

AGE 10-14

# A video to address cyberbullying

**TOPIC(S)**

Digital Citizenship | Awareness and responsibility | Cyberbullying - bullying

**KEY COMPETENCES**

- Communication in the mother tongue
- Social and civic competences
- Cultural awareness and expression

**FUNDAMENTAL QUESTIONS**

- How would you react if you witness bullying episodes?
- What is the role of the ones who witness cyberbullying phenomena??
- Would you be able to identify trusted adults to whom you could talk about your problems online?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 01. Virtual is real
- 06. Words have consequences
- 10. Silence says something too

## What if... | 10'

**Start the discussion and watch the video**

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

The teacher divides the class into small groups and assigns 3 questions to each group without commenting: the pupils will discuss each question and come up with a shared answer. It is important to emphasize that the discussion must be respectful of each other's opinions and that agreement must be reached.

The assigned questions will be the ones from the first part of the video, listed in the Sources section:

- **In the school WhatsApp group someone sends an embarrassing photo of your friend. How do you react?**
- **In a chat with a friend, as a joke, you use a not-so-nice word and your friend gets upset. How do you react?**
- **A friend tells you about one of their weaknesses, and you really want to share it with others online. How do you react?**

## Video watching and collective reflection | 40'

**Watch the video**

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

Once back in the large group, the teacher shows the video, freezing it after every question and answer, and asks the pupils if they agree with the answer given by the protagonist and why. Is it easy to react as the video suggests? Has it actually happened to you?

After this first step, you may go on with the video. The pupils will be asked to pay close attention and write down the sentence that caught their attention the most among the presented ones.

During the reprise, the teacher will focus on three aspects in particular:

- "Be a friend, not a bystander: your actions can make a difference": is it hard not to be a bystander? What can help you behave like a friend? If there were no bystanders, would the cyberbully feel so empowered?
- "How would you feel if a friend shared something embarrassing about you?" What if you were the victim? How would you feel if your friends did nothing to help you?
- "Use the available tools": did you ever use any tools available online to protect yourself or others from insults? Which ones? In which order would you use them?

## Find allies against cyberbullying | 10'

### Use sheets of paper and pens to carry out this activity

Finally, the teacher highlights the importance of asking a trusted adult for help in case of cyberbullying. Sometimes it is hard, as you may feel like the adults cannot help you, or you may feel too ashamed. However, if you think about it, there will surely be an adult you really trust to whom you can tell everything! The teacher will also ask the pupils who they would ask for help if they witnessed or experienced cyberbullying. The pupils will identify that person and write their name on a sheet of paper to keep in an envelope.

## Further activities

The class can craft posters displaying the sentences that struck the pupils the most and hang them outside of the classroom, as a message to the other students of the school.

AGE 10-14

# A survey on cyberbullying

**TOPIC(S)**

Digital Citizenship | Awareness and responsibility | Cyberbullying - bullying

**KEY COMPETENCES**

- Communication in the mother tongue
- Mathematical skills and science and technology basic proficiency
- Digital skills
- Social and civic competences

**FUNDAMENTAL QUESTIONS**

- What is cyberbullying?
- Is it similar to bullying? Does it hurt more or less?
- How many kinds of cyberbullying exist?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Scientific-Mathematical-Technological Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 03. Words shape the way I think
- 06. Words have consequences
- 10. Silence says something too

## Find a definition for cyberbullying | 10'

**Use sheets of paper and pens to carry out this activity**

The class is divided into groups of 3-4. Each group will be asked a question: "What is cyberbullying?" and will be asked to try to write down a short, but complete definition. Furthermore, each group will be asked to write down at least 5 examples of cyberbullying.

Once the activity is over, the groups will hand the teacher their definition and the 5 examples. All the examples will be read, trying to merge the similar ones.

## Let's reflect on the definitions and examples of cyberbullying | 15'

**Start reflecting**

The teacher leads the reprise by rising some key questions:

- What are the characteristics of cyberbullying?
- Is it the same thing as bullying? It surely has some features in common with bullying, such as repetitiveness, intentionality, and asymmetry between the victim and the cyberbully. However, its possibility to quickly reach a very large number of people, anywhere and anytime, makes cyberbullying even more dangerous.
- Some cyberbullies are anonymous. Generally speaking, does being behind a screen make you more uninhibited and prone to do and say things that you would never say or do in person?

The teacher may also try to understand whether the examples are inspired by real events which affected the pupils, or if they learned about them from friends, the television or the news.

## Creation of a questionnaire on cyberbullying | 25'

For this step use the Manifesto of non-hostile communication

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# The Manifesto

## of Non-Hostile Communication

  

<p><b>1. Virtual is real</b> On the Internet, I only write or say what I would dare to say in person.</p>	<p><b>6. Words have consequences</b> I am aware that what I say or write can have consequences, small or serious.</p>
<p><b>2. You are what you communicate</b> The words I choose define who I am. They represent me.</p>	<p><b>7. Share with care</b> I share texts and image only after I have read, assessed and understood them.</p>
<p><b>3. Words shape the way I think</b> I take all the time I need to express my views in the best possible way.</p>	<p><b>8. Ideas can be discussed. People must be respected</b> Those whose views and opinions differ from mine are not enemies to be destroyed.</p>
<p><b>4. Listen before you speak</b> No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.</p>	<p><b>9. An insult is not an argument</b> I accept no offensive and aggressive words, even if they support my point of view.</p>
<p><b>5. Words are bridges</b> I choose words to understand, make myself understood and get close to others.</p>	<p><b>10. Silence says something too</b> When it's better to keep quiet... I do.</p>

[paroleostili.it](http://paroleostili.it)

The class now tries to turn each occurrence of cyberbullying into a question to feature in a questionnaire (e.g. "a friend of mine was insulted in the class chat group" becomes "have you ever been insulted in a group chat?"). The aim is to develop a questionnaire about cyberbullying. It may be necessary to continue building the questionnaire during another hour of lesson.

Once the questionnaire is ready, it is put to the test: the teacher asks the questions and, for each question, the pupils are asked to pick a side by raising their hand and moving to an area identified as "yes" or "no". How would you feel in these situations? Do they happen to few or many people?

