

## LEARNING CARD

# Social networks Defenders

**Description** This activity allows students to critically reflect on threats related to digital life and to prevent grooming and cyber bullying.

**Tag**

- Facebook
- Instagram
- Media
- Snapchat
- Social Media
- Twitter
- Web
- WhatsApp

**Skills**

**IDEOLOGY AND ETHICS**

- Recognise and describe
- Evaluate and reflect
- Apply

**RISK PREVENTION**

- Recognise and describe
- Evaluate and reflect
- Apply

**Learning areas**

- Religion and Ethics
- Sciences

**Card language**

- Spanish
- English

## Structure

**Sessions** 4 (Variable)

**Duration** Variable

**Number of participants** 10-30

**Age**

- 14-16
- 17-18

**Materials**

- Computer, tablet or smartphone

# Process

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## Key questions

- What do I (and others) do on the social networks?
  - What do I think and know about the threats related to my digital life?
  - What should I do to protect the privacy of my profile in social networks?
  - What can I do to help others reflect on this issue and to prevent cyber bullying?
  - Do I have a profile in a social network?
  - Is my profile open or do I use restrictions? Do I know how to set them up?
  - Who are my friends in the social networks? Do I know them in person? When do I accept friends and when do I not in a social network?
  - What type of information do I share in my profile in the social networks?
  - Do I upload my own images or videos? Who appears in them?
  - Have I ever felt uncomfortable with something a contact/friend asked me to do in a social network? What made me feel uncomfortable? Was the bad feeling caused by a friend I know in person?
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## Development

### SESSION 1

The teacher shares with the students a video about a real case of cyberbullying.

Suggestion: <https://www.youtube.com/watch?v=tX4WjDr5XcM>

If the teacher considers it appropriate, he can ask students to search in groups for a video about cyberbullying and share it with the group or they could share a cyberbullying case they know.

In groups of three/four, students discuss the cases and how they could have been avoided/amended. **(10-20')**

Ideas discussed in the sub-groups are shared. **(10')**

Students reflect on how they would have felt if they had been the "victims" of this cyberbullying and develop in groups, on a website or application, a word cloud with feelings that emerge from this activity.

Suggestion: <http://www.wordle.net/>

**(20')**

To end this session, the word clouds are shared and there is a round-up discussion.

The teacher discusses, together with students, the main problems related to having a digital life and cyberbullying and grooming.

Practical strategies and safety measures that can be taken to be safe online and avoid cyberbullying are identified.

**(30' - End of Session 1).**

### SESSION 2

The teacher shows students a video in which students from a secondary school design a strategy to create a caring atmosphere in their education centre.

Suggestion: <http://www.teachinctrl.org/lessons/standupinctrl.php>

Discuss together whether the video could have an impact and whether the strategy is a positive one. **(10')**

The teacher invites students, in sub-groups, to create a one minute video with a strategy, different from the one in the previous video, but with the same objective of creating a positive educational community against bullying/ cyberbullying.

Students, divide into groups, plan and record their video.

Suggestion: motivate students to use diverse spaces. **(30')**

Students share their videos on a platform or social network so that everybody has access to what was produced. **(10')**

Each sub-group discusses the impact that the strategies shown in the videos could have. **(10')**

The session finishes with the productions being presented and a final discussion on the topics treated in the videos.

Suggestion: Think about ways of sharing videos with other students in the education centre, as a raising awareness campaign.

**(30' - Fin de la session 2).**

### SESSION 3

Students are challenged to test the videos created in the previous session and to looking for a way of sharing them with the rest of their education centre, asking students from other courses to comment or give their opinions on them.

To do so, students discuss ways of making their videos visible or how to share them within the school and decide on a way of generating an awareness and prevention campaign on the topic.

Suggestion: The campaign could be developed entirely online (social networks, school platforms, etc.) or it could have an on-site phase (for example, projection of videos in common spaces within the education centre). **(25')**

Students collectively discuss how to obtain feedback on the videos, for instance which are the most shocking or moving to the rest of students in the education centre.

Suggestion: You can generate a survey in a free website or platform and distribute it to be completed by everyone in the education centre.

Example: [www.surveymonkey.com](http://www.surveymonkey.com)

**(20')**

Once the strategy of the campaign is defined, deadlines and specific actions are set to implement the strategy. A brief action plan is collectively designed including the means to share the videos and the way to collect feedback from students in other courses.

One of the actions should be the survey design.

Suggestion: Sub-groups can be in charge of the different actions. **(25')**

The action plan is implemented during this stage. It is considered to be part of Session 3; however, depending on the planned timetable, it can take days or weeks while the campaign is still going on.

The videos are made available to all students in the education centre. The survey is designed and distributed.

**(Duration: Variable. It depends on the task division)**

**End of Session 3**

### SESSION 4

Once students from other courses have answered the survey and it is closed, the data analysis phase starts.

The feedback received is analysed in groups or collectively.

**Suggested questions to be considered:**

- Which videos had the greatest receptivity?
- What strategies seem to have the greatest impact?
- Do we consider that the actions taken for the campaign were adequate?
- What could we have done differently?

**(Duration: variable. Depends on the number of answers to the survey and its complexity).**

The activity is closed with a discussion on the possibilities and extent of the impact adolescents can have in preventing cyberbullying. **(30')**

**Evaluation**

Videos are shown in class, and if possible, in the education centre. Students assess all the materials produced by applying criteria like: utility, clarity and quality of the information provided, creativity, etc.

A rubric, designed by the teacher and students before the activity, could be used so that everyone knows what is expected from the final product and which factors should be taken into consideration to produce the material according to the assessment criteria. There are websites for designing rubrics, such as Rubistar (<http://rubistar.4teachers.org/index.php>).

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**References for professors**

- - Con vos en la web: Grooming - Guía práctica para adultos (<http://www.convosenlaweb.gob.ar/media/2382664/guiagrooming.pdf>)
    - Grooming (Wikipedia): <https://es.wikipedia.org/wiki/Grooming>
    - Teaching Digital Citizenship - Cyberbullying: <http://www.teachinctrl.org/lessons/standupinctrl.php>
    - Cyberbullying: campaña de Pantallas Amigas, el Defensor del Menor y Metro de Madrid: <https://www.youtube.com/watch?v=tX4WjDr5XcM>
    - Sitio o plataforma para la creación de encuestas (SuveyMonkey): [www.surveymonkey.com](http://www.surveymonkey.com)
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