited email or text messages
- create and protect strong passwords
- identify the risks involved in using location-based services on mobile devices
- define "catfishing" as it relates to online relationships
- discuss and consider how online safety impacts their daily lives

Think About It, Talk About It

- List five specific things that you can do to make it less likely that you will be the target of a cyberbully.
- Why is it important to regularly change your password? How do you remember your passwords in a way that doesn't compromise them? Is there ever anyone you *should* share your password with? Why or why not?
- What are some of the risks associated with "checking in" somewhere or using other geotagging services? Have you used these features in the past? If so, did you hesitate to do so, or did you run into any unexpected consequences?
- How important is privacy to you? Are you concerned that people might be viewing what you post online? How can you protect your information? If privacy online *isn't* something that worries you much, why not?
- Do you know anyone who has really, really regretted something they've posted online? If so, what were the repercussions for that person? Have you found yourself in this position? What did you do?
- The chapter talks about how things posted online can potentially be there forever. What steps would you take if you made a mistake and posted something that you'd rather other people didn't see? Do these steps vary depending on the device and online platform used?

Other Ideas for This Chapter

With the group: Have group members brainstorm information that is never a good idea to post online (for example, phone numbers, home address, inappropriate pictures, hostile comments, inside jokes that are likely to be offensive to others). Talk about whether they see this kind of stuff online regularly. How does it make them feel? How have they responded to it in the past?

Homework: Have group members search for their names and user names on popular websites like Google, Social Mention, and Zabasearch. Also ask them to view their Facebook and Instagram profiles as if they were strangers who stumbled upon them (that is, to search for themselves when they are not logged into their own accounts). As a group, talk about what people found, and what they can do with this information. Did they stumble across something that surprised them? If so, does it worry them? Why or why not?

Chapter 5: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. The next time you text, tweet, email, or post, take a minute to think about the fact that _____ you do online could eventually be seen by _____.

2. In addition to being seen by _____ _____ than you expect, what you post online may also be out there for much _____ than you expect.

3. Whether you like it or not, some people *will* _____ _____ based on how you appear online.

4. You can also use the _____ _____ on archive.org to view what a website looked like on a specific date.

5. One easy way to stay in tune with what's said about you online is to sign up for _____ _____.

6. Always _____ _____ _____ after using *any* social media site, webmail program, or similar account.

7. _____ are a huge part of our daily lives.

8. Facebook has a _____ _____ where you can find tips on safe and responsible online social networking.

9. Location-based social networking allows people to use their _____ to check in at various locations.

10. It's important to think carefully about who you let into your _____ _____.

Chapter 5: Make Your Choice

Choose the best answers based on what was discussed in Chapter 5 of the book.

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1. Which of the following websites is not a search engine?

a. Peekyou

b. Bing

c. Socialmention

d. Findit

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2. How can you help protect your digital reputation?

a. Have the same passwords for all of your online accounts so you don't forget them

b. Post personal information on Instagram, but not on Facebook or Twitter

c. On all social media sites you use, change your privacy and account settings so that you can approve any content in which someone tags you

d. Friend and follow as many people as possible

---

3. This is a type of a harmful program (like a virus) that can collect personal or private information from your computer.

a. Delta

b. Trojan horse

c. Sidewinder

d. Cookie

---

4. This website re-posted information about people who checked in away from home to show them how this information could be useful to would-be robbers.

a. Thefthub.com

b. Openhouse.com

c. Pleaserobme.com

d. Awayfromhome.com

---

5. This ties location-based metadata into photos, videos, text messages, and other content.

a. Geotagging

b. Locationsharing

c. Geocaching

d. Placeposting

---

6. Someone who pretends to be someone they're not using Facebook or other social media to create false identities, particularly to pursue deceptive online romances.

a. Stalker

b. Catfish

c. Sucker

d. Frenemy

---

7. Using a pseudonym online is never okay.

a. True

b. False

---

8. A problem with reporting cyberbullying to the social media site on which you see it is that the bully is informed who reported them.

a. True

b. False

---

9. In the Megan Meier case, Megan was bullied online through a catfishing scheme by:

a. An ex-boyfriend

b. An ex-best friend

c. A stranger

d. A former friend's mom

---

10. Ideally, at least how often should you change your password on various websites and devices?

a. Once a week

b. Once a year

c. When you get a new device or join a new website

d. Never

Extra credit: List as many things as you can think of to help protect yourself from being cyberbullied.

Delete Cyberbullying

This chapter provides readers with a number of activities they can put into action to help prevent cyberbullying from occurring in their schools and their communities. The goal of this chapter is to get teens excited about being part of the solution to this problem, and to develop them into active agents of positive change. Motivate your group members to become leaders by inviting them to research and understand the problem of cyberbullying broadly, but also by having them work to find out what is occurring within their school. You can also recruit older teens to mentor younger ones; for example, high school students can speak to students in the middle school about using technology responsibly. There are a lot of suggestions presented in this chapter, but your group's members will no doubt have a lot of great ideas too. In fact, they will probably have insight as to what will work best and what might fall flat. Get them thinking creatively about what *they* can do to delete cyberbullying within their social circle and beyond in their specific social group, and then encourage, empower, and equip them to do it!