## Propose the questionnaire outside the classroom |

### Spread the use of the questionnaire

At the end of the activity, the questionnaire is ready to be submitted to a sample of people to increase knowledge about cyberbullying.

AGE 10-14

# Words that discriminate

**TOPIC(S)**

Digital Citizenship | Hate speech | Inclusion

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills
- Cultural awareness and expression

**FUNDAMENTAL QUESTIONS**

- What are stereotypes and prejudices?
- Who do they concern?
- What role do words have in creating and maintaining stereotypes and prejudices?
- Where does discrimination come from?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## Introduction to prejudice and stereotypes | 20'

**Discuss in class**

The teacher starts a class discussion on what prejudice and stereotypes are.

Stereotype and prejudice are two words that we often hear mentioned: but do we really know what they mean? We all (very often unknowingly) have stereotypes and prejudices about people different from ourselves; we recognize them immediately when we see them in others, much less if they are about us. Our brain works more or less like this: it has to evaluate and select an infinite amount of information, so, in order to speed up the process, it comes to conclusions based on models and patterns that it already has. These shortcuts are stereotypes, which are mental images (mainly negative) that concern people, events or situations. Starting from stereotypes, prejudices are generated, which lead to negative attitudes; the sum of stereotypes and prejudices creates discrimination (the teacher can deepen the theme of stereotypes and prejudices through cues related to the subject of teaching).

But, above all, stereotypes and prejudices are also conveyed through words. Unfortunately online we read many comments that are the result of stereotypes and prejudices: for example, regarding someone's origin (Italian vs foreign), physical appearance, religion, sexual orientation, disability or even about being a woman. Even influencers and famous people are victims of it: just scroll through the comments of any famous person's posts to realize how widespread prejudices and stereotypes are. There is no need to go that far to look for it. Even in our everyday life we can realize how many stereotypes and prejudices guide actions and words and create distances, isolation. If we think about it, sometimes we also are victims of stereotypes and prejudices.

So what can be done to defeat them? Once again, the choice of words can make a difference: words are the means that help us build the world we live in, both inside and outside the web. If we use respectful and inclusive words, carefully chosen, we will be able to avoid discriminating against anyone, both offline and online.

## Words and prejudices | 30'

### Make a presentation with pens, Post-it notes, a poster, technological supports

Each student will be asked to think about their own experiences and what characteristics are used the most as stereotypes, which they'll then write down on a sticky note. Afterwards, to get an overview of the ideas of the whole class, the sticky notes will be stuck to a poster and divided into different macro-categories with the help of the teacher.

The enriched poster will be hung in the classroom as a reminder.

Each macro-category will be assigned to a subgroup of the class: the task will be to identify the words that are most often heard and/or read online which convey discrimination.

To identify them, you can do some online research (always respecting the rules of analysis of sources) or observe advertising and TV commercials. In alternative, you can start from stories about discrimination told by the students. Each group will give a presentation about the findings of their research to the rest of the class: it can be a video, a presentation, a collage of texts or images. It is essential that the list of identified words and expressions can be in some way always available for consultation to the class.

## The Manifesto and prejudices | 20'

Discuss in class

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# The Manifesto

## of Non-Hostile Communication

  
  

<p><b>1. Virtual is real</b> On the Internet, I only write or say what I would dare to say in person.</p>	<p><b>6. Words have consequences</b> I am aware that what I say or write can have consequences, small or serious.</p>
<p><b>2. You are what you communicate</b> The words I choose define who I am. They represent me.</p>	<p><b>7. Share with care</b> I share texts and image only after I have read, assessed and understood them.</p>
<p><b>3. Words shape the way I think</b> I take all the time I need to express my views in the best possible way.</p>	<p><b>8. Ideas can be discussed. People must be respected</b> Those whose views and opinions differ from mine are not enemies to be destroyed.</p>
<p><b>4. Listen before you speak</b> No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.</p>	<p><b>9. An insult is not an argument</b> I accept no offensive and aggressive words, even if they support my point of view.</p>
<p><b>5. Words are bridges</b> I choose words to understand, make myself understood and get close to others.</p>	<p><b>10. Silence says something too</b> When it's better to keep quiet... I do.</p>

paroleostili.it

At the end of the groups' presentations, the teacher will guide the discussion starting from some questions/inputs:

- **In doing this research, have you become more aware of the fact that you have stereotypes?**
- **What tools do we have in order to be able to understand our stereotypes?**
- **Can we work on the words we use (online and offline) to convey inclusion and non-discrimination? In what way?**

Following the discussion and in particular the answer to the last question, each group will make sure that no discriminatory words or expressions are used in class speeches (online and offline). The 3rd and 6th principles of the Manifesto of Non-Hostile and Inclusive Communication can be used as a reminder.

## Film for a deeper analysis

### Watch the film

To increase awareness about the various themes that are made into stereotypes, we can suggest watching movies such as "Billie Elliot", "Dreaming Beckham", "Wonder", the short film "Cuerdas", or Pixar shorts such as "Purl" and "Float".



AGE 10-14

# Screening of social media profiles

## TOPIC(S)

Digital Citizenship | Awareness and responsibility | Web reputation/ online identity | Social | Hate speech

## KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Learning to learn
- Social and civic skills
- Cultural awareness and expression

## FUNDAMENTAL QUESTIONS

- What is the web reputation?
- What does the expression "hate speech" mean?
- What does "you are what you communicate" mean?

## SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area | Historical - Geographical - Philosophical area

## PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## The Manifesto of non-hostile communication | 5'

Watch the video and present the Manifesto of non-hostile communication

<https://www.youtube.com/watch?v=QATK11I-79Y>

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## The Manifesto

### of Non-Hostile Communication

**1. Virtual is real**  
On the Internet, I only write or say what I would dare to say in person.

**6. Words have consequences**  
I am aware that what I say or write can have consequences, small or serious.

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## Screening of influencers' profiles | 10'

### Look at the social media profiles suggested in the activity on your phone or laptop

To introduce the topics that will be dealt with, the teacher invites the class to screen the social media profiles of a number of celebrities that are famous among young people, choosing among the examples given here or those suggested by the class (some examples: Chiara Ferragni, Marta Losito, Pow3r, Ariana Grande, Alberto Angela, Cristiano Ronaldo, Cecilia Cantarano, Jenny De Nucci, Giulia Valentina, Rosalba, Maryam Cheriff). The teacher can choose to divide the class into pairs or assign each pupil a "character". First, the students will be asked to focus exclusively on photos or posts published on social media: they will have to try to retrieve as much information as possible about the person in question (biographical data, family life and affections, personality, work, tastes, passions, hobbies, etc.). Then, they will have to fill in their identity card using the information they found.

