

# How Would You Feel?

Cyberbullying — Prevention, deterring the potential cyberbully, empathy: Students learn about the effects of cyberbullying. They create scripts and write short skits about a cyberbullying situation. They explore how people who have been cyberbullied feel and what they can do about cyberbullying.

Grade Level: 3-5 | Length of Lesson: 45 minutes



## Warm-Up

Make sure students have completed the EasyTech lesson Communicating Online: Cyberbullying

Show the class a picture of a child who is crying, who fell down, or has some other obvious sadness. Ask the class how they think the child is feeling. Ask them to tell you specific clues from what the child is doing that helps them know how that child is feeling.

Introduce the word empathy. Explain that empathy means understanding how another person feels. It is thinking and caring about other people's feelings.

Have the class brainstorm what they could do to show this child that they care about their feelings.

## Activity

Students learn about the effects of cyberbullying. They create scripts to write short skits about a cyberbullying situation. They explore how people who have been cyberbullied feel and what they can do about it.

If you have not already discussed cyberbullying (such as in the cyberbullying activity, Smart Alert! Cyberbullying Guide), have a class discussion about cyberbullying. Ask questions such as:

- What is cyberbullying?
- What tools are used for cyberbullying?
- Why do you think people cyberbully other people?

### Record students ideas to display in the classroom.

Ask students how they would feel if someone cyberbullied them. Create a list of feelings. Ask the students to talk about clues that a person could show that they are feeling some of the feelings.

If it is not brought up, tell students that people who are cyberbullied can experience strong feelings and these feelings can make them act differently than usual. Some of these actions can be: sleeping troubles, stomach pain and headaches, lack of appetite and throwing up, fear of going out of the house, fear of going to school, fear of other students, depression, crying for no apparent reason, lowered self-esteem, acting out aggression at home or with friends, missing or incomplete school work, grades in school are lowering, and anxiety.

**Have students do a quick-write about how they would feel if someone was cyberbullying them.**

Have students respond in their online journals to pictures of students responding with an emotion to some type of electronic communication. This will help students to practice recognizing feeling clues and empathy. They will write about what emotion they think the student is experiencing and how they would respond to that student.

Talk with the students about why people might cyberbully other people. Stress with the students that cyberbullying is a serious matter.

Discuss the consequences of cyberbullying at the school district, state, federal, and civil levels. Some consequences for cyberbullying could be getting sent home from school, expelled from school, charged with a crime, arrested by a policeman, or even sued by another family.

**Explain to the students that they are going to create a script for a skit that they will act out about cyberbullying.**

They will need to include characters and setting. (If students are not familiar with scripts, show examples of different scripts. Have students spend time reading scripts, and maybe even acting them out in small groups.)

Each script should include at minimum:

- One character who is being cyberbullied and that person should clearly express his or her feelings.
- One character who is doing the cyberbullying (either on purpose or by not thinking about the other person's feelings) and they should have a consequence in the end.
- One character who notices the cyberbullying and their friend's feelings and tries to help by supporting their friend and telling an adult.

Students can work in groups to write and act out their scripts, or they can work individually and get into small groups to act out each skit. Choose the working strategy that most closely fits the needs of your classroom.

Have students use the Script Organizer (PDF or in online journals) to help them begin working on their scripts. Once their organizers are completed, have students trade with a partner to review each other's ideas. Have the students write one compliment and one comment to help improve the scripts. (If the students are working in small groups, they can trade scripts with another group.)

Once they have feedback on their organizers, students can begin writing their scripts. Students can use the Script Template (PDF or in online journals) to help them format their handwritten scripts. (They can use more than one copy of the Script Template in order to fit their entire script.) Once the scripts are handwritten, they can use that draft to type their scripts using word processing software. See the Sample Script for a finished product example.

When the scripts are completed, have students turn them in to the teacher for a final review. This is the teacher's chance to be sure the scripts include enough information about cyberbullying and empathy. It is also a good chance to be sure the scripts are appropriate to perform for other students and that no students are being singled out or named in the skits.

Once the scripts are reviewed, the students can begin practicing to perform their skits. If the students wrote their scripts in small groups, they can work together to perform the skit. If they wrote the scripts individually, they will need to split up into groups to perform the skits. The teacher may want to assign students specific days they will perform their skits so some students will be available to be actors.

