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THEATRE IN EDUCATION: A CYBER BULLYING PREVENTION

CURRICULUM

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A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Theatre Arts

_____

by

Jonathan Douglas Moline

December 2012

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Approved by:

_____   _11/29/12_____
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ABSTRACT

This project provides teaching tools and curriculum
materials to high school teachers on cyber bullying
prevention using applied, interactive, and conflict
resolution theatre techniques as the main teaching method.
These methods are what are known as theatre in education.
Cyber Bullying prevention is not just an American issue but
also a worldwide problem. Schools as well as teachers and
students must understand the complexity of this dilemma and
find ways to confront and prevent the growing phenomena.

The topic of cyber bullying is rapidly gaining the
attention of educators, students, parents, government
officials, and more. The idea of applied and conflict
resolution theatre as a method to prevent cyber bullying is
becoming recognized. Theatre has an important role in
preventing the consequences of cyber bullying; reducing
student suicides, lowering drop out rates, decreasing
depression and increasing student's sense of self. The
tools provided in this project include a two-session
curriculum with educational materials and a play.

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CHAPTER ONE

INTRODUCTION

A social phenomenon that is rapidly evolving in

today's society is cyber bullying. This on line epidemic is

affecting our youth of today. They are using their cell

phones and computers as a main method of social interaction

and communication. They have profiles on Facebook and use

open forums such as the chat room to interact with others.

They communicate with people they think are their friends.

However, because they cannot face them in person there is

no promise the person they are talking to is their friend.

The ability to disguise oneself, using current technology,

allows a person to interact falsely. This permits anyone

to send information that is misleading, hurtful, and

demeaning without consequences. The person who desires to

victimize another can up the stakes by sending their

message about the victim to others locally, nationally and

even internationally. The Internet bully can do damage to

the victim's reputation that can be irreversible. Cyber

bullying victims can become depressed, isolated, lose

interest in school, and even commit suicide. This

phenomenon is increasing worldwide (Hinduja and Patchin;

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Olweus; Kowalski, Limber and Agaston). Teachers, parents, and students must understand the complexity of this problem and find ways to confront and prevent it from affecting their community.

Purpose of the Project

The purpose of this project is to provide teaching tools that include a two-session curriculum with educational materials for high school teachers on cyber bullying prevention. One of the main teaching methods is the use of applied, interactive, and participatory theatre influenced by conflict resolution techniques (Chapter Three).

One of the goals of this project is to provide a creative and inexpensive curriculum that a 9th to 12th grade teacher can adopt to address this issue. This is a creative curriculum that uses theatre techniques to engage young people in reflecting on the issue. The idea of applied, interactive, participatory and conflict resolution theatre techniques as methods to preventing cyber bullying is becoming recognized (Chapter Three).

Scope of the Project

Inland Empire High School teachers are the targeted audience for this curriculum. Teachers who specialize in psychology, sociology, communication, theater, political sciences or gender and culture are well equipped to present this curriculum to their students. It is for high schools that have an agenda to implement cyber bullying prevention programs.

Limitation of the Project

The proposal is a project and not a demonstrated study. It is geared for a limited audience, high school teachers.

Justification of the Project

In 2010, the President of the United States, Barrack Obama, started the first federal task force targeted towards bullying. It was in response to the many adolescent suicides that have been taking place over the past decade due to cyber bullying:

> In August 2010, the task force staged the first ever National Bullying Summit, bringing together 150 top state, local, civic, and corporate leaders to begin mapping out a national plan to

end bullying. The task force also launched a new website, www. Bullyinginfo.org, which brings all the federal resources on bullying together in one place for the first time. ("President Obama: It Gets Better." 1).

One of the agendas on this website is to support the development of cyber bullying prevention programs. The task force goes on to state that in order for "prevention efforts to be successful", teachers/staff and students need training on topics such as, the definition of cyber bullying, ways of dealing with this phenomenon, and school policies and how to enforce them. They are requesting that schools "Build bullying prevention material into the curriculum and school activities" and provide teachers with "the skills to intervene consistently and appropriately" with bullying and cyber bullying ("Effects of Bullying |StopBullying.gov." *Prevent Bullying*, par. 7). The methods need to be inexpensive, informative and support the efforts of teachers to connect and collaborate with their students. Schools need to "establish a climate in which bullying is not acceptable" ("Effects of Bullying |StopBullying.gov." *Prevent Bullying*, par. 5).

President Obama spoke on television to say that students who are victims need a place and a person they can reach out to for consultation. MTV was one of the first entertainment organizations to answer Obama's call. They started their own website entitled ATHINLINE.org, to examine the questions: When does one cross the line on the Internet and what kinds of interactions are going too far? They created a digital drama in which they portrayed Internet bullying based on a real event, which resulted in a young man killing himself ("A Thin Line"). The goal was to determine, when does Internet interaction become bullying? In order to answer this question, we need to examine the definition of cyber bullying.

Cyber Bullying Definition

There is no single agreed upon definition of cyber bullying (Newey and Magson 5). According to McQuade, Colt, and Meyer, cyber bulling is defined as "when a person uses it (technology) to embarrass, harass, intimidate, threaten or otherwise cause harm to other individuals targeted for such abuse"(2). Cyber bullying includes the use of "cell phones, computers. . .tablets. . . social media sites" or any electronic technology ("Effects of Bullying

|StopBullying.gov" *Cyber Bullying,* par. 1) as a method to intimidate and bully others. What makes this process so harmful is that a bully can instantly send their message, video or picture to an entire school or community.

How can teachers and students identify that someone has become the victim of cyber bullying? According, to the website, "Cyberbullying and Misuse of Technology", the cyber bullied youth will exhibit the following:

- Changes in mood, sleep, appetite or behavior
- Withdrawal from friends and activities
- Grades slipping
- Bouts of anger or mood swings
- Avoidance of social gatherings
- Emotional distress prior to or after using the Internet
- Avoiding answering questions about what he or she is doing on the computer or cell phone
- Frequent episodes of not feeling well headaches or stomachaches.

Of even more concern the victim may not tell anyone what is happening to him or her. Keeping the issue secret makes the situation worse. When one observes a person exhibiting these behaviors, they need to intervene

immediately. Where can they learn effective ways to handle such a crisis? The classroom can provide the environment to learn what to do. Educators can provide a curriculum that helps one gain knowledge about the topic and become motivated to prevent the phenomena from affecting them, their friends, and others in their community.

Increasingly, schools are opting to use theatre as a tool to inform students on how to approach this new digital world ("Theatre -in -Action"). Their goal is to eliminate cyber bullying as discussed further in Chapter Three. After watching a theatre school performance about cyber bullying one student said "Its way more real to see it on stage and in an environment you can relate too" ("Taproot Theatre Tackles Cyberbullying." Par. 8).

A curriculum that uses theatre techniques could be one line of defense in the battle against cyber bullying and more important preventing even one student from committing irreversible acts that could affect the rest of their lives.

Project Questions

This Project will answer two questions:

a.   How can Theater in Education be useful to teachers as a method to prevent cyber bullying/bullying?

b.   What is a cyber bullying curriculum that teachers (9th through 12th) could adopt in a classroom setting?

CHAPTER TWO

CYBER BULLYING LITERATURE REVIEW

Introduction

The curriculum in this project provides high school

teachers with a lesson plan that focuses on cyber bulling

prevention using applied, interactive, participatory and

conflict resolution theater techniques. In reviewing the

literature related to this subject matter it is apparent

that cyber bullying is a significant issue for parents,

teachers, students, and schools around the world (Baldry

and Farrington; Hinduja and Patchin; McQuade, Colt, Meyer;

and Olweus). Another name for cyber bullying is "internet

aggression"(McQuade, Colt and Meyer preface). Throughout

this review Internet aggression and cyber bullying is used

interchangeably.

National and International Issue

Sweden and Norway (Olweus, *Bullying at School* 1) in

the "late 1960s" and early 1980's were the first countries

to become interested in the issue of bullying. Olweus's

Norway study, completed in the 1980's, included 40% of all

students in Norway from age 8 through 16. The study showed

that some 84,000 students (15%) engaged in some form of bullying (Olweus, *Bullying at School* 13). Other countries such as Finland, England, Canada, The Netherlands, Japan, Ireland, Spain and Australia showed similar data for the rate of bullying and considered it to be a prevalent problem and concern to the communities (Olweus, *Bullying at School* 14). The most comprehensive study was the Health Behavior In School Age Study sponsored by the World Health Organization. They surveyed 162,000 children (ages 11, 13 and 15) from 35 countries. The study found in the United States, 10% of girls and 15% of boys were bullied. The rate for bullying others was 8% for girls and 16% for boys (Kowalski, Limber and Agaston 20). Hinduja and Patchin reviewed seven different studies regarding cyber bullying victimization rates and found a significant increase from 2004 to 2010 ("Identifying the Causes").

Definition Expanded

According to Dan Olweus, "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself." (*Bullying at School* 9). Olweus goes on to discuss the various types of

bullying; verbal, physical, through lies and false rumors, sexual and cyber bullying.

Cyber bullying includes messages put on the Internet, cell phones by texting, twittering or the use of video and the messages are meant to demean, embarrass and causes pain to the victim ("What is Cyberbullying?").

Hinduja and Patchin, American researchers, agree with Mason's definition and further state, cyber bullying is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" ("Bullying" 5). For example, a teen can upload a photo that has been retouched to show another teen in a compromising position such as undressed, having sex with an animal or performing sexual acts with a known relative. They can accompany this picture with words that can be vicious, such as, the teen is "a prostitute", "likes little boys", or "made it with a barn animal". This message can be sent to the entire class or community whom the victim interacted with on a daily basis. The message is repeated so as to emphasize the intentions and create an environment that is not only uncomfortable, but intolerable for the victim.

Types of Bullying

There are two types of bullying, cyber and traditional. Traditional bullying includes face-to-face activity while cyber bullying is achieved without having revealing the source. The traditional definition of bullying is "A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, *Bullying at School* 9). It is suggested that even a single episode of aggression is a form of bullying (Olweus, *Bullying at School* 9). However, when individuals quarrel or fight and are of the same "strength (physical or psychological)" this does not constitute bullying (Olweus, *Bullying at School* 10). The most common types of traditional bullying are: "name-calling, shoving, kicking, spitting, knocking books off, making threats, fistfights, hang-up phone calls, threatening messages, bad-mouthing, spreading malicious rumors, and excluding peers from social events (McQuade, Colt and Meyer 2).

Types of Cyber Bullying

The following are various types of cyber bulling:

a. Flaming and Trolling-, which refer to "public online forums"(Hinduja and Patchin, "Bullying" 37-38). The messages are intended to 'inflame' the emotions of the victim. Whereas, Trolling includes others to witness the conversations that occur in a public forum. Forums include; chat rooms, My Space, Second Life and Face Book (Kowalski, Limber and Agaston 47).

b. Identity Theft - is when the bully pretends to be another person and sends harmful messages to "friends of the target". One studied found that 59% of on line aggressors were pretending to be someone else (Kowalski, Limber and Agaston 49).

c. Outing is where private information is "leaked online" (Kowalski, Limber and Agaston 49).

d. Exclusion/ostracism - is where a target can be blocked or deleted off a friends list or when friends do not respond to the victim or ignore them (Kowalski, Limber and Agaston 49; Olweus, *Bullying at School* 10).

e. Denigration is when untrue and damaging statements or pictures are sent about the victim to friends or their peer community (Kowalski, Limber and Agaston 48).

f. Cyberstalking is when the bully makes "repeated threats, lurking, and intimidation" to the victim (Kowalski, Limber and Agaston 50).

g. Happy slapping – is when the victim is videotaped while they are being made fun of, hit or targeted in a negative manner (Kowalski, Limber and Agaston 48).

Cell Phones and Text Messaging

Most cyber bullying, shown by a study done in Great Britain, is on the cell phone followed by the Internet (McQuade, Colt, and Meyer 79). How many children and teenagers use this type of technology? Lenhart's study found that 63% of teens own a cell phone, 35% use their cell phones every day to talk to friends while 27% text every day. It would be prudent to say this number has increased since Lenhart's study. Kowalski, Limber and Agaston point out that 57% of children use the Internet "to explore topics" of interest and 28% have their own websites and 15% have their own profiles (3). The use of technology easily exposes youth to unknown predators every day.

Who are the victims and aggressors of cyber bullying? Studies shows that gender, age and the grade of the person can determine who is most likely to be bullied or bullying.

Moreover, specific types of groups are the target of the aggressor.

Gender

Gender is another aspect of cyber bullying. Table 1 shows how gender relates cyber bullying. "Adolescence girls are significantly more likely to have experienced cyber bullying in their lifetime" (Hinduja and Patchin, "Bullying" par. 9).