## An influencer's ID | 10'

### Create an ID

Ask your pupils to create and/or fill out an influencer ID card based on the news they find (if you can, build a template yourself to hand out to the students). A Word file or a file/form already structured by you can be used.

## Hate speech on influencers' profiles | 20'

Looking for hate speech in influencers' comments

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# The Manifesto

## of Non-Hostile Communication

  

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The pupils will be asked to read the comments posted under some photos or some posts published by their character and to report any hate speech by transcribing insults and hostile and offensive comments on a sheet of paper, indicating next to them the principles of the Manifesto that were not respected.

## Sharing moment | 10'

Once both parts of the activity have been completed, the teacher will encourage the students to share the work they've done. After this, a thought-provoking final question will be asked to the class, to be left unanswered: "Have you ever thought that the same applies to you?".

AGE 10-14

# Our class is on WhatsApp. And we'll write our own rules

## TOPIC(S)

Digital Citizenship | Awareness and responsibility | Netiquette | Emotions | Cyberbullying - bullying | Hate speech | Inclusion | Privacy

## KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Learning to learn
- Social and civic skills

## FUNDAMENTAL QUESTIONS

- What language do we use in chat or in class?
- How do we manage to respect different points of view?
- How can we respect freedom, dignity and uniqueness of everyone?
- How do we handle online and offline conflicts?
- Would it be useful to have rules? And which ones do we want to use?

## SUBJECT(S)

Civic Education | Literary and Humanistic Area

## PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

- 03. Words shape the way I think
- 06. Words have consequences
- 10. Silence says something too

## Watching a video and reading the Manifesto | 10'

Watch the video

<https://www.youtube.com/watch?v=QATKI1I-79Y>



## The Manifesto of Non-Hostile Communication

**1. Virtual is real**  
On the Internet, I only write or say what I would dare to say in person.

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## Group reflection | 10'

Once the introduction is over, there follows a moment of reflection about the Manifesto of non-hostile communication as a "compass".

Everything we write in a chat is just as if we said it in person: we should never forget that behind a mobile screen there is a person, who may feel happy -or sad- because of what we write.

The Internet is virtual, but the people that meet and communicate through it are real. Everything you write, say or do on the Internet via your mobile phone reaches real people and is fully real.

It is therefore important to reflect carefully on what we want to say, otherwise we can hurt other people. Even if you are joking, you might bring the person who reads your message down. You have definitely heard the term "cyberbullying" before.

But what does that mean? This term is used to describe behaviours that hurt or offend someone through posting.

## Classroom sharing on rules to be used in chats | 10'

The teacher asks the class if they have a group chat. After the class has watched the video, the teacher leads the debate by suggesting that it would be important to observe some rules even in the class chat group, just like the ones that we observe while speaking in person (e.g. respecting speaking turns, not speaking over others, etc.). Otherwise, conversations may become unpleasant and cause arguments.

The teacher asks the pupils by what means they communicate: do they just text each other? Do they send voice messages? Do they post photos or videos? How often? If there are any pupils who do not have WhatsApp, how are they involved in discussions?

It is important to start with rules which may help everyone to express themselves by respecting others. The following questions serve to stimulate the discussion:

- **Which kind of message can make us happy, angry, or sad?**
- **What can we do in order to avoid making someone uncomfortable for any reason?**
- **It is important to start with ourselves: what are, in my opinion, the characteristics of a correct/well-written message, both in terms of content and form?**

Here are some examples to stimulate reflection:

- **Writing everything in capital letters implies that the message is being "yelled"; do you really mean this?**
- **Observe <<online silence>> hours: you are not allowed to write after 9:30 pm, until the next morning.**

## Writing the chat rules together | 60'

### Create common guidelines in class

Each pupil will make their own contribution based on the following reference areas: each contribution will be included in a document shared on Google Drive. These areas help focusing on the topics on which to base the activity:

- Schedules: indications of <<online silence>> times to be observed.
- Grammar of online conversations.
- Using the chat for educational purposes: asking about homework.
- Sharing: one must post photos and videos only with the consent of the people involved.
- Tone of messages: inserting emojis to best express the emotions conveyed in the message (e.g. laughing emoji for a joke).
- Judgments and insults: always keep in mind that "an insult is not an argument", and that "ideas can be discussed, people must be respected."
- Respecting and involving classmates who don't have WhatsApp: don't forget about classmates who don't have WhatsApp and forward all communication regarding the whole class, thus avoiding them feeling left out.

At the end of the sharing session, the teacher will read the rules and, after printing or transcribing them on a sheet of paper to be hung on the classroom wall, they will ask each pupil to subscribe it formally with a signature or, in case of remote classes, with a digital signature attached to the document.

The signature certifies the officiality of the rules and the commitment to observe them.

Each pupil in turn will be the communication supervisor in the chat group: they will ensure that all the rules are observed, and, in case the rules are not followed, will call the classmates to order.

AGE 10-14

# Little fact-checkers growing up

**TOPIC(S)**

Digital Citizenship | Sources

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills
- Social and civic skills
- Cultural awareness and expression

**FUNDAMENTAL QUESTIONS**

- How do I look for information online?
- Can I trust everything I read?
- When I find something online, can I use it and pretend it is mine?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Historical - Geographical - Philosophical Area | Linguistic Area | Scientific-Mathematical-Technological Area | Artistic and Expressive Area | Sports and Exercise Area | Religious Area | Professional - Business Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

07. Share with care

## Presentation of the CRAAP test | 20'

**Explanation and usage of the CRAAP test**

The Internet is an invaluable tool to keep us updated and to research any topic that interests us. From everything related to school subjects to the most peculiar curiosities: thanks to the Internet, we can get an answer to virtually any question.