Objectives

After reading this chapter, students will be able to

- list several strategies to help prevent cyberbullying in their schools
- mentor another student in the ways of being safe and smart online
- know how to conduct a survey of students to learn about how much cyberbullying is happening in their school
- speak up about the issue to various adults in the community and beyond who may be able to help (administrators at school, local officials, newspaper editors, etc.)
- apply the ideas and concepts in the chapter to themselves

Think About It, Talk About It

- What has been done at your school or community in the last six months to prevent cyberbullying? Among the activities done, how many were student-led versus adult-led? Which did you think were the most successful, and why? Why do you think the others failed or fell short?
- If you were mentoring a younger student who was just beginning to spend time online, what advice would you give that person? What do you feel is most important for him or her to know?
- If money were no limitation, what would be the most effective thing you could do to prevent cyberbullying?
- Do you worry about how other people might react to your efforts to make your school or community better? Why or why not? Why do you think people might react in negative ways, and what are some tactics you could use to handle those reactions if they do occur?
- How can adults and teens work better together to combat cyberbullying?

Other Ideas for This Chapter

With the group: Search YouTube for a cyberbullying public service announcement (PSA). Show this in your group meeting and discuss what happened and what group members learned from the video. What aspects of the PSA did they think were strong? Which could have been better? Maybe they will be encouraged to create a video themselves!

Homework: Have group members each draft a letter about cyberbullying to the editor of the local paper. Ask them to consider the following questions and ideas as they write:

- How does cyberbullying affect my school and my life?
- What does the general public need to know about cyberbullying?
- What can be done in my community to stop or prevent cyberbullying?
- When you next meet as a group, talk about the letters people wrote. Those students who wish to follow through can submit their letters to the paper.

Extra credit: Have group members each write a short play (5–15 minutes) about a cyberbullying situation. Make sure each play includes a person being bullied, someone doing the bullying, and at least one bystander and/or upstander. When the group next meets, invite students to share what they wrote. Was writing a part for each person in a bullying situation challenging? Enlightening? Emotional? If the group is interested, split into small groups to rehearse and perform a few of the plays. Talk about what was depicted and how it made people feel.

Chapter 6: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. Every cyberbullying case is _____ and _____ in its own way.

2. The perception is that _____ teens cyberbully—yet actually the _____ is true.

3. Having _____ and _____to back up your suggestions and ideas for solutions will
   help you show how important it is to do whatever it takes to make things better.

4. As a student *you* have the most _____ and _____ to really change things.

5. _____ has the power to help delete cyberbullying and encourage others to be kinder.

6. Peer mentoring can be a great way to build a _____ and more _____ school.

7. Mentoring can be a _____ activity, but it also works well
   in _____ _____.

8. Always show _____ online and off, and try to use good _____
   in all that you say and do.

9. Sharing thoughts, experiences, and feelings through _____ can be a really effective way to show that
   words are not *just* words.

10. When it comes to deleting cyberbullying, think _____.

Chapter 6: Make Your Choice

Choose the best answers based on what was discussed in Chapter 6 of the book.

----

1. What can you do to help improve your school's anti-bullying policy?

   a. Meet with an administrator to talk about the policy's strengths and weaknesses

   b. Carefully read the policy and think about what it does and doesn't cover

   c. Consider how the policy would or wouldn't have applied to specific cyberbullying incidents you've experienced or witnessed

   d. All of the above

----

2. Which of the following websites can you use to gather information from students at your school?

   a. Surveyspot.com

   b. Surveymonkey.com

   c. Surveytaker.com

   d. Surveyseeker.com

----

3. The ITO club started at a Pennsylvania school works to prevent bullying. What does "ITO" stand for?

   a. "I'm Telling On you"

   b. "Involving Teens Only"

   c. "I'll Take Over"

   d. "It Takes One"

----

4. These are students who advise and guide others as they deal with difficult problems and stressful situations, including cyberbullying.

   a. Peer mentors

   b. Student ambassadors

   c. Alumni

   d. Student assistants

----

5. Which of the following is a short, creative, informative video designed to bring attention to a problem?

   a. PSA

   b. SPA

   c. TBA

   d. MLB

----

6. Bullying tends to have a more negative effect on people who:

   a. Receive solid support from their friends

   b. Have a strong family relationships

   c. Are isolated

   d. Earn good grades

----

7. Peer mentoring can *only* be done with one person working with one other person.

   a. True

   b. False

----

8. What is one thing you should not do if you write a letter to the editor about cyberbullying?

   a. Explain how cyberbullying affects you

   b. Name the person or persons doing the bullying

   c. Use cyberbullying statistics from your school

   d. Describe an actual cyberbullying situation from your school

----

9. Most schools have anti-bullying policies.

   a. True

   b. False

----

10. Performing a cyberbullying-related skit or play will be useless in spreading the message you want to share, because students won't really be able to relate with fictional characters and/or situations.

   a. True

   b. False

Extra credit: What are some things that a peer mentor can do to help delete cyberbullying in his or her school?

Make Kindness Go Viral

This chapter seeks to empower teens to use the power of technology to promote positivity and peer respect. Online bullying is so hurtful in part because it seems like everyone is in on it, or at least can see the cruel content. But the ubiquity of social media use among teens also means that it can be used to encourage kindness far and wide. Included in this chapter are a number of real-life success stories—examples of teens who have used technology to counter hate in creative and effective ways. From pledge campaigns to flash mobs to anonymous Twitter feeds complimenting random students, young people from around the world are working to better society using the latest online trends and platforms. In your exploration of this chapter, encourage your group members to get excited about the many ways *they* can harness technology to show compassion toward others.

