



Mike-Tosis



Overview

Students demonstrate how rumors can get out of control through a story circle activity. They watch the NSTeens video “Mike-Tosis” and discuss how spreading rumors online can have offline consequences.



Materials / Preparation

- Video – “Mike-Tosis”
- Chalkboard/whiteboard
- Computer lab or computer hooked up to an LCD projector



25 minutes



Introduction

Have students sit in a circle for a storytelling activity. Tell them you are all going to start a rumor about a fictional person. You will start the story by saying, “Did you hear what happened to [name] yesterday?” Be sure not to choose a name of someone in the class. The story now moves to the student on your right. As each student adds details to the story, it

should get more and more outrageous. Encourage the students to add unrealistic details and creative embellishments. Continue the story until it returns to you and everyone has had a turn. Explain that just like this story, rumors start with one person and then get out of control. Rumors are difficult to stop and they can spread very fast.



Activity

Show the NSTeens video “Mike-Tosis” and allow for a short discussion afterwards:

What rumor were the students at NSHigh spreading in Allie’s daydream?

What technologies were they using to spread the rumor?

Why did the rumor spread so fast?

Now ask students to think about the real consequences of the rumor: *What could have happened to Allie as a result of this rumor?*

Write the students’ answers on the chalkboard/whiteboard for reference. There are several possible consequences you might discuss including Allie being embarrassed, fighting with her friends who helped spread the rumor, losing Mike’s friendship, and being made fun of or bullied in school. Be sure to emphasize that rumors can affect their friendships, reputations, and self esteem, and that rumors which spread through technology like the Internet and cell phones spread even faster and farther.



Follow-Up

Have students practice conflict resolution by deciding what Allie can do about the rumor. Ask students to imagine that Allie’s daydream was real and to help her figure out what to do next: *The rumor*

is all over school and Allie is embarrassed. What should she do? Students can answer this individually in a written response or discuss it together as a group if time permits.