Emotional Control and Social Skills – Preventing Cyberbullying

Objective:

To help adolescents recognize and manage their emotions so they can avoid engaging in cyberbullying—whether as perpetrators or victims. Students will learn to identify how emotions influence their behavior online, develop self-regulation skills, and respond empathetically to others.

Time and Number of Sessions:

45 minutes – 1 session (can be extended into two parts)

Type/Social Agents:

- **Students:** Adolescents aged 12–16, divided into small groups
- **Teacher/Moderator:** Leads the session, facilitates discussions, and ensures a safe environment
- **Parents (optional):** Can be involved in reflection activities or continue the discussion at home

Materials:

- A questionnaire (digital or paper) to assess emotional awareness and reactions
- Discussion cards with real-life online conflict scenarios
- **Role-playing props:** Simulated phone screens, social media chat examples

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Development

1. Introduction – "How Do We Feel Online?" (10 min)

- The teacher starts a short discussion:
  - *How do you usually feel when communicating online?*
  - *Have you ever felt upset, angry, or embarrassed because of an online interaction?*
- Students complete a **questionnaire** about their emotional responses to various online situations (e.g., conflicts in comments, criticism, being ignored).
- Results are discussed: *What emotions are most common? How do they influence our actions?*

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2. Group Discussion – "How Do Emotions Lead to Cyberbullying?" (15 min)

- **Small groups (4–5 students)** receive **discussion cards** with real-life scenarios:
  - A friend posts an embarrassing photo of you. You feel upset and angry. What do you do?
  - Someone publicly mocks your comment on social media. How do you respond?
  - You receive a private message with insults. What is your first reaction?
  - You notice a friend constantly posting hurtful comments about others. What can you do?
- **Group task:**
  - Identify the emotions triggered by these situations.
  - List different possible reactions (*getting angry and replying, ignoring, reporting to an adult, talking to the friend, etc.*).
  - Decide which response is the most appropriate.
- **Teacher's role:**
  - Moderate discussions and encourage empathy (*How would the other person feel?*).
  - Highlight the emotional aspect: *How can our reactions impact the situation in the long run?*

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3. Role-Playing – "Your Reaction Changes the Outcome" (15 min)

- **Pairs or small groups** act out online conflict scenarios, testing different responses.
- **Scenarios:**
    - Your friend posts a mean comment under your photo. How would different responses change the situation?
    - You witness someone being mocked in a group chat. What could you do?
    - You're angry about an unfair comment about you. How do you manage your emotions before responding?
- **Teacher's role:**
    - Encourage students to act out both negative and positive reactions.
    - Facilitate a discussion: *Which responses helped resolve the problem? Which made it worse?*

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4. Reflection – "What Did We Learn?" (5 min)

- Students answer reflection questions:
    - *What did you realize today about how emotions influence online behavior?*
    - *Will you handle online conflicts differently after this activity?*
- The teacher summarizes key takeaways: **Emotional control helps prevent impulsive and harmful online actions.**
- **Parental involvement:** Homework – discuss one of today's scenarios with parents and how they would handle it.

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