We can find texts, images, and videos. For example, if we want to know how to cook a certain dish and we search it on Google, we can find in very few seconds not only the recipe, but also a video with a detailed explanation of its steps. Moreover, if we want to know how many polar bears exist in the world, we can find it out in less than 10 seconds!

It's almost magic: it's like having billions of books available, in which a lightning-fast finger scrolls, pinpointing the very information that we are looking for.

The results pinpointed by this finger are a huge lot: for example, going back to polar bears, if we type "how many polar bears are there in the world?", about 340,000 results will appear! We will never be able to read them all, and certainly not all of them will tell us what we want to know, so they are not relevant to us; also, a huge number of news pieces may be untrustworthy.

Certainly, some fake news must be hidden in this tremendous list of results.

They are often spread via social media: a user shares some content, and that content is shared in turn by other users. This is the mechanism through which news are spread.

But how can we identify credible and useful news and information? One step is, of course, to analyse the sources.

By "sources" we mean all the texts and images that enable us to gather knowledge. In order to analyse them, we can use various evaluation grids. One of the most famous is CRAAP, an acronym which refers to five areas. It can be applied quite easily to all kinds of sources, both online and offline:

- **Currency:** when was the information published or posted? Is it recent? Has it been revised or updated? If the information isn't recent, it likely won't be reliable.
- **Relevance:** does the information relate to your topic or answer your question? Have you looked at a variety of sources before determining this is the one you will use?
- **Authority:** who wrote that news piece? Is the author qualified to write on the topic?
- **Accuracy:** where does the information come from? Is the information supported by evidence?
- **Purpose:** what is the purpose of this information? Is the information fact or opinion?

This model can also be applied to the news that we find online, and we may add some further suggestions to it:

1. Don't read just the headlines, read all the way through and verify the date and the author's name (C and A);
2. If the headline involves exaggerated numbers or words like "incredible", "you can't imagine!", and you also find grammar errors, be careful and check that other sites or newspapers have also reported similar news (A);
3. Verify the URLs (i.e., the Web addresses): if they're made up of weird and bizarre words, that isn't a good sign;
4. Always check the "About Us" section of the website in which you found the news;
5. Beside the texts, the images we find online can also help us to understand whether a news piece is fake or not: doctored images are commonly featured. We can also verify them via Google Images;
6. If the information was shared by people that you know, but it doesn't seem to comply with the requirements above, you may also verify it together with an adult. When navigating the Internet, you should be careful and become detectives!

## At-home research activity |

### Search online

The class will be divided into groups: each group will test their research skills on a specific subject with the help of the reference teacher.

Once a topic has been decided, each group will conduct some research online and select only those articles or texts that pass the CRAAP test. It's important for students to indicate their sources.

## Activity | 30'

### Class sharing of the work done at home

Every group will share during class only the information that they felt met the evaluation criteria previously presented during their research. Each group will be thus required to state the sources at the end of their presentation, which will be performed in front of the rest of the class: pupils may use digital media to tell what they have learned thanks to the Internet.

Stating the sources makes it possible to respect copyright and give the person who created that content or shared that information the recognition they deserve.

While presenting the list of sources, the teacher (who has already identified the most authoritative scientific, professional and institutional sources before the lesson), will compare the sources used by the group with their own.



## Creation of a mini tutorial | 30'

### Create digital material

This cross-curricular activity is suitable for a peer education exercise: each class or group may create a short tutorial to present the topic and give some tips on how to do online source-checking correctly to avoid fake news; the tutorials may then be distributed in the other classes of the school with the help of the teacher or parents.

If the class has a blog, the pupils may upload their tutorials there.

AGE 10-14

# Let's take action against cyberbullying

**TOPIC(S)**

Digital Citizenship | Awareness and responsibility | Social | Cyberbullying - bullying | Hate speech | Privacy

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Scientific-Technological Area

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills

**FUNDAMENTAL QUESTIONS**

- Can you identify cyberbullying?
- Do you know what to do in these cases?
- Do you come up with the smartest and toughest idea to help?
- Or can you still improve?

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

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06. Words have consequences
07. Share with care
08. Ideas can be discussed. People Must be respected
09. An insult is not an argument
10. Silence says something too

## Introduction to the class on cyberbullying | 10'

**Sharing in class**

The teacher introduces the topic of cyberbullying and explains that the activity is an important moment to better focus on the problem.

After the introduction, the teacher introduces the topic and starts brainstorming with the students on the quiz "Let's take measures against cyberbullying". In groups or individually, the students will be asked to answer questions and deepen the topic. They will read out loud the questions, to which students will be able to answer individually or in groups. Here you can find the questions:

1. The class WhatsApp group publishes a photo which is very embarrassing for one of you, One of the classmates writes "it's just an online photo anyway". HOW DO YOU REACT?

A) 😄😄😄😄😄😄

B) I write: "Guys, this is not funny. Why don't we take off the picture?"

C) I would never do something like that. So, I don't comment and don't share.

D) I want the group to behave in a more adult way. So, I tell everyone that offenses online are real. And, if I need it, I get help from an older person I trust.

Remember that...

Virtual is real. On the Internet, I only write or say what I would dare to say in person.

2. Your favourite team lost. You are watching your opponents celebrating online.

A) I am sad but I avoid turning my sadness into anger.

B) I am furious, and I vent it out.

C) Hey, sportsmanship is a serious thing, and I believe it: having tough opponents makes sports better.  
D) There must be a positive side somewhere, right? For example, I can hope that next time we'll be the ones celebrating.

Remember that...

You are what you communicate. The words I choose define who I am: they represent me.

3. A friend shares a video in which a teacher is bullied by his/her students.

A) I think "Poor teacher, he must feel sad, wouldn't you in his/her shoes?". If I write something like this what might happen is that could they take it out on me too. A valid alternative could be : "guys, is that funny?"

B) I write to the friend who shared the video and tell him that maybe it's not a good idea: "Come on, we're not bullies... what's the point of doing something like that?"

C) There are some terrible comments on the video... but they have not yet seen what I can write!

D) I would like to shout that it is not right to bully anyone. But then I decide that it is better to report the video to an adult I trust: they will know what to do.

Remember that...

Words shape the way you think. I take all the time I need to express my views in the best possible way.