Table 1. Cyber Bullying by Gender
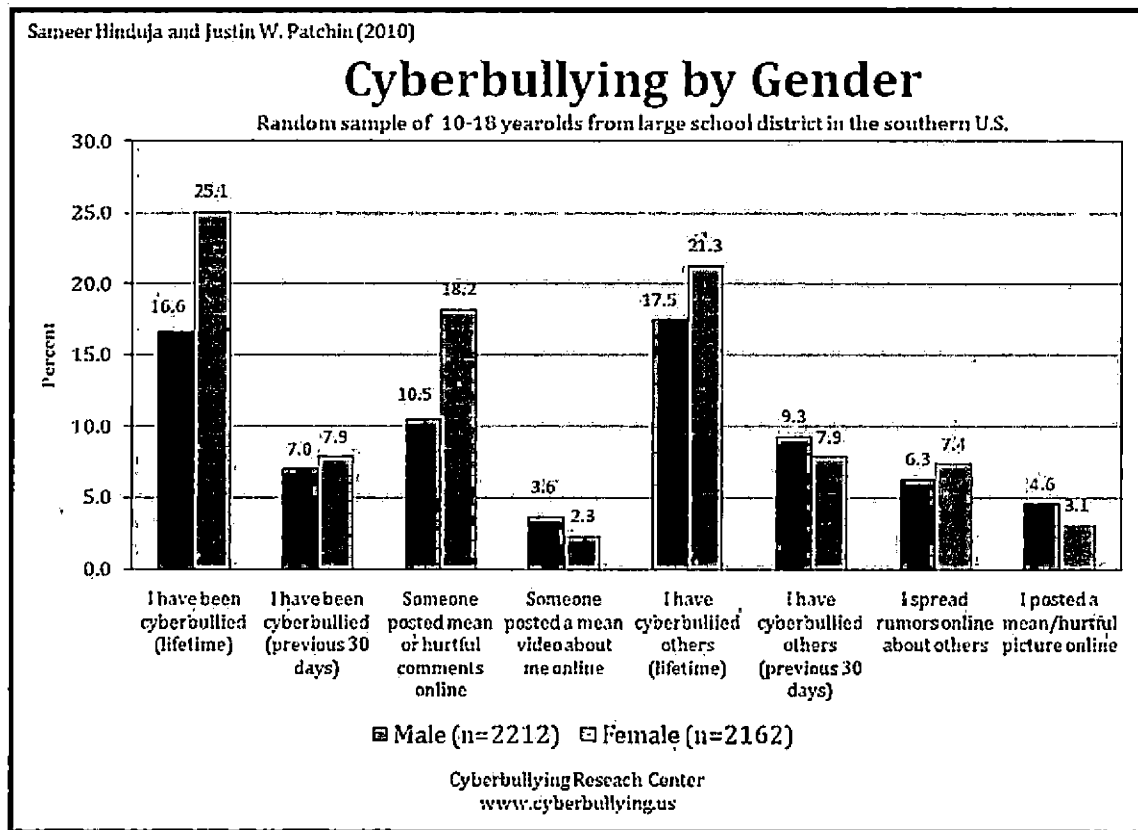
Cyberbullying by Gender

Random sample of 10-18 yearolds from large school district in the southern U.S.

Male (n=2212)   Female (n=2162)

Cyberbullying Reseach Center
www.cyberbullying.us

Hinduja, Sameer, and Justin W. Patchin. "Identifying the

Causes and Consequences of Cyberbullying".

Cyberbullying Research Center. Cyberbullying Research

Center. n.d. Web. 14 Aug. 2012.

<http://www.cyberbullying.us/research.php>.

Kowalski, Limber and Agaston's research suggests that boys are likely to bully other boys while girls are bullied by both genders (23). Males are likely to be bullied through physical or verbal aggression. Females are likely to be bullied by rumors, "sexual comments or gestures" (23) or misinformation about them. Girls bullied by girls are most likely to be socially isolated (Kowalski, Limber and Agaston 23) and females are more likely to admit they have participated in cyber bullying. Males are most likely to use spiteful pictures or videos to bully their victims (Hiduja and Patchin). McQuade, Colt and Meyer found that in middle school more girls than boys engage in cyber bullying (26).

Why are boys motivated to bully? They want to have dominance and power over their peers. They are satisfied in causing injury or suffering to others and they like the rewards they receive such a having friends increase as an outcome of the event (Kowalski, Limber and Agaston 30).

Age and Grade

Children ages six through twelve are most likely to be physically bullied while the most teased and emotionally bullied of all age groups are two through seventeen.

Kowalski, Limber and Agaston reported that sixth graders are the most common grade of children to be bullied (22). Youth in the United States were compared and 24% of 6th graders reported being bullied at least one time (Nansel et al).

Another study found that 11% of students in grades 7 through 9 admitted they had been cyber bullied at least once (Kowalski, Limber and Agaston 78). The same study showed that 4% of students in this demographic had bullied others in the "last two months" and 50% reported they had a cell phone and 97% had access to the Internet. Li's study investigated 177 seventh graders and found "54% traditionally bullied and that 15%" bullied others on the Internet (2).

The Bergen, Norway study (Olweus, *Bullying at School* 15) showed that students in grades 2-6 were "twice as likely to be bullied than students in grades 7 through 9" and that boys in junior high were more likely to be bullied than boys in elementary grades. According to Nansel's study (Kowalski, Limber and Agaston 22), the highest rate of students bullying other students occurred among 8th graders (24%) when compared to 6th graders (19%) and 10 graders (16%).

Forty percent of teens showcase their art, music, photos and stories online (Mcquade, Colt and Meyer 16). Opening them up even more to the online world. Millions of youth and young adults engage in cyber bullying and negative behavior such as, academic dishonesty, cyber bullying, online crimes, (i.e. pirating music, movies and software), obtain others passwords, and computer hacking (Mcquade, Colt and Meyer 17-18). So those who choose to engage and put their private information need to realize nothing is truly secure, not even ones protected password.

Forty Eight per cent of solicitation for sex online is committed by youth younger than 18 years old compared to youth 18 years old and older (McQuade, Colt and Meyer 19). This statistic is quite frightening because adults can pretend to be younger in hopes of having a better chance of solicitation a sexual response.

Targeted Groups

Groups targeted by bullies include, "American Indian and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth" and were found to have an increase in suicide ("Bullying |StopBullying.gov" *Who is at Risk*). Other targeted groups of students include those with

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disabilities, special health care needs, and those of

different ethnicity, religion, faith or race than most of

the student population. If schools, teachers, parents and

peers do not support these young people their risk of

suicide increases.

One group that is an easy target for bullying are

special needs children or children with physical conditions,

such as, Attention Deficit Hyperactivity Disorder (ADHD),

cerebral palsy, spina bifida, dystrophy, and diabetes

(Kowalski, Limber and Agaston 25-26).

Affects/Antecedents of Cyber Bullying

How are these victims affected by cyber bullying? The

emotional problems experienced by the victim are quite

extreme. They include depression, loneliness, low self-

esteem, school phobias and social anxiety ("Effects of

Bullying |StopBullying.gov" *Who is at Risk*). Self-concept

is reported as being lowered as a result of cyber

aggression (Dilmac 29; Staub 1307-25). The bully, however,

increases their sense of self and feels more empowered by

the process (Staub). Even more disturbing is the victims

are likely to become bullies themselves (Bryne, MaryAnn).

Children who are bullied are more likely to have thoughts of suicide and more likely take their own lives (Kowalski, Limber and Agaston 26). A Dutch study showed that children who are bullied are more likely to have headaches, feel listless and wet their beds. (Kowalski, Limber and Agaston 26). They are more likely to avoid school and have a higher rate of absenteeism and receive lower grades than their peers (27). Olweus found that junior high boys, after a decade of being bullied, experienced low self-esteem and depression. It was discovered that an increase in the use of the Internet increased the likelihood they would experience depression and loneliness (Kowalski Limber and Agaston 8).

Even young people who witness bullying are affected. They are prone to having mental health problems, including depression and anxiety and missing or skipping school (Kowalski, Limber and Agaston 33). What also makes internet aggression so harmful is that it "creates memories that often last a lifetime" (Kowalski, Limber and Agaston 1).

Schools

How can schools, parent, teacher, and students respond

to this phenomenon? Schools, parents, teachers, students

and surrounding communities must acknowledge that bullying

has increased and it is a significant problem (Hinduja and

Patchin; Mason). That bullying and cyber bullying has a

substantial effect on the emotional health of their

students/children. Schools also need to recognize students

are more likely to be targeted through technology rather

than the traditional bullying. This makes a persuasive

argument for addressing cyber bullying (Li).

It is interesting to note that 32% of school faculty

and staff have been victims of cyber bullying (McQuade,

Colt and Meyer 63). Students who are victims are receiving

most of the media's attention. But these statistics suggest

that school officials should be concerned with school

faculty and staff and address their safety as well.

Schools faculty, staff and parents need to be up to

date on Internet language, known as Netspeak. Netspeak is a

short hand text method of communicating a message (McQuade,

Colt and Meyer 61). When using symbolic syntax, youth can

communicate more quickly in a code that may or may not be

understood by parents or teachers and allows them to text

more rapidly and in secret. For example:

PAL means parents are listening

PAW means parents are watching

POS means parents are over their shoulder

IPN means I'm posed naked

Netspeak is most often shown in CAPS. Schools and teachers

need to know Netspeak if they are going to understand what

their students are saying in text and online messages. This

invented language serves to distant teachers and parents

from knowing when young people are being bullied or

bullying as well.

Bullies

What are the antecedents and consequences for a person

who decides to become a bully? Bullies were found to be

aggressive towards adults as well as their peers and they

had a tendency toward violence in general (Olweus, *Bullying

at School* 34). Bullies view themselves as being better than

their victim. Bullies have been convicted of at least one

crime before the age of 24 (Olweus, *Bullying at School* 36).

Bullies in middle schools were found to have maintained

lower grades, had a negative attitude toward school and

were not as popular as bullies who were in elementary school (60). They are more likely engage in violent and disturbing behavior, drop out of school, steal, vandalize, carry a weapon, have poor school achievement, drink alcohol, and smoke (Kowalski, Limber and Agaston 31). It was also found that they engage in early sexual activity, have criminal convictions and traffic citations as adults, and are abusive toward their romantic partners, spouses, or children as adults, abuse alcohol and other drugs in adolescence. As adults, bullies get into fights, vandalize property, and drop out of school ("Effects of Bullying |StopBullying.gov" *Who is at Risk*). Common characteristics of a bully include; a dominant personality, a temper, impulsiveness, little empathy, and adept at talking their way out of difficult situations (Kowalski, Limber and Agaston 29).

Students who play Internet games are more likely to engage in cyber bullying than students who do not (McQuade, Colt and Meyer 39). It should be noted that no single cause has been found as to why youth cyber bully (McQuade, Colt and Meyer 46). Kowalski, Limber and Agaston state they prefer not to name a child as a bully or victim but instead to refer to them as "a child who bullies" or "a child who

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is bullied" (15). This is their attempt not to label children.

CHAPTER THREE

THE USE OF THEATRE TO PREVENT CYBER BULLYING

As was stated earlier on in this paper, the use of
Theatre in Education as a method to bring attention to
cyber bullying is rapidly growing worldwide. Applied,
interactive, participatory and conflict resolution are
types of theatre that work with cyber bullying prevention.
What are these types of mediums? How are they different
and similar and what are the ways theatre approaches cyber
bullying prevention? They are the questions to be answered
in this chapter.

Theatre in Education

Theatre in Education (TIE) "includes all the
interactive theatre practices that help aid the educational
process" ("Theatre_in_Education"). Theatre in Education is
the idea that theatre is supporting the curriculum designed
by the teacher. It would involve some of the following: a
play, developing a scenario, acting, and interaction
between the audience and the players (both might be
students) regarding a prominent topic such as cyber
bullying.

The curriculum designed in this project combines

applied, interactive, and participatory theatre with

conflict resolution processes and is thus, Theatre in

Education. As Shannon Green put it "theatre is a rehearsal

for life". . .and "Drama has an amazing ability to engage,

to challenge, to get kids excited and to encourage them to

think about a new perspective" (Green par. 25).

Applied/Interactive Theatre

Applied theatre includes such categories as

"interactive theatre…process drama, and political drama".

It is made up of people who are not necessarily theatre

performers and it is a method by which a community such as

a high school class could examine issues that affect.

students, such as cyber bullying (Prendergast and Saxton

6). It is meant to make a difference in a student and a

teacher's life usually emphasizing an issue or topic. It

can refer to using creative activities in the classroom by

bringing vigorous discussions, self-awareness or solutions

to a problem. The goal is to gain the attention of the

students and get them involved in the issues discussed in

class (Morrell).

The American Alliance for Theatre and Education (AATE)
has created objectives for how drama can pertain to every
student's life. Some of these goals involve the teacher
using role-playing activities to bring the topic of
antibullying into the classroom and offer ideas about
preventing cyber bullying by developing negotiation skills,
improving sense of self and learning how to respond to a
current situation ("Theatre in Our Schools").

Participatory Theatre

Participatory Theatre needs to be mentioned because it
can be used interchangeably with conflict resolution,
applied, or interactive theatre. This approach has actors
interact with the audience and the interaction revolves
around a real issue. Its goal is to have audiences
participate so they can "adapt, change or correct a
situation, an attitude or behavior" ("Participatory Theatre
for Conflict Transformation: Training Manual" 5). It
demonstrates that theatre can "touch people's hearts, to
evoke compassion and deep understanding, and to enable
issues to be raised and new solutions to be highlighted"
(foreword). Other descriptors for participatory theatre
include development theatre, theatre for the oppressed,

popular theatre, community theatre, intervention theatre,
protest theatre and theatre for social change.
Participatory theatre was influenced by Boal's Theatre of
the Oppressed. Boal was a pioneer of interactive theatre
(Paterson). Internationally, theatre has been a medium to
resolve issues, collaborate and discuss solutions to issues
that create conflict and affect lives in profound ways,
such as cyber bullying. Participatory theatre groups are
global and include Conflict Resolution Theatre techniques.
Some of the more well known theatre groups include; The
Center for Applied Theatre, Bridgework Theatre, Zyakwana,
Search for Common Ground, The Kenyan Amani People's Theatre,
ChuSMA, the Fountainhead Tan Theatre of Berlin and others
(Arendshort).

Conflict Resolution Theatre

What is Conflict Resolution Theater? Theater denotes
a performance done in front of an audience (Sternberg XV)
and involves actors, a script, and a director. As noted by
Sternberg, youth can learn various life skills through this
medium and in a collaborative way, rather than confrontation
(vx). So it is about working together with everyone
involved. Even gaining the perspective of the bully and

attempting to see his side of the story. According to Bodine and Crawford:

> the tenets of conflict resolution present a new model of interacting with and thinking about other people, one that challenges us to go beyond stereotypes, consider other's point of view, and to reach mutually satisfactory agreements in which all parties win. (xxiii)

Conflict Resolution Theatre is theatre that uses the process of dialogue. It co-constructs a new paradigm of thinking about how to resolve the conflict presented to the audience through equalitarian communication between the actors and the audience. The goal is to transform the audience by learning how to empower, reduce the turmoil and resolve the conflict, in a manner that works for all intended. According to Bodine and Crawford, conflict resolution education would produce "an environment in which each learner feels physically and psychologically free from threats and danger"(3). Combine this process with theatre and a teacher can assist young people to increase "self-esteem" and develop "problem-solving skills" (Steinberg XV) that would be useful in combating cyber bulling.

