1. How do they feel?

a) Look at the list of feelings and make sure you understand the meaning of the words. If necessary, use a dictionary. Then, draw a suitable emoji next to each feeling.

b) Decide which words best describe the feelings of the victims of bullying and which words can be used to talk about how the bullies/haters might feel. Are there any words that can be used for both victims and bullies?
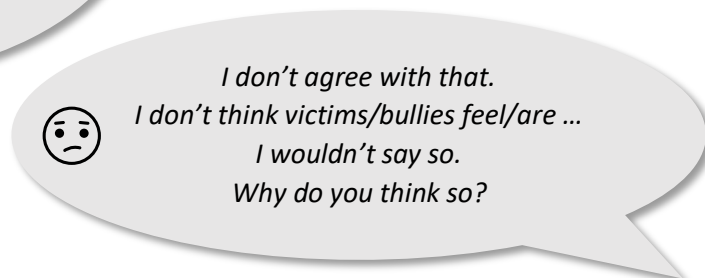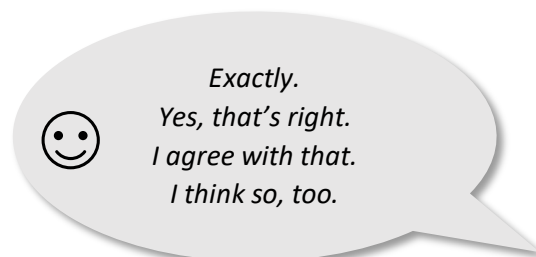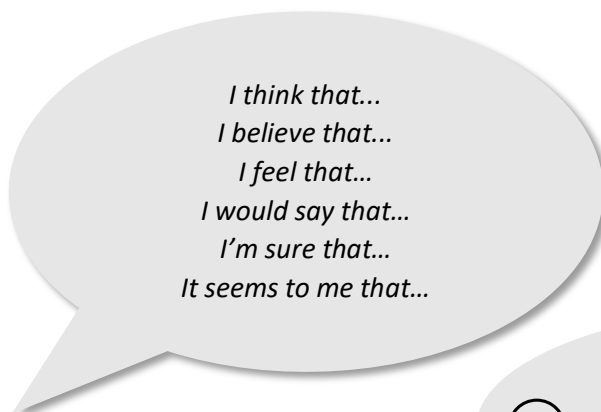
feelings

guilty	frightened	powerless	lonely
desperate	inferior	jealous	powerful
superior	humiliated	frustrated	insecure

c) Work with a partner. Take turns and explain your ideas to each other.

Example:

A *: I think victims of bullying sometimes feel powerless because they don't know what they can do to stop the bullying.*

B *: I think so, too. I believe that …*

> *I think that...*
> *I believe that...*
> *I feel that…*
> *I would say that…*
> *I'm sure that…*
> *It seems to me that…*

> ☺ *Exactly.*
> *Yes, that's right.*
> *I agree with that.*
> *I think so, too.*

> ☹ *I don't agree with that.*
> *I don't think victims/bullies feel/are …*
> *I wouldn't say so.*
> *Why do you think so?*

2. Let's talk about cyberbullying!

a) Cyberbullying is any form of bullying that takes place online. This can be done over smartphones, social media, online gaming etc. Cyberbullying attacks can take many different forms. List the forms of cyberbullying described in the scenarios below.

Example:
- *to post embarrassing pictures of somebody (without his/her permission)*

Scenario 1

Claire posted an embarrassing picture of Steve online. Other students then shared and reposted the picture. Many people left offensive and rude comments like 'what an idiot' or 'he's so ugly'. Some students told Claire to delete the post but she just laughed at them.

Scenario 2

At school Jamie sometimes gets teased but usually he tries to laugh it off. This week he is sick at home. In the class chat, he asks his classmates about their homework for next week but everybody ignores his message. One day later he tries again. A boy replies 'NOBODY CARES. GET OUT.' Ten minutes later one of the admins removes Jamie from the class chat.

Scenario 3

Sam is an excellent basketball player and pretty popular at school but there are two boys in his team who just don't like him. They create a fake social network account using a photo of Sam. Then, they start posting racist comments in Sam's name. They also use the fake account to spread rumours about members of the basketball team.

Scenario 4

Jen receives text messages from an unknown number. The person insults her anonymously and calls her a 'bitch'. The language becomes stronger every day. Jen wants to tell her parents but the unknown person starts to threaten her saying things like 'I know where you live'.