4. A very famous rock star has a serious illness and says it online. They receive a huge load of "you just want visibility" accusations, and a lot of insults.

A) I write a comment: "Guys, did you actually get what's written here? We're not talking about visibility, but courage."

B) I need to get a better understanding. I skip the comments and find the main post.

C) Hey, this celebrity wants everyone to understand that diseases happen, and that you have to be brave. They're not wrong!

D) "Of course they just want visibility. Let's make them pay for it!"

Remember that...

You need to listen before you speak. No one can always be right, nor am I. I listen, with an honest and open-minded attitude.

5. There is a girl on Facebook who always posts sad pictures, songs and poems, and keeps saying that she is sad.

A) Ugh, this girl is such a drag. She deserves a 😞

B) I write her that sometimes I happen to be sad too, but then I get over it. If she doesn't mind, I'll tell her how I do it.

C) A bit boring, but poor girl, I'll send her a ❤️.

D) I write her. Whether she answers me or not, I'll show her page to an adult I trust: maybe she needs help.

Remember that...

Words are bridges. I choose words to understand, make myself understood and get close to others.

6. Chatting with a friend, you used a swear word against her as a joke, making her angry. She unfriended you right away.

A) I hope that tomorrow she'll be over it so we can go back to having fun as usual.

B) Jeez, why so serious? Why don't you just have a laugh?

C) I made a mistake, so I apologise. I care too much about her, it would be a shame to ruin a friendship that has lasted for years.

D) I put myself in her shoes, I understand her and I feel bad about it. I betrayed her trust.

Remember that...

Words have consequences. I am aware that what I say or write can have consequences, small or serious.

7. Someone posted a video of teenagers from the school doing embarrassing things. How would you behave in such a situation?

- A) I feel anguish for them. I need to talk to someone about this before everything goes south. I focus on choosing the right person.
- B) Sharing at all costs? Heck, no.
- C) I write: "Guys, maybe posting this wasn't the best idea this time."
- D) I enjoy sharing the video and insulting them. For me it's just a game.

Remember that...

Share with care. I share texts and images only after I have read, assessed and understood them.

8. Someone writes an insult to somebody on a school wall. You post a picture of the wall to express solidarity. There comes a huge load of insults, for you and the victim.

- A) I hide all the insults: this is not the way to have a discussion!
- B) I explain why it is important to express solidarity. I explain that I will delete all insults, and why it is necessary to do so.
- C) Whoever insults deserves to be insulted. And I will not be pulling punches.
- D) I do not reply — some comments don't deserve an answer.

Remember that...

Ideas can be discussed. People must be respected. Those whose views and opinions differ from mine are not enemies to be destroyed.

9. You post your opinion on the latest online controversy. All hell is breaking loose on your page. Luckily, your friends come to defend you...

- A) Great! "Let's join forces... they had it coming."
- B) "No, no, let's all stay calm... this is not what I wanted!"
- C) "Guys, that's enough: I'm going to delete all the insults, no matter who wrote them."
- D) I don't know if I like the tone of this discussion.

Remember that...

An insult is not an argument. I accept no offensive and aggressive words, even if they support my point of view.

10. Your best friend told you a crazy story and you're dying to make a post about it.

- A) I'm old enough to know when you can talk and post, and when it's best not to. And this time it's better not to.
- B) This story is so crazy, I want to make a post. Do you know how many comments and how many likes I will get?
- C) Mmmh... since it's a crazy story, maybe we shouldn't send it around.
- D) No, come on, it's a matter of respect: I can't betray a friend.

Remember that...

Silence says something too. When it's better to keep quiet, I do.

Score calculator:

QUESTIONS	ANSWERS			
	A	B	C	D
1	1	8	5	10
2	5	1	10	8
3	8	5	1	10
4	10	5	8	1
5	1	8	5	10
6	5	1	10	8
7	10	5	8	1
8	8	10	1	5
9	1	8	10	5
10	10	1	5	8

The answers vary from "wrong answer" to "best answer". Follow the diagram to calculate the exact score!

Less than 60: You need to study a bit more! Increase your commitment to gain a few inches of awareness.  
 From 60 to 74: There's still a lot to improve but smile, you're on the right track!  
 From 75 to 89: You're close to achieving maximum awareness. Come on!  
 From 90 to 100: Great! You've taken the right measures against cyberbullying!

## Score sharing and final reflection | 10'

With the help of the teacher, the pupils calculate the final score given by the answers chosen in the test, and the teacher reads the descriptions of the various score ranges to them. Afterwards, start a final reflection on what emerged from the activity you just completed.

Score calculator

The answers vary from "wrong answer" to "best answer". Follow the diagram to calculate the exact score!

Less than 60: You need to study a bit more! Increase your commitment to gain a few inches of awareness.  
 From 60 to 74: There's still a lot to improve but smile, you're on the right track!  
 From 75 to 89: You're close to achieving maximum awareness. Come on!  
 From 90 to 100: Great! You've taken the right measures against cyberbullying!

## Further activities

If the activity cannot be carried out in class, the questionnaire could be converted into a [Kahoot!](#) quiz or a [Google Forms](#) survey.

AGE 10-14

# Speeches that made history

**TOPIC(S)**

Digital Citizenship | Inclusion

**KEY COMPETENCES**

- Communication in the mother tongue
- Communication in foreign languages
- Social and civic skills

**FUNDAMENTAL QUESTIONS**

- How much of our culture, sensitivity and personality shine through the words we use?
- How important is it to be free to express oneself and to be respected?

**SUBJECT(S)**Civic Education | Historical - Geographical - Philosophical Area  
| Linguistic Area**PRINCIPLE(S) OF THE MANIFESTO  
OF NON-HOSTILE COMMUNICATION**

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## Videos of historic speeches | 20'

**Watch the video**[Video about Martin Luther King's speech "I have a dream"](#)[Video about Malala Yousafzai's speech at the United Nations](#)

The teacher introduces the topic by watching the videos about Martin Luther King's speech "I have a dream" and about Malala Yousafzai's speech at the United Nations.

## Analysis and debate about the speeches | 35'

### Analyse the speeches

Students are required to translate the texts and underline the keywords.