An example of using theatre to resolve conflict is the
Kenya's Amani People's Theatre. This theatre company worked
with people who were disadvantaged by poverty. In these
workshops, actors interacted with the audience. The
audience became transformed, enlightened, developed empathy,
empowered and found solutions to their current situation
(Arendshort).

The British Council acted upon the idea of solving
conflict through theatre in 2010. The Council recruited 12
young people ages 18 though 25. These young people were
trained to use the method of conflict resolution with three
mediums: conference, theatre, and on-line activities. The
focus was to use peace building methods in fifteen
conflicted regions and empower women, youth and children
who lived in war torn regions around the globe ("Training
in using performance for Conflict Resolution").

Cyber Bullying Prevention and Theatre

The use of interactive and applied theatre using
conflict resolution methods that focus on bullying and
cyber bullying 'keeps expanding'. "Theatres are shedding
light on bullying's devastating effects- and giving kids
tools for coping" (Green).

Theatre is a growing medium where youth learn the effects of cyber bullying, how to cope if they are cyber bullied, and how to develop ideas regarding prevention. Theatre can "give kids practical tools to protect themselves and their peers, and change the cultural climate of their schools" (Green par. 2). For example, the play, Choices was "inspired by the true-life story of Rachael Neblett" whom at seventeen committed suicide after an online incident with a schoolmate ("Make a Difference for Kids"). The interactive play focused on cyber bullying and suicide. The play stops at different intervals and asked the audience how Rachael might have made a different choice at that time in her life ("Face Up 2 Cyber Bullying Workshops"). The intended audience is students who engaged in Internet bullying:

> Participants will be asked to consider the motivating factors that lead to bullying behavior such as low self worth and self efficacy and will be given the opportunity to advise a fictional character on how to find more appropriate and pro social ways of dealing with these issues. Participants have the chance to practice and play out these solutions. ("Face Up 2 Cyber Bullying")

Face Up believes there is a connection between a person

learning a part and learning a new skill or behavior.

In New Jersey, the Seven Stories Theatre presents

workshops for schools dealing with this issue. They play

out scenarios and then discusses them with the students

while looking for solutions and a better understanding of

this widespread phenomenon. The group states:

> in theatre we seek to raise the stakes when it
>
> comes to cyber bullying, and the lives of the
>
> young people it destroys, "the stakes are higher
>
> than any of us could ever have imagined. (Madia
>
> par.12)

Sharon L Green's article entitled The Defenders, names

the growing numbers of theatre companies and organizations

addressing the issue of bullying and more specifically

cyber bullying. These companies include the; Coterie

Theatre in Missouri, George Street Playhouse of New Jersey,

Boston Children's Theatre, Vital Theatre Company, Atlantic

Theatre Company, Omaha Theater Company for Young People,

South Carolina Children's Theatre, HartBeat Ensemble, and

Fringe Benefits Theatre Company. Theatre Organizations

involved with cyber bullying prevention include Theatre for

Young Audiences USA and American Alliance for Theatre and
Education (Green).

CHAPTER FOUR

METHODOLOGY

The Obama Task Force points out that schools need to build bullying prevention materials into their curriculum. This curriculum needs to address these topics: school policies regarding cyber bullying and how can they be enforced, the definition of cyber bullying, and adopted methods to prevent and deal with cyber bullying. The goal is to support teachers in collaborating with the student regarding this effort and to "establish a climate in which bullying is not acceptable" ("Effects of Bullying|StopBullying.gov" *Prevent Bullying,* par. 5). This project is aiming to fulfill the requests of the task force by proposing a two session curriculum aimed at preventing cyber bullying. The curriculum will borrow from applied, interactive, participatory, and conflict resolution theatre techniques. These techniques are used in the curriculum to engage students in examining this topic.

Description of the Procedures

The curriculum was designed by Jonathan D. Moline and is as follows:

Each session is approximately one hour in length. The time would be adjusted to how one's school schedules class hours. The teacher would have to judge how to divide up the material for each class session. There are two sessions

Session One: The central activity is a circle read of an original play by Jonathan D. Moline. This play, *The Trolling Generation*, has seventeen parts for students to act out. The teacher can find the play in (Appendix C). The circle read will allow students to see the perspectives from the victim, the bullies, and the witness's point of view. This play is intended to build better group dynamics and give students a chance to tryout their acting abilities. It incorporates many different types of bullying and sets the stage for session two.

Session Two: Is a Courtroom drama where the main characters (the cyber bullies) from the play (*The Trolling Generation*) are put on trial. A minimal script is provided for the students, and the teacher decides who will play which parts. The script does not cover the entire courtroom drama. Students will have opportunities to improvise as well as produce and memorize their own monologues. The classroom is set up to resemble a courtroom.

Educational Materials

The Teacher is provided educational materials (Appendix B). The intent of these materials are to assist the teacher in engaging the students to learn about the issues of cyber bullying. A sample of some of the questions the educational materials answer includes the following:

-What is cyber bullying?

-What are the affects/consequences of cyber bullying?

-What are ways to stop or prevent cyber bullying?

-What is their school's policy and legislation regarding

   cyber bullying?

-What cyber bullying resources are available to parents, teachers and students?

Goals of the Project

The goals were to address Obama's Task force objectives that schools provide a curriculum on cyber bullying prevention. This project attempted to meet those goals by providing a curriculum that includes educational materials, a play and the use of theatre in education to enhance the topic of cyber bullying prevention.

CHAPTER FIVE

CONCLUSION

It is apparent that cyber bullying is a worldwide phenomenon that affects the lives of young people and in some cases, permanently. This phenomenon continues to grow as young people have access to various types of technology. The concern is so immense that the current President of the United States appointed a task force to examine the issue and find solutions. One of the main solutions outlined by the task force was cyber bullying prevention needs to be addressed in school curriculums. The curriculum needs to be inexpensive, and engage the student so they have a voice in examining the issue.

The two questions poised by this project are influenced by Obama's Task Force and, the evidence that theatre in education is increasingly becoming a method to address the phenomena of cyber bullying (Chapter Three). The two questions answered by this project are: 1) How can Theater in Education be useful to teachers as a method to prevent bullying and cyber bullying? 2) What is a cyber bullying curriculum that teachers (9th through 12th) could adopt in a classroom setting? This project addressed these

questions by providing teaching tools that support teachers. These tools are intended to be economical, and attract students to examine, explore and understand the issues of cyber bullying prevention.

The final project was a two-session curriculum (Appendix A) whose focus and goals are to prevent cyber bullying. The lesson plan includes a play (Appendix B) and a courtroom skit that engages the student and provides a forum for their voices to be heard.

Another tool provided for the teacher is the Educational Materials (Appendix C), which include questions, and answers that specifically address the topic. It provides up to date resources and information that are meant to support both the teacher and students in learning more about the topic and finding solutions to the problem.

APPENDIX A

CYBER BULLYING CURRICULUM

Lesson Overview: This curriculum is designed for high school teachers training students in Cyber bullying Prevention. It is an original curriculum written by Jonathan D. Moline. It covers two class sessions. The curriculum includes lesson plans and Educational Materials that provide answers to thirteen questions relevant to the topic. These questions include:

1. How do you define Bullying?

2. Name the types of bullying?

3. What is Cyber Bullying?

4. There are eight types of cyber bullying and how many can you identify?

5. Who at your school is most likely to be cyber bullied?

6. What other countries are concerned about this phenomenon?

7. If you know someone, how were they affected after being cyber bullied?

8. What is typically of a bully and What affect does it have on someone who witnesses this bully?

9. According to research what race is most likely to be bullied or bully?

10. What are ideas you have about how to prevent cyber bullying in your lives and your friends?

11. What is your school's policy about cyber bullying?

12. Do you now what laws in California were passed regarding cyber bullying?

13. Pick the cyber bullying and bullying resources you would actually use and explain?

(See Appendix B for complete edition of the Educational Materials) A complete play entitled, *The Troll Generation* will be provided (Appendix C). Lesson Plans integrated applied, interactive, participatory and/or conflict resolution theatre techniques. Students will play roles, create roles and dialogue, improvise, learn how to do a 'dry read' of a play, learn to develop emotions that can bring a character to life.

Prior to and after each lesson students will be encouraged to discuss their reactions and thoughts about the activities they engaged in and to reflect on the effect of these experiences and their interactions with one another.

Part 1: Preparation and Goals

Number of Leaders: Teacher and an aide (if available)

Grade: 9th through 12th

42

*Number of Sessions: 2

Length of Session: Approximately 45-minutes to one hour (or the length of a class session

*Some sessions require students to do work outside the classroom

++California Standards in Theatre come from, "Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten Through Grade Twelve").

California State Standards in Theatre:

  -Standard Area 2.0 ++: Creative Expression (109)

  -Theatre Descriptor: Students apply processes and skills in acting, and script writing to create formal and informal theater, and perform in them.

  -Benchmarks: 2.1 2.2: Students will write and develop personal monologues and perform them. They will also develop and improvise scenes in a staged cyber bullying settings (110).

California State Standards in Theatre:

  -Standard Area 5.0 ++: Connections, Relationships, and Applications (111)

-Theatre Descriptor: Processing, Analyzing, and Responding
to Sensory Information Through the Language and Skills
Unique to Theatre

-Benchmarks: 5.1 Students will apply theater to content
areas such as cyber bullying.

General Student Objectives:

-Students will learn how cyber bullying is their problem.

-Students will learn and develop solutions and ways of
preventing Cyber Bullying.

-Students will develop an understanding of Cyber
bullying; it's definition, effects, and whom the process
harms.

-Students will learn where they stand on the issue and how
it affects them, their peers, their parents, their
school and society.

-Students will discuss their reactions and thoughts prior
and after the activities conclude

-Students will work as an ensemble and perform in groups
ranging in size from 2 to the entire class.

-Students will develop skill sets in critical thinking,
acting skills and improvisational performance.

Preparation and Materials Needed:

Materials:

1. Design area to perform play and skits.

2. Designated floor space absent of objects.

3. At least Eighteen Copies of the script: *The Troll Generation* (Appendix C).

4. A desk for each student in the class.

5. One podium.

6. Two long tables

Reading Assignments: The educational materials (Appendix B).

SESSION ONE:

Find the Rhythm (Warm up Exercise):

Clear an empty floor space in the middle of the room. Have all of the students lie down on their backs scattered across the floor, lying next to one another and have them close their eyes. The object of this game is to get the students to take turns counting to twenty or however far they can reach. If two or more students say the next number at the same time the class has to start over again. Do not assign a particular student to go first, unless they can literally not get the game started. This warm up will help them develop a rhythm as well as trust between one another, which is a great transition into a circle read.

Central Activity: Circle Read

Print out seventeen copies of the script (Appendix C: The Troll Generation) and one for the teacher. There are 17 roles to play, but the teacher, if they have the money, could print out copies for the entire class. Print the copies before the exercise is to take place. Have the students without a role still take a seat in the circle and be observers. Assign the following characters to the 17 students. Nine are characters and 8 are online avatar characters.

The nine characters are:

1. Nicole Silva: Grieving the loss of her brother, new to the school, does not trust people in real life but more trusting of people online, vulnerable.

2. Jessica Campbell: 15 years old, insecure, bored easily, does not think before she acts, emotional.

3. Taylor Luck: 15 years old, wants to fit in, naïve, easily impressed

4. Will Malloy: 16 years old, good at heart, he has little emotions when interacting on -line, tries to impress girls

5. Maggie Silva: Nicole's mother, looks at the bright side, does not understand the on line world, loves Nicole

6. James Silva: Hardworking father loves Nicole but does not know how to connect with her.

7. Mr. Jones: Arrogant, insensitive, and he is known for picking on students.

8. Jacob Reel: A student in Mr. Jones class who is an average student and goes to the dance with Taylor.

9. Kevin: The most popular boy in Mr. Jones' class, a big jock, has a crush on Nicole and takes her to the dance.

The eight online avatars are:

1. Michael6: Will's fake online profile. He made up this person to be the guy all 15-year-old girls want to know and date.

2. NewKidNicole: Is the same person as Nicole Silva. This is her online profile.

3. JessicaIdol: Is Jessica Campbell's online profile. She pretends to be Nicole's friend.

4. TaylorTay: This is Taylor' s online profile.

-The following 6 names are anonymous online profiles that could be anyone: Beebs4life, Anonymous212, Niceguy341, BarbieLife23, Trinity33 and, BibCheese78.

The teacher will take on the role of the narrator. He or she will read the subtext and be responsible for starting and closing each scene of the circle read play. You could have two different female students to read for the role of Nicole and NewKidNicole (on line persona). One

male student read for the fake profile, Michael6, who is Will's avatar persona.

Clear the middle of classroom so 17 desks can be put in a circle or 17 students can sit on the floor, in a circle. When each script is finally handed out, initiate the circle read to begin.

This is a dry circle read, so the students assigned the roles do not have to act out their character as if they were on stage, unless they ask too. The students should be encouraged to pick a distinct tone and match it with their characters emotional state. The idea is to avoid students reading in a monotone voice.

End the first circle read ten to fifteen minutes before class is over and then have a quick discussion afterwards. If they play was not completed the first day, continue the circle read on the following class session. The play is only thirty pages long so it is possible to read it in one day.

The last scene needs to have a warning before hand, due to its graphic nature. It is advised to have this warning right before the final scene. This will allow the teacher to change the tone that the circle read has taken on. Meaning, if the students are having a fun read throughout,

you might want to change to a more serious tone in the final scene.

There are other ways one could set up the read in order to present a better visual in relation to the online world as well. For instance, the two students playing the roles of Michael6 and NewKidNicole could be seated in the middle of the circle directly across from one another in a face-to-face format. This places an emphasis on the main on-line/avatar characters.