Objectives

After reading this chapter, students will be able to

- describe several things they can do offline to counter bullying
- describe ways to enlist social media and other online resources to create a culture of kindness
- tap into their own creativity to come up with unique ideas that can encourage and support others
- describe the "To Be Kind" movement
- explain the philosophy and actions behind "Nice It Forward"
- reflect on ideas of kindness in their own lives

Think About It, Talk About It

- What are some things you can do to get other teens on board with respecting one another?
- Of the ideas listed in this chapter to help make kindness go viral, which do you think is the best? Which do you think might not be as effective? Talk about what you think makes one idea better than another.
- Do you think it is useful to "pledge" to do (or not do) something? If you took a formal pledge not to cyberbully someone, would you stick to that? Do you think others would? Why or why not?
- What is the kindest thing you have ever seen someone do for another person online? In that case, do you think it took courage to do the kind thing? Why or why not? Have you ever regretted doing something kind online—or regretted *not* doing something kind? What happened?
- What is the hardest thing about starting a kindness campaign? What could make it easier for you to promote kindness using technology?
- How can you tap into the creative abilities of students across different social groups at your school to make a collective stand against bullying?

Other Ideas for This Chapter

With the group: Have group members make anti-cyberbullying posters and display them in hallways and other shared spaces at their school or schools. As a group, talk about the posters and what messages they're trying to convey. Consider how the way a message is communicated can affect the way it is received. What techniques do group members think are most effective in sharing an anti-bullying or pro-kindness message, and why? What techniques do they think could be counterproductive?

Homework: Have group members search online for "compliments" or "nice things" accounts on Twitter, Instagram, and Facebook. Ask them to look for accounts from schools in your area and to list a few of the most recent posts. At your next meeting, talk about these findings. Then invite the group to brainstorm their own ideas for nice things you could tweet about your school (or schools) and its students.

Chapter 7: Fill in the Blank

Find and fill in the missing word(s) as they appear in this chapter of the book.

1. One of the things that makes cyberbullying so especially painful is the fact—or the feeling, at least—that _____ is in on the joke.

2. Kindness seems to have a bigger impact when it's _____ and _____, instead of _____.

3. Every great movement started with _____ _____ _____.

4. Just _____ _____ _____ _____ can be one of the most powerful ways to promote kindness.

5. A well-made _____ with a clear and powerful message can get students to stop, think, and reflect on their own ideas and actions.

6. The most popular _____ are usually funny pictures captioned with short phrases.

7. The more people talk about _____ _____ _____to do online the more people will _____ _____ _____.

8. Whether in person or online, there are many things you can do to express _____, show _____, or try to _____ _____ _____.

9. Whatever form it takes, _____ _____ _____ reminds those who are being bullied that they aren't alone.

10. When the challenges ahead seem _____, remember that every great change starts with _____ _____ _____ _____.

Chapter 7: Make Your Choice

Choose the best answers based on what was discussed in Chapter 7 of the book.

---

1. Doing something nice for a complete stranger for no other reason than to brighten someone's day is called:

- **a.** A random act of kindness
- **b.** Inspired bravery
- **c.** Quid pro quo
- **d.** Caring compassion

---

2. A group of people performing a choreographed routine in a public place, seemingly spontaneously, is called a:

- **a.** Flash burst
- **b.** Mosh pit
- **c.** Flash mob
- **d.** Instant party

---

3. The most popular of these are usually funny pictures captioned with short phrases.

- **a.** Pledges
- **b.** Flash mobs
- **c.** PSAs
- **d.** Memes

---

4. Research has shown that people who see an act of kindness are much more likely to be kind toward others soon after.

- **a.** True
- **b.** False

---

5. The goal of this teen-created app is to collect the compliments and destroy the insults.

- **a.** Appleast
- **b.** Cyber Slammer
- **c.** Bully Blaster
- **d.** Kindness Quotient

---

6. The "Nice It Forward" movement started with which Twitter account?

- **a.** @niceitnow
- **b.** @FranklinNice
- **c.** @nicethingsonline
- **d.** @OsseoNiceThings

---

7. Where did Pink Shirt Day start?

- **a.** Minnesota
- **b.** California
- **c.** Canada
- **d.** England

---

8. Creating a poster that promotes kindness at your school may encourage others to be:

- **a.** Spectators
- **b.** Bystanders
- **c.** Upstanders
- **d.** None of the above

---

9. How can you use social media to promote kindness?

- **a.** Share articles about teens using technology responsibly
- **b.** Post photos of anti-bullying events and initiatives
- **c.** Give credit and props to people who are kind online and off
- **d.** All of the above

---

10. Which of these sites can you use to create a short online comic book?

- **a.** Bitstrips
- **b.** Pixton
- **c.** Toondo
- **d.** All of the above

Status Update: How Much Cyberbullying Is Happening?

In this activity, you are going to take some time to research the problem of cyberbullying. A lot of numbers are floating around about how many teens are actually involved. Take this time to educate yourself. Find a relevant academic article from Google Scholar (scholar.google.com) or an article from a newspaper or magazine, and answer the following questions.

----

1. What is the title of your article?

_____

_____

_____

----

2. Who wrote the article?

_____

_____

_____

----

3. Where did you find your article?

_____

_____

_____

----

4. Is the information in the article reliable? If so, how do you know?

_____

_____

_____

----

5. What age of students does your article include?

_____

----

6. How does the article define cyberbullying (e.g., what behaviors are they looking at)?

_____

_____

_____

_____

----

7. According to your article, what percent of students have been cyberbullied, and what percent have cyberbullied others?