At the end of the translation, the teacher starts a debate about the main topics addressed in both speeches, trying to find connections with the personal and social experience of the students. These could be some of the questions:

Are women being undervalued a problem in your country?

Do you think there is a problem with the social dignity of education and teaching in your country?

What do you think about racism and discrimination? Do you think that they are still an issue in your country?

## Compare the speeches with the Manifesto | 5'

Read the Manifesto



# The Manifesto of Non-Hostile Communication

- 1. Virtual is real**  
On the Internet, I only write or say what I would dare to say in person.
- 2. You are what you communicate**  
The words I choose define who I am. They represent me.
- 3. Words shape the way I think**  
I take all the time I need to express my views in the best possible way.
- 4. Listen before you speak**  
No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.
- 5. Words are bridges**  
I choose words to understand, make myself understood and get close to others.
- 6. Words have consequences**  
I am aware that what I say or write can have consequences, small or serious.
- 7. Share with care**  
I share texts and image only after I have read, assessed and understood them.
- 8. Ideas can be discussed. People must be respected**  
Those whose views and opinions differ from mine are not enemies to be destroyed.
- 9. An insult is not an argument**  
I accept no offensive and aggressive words, even if they support my point of view.
- 10. Silence says something too**  
When it's better to keep quiet... I do.

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To conclude the discussion, the teacher will have the class read the Manifesto of non-hostile and inclusive communication and explain that inclusion also comes through the words that each person chooses to use in their daily lives.



AGE 10-14

# The specter of hatred, offline and online

## TOPIC(S)

Digital Citizenship | Awareness and responsibility | Hate speech

## KEY COMPETENCES

- Communication in the mother tongue
- Digital skills
- Learning to learn
- Social and civic skills
- Cultural awareness and expression
- Initiative

## FUNDAMENTAL QUESTIONS

- What is hate speech?
- Why is it easier to hate online?
- Does what one says or writes online have consequences?
- How can one fight?

## SUBJECT(S)

Civic Education | Literary and Humanistic Area | Artistic and Expressive Area

## PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## Wislawa Szymborska's biography and poetry | 15'

### Read the poem

The teacher will read out "["Hatred" by Wislawa Szymborska](#)" at least twice and, after briefly presenting the poet's biography, will discuss it.

## Thoughts on hate languages | 30'

### Watch the video

<https://www.youtube.com/watch?v=sLZbLvX3srg>

The poster features a yellow background with a red header containing the 'parole @stili' logo. The title 'The Manifesto of Non-Hostile Communication' is prominently displayed. Below the title, ten numbered principles are listed in two columns, each with a bold title and a brief explanatory sentence. At the bottom right, the website 'paroleostili.it' and three red circular icons are visible.

- 1. Virtual is real**  
On the Internet, I only write or say what I would dare to say in person.
- 2. You are what you communicate**  
The words I choose define who I am. They represent me.
- 3. Words shape the way I think**  
I take all the time I need to express my views in the best possible way.
- 4. Listen before you speak**  
No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.
- 5. Words are bridges**  
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Those whose views and opinions differ from mine are not enemies to be destroyed.
- 9. An insult is not an argument**  
I accept no offensive and aggressive words, even if they support my point of view.
- 10. Silence says something too**  
When it's better to keep quiet... I do.

After having commented on the poem, the teacher will kick-start a discussion on the phenomenon of hatred, explaining that it manifests itself not only through actions, but also through words and the language used, in both the real and the virtual world.

As a matter of fact, very often what's known as hate speech flares up on the web and spreads with great vigour, because one commits the error of forgetting that behind the screen there are real people ("virtual is real") and that "words have consequences", both online and offline, or because one feels "protected" by the screen and, as a consequence, free to say words that otherwise one wouldn't have the courage to say in person.

Furthermore, hate speech generates more hatred, like a stone thrown into water which creates ripples that widen and expand very quickly. Finally, reference will be made to the Manifesto of non-hostile communication, specially designed to raise awareness and combat hate speech, online and offline.

After having introduced the theme, the teacher will ask some of the students if they have ever received hate messages or if they know of anyone who has been a victim of them.

At the end of the exchange, the teacher will show the class the video of Liliana Segre's letter to Parole O\_Stili, underlining some passages that could be significant for the final activity (in particular, the reference to the "specter of hatred").

## Discussion of Futurism | 15'

### Use the links to support your explanation

The teacher examines Futurism and its poetics that exalted violence, war and the destructive nature of words, analyzing the [Manifesto of Futurism by Marinetti](#), the [Technical Manifesto of Futurist Literature](#) and the [Manifesto of the Futurist Painters](#).

At the end, the teacher will ask the students to create, using the collage technique, and also taking inspiration from the reading and the video, a work called "The specter of hatred, online and offline", focused on online and offline hate speech and on the role of the Manifesto in the fight against the violence of words. The collage technique is proposed because it was often used by the Futurist painters: students will be encouraged to engage in a technique used by the Futurists but aiming to transmit diametrically opposed content, namely the fight against the violence of words and their consequences. The work will be made during the first available art and design class.

## Creation of a collage titled "The specter of hatred, offline and online" | 40'

### Create a collage

Magazines, newspapers and other material and objects to make the "The specter of hatred" collage:

- The collage "The specter of hatred, online and offline" will be made during the first hour of art and design class, following the digital citizenship hour of class where this module will be addressed.
- The art and design teacher, at the beginning of the lesson, could show some futurist collages, explaining the context they were made in, their meaning and their production methods.
- During the hate speech discussion, the teacher could refer to news reports that aroused comments and hate reactions.

AGE 10-14

# Let's popularize our Manifesto

**TOPIC(S)**

Digital Citizenship | Influencer | Social | Cooperation | Hate speech

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills
- Social and civic skills
- Sense of initiative and entrepreneurship.
- Cultural awareness and expression.

**FUNDAMENTAL QUESTIONS**

- How does one popularize the importance of a topic? Do we adhere to the rules when we interact online?
- How useful can using a metaphor be?
- How important is the language we use and the customisation of the invitations we send?

**SUBJECT(S)**

Civic Education

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## Introduction to the Manifesto of non-hostile communication

| 5'

**Read the Manifesto**

The teacher reads the Manifesto of non-hostile communication and shows the class the related video.