## Wrap-Up and Assessment

Once they are ready, students can perform their skits. In addition, they can visit other classrooms to perform their skits to help other students learn about cyberbullying. Students who are watching the skits can write one important fact about cyberbullying included in skit to show to the students performing it that they communicated a clear message.

## Extension

Have students use what they know about cyberbullying, and the feelings people feel when cyberbullied, to create a digital story about the topic. Working in groups, have students develop characters and dialogue to tell a story about how cyberbullying affects other people.

Have each group type their stories on slides in presentation software. Then, allow students to use digital cameras or cell phone cameras to take pictures to use in their stories. Students then insert their pictures into their presentation slides. Allow time for each group to show their stories to the class or post them to the class or school Web site.

## Primary Objectives

- Students learn about empathy and why it is important for living in society, and what can happen if someone doesn't develop empathy.
- Students learn that when anonymous or using an avatar, it is still them, and they are held responsible for their acts, and the consequences of what they have done.
- Students learn about the harmful effects that cyberbullying can cause.
- Student writes a reflection, role playing about how they would feel if they were cyberbullied to develop empathy for cyberbully victims.
- Students learn why it is important to act when they know someone else is being cyberbullied and what they have a responsibility to do.
- Students learn from teacher-led class discussion about the consequences of cyberbullying at the school district, state, federal, and civil levels.

## Secondary Objectives

- Students demonstrate originality and inventiveness in work.
- Students develop, implement, and communicate new ideas to others.
- Students are open and responsive to new and diverse perspectives.
- Students identify and ask significant questions that clarify various points of view and lead to better solutions.
- Students act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.
- Students articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Students exercise sound reasoning in understanding.
- Students make complex choices and decisions.
- Students understand the interconnections among systems.
- Students articulate thoughts and ideas clearly and effectively through speaking and writing.
- Students act responsibly with the interests of the larger community in mind.

## Categories

Subject > Language Arts > **Research**

Subject > Language Arts > Writing > Purposeful Writing > **Audience**

Subject > Science > **Earth Science**

Subject > Technology > Basic Operations and Concepts > **On-line Etiquette**

Subject > Technology > Basic Operations and Concepts > **Peripherals**

Subject > Technology > Internet > **Cyber-bullying**

Subject > Technology > Internet > **Responsible Use**

Subject > Technology > Student Use > **Digital Citizenship**

Subject > Technology > Student Use > **Student Creativity**

Subject > Technology > Student Use > **Student Projects Portions**

## Prompt

Look at each picture and answer the questions. Remember to use complete sentences for all of your answers. Use the Script Organizer and Script Template to create your script.

### Response Template

#### 1. How is this student feeling?

Why do you think he is feeling this way?

What would you say or do if you saw this student feeling this way?

#### 2. How is this student feeling?

Why do you think she is feeling this way?

What would you say or do if you saw this student feeling this way?

#### 3. How is this student feeling?

Why do you think she is feeling this way?

What would you say or do if you saw this student feeling this way?

## Script Sample

**Maria**

(walking to school) Hey, did you see this picture message I got from John?

**Laura**

No. What is it?

**Maria**

(showing cell phone to Laura) He sent me a picture of Jody, and it's really embarrassing.

**Laura:**

(laughing) That is embarrassing! Let's send it to Brian!

**Maria**

I don't think we should. That would make Jody feel really bad. I think we should tell a Mrs. Martin when we get to school.

**Laura**

(nodding) You're right. I like Jody, and I don't want her to be sad.

**Mrs. Martin**

(at school) What's wrong ladies?

**Maria**

(showing cell phone to Mrs. Martin) I got this picture message on my way to school today. It's an embarrassing picture of Jody. What should we do?

**Mrs. Martin**

Thank you for showing this to me, Maria and Laura. I will take care of it. It took a lot of courage for you to report this.

Laura: What's going to happen to the people who are sending this?

**Mrs. Martin**

They will talk to Principal Taylor, and he will be sure they know how serious this is. Our school's policy on cyber bullying is to send the students home for a day and talk to their parents. I'll check in with Jody, too, to make sure she is ok.

**Maria**

Thanks, Mrs. Martin. I'll look for Jody at lunch to be sure she has a friend to talk to. See you later!

## Script Template

Use this template to help you format your handwritten script. Remember to include stage directions in parentheses (you will italicize them later when you type your script) so the actors know how to show the emotions of the characters and know the actions they should do on stage.

Describe setting

Character Name	Stage Directions & Lines

Script Organizer	
Characters	
Setting	
Props	
Plot Summary	