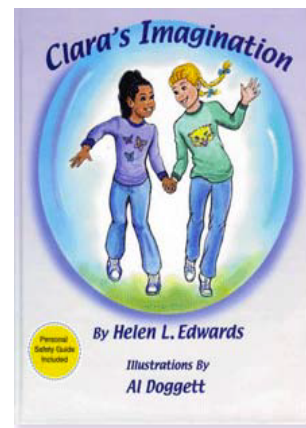


## Lesson Plan 9

### Cyber Bullying Role Plays

**Grade Levels:** 6<sup>th</sup>- 12<sup>th</sup>

**Based On The Book:** Clara's Imagination by Helen L. Edwards.



**FOCUS:** The focus of this lesson is on identifying a winning combination of social skills that research indicates can play a role in decreasing and eliminating the tolerance of bullying in any form. These skills are empathy, social and emotional intelligence, anger management, critical thinking, and reasoning skills.

**Purpose:** To increase students' understanding of social and emotional intelligence through experiential role plays. Through this process it allows for the students to actively engage in the roles plays as they construct, internalize meaning in a way unique to them, by incorporating the cognitive, social, emotional, behavioral, and physical aspects to the role playing experience. This allows students to process the situation, take an objective look at the characters, and experience empathy. While taking a look within themselves to tap into how they connect with others on a feeling level. Students' ability to relate to others on an emotional, feeling level, will undoubtedly increase the likelihood of them being compelled, to take a stand against cyber bullying/bullying or injustice of any kind.

#### **Objective:**

- Increase students' depth and range of understanding by enabling them through group collaboration to build character development, as they become the characters in these interactive role plays.
- Expanding students' perspectives, experience with the subject matter, and the multiple options or choices one might have access to in the process of resolving a problem.
- Students' increased confidence in their ability to apply the skills and knowledge attained to their personal lives.
- Students will exercise strategic use of critical thinking and reasoning skills as it applies to the role play situations and transfer those learned skills and apply them in their everyday lives.

**Materials Needed:** The book Clara's Imagination by Helen L. Edwards (Optional), Handouts: Self-Awareness Inventory, Characteristics of a Solid Person, Character Flaws of the Role Play Characters, Role Plays, and Think and Discussion Questions.

**Review:** Review the role play handouts prior to teaching this lesson.

**Recommended Pre-reading: Appendix J.1. The focus is on cyber bullying, Internet safety as it relates to social and emotional intelligence.**

**Teacher's Note:** Review the role plays. The purpose of the role plays is for students to identify with the characters, their emotions, and recognize the error in some of the character's behavior. Begin having the whole class read all four role plays aloud. Then break up into small groups of no more than six per group. Each group will chose their role play scenario or you can assign them to each group.

Before you hand out the **Think and Discussion Questions Handout** establish what type of assertive, proactive skills, you would like to see the characters exhibit because ultimately you want them to bring the role plays to a successful but realistic resolution. The role plays are designed to reflect events that have taken place in real life. Therefore, the consequences should reflect realism as well. For example, "Shelly's Shame" scenario, the character Jared could face a felony sex offense for sexting; receiving, possessing, and sending an inappropriate picture of his underage girlfriend Shelly, through his cell phone. If convicted, as a teenager, he could have the label of "sex offender" placed on him and have to register on the sex offender registry. Phillip Alpert in real life suffered those consequences for such acts.

**The Think and Discussion Questions Handout** are used as a foundation for the development of the characters personality profile. The small group discussion of the questions lends itself to diverse perspectives ranging from attributing character traits, to analyzing the characters mentality, and making a judgment on possible consequences based on the character's behavior and choices made in the scenario.

Things for the class to think about and ask themselves as they are going through developing the characters are: What is the guiding forces driving this character? How will I humanize the character so that the audience cares about them and can empathize with their plight and make a connection with the character. The students acting out the role plays must first make those connections. The following questions must be answered in the commission of the role plays:

- Who is this character physically?
- Who is this character socially and emotionally?
- What is the mentality of this character?
- Who is this character spiritually, what do they value, love, believe in?
- Why is this role play significant, what is the relevance?

**How to Teach Role Play Activity Steps:**

1. Teacher explains and models the process in preparing to develop the profile of the characters. Describe what kind of proactive social skills you would like to see used in

the role plays. This should entail clearly defined goals for the role plays and what you want the audience to learn.