Closure: At the end of the exercise the teacher will have a class discussion and answer the following questions.

5 Review Questions:

1. What were the different character's point of view or motivation?

2. Did the character's stories fit with the research about bullying?

3. What types of cyber bullying portrayed in this play?

4. What could each character have done differently to change the ending?

5. Do you believe your school's policy on bullying would have protected Nicole?

5 Reflective Questions:

1. What did you learn from the play?

2. Who did you identify within the play, if anyone?

3. Have you ever made fun of someone online?

4. Have you ever witnessed someone being bullied or cyber bullied?

5. What would you be willing to do in this scenario to prevent the ending?

SESSION TWO:

Transition: Ask the students if they have any reactions from the last session.

Central Activity: *Charged with Cyber Bullying: A Court Case*

Due to newly passed laws in California Will, Taylor, and Jessica have been charged with cyber-bullying. They are being charged as a group but individually they will be assigned a different punishment depending on what the Jury decides.

Create a basic courtroom set up.

-Two tables, one for the defense and one for the prosecution.

-Three chairs for the prosecution and six chairs for the defense, three for the accused.

-A desk or podium for the Judge, if possible provide a wooden mallet.

- 6 to 12 chairs for the jury and a designated area for them.

- A desk for the witness stand placed next to the judge.

Assign six students the roles of the lawyers. Three of them will be the prosecutors charging Will, Taylor And Jessica with the crime of cyber bullying. If any are found guilty, they will either be suspended or expelled from school, depending on the Jury's decision. The other three lawyer parts will be the defense team, defending the three students. A student will be assigned the role of the Judge, who will keep order.

A student will be assigned to be the bailiff who will throw anyone out of the courtroom who causes a disturbance. Other parts include, a News reporter who will take notes, some witnesses, such as Nicole's Mom or Dad. There are character witnesses that include, Mr. Jones, Kevin, and Jacob Green. Twelve students are assigned the roles of the jurors, who will determine if the accused are guilty or not and then determine the sentence of each student.

One lawyer from both the side of the prosecution and defense will give an opening monologue, written by them and/or their team, in the beginning of the case and a closing monologue after all of the witnesses and defendants are questioned at the end of the case. The other two lawyers left from each team will share the responsibility of questioning the witnesses as well as the defendants. These questions and answers can be pre written and/or improvised.

The prosecution must state which California laws the defendants broke and then prove it. Therefore they need to become familiar with the different types of cyber laws. These can be found, along with the laws in their Educational Materials (Appendix B). They can print out the online text and enter it as evidence or proof of the actual school crime.

Students will have to be given time to plan their arguments and set up the classroom for the court scene. The teacher could give them assistance in what they will say and how they will act.

There will be a partial script provided and the students will also need to improvise the dialogue.

Provided/Partial Script

Judge: "Order, Order, The Court is now in session, the defendants Will, Taylor and Jessica are charged with cyber bullying a fellow student, Nicole. She recently took her own life. The Maximum punishment is expulsion from school.

Judge: How does the Defendants how plea?"

Defense lawyer: " They all plead Not Guilty, your honor"

Judge: "Let the record show the defendants pleads not guilty. You may now give your opening argument to the Jury"

(One lawyer from defense team will present a memorized or improvised opening statement)

Judge: "Now it is the prosecution's turn"

(One lawyer from the prosecution will present a memorized or improvised opening statement)

Judge: "The prosecution may now call their first witness "

Prosecution: "Your honor I would like to call, blank, as my first witness"

(After both sides are finished)

Judge: "The defense may cross exam the witness."

(After all witnesses are cross-examined the prosecution will call the actual defendants to the stand, one by one. When both teams have questioned all three of the defendants)

Judge: "The teams will state their closing argument"

Each side will present their closing arguments.

The Judge will adjourn the court and send the jurors to deliberate. The jury will return and the judge will read the verdict and punishment for each or all of the defendants. Students could improvise the parents being happy or others being upset, depending on the verdict.

Closure: Student will discuss their reaction to the exercise and discuss if further laws are needed or not and if the school policies are what they support.

5 Review Questions:

1. What are California's four laws?

2. Why were they passed? (background)

3. What are the school's policies on cyber bullying?

4. What are the strengths of these policies and laws?

5. What are their weaknesses?

5 Reflective Questions:

1. Do you believe these laws will work?

2. Do you believe they would have protected your peers that you know that have been bullied or cyber bullied?

3. Do you believe you will act differently in respect to bullying, knowing the laws and policies?

4. Do you think the students at you school know these policies?

5. Should these law/policies be advertised more at your school?

APPENDIX B

EDUCATIONAL MATERIALS

.

INSTRUCTIONS: Prior to going over each section ask your students questions regarding the Educational Materials. Questions have been provided for you. Then prior to and after going over the information have a discussion regarding their answers and the materials with the students.

Question 1: How do you define Bullying?

A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself" (Olweus, *Bullying at School* 9).

Question 2: Name the type of bullying?

There are two types of Bullying, cyber and traditional. Traditional bullying includes face-to-face activity while cyber bullying can be achieved without revealing the source. The traditional definition of bullying was "A student being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, *Bullying at School* 9). Olweus (*Bullying at School* 9) suggests that even a single episode of aggression is a form of bullying Olweus writes that when individuals quarrel or fight and are of the same "strength (physical or psychological) this does not constitute bullying (*Bullying at School* 10). The most

common traditional bullying are: "name-calling, shoving, kicking, spitting, knocking books off, making threats, fistfights, hang-up phone calls, threatening messages, bad-mouthing, spreading malicious rumors, and excluding peers from social events (McQuade, Colt and Meyer 2). Other methods, which can apply to cyber bullying, are threatening messages, spreading malicious rumors and name-calling.

Question 3: What is Cyber Bullying?

Cyber bullying is defined, when messages are put on the Internet, cell phones by texting, twittering or the use of video and the messages are meant to demean, embarrass and cause pain to the victim (National Crime Prevention Council). According to Hinduja and Patchin, cyber bullying is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" ("Bullying" 5). For example, a teen can upload a photo that has been retouched to show another teen in a compromising position such as undressed, having sex with an animal or a same sex teen. They can accompany this picture with words that can be vicious, such as, the teen is a whore, gay, or prefers animals. This message can be sent to the entire class or community in whom the victim interacts on a daily basis. The message can be repeated so as to emphasize the

intentions and create an environment that is not only uncomfortable but also intolerable for the victim.

According to Newey and Magson, there is no agreed upon conclusion as to the definition of cyber bullying (5). Cyber bulling is defined as "when a person uses it to embarrass, harass, intimidate, threaten or otherwise cause harm to other individuals targeted for such abuse." (McQuade, Colt and Meyer 2) Cyberbullying includes the use of iPads, online chat, email, instant messenger, websites and mobile phone or any electronic technology ("Effects of Bullying |StopBullying.gov" *Cyber Bullying*) as a method to intimidate and bully others. What makes this process so harmful is that a bully can instantly send their message, video or picture to an entire school or community.

Question 4: There are various types of cyberbullying. How many can you identify?

a. Flaming and Trolling-, which refer to "public online forums"(Hinduja and Patchin, "Bullying" 37-38). The messages are intended to 'inflame' the emotions of the victim. Whereas, Trolling includes others to witness the conversations that occur in a public forum. Forums include; chat rooms, My Space, Second Life and Face Book (Kowalski, Limber and Agaston 47).

b. Identity Theft – is when the bully pretends to be another person and sends harmful messages to "friends of the target". One studied found that 59% of on line aggressors were pretending to be someone else (Kowalski, Limber and Agaston 49).

c. Outing is where private information is "leaked online" (Kowalski, Limber and Agaston 49).

d. Exclusion/ostracism – is where a target can be blocked or deleted off a friends list or when friends do not respond to the victim or ignore them (Kowalski, Limber and Agaston 49; Olweus *Bullying at School* 10).

e. Denigration is when untrue and damaging statements or pictures are sent about the victim to friends or their peer community (Kowalski, Limber and Agaston 48).

f. Cyberstalking is when the bully makes "repeated threats, lurking, and intimidation" to the victim (Kowalski, Limber and Agaston 50).

g. Happy slapping – is when the victim is videotaped while they are being made fun of, hit or targeted in a negative manner (Kowalski, Limber and Agaston 48).

Question 5: Who at your school is most likely to be cyber bullied?

Gender is another aspect of cyber bullying.   Table 1

shows how gender is affected by cyber bullying.   Thirty two

percent of boys and 36% of girls have been victims of cyber

bullying.

Table 1.   Cyber Bullying by Gender
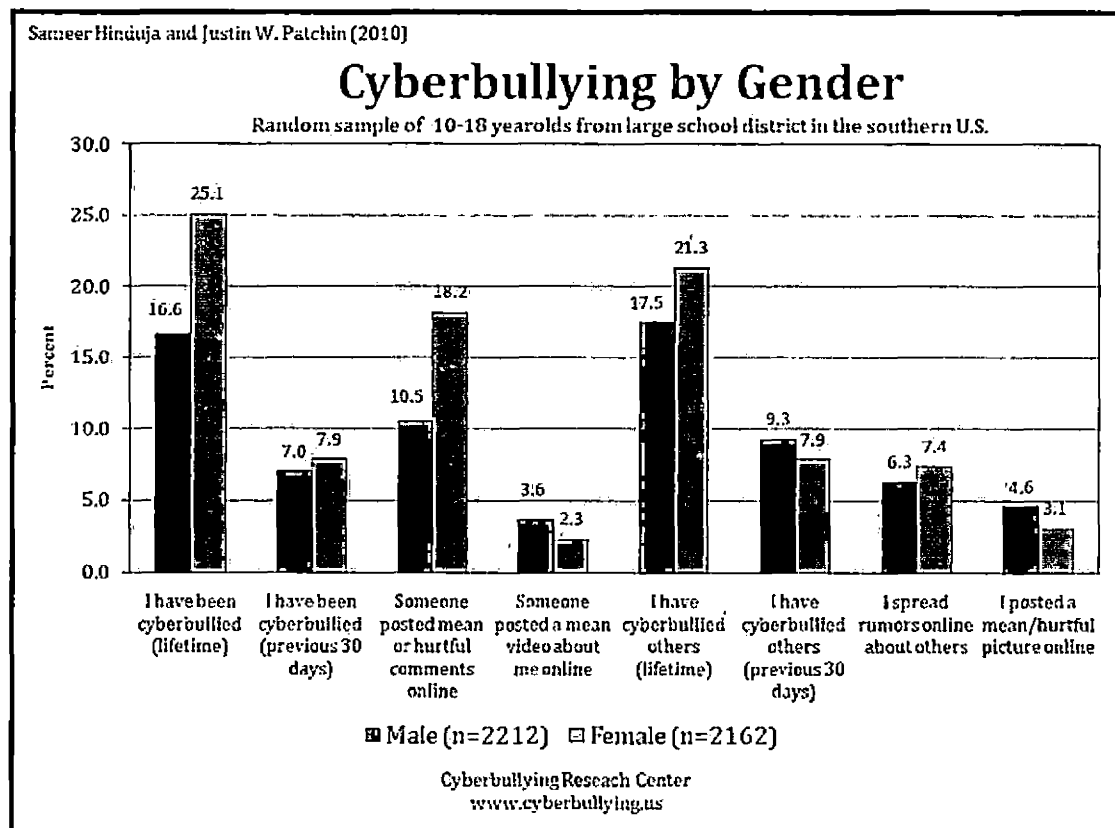
Hinduja, Sameer, and Justin W. Patchin. "Identifying the

Causes and Consequences of Cyberbullying".

Cyberbullying Research Center. Cyberbullying Research

Center. n.d. Web. 14 Aug. 2012.

<http://www.cyberbullying.us/research.php>.

This study shows that more boys are bullied than girls (Kowalski Limber and Agaston 23). Kowalski states that research suggests that boys are more likely to bully other boys while girls are bullied by both genders. Male are more likely to be bullied through physical or verbal aggression. Females are more likely to be bullied by rumors, "sexual comments or gestures" (23) or by misinformation. Girls bullied by girls are most likely to be socially isolated (Kowalski, Limber and Agaston 23). Females are more likely to admit they have participated in cyber bullying. Males are most likely to use spiteful pictures or videos to bullying their victims (Hindauja and Patchin).

Why are boys motivated to bully? Boy bully because they want to have dominance and power over their peers. They are satisfied in causing injury or suffering to others and they like the rewards they receive such a having friends increase as an outcome of the event (Kowalski, Limber and Agaston 30)

Children ages six through twelve are most likely to be physically bullied while the most teased and emotionally bullied of all age groups is two through seventeen. Kowalski, Limber and Agaston (22) reported that sixth

graders are the most common grade of children to be bullied. Youth in the United States were compared and 24% of 6th graders reported being bullied at least one time (Nansel et al).

Forty percent of teens showcase online their art, music, photos and stories (McQuade, Colt and Meyer 16). Millions of youth and young adults engage in cyber bulling and negative behavior such as, academic dishonesty, cyber bullying, online crimes, (i.e. pirating music, movies and software), obtain others passwords, and computer hacking (Mcquade, Colt and Meyer 17-8). Forty Eight per cent of solicitation for sex online is committed by youth younger than 18 years old to youth 18 years old and younger (McQuade, Colt and Meyer 19)

In middle school more girls than boy engage in cyber bulling (McQuade, Colt and Meyer 26). A survey completed by the Internet and At-Risk Behavior organization found that younger boys in high school were more likely to engage in Internet pornography (McQuade, Colt and Meyer 26).

Bullies target groups such as American Indians and Alaskan Native, Asian American, lesbian, gay, bisexual, and transgender youth. The results of their being bullied have shown an "increased risk of suicide." ("Effects of Bullying

|StopBullying.gov." *Who is at Risk*). Other targeted groups
of students include those with disabilities, special health
care needs, and those of different ethnicity, religion,
faith or race than most of the student population. If
schools, teachers, parents and peers do not support these
young people their risk of suicide increases.

