Intellectual Output 2

Course Support for the Development of Social Media Literacy in schools

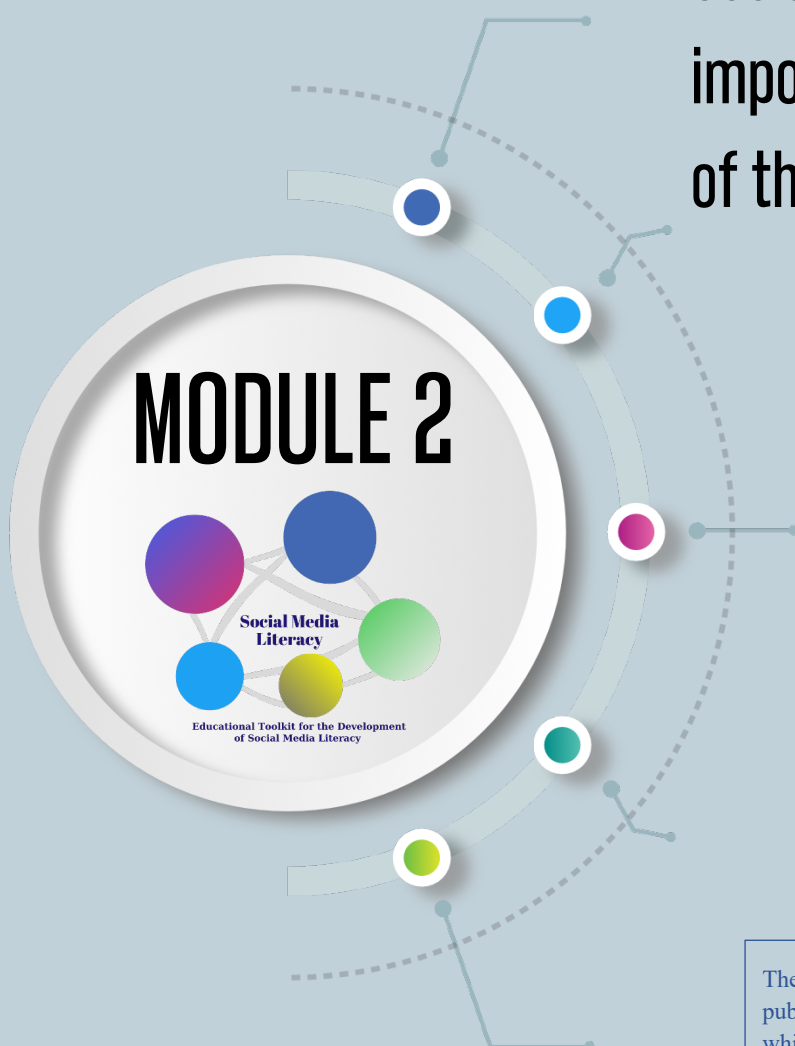The importance of social media literacy in education

Online relationships

Online reputation

Online bullying

Positive/Respectful Behaviour in Social Media interactions

Teaching social media literacy in school – how to do it?

Social Media Literacy and its importance in the education of the 21st century

MODULE 2

Social Media Literacy

Educational Toolkit for the Development
of Social Media Literacy

Module aim

Through social networks, children and young people now have a rich and complex array of information sources available, which go well beyond traditional media and school. These new media play an increasingly important role in socialization and learning that requires a new set of *technical, cognitive and emotional competencies. This means that alongside the opportunities and benefits provided, there are also challenges and difficulties that require a specific type of literacy.*

Preparing students to be social media literates has become an imperious task for the schools, in its role of preparing young people to be engaged and informed citizens, help students think critically about social media and seize the opportunities they offer. There is an increasingly urgent need to adapt the curricula, integrate social media capabilities in the classroom and to train teachers to address Social Media Literacy topics.

In this module, we are going to develop some core concepts about Social Media Literacy, understanding how oonline relationships establish, how could we manage and protect online reputation and prevent online bullying, as well as how we could foster a positive and respectful environment in Social Media interactions. Finally, there will be available some insights about how to teach Social Media Literacy in school.

Number of hours: 3h

Learning Outcomes

2.1 Interacting through digital technologies

To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.

2.2 Sharing through digital technologies

To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.

2.3 Engaging in citizenship through digital technologies

To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.

2.4 Collaborating through digital technologies

To use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge

2.5 Netiquette

To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

2.6 Managing digital identity

To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.

