

# SUBJECT-BASED LINKS: Social-Emotional Learning (SBL 4.1)

Key Concepts	Materials
<i>Cyberbullying, bullying, perspective taking, social thinking, net etiquette</i>	Quandary Episode 4: Mixed Messages Internet access Digital Device

Learning Target	Structure
Students will learn about what constitutes cyberbullying, as well as regulation skills to prevent potential instances of bullying.	Students should play Quandary in pairs or triads to encourage meaningful conversation during gameplay. Quandary gameplay should be prefaced by a class-relevant warm-up discussion and closed with a post-game discussion and an optional extension activity.

### Warm-Up Discussion

**ASK** students the following questions (and/or create your own):

- “What are the pros and cons of bullying?” (If students insist there are no ‘pros’, tell them there would be no bullies if bullies didn’t get anything out of it. Make a list of pros and cons on the board while students brainstorm, or have students generate their own pros and cons in small groups.)
- “When it comes to bullying, what’s the difference between a bystander and an upstander?”
- “How is cyberbullying different from other forms of bullying?”

Tell students, “We’re going to play Quandary now, where you’ll be in charge of what to do about a cyberbullying situation.”

### Gameplay

**PLAY** Quandary in student pairs or triads, encouraging them to bounce ideas off one another and reach agreement before advancing to each next step.

### Post-Game Discussion

**ENGAGE** students with post-game discussion questions (and/or create your own):

- “Do you think it’s easier for someone’s feelings to be hurt online? Why or why not?”
- “Do you think the message was intended to hurt the engineer?”
- “What solution did you choose and why? How did you come to make that choice?”
- “With cyberbullying, what are the consequences of doing nothing?”
- “If you ever posted a message and unintentionally hurt someone else, what would you do to make it right?” It’s almost always easier to say nothing. What does it take to make the right choice? What do you have to have?”

### Extensions and Activities

Watch *Students’ Take on Cyberbullying* Video. Ask students what resonated with them while they were watching the video and divide class into small groups (3-4 students). In small groups, students brainstorm ways to start and grow a positive school climate. Then, students share their ideas as a class.

### Resources

**WEBSITE** *Bullying Prevention Information*

<https://www.stopbullying.gov/>

**VIDEO** *Students’ Take on Cyberbullying*

<https://www.niot.org/nios-video/students-take-cyberbullying>

**TEACHING STRATEGY** *Cyberbullying Prevention*

<https://www.common sense media.org/educators/cyberbullying-toolkit>

# SUBJECT-BASED LINKS: Social-Emotional Learning (SBL 4.2)

Key Concepts	Materials
<i>Identity, perspectives, cliques, in-group/outgroup conflict, unfair treatment</i>	Quandary Episode 3: Fashion Faction Internet access Digital Device

Learning Target	Structure
Students will explore how identity shapes perspectives, and how identity is both felt by the self and perceived by others.	Students should play Quandary in pairs or triads to encourage meaningful conversation during gameplay. Quandary gameplay should be prefaced by a class-relevant warm-up discussion and closed with a post-game discussion and an optional extension activity.

### Warm-Up Discussion

**ASK** students the following questions (and/or create your own):

- “Have you ever had experiences with cliques in school? What was that like?”
- “How does it feel to be included in a group? What about being excluded?”
- “What are people thinking when they INCLUDE a person to their group? What might they be thinking when they EXCLUDE someone?”
- “Do you think people make assumptions about others based on how they look/how they dress/what music they listen to? Are these assumptions always true?”
- “In reality, people are a lot more complex than the labels other people give them. Keep that in mind as we play through this episode of Quandary.”

### Gameplay

**PLAY** Quandary in student pairs or triads, encouraging them to bounce ideas off one another and reach agreement before advancing to each next step.

### Post-Game Discussion

**ENGAGE** students with post-game discussion questions (and/or create your own):

- “What were the two groups involved in the game? Which group was excluding the other?”
- “Was it right for the tailor to only customize his friend’s clothes? Why or why not? Even if it wasn’t morally right, did he have the right to do it anyway? Why or why not?”
- “What were the consequences of the tailor’s decision to only make alterations for his friends?”
- “Why do you think the excluded settlers formed the group called the ‘plainingays’?”
- “What solution did you choose and why?”

### Extensions and Activities

Students make an Identity Chart by tracing an outline of their hand on paper. On the *inside* of the outline, students write a list of 5-10 strong aspects of their identity (e.g., soccer player, music lover, outgoing, etc.). On the *outside*, students write a list of 5-10 aspects of how other people might label them. Depending on comfort level, students can share what they wrote or talk about what it was like to do the activity, and whether any differences came up between how they saw themselves and how others see them.

### Resources

**LESSON PLAN** *Global Lives Empathy Activities*

**LESSON PLAN** *BetterWorldEd Empathy Lesson Ideas*

<http://globallives.wpengine.netdna-cdn.com/wp-content/uploads/2014/09/Unheard-Stories-Global-Lives-Curriculum-2014-09-15-2.pdf>

<https://www.betterworlded.org/try>