[Rocco Hunt and the Manifesto of non-hostile communication 01](#)

[Rocco Hunt and the Manifesto of non-hostile communication 02](#)

[Rocco Hunt and the Manifesto of non-hostile communication 03](#)

[Rocco Hunt and the Manifesto of non-hostile communication 04](#)

[Rocco Hunt and the Manifesto of non-hostile communication 05](#)

[Rocco Hunt and the Manifesto of non-hostile communication 06](#)

[Rocco Hunt and the Manifesto of non-hostile communication 07](#)

[Rocco Hunt and the Manifesto of non-hostile communication 08](#)

[Rocco Hunt and the Manifesto of non-hostile communication 09](#)

[Rocco Hunt and the Manifesto of non-hostile communication 10](#)

# The Manifesto of Non-Hostile Communication

**1. Virtual is real**

On the Internet, I only write or say what I would dare to say in person.

**2. You are what you communicate**

The words I choose define who I am. They represent me.

**3. Words shape the way I think**

I take all the time I need to express my views in the best possible way.

**4. Listen before you speak**

No one can always be right, and nor am I. I listen, with an honest and open-minded attitude.

**5. Words are bridges**

I choose words to understand, make myself understood and get close to others.

**6. Words have consequences**

I am aware that what I say or write can have consequences, small or serious.

**7. Share with care**

I share texts and image only after I have read, assessed and understood them.

**8. Ideas can be discussed.  
People must be respected**

Those whose views and opinions differ from mine are not enemies to be destroyed.

**9. An insult is not an argument**

I accept no offensive and aggressive words, even if they support my point of view.

**10. Silence says something too**

When it's better to keep quiet... I do.

## Discussion on the Manifesto of non-hostile communication | 30'

**Discuss about it and share it**

In groups, the children will try to identify the topics of the Manifesto and to think of a situation familiar to them or that has them as protagonists, making that narrative relevant.

The teacher encourages all the groups to share what has emerged during their discussions and to think of how to popularize the Manifesto, which will be an invitation, towards those who create and cultivate hostility, to change their attitude.

## Discussion about the promotion of the Manifesto of non-hostile communication | 60'

**Create a video**

In groups or in pairs, the students will conclude the work they weren't able to finish at school and will try to edit a video that will make the message of the Manifesto current, bringing concrete examples from their own experience.

Furthermore, they will discuss (and then talk about it in class with the teacher) the replies received by their peers to whom they sent the video on WhatsApp.

## Tips and other activities

In groups or in pairs, the students will conclude the work they weren't able to finish at school and will try to edit a video that will make the message of the Manifesto current, bringing concrete examples from their own experience. Furthermore, they will discuss (and then talk about it in class with the teacher) the replies received by their peers to whom they sent the video on WhatsApp.

AGE 10-14

# The words of Harry Potter

## TOPIC(S)

Digital Citizenship | Awareness and responsibility | Emotions | Cyberbullying - bullying

## KEY COMPETENCES

- Communication in the mother tongue
- Social and civic skills
- Cultural awareness and expression

## FUNDAMENTAL QUESTIONS

- Why does Dumbledore give this speech?
- What does the sentence "words are our most inexhaustible source of magic, capable of both inflicting injury, and remedying it" mean?

## SUBJECT(S)

Civic Education | Linguistic Area

## PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION

- 03. Words shape the way I think
- 06. Words have consequences
- 10. Silence says something too

## Presentation of the Manifesto and video watching | 20'

Read the Manifesto of non-hostile communication and watch the video

[Link to the video](#)



## The Manifesto of Non-Hostile Communication

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The teacher starts the lesson by reading the Manifesto of non-hostile communication. At the end of the reading, we suggest watching the previously mentioned part of the film, namely the speech of Albus Dumbledore (information in the sources).

## Finding the bridge words | 30'

### Find the bridge words

The teacher will dictate Dumbledore's sentence and the 5th and 6th principle of the Manifesto, and ask the students to indicate words that can act as a bridge and words or sentences that can have consequences, also in reference to their own experience.

## Conclusion | 10'

### Write the ideas on a poster, on sheets of paper or, for example, on an application

To conclude, the teacher will encourage the class to share their thoughts and, after that, to create something of their own (a file, a poster, a text, a graphic, etc.) using what they have learned during the lesson.



AGE 10-14

# Netiquette: when in Rome, do as the Romans do

**TOPIC(S)**

Digital Citizenship | Netiquette

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills
- Social and civic skills

**FUNDAMENTAL QUESTIONS**

- Do we pay attention to how we communicate online?
- Do we respect the rules while interacting online?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Historical - Geographical - Philosophical Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 03. Words shape the way I think
- 06. Words have consequences
- 10. Silence says something too

## Introduction of the netiquette and reflection in class | 15'

The teacher will introduce the netiquette theme, encouraging the class to reflect on the etymology of the word: network-etiquette.

This is a set of principles that regulate the behaviour of digital citizens and their interactions: just as in our everyday life, it is important also in the online world to respect the rules.

These rules aren't that different from the rules of politeness we already know. For example: when we enter the classroom, we say "good morning"; in the same way, when we write in a group or a chat, the first thing we say is "hello".

The official netiquette has been around for a long time, since 1995: it was written for the first time more than 25 years ago!

Many things in the Internet world have changed, but not the importance of communicating in a clear, honest and respectful way.

## Group reflection and reading of principles 3, 6, and 10 of the Manifesto | 10'



# The Manifesto

## of Non-Hostile Communication

**1. Virtual is real**  
On the Internet, I only write or say what I would dare to say in person.

**2. You are what you communicate**  
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[paroleostili.it](http://paroleostili.it)




The teacher asks the students to imagine having to leave for a distant country, of which one doesn't know the ways and customs: one will have to study the culture of the place in order to fully understand it!

Starting from now on and for about a week, every pupil will take note of the typical interactions of the class during conversation time, taking as reference the 3 principles of the Manifesto of the two-year period: principle 3, principle 6 and principle 10. At the end of the week, the teacher will ask each student to share their observations, making sure to tell what they noticed without necessarily having to name any interlocutors.