Training Material

01. The importance of Social Media Literacy in Education

Social Media is the privileged way students use to communicate and interact with each other, to acquire information, to create and to share content in the Internet. Most of today's youngsters are spending increasingly portions of their time in platforms such as Instagram, Facebook, Tiktok, YouTube or WhatsApp. Internet and mobile technology have become easily accessible, in a way that it is now widely used on a daily basis. In this context, social networks have become a very powerful instrument to use in the classroom as a pedagogical tool to enhance and develop 21st century skills.

Through social networks, children and young people now have a rich and complex array of information sources available, which go well beyond traditional media and traditional school. These new media play an increasingly important role in socialization and learning that requires a new set of *technical, cognitive and emotional competencies. This means that alongside the opportunities and benefits provided, there are also challenges and difficulties that require a specific type of literacy.*

Developing Social Media Literacy skills, a subset of Media and Information Literacy skills, is a way to ensure that students are able to communicate appropriately and responsibly through social-based technologies, to critically evaluate conversations, to be able to assess the effects of their own behaviour online, to find relevant and accurate information, or to be able to create their own quality content. On the other hand, it can enable strategies and provide tools capable of addressing a complexity of challenges, like the large information flows and search results, the proliferation of inaccurate or biased data, disinformation, to prevent and manage risks of cyberbullying, hate speech or online radicalization. The proficiency on social media *specific type of literacy will translate on problem-avoiding and problem-solving skills not only in educational but also in social context.*

Preparing students to be social media literate has become an imperious task for the schools, in its role of preparing young people to be engaged and informed citizens, help students think critically about social media and seize the opportunities they offer. There is an increasingly urgent need to adapt the curricula, integrate social media capabilities in the classroom and to train teachers to address Social Media Literacy topics. Creating monitored digital spaces where students can

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communicate effectively, share their ideas with responsibility and collaborate actively are major challenges that education must face to fill in the gap between school´s environment and nowadays society. The lack of digital access, for some students implies a way for digital exclusion, that is a challenge that the modern and inclusive school has to face.

Building a digitally aware and proficient community of teachers and students through developing important 21st century skills like communication, collaboration and leadership competencies is the main factor to work on consolidating important aspects related to Social Media Literacy.

Practical Examples (2.1 Interacting through digital technologies):

- use a commonly-used chat on smartphone (e.g. Facebook messenger or WhatsApp) to talk to classmates and organise group work.

02. Online relationships

Online relationships are defined by affinities and personal tastes, so people organize themselves by their preferential activities, grouping themselves in communities with common interests, be it about makeup, online games, academic study groups, a specific sport or others. The acceptance or refusal of a user can be remarkable for his social development with more or less permanent effects on the formation of his personality.

There's no question that more and more of us are spending huge portions of our time online and being the social creatures that we are, we naturally develop online relationships in much the same way as we would offline.

Whatever we are doing online and our reasons for doing it, it is inevitable that we will encounter difficulties, as well as positives in our online relationships.

While the Internet can certainly be liberating, allowing us to connect freely to a wider range of people and giving us the opportunity to give and receive information faster than ever before, it certainly has it's disadvantages as well as it's advantages when it comes to human relationships.

Nevertheless whether we're reading an online review, posting something on a social-networking site, texting a friend, or sharing a photo through an app, we're participating in a world where we can

be instantly connected to thousands of people at a moment's notice. When kids connect with each other from a distance or through a screen name, it can affect the way they behave. For example, their actions can feel removed from consequences or free from discovery. When people are anonymous, it's easier to behave irresponsibly, cruelly, or unethically. Others may simply misinterpret the tone and context of messages or posts. Kids need a code of conduct for using the Internet and mobile media just as they need a code of conduct in the offline world. They should be empowered to be good digital citizens, in addition to being good citizens in general.

Why Teach It?

Help your students to:

- recognize that different audiences require different types of communication and online etiquette;

- develop constructive solutions to online interpersonal dilemmas that exemplify ethical behavior;

- and imagine the motivations, feelings, and intentions of others as they relate to a variety of online exchanges.