**Question 6: What other countries are concerned about
this phenomenon?**

Bullying and cyber bullying are world wide and spreading.
The first countries to become interested in the issue of
bullying was Sweden and Norway (Olweus, *Bullying at School*
1) in the "late 1960s" an early 1980's. Olweus's Norway
study was completed in the 1980's and included 40% of all
Norway students from age 8 through 16. The study showed
that some 84.000 students (15 per cent) engaged in some
form of bullying (Olweus, *Bullying at School* 13). Other
countries such as Finland, England, Canada, The Netherlands,
Japan, Ireland, Spain and Australia show similar data for
the rate of bullying and consider it to be a prevalent
problem and concern to the communities (Olweus, *Bullying at
School* 14).

**Question 7: How can you identify if someone has
become the victim of bullying or cyber bullying?**

Youth who are bullied will exhibit the following:

1. Changes in mood, sleep, appetite or behavior

2. Withdrawal from friends and activities

3. Grades slipping

4. Bouts of anger or mood swings

5. Avoidance of social gatherings

6. Emotional distress prior to or after using the
   Internet

7. Avoiding answering questions about what he or she is
   doing on the computer or cell phone

8. Frequent episodes of not feeling well – headaches or
   stomach aches. ("Cyberbullying and Misue of
   Technology").

The victim may not tell anyone what is happening which
makes the situation worse and thus, those observing these
behaviors need to intervene immediately. The emotional
problems experienced by the victim include depression,
loneliness, low self-esteem, school phobias and social
anxiety. Self-concept appears to be consistently reported
as being lowered as a result of cyber aggression (Dilmac
29). The bully, however, increases their sense self and
feel more empowered by the process. Even more disturbing
is the victim is more likely become bullying themself.

Children who are bullied are more likely to have
thoughts of suicide and more likely to take their own lives
(Kowalski, Limber and Agaston 26). A Dutch study showed
that children who are bullied are more likely to have
headaches, feel listless and wet their beds (Kowalski,
Limber and Agaston 26). They are more likely to avoid
school and have a higher rate of absenteeism and receive
lower grades than their peers (Kowalski, Limber and Agaston
27). Olweus found that junior high boys, after a decade of
being bully, experience low self-esteem and depression. It
was discovered that an increase in the use of the Internet
increased the likelihood they will experience depression
and loneliness (Kowalski, Limber and Agaston 8)

**Questions 8: What are typically characteristics of a
bully? What effect does it have on someone who witnessing
bullying?**

Bullies were found to be aggressive towards adults as
well as their peers and they have a tendency toward
violence in general (Olweus, *Bullying at School* 34).
Bullies view themselves as being better than their victim.
Bullies have been convicted of at least one crime before
the age of 25 (Olweus, *Bullying at School* 36). Bullies in
middle schools were found to have maintained lower grades,

had a negative attitude toward school and were not as popular as bullies who were in elementary school (Olweus, "Bullying at School" 60). They are more likely to engage in violent and disturbing behavior, drop out of school, steal, vandalize, carry a weapon, have poor school achievement, drink alcohol, and smoke (Kowalski, Limber and Agaston 31) and engage in early sexual activity, have criminal convictions and traffic citations. As adults they are abusive toward their romantic partners, spouses, or children. They are aggressive, easily upset, get into fights, vandalize property, and are not like to follow rules ("Effects of Bullying |StopBullying.gov." *Who is at Risk*).

Students who play Internet games are more likely to engage in cyber bullying than students who do not (McQuade, Colt and Meyer 39). It should also be noted that no single cause has been found as to why youth cyber bully (McQuade, Colt and Meyer 46).

Witness Bullying

Young people who witness bullying are also affected. They are more likely to have: increased use of tobacco, alcohol, or other drugs, increased mental health problems, including depression and anxiety and miss or skip school

(Kowalski, Limber and Agaston 33; "Effects of

Bullying|StopBullying.gov" *Who is at Risk*).

Question 9: According to research what race is most likely to be bullied or bully?

Examine the following table and discuss if race is a factor.

Table 2. Cyber Bullying by Race
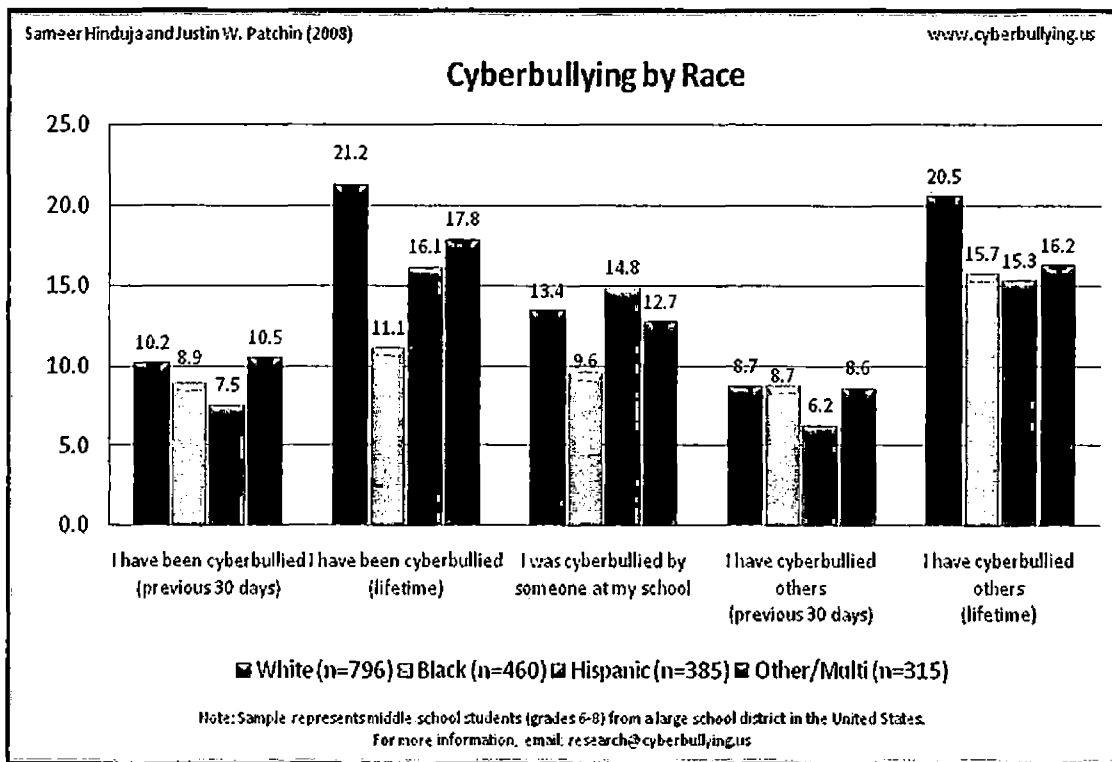
Hinduja, Sameer, and Justin W. Patchin. "Identifying the

Causes and Consequences of Cyberbullying".

Cyberbullying Research Center. Cyberbullying Research

Center. n.d. Web. 14 Aug. 2012.

Question 10: What ideas do you have about how to prevent you and your friends from being bullied or cyber bullyied?

According to Barbara Feldman,here are some suggestions about what you can do to prevent Cyber Bullying:

1. Ignore the person. There are times when the best idea is to just ignore the bully and walk away from the situation.

2. Get off the Internet if someone is bothering you. It's impossible for them to harass you when you aren't there!

3. If there has been a person that has been bothering you, block them out of the services you use online. Most instant messaging and e-mail systems have a favorites or buddy list.

4. If someone is bullying you and they are on your list, just delete them. And if they aren't on your buddy list, most services allow you to block specific e-mail addresses and messaging profiles.

5. Don't make it worse; don't send it on to anyone else. When someone sends you a harassing message and you do the same thing back, you are just making the problem worse and contributing to the problem.

6. Change your profile if needed. If someone has hacked into your profile, you should change your password so they won't be able to again.

7. If they keep trying to get you to add them to your buddy list again and again, it may be time to change your e-mail and username too.

8. If someone created a profile of you and you didn't know about it, you may be able to contact the service provider to have the profile removed or restricted.

9. If you are upset about something that has happened or about things that have been said, talk to someone you love and trust. You don't have to feel alone. ("Tips to Identify, Deal With and Prevent Cyber Bullying: Tech Tips." *SurfnetKids: Surfing the New With Kids*. N.p., 11 July, 2007 Web. 12 August. 2012. <http://www.surfnetkids.com/tech/1090/tips-to-identify-deal-with-and-prevent-cyber-bullying/>).

Question 11: What is your school's policy about cyber bullying? The first person to email me or tell me next class what the policy is will get extra credit (or a reward relevant to your class.

Find out what your school's policies are in regards to Cyber Bullying. You need to know how to protect yourself and others. Check out Chino School District Policies. ("Chino Valley School District"). Would you want to adopt any of their ideas about Internet safety or prevention?

Question 12: Do you know what laws in California were passed regarding cyber bullying?

California has various laws that are aimed at prevention, they are the following:

1. **California Education Code 48900 was amended by Assembly Bill 86, effective Jan 1, 2009,** It:

> Specifies that bullying, as used in the Interagency School Safety Demonstration Act of 1985, includes acts that constitute sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation and that are committed personally or by means of an electronic communications device or system. Provides grounds for school officials to suspend

a pupil or recommend a pupil for expulsion for
bullying, including bullying by electronic act.
("Cyberbullying - NCSL Home"; "New Laws on
Bullying - Sac Law Library").

2. **AB 746 passed on July 2011.** It states:

that High schools will now be allowed to suspend
students for bullying classmates on social
networking sites, including Facebook. ("New Laws
on Bullying - Sac Law Library").

3. The latest cyber bullying law is **Assembly Bill 9**
Ch. 723, effective July 1, 2012 and often referred   to
as Seth's Law. Seth's Law:

strengthens existing policies in California
schools by requiring that all schools have an
anti-bullying policy and more importantly, the
law enacts a timeline that school officials must
follow when investigating student claims of
bullying. ("New Laws on Bullying - Sac Law
Library").

Seth Walsh was 13 years old when he hanged
himself because his classmates teased him for being gay.
This law commits schools to passing policies that affect
issues of gender identity and sexual orientation. This law

demands that schools immediately respond to bullying and have resources available for the victim and those involved. ("New Laws on Bullying"- Sac Law Library).

Question 13: Pick the bullying and cyber bullying resources you were actually use and explain?

The following list of resources and Websites came from the California Department of Education site, "Bullying Publications & Resources: School Environment":

The Trevor Project is for people considering suicide, call: 866-4-U-TREVOR (866-488-7386).

<http://www.thetrevorproject.org/>

BullyingInfo.org provides anti-bullying educational videos.

<http://www.ItGetsBetterProject.com/>For even more information and resources visit:

• Matthew Shepard Foundation

   <http://www.matthewshepard.org/>

WEB SITES

Bully Beware offers resources, information and products to help prevent and deal with school bullying.

http://www.bullybeware.com/

Committee for Children offers resources for bullying

prevention. <http://www.cfchildren.org/>

Cyber Safety for Children gives resources for parent and

community leaders to protect children in the online realm.

<http://www.cybersafety.ca.gov/>

Education Resources Information Center (ERIC) Database

<http://www.eric.ed.gov/>

Institute on Violence and Destructive Behavior

<http://pages.uoregon.edu/ivdb/>

National Crime Prevention Council

<http://www.ncpc.org/>

National Criminal Justice Reference Service

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

National School Safety Center

<http://www.schoolsafety.us/>

Office of Juvenile Justice and Delinquency Prevention

<http://www.ojjdp.gov/>

Olweus Bullying Prevention Program. National Bullying

Prevention Program developed for the US Olweus Group.
<http://www.violencepreventionworks.org/public/index.page>

PeaceBuilders A violence prevention and character
education youth program. <http://www.peacebuilders.com/>

National School Safety Center offers strategies for
educators, parents and students to stop and react to
schoolyard bullying.
<http://www.schoolsafety.us/products/videos>

Simon Wiesenthal Center is a Jewish human rights
organization that examines the issues of anti-Semitism.
<http://www.wiesenthal.com>

Stop Bullying offers information for students and adults
that defines bullying and gives advice on how to tackle the
issue. <http://www.stopbullying.gov/>

MTV's A Thin Line is an interactive website that helps kids
in defining what it means to "cross the line".
http://www.athinline.org/

Taking the Bully by the Horns teaches young people the
skills they need to deal with bullies.

<http://kathynoll.wordpress.com/>

Teaching Tolerance is a site for educators on such issues that focus on respect for difference in schools. <http://www.tolerance.org/>

Community-Based Organizations:

-Los Angeles County

Toberman Neighborhood Center   131 N. Grand Avenue San Pedro, CA 90731-2035. <http://toberman.org/>

Detours Mentoring Group Inc.   1202 West 135th Street Gardena, CA 90247. <http://illnevergiveup.com>

-Orange County

The Hope Institute   Center for Recovery and Family Education, Inc. 890 W. Baker Street, Suite 200A Costa Mesa, CA 92626, <http://www.hopeinstitute.org/>

APPENDIX C

PLAY: THE TROLL GENERATION

CHARACTERS

This is an original play written by Jonathan D. Moline.

NICOLE SILVA: Grieving the loss of her brother, new to the school, does not trust people in real life but more trusting of people online, vulnerable. Her online name is NewKid_Nicole.

JESSICA CAMPBELL: 15 years old, insecure, bored easily, does not think before she acts, emotional. Her online name is Jessica_Idol

TAYLOR LUCK:15 years old, wants to fit in, naïve, easily impressed. Her online name is TaylorTay.

WILL MALLOY: 16 years old, good at heart, he has little emotions when interacting online, tries to impress girls and creates a fake online profile Michael6.

MAGGIE SILVA: Nicole's mother, looks at the bright side, does not understand the on line world, loves Nicole

JAMES SILVA: Hardworking father loves Nicole but does not know how to connect with her.

MR. JONES: Arrogant, insensitive,, and he is known for picking on students.

JACOB REEL: A student in Mr. Jones class who is an average student and goes to the dance with Taylor.