_____

_____

----

8. How was the information collected, and is it possible that the method might have affected the percentages?

_____

_____

_____

_____

----

9. Did your article say anything about cyberbullying that you don't agree with (based on your experience and perhaps other sources)?

_____

_____

_____

_____

----

10. Did you find anything else interesting in your article? If so, what? Share your observations with the group.

_____

_____

_____

_____

_____

_____

29

Status Update: Bullying Laws

At this time, all but one U.S. state have laws in place that address bullying. Many provinces and territories in Canada also have laws against bullying. Do you know what your laws say? Use the following questions as a starting point for learning more about the specifics of the laws that affect you.

----

1. What is your state, province, or territory?

_____

----

2. Does it have a bullying law?

☐ Yes   ☐ No

----

3. In what year was the law last updated?

_____

----

4. How does your state, province, or territory define bullying?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

----

5. Does your law specifically include the word "cyberbullying"?

☐ Yes   ☐ No

----

6. Does your law specifically refer to electronic forms of bullying?

☐ Yes   ☐ No

----

7. Does your law include information about bullying that happens away from school?

☐ Yes   ☐ No

----

8. Does your state, province, or territory require your school to have a bullying policy?

☐ Yes   ☐ No

----

9. Does your law list any specific punishments that could be given to a bully?

☐ Yes   ☐ No

----

10. Do you see any problems with your law? Is anything missing? If so, write a letter to your legislator and voice your educated opinion!

Puzzler: Crack the Code

Using the keys below, decode these messages about being an upstander in a bullying situation.

Cipher #1

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	09	08	07	06	05	04	03	02	01

Code:

8-7-12-11   8-7-26-13-23-18-13-20   25-2   26-13-23   8-7-26-9-7   8-7-26-13-23-18-13-20   6-11!

Answer:

_____

_____

_____

_____

Cipher #2

Key:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Code:

RMGVIEVMV   LM   YVSZOU   LU   GSLHV   DSL   ZIV   YFOORVW   —   YB   SVOKRMT   GSV   GZITVG,
IVWRIVXGRMT   GSV   KVIHLM   WLRMT   GSV   YFOOBRMT,   LI   GVOORMT   ZM   ZWFOG.

Answer:

_____

_____

_____

_____

_____

_____

_____

Cipher #3

Directions: Each letter of the secret message has been substituted with a different letter of the alphabet which is *THREE* positions further in the alphabet. No cipher will be provided for you.

Code:

XSVWDQGHUV   FDQ   KHOS   EB   GRFXPHQWLQJ   EXOOBLQJ   LQFLGHQWV   IRU   DGXOWV.

Answer:

Cipher #4

Key:

A .-	B -...	C -.-.	D -..	E .	F ..-.	G --.	H	I ..	J .---
K -.-	L .-..	M --	N -.	O ---	P .--.	Q --.-	R .-.	S ...	T -
	U ..-	V ...-	W .--	X -..-	Y -.--	Z --..	. .-.-.-	, --..--	

Code:

-- .- -.- .   /   -.- .. -. -.. -. . ...   /   --. ---   /   ...- .. .-. .- .-..

Answer:


Puzzler: Crossword Puzzle

Use the cyberbullying-related clues below to solve the puzzle.

ACROSS

2. This is the process of tying location-based information into photos, videos, and text messages.
4. One who leads others in a way that encourages the safe and responsible use of technology.
7. Pause before you do this.
8. Studies have shown that about half of people who are cyberbullied also report experiencing having been bullied here.
10. A popular videosharing website.
14. You have this when you always do the right thing, even when it costs you something.
15. Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
16. If you are being cyberbullied, it is important for you never to do this toward the person who bullied you.
21. Free speech is protected by this amendment to the U.S. Constitution.
22. A popular mobile device.
24. This serves as authentication to uniquely identify someone as being who they claim to be.
26. A search site.
27. A cell phone service provider.

DOWN

1. This amendment to the U.S. Constitution protects you from unreasonable searches.
3. This can be used to track what people post online. (2 words)
5. Treating others the way you want to be treated is sometimes called the _____. (2 words)
6. If you are being cyberbullied, writing in this can help you keep everything straight when you're trying to explain the situation to someone else.
9. This is the top court in the United States. (2 words)
11. This is what you are doing when you are intentionally trying to get someone else in trouble for something they did that probably doesn't even affect or bother you.
12. A person who witnesses cyberbullying without doing anything.
13. You can use this website to collect data from your classmates when you're researching cyberbullying.
15. This refers to the practice of setting up a fictitious online profile, usually for the purpose of luring someone into a fake romantic relationship.
17. A connection on Facebook.
18. A choreographed dance to be performed by a group in a public place, seemingly spontaneously. Sometimes this type of performance is focused on a certain idea or cause. (2 words)
19. This is what happens when you post something on Twitter and someone else reposts it from their account.
20. Forty-nine states have a _____ dealing with bullying.
23. The most popular social networking website.
25. This is a personal website or a piece of writing posted online.

