**CLASS 12**

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| **TOPIC** | Media literacy and the safe use of digital media: Cyberbullying | |
| **LEARNING CONTENT - DETAILED CHARACTERISTICS** | This class focusses on one of the most traumatic experiences people and especially children can have on the Internet, i.e. cyberbullying, and the ways in which media literacy can help us not to fall prey to cyber bullies.  On the basis of examples collected in different surveys the students become better acquainted with the ways cyberbullying can be prevented | |
| **KEY WORDS** | Safe use of media; cyberbullying | |
| **SUGGESTED TOOLS** | Power-point presentation  Videos and readings that can serve as examples for discussion  Discussion | |
| **TIPS / METHODOLOGICAL REMARKS**  **(if applicable)** | The “flipped classroom” method is used. Students are assigned readings and videos to watch and then a class discussion is carried out. All steps are detailed in the description | |
| **IMPLEMENTATION OF THE CLASSES** | **STEP 1** | The students are assigned to read the power-point presentation and think of possible questions to discuss. |
| **STEP 2** | The students are assigned to find examples of cyberbullying and suggest how being media literate can help prevent that.  See Work Card 1 and Work Card 2 |
| **STEP 3** | Discussion: the students come to class and discuss the way social media can be used by cyber bullies and how media literacy can help us not become their victims They ask questions based on their getting acquainted with the presentation of the lecturer. |
| **STEP 4** | The lecturer clarifies the different points of view and makes students critically assess the role of media literacy in limiting the cases of cyberbullying. |
| **STEP 5** | Learners discuss the different examples they have found illustrating the way media literacy can help prevent cyberbullying. |

**ADDITIONAL MATERIAL - WORK CARD 1**

**WORK CARD 1– MEDIA LITERACY AND CYBERBULLYING**

**Task 1:** Do the test and then comment on what you got wrong and why.

## True or false?

### ***Cyberbullying happens more often than classic bullying.***

FALSE

Research shows that teenagers are involved with classic bullying more often than cyberbullying.

### ***Teenagers ‘outgrow’ cyberbullying. Among (young) adults it doesn’t happen anymore.***

FALSE

Cyberbullying also happens in higher education and at work.

### ***Children or teenagers with low self-esteem are cyberbullied more often.***

TRUE

Research shows that children with lower self-esteem are cyberbullied more often. In this case, low self-esteem can be a risk or a result.

### ***There is a connection between cyberbullying and (attempt at) suicide.***

TRUE

Victims of cyberbullying (and sometimes offenders as well) think about suicide more often, attempt at suicide more often and commit self-harm more often than other people.

### ***Victims are less likely to inform an adult in the case of cyberbullying than in the case of classic bullying.***

TRUE

1. ***Victims of cyberbullying will go to an adult less easily. They are often scared that their media use will be controlled or limited, they feel guilty or are ashamed.***

### ***In the case of cyberbullying and in the case of classic bullying, the same children and teenagers are the offenders or the victims.***

FALSE

Research shows that in the case of cyberbullying, the roles are less fixed than in the case of classic bullying. Victims, offenders and bystanders change roles more easily. It mostly happens among children or teenagers who use new media more intensely and don’t have a very good connection with their parents/educators. Still, about 2/3rd of cyberbullying victims are also bullied in the offline world.

**Task 2.** On the basis of the facts that you have learned from the test, think which of the components of media literacy are essential in fighting against cyberbullying. Illustrate that with examples of cyberbullying you have come across.

**ADDITIONAL MATERIAL - WORK CARD 2**

**WORK CARD 2– MEDIA LITERACY AND CYBERBULLYING**

**Task 1.** On the basis of the facts that you have learned, think which of the components of media literacy are essential in fighting against cyberbullying.

Illustrate that with examples of cyberbullying you have come across.

**Additional information:**

**Media Literacy Components:** There have been different models of how media literacy works besides the now classical model of Sonia Livingstone. You can look up other research models such as the one proposed by Ismail Celik, Hanni Muukkonen and Selcuk Dogan in “A model for understanding new media literacy: Epistimological beliefs and beliefs and socia media use”, <http://jultika.oulu.fi/files/nbnfi-fe2021111956072.pdf>.