KEVIN: The most popular boy in Mr. Jones' class, a big jock, has a crush on Nicole and takes her to the dance.

-Anonymous Online Bullies
Beebs4life

Anonymous212

Niceguy341

123Queen

Trinity33

BigCheese78

SCENE 1, INTERIOR-JESSICA'S HOUSE
Will Malloy is looking for a soda in Jessica Campbell's
refrigerator while her & Taylor Luck are both in the
office room, at the computer. All three kids are freshman
at Ocean Park high school and they have been neighbors
their whole lives. It is rumored that Will and Jessica use
to date. While looking in the refrigerator, Will starts to
sing.

                          WILL
There were a couple of guys who were up to no good and they
started making trouble in my neighborhood. I got in one
little fight and my mom got scared she said your moving in
with your… She said your moving in with your auntie and
uncle… There is literally nothing to drink in this house!

(Will find's a soda hidden behind a mustard bottle)

                          WILL
                  (Whispers to himself)
Ha, you thought you were slick. He starts to sing out loud
again in celebration and dances his way into the computer
room. Jessica and Taylor are laughing hysterically.

                          JESSICA
Oh my god I can't believe you are doing this, this is so
mean.

                          TAYLOR
Hey you started this!

                          WILL
What are you guys doing?

                          JESSICA
Being bored.

                          WILL
                  (Sarcastically)
O.K… No, seriously what?

JESSICA

All right there is this new freshman. She is in our English class and thinks she knows everything and …

WILL

English class, who do you guys have Mr. Jones?

JESSICA

O m g, do you want me to tell you the story or not?

WILL

Yes, yes, o m g.

JESSICA

Well this new girl thinks she knows everything and has the answers to life.

TAYLOR
(In a mocking tone and with an English Accent)
And Yes Hamlet in my opinion is the best piece of dramatic literature ever written and thou shall be annoying all year.

JESSICA

Oh yes, she bugs. Plus she got seated next to Kevin! I would kill to sit next to Kevin.

WILL

Oh snap, this sounds really really I mean really interesting, can we just play Call of Duty already?

(Almost as if she was just talking to herself and ignoring Will)
TAYLOR

I'm not jealous of her, this chick thinks she's the bomb so I'm gonna show her she's not!

WILL
(laughing)
I never even said you were jealous. Quit trying to bring "the bomb" back by the way. Come on lets play C.O.D. I need to get my fix and murder some kids from other countries. I have to get my camper kill fix at least. One cannot explain the feeling of sneaking up on someone and stabbing them to death.

(Both girls stare at Will and roll their eyes. Jessica
slowly pats Will on the top of his head and starts to talk
to him like he is a child)

                    JESSICA
Ok, sicko, no need to explain your sociopathic delusions of
grandeur out loud. Yes, I realize you actually have these
thoughts in your head but that's where they need to stay,
ok little guy?

                    TAYLOR
Dare me to send her a friend request too?

                    WILL
Wait that's what you guys were laughing at, you, let me get
this straight? You sent her, you sent her a …Dare I say it,
a friend request? Noo, please tell me your lying!

                    TAYLOR
Yea, but she's not really our friend, get it?

                    Will
Oh no I get it. You guys have no lives.

                    JESSICA
We just wanted to see her timeline and leave stupid
comments.

                    TAYLOR
Yep, boredom is as boredom does.

                    WILL
Its stupid is as stupid does. Now for once, I actually have
a good idea. What about? (Interrupted)

                    JESSICA
What about nothing? No one asked you once.

                    WILL
Ok, ok, I said I'm in; you don't have to beg. Scoot over;
let me show you how it's done. Is she on the TeenConnect
Forum or just Facebook?

                    JESSICA

Oh my god you are a dork. We don't need your help.
                              TAYLOR
I don't know, he is pretty smart he does actually have 1.7
GPA

                         JESSICA
What? He is getting smarter?

                         WILL
Look, young grasshopper, I know what your thinking, is he
the one? The chosen one? Have you seen the Matrix?

                         JESSICA
Ok, Neo, calm down…(interrupted)

                         WILL
I only ask, because it is based on my life story, yes
Trinity and Morpheus, it is I the great Neo and I am here
to help you. I would also like to add I have a 2.1 GPA

                         JESSOCA
           (Imitating Keanu Reeves from the Matrix)
Whoa, you are officially the biggest dork I have ever seen
in my life.

                         WILL
Ok, just scoot over already and let me do my magic. Move
woman!

(He tries to sit in front of the computer)

                         JESSICA
 Oh my god, you are annoying! You're in you're in! Its like
were still in elementary school.

(Will gets to be in front of the computer and starts to
smile. Jessica and Taylor start to laugh at what he is
doing, he even starts to laugh.)

                         WILL
See, and I'm just getting started.

                         TAYLOR

(laughing)
This is kind of mean.

                              WILL
Calm down. It's just a joke.

                              JESSICA
Just like your GPA.

(They all start laughing together)

                              TAYLOR
I will say you are good at this.

                              WILL
I know I know, I am the bomb and …send.

                              TAYLOR
So who is this Michael guy anyway?

                              WILL
Are you serious?

                              JESSICA
He isn't real, Will just made him up.

                              WILL
Wait; Taylor let me ask you a question? Is Santa Clause
real?

                              TAYLOR
I meant, who is the guy in the picture?

                              WILL
Don't change the subject, is Santa Clause real?

                              TAYLOR
What did the five fingers say to the face?

                              JESSICA
It's just a made up profile, with someone's random picture.

                              TAYLOR
Oh! Oh! Oh! I got an idea lets ask her to be Mikes
girlfriend! See he isn't real and she doesn't know that,

                              83

but she thinks he is. Oh and then he can ask her to the dance. Oh, and … I cant think of anything else.

                    WILL
Taylor… let me ask you a serious question. What is your GPA?

                    TAYLOR
I have a 4.0

                    WILL
You have got to be kidding me.

SCENE2, INTERIOR-NICOLES HOUSE
(A young girl, Nicole Silva comes home from school. Her mother Maggie Silva is waiting for her to arrive)

                    MAGGIE
Hey sweetie how was school?

                    NICOLE
Ehh, kids still laugh behind my back. If I only had superpowers I could make out what they were saying.

                    MAGGIE
Sweetie no one is talking behind your back or laughing at you. Wait a minute if you had super powers all you would want would be better hearing?

(Nicole nods a yes in slow motion)

                    MAGGIE
Well if I had superpowers it would be to force my beautiful amazing daughter into telling me how her day was without some nonsense about people whispering behind her back.

(In a grandiose voice)

                    MAGGIE
AND NOW SHE SHALL TELL HER MOTHER SOMETHING POSITIVE…

                    NICOLE
Ok, ok, stop, please, please! I will tell you if you just stop.

(Maggie nods a yes in slow motion)

                    NICOLE
Ok I will admit it was a little bit better. Kids still look
at me weird but I think I finally might be making some
friends.

                    MAGGIE
Oh really that's great, who are they?

                    NICOLE
Well they're these really cool girls in my English Class.
One looks like a model and the other one is really smart.
Everyone in the class is smart. I just pretended I knew
what I was taking about so I wouldn't look so dumb and it
kind of worked.

                    MAGGIE
Honey your not dumb. If you would just read an actual book
instead of staying on that computer all day.

(Nicole slowly starts to walk away)

                    NICOLE
Mom I know, I know, it's an addiction. I get it. It's the
only place where I have an actually life.

(Dad, James Silva, enters the room and Nicole starts to
walk out)

                    JAMES
You're finally making friends?

                    NICOLE
 Yep!

(Nicole quickly runs upstairs to her room, jumps on her bed
and turns on her laptop)

                    JAMES
I love you dad, would be nice.

                    NICOLE
I love you dad!

JAMES

God, its like pulling teeth to get some attention around
here. I hardly get to say anything. Anyway, why is she
always on that computer all day? In my day, get this; we
actually went outside to make friends.

MAGGIE

Look it, it has been really hard for her to make friends at
school. Plus, I think she still has a lot of walls up and
is scared to let any one in.

JAMES

Yes, I completely understand that but she is literally
playing games on that MySpace thing, all day and that can't
be healthy.

MAGIE

It's called Facebook and no she is not on it all day. She
uses it as an escape and I know that's not healthy but we
all have dealt with what happened in our own way.

(James tries to steer the conversation a different
direction)

JAMES

Facebook? I have no idea what is cool these days. Don't try
to act like you know what you're talking about. You don't
even know the password to our own computer.

MAGGIE

At least I know Facebook is cooler than MySpace. The whole
Internet thing just seems to complicated for me anyway.

MAGGIE
(Yelling upstairs)

Honey don't be on Facebook for to long now. Also don't
forget your homework and make sure you come down for dinner
on time.

(Maggie starts to read her phone)

MAGGIE

O. K. mom, oh cute, it's with a little smiley face.

JAMES

You have got to be freaking kidding me. Did she just text
you a response?

                        MAGGIE
Yes, but it was cute. Look it, she put a little smiley face.

                        JAMES
A little smiley face you mean the semi colon and the slash
mark?

                        MAGGIE
Is that a semi colon?

                        James
I have no idea, but I do know if she ever, I mean ever
texts me an answer to anything she is grounded.

                        MAGGIE
Hey, its what cool these days.

INT.NICOLES BEDROOM

(Nicole is typing on her laptop while lying on her bed)

                        NICOLE
Oh no way, they sent me a friendship request and some other
people too. A boy, Hi my name is Michael…

(Full of excitement she starts to mumble the message back
to herself with a huge smile on her face)

                        NICOLE
Maybe this new area isn't that bad after all.

(Nicole gets up from her bed and goes to her desk to turn
on her iPod radio. Music starts to play and she slowly
dances over to the mirror behind her door and starts to lip
sing the words to the song.)

                        NICOLE
Shawty Imma only tell you this once, you the illest…
And for your lovin Imma Die Hard like Bruce Willis
Bah bad ah dah oh
You got spark, you, you got spunk
You, you got something, all the girls want

You're like a candy store
And I'm a toddlr.
You got me wantin more and ma ma more of
Your love, your love, yeah.
Your love, your love, Your love, your love

(She does a cool ballerina type spin back onto her bed,
landing perfectly in front of her computer and begins to
type)

SCENE 3, JESSICAS HOME-COMPUTER ROOM

Will, Taylor, & Jessica are crowded around a computer and
Taylor is typing to Nicole, whose online name is
NewKidNicole. Will, Taylor, and Jessica are pretending to
be the fake profile, Michael that they created, whose
online name is Michael6. They are sending each other direct
messages in a popular forum for teenagers in their area
called, TeenConnect Forum. Nicole sends an actual picture
of herself while Will sends a fake picture of a handsome
blond male to pose as Michael6. In this scene one actor
will read as Nicole and a different actor will read the
part of NewKidNicole. Same for Will, one actor will read
Will and a different actor will read the part of Michael6.

(Nicole types)

                    NEWKID_NICOLE
Oh stop it, No I am not.

                    WILL
This is freaking hilarious.   '

                    JESSICA
Tell her, yes she is and that she is beautiful as well.

(Taylor types)

                    MICHAEL6
Yes you are. In fact you might be the coolest person I know,
not to mention beautiful.

(Nicole Types)

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NEWKID_NICOLE
  What? Quit joking around.

                        WILL
Move over, let me type.

                        JESSICA
No, you type too slow.

                        TAYLOR
What should I say now?

                        WILL
Fine! Tell her, oh you want me to say it again.

                        JESSICA
That's not going to work.

(Taylor Types)

                        MICHAEL6
Oh is this where you are trying to get me to type it again?
You are beautiful. There, happy?

                        NICOLE
Yes!

(Nicole Types)

                        NEWKID_NICOLE
Thank you, you're too cute.

                        WILL
I know. I know.

                        Jessica:
She isn't talking about you, you dork.

                        WILL
Look, I have game.

                        TAYLOR
You guys shut up

(Nicole Types)

                              NEWKID_NICOLE
You're full of yourself huh?

                              WILL
Oh, oh, tell her that your just playing around and you have
never talked to any one as easy as you talk to her. That
line always gets them!

                              JESSICA
 Gets who? You haven't had a girlfriend since the seventh
grade.

                              TAYLOR
You guys, shut up, I am trying to type.

(Taylor types)

                              MICHAEL6
No really, I'm not. I'm just playing. Actually I have never
talked to anyone like I talk to you.

(Nicole Types)

                              NEWKKID_NICOLE
 What do you mean?

                              TAYLOR
What do I mean?

                              JESSICA
Yea genius what does Michael mean?

                              WILL
Talk about how you have this cool vibe with her, just
mention the word vibe.

                              JESSICA
Ok, this is definitely not going to work.

(Taylor Types)

                              MICHAEL6

What I mean is that our conversations get pretty deep and I have never met anyone with so much in common. I think we have this really cool vibe.

                    TAYLOR
Happy now?!?

                    WILL
Yep, thank you very much.

                    NICOLE
He is so adorable.

(Nicole responds)

                    NEWKID_NICOLE
I know we have only been talking online for a couple weeks too. I have never made a connection with someone this quick. I have never told anyone else, the things I have told you either. I have literally almost told you everything.

                    JESSICA
Wow, it really did work.

                    WILL
See I told you I have game.

                    JESSICA
Ok, whatever, this is dumb anyways Idol is coming on in five minutes.

                    TAYLOR
I have game too just watch this.

(Taylor starts to type)

Michael6: What do you mean almost? I feel like I have read ever page from your book, if it was a life, a life book. Never mind, you know what I mean, lol

(Jessica and Will start laughing)

                    JESSICA
Really Taylor, a life book?

TAYLOR
It came out wrong. What can I say, I panicked.

                                                 WILL
See girls have no game.

                                                 JESSICA
                                   (Mocking/Mimicking Tone)
See, girls have no game. God, you are annoying. Oh crap,
Idol is on!

(Jessica runs into the next room.)

                                                 TAYLOR
Wait for me, I have to sign off first.

                                                 WILL
Don't worry I will.

                                                 TAYLOR
Fine whatever.

