

CYBERBULLYING

How to prevent and combat it?

Now that we can't go out and meet friends because of the health emergency, our relationships are influenced more than ever by technology. This lesson looks at the difference between face-to-face and e-communication, the rise of cyberbullying and ways of preventing and combating this phenomenon.

Learners will be able to:

- ▶ Reflect on the ways technology effects communication;
- ▶ Analyse consequences of cyberbullying;
- ▶ Identify ways of how to stop cyberbullying;
- ▶ Develop their self-efficacy, valuing human dignity and human rights.

DISCUSSION

Picture 1: An image of face-to-face communication

Picture 2: An image of online communication

Video: <https://www.youtube.com/watch?v=e5sB7mndfrQ>

Find two images that are appealing to your learners.

First four minutes only.

No English language version?

Mute the sound and act as a narrator. Or find a similar video in your language.

STIMULUS

After picture 1:

- ▶ What is communication?

After picture 2:

- ▶ What are the differences between face-to-face communication and communication on-line?
- ▶ Is it easier or harder to communicate something to someone through technology? Why?
- ▶ Does having a screen between you facilitate or hinder relationships with others?

After video:

- ▶ What is the difference between bullying and cyberbullying?
- ▶ Is cyberbullying a problem? Why?
- ▶ What are the consequences of cyberbullying for victims?
- ▶ What are the consequences of cyberbullying for bullies?
- ▶ What are the consequences of cyberbullying for the witnesses?

Simplify the questions for young learners.

Skip the second two questions if learners have dealt with them in answering the first one.

Check if there are any legal consequences for cyberbullying in your country and inform learners.

CONCLUSION

A brief input on how technology influences communication. The screen lowers our sense of empathy with the others involved in a conversation. We can't see the others' faces, nor we can see their immediate reaction. We choose the times and the places where we want to answer. We feel more at ease telling people things.

Cyberbullying has increased with coronavirus restrictions, as communication has shifted to the digital sphere. This is very dangerous as it affects real life. At least once in their lives, every teenager has been a witness, a bully or a victim of cyberbullying. So, we all have a part to play in stopping it.

Teacher

ASSIGNMENT

Students explore the internet and discuss:

- ▶ What are the forms of cyberbullying?
- ▶ What can you do if you are a witness of cyberbullying?
- ▶ What can you do if you are a target of cyberbullying?
- ▶ Where can you look for help? Which organisations can help?
- ▶ How can you prevent people becoming cyberbullies?

They prepare a presentation of their findings and advice.

Better in small groups but could also be done individually.

If small groups, select members to give learners a chance to work with different classmates.

Encourage learners to use new forms of presentation.

FOLLOW-UP

Students share their presentations.

They reflect on recent experiences. Have they heard about incidences of violence related to the coronavirus pandemic? How do they think society should respond to these? Who in society is responsible for dealing with this?

Simplify these questions for younger learners.