

# Cyberbullying and What I Can Do About It

## Procedure

### Introduction (approx. 15 minutes)

- Brief discussion of students' prior experiences with digital communication using guiding questions:  
*Who has a smartphone? Who uses it to message? Who uses social media (e.g., Snapchat/Instagram/TikTok)?*
- Gentle transition into the topic: *Has anyone ever received messages that made you feel bad?*
- Clarify the term **cyberbullying** (use a short [explainer video](#) or explain it yourself; optionally draw on resources such as "[Online safety: Online bullying](#)").

### Working phase (approx. 20 minutes)

- Hand out the worksheet and explain the task: Students work individually or in pairs to judge whether the example situations are **(more) cyberbullying** or **(more) not cyberbullying**, and mark their decision on a scale.
- Discuss results as a class:
  - **Mark & Chiara:** clear cyberbullying (taking a photo without consent, posting it, humiliating her; repeated online insults).
  - **Sveta & Marko:** more of a conflict/annoyance situation—does not automatically count as cyberbullying.
  - **Lea/Amir/Aylin & Yussuf:** ambiguous; more context is needed—use this to show grey areas and that it's okay to ask others for help or advice.
- Then review **practical response strategies** (e.g., tips for dealing with cyberbullying) and stress that **bystanders/witnesses** can also step in or get support.

### Reflection – Wrap-up (approx. 15 minutes)

- Final discussion: What is the difference between a **conflict** and **cyberbullying**? What can you do as a targeted person and as a witness?

- Optional: Agree on how the class wants to communicate online (can be expanded in a follow-up lesson on respectful communication—online and offline, and setting boundaries).