

Virtual is Real

Is cyberbullying a major threat in your virtual world?



TARGET LEARNERS
Teens (B1 – B2 levels)



DURATION
90 minutes



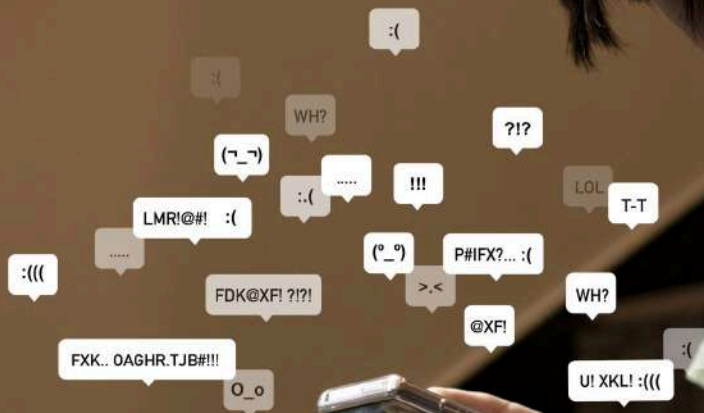
PREPARATION

Classroom technology
Students' devices (laptop, phone, etc)
Papers

LESSON OBJECTIVES

At the end of this lesson, students will be able to:

- ◆ understand the concept of cyberbullying and recognize cyberbullying forms in various situations.
- ◆ identify signs of cyberbullying, whether it is happening to themselves or to others.
- ◆ acknowledge strategies to prevent and protect oneself or others from cyberbullying.
- ◆ acquire new vocabulary related to the topic.
- ◆ apply critical thinking and practice providing advice to hypothetical scenarios involving cyberbullying through role-play with an AI chatbot.
- ◆ develop empathy towards victims of cyberbullying and cultivate kindness in the digital world.



1 Engage

10 minutes

This stage engages students in a quiz to assess their reactions to cyberbullying scenarios, fostering awareness and understanding of cyberbullying through active participation and reflection.

Suggested teacher's activities

Quiz – How do you react?

Exercise A:

- Start the lesson by drawing students attention to the cover photo then engage students in a short quiz that explores how students typically react to cyberbullying situations.
- For questions 1-3, have the students read the situations and choose the option that best reflects how they would react in that scenario. For questions 4 to 5, instruct students to write down their own initial reaction to the open-ended scenarios about cyberbullying. Make sure to go through all the questions before they start the quiz.
- After they complete the quiz, conduct short polls for the multiple-choice questions (1-3) to see how many students chose each answer.
- Have random students explain their reaction and tell about their answers in questions 4 and 5.

Exercise B:

- Stimulate students' interest in the topic of the lesson, emphasize the word "cyberbullying," and inquire about their understanding of this term.
- Encourage them to share their existing knowledge about cyberbullying. Prompt them to consider whether they view cyberbullying as a significant or minor issue.
- Facilitate an open discussion where students can freely express their thoughts, and use additional questions to encourage them to elaborate on their responses as necessary.

Answer key

A. (Students' answers vary).

Here are some possible answers for appropriate reaction:

Situation 1: Report the post

Situation 2: Express strong disapproval of your bestie's intention.

Situation 3: Put yourself in his shoes and rethink your actions.

Situation 4: Speak up in the chat or privately contact the person to express disagreement with the action.

Situation 5: Provide feedback after the group's presentation to firmly criticize the action and bring it to the teacher/lecturer's notice.

B. (Students' answers vary.)

2 Explore

25 minutes

This stage aims to prompt students to explore deep into cyberbullying, working on its definition, forms, and coping strategies.

Suggested teacher's activities

What is cyberbullying?

Exercise A:

- Bring students' attention to the two definitions of the words "cyber" and "bullying." Have them read and brainstorm to define the word "cyberbullying" by themselves.
- Have random students share their definitions with the class and ask them to provide some examples of actions that demonstrate cyberbullying to reinforce their definition.

Exercise B:

- Have students read the list of actions and choose which ones constitute cyberbullying. Make sure to explain all the difficult words that may block students' understanding.
- Offer additional explanation when needed.
- To verify students' selections, conduct a verbal poll for each option and ask random students to explain their choices and factors helped them determine if these statements were cyberbullying or not.
- Reinforce students by asking them to provide more examples of cyberbullying, as a way to check if their comprehension.

Exercise C:

- Instruct the students to read the text "Don't be bystanders" provided in their worksheets, which covers the definition of cyberbullying, the challenges of dealing with cyberbullying, signs indicating if someone is being cyberbullied, and appropriate actions to take when encountering cyberbullying situations.
- Have students read the whole text and match the headings to the paragraphs of the text.
- Have some students come forward and share their answers. Ask them to explain their answers.
- Provide confirmation for the answers and offer additional explanations if needed.

