

The Roles at Play

Time needed: 15-20 minutes

Recommended Level: Grade 5-8

Categories: Bystanders, Helping victims, Reporting, Role playing

Common Core Standard(s): Speaking & Listening,
Writing to convey information

Purpose: Students will identify multiple perspectives in a situation and will brainstorm strategies for managing behavior in challenging situations.

DISCUSSION:

Cyberbullying involves a number of people. The different roles people play are not unlike face-to-bully situations. The scenario used in this activity is an example of trickery but you can change the story if you have a more relevant example.

ACTIVITY:

1. Have students form groups of three or four (larger size groups will not be as effective).
2. Ask students, "Who are the people involved in a bullying situation? Who is impacted by or contributes to bullying (particularly cyberbullying)?" They should be able to identify: bully, victim, bystander, and possibly authority figure.
3. Explain that you are going to share a situation that involves cyberbullying. You want students to help identify who is involved and what could happen at different stages of the conflict to resolve or end the problem.
4. Have each student in a group select a role to represent in the scenario: bully, victim, bystander; if there is a fourth group member, add authority figure or second bystander. Each group member needs to jot down observations and opinions based on his/her role's perspective.
5. Read the situation to the class or provide a copy of the situation to each small group so that they can read independently.

Scenario: Sally made a fake profile online and pretended to be a boy who was interested in Jill. Sally asked Jill lots of questions, and Jill responded with some pretty personal information. Sally printed out Jill's responses and brought them to school. She showed the responses to everyone and laughed at Jill, calling her a loser.
6. Allow 1 minute for this silent activity. Provide students with a colored sticky note that corresponds to their perspective as a bully, victim, bystander, or authority figure. (This also helps with regrouping in step #8).
7. Provide 4 minutes for small groups to share out (1 min./role). Group members can provide each other with more feedback/insights, which should be added to the role notes.
8. After the small group has shared out, have the students regroup by role.
9. From these larger groups have students pair up and share their notes with each other (1 min). This provides every student in the group a chance to share and build on his/her role.



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10. Still in the larger role groups, have the students create a master list of external factors-what is happening to this person or what is he/she observing; internal factors-how is this person responding to what's happening to him/her. What could this person do to stop the cyberbullying (a possible graphic organizer is displayed below).

11. Have each role group select presenters who will share their summary with the whole group.

FOLLOW-UP:

Create a display space for the scenario and each group's summary of those involved.

Use the following graphic organizer to record the thoughts of the bully, victim, bystander, and authority figure. Display the graphic organizers in the classroom.

