Lesson Topic: Healthy Relationships; Digital Drama Unplugged

This lesson was taken from: common sense education®
To view lesson on line:
Lesson in entirety is located at https://www.commonsense.org/education/digital-citizenship/lesson/digital-drama-unplugged

Supporting PowerPoint is located at:
https://docs.google.com/presentation/d/1miA_njy28freuzoz49FiMjFQkHV3v76MqDUjYVb0ejE/edit#slide=id.g4d3d48111b_0_0

Objectives:

- Reflect on how easily drama can escalate online.
- Identify de-escalation strategies when dealing with digital drama.
- Reflect on how digital drama can affect not only oneself but also those around us.

Activities:
Video: Dealing with Digital Drama (3:56) https://www.commonsense.org/education/videos/teen-voices-dealing-with-digital-drama
Taking the Lead (part I and II) -located at end of packet.
Optional Quiz-located at back of packet.

Lesson Prep:
Taking the Lead activity will need to be printed out, if grouping kids to work on together.

Lesson Intro:
- SHARE is important for everyone in the class.
- The goal is for every one of you to feel that these classes relate to you and your life.
- This curriculum and resulting class discussions are intended to be respectful and inclusive of many perspectives and allow all students to see themselves and understand their own health and sexuality.
- The purpose of SHARE is to assist you in making informed choices and avoid behaviors that put you at risk.
- All questions are welcome. If you don't feel comfortable asking in class, I've provided paper for anonymous questions or you may talk with me later.

Slide 1-4: Intro to lesson

CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH
We are kind & courageous.

DIGITAL CITIZENSHIP | GRADE 6

Digital Drama Unplugged

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DIGITAL DRAMA

NOTIFICATIONS

Brad commented: Congrats! Cool

Jayden commented: Oh ANOTHER lead role for Felicia. Imagine that. What a teacher's pet. 🙄🙄🙄

Ally commented: Yeah give some else a chance! 😊 #teamjen

Essential Question

How can we de-escalate digital drama so it doesn't go too far?

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Learning Objectives

1 Reflect on how easily drama can escalate online.

2 Identify de-escalation strategies for dealing with digital drama.

3 Reflect on how digital drama can affect not only oneself but also those around us.

Slide 4:

Group-Discussion Norms

1. Respect others' viewpoints.
2. Don't interrupt.
3. Assume positive intent.
4. Disagree respectfully.

Note: This lesson involves students sharing their opinions on and ideas about scenarios, and there aren't necessarily right or wrong answers. Before opening up the discussion, it is recommended that teachers establish or review basic norms for discussion. Example norms could include

- Respect others' viewpoints.
- Don't interrupt.
- Assume positive intent.
- Disagree respectfully.

Ask: *When there's a fight or an argument here at school or in public, how do people usually react?*

Invite students to respond. Ask: *Why do you think people sometimes run toward it or egg it on?*

Explain that one reason is that human beings are naturally attracted to drama.
Ask: *What does the word "drama" mean?*

Invite students to respond. Explain that the word "drama" actually has different meanings but that they all connect to the idea of conflict. Refer to common examples of drama, including plays, movies, television shows, and even emotional conflict between people.
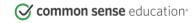
Slide 5:

🖐🖐 WARM UP: THINK, PAIR, SHARE

How does drama—emotional conflict between people—happen online?
Can you think of any examples?

Directions:

1. Take a moment to think silently about this question.

2. The teacher will indicate when it's time to share out with a partner.

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Project <u>Slide 5</u> and ask: *Using this last example, how does drama -- emotional conflict between people -- happen online? Can you think of any examples? Take turns sharing with your partner.*

Invite students to share examples, including how digital media played a role in the conflict. Remind students not to disclose names of people or specifics that may make others feel uncomfortable.

