



DARE

Depolarisation Activism for
Resilient Europe

DARE to Care: Cyberbullying Author: Kreisau-Initiative e. V. team



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DARE to Care: Cyberbullying

Background (about the DARE project)

The 'DARE - Depolarization Activism for Resilient Europe' (hereafter: DARE) project is a strategic partnership for the creation of innovative, creative educational materials for use in non-formal and formal civic education, in both online and face-to-face contexts. The educational materials created throughout the project address topics that undermine European values, such as radicalisation, exclusion, racism, xenophobia, homophobia, and discrimination.

Lesson Themes

- DARE to Care theme - an insight into a young person's motivation and commitment to volunteering for a particular cause and through doing so, serving one's community;
- Cyberbullying - defining it, explaining the consequences and effects on the victims, and providing options for responding to cyberbullying practices.

Context

The DARE to Care short film on the topic of cyberbullying follows a young person who actively stands up against cyberbullying in a peer-to-peer approach. The short film explains cyberbullying, its consequences, as well as actions that one can take for addressing it.

This lesson plan can be used in schools, political education, or other non-formal education workshops. It works well as an introduction to the topic of cyberbullying. The topic is important and relevant as many young people have already been victims of cyberbullying themselves or have witnessed it affecting their peers.

Goals

- To raise awareness about the problem of cyberbullying and digital violence.
- To teach about the consequences of cyberbullying and the way it affects people.
- To empower and encourage youth to stand up against cyberbullying.

Learning Outcomes

It is expected that as a result of the class, the student/participants will be able to:

- Understand better the problem of cyberbullying.
- Identify and discuss the consequences and effects of cyberbullying.
- Analyse and articulate what type of action(s) could be done to prevent and tackle cyberbullying.

Material and Equipment Needed

The Film
Laptop
Beamer/projector
Speakers
Internet/WIFI
Flip-chart papers and markers for group work activity
Optional: tablets or smartphones for further research

Duration

45 minutes (one standard lesson)

Overview of Lesson Activities (Process)

Introduction (10 minutes)

The topic of cyberbullying should be introduced carefully within the class, to explore whether any students have difficulties discussing this subject. Before the planned class an inquiry on students' experiences of cyberbullying is advised to be explored. If multiple students seem to be affected by it, and /or if there is a realisation that some students bully others in the class online, the teacher is encouraged to think about a more in-depth intervention in the class, for example, by inviting the school psychologist, or an expert or an expert organisation to work with the class.

If there is no knowns prior issues with cyberbullying in the class, the instructor should proceed with a careful warm-up inquiry regarding students' online experiences, for e.g.

- Which social media or apps do you use on daily basis?
- How do people behave online, or on different forums - are they acting as they would in their everyday ('real') life, or differently?

As someone mentions the topic of cyberbullying, trolling or other types of negative online behaviour, the instructor should use this as an opening to introduce the topic, and announce a short video.

Short Modern Challenge/DARE to Care video clip viewing (10 minutes)

Play the video clip for the students: depolarisation.eu/cyberbullying

Group reflection activity (25 minutes)

Divide the class into several groups, so that they can do a group reflection on the movie.

- What did you think about this short film?
- Can you relate the topic of the movie to what you observe in school or online?
- What was new for you? What surprised you?

The final part of the group reflection (closing 10 minutes of the class) should be dedicated to the question, "What can we do if we witness cyberbullying, or if we know someone is being a target of it"? The instructor should provide feedback on the comments and actions suggested by students, offering corrections as needed (for e.g. students should not advocate direct punishment for perpetrators of cyberbullying, but should focus on reporting the issue, etc.).

Sources

- DARE project, documentation and videos can be found on the project website: www.depolarisation.eu or www.resilienteurope.eu
- Website of the JUUUPORT e.V. association (the organization featured volunteer is involved in): www.juuuport.de and their Instagram: <https://instagram.com/juuuport> and Facebook: www.facebook.com/juuuport/

Activity Adaption for Online Implementation

This lesson easily transfers to online education, as much of it focuses on student reflection and conversation.

Assessment and Evaluation Options

While some elements of this lesson relate to understanding and knowledge of information that can be tested, the core of this activity revolves around fostering understanding and empathy, as well as better online behavior - and this should not be subject to grading or other standard evaluation practices. Ideally, the evaluation should focus on student action that might follow the implemented class activity - for example, carrying out one of the homework ideas.

Homework Ideas

Have students create anti-cyberbullying memes, either individually or in small groups. For this, the participants should bring their messages in the form of a meme. This meme creator is particularly suitable for this: <https://imgflip.com/memegenerator>

Either individually or in small groups, have students write an online etiquette list of rules, or list of actions to prevent cyberbullying in group chatrooms/channels.