

Name \_\_\_\_\_

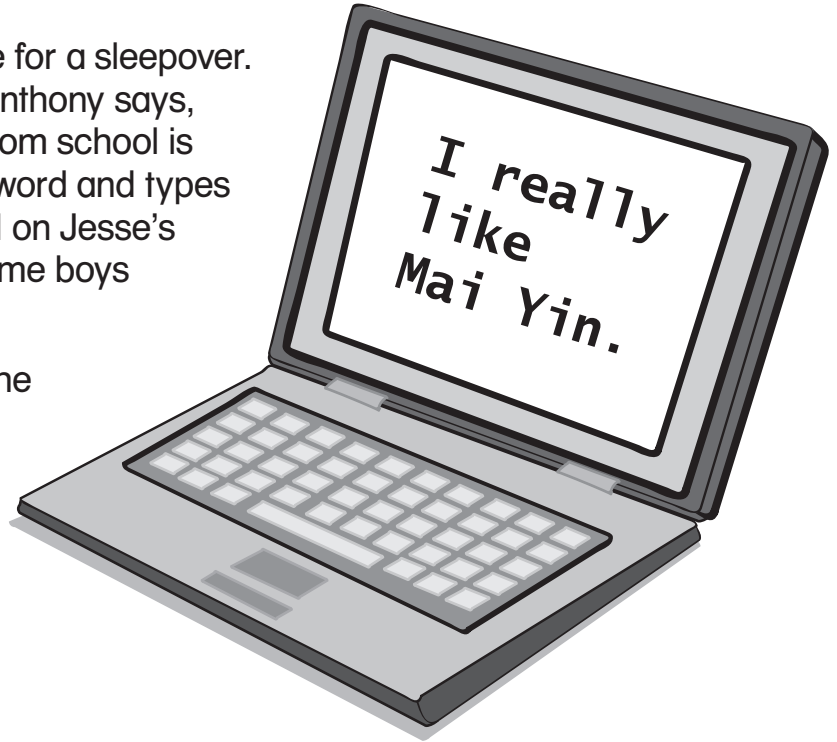
Date \_\_\_\_\_



## Group Think

Jesse has some friends at his home for a sleepover. The kids are getting a little bored. Anthony says, "Let's go online and see who else from school is online." Anthony uses Jesse's password and types an instant message to a popular girl on Jesse's buddy list: "I really like Mai Yin." Some boys laugh. Others are quiet.

Jesse really does like Mai Yin, and he told Anthony quietly the other day. But he didn't expect Anthony to tell other kids. The next day at school, Jesse finds out that everyone knows he likes Mai Yin.



### What's the Problem?

How do you think Jesse felt?

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What do you think the boys watching Anthony were thinking?

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What do you think the kids at school said or did the next day?

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Name \_\_\_\_\_

Date \_\_\_\_\_



## Think About It

When kids are in groups, they sometimes do things that they would not do alone. Using someone else's password and screen name to embarrass them is *cyberbullying* behavior. Some of the kids at Jesse's sleepover may think Anthony's behavior is wrong, but they don't say anything. So Anthony thinks that everyone in the group agrees with him.

Kids who see, hear, or know about cyberbullying are called *bystanders*. The bigger the group of bystanders is, the less likely it is that any of them will try to help. Why do you think this is true?

### Be CyberSmart!®

- Don't let anyone except a parent or guardian use your password.
- Bystanders have a responsibility to help make things better.

## Find Solutions!

What could the bystanders at Jesse's home say to stop the cyberbullying behavior? What would make things worse? Talk about it with classmates. Then fill in the chart below.

Actions Bystanders Take to Make Things Worse	Actions Bystanders Take to Make Things Better

Name \_\_\_\_\_

Date \_\_\_\_\_



NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

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## Take Action!

**Write a Bystander Pledge** Work with your class to write a bystander pledge. Tell what you will do when you witness cyberbullying.