Slide 6:

KEY VOCABULARY

Digital drama

When people use devices, apps, or websites to start or further a conflict between people

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Thank students for sharing examples and project **Slide 6**. Explain that **digital drama** is *when people use devices, apps, or websites to start or further a conflict.* Digital drama can be different from in-person drama for a number of reasons:

- It can reach a big audience and reach them immediately.
- It can include images or videos that get people's attention.
- It can involve people posting things anonymously.

*important to ask:
Is there a point at which the conflict moves beyond digital drama and becomes bullying and/or scary?
- What could that look/sound like?
- What should you do?
   - Talk to an adult

Explore: **Where Do People Stand?**

25 mins.

Slide 7: video

 WATCH + DISCUSS

To watch this video on the Common Sense Education site, click **here**.

Discuss:

● Why does digital drama happen?

● What are some ways to deal with digital drama?

● How can you get out of a digital drama situation?

Show the **Teen Voices: Dealing with Digital Drama** video on **Slide 7** and invite students to share out their responses to the first two discussion questions. Prompt them to refer to specific lines from the video to support their responses.

Then finish the discussion with the third bullet point, *"How can you get out of a digital drama?"* Just probing for their thoughts and ideas.

Activity: Taking the Lead (located at end of packet)
*If grouping is permitted…
Divide the class up into groups of four or five and pass out the **Taking the Lead Student Handout**. Call on a student to read the scenario aloud to the class. Or select five students to read the different parts of the scenario (as if role-playing). Confirm that students understand the basics of the scenario.

Say: *This is an example of digital drama that can start to get out of hand. But it could have turned out differently. To help us think about how, we're going to first take on the perspectives of the individuals involved.*

Slide 8:

☑ ACTIVITY: TAKING THE LEAD

Directions

In your group, each person will take on the viewpoint of a different person from the scenario. Write down the person you're taking the perspective of. Then, based on that perspective, complete the columns in the table. When you're done, each person will share out.

Roles:

1. Felicia
2. Jen
3. Jayden
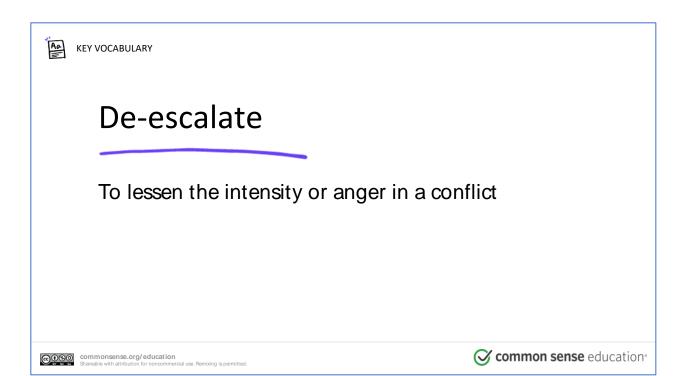4. Mr. Adler
5. Ally

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Direct students to Part 2 of the handout. Read the directions aloud. Assign a different role to each member of the group or allow groups to choose their own roles. No roles should be duplicated within a group. (**Slide 8**)

Allow students five minutes to think about their viewpoints and complete Part 2.

Explain to students that they will now take turns sharing out with their group what they wrote based on the viewpoint they had. Allow 10 minutes for groups to share out.
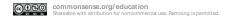
Slide 9:

Project Slide 9 and say: *One thing that might have been helpful in this situation would be for someone to have de-escalated it. **De-escalate** means to lessen the intensity or anger in a conflict.* Prompt students to consider this idea as they complete the Reflection Questions on the handout.