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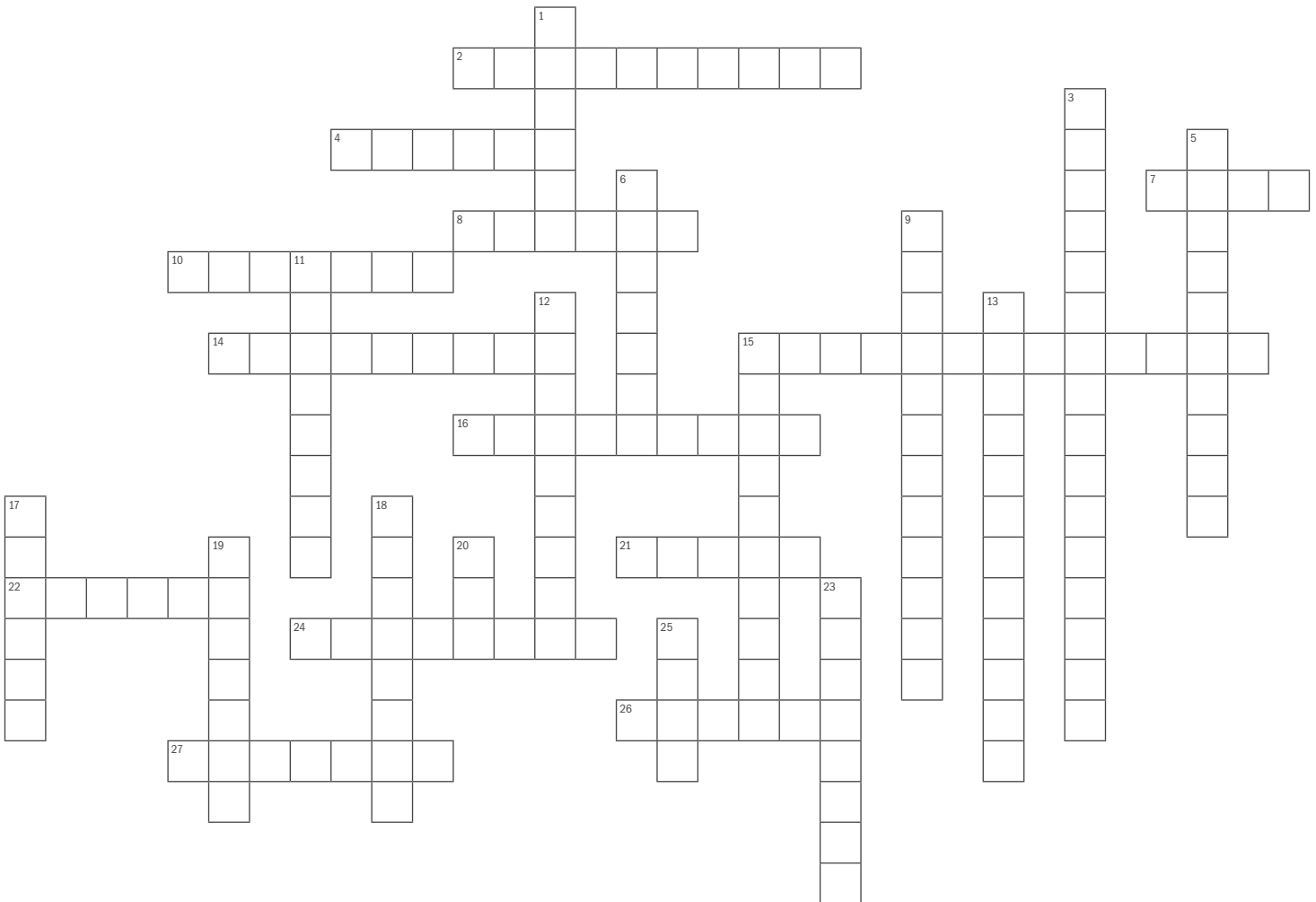
Puzzler: Word Find

Find and circle or highlight the words from the list below. The hidden words can go horizontally, vertically, or diagonally—and they can go forward or backward.

X	M	V	X	O	R	E	S	P	E	C	T	E	L	G	O	O	G	G	I	F
A	V	U	Y	T	A	O	L	I	N	S	R	E	P	O	R	T	B	K	N	P
L	S	O	P	Y	F	A	C	E	B	O	O	K	R	V	O	B	I	E	T	A
O	H	K	C	X	B	I	V	D	N	U	O	W	S	D	R	O	W	B	E	S
C	Q	Y	A	R	H	I	N	T	E	R	N	E	T	E	E	W	T	U	G	S
A	E	O	T	E	R	E	T	T	I	W	T	P	F	A	K	Z	O	T	R	W
T	D	I	F	D	G	W	O	L	L	X	F	A	I	M	S	D	S	U	I	O
I	Q	N	I	N	W	M	C	I	S	U	L	B	E	A	Y	V	O	O	T	R
O	T	S	S	A	J	A	S	Y	H	Z	A	A	Y	R	E	D	F	Y	Y	D
N	Y	T	H	T	R	Y	Y	L	B	Y	G	Q	P	S	H	G	L	K	K	E
E	H	A	I	S	N	Q	S	N	E	E	C	E	B	F	T	T	G	V	O	N
K	V	G	N	P	U	O	D	L	O	G	R	A	M	U	R	A	G	Z	J	O
G	X	R	G	U	W	E	I	T	P	U	F	B	V	O	L	I	N	Z	L	H
O	G	A	Z	M	L	F	A	T	T	B	Z	P	U	I	L	L	E	D	X	P
L	H	M	L	E	O	G	O	C	A	L	I	Q	G	L	R	I	Y	N	E	I
B	Z	L	T	R	G	T	I	K	Q	T	X	K	L	F	L	P	O	I	D	R
M	K	E	P	I	D	P	N	U	N	C	U	Y	T	I	M	Y	N	O	N	A
V	K	I	N	D	N	E	S	S	N	K	R	P	F	N	S	Z	I	J	J	G
V	C	G	Y	C	T	E	X	T	S	O	P	F	E	M	V	G	X	N	I	R
T	O	H	S	N	E	E	R	C	S	P	S	A	O	R	D	E	P	C	G	D

