



Session 7 “Attention! Communicating safely” (90 min)

INTRODUCTION (TRAINER OR TRAINEE CENTERED OR BOTH)

Introduction/Motivation: Energizer: Speed Dating

Activity	<ul style="list-style-type: none"> Energizer speed dating (DW Akademie MIL Guidebook page 167) 	5”
Objective	<ul style="list-style-type: none"> Students become aware of giving away information about themselves Students develop a feeling for the information overload 	
Steps	<ul style="list-style-type: none"> 1 “ Divide students into two groups and ask them to form two circles: an inner and an outer circle. Each person from the inner circle should face someone from the outer circle 2 “ Ask people from the outer circle to share small bits of information with the person on the inner circle facing them. Topics can be anything from their hobbies, interests, events, experiences, jokes, animals, family (similar to status updates on Facebook) The students only have a short time to “update” their counterpart, for instance 15 seconds Keep time and give an acoustic signal when to start, and when to stop When the stop signal has sounded, the outer circle rotates one spot to the right to face the next person in the inner circle and the new pairs start sharing the next piece of information 2 “ After a few rounds, ask the two circles to rotate back to their first partner 	



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	<ul style="list-style-type: none"> Now the task is to remember the topics they discussed before and to continue the conversation where they left off
Material	
Notes	

BODY PART (MIXTURE OF TRAINER AND TRAINEE CENTERED)

Trainer Centered: Guided input Communication, hate Speech, Cyberbullying, Sexting

Activity	<ul style="list-style-type: none"> Guided input 	20 ”
Objective	<ul style="list-style-type: none"> Students describe why social media communication can get us into trouble Students define hate speech, cybercrime, cyberbullying, and sexting 	
Steps	<ul style="list-style-type: none"> 2” Ask the students what they just did (communicating information), and how it felt for the senders and for the listeners (information overload) 8” Outline why communication on social media is different from face-to-face communication (missing senses (facial expressions, tone of voice, volume etc.), misunderstandings, misinterpretations, needs less courage to harass someone than saying it to their face, 	



MEDIA AND INFORMATION LITERACY

	<p>wider spread, easy to lose control of the conversation, not being confronted directly with the consequences, happening round the clock and around the globe)</p> <ul style="list-style-type: none"> • 10” Write down the keywords “hate speech”, “cyber bullying” and “sexting”. Ask the students to describe these terms and give a definition. Take notes. You can show short videos to support your input session.
Material	<ul style="list-style-type: none"> • Flipchart “Social media communication” • Video “Cyberbullying” (Unicef, 1:20 min) or spot “Stop Cybermobbing” from klicksafe (1:00) • Video “Sexting at school” (1:52) or “Sexting Safety tips: 1 of 3 Don’t encourage it”
Notes	<ul style="list-style-type: none"> • The videos clips must be downloaded to be able to play offline to demonstrate during the class. Preparing the videos clips in advance therefore is a must.



Trainee Centered: Role Play Stop it! Cyberbullying and sexting

Activity	<ul style="list-style-type: none"> • Role Play 	55 ”
Objective	<ul style="list-style-type: none"> • Students imitate what posts can get users in trouble and how to deal with cyberbullying and sexting 	
Steps	<ul style="list-style-type: none"> • 5” Explain the role play and divide the class into two groups. Let them draw lots to determine which group should illustrate which threat. Hand the role cards to the group • 15” Each group should come up with a story or an incident illustrating either cyberbullying or sexting. Each story should have a conflict and a climax, where the protagonist is faced with a tough decision on what to do. Both groups assign roles for their scenic production and perform it for the other students. They end their role play just as the story reaches its climax or moral dilemma • 30” Present and discuss: The first group presents its scene up to the climax. The other group comes up with ideas on how this conflict can be resolved – and the role players try this out. Different solutions are possible, and not every ending must be a happy one. At the end of each group’s performance, ask everyone who could have acted differently before the situation escalated and how • Allow 15 minutes for each topic. Note the students’ ideas on a flipchart, which you will keep for the next session (code of conduct) 	



Material	<ul style="list-style-type: none"> • Flipchart “Cyberbullying” and Flipchart “Sexting”
Notes	

3. CONCLUSION (15 MIN)

Group discussion: Who is responsible for what? Victim, offender, bystander

Activity	<ul style="list-style-type: none"> • Group Discussion 	15 ”
Objective	<ul style="list-style-type: none"> • Students realize their responsibilities as social media users. They understand that it is their individual task and a collective obligation to prevent harm arising from hate speech, cyberbullying, and sexting 	
Steps	<ul style="list-style-type: none"> • 1” Divide the students into three groups and assign them roles as “the victims”, “the offenders”, “the bystanders/observers” • 5” Ask them to remember the situations from the previous exercise (scenic performance). In their new roles as victims, offenders, or bystanders, have them evaluate what they could do differently or how they should act to fight negative communication on social media. Ask them to note their findings on cards • 9” Let the students present their findings. Pin the cards to a prepared flipchart. Hold on to that flipchart for the next session 	
Material		
Notes		