

# Your Choice...Your Action...Your Life *Would You Say It To My Face?*

**Grade level: 1-12**

**Focus:** Some people will say things in writing they would never say when talking to a person face to face because they feel safe hiding behind the technology.

**Goal:** Students will take time to reflect on the idea that some people hide behind social media and will text or email things (gossip) to people that they wouldn't say to them in person.

**Materials:** "Would You Say It to My Face?" PSA, paper masks, crayons, markers, or colored pencils.

**Discussion:**

Set discussion rules for your classroom. Use the following questions that are appropriate for your students.

- How can texting on a phone or sending emails on your computer be a mask to hide behind? When can this become a problem?
- How can an email or text take on the wrong meaning or connotation?
- What is gossip and what harm can gossip cause?

**Activity:**

**Grades 1-4**

TH.1.S.3.1	Use simple acting techniques to portray a person, place, action, or thing.
TH.2.S.3.1	Create imagined characters, relationships, and environments using basic acting skills.
TH.3.F.1.1	Create and/or collect appropriate props and costumes and use them to help tell a story.
TH.4.O.2.2	Create a mask to show a comic or tragic character.

Direct students to decorate a paper mask to symbolize that texting and emails are not a mask to hide behind when communicating with others. Direct them to decorate their mask with symbols of computers, Facebook, cell phones, texting, etc.

Once students have the masks decorated, have them stand facing a partner holding their mask over their face. Then tell them to take their masks down and say something nice to their partner. Once



everyone has said something nice, have them rip up their masks to symbolize that they will not hide behind social media or texting.

**Grades 5-12**

LACC.5.W.1.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<p>LACC.6.W.1.1 LACC.7.W.1.1 LACC.8.W.1.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>
<p>LACC.910.W.1.1 LACC.1112.W.1.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>

Read the story “Feathers in the Wind.” (below) After reading the story, discuss the similarities and differences (if any) between spreading gossip verbally, through email, text messages and other social media avenues. Can you take it back, can damage be undone?

### *Feathers in the Wind:*

In a small German village, a woman differed with her minister and became so angry that she began spreading ugly rumors about him around town. As fate would have it, she eventually became ill and called on the minister to pray for her. He came gladly, and she asked his forgiveness of her gossiping.

*"I will grant you forgiveness," the minister said, "but there's something you must do."*

*"I'll do anything," the woman said.*

*"As soon as you get well, go pluck the feathers from a black chicken and put them into a basket and bring them to me."*

When the woman got well, she did what the minister asked her to do and presented the basket of feathers to the minister.

*"You did well," the minister said. "Now take this basket of feathers and scatter them in the corners of the marketplace and from the towers of the church. Scatter them throughout the town. Then return to me."*

So the woman did. She walked from one end of town to the other, scattering the feathers. Then she returned to her pastor. *"I have done as you asked," she said.*

*"Very well. Now take your basket and collect all the feathers. Make sure not one is missing."*

*"But that is not possible!" the woman said with a choking cry. "The wind has carried many of them away!"*

*"So it is with your words," the minister said. "While I have gladly forgiven you, do not forget that you can never undo the damage your untrue words have done.*

You might consider giving each student a black feather to remember the lesson. Have students write their opinion about gossip and the effects on a person. (Grade 5) Older students can write an argument for the importance of stopping or not engaging in gossip. If you can't say it to one's face, you shouldn't say it at all.