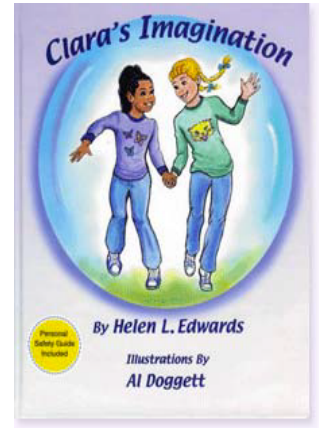
2. Student preparation includes filling out the **Self-Awareness Inventory Handout** for their personal use only; this handout should not be collected by the teacher. Review the handout **Characteristics of a Solid Person**.
3. Read the role plays, discuss, acquiring background information on the dilemma, research possible consequences based on choices characters did make or could make.
4. Perform role play: All role plays should have a clear beginning, middle and end. Role plays should be concise, to the point, with a concrete conclusion.
5. Feedback, discussion, and debrief role play.
6. Reflection: Each person playing a character as a participant and each audience member as an observer in the class should write a reflection on their experience and what they learned.

Students are to read the role plays and use some of the characteristics found in the handouts to assist in building character development. You want the students to have empathy and to use some problem solving and critical thinking skills to bring the role plays to a realistic conclusion. You will want to pass out the handouts **Self-Awareness Inventory**, **Characteristics of a Solid Person**, and **Character Flaws of the Role Play Characters** as a means of some of the thinking they want to keep in mind when developing character profiles. Complete characters are not all good or all bad so there needs to be a combination of character traits from both characteristic handouts. They need to be mindful of some of the real life tragedies that have resulted from online humiliation discussed in the previous cyber bullying lessons. Now that they are faced with similar circumstances in these role plays, how are they going to try to avoid the pitfalls and how are they going to navigate through them to a proactive conclusion? People desire peer acceptance, moral support, cultural acceptance, and to feel valued. Pecking order comes into play in group dynamics while individual status is assessed. In situations with a bully, the bully's power is perceived as high in status and the targeted/victim has a lower status and a decrease in power/status.

# Self-Awareness Inventory

## Handout

**Taking this self-awareness inventory will assist you in beginning the process of self-evaluation. Which allows you an opportunity to take an objective and critical look at yourself in relation to how you respond to others socially and emotionally?**



Being a respectful person requires intentional actions and behaviors.

Honoring yourself and others

Checking yourself and your own behavior

Are my intentions for others good for them as well as for myself?

Do my actions and behavior show, demonstrate, that I care about myself and others?

Are my behaviors and actions fair, compassionate?

Is this the right and appropriate action to take?

Do I keep my word?

Do I manage my anger appropriately and monitor my emotions?

Do I seek adult advice and counsel when I see things have gotten off track and are taking a wrong turn?

Do I accept responsibility for my actions and behaviors?

Do I assert myself and speak up and out against bullying and intimidation of any kind?

Do I report bullying behavior and actions when I see or experience it?

Do I have the courage to stand up for what is right even when my voice is in the minority?

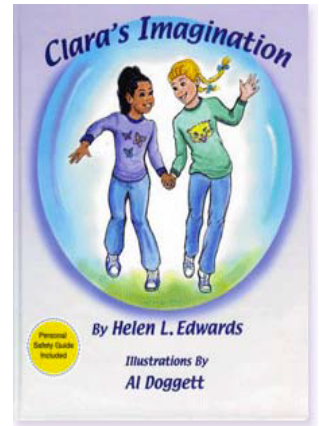
Do I use positive self-talk to build my courage and confidence?

What helps me to relax and calm down?

Do I listen to my gut feelings?

### Characteristics of a Solid Person Handout

Compassionate  
Empathetic  
Caring  
Understanding  
Friendly  
Accepting  
Adaptable  
Sincere  
Trustworthy  
Confidential  
Honest  
Dependable  
Responsible  
Loyal  
Courageous  
Assertive  
Initiates  
Moral  
Giving  
Forgiving  
Good Listener  
Acknowledges Mistakes  
Apologizes  
Disciplined  
Manages Emotions  
Optimistic  
Hopeful  
Motivated, Goal Oriented  
Reflective  
Negotiates  
Collaborates