                                                 JESSICA
Oh my god he is so cute.

(Taylor scrambles into the next room)

(Nicole Types)

                                         NEWKID_NICOLE
Oh no did the infamous Michael actually stumble for once?
Its ok kid not everyone is perfect. Yep, "almost"
everything except for page 13

                                                 WILL
We will see who has game, no girlfriend since the seventh
grade huh? I just don't have time for a girlfriend. Watch
this.

(Will types)

                                              MICHAEL6
What's on page 13?

(Nicole responds)

NEWKID_NICOLE
Why, I .we really moved here.

(Will types)

                    MICHAEL6
I thought it was because your Dad got a new job here?

(Nicole responds)

                    NEWKID_NICOLE
He did but that was after the fact.

(Will writes back)

                    MICHAEL6
Look; if you don't want to tell me, I get it.

(Nicole responds)

                    NEWKID_NICOLE
Do you promise not to tell anyone?

                    WILL
Oh God, please tell me you got pregnant.

(Will types)

                    MICHAEL6
Yes, of course I do.

(Nicole types)

                    NEWKID_NICOLE
I can trust you, right?

                    NICOLE
Nicole what are you doing?

                    WILL
Oh this is going to be good.

(Will types)

                    MICHAEL6

You know everything about me and I trust you!

(Nicole responds)

                              NICOLE
Well that's true.

                         NEWKID_NICOLE
Ok fine I guess I will tell you. It's kind of hard because
this is the first time I have ever told anyone this but the
real reason we moved is because my older brother killed
himself.

                              WILL
Oh my god, that's horrible.   .

(Will types)

                            MICHAEL6
Oh my god, that's horrible!

(Nicole writes back)

                         NEWKID_NICOLE
Yea, I know, I am just starting to come to terms with it.

(Will types)

                            MICHAEL6   ⁾⁾
Why what happened? Was he depressed or something?

(Nicole types)

                         NEWKID_NICOLE
No he wasn't Emo or anything like that.

(Will types)

                            MICHAEL6
What, he got bullied all the time?

(Nicole types):

NEWKID_NICOLE
Yep, by the whole school. He had to show up late every day
and leave early every day. He even had to have his own
personal security escort.

(Will types)

MICHAEL6
I'm lost, was the whole school against him?

(Nicole types)

NEWKID_NICOLE
Yep, the students, the teachers, the staff. There was this
big lawsuit and everything.

(Will talking to himself)

WILL
Wow, people in this world are truly sick.

(Will types)

MICHAEL6
What kind of evil school did you go to?

NICOLE
HELL…

(Nicole types)

NEWKID_NICOLE
Well, he kind of came out of the closet to the whole school
and then his boyfriend dumped him and then my Dad freaked
out. I didn't understand how serious it was, but I knew
something was wrong as soon as he stopped smiling. I could
always make him laugh, but he just wasn't there any more.
He was my hero and one day he just couldn't take it anymore
so he decided to hang himself.

WILL
This is the saddest thing I have ever heard in my life.

(Will types)

MICHAEL6
I'm so sorry, that has got to be the most difficult thing
in the world to deal with.

(Nicole types)

NEWKID_NICOLE
Yep, I didn't know how to deal with it, so I kind of
started cutting myself.

MICHAEL6
Really? Did it help you get some sort of release or
something?

NEWKID_NICOLE
I don't know why I did it. It gets better though because
for some reason the whole school starting making fun of me.
Asking me how it's hanging and all sort of sick things.
Then all of my friends ditched me. I started to eat by
myself in the library like some freak everyday. I sound
like a freak huh?

MICHAEL6
No way, I have no idea what it must have been like, but I
can understand why you would lash out or whatever. You're
not a freak! Did you ever eat your scabs and top them off
with a nice booger?

NICOLE
(laughs uncontrollably)
That is gross! Didn't everyone eat there boogers and scabs
though?

(Nicole Types)

NEWKID_NICOLE
lol! Noo, please tell me you didn't either?

MICHAEL6
No of course not, well not on a daily basis. Ok, I tried it
once.

NEWKID_NICOLE
Just once?

MICHAEL6
Ok so maybe more than once. I remember I had to talk to
some weird lady about it.

(Nicole's Dad comes up the stairs and enters the room)

                         NICOLE
Hey dad.

(Nicole types)

                      NEWKID_NICOLE
P.O.S.

                          WILL
Doh! Parent over shoulder huh, just watch and learn.

(Jessica yells from the next room.)

                        JESSICA
Who are you talking too?

(Taylor and Jessica both start to laugh)

                          WILL
            (Whispers to himself in a mimicking tone)
Who are you talking too?

(Will types)

                        MICHAEL6
Well thanks for helping me with my homework. I will see you
in class!

(Nicole Types back as her Dad watches over her shoulder)

                      NEWKID_NICOLE
No problem.

                         JAMES
Oh well that's nice of you helping another student with
their homework. I knew you were a genius. So what subject
were you helping?

(Looks at the name of the computer screen and starts to read slowly)

                    JAMES
Michael with?

                    NICOLE
Boring algebra, which is just pointless.

                    JAMES
Well I think its time to shut off the computer and hit the hay.

                    NICOLE
Two steps ahead of you.

(Nicole turns off her laptop puts it on the side on the floor next to her bed)

                    JAMES
That was fast. Well goodnight beautiful.

                    NICOLE
Goodnight Dad.

SCENE 5, MR. JONES CLASSROOM

                    MR. JONES
Taylor?

                    TAYLOR
Here

                    MR.JONES
Jessica?

                    JESSICA
Present!

                    MR. JONES
Kevin?

                    KEVIN
Here

MR. JONES
Jacob?

(Jacob raises his hand, but Mr. Jones does not notice him)

                         MR. JONES
Jacob? Jacob Reel?

                         JACOB
I'm right in front of you Mr. Jones.

                         MR. JONES
Oh, here you are. Next time say something.

                         JACOB
But I wa... (Interrupted)

                         MR. JONES
Nicole? Nicole? ...Nicole?

(Nicole Quickly rushes into the classroom)

                         NICOLE
Sorry I am late Mr. Jones it won't happen again.

                         MR. JONES
Spring break is over young lady. What should I say when
other teachers ask me, hey Mr. Jones how is the new student
Nicole doing? What should I say? Oh she's already showing
signs of (Interrupted)

                         KEVIN
You're going to tell them that you are sorry for your bad
breath?

(The whole class starts to laugh)

                         MR. JONES
(Sarcastically) Ha Ha Ha that was hilarious. No really, I
see why you are Mr. Popular. I think I might tell Coach not
to start you, what then huh?

                         KEVIN

Your older brother would never take coaching advice from you, but go ahead. I don't care. I would love to ride the bench for a game. It would give me time to heal my ankle.

                              MR. JONES
Kevin I'm trying to make a point here and I am in no mood to be playing games these days, but I will make sure to let my brother know you need to run a couple more laps for practice today.

(Nicole Interrupts Mr. Jones in hope of taking some of the heat off of Kevin)

                              NICOLE
Sorry, Mr. Jones it won't happen again.

                              MR. JONES
Nicole you are new here so I will only tell you this once. Don't ever interrupt me again, ever. Are we clear?

                              NICOLE
Yes Mr. Jones.

(Mr. Jones starts to take attendance again and then Kevin finally sees his chance to talk to his new crush, Nicole)

                              KEVIN
Thanks for getting me in trouble. Now coach is going to rip me a new one, when he finds out I talked back to his little brother.

                              NICOLE
Yeah, sorry about that.

                              KEVIN
You owe me one. Usually he sends you up to the office when you're late.

                              NICOLE
He does?

                              KEVIN
Yep, he's always love to set an example and trust me you do not want to meet our Principle Dr. Psycho.

NICOLE
I guess I do owe you one.

                    KEVIN
Yep, you do. So, since I don't want to go to the dance
alone and since you owe me one. You kind of have to go with
me now.

                    NICOLE
What?

                    KEVIN
Come on, it will be fun. I just saved your life and I can't
go alone so I need you to save me.

                    NICOLE
but, I am waiting for…
                    KEVIN
Look, we will just go as friends. No big deal. I will
introduce you to everyone.

                    NICOLE
I don't know.

                    KEVIN
Come on, I know it's hard to make friends at this school. I
will take you under my wing.   '

                    NICOLE
Umm, Let me think about it.

                    MR. JONES
Hey Romeo and Juliet be quiet. My time is not free.

                    KEVIN
Sorry Mr. Jones.

                    TAYLOR
Jessica did you hear that? I think they are going to the
dance together. Damn, this girl has skills.

(Jessica is staring off into the distance daydreaming)

                    JESSICA
What?

TAYLOR
You didn't hear them talking? Kevin just asked Nicole to
the dance and I think she was about to say yes.

                              JESSICA
How can you hear that far back? They are completely on the
other side of the class.

                              TAYOLR
I can read lips. I can't believe you are so cool with this?
Weren't you going to ask Kevin to the dance right after
class? Snap out of it.

(Jessica Snaps her fingers in front of Taylor' face)

                              JESSICA
I was literally day dreaming. Wait what!?!
(The class starts to laugh)

                              MR. JONES
Jessica? Are you guys testing me or something?

                              JESSICA
Sorry Mr. Jones.

(Mr. Jones slowly starts to walk over to Jessica's desk)

                              MR. JONES
No it's cool, there is no need for order in my class.
Everyone! Feel free to show up late, talk amongst
yourselves, and yell out and interrupt me while I am
speaking.

(Mr. Jones stares straight at Jessica)

                              JESSICA
Yes Mr. Jones?

                              MR. JONES
Tell Dr. Wyco I said hi.

                              JESSICA
Mr. Jones I'm…

                              MR. JONES

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I will not say it twice. To the office, now!

(Taylor slowly gets up and walks out of the classroom. Kevin leans towards Nicole)

KEVIN
See I told you. So, are we going together or what?

NICOLE
I thought you and Jessica were going to go?

KEVIN
What? No way. I am not used to begging, but I will if I have too. In fact I will beg you in front of everyone.

(Kevin gets on one knee. Nicole starts to blush and notices Mr. Jones is staring directly at her)

NICOLE
Ok, fine, fine. I will go with you, but just as friends.

KEVIN
Yeah, exactly just as friends.

(Whispers start to spread across the classroom)

SCENE 6, INTERIOR- NICOLE'S HOME

(Nicole enters her house and quickly makes a dash for her room but her father suddenly stops her)

JAMES
Wait; hold on a second where do you think you are going?

NICOLE
I am in a bit of a pickle and I need to tell someone something quickly before…(Interrupted)

JAMES
Sweetie we haven't had a real talk since you started your new school. Heck, we haven't talked about anything since we moved here.

NICOLE
But James.

JAMES
But James? Whatever happened to Dad?

                                NICOLE
Sorry, Jame… I mean I am sorry Dad. What do you want to
talk about?

                                JAMES
Tell me what is school like or better yet how was your day?
What happened in class? Make any new friends?

                                NICOLE
Kind of, ehh no not really.

                                JAMES
Fine, we don't have to talk about anything. Go to your
computer.

                                NICOLE
Ok, ok… Well this guy Kevin asked me to the dance but
(Interrupted)

                                JAMES

Kevin?

                                NICOLE
No Dad it's not what you think. Just as friends.

                                JAMES
No that's great I am glad you are making friends. If this
gets you off your computer I am all for it. In fact if this
gets you away from your computer. I will take you out and
buy you those earrings you wanted. Key word out, meaning
outside.

                                NICOLE

Really?

                                JAMES
I was talking with Mom and we decided that I have been kind
of a pain in the A when it comes to these types of things.
I need to meet this Kevin guy first though and plus we need
to hang out, outside. You need to go outside, in fact have
you ever been outside?

NICOLE
Yes, Dad. I am not that big of a loser. I am not on my
computer all day.

                              JAMES
Plus I think it is kind of creepy you are only making
friends on the Internet, no offense. I mean who was mom
saying you were talking to... some guy…what was his name?

                              NICOLE
Michael.

                              JAMES
Oh Yeah, the algebra kid, how do you know he is not some
creepy bald guy older than me?

                              NICOLE
Dad!

                              JAMES
I mean have you ever meet this guy in real life?

                              NICOLE
No, not yet.

                              JAMES
Ok it's settled. Kevin is cool with me and tomorrow we are
off to the mall, deal?

                              NICOLE
But!

                              DAD
Deal?

                              NICOLE
Deal.

(They both shake hands.)

SCENE 7, JESSICA'S HOUSE

Jessica is sitting at the computer by herself because she
did not want to go dance due to Kevin already having a date.

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Taylor actually decided to go with Jacob Reel but only to
spy on Nicole and Kevin. Wills mother took his Xbox and TV
away and told him to stay in his room for the rest of the
night. Will decides to sneak out through his window and
head over to Jessica's House. Will knocks on her door.

                              JESSICA
Come in its open!

(Will starts to knock on the door louder)

                              JESSICA
I said its open!

(Will starts to pound on the door and rings the doorbell)

                              JESSICA
Oh my god, I said come in!

(Will starts to ring the door bell over and over again)

                              JESSICA
Mom! Get the door. Mom! I am going to kill you.

(Jessica runs over and opens the door and even though it's
wide open, Will keeps ringing the doorbell)
                              JESSICA
I knew it was you.

(Ignoring Jessica, Will keeps ringing the door bell)

                              JESSICA
Stop…Oh my god stop!

                              WILL
Ok, Ok, no need to yell. All you had to do was say come in
the door is open.

                              JESSICA
What did the five fingers say to the face?

                              WILL
Slap!

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(Will quickly yet playfully slaps Jessica on the top of her head repeatedly as she tries to back away)

                    JESSICA
(Laughing) Ok, ok, Truce, Truce, I tap I tap. God... don't you know I am a girl?

                    WILL
Stop playing Jess, you know you my boy.

                    JESSICA
What do you want?

                    WILL
You know I'm just playing right? Can I come in? Damn you mad huh?

                    JESSICA
That's the problem Will you're always just playing!

                    WILL
Are you serious?