Anything your students say or do with their phones or through quick messages may seem to disappear when the devices shut down, but the impact on others remains -- whether good or bad. As a teacher, you can guide your students to think critically about different forms and norms of digital communication. Guide them to choose their words wisely. Help them develop the habit of self-reflecting before posting or texting, asking themselves questions such as "Who is my audience?" and "What's the purpose of this message?" and "In what context will people be reading this?" With your help, they can learn to recognize that their decisions online can have more far-reaching benefits and consequences than their actions offline because of technology's power to connect.

Examples of practice (2.2 Sharing through digital technologies):

- choose other digital communication means on the classroom tablet (e.g. classroom forum) that could be useful to talk about the details of organising group work.
- fix problems such as adding or deleting members to the chat group.

03. Online reputation

With the rise of Social Media, our digital identities or online profiles are just a click away from everyone. As we increasingly live our lives online, we discover the potential of social media over our digital identity and reputation. So, it is important to build and manage a digital presence based on the best practices of Internet safety, having as much control as possible about who we want to be online. Did you ever Google yourself?

An expensive definition of online reputation could be "*the universal opinion or social evaluation of a group of entities (clients, suppliers or the competition, or all of them) on a certain aspect, expressed online*". We are talking about how others perceived us online, either on social media or on any public information available.

In the digital age, people assume Internet as their first source of information and trust in what it tells them and, even, they make decisions based on what they find online. Recruiters and college admission managers are progressively searching online about potential candidates and students before an interview. Inappropriate content published on social media relating to online profiles could mean not to be considered for the position/role. Otherwise, the absence of an online presence could be equally harmful for not considering an active interest in the digital field. Therefore, teachers should be concerned with student´s "online *curriculum*" and support them in creating a positive and interesting online profile which reflects who they are, their interests, hobbies, positive experiences and their aspirations.

How to support our students to build a suitable digital profile, nowadays?

Teenagers and young people´s online reputation is mainly determined by what they and their peers post online. It is essential to set clear guidelines of communication online:

- set privacy settings of social media to be in control of comments and public or private content;
- help understand digital footprint consists in everything we leave behind on the Internet;
- thinking and reflecting before a post or a comment should be always a golden rule. We should only say something online (about us or anyone else), we would be willing to say to someone in person;
- don't share personal information or information shared without consent;

- topics about drugs and alcohol or other unwanted subjects are not acceptable to post or comment;
- don´t forget the potential of online content to get viral. We quickly could lose control of it;

Online reputation is forever! The image projected online should be the one we would want any person such us a teacher, a family member or a potential recruiter to view.

We could consider two cycles of online reputation:

1. **Virtuous Cycle** supported by an interesting, updated and balanced profile with valid and good quality information. People naturally click on these valid items and search engines continue to promote them. Social Media amplifies the reach and effect of this high-quality information and creates more traffic and links that validate the positive materials.

2. **Vicious Cycle** supported by a poor-quality, outdated and malicious profile wiht misleading and negative information. People naturally click on these defamatory links and search engines continue to promote them. Social Media amplifies the reach and effect of this embarrassing and harmful information and creates more traffic and links that validate the negative materials.

Which of these cycles do you want your students to follow?

Practical Examples (2.6 Managing digital identity)

- propose a new procedure to my school that avoids the publication of digital content (texts, pictures, videos), that can harm the students' reputation.

04. Online bullying

The ease of access to digital devices and the internet has opened the door to a new and unstoppable world of information, knowledge and the possibility of communicating in real time with people around the world at any time. The possibilities that these features offer go, however, in addition to simple communication and sharing of information, they include the production of content with collection, and manipulation of sounds, images and even ideas. With this resources any individual is able to expose environmental, social, economic or political situations as well as to unite

and organize people in the fight for a cause and force those responsible to make the right decisions, in the extreme, organize revolutions and change societies and countries make digital technologies more than a tool, a real weapon.

And when there is a weapon, there is always someone willing to use it. The continued practice of physical or psychological aggression committed by one or more aggressors on a victim must be something as old as humanity itself. The benefit for aggressors is not always evident, as it may not return any material gains or neither social and moral recognition, only the egocentric illusion of superiority and impunity in relation to others. The silence of the victims is maintained by shame and fear, often having repercussions for the whole life, or even being a reason to end one's own life. This phenomenon, violent and silent, was the subject of concern and study, especially by psychologists and sociologists, having been, from the 70s labelled *bullying*. Not being exclusive of a specific age group or having a specific moment or place to occur, this form of violence found in schools an. "appropriate" environment to its exercise and proliferation. The imposition of compulsory education and the progressive increase in the number of years of schooling facilitated the exposure of potential victims to aggressors, perpetuating their coexistence.