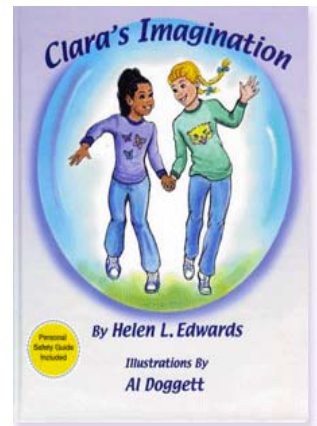


# Cyber Bullying Prevention Role Plays

## Carmen's Secret Role Play

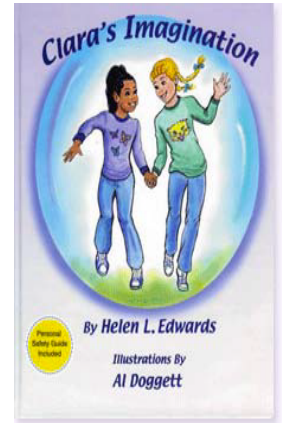
### Handout

Carmen and Nicky are best friends. Carmen tells Nicky that she has a secret. But before she tells Nicky, she makes her promise not to tell a soul! Nicky promises and swears to her she will not tell anyone. Then Carmen tells her she likes this boy at their school named Marcus. A month goes by and all is well until Nicky spends the night at another friend's house, they too share secrets and promise not to tell anyone. Nicky did not share a secret about herself; she told Carmen's secret, after she promised not to. Two days later, Carmen is at school when she gets a text that her business is all over a social networking site. The word is all out that she's in love with Marcus! There is no denying that it is she and Marcus because they have posted both their first, last names, and the school they attend. They are taking a poll on this site, asking people to vote if they think this is a match made to last or a match made to blast!! Everyone's got an opinion and adding their comments. Carmen feels publicly humiliated and devastated. She was not prepared for Marcus to know she had a crush on him, now the whole school and world thinks she's in love with him!!! That is a bit extreme, and overstating how she feels by far, she does not even know him that well. Carmen thinks to herself, he might even have a girlfriend; he probably really hates me now! What really hurts is the only person she told and trusted was the person she thought was her best friend, Nicky. Carmen is sick to her stomach. Now when she walks down the hall at school, she feels everyone knows, and they are pointing her out, laughing, talking, and texting about her. She thinks to herself how will I ever face Marcus again?



# Think and Discussion Questions Handout

## Carmen's Secret



1. What is the dilemma?
2. What are some of the feelings Carmen might be experiencing?
3. What were some of the triggers that set off the conflict?
4. What motivated the situation? What drove it? What kept it going?
5. Who are the target(s)?
6. What might Marcus be feeling?
7. What might Nicky be feeling?
8. What type of bullying has occurred?
9. What consequences and/or potential consequences of character(s) behavior?
10. What do you think Carmen should do?

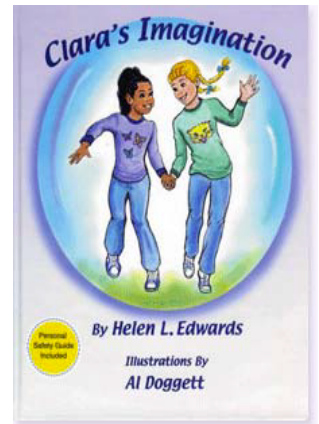


## Brad's Outrage Role Play

### Handout

Brad is the quarterback for his team. His team lost the last football game of the season to a rival school team. The ref made a bad call that was disputed by Brad's coach. Tempers flared and Brad and a couple of his teammates got into a minor scuffle with the rival team. The fact that this was the last game of the season meant a lot was riding on this game. Things settled down but there is still bad blood between the two teams. Brad's team lost, but by all accounts it was a very close game. Some of the fans say they are hot about it and Brad's team would have won if the ref had of done a better job at refereeing the game.

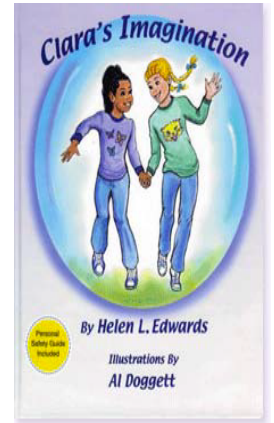
When Brad was leaving the field he yelled out "It ain't over!" Brad feels like going on the Internet and calling out and challenging the rival team's players. As well as telling it like it is in his eyes. "The ref was pandering to the other team and weak players' need a rigged game to get a win". In Brad's opinion the ref made a number of bad calls and he's taking it personal. Brad and his teammates are even wondering does the ref have some secret ties or connection to the rival school or their team. Brad feels strongly that he and his teammates were robbed of a win. Brad is determined to go online and call out some weak player's. He's going to let the world know he and his team "got played, and got the win hijacked, and stolen from them by that whack, weak, team, with the help of a clueless ref." Brad feels its fair game to go online and call out names. It is his opinion, he has the right to free speech, he wants to set the record straight, and put it all out there on the line. He's team leader and he feels he and his boys were wronged. He has his teammates back and they have his back. He refuses to get played!