Answer key

A. Forms of cyberbullying include:

- Sending mean or critical texts or emails.
- Posting or sharing someone's private images.
- Spreading untrue, or embarrassing information or rumors about someone else.
- Isolating or excluding someone from an online group.
- Impersonating someone online to hurt their reputation.
- Creating fake accounts online to damage someone's reputation.

B. (Students' answers vary.)

C.

Paragraph 1: ii
Paragraph 2: v
Paragraph 3: iv
Paragraph 4: i

3 Explain

25 minutes

The stage aims to enhance students' understanding of cyberbullying by engaging in vocabulary matching exercises and practicing the use of new words.

Suggested teacher's activities

Exercise A:

- Ask students to read the given definitions.
- Have them guess the meaning and fill in the gaps with the words in bold from the text.
- Review the answers as a class, give explanation and comprehension check.
- Drill the words.

Answer key

A.

- | | |
|---------------------------|-------------------------------|
| 1. threat | 6. law enforcement |
| 2. genuinely | 7. drown something out |
| 3. reputation | 8. isolated |
| 4. confrontational | 9. red-handed |
| 5. abuse | 10. judgment |

Exercise B:

- Divide the class into small groups and assign each group a set of random vocabulary words. Ask the groups to construct meaningful sentences for the newly-learned words.
- Once the groups have completed their task, have them to present their sentences to the class. (Use of Mentimeter or Padlet as a digital whiteboard can be applied.)

B. (Students' answers vary.)

4 Elaborate

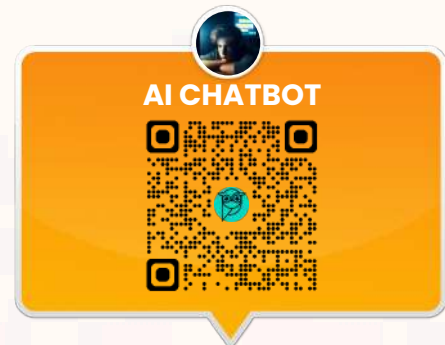
30 minutes

This stage's purpose is to cultivate empathy and problem-solving skills in students by interacting with an AI, role-playing as experts, and reflecting on cyberbullying.

Suggested teacher's activities

Exercise A:

- Ensure students' technology devices (laptop, phone, tablet, etc.) are set up for the activity.
- Assign students to groups, designating them as experts. They will chat with the AI chatbot to offer help and advice to the virtual victim. As experts, students will provide advice, actions to deal with the problem, motivate and show empathy to the victim.
- Provide students with access to an AI chatbot that plays the role of a cyberbullying victim. You can provide the QR code or the link: <https://bit.ly/4bopzD8>
- Tell students to type a name when they access the conversation with the AI platform. It could be their group name or a name they created themselves.
- Arouse students' interested to the list of some sentence structures for giving advice and suggestions. Have them read and give some examples to show how to use these structures.
- Tell the students that they will document the victim's situation (using guided questions) for the presentation section that follows.
- Allow time for groups to chat with the AI chatbot, support any technical and academic issues they might have.



Exercise B:

- Have each group report the case they have just experiencing with AI chatbot to the class.
- Facilitate opportunities for questions and discussions to further explore the case.

Exercise C:

- Have students to vote for the group with best advice and suggestion. Encourage them to provide feedback and explain their reasons for their choice.
- Recognize the group with the most votes as the winners of the best case and summarize key steps for how to avoid and overcome cyberbullying.

Extra activity - Make the podcast

- After the students have a clear understanding of the cyberbullying scenario and the emotional impact it has on the victim, have them create a podcast to raise awareness about anti-cyberbullying measures.
- Within each group, one student will be assigned the role of the interviewer, while the remaining students will act as interviewees who work as a group to prevent cyberbullying. They will role-play to ask and answer about their anti-cyberbullying campaign, for example, specific actions taken to raise awareness and combat cyberbullying, challenges faced and lessons learned during the campaign, message of encouragement and support for victims of cyberbullying.
- Have them share their podcasts on social media.

Answer key**A.** (Students' answers vary.)**B.** (Students' answers vary.)**C.** (Students' answers vary.)**5****Evaluate**

10 minutes

The purpose of this stage is to consolidate learning and foster empathy, as students reflect on their knowledge and compose motivational messages for cyberbullying victims.

Suggested teacher's activities**Exercise A:**

- Instruct students to reflect on the lesson and complete a checklist based on what they have learned in the lesson.

Exercise B:

- Have students engage in reflective thinking and write down 5 actions they will take to prevent cyberbullying.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson, highlighting the significance of speaking up, making a positive impact on cyberbullying victims, and preparing to protect themselves in the future.

Answer key**A.**
(Students' answers vary.)**B.**
(Students' answers vary.)