Bullying in school is not something new, or a consequence of globalization, widespread use of mobile devices or access to social networks supported by the internet. But the truth is that all these resources constitute an important weaponry for bullies exercise their action, even in a much more indirect or cowardly way, being easy to blackmail and subdue the victims from the other side of the planet. This reality is so present and even common that it has received the designation of Cyberbullying.

Cyberbullying is so widespread and affects so many young people that even UNICEF has already been involved in campaigns for the prevention of this "social disease", calling schools and teachers for an appropriate intervention in this theme. For this UN organization: *Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. Refer also to the digital social exclusion.*

Exterminating cyberbullying is probably impossible, however, reducing its incidence and consequences should be an objective of the school and the community itself, always in conjunction

with families. With no 100% effective recipes, several organizations and researchers point some outlines of action that can be implemented in schools. Some of the possible strategies go through:

- Develop a school anti-cyberbullying curriculum.
- Train the school staff and teachers in identifying signs of cyberbullying, both aggressors and victims.
- Conduct sessions to empower parents and families to act in cyberbullying situations.
- Set strict anti-cyberbullying rules and ensure that students and parents are aware of the consequences if they fail to comply.
- Develop mentoring programs for both cyberbullying victims and aggressors to help them overcome the situation.
- Invite ex-cyberbullying victims and aggressors to speak with students and share their experience and how they managed to solve it.

Cyberbullying it is a reality very hard to notice with long term evil consequences not only for victims but also for bullies. Although at first sight the aggressor (bully) does not suffer negative consequences for his actions, truly like the victim, his social reputation and even criminal record can be negatively affected for life.

Families, schools and teachers must be prepared to recognize and fight against it but specially to prevent. Social media literacy can develop an important task to achieve this goal.

Practical Examples (2.3 Engaging in citizenship through digital technologies)

- solve problems of etiquette that arise with the students while using a digital collaborative platform (blog, wiki, etc.) for group work (e.g. classmates criticising each other).

05. Positive/ Respectful Behaviour in Social Media interactions

A basic definition of civility could be "polite, reasonable, and responsible behaviour." Polite, reasonable and responsible behaviour is the result of believing that everyone is deserving of dignity and respect, or as simply put, "good manners."

Social media was made to be social – to make positive good connections between people. Sharing social media reflects our thoughts, ideas and personalities and our actions online have real world implications. If we teach children about respecting others online, we can help build a positive digital behaviour that embraces learning and discovery, while minimising negativity and inappropriate content. We should be firm and hold them accountable for their actions online.

When they're online, children and teenagers are mostly social and collaborative: digital citizenship also lets teenagers express themselves by sharing and posting comments, images and videos. They can create online communities and interest groups, keeping anonymity when exploring personal aspects of their identity. Finally, the internet gives teenagers good access to news and health information, and many turn to the internet first to understand themselves and the world.

There are two different types of websites that let children socialise with friends online: ones that are monitored and moderated and others like Facebook, Instagram, Snapchat and Tumblr that help teenagers keep up with local and long-distance friendships, share experiences and support peers but are not moderated.

Being a responsible digital citizen means taking part in online community life in a respectful way. That's why there are some rules/principles we should always remember:

- Be respectful – and expect respect. Respect for yourself and other people is important in all relationships, and it's no different when you're online.
- Protect your reputation - Children need to understand the consequences of posting photos and videos and uploading other personal content. Once this content is online, it's very hard to get rid of and can become part of your child's permanent online reputation.
- Protect your privacy - Share only as much personal information as necessary – for example, it's not compulsory to enter your year of birth, mobile number, email address or city on all online forms.
- Keep privacy settings up to date on social media sites, so your child's profile isn't publicly available and at the same time keep passwords private.
- Watch the tone - It's often hard to 'read' emotion in posts and emails, and jokes can easily be misinterpreted. Children should be encouraged to think before posting before sending an electronic message or posting an online comment. Never use all caps. Digitally speaking, typing in all caps relates to yelling or screaming. Interact with empathy and respect. No matter

where you are online, (blogging, chat rooms, forums, etc) be sure your keystrokes are engaging with respect towards others.

Practical Examples (2.5 Netiquette):

- create rules for appropriate behaviour while working online as a group which can be used and shared in the school's digital learning environment.
- guide students as to what constitutes appropriate digital behaviour while working with others on a digital platform.