## Think and Discussion Questions Handout

### Brad's Outrage

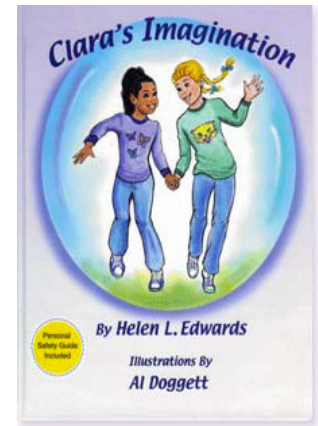


1. Clearly Brad is angry. Is it a good time to go online and express your feelings when you are angry?
2. Is it wise to name people you have a beef with online?
3. Is that bully behavior?
4. Could Brad become a target of online bullying?
5. What might that lead to?
6. Is Brad showing poor sportsmanship?
7. Is Brad showing leadership in a positive way?
8. If college coaches see Brad's online antics and behavior over a big game, is that the kind of personality and character they want to recruit as athletes' on their teams?
9. What might be some of the consequences or potential consequences if Brad follows through with his plan online?
10. What would be your advice to Brad?

## Bethany's Story Role Play

### Handout

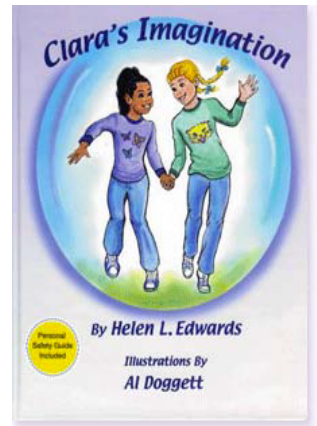
Sitting at the school lunchroom table several popular “mean girls” hatch a plan to befriend Bethany. The girl they usually exclude and make fun of because she’s been labeled a “geek” by them. She’s an easy target, very studious, wears glasses, does not wear the latest fashions or make-up, but she’s nice, and she wants to be liked and accepted. The “mean girls” decide to join Bethany at her table and apologize for having been mean to her in the past. Bethany is unaware of their plot. She is overjoyed and relieved that the torment and ridicule that she’s suffered at the hands of these girls will finally stop! She welcomes the chance to finally be accepted by these popular girls whom she views as beautiful and having it all. She believes they are truly sorry and she jumps at the chance to have them accept her. She would love to have them like her, so when they ask her to take a picture with them, she willingly agrees, to what appears to be a friendly gesture. Bethany feels like taking this picture is a sign that she’s finally being accepted and included by the pretty, confident, and popular girls. They tell Bethany they will make sure she gets a copy of the picture and she will see it posted online. The “mean girls” then take the group picture with Bethany and post it online. They invite people to leave comments on what they should do to makeover the “geek Bethany”. Many of the comments are very cruel. Bethany is publicly ridiculed online. For a while Bethany is unaware of the girls’ online cruelty. While the “mean girls” keep up their charade at school of being her friend. They even invite her over to actually do a makeover which they videotape and put online. Everything appears to be going good with her newfound friends until one day they send Bethany the online link with all the cruel comments and her videotaped makeover. Bethany is crushed, she feels betrayed, and like the biggest joke and fool in the world to have believed that these girls would ever have really consider being her true friend. The bullying has now escalated. It is not just face to face, or behind the back bullying, it is now cyber bullying, and it is all over the Internet, everywhere for the whole world to see.



## Think and Discussion Questions Handout

### Bethany's Story

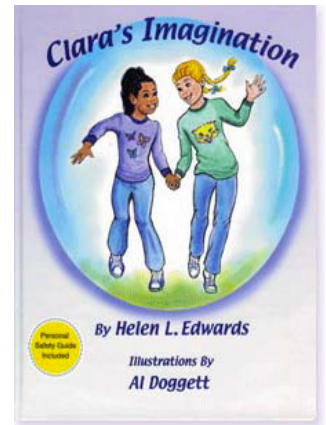
1. What is the dilemma?
2. What are some of the emotions Bethany might be experiencing?
3. What triggered Bethany's scenario?
4. What motivated this situation?
5. What drove it, kept it going?
6. Who is the target?
7. What type of bullying is this?
8. What needs were being met for each character or group?
9. What are possible consequences of the character(s) behavior?
10. What would you advise Bethany to do?