Scenario 5

Rosie is invited by her friends into a chat group called 'The Anti-Anna Group'. In the chat, Rosie's friends tell lies about Anna, a girl in their class, make fun of her and share photoshopped pictures showing Anna's face on the body of a naked woman.

2

b) Read the texts again and collect useful words and phrases that belong to the world field 'cyberbullying' in a mind map.

> **Tip:** Whenever you come across new words, add them to your mind map.

c) Choose one of the situations in 2a. How would you feel and what would you do in the victim's place? Tell your partner. **Start like this:** *If I were …, I would …*

> **Remember:** Conditional II
>
> | if-clause | main clause |
> |---|---|
> | simple past | would/could + infinitive |

d) Together with a partner, think about what victims, upstanders, friends and family can do in the case of cyberbullying. Collect your ideas in the grid below.

> A **bystander** is a person who sees the bullying. An **upstander** is a person who witnesses the bullying **and takes action**.

victims	upstanders	friends & family

3. Create your own photo story!

In groups, create your own photo story about the topic of cyberbullying. You can either choose one of the scenarios from exercise 2 or come up with your own scenario. You can also use a situation that you have experienced or observed yourselves.

Rules

⇒ Use at least **six new words/expressions** from your mind map in your photo story.
⇒ Use your **knowledge about cyberbullying** (e.g. feelings of victims and bullies, forms of cyberbullying, how to react).
⇒ Think of an **interesting, surprising or thought-provoking ending** to your story.

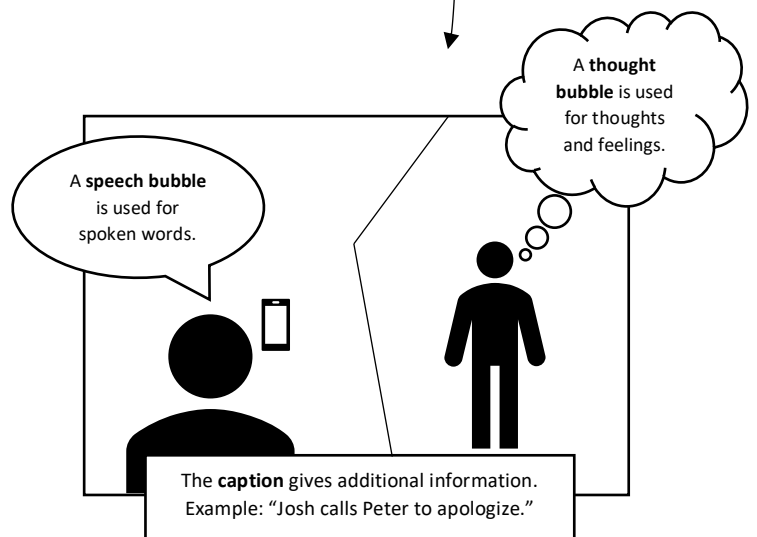**Steps**

1. Use the story board to **plan your story**.
   a. Write down who and what you can see in each of your photos.
   b. Also write down the text that accompanies the photo. There are usually three types of text: speech bubbles, thought bubbles and captions.
2. **Take the pictures**.
   a. Make sure your photos match the text.
   b. Pay special attention to your facial expressions and your gestures.
3. Use *Book Creator* to **create your photo story**.

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Tip

If you want to create fake text messages, you might want to use 'iFake Text Message'.

https://ifaketextmessage.com

A **speech bubble** is used for spoken words.

A **thought bubble** is used for thoughts and feelings.

The **caption** gives additional information. Example: "Josh calls Peter to apologize."

Fach: Englisch   Thema: Cyberbullying

Assessment grid

Use this assessment grid to evaluate your classmates' stories and to give feedback.

	Criteria	Group:			Group:			Group:		
		☺	☺	☹	☺	☺	☹	☺	☺	☹
the story	The story is interesting and authentic.									
	You have used your knowledge about cyberbullying.									
	Your story is clearly structured.									
	You have found an interesting, surprising or thought-provoking ending to your story.									
the pictures	The pictures illustrate the situation.									
	The facial expressions of the people in the pictures show how they feel.									
	The pictures match the text.									
the text	The texts help to understand the story.									
	You have included six or more new words/ expressions.									
	You have used the new words and expressions correctly.									
	There are no spelling or grammar mistakes.									
	Overall impression									