Word List

anonymity	cyberbullying	Google	location	privacy	screenshot	upstander
blog	delete	Instagram	password	profile	text	wordswound
bullying	Facebook	integrity	phone	respect	threat	YouTube
bystander	friend	Internet	picture	report	tweet	
catfishing	geotagging	kindness	post	reputation	Twitter	

Answer Key

Chapter 1: Fill in the Blank

1. intentionally; repeatedly (p. 13)
2. single; one (p. 14)
3. unpleasant (p. 14)
4. 17% (p. 17)
5. bully online (p. 18)
6. viral (p. 19)
7. much larger audience (p. 19)
8. sad, angry, frustrated, and depressed (p. 21)
9. self-esteem; home; school (p. 21)
10. cyberbully (p. 22)

Chapter 1: Make Your Choice

1. a **2.** d **3.** d **4.** b **5.** c **6.** b
7. a **8.** d **9.** d **10.** a

Chapter 2: Fill in the Blank

1. journal or diary (p. 30)
2. painful; frustrating (p. 32)
3. digital evidence (p. 32)
4. bullying (p. 34)
5. Tattling (p. 35)
6. sarcastic (p. 40)
7. respectful; firm (p. 41)
8. terms of service (p. 43)
9. break the law (p. 46)
10. worst critics (p. 48)

Chapter 2: Make Your Choice

1. a **2.** a **3.** a **4.** d **5.** d **6.** a
7. b **8.** b **9.** b **10.** d

Chapter 3: Fill in the Blank

1. angry; upset (p. 60)
2. integrity (p. 61)
3. similarities; differences (62)
4. body language; expressions (p. 64)
5. sarcastic; humorous (p. 65)
6. Constitution; amendments (p. 68)
7. free speech (p. 68)
8. "reasonable"; probable cause (p. 70)
9. reasonable suspicion (p. 73)
10. footprint (p. 75)

Chapter 3: Make Your Choice

1. d **2.** c **3.** a **4.** b **5.** a **6.** c
7. b **8.** c **9.** a **10.** c

Chapter 4: Fill in the Blank

1. negative (p. 84)
2. courage (p. 84)
3. be a friend to him (p. 85)
4. numbers (p. 87)
5. step up; cut it out (p. 89)
6. reluctant (p. 91)
7. adults (p. 93)
8. abuse@twitter.com (p. 94)
9. anonymous (p. 96)
10. upstanders (p. 97)

Chapter 4: Make Your Choice

1. a **2.** a **3.** a **4.** b **5.** a **6.** a
7. c **8.** b **9.** d **10.** c

Chapter 5: Fill in the Blank

1. anything; anyone (p. 106)
2. more people; longer (p. 107)
3. judge you (p. 107)
4. Wayback Machine (p. 109)
5. Google Alerts (p. 110)
6. completely log out (p. 113)
7. Passwords (p. 114)
8. Safety Center (p. 119)
9. smartphones (p. 120)
10. online life (p. 126)

Chapter 5: Make Your Choice

1. d **2.** c **3.** b **4.** c **5.** a **6.** b
7. b **8.** b **9.** d **10.** b

Chapter 6: Fill in the Blank

1. unique; complicated (p. 136)
2. most; opposite (p. 137)
3. facts; figures (p. 138)
4. power; potential (p. 141)
5. Everybody (p. 144)
6. kinder; respectful (p. 144)
7. one-on-one; small groups (p. 145)
8. integrity; judgment (p. 146)
9. writing (p. 150)
10. big (p. 151)

Chapter 6: Make Your Choice

1. d **2.** b **3.** d **4.** a **5.** a **6.** c
7. b **8.** b **9.** a **10.** b

Chapter 7: Fill in the Blank

1. everyone (p. 163)
2. specific; focused; general (p. 164–165)
3. one small action (p. 165)
4. reaching out to someone (p. 166)
5. poster (p. 167)
6. memes (p. 171)
7. the right things; do those thing (p. 174)
8. appreciation; respect; cheer someone up (p. 176)
9. Nicing It Forward (p. 181)
10. overwhelming; just one small step (p. 182)

Chapter 7: Make Your Choice

1. a **2.** c **3.** d **4.** a **5.** c **6.** d
7. c **8.** c **9.** d **10.** d

Puzzler: Crack the Code

Cipher #1:

Stop standing by and start standing up!