## Shelly's Shame Role Play

### Handout

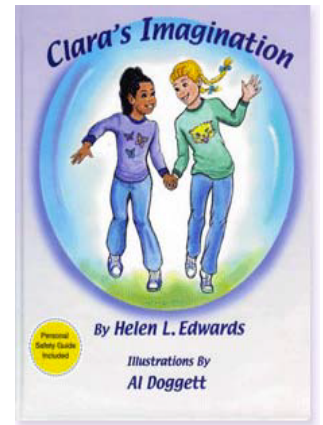
Shelly had a boyfriend named Jared; she thought she was in love with him. Her philosophy was when it came to boys they can look but they can't touch! After buying a new bikini with her mother for the summer, Shelly could not wait to take a few poses with her cell phone camera. She even did a little dance in her swimsuit and took a little video using her same cell phone and sent it to Jared's cell phone. He was thrilled; she was thrilled by how excited and beautiful he said she looked. Shelly felt beautiful, like she was a movie star, or a pop princess. After a while Shelly and her boyfriend began to play a take it off dare game while taking video or single pictures at various stages of undress. Pictures Shelly and Jared would not want their parents, relatives, or teachers to see. Then one day Shelly and her boyfriend Jared break up! Shelly deleted all pictures she had of Jared in her cell phone at different stages of undress. In fact, Shelly always immediately deleted pictures of Jared once she viewed them. Because she feared being exposed, if she ever lost her cell phone, or if her parents ever happened to look in the stored picture section, if she did not immediately delete those pictures. This way neither her parents nor anyone else would ever view anything inappropriate. Jared agreed to do the same, and immediately delete from his cell phone all inappropriate incoming pictures of Shelly after he viewed them. But now she's heard he sent some embarrassing pictures of her at various states of undress to his friend's cell phone. This has been the underground talk of the school. Some of Shelly's classmates have even called her a "very freaky girl"! Shelly is ashamed and feels like the whole world has seen her partially undressed and overly exposed. She never meant for those pictures to go public. Shelly thought they were in love and that she could trust Jared.



## Think and Discussion Questions Handout

### Shelly's Shame

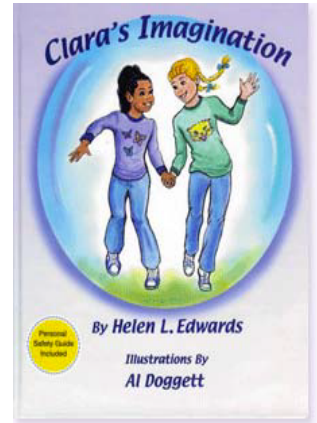
1. What is the dilemma?
2. What type of bullying is taking place in this role play?
3. What are some of the emotions Shelly might be experiencing?
4. What triggered this situation?
5. What drove it, kept it going?
6. Who is the target?
7. What are some of the emotions Jared might be experiencing?
8. What needs were being met by each character?
9. Possible consequences and/or potential consequences for each character?
10. Shelly is underage, what legal implications could there be for Jared?



## Character Flaws of the Role Play Characters Handout

Listed below are some character flaws that take place in each role play. As you research and develop the character profiles explore what other character flaws may have factored into their plight.

**Carmen's Secret-** One of the main character flaws is betrayal.



**Brad's Outrage-** One of the main character flaws is lack of anger management.

**Bethany's Story-** One of the main character flaws is not having empathy.

**Shelly's Shame-** One of the main character flaws is not doing the right thing and trusting someone else who was also doing the wrong thing, which led to the deception.

After the class has acted out the role plays using some of the intervention strategic tools in the form of pro-social skills, and characteristics, debrief the class with a discussion around each role play scenario. Then allow for the class to write a reflection what they learned from their experience playing a character and from their observation as an audience member. Conclude and summarize.

**Summary: Say- Effects of Bullying: Depression, low self-esteem, fear, anxiety, loss of confidence, impacts academics, withdrawal, school avoidance, school anxiety, negative impact on overall school climate, suffer health issues, anger, suicidal, and targeted/victims can become perpetrators'.**

**It is everyone's responsibility to do the right thing. If you are not part of the solution you are contributing to the problem, even if you remain silent, and are not actively participating in the (cyber) bullying.**