

Terrible tEXt



Overview

Students watch “Terrible tEXt” to understand why this form of cyberbullying is hurtful and what to do if it happens to them. They will follow-up by discussing why these responses are appropriate. After this activity, students will better understand the effects of cyberbullying and how to respond to it.



Materials / Preparation

- Video - “Terrible tEXt”
- Attachment 2 - Copies of the three response cards
- Computer lab or computer connected to an LCD projector
- Chalkboard/whiteboard
- Attachment 1 - Copies of the five “terrible text” cards



30 minutes



Introduction

As students enter the classroom, hand them one of the five “terrible text” cards (attachment 1). Each student should have a card. Ask students: *How does*

receiving this message make you feel? Have you ever received a mean or hurtful text, IM, or e-mail before? What did you do about it?



Activity

Watch the “Terrible tEXt” video. Prompt students with discussion questions: *Why was Keyan’s ex-girlfriend sending Lolo mean text messages? How did receiving the “terrible texts” make Lolo feel? What did Keyan suggest Lolo do about the messages?* Make sure students understand that they should never respond to a cyberbully; instead, they should ignore the messages, save them, and tell a trusted adult if it doesn’t stop.

Pass out the response cards (attachment 2) to students; each student should have one “ignore,” one “save,” and one “tell” card. Go through the five “terrible texts” one by one. Ask students to decide

what to do about each message by holding up the corresponding card. They may use more than one card at a time. For example, they may want to “ignore” and “save” message #1, or “ignore,” “save,” and “tell” message #5. Discuss the students’ choices. Advise them according to the NetSmartz safety rules and record the class decision on the chalkboard/whiteboard. Make sure that students identify which trusted adult they would “tell” about the messages and why. After making a decision about each message, review the three key responses to “terrible texts” that students should know: ignore, save, and tell.



Follow-Up

Prompt students with discussion questions to ensure that they understand the purpose of the cyberbullying rules: *Why do you think ignoring the*

cyberbully is a good idea? Why should you save all the evidence? And why is it important to tell someone about it?



#1

You are messaging friends on a social networking site. Suddenly you receive an IM from someone you don't know and have never spoken with online.

From bullybill: u stink

bullybill does not send you anymore messages.

#2

You receive a text on your cell phone from a number you do not recognize. Whoever sent the text message does not tell you who they are, but they seem to know who you are.

From 555-5555: stop talking to matt, he h8s u...he likes me

You do not receive any more messages from this number.

#3

You and Sara used to be friends, but now she is avoiding you at school. You come home one day to find 3 e-mails from her, all calling you mean names. The last one is the worst.

From sassysara: i h8 u, i will tell every1 at skool what you said about Julie, then every1 else will h8 u 2

Before school the next day you receive 5 more messages like this.

#4

You open your online profile to find messages from some kids in your class.

From meanmaria: hey, I heard sum rumors about u...r they true

From sneakysteve: lol i heard about wut u did!!!

There are 5 different messages by the end of the night, 12 more the next day, and 26 the day after that.

#5

You receive a text message from a boy in your class who thinks you started a rumor about him.

From Bobby: u r going to pay 4 wut u did...i'll be waiting 4 u after skool...don't even think about telling anyone!!!



IGNORE

SAVE

TELL