Cipher #2:

Intervene on behalf of the victimized—by helping the target, redirecting the bully, or telling an adult.
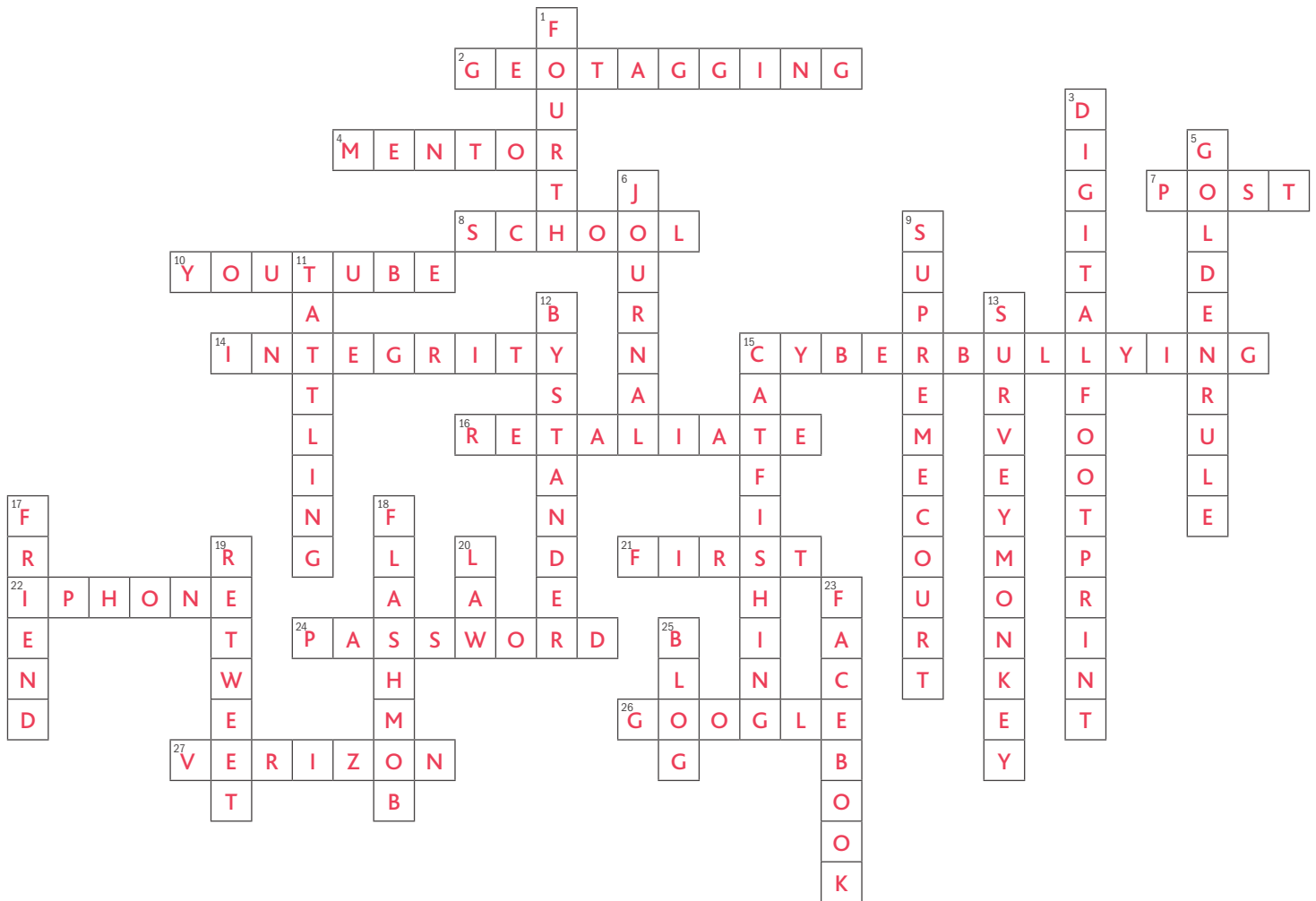
Cipher #3:

Upstanders can help by documenting bullying incidents for adults.
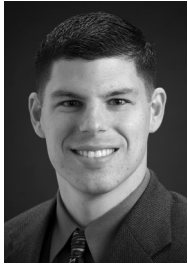
Cipher #4:

Make kindness go viral.

Puzzler: Crossword Puzzle

Across: GEOTAGGING · MENTOR · POST · SCHOOL · YOUTUBE · INTEGRITY · CYBERBULLYING · RETALIATE · FIRST · IPHONE · PASSWORD · GOOGLE · VERIZON

Down: FOURT... · DIGITAL · GOLDENRULE · JOURNAL · SUPREMECOURT · STARTLING · SURVEYMONKEY · DIGITALFOOTPRINT · FRIEND · RETWEET · FLASHMOB · LAUGHTER · THINK · FACEBOOK · BLOGG · SUB

