

## Lesson plan

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<b>Title of Activity:</b> A critical view on social media	<b>Subject area:</b> communication, social media, psychology and society
<b>Grade Level(s):</b> 12-14 years	<b>Duration:</b> 1 uur

### Learning objectives:

- Students interact with others respectfully and constructively, respecting each other's boundaries.
- Students respect ethical, social, and legal rules in their use of digital technology.

### Teaching Methods:

Direct instruction and cooperative learning

### Teaching Techniques:

*Dialogue on cases*

### Materials / Resources / Technology use:

*power point and cards and corners with three coloured objects (green, red and yellow)*

### Activity Description:

Introduction:

#### Step 1: Cyberdialogue

Have the students make a choice for each situation by going to a corner. The students discuss their opinions in small subgroups, and a spokesperson reports back to the whole group. Afterwards, the students can respond to the feedback from their subgroups.

**Step 2:** The teacher explains what the meaning is of cyberbullying and the bystandereffect

**Step 3:** Discussion on situations with helping actions and helping resources. Make groups of max 4 students. Someone of each group reads the situation. You put the

cards with the helping actions open on the table; You put the cards with the helping sources open on the table. You choose first for yourself a card of actions and of sources. You discuss in the small group your idea. You can use the cards (addendum below).

**Conclusion:** reflect wat did you learn. What would you do different in the future?

*Addendum 1 Helping actions*

<p><b>Look for a solution together with others</b> Discuss the situation with friends or classmates. You probably aren't the only one who thinks this is not okay. What can you do together?</p>	<p><b>Listen to the person being bullied</b> Ask how they are doing. Suggest looking together at what you can do to help. Give the other person a compliment. You can also do something fun together</p>	<p><b>Create a distraction</b> Start talking about a completely different topic: weekend plans or a big test. You can also send a fun video.</p>
<p><b>Talk to the person who is bullying</b> Speak calmly. Keep your messages simple</p>	<p><b>Collect evidence</b> Keep the evidence and give it to an adult you trust. Or collect the evidence and let the person being bullied know. It might be useful later.</p>	<p><b>Ignore</b> Messages with many views, likes, etc., get more attention. By ignoring a hurtful message, you help it disappear faster. As a bystander, ignoring is okay, as long as you always combine it with another helpful action. <b>!This helpful action must always be combined with another helpful action!!</b></p>
<p><b>Approach an adult</b> Talk about it with your parents, teacher, supervisor, etc. That person will work with you to figure out how you can help.</p>	<p><b>Report to the platform</b> If you report a message or person, the platform can hide or remove the content. The more reports there are, the stronger the signal.</p>	<p><b>Block</b> You can do this if it's the same person repeatedly sending hurtful messages, or if the messages come from an anonymous or suspicious profile.</p>

*Addendum 2 helping sources*

Friend	Parents	Teacher
Adult from hobby	Organisation in your country	Other persons

**Assessment:**

Traditional: ask on next test what the meaning is of terms like cyberbullying and bystander effect. Let students explain. Give a casus and they have to give possible helping actions and sources.

Evaluation Form for the teachers and students:

[Active Citizenship Compass Evaluating Learning activity - Formulier invullen](#)

**References:**

*Cyberpesten, netiquette, haatspraak werkvormen: Weerbaar op het Web.* (2024, september). Pimento. <https://www.pimento.be/weerbaar-op-het-web-2-cyberpesten-netiquette-haatspraak/>