(Jessica tries her best to hold in her laughter and then suddenly starts to laugh out loud)

                    JESSICA
Of course you can come in. Pretty good huh?

                    WILL
I forgot you wanted to be an actress. You are good.

                    JESSICA
Thank you.

                    WILL
No seriously I thought you were pissed.

(Jessica starts to walk back to the computer and sits down. Will shuts the door and follows her)

                    WILL
Messing around on the computer huh?

                    JESSICA

I know it's sad. I have been bored all day.

(Will looks at the computer screen)

                    WILL
Are you still messing with that new girl?

(Will looks at the computer screen)

                    WILL
What is this? Man…

                    JESSICA
Don't man me, you started this thing I am just taking it to
the next level.

                    WILL
Ohhh, the next level. So what's the "next" level?

                    JESSICA
You'll see.

                    WILL
Yeah, I will because you are gonna show me what your doing.

                    JESSICA
Just give me second. No peaking.

(Jessica starts to type on the computer for a couple of
minutes)

                    WILL
Hurry up… So can I see yet?

                    JESSICA
I am a genius, copy and paste. I will say you are very
inspirational with this type of thing.

                    WILL
Ok move over lets see what you have got here. (Reading from
the computer) Prostitute Nicole Silva; tell me how ugly you
think I am. Here are pictures of me naked, oh yea I go to
Park Ocean High and I am a cheap cheap date. Here is a link

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to my other profile please befriend both! Don't forget I
will holla for a dolla!

                        JESSICA
So what do you think, its kind of corny I know. What? Don't
look at me like that, she's having fun at the dance with
Kevin and this is my little treat for her.

                        WILL
She went to the dance with Kevin?

                        JESSICA
Yep.

                        WILL
Ouch, I know you liked him, I'm sorry.

                        JESSICA
I don't care. I wanted to ask you thought what were you
talking to her about last time you were over here?

                        WILL
Nothing.

                        JESSICA
What do you mean nothing?

                        WILL
Jess I cant.

                        JESSICA
I knew it! Who cares you don't know her, wait a minute do
you think she was really talking to you?

                        WILL
All right fine, the real reason they moved here was because
her brother killed himself.

                        JESSICA
That is horrible, why?

                        WILL
His school couldn't handle the fact that he was gay, he got
bullied pretty badly and I guess he just couldn't take it
anymore, so he hung himself.

JESSICA
So that's why she really moved here?

                              WILL
That and the fact the school started bullying her because
of it. I guess she became all emo and then started cutting
herself.

                              JESSICA
Started cutting herself? Now I feel kind of bad about what
we just did.

Taylor suddenly enters the room.

                              TAYLOR
You guys will not believe who hooked up at the dance!

SCENE 9, NICOLE'S HOUSE

(Nicole enters her house and her parents are sitting in the
living room watching TV. Nicole walks past them and heads
up to her room.)

                              JAMES
So that's it? How was the dance?

                              NICOLE
It was so so.

                              MAGGIE
So so, really? Sweetie, turn off the TV.

                              JAMES
There, I turned it down.

                              MAGGIE
I was just so so? James, turn it off!

                              NICOLE
Yeah, its kind of hard to go to a dance with a boy who says
we are just going as friends. When, he really doesn't want
to be just "friends".

(James quickly turns off the TV)

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JAMES
Wait what?

                              NICOLE
Don't worry dad.

                              MAGGIE
Honey please. Well, I'm sorry it wasn't fun. He wasn't a
creep was he?

                              NICOLE
No he was actually really nice and did everything perfect.

                              JAMES
(Whispers) He better do everything perfect.

Maggie James!

                              JAMES
Sorry.

                              NICOLE
Yeah, it's just that… I don't know. I don't wanna talk
about it right now. I'm tired and I am just going to go to
bed.

                              MAGGIE
Ok, that's fine. Ill come say goodnight to you after Idol
is over.

                              NICOLE
Ok mom. Goodnight guys.

(Nicole makes her way up to her room)

                              MOM
God James, you have no clue do you?

                              JAMES
What I have a clue.

SCENE? , INSIDE NICOLE'S ROOM

(Nicole jumps onto her bed and opens up her laptop)

NICOLE
I hope he wrote me.

(She quickly checks all of her Internet accounts and then
finally checks her TeenConnect account)

                              NICOLE
Nope nothing. This cant be right though…that's a lot of
friend requests. I don't even know this many people.
(Laughing) Hey look whose Mrs. Popular now!

She befriends all of her new requests and then starts to
browse around online some more. She eventually falls asleep
with her laptop still on. Only having been asleep for a few
hours Nicole is suddenly awoken by her cellphone, which has
been vibrating on her floor for the past twenty minutes
straight. When she rolls over to pick it up she
accidentally hits her laptop and the screen turns on. She
looks at her cell phone and notices that she has been sent
twenty-three new personal messages. She mumbles the first
message to herself.

                              NICOLE
I am a what?

(Then she looks at her computer screen and notices a direct
message from Jessica. The title reads "Did you sleep with
Kevin in the school parking lot during the dance?" She
then sees another message directed toward her in the forums
public timeline along with many other slandering comments,
asking her the same question. She quickly replies back to
Jessica.)

                          NEWKID_NICOLE
No, I did not sleep with Kevin after the dance. Who told
you this?

                           JESSICA_IDOL
I thought you were really cool and we were going to be good
friends, guess not because all my friends have self respect.
How do you think this makes girls look????

                           BEEBS4LIFE
Girl, don't try and hide from the truth.

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ANONYMOUS212
If you think Nicole is easy type 1. If you think easy is
too nice of a word and she is more of a slut, type 2.
                    NICEGUY341
1   .

                    TRINITY33
2

                    BIG_CHEESE78
2

                    123QUEEN
1

                    NICEGUY341
1 +2= 3 = Pornstar in the making

                    BEEBS4LIFE
3!

                    ANONYMOUS212
3

                    AWSOME_EARL
3!!!

                    JESSICA_IDOL
Just want to be popular right out the gate?

                    NEWKID_NICOLE
No Jessica, nothing happened, what did he say?

                    JESSICA_IDOL
Look, there is no talking your way out of this. Your type
is all the same; new girl wants instant popularity so she
thinks the best way to do that is sleep with everyone. Face
it you're a cliché.

                    TAYLORTAY
Yeah, is that why you moved to this town?

                    ANONYMOUS212
Probably had an abortion at her other school?
                    NEWKID_NICOLE

What? Where did you here that?!!

                        TAYLOR_TAY
What? So it's true, you had an abortion?

                        ANONYMOUS212
She didn't instantly deny it so it has to be true.

                        NEWKIDNICOLE
You guy's stop, this isn't funny.

                        NICEGUY341
We can read in-between the lines its ok Nicole, I don't
mind. In fact, what are you doing this weekend?

                        AWSOME_EARL
Party at my house! Nicole you are invited, don't worry
there will be plenty of guys there. Definitely enough to
whore around.

                        NEWKID_NICOLE
We just went as friends.

                        TRINITY33
Yea right and The Situation can count to ten.

                        ANONYMOUS212
Yea and Snooki is up to a third grade reading level.

Niceguy341: What, you guys have never heard of friends with
benefits???

                        ANONYMOUS212
Can I be your friend?

                        AWSOME_EARL
I have never wanted to be in the "friend" zone until now.
Nicole gives a whore new meaning to the word.

                        JESSICA_IDOL
Is this why you moved here?

                        NEWKID_NICOLE
No, I swear Jessica. I'm not like that.

ANONYMOUS212
You're a free spirit, I can dig it. Lets make love not
war!

                    NICEGUY341
World Whore 3 is not a joke!

                    JESSICAIDOL
We all know Kevin gets whatever he wants. So there is no
use denying it.

                    NEWKID_NICOLE
If he said that anything happened at all, he is lying. I
like someone else.

                    JESSICA_IDOL
Who?

                    NEWKID_NICOLE
He doesn't go to our school, but he is on this forum.

                    BEEBS4LIFE
Girl, you get around. I applaud your ambition.

                    TRINITY33
That damn Jersey shore has corrupted our youth!!

                    TAYLORTAY
If you like someone else then why would you go to the dance
with Kevin?

                    JESSICA_IDOL
Exactly! There is no such thing as going as going just as
"friends" these days.

                    NICEGUY341
I hate to be a broken record but its called friends with
benefits.

                    MICHEAL6
Hey there

                    NEWKID_NICOLE
Hey

MICHEAL6
So how was the dance?

                    NEWKID_NICOLE
It was horrible.

                    AWSOME_EARL
You spelled horrible wrong -> whorrible is the correct way.

                    MICHEAL6
So who is this Kevin guy?

                    JESSICA_IDOL
It looks like its Nicole's new boyfriend.

                    TRINITY33
OMG! For the last time their just friends!!!

                    NICEGUY341
with benefits

                    NEWKID_NICOLE
I was going to tell you about him. Can we talk about this
else where please?

                    MICHEAL6
Let me guess he tricked you into going with him and you
just got swept up in the moment or something?

                    NEWKID_NICOLE
Kind of

                    MICHEAL6
Kind of?

                    NEWKID_NICOLE
We did kind of kiss, but it meant nothing. In fact, after
it happened I realized that I really like you.

                    MICHEAL6
What does that mean, really like me?

                    123QUEEN
It means she wants to hook up dummy.

ANONYMOUS212
Wait I thought nothing happened? Now there was a kiss, hmmm, the plot thickens.

TAYOLORTAY
So it really was friends with benefits.

MICHEAL6
Oh I get it, you guys just "kissed"

TRINITY33
Yeah and you moved here, because you had an unprotected "kiss" at your last school.

AWESOME_EARL
You could of gotten your own TV show, 16 and pregnant, I heard you get 50 large ones for that show!

NEWKID_NICOLE
You guys I am not like that and I have never had an abortion!!!

MICHEAL6
Yeah that's not why she moved here.

BEEBS4LIFE
So TMZ me this Michael, did she kill someone?

MICHEAL6
No, but someone did pass away.

NEWKID_NICOLE
Don't, you said I could trust you.

MICHEAL
Well I guess we were not as close you thought. You should have told Kevin instead. Its not a big deal, you didn't do anything wrong.

123QUEEN
Oh snap….

ANONYMOUS212
?????????

NEWKID_NICOLE
Please don't.

                      MICHEAL6
What it had nothing to do with you. Her brother killed
himself. He was a homo.

                      123QUEEN
This is messed up, and just went a little too far for me.
I'm outta here, bye!

                    JESSICA_IDOL
Yeah, Michael this actually isn't really that cool.

                    ANONYMOUS212
What's the problem, he did the right thing.

                    NICEGUY341
Agreed!

                    NEWKID_NICOLE
WHAT!?! YOU HAVE NO IDEA WHAT YOU ARE TALKING ABOUT!!!!

                      TRINITY33
Why are you getting so defensive?

                    AWESOME EARL
Yeah, I would have done the same thing if I were in his
shoes.

                    NEWKID_NICOLE
You guys don't know anything and I can't believe how sick
in the heads you all are! Everywhere I go everyone is the
same, sick bastards who judge everyone else but are too
afraid to look in the mirror and realize how ugly they all
really are! You are all disgusting!!!

                      MICHEAL6
Hey, you're the one who sleeps around, so maybe you should
think about who you really are.

                    NICEGUY341
Whore are you Nicole?

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NEWKID_NICOLE
I can't believe you would bring that up Michael! I really
cant, of all people. I guess my brother was right this
world is pointless.

                    MICHEAL6
Maybe you're the one who is pointless.

                    NEWKID_NICOLE
Maybe I am.

                    AWSOME_EARL
Nicole so are we gonna hook up or what?

                    BIGCHEESE78
Yeah, enough of this attention seeking look at me bs. Post
naked pics already!!!

                    NEWKID_NICOLE
I'm not looking for anyone's attention.

                    ANONYMOUS212
Then put up or shut up. Naked pics now please!

                    MICHEAL6
Don't give me this pity me attitude, you made your choice.

                    NEWKID_NICOLE
I'm so sick of this, I hate this world and I hate all of
you!!!

                    BEEBS4LIFE
Oh no you didn't. Maybe you should quit crying and go say
hi to your brother.
                    NEWKID_NICOLE
Maybe I will.

                    TRINITY33
I am so over this conversation.

                    AWESOME_EARL
Yeah, just kill yourself already.

ANONYMOUS212
I second that motion, all in favor say I

NICEGUY341
I

AWESOME_EARL
I

BEEBS4LIFE
I

MICHEAL6
Yea, maybe you should cut yourself once and for all this time.

NEWKID_NICOLE
Fine, maybe I will

NICEGUY341
Oh my god why are you still typing? And not slitting your wrists already???

TAYLORYAT
Nicole don't talk like that.

JESSICA_IDOL
Yeah, Will this isn't funny anymore.

TAYLORTAY
Nicole?

MICHEAL6
She's just joking.

ANONYMOUS212
Attention seeking children. Wait who is Will?

BEEBS4LIFE
Me me me, look at me!!

(NewKidNicole signed offline)

JESSICA
Will, you shouldn't have said that.

MICHEAL6:
Don't get mad at me, you told me too. Anyway, see at you
guys at school on Monday.

Scene 12.

                              MAGGIE
Nicole, your breakfast is ready, hurry up before it gets
cold. Nicole?

(Maggie reaches for her phone and texts Nicole a message)

                              MAGGIE
Breakfast time, sweetie :) Love you!

(There is no response. She texts her three more times and
a weird eerie chill goes up her spine. She quickly walks up
stairs to Nicole's room.)

                              MAGGIE
Nicole??? Sweetie?

(She opens the door with a quick knock and sees Nicole
lying over her bathtub full of water. She had her arms
placed into the water as she was kneeling on the side and
streams of blood were coming from her wrists.)

                              MAGGIE
Please God, please god. Noo, please nooo. James!!!! Help!!

(James is woken up by Maggie's screaming and runs out of
bed straight into Nicole's room._

                              JAMES
What is it?

                              MAGGIE
Call 911!   .

                              The End

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