Puzzler: Word Find

X	M	V	X	O	R	E	S	P	E	C	T	E	L	G	O	O	G	G	I	F
A	V	U	Y	T	A	O	L	I	N	S	R	E	P	O	R	T	B	K	N	P
L	S	O	P	Y	F	A	C	E	B	O	O	K	R	V	O	B	I	E	T	A
O	H	K	C	X	B	I	V	D	N	U	O	W	S	D	R	O	W	B	E	S
C	Q	Y	A	R	H	I	N	T	E	R	N	E	T	E	E	W	T	U	G	S
A	E	O	T	E	R	E	T	T	I	W	T	P	F	A	K	Z	O	T	R	W
T	D	I	F	D	G	W	O	L	L	X	F	A	I	M	S	D	S	U	I	O
I	Q	N	I	N	W	M	C	I	S	U	L	B	E	A	Y	V	O	O	R	D
O	T	S	S	A	J	A	S	Y	H	Z	A	A	Y	R	E	D	F	Y	Y	D
N	Y	T	H	T	R	Y	Y	L	B	Y	G	Q	P	S	H	G	L	K	K	E
E	H	A	I	S	N	Q	S	N	E	E	C	E	B	F	T	T	G	V	O	N
K	V	G	N	P	U	O	D	L	O	G	R	A	M	U	R	A	G	Z	J	O
G	X	R	G	U	W	E	I	T	P	U	F	B	V	O	L	I	N	Z	L	H
O	G	A	Z	M	L	F	A	T	T	B	Z	P	U	L	L	E	D	X	P	
L	H	M	L	E	O	G	O	C	A	L	I	Q	G	L	R	I	Y	N	E	I
B	Z	L	T	R	G	T	I	K	Q	T	X	K	L	F	L	P	O	I	D	R
M	K	E	P	I	D	P	N	U	N	C	U	Y	T	I	M	Y	N	O	N	A
V	K	I	N	D	N	E	S	S	N	K	R	P	F	N	S	Z	I	J	J	G
V	C	G	Y	C	T	E	X	T	S	O	P	F	E	M	V	G	X	N	I	R
T	O	H	S	N	E	E	R	C	S	P	S	A	O	R	D	E	P	C	G	D

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About the Authors

Justin W. Patchin, Ph.D., is a professor of criminal justice in the Department of Political Science at the University of Wisconsin-Eau Claire. He has presented on various topics relating to juvenile justice, school violence, policy and program evaluation, and adolescent Internet use and misuse at academic conferences and training seminars across the United States. He was a futurist in residence in the Behavioral Science Unit of the Federal Bureau of Investigation where he educated officers about the role of law enforcement in preventing and responding to cyberbullying incidents. He has presented at the White House and has appeared on CNN, NPR, and in *The New York Times* to discuss issues related to teens' use and misuse of technology. He lives in Wisconsin.
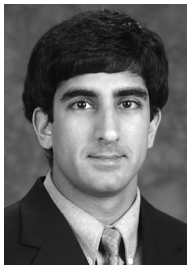
Sameer Hinduja, Ph.D., is a professor in the School of Criminology and Criminal Justice at Florida Atlantic University. He is recognized internationally for his groundbreaking work on the subjects of cyberbullying and safe social networking, concerns that have paralleled the exponential growth in online communication by young people. He works with the U.S. Department of Education and many state departments of education to improve their policies and programming related to the prevention of and response to teen technology misuse. He also gives presentations and trainings to young people and youth-serving professionals across the nation to promote the positive and responsible use of the Internet. He lives in Florida.

Justin and **Sameer** are the directors of the Cyberbullying Research Center (**cyberbullying.us**), the creators of **wordswound.org**, and the authors of *Bullying Beyond the Schoolyard* and *School Climate 2.0*. To arrange for Justin or Sameer to conduct training at your site, visit their website: **www.cyberbullying.us**.

Other Great Books from Free Spirit
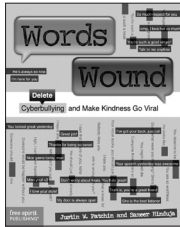
Words Wound
Delete Cyberbullying and Make Kindness Go Viral
by Justin W. Patchin, Ph.D., and Sameer Hinduja, Ph.D.

Written by experts in cyberbullying prevention and reviewed by teens, this book provides strategies for dealing with teenage bullying happening online—such as saving a screenshot of hostile Facebook posts as evidence—as well as for those who have taken part in bullying others. It also presents ways for teens to make their schools and their communities kinder places that are free from online cruelty. This book gives teens the tools they need to keep themselves and others safe.
208 pp.; softcover, 2-color; 6" x 7½"

Teen Cyberbullying Investigated
Where Do Your Rights End and Consequences Begin?
by Thomas A. Jacobs, J.D.

Teen Cyberbullying Investigated presents a powerful collection of landmark court cases involving teens and cyberbullying. It asks readers whether they agree with the court's decisions, and urges them to think about how these decisions affect their lives.
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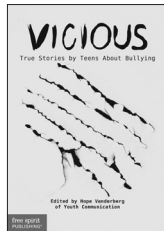
Vicious
True Stories by Teens About Bullying
edited by Hope Vanderberg of Youth Communication

Essays by teens address bullying: physical, verbal, relational, and cyber. The cruelty and hurt in these stories are unmistakably real—and the reactions of the writers are sometimes cringe-worthy, often admirable, and always believable.
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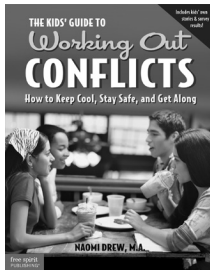
The Kids' Guide to Working Out Conflicts
How to Keep Cool, Stay Safe, and Get Along
by Naomi Drew, M.A.

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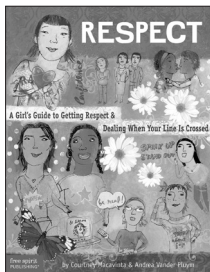
Respect
A Girl's Guide to Getting Respect and Dealing When Your Line Is Crossed
by Courtney Macavinta and Andrea Vander Pluym

This smart, savvy book helps teen girls get respect and hold on to it no matter what—at home, at school, with their friends, and in the world. Tips, activities, writing exercises, and quotes from teens keep readers involved. This "big sister" style inspires trust. Girls learn respect is connected to everything, every girl deserves respect, and respect is always within reach because it starts on the inside.
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