Slide 10:

Ways to De-escalate

1.   [Capture student responses here.]
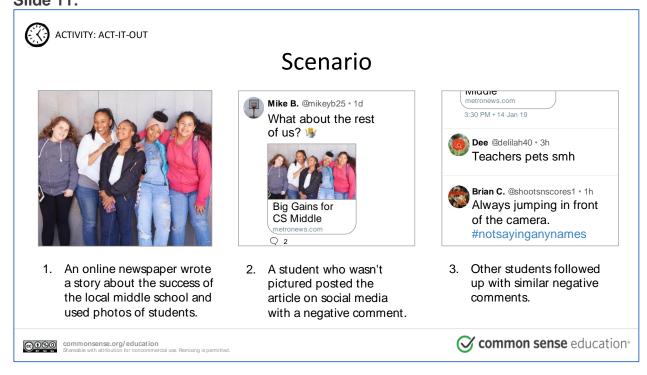
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Invite students to share out their answers to the Reflection Questions, and capture their responses to Question 2 on **Slide 10**. Sample responses include:

- Respond with a positive comment or action.
- Ignore the post.
- Talk (offline) with the person involved to try to de-escalate the situation.

Refer to the **Teacher Version** for additional ideas.

Wrap Up: **Act It Out**

15 mins.
Slide 11:

Mix students up into different groups of four and say: *You're now going to get a chance to show these de-escalation strategies by acting out a digital drama scenario.* Have students read the scenario aloud.

Slide 12:

🕐 ACTIVITY: ACT-IT-OUT

Directions

1. Each person chooses a role to act out from the scenario (Mike B., Dee, Brian C., and a student from the photo).
2. Take a moment to think about your role and what that person might be thinking and feeling based on the scenario.
3. Decide on what you could say next to be true to your feelings but also to de-escalate the situation.
4. Do a whip-around, where each person shares what they could say.

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Project Slide 12 and read the directions.

Have students act out how they'd respond to their scenario. If time allows, have them do a second round with new roles or using a different strategy. Revisit **Slides 10** and **11**as needed to remind students of the strategies and scenario details.

Slide 13- Student Resources- remind students of who they can talk to

If you have concerns about digital drama, relationships and/or bullying, please talk to a…

Parent or Guardian   Teacher
Trusted adult   Faith based leader
School Counselor   Health Clinic
School Nurse   Health care provider

Closing Activity-to check for understanding:

- Depending on time: use solely the exit ticket slide or the exit ticket and quiz located at the very end of this packet.
- **Slide 14:**

Exit Ticket

Thinking about what we've talked about and the video…

What are some ways to get out of/avoid digital drama?

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Part 1: Reading the Scenario
Directions
Read the scenario below.

Felicia and Jen are friends from school. They both audition for the lead role in the school play. The next day, the drama teacher, Mr. Adler, posts the final cast list, showing that Felicia was selected for the role. Felicia posts a photo of the list on social media with the caption "Guess who made LEAD ROLE!! ME!" Other students at her school see the post and make comments.

The comments continue to come in. People start responding with #teamjen and #teamfelicia hashtags. Later, in response to Jayden's comments, Felicia posts an embarrassing picture of Jayden and calls him out for failing Mr. Adler's class.

Instapic

Lead Role: Felicia
Supporting: Jen
Choreography: Edgar

Director: Jacqueline Stanley

25 likes

Felicia Guess who made LEAD ROLE!! ME!

Brad
Congrats! Cool

Julie
Awesome! Break a leg!

Jayden
Oh ANOTHER lead role for Felicia. Imagine that. What a teacher's pet.

Jayden
It should have gone to Jen, she gave the best audition. Just being honest!!

Ally
Yeah give someone else a chance! #teamjen

Part 2: Taking Perspectives

Directions

In your group, each person will take on the viewpoint of a different person from the scenario: Felicia, Jen, Jayden, Mr. Adler, or Ally. Write down the person you are taking the perspective of. Then, based on that perspective, complete the columns in the table. When you're done, each person will share out.

I am taking the viewpoint of _____. Based on that viewpoint...

I acted the way I did because ...	*One thing I could've done differently was ...*	*Something that might've stopped me from doing something differently was ...*

Reflection Questions

1. Reflecting on what your classmates shared, what had you not considered when you thought about the perspective you chose?