## Find and write the rules to create a netiquette | 35'

### Create the guidelines with Canva

Starting with the observations, the teacher will identify certain areas, and will ask the students to reflect on the "transformation" in the online world: e.g. keeping a moderate tone of voice when interacting could become "always use lowercase characters when writing, because using uppercase is equivalent to shouting".

The students will be divided into 5 groups, and each will have to identify two rules that will constitute the netiquette of the class: if there exists a class chat or a platform where the students interact online, these rules will be their netiquette.

Once the 10 rules have been identified, they can be listed in a digital format by the teacher by using applications such as Canva or Padlet. This can be done at home or during the following lesson.

## Tips and other activities

The class netiquette can be implemented based on the relevant experiences: if deemed not exhaustive, additional rules can be negotiated.

AGE 10-14

# Privacy or no privacy... That is the question

**TOPIC(S)**

Digital Citizenship | Awareness and responsibility | Privacy

**KEY COMPETENCES**

- Communication in the mother tongue
- Mathematical skills and science and technology basic proficiency
- Digital skills
- Learning to learn
- Cultural awareness and expression

**FUNDAMENTAL QUESTIONS**

- Who are the recipients of our online communications?
- Do we know how to share responsibly?
- Does what I put online stay forever?
- What is privacy? Is it an asset to be protected?
- Do we know the importance of guarding our passwords and do we know how to generate secure passwords?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area | Scientific-Mathematical-Technological

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 02. You are what you communicate
- 07. Share with care
- 09. An insult is not an argument

## Introduction to online privacy | 10'

**Discuss about it in class**

The teacher kick-starts the discussion, encouraging the students to reflect individually on the question: "Who reads what is posted online?" The answer will be written on Post-it notes, distributed randomly. Once they have received someone else's Post-it note, every student will analyse the sentence they received and read it out loud, stating whether they agree with it or not, giving reasons, and adding if what they have just read has led them to new considerations, not made individually. After having listened to everybody, the teacher, without expressing any judgements, will start the video on Privacy by Smile and Learn.

## Smile and Learn's video on privacy and further discussion | 20'

**Watch the video**

The teacher starts the video on Privacy of Smile and Learn.

At the end of the video, the teacher will underline the sentence "Photos and information posted will remain!", asking the students what that actually means and what problems can arise if one doesn't share responsibly. The aim is to improve their critical thinking and their perception of the repercussions of sharing online, asking questions and searching for answers together.

We can help with some questions: would we tell a stranger where we live, when we are going on holiday, what our parent's credit card number is? What if my grandma were to see the picture I posted? And what if it was on display at the school's entrance? And what if in 15 years' time it was seen by someone who is interviewing me for a job? Online, however, we have the chance to choose what we post and who can see what.

Every social media platform has its own privacy options, which are important to know and use consciously and intelligently. Do we know where to find those privacy options and how to set them?

The teacher can provide concrete examples, via interactive whiteboard, of what privacy settings are, and where and how to select the options.

## Activity | 30'

### Read the article

At this point, the teacher will make a point: [the EU Kids Online 2017 - January 2018](#) research points out that while children are increasingly aware of the risks involved while surfing the net, only a minority (10%), as a result of a negative experience, have declared that they have modified their privacy settings.

For what reason do we not change our privacy settings even after having had a negative experience? How important is it to be popular? What does that mean?

## How to create a good password | 15'

### Write a password

To end the activity, we introduce the subject of passwords with a challenge: divided into groups, the students have a few minutes to identify an effective criterion to create a safe password and a strategy to avoid forgetting it.

When the time is up, the various contributions of the groups will be compared and the safest method to generate passwords will be selected, without forgetting that it is essential not to give them to anyone.

You can use the Google link to "[Create a strong password](#)".

AGE 10-14

# One day in court

**TOPIC(S)**

Digital Citizenship | Awareness and responsibility | Emotions  
| Cyberbullying - bullying

**KEY COMPETENCES**

- Communication in the mother tongue
- Digital skills
- Social and civic skills

**FUNDAMENTAL QUESTIONS**

- Are cyberbullying stories easy or difficult to judge?
- Does using technological devices require emotional skills?
- How many people are involved in cyberbullying stories?
- Who is responsible?

**SUBJECT(S)**

Civic Education | Literary and Humanistic Area

**PRINCIPLE(S) OF THE MANIFESTO OF NON-HOSTILE COMMUNICATION**

- 03. Words shape the way I think
- 06. Words have consequences
- 10. Silence says something too

## Reading a cyberbullying story and work organization | 10'

**For this activity use a cyberbullying story previously invented by the teacher or repurposed from a news story**

The teacher writes a story about cyberbullying, chosen to let the class carry out the activity, and the directions for each role.

The classroom is arranged as if it was a courtroom. Various roles are assigned to the students: a judge, a defendant cyberbully, a victim, and 5-7 members of the jury.

The rest of the class will act as the spectators, who can be called to testify on the facts.

## Courtroom roleplaying | 30'

**For this step prepare and give a topic on which to base the roleplaying game to every participant.**

Once the roles are established, each student will have a few minutes to carefully read the instructions related to their role and act accordingly during the simulation. It's very important that the students get into their roles just like real actors. The goal of the roleplaying game will be to ascertain the facts and find an appropriate solution. In addition, directions should be given on how similar incidents can be avoided.

The characters are arranged as if in a courtroom and the judge begins the session.

The teacher will make sure that the roles are respected and will support the judge in the coordinating role.

An outline of the roleplaying game could be the following:

- The judge opens the session;
- The victim is heard and they explain the facts from their point of view;
- Judges and jury may ask questions to clarify the facts;
- The accused cyberbully speaks;
- Judges and jury may ask questions to clarify the facts;
- The judge asks whether there are any witnesses for or against in the public;
- The witnesses speak;
- The jury meets, reaches a verdict, and proposes solutions on how the cyberbully can fix what he has done;
- In the meantime, the audience members are asked about their thoughts on the different testimonies they have heard, what the right punishment might be in their opinion, and how similar incidents can be prevented from happening in the future;
- The judge receives the verdict, reads it, and closes the session.

## Conclusion and final feedback | 20'

### Start reflecting

The teacher asks the students how they felt interpreting the various roles and guides the reflection on the verdict and the measures taken.