06. Teaching social media literacy in school – how to do it?

Nowadays, students use social media to communicate with each other, either using Facebook, Instagram, Twitter or others. How to take advantage of these social network platforms and create an opportunity to develop several school contents?

Using these communication and social platforms, teachers could provide to their students all the learning materials they create for their classroom e.g. videos, slides, tutorials, polls, surveys, formative tasks, rubrics. Students learn and interact with their classmates in their own pace at home or in the classroom. With every poll and post, the social network becomes a dynamic and eventful space.

There is a set of goals we could establish regarding the use of social media in school:

- to personalize learning (the learner learns at his/her own pace and)
- to promote collaborative and cooperative Learning (students learn from each other and clarify doubts among themselves)
- to provide feedback to students about their learning process
- to assess students' learning
- to give feedback to teachers about the learning process and content to be reviewed
- to develop self-assessment

Students can basically work within their own teams on tasks and post their answers or follow new tasks and events posted by the teacher.

In this scenario, the teachers could adapt a classroom setting using social media as an educational social network. It could be a space administrated by the teacher that only members can see and navigate. Students need to enrol following an invitation from the administrator to become a member. Teachers can embed various resources and students can discuss among themselves under subgroups to clarify doubts, as well as with the teacher.

It could be interesting to add additional apps for polling, quizzes and surveys. These proposed activities allow students to obtain the feedback to better see how their learning is going. In turn, teachers have a better notion of their teaching and what they must reformulate, or reinforce, in order to clarify students´ doubts.

Easy Ways to Integrate Media Literacy in the Classroom

1. Teach students to question what ads tell them.
2. Explain how students can recognize false representations of reality. ...
3. Show students how the media influences behavior. ...
4. Give students the means to reveal the "truth" behind advertising.

While students appear to spend most of their time looking at media, we must resist the temptation to believe they understand what they are viewing and hearing. Just because they know how to search the internet and spend endless hours watching television doesn't mean they are aware of how media works or how it influences them. Therefore, media literacy is important.

According to Implementing Media Literacy In Your Classroom, media literacy is defined as "the ability to access, analyze, evaluate, create, and act using all forms of communication. The term "media" refers to all electronic or digital means and print or artistic visuals used to transmit messages– you can read it (print media), see it (visual media), hear it (audio media), or change and play with it (interactive media), or some combination of each. Literacy is the ability to encode and decode symbols and to synthesize and analyze messages."

Teachers are looking for ways to integrate media literacy into their classroom – especially since it became obvious that students cannot distinguish between real or fake news. Here are six ways to help you teach your students to be media literate.

1. **Teach students to evaluate media.**

First, students must be taught how to evaluate media. For example, teachers need to discuss bias and sources. By showing students that media changes depending on who produced it, who the intended audience is, and what biases may be attributed to the source, this helps students learn to evaluate what they are viewing.

2. **Show students where to find digital resources and databases.**

Teachers should also provide students with reliable media sources. This means teaching students how to evaluate websites and digital resources for trustworthy content. For instance, there are several databases designed for students to use for safe resources.

3. **Compare/contrast various media sources.**

In your discussions, compare/contrast various media sources. For example, when you cover a news story, have students read the story from different sources. When you are discussing films or television, compare elements.

4. **Discuss how the media edits and alters.**

Purposely point out examples of media altering photographs or stories. Teach students to be leery of what they see or read at face value. For instance, when they realize the magazines have been altered, it makes a difference in how they perceive themselves.

5. **Examine the "truth" in advertisements.**

Have students identify what advertisements are trying to sell and what "promises" or ideas are they using to convince you to buy the product.

6. **Have students create media.**

Finally, have students create media. Depending on the grade level, you can have students create presentations, videos, or websites. For example, students can create movie posters of movie trailers.

Practical Examples (2.4 Collaborating through digital technologies)

- use the most appropriate digital resources in order to create a video related to the work on my tablet with my classmates.

- differentiate between appropriate and inappropriate digital resources to create this video and work in a digital environment together with classmates.
- overcome unexpected situations that arise on the digital environment when co-creating data and content and making a video on group work. (e.g. a file is not updating the changes made by the members, a member doesn't know how to upload a file in the digital tool).

Resources

o Digital Citizenship Curriculum: https://www.commonsense.org/education/digital-citizenship/curriculum *(Common Sense.org)*

o eSafety Education – Classroom Resources

o eSaftey for Schools: https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools

o Online relationships: https://youtu.be/DiI8Lj0_TGQ

Online Reputation

o Manage your Online Reputation (*Source Google* Education)

o Attention young professionals! What's in your digital baggage? (*Source AVG technologies*)

o https://www.reputationdefender.com/what-online-reputation-management

o https://www.esafety.gov.au/key-issues/staying-safe/digital-reputation

o Brand your self

o Urgent Attention: Damage to Teenagers´Online Reputattion (pdf)

Online Bullying

o What´s Cyberbullying: https://youtu.be/6ctd75a7_Yw (*Common Sense Education*)

o Promise to stand up to cyberbullying (*Source WatchYourSpace*)

o https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying#prevention

o Cyberbullying: What it is and how to stop it (*Source Unicef*)

Positive/Respectful Behaviour in Social Media interactions

o Online safety

o Digital Etiquette

o Respect matters: A better Internet starts with you

Learning Snacks

The importance of social media literacy in education

> Social media networks have become a very powerful instrument to use in the classroom as a pedagogical tool to enhance and develop 21st century skills. The proficiency on social media specific type of literacy will translate on problem-avoiding and problem-solving skills not only in education but also in social context.

Online Relationships

> Different audiences require different types of communication and online etiquette. Take into account the motivations, feelings, and intentions of others as they relate to a variety of online exchanges.

Online Reputation

> Our online reputation is forever! A post submitted in social media networks a decade ago, could damage our career or our personal life, especially if we are not aware of it. The image projected online should be the one you would want any person such us a teacher, a family member or a potential recruiter to view. Maintain a positive and regularly online presence by adding new and interesting content to your online profile.

Online bullying

> It is essential to always bear in mind that what for an adult or teacher can be an insignificant or temporary situation for a child or adolescent can be something very significant and cause of great suffering. It is very important to be aware of the small details and behavioral changes evidenced by the students, so that the intervention is as early as possible. As with everything, usually the best strategy is not to solve a problem, but to prevent it from arising. Preventing cyberbullying must be a priority and integrate school and family culture.

Students must feel that they are not alone and know that in their family or school there is always someone available to help them.

Teaching social media literacy in school - how to do it?

In the time we live, students use social networks to communicate with each other, be it Facebook, Instagram, Twitter, among others. Why not take advantage of this aptitude to work the contents of the various disciplines on social networks?

Infographics

01. The importance of social media literacy in education

Social Media literacy is a specific set of technical, cognitive and emotional competencies that are required when using social media. School can provide monitored digital spaces to help students to:
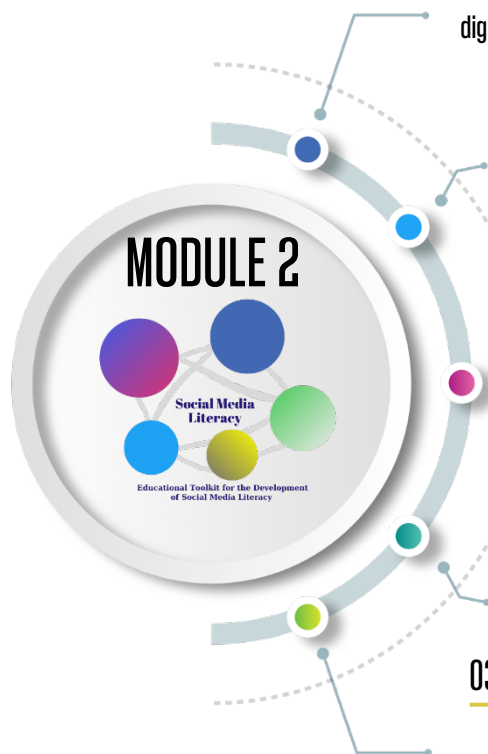
. Communicate effectively and critically
. Share ideas with responsibility
. Assess the effects of their own online behaviour
. Learn how to find relevant and accurate information and prevent the proliferation of online problems, such as:
. Inaccurate or biased data
. Disinformation
. Cyberbullying
. Hate speeches and radicalization

02. Online Relationships

. Think critically about different forms and norms of digital communication
. People sometimes behave differently online, including by pretending to be someone they are not
. The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
. Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
. How information and data is shared and used online

03. Online Reputation

. Online reputation is the way others perceived us online, so it´s important to foster over students the best practices of internet safety and communication online
. Taking care of your online reputation, you would follow a virtuous cycle of positive and good quality materials about you
. Ignore your online reputation and you could fall into a vicious cycle of embarrassing and negative information about you
The image projected online should be the one you would want any person such us a teacher, a family member or a potential recruiter to view.

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Social Media Literacy

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04. Online bullying

. Cyberbullying is a global "social disease"

. Cyberbullying it is a reality very hard to notice with long term evil consequences not only for victims but also for bullies

. Exterminating cyberbullying is probably impossible, however, reducing its incidence and consequences should be an objective of the school and the community itself, always in conjunction with families

. To prevent cyberbullying must:

. Develop a school anti-cyberbullying curriculum

. Train the school staff and teachers in identifying signs of cyberbullying, both aggressors and victims

. Conduct sessions to empower parents and families to act in cyberbullying situations

05. Positive/Respectful Behaviour in Social Media interactions

. Social media was made to make positive connections between people. When online, children and teenagers are mostly social and collaborative: digital citizenship also lets teenagers express themselves by sharing and posting comments, images, and videos

. Our actions online have real world implications so we should always hold students accountable for their online interactions. Being a responsible digital citizen means taking part in online community life in a respectful way

06. Teaching social media literacy in school – how to do it?

Teachers are looking for ways to integrate media literacy into their classroom – especially since it became obvious that students cannot distinguish between real or fake news. Here are six ways to help you teach your students to be media literate.

Show students where to find digital resources and databases.

Compare/contrast various media sources.

Discuss how the media edits and alters.

Examine the "truth" in advertisements.

Have students create media.

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Activity plans with students

01. Activity 1: Look to the Stars

DESCRIPTION: Search through the Twitter or Instagram feed of a famous celebrity and discuss the image they project on their posts. Explore what kind of image/personality your students would like to create and what they do want to share or don´t.

WHY THIS ACTIVITY IS RELEVANT: Students use real celebrity´s online profiles as a good or bad examples of online reputation and analyse the causes and effects of their posts.

02. Activity 2: Online bullying – Role Play

DESCRIPTION: Each student is assigned a fictional character, with physical and psychological characteristics similar to one of the classmates. For a week, a character student will be the victim of "cyberbullying" by the student with the same physical and psychological characteristics of the character. The whole process should be controlled and the "bully" accompanied by the teacher/school psychologist, who should reflect together on everything that is said and used to attack the victim. Information about the victim's feelings should also be collected.

WHY THIS ACTIVITY IS RELEVANT: This activity puts the "bully" student to attack himself, as the character-victim is partly a clone of himself. The goal is for each one to explore their weaknesses and reflect on the consequences of their actions. Comparing the feelings of the aggressor and the victim can allow us to conclude how the same action has different reflexes in different people.

03. Activity 3: Search for yourself

DESCRIPTION: Use a search engine and a social platform to seek student´s name and profiles and discuss the results. Are they confortable with all the information available online for everyone? Are their profiles private or public?

WHY THIS ACTIVITY IS RELEVANT: Students be aware and conscious about the information available online and take control about their digital footprint and online reputation.

04. Activity 4: Our online Policy

DESCRIPTION: Create an online policy, a set of rules for appropriate behaviour while working online as a class group which can be used and shared in the school's digital learning environment.

WHY THIS ACTIVITY IS RELEVANT: Creating their own ethical online rules students better integrate them in their school practices.

05. Activity 5: Positive/ Respectful Behaviour in Social Media interactions

DESCRIPTION: Search on a given social media network for examples of interactions between people and give collect examples of rude/inappropriate/disrespectful reactions to each other's points of view.

WHY THIS ACTIVITY IS RELEVANT: Working on real situations, similar to the ones kids see when they are using their social networks, students can better identify and therefore avoid bad attitudes among their peers.

Activity assessment

01. The importance of Social Media Literacy in Education

. Which of these skills must be part of Social Media literacy for a student?

	True	False
The ability to understand, interpret and create mass media information.		●
To be able to create their own quality content.	●	
To communicate appropriately and responsibly through social-based technologies.	●	
The ability to work in multitasking on social networks.		●
To assess the effects of his/her online behaviour.	●	
To find relevant and accurate information on search engines.		●

02. Online relationships:

Which of the following advices are true or