_____

_____

_____

_____

2. Based on what was shared in your group, how could this situation have been de-escalated?
   What could the different people involved have done?

_____

_____

_____

Teacher Resource:

Part 2: Taking Perspectives

Directions

In your group, each person will take on the viewpoint of a different person from the scenario: Felicia, Jen, Jayden, Mr. Adler, or Ally. Write down the person you are taking the perspective of. Then, based on that perspective, complete the columns in the table. When you're done, each person will share out.

I am taking the viewpoint of _____. Based on that viewpoint...

I acted the way I did because ...	One thing I could've done differently was ...	Something that might've stopped me from doing something differently was ...
- I wanted to share good news with others. (Felicia) - I didn't want to get involved in the drama, and I was disappointed I didn't get the part. (Jen) - I didn't think it was fair that Felicia got the part. (Jayden) - I didn't know that people would be upset with Felicia getting the part. (Mr. Adler) - Jayden is right: Felicia is a teacher's pet, and Jen should've gotten the part. (Ally)	- I could've defended myself without embarrassing Jayden. (Felicia) - I could've congratulated Felicia or defended her when Jayden commented. (Jen) - I could've supported Jen without insulting Felicia. (Jayden) - I could've explained why people got the parts they did, so others wouldn't speculate. (Mr. Adler) - I could've kept my comments to myself or said something that was supportive to both Felicia and Jen. (Ally)	- I was really mad at Jayden, and I wanted to get back at him. (Felicia) - I was really disappointed that I didn't get the role, and I appreciated that Jayden stuck up for me. (Jen) - I wanted Jen to know that I thought it wasn't fair that she didn't get the part. (Jayden) - It would've taken a lot of time to explain why every part was chosen the way it was. (Mr. Adler) - I wanted Jayden to know that he wasn't the only one who thought it was unfair. (Ally)

Reflection Questions

1. Reflecting on what your classmates shared, what had you not considered when you thought about the perspective you chose?

   Answers will vary.

2. Based on what was shared in your group, how could this situation have been de-escalated?
   What could the different people involved have done?

   - If Jayden had thought about how his actions might affect Felicia, he could've posted differently, in a

Way that didn't make her feel insulted.

- If Felicia hadn't gotten so mad, she could have responded differently to Jayden's post instead of posting an embarrassing picture of him.

- If Ally had thought about how her post might make things worse for both Felicia and Jayden, she could've stayed out of it or posted something that didn't make Felicia feel insulted.

QUIZ

1. Select one answer from the list below.

It's always best to express how you feel online, even if it might hurt someone's feelings.
- True
- False

2. Select one answer from the list below.

Which is an example of de-escalation?
- Responding to a mean comment by being mean.
- Posting a kind comment on a friend's picture.
- Leaving a supportive comment on a post making fun of someone.
- Supporting a friend who is criticizing someone else.

3. Select one answer from the list below.

You're using a headset to game with other people online. One person just made a huge mistake and cost your team the game. You feel angry and want to say something, but you remember to pause and consider the other person's point of view. Doing this makes you recognize that:
- Online comments don't really mean anything, so it's OK to make fun of people.
- This person deserves to be kicked off the team.
- Saying something mean will probably make the person try harder the next time you play.
- Posting something mean will cause drama and hurt feelings.

4. Select one answer from the list below.

Laila and Arjun are on a group chat with friends from school. A friend in the group starts to make fun of Laila's favorite sports team. Other friends in the group think this is funny and add to the comments. What could Arjun do to de-escalate the situation?
- Arjun could add to the mean comments because he doesn't want to feel left out of the group.
- Arjun could add a positive comment or change the topic.
- Arjun could send a private message to the person being mean to support their opinion.
- Arjun could share the joke with friends outside the group chat.

5. Select one answer from the list below.

How confident are you in knowing how to de-escalate digital drama before it goes too far?

- I feel very confident.
- I feel somewhat confident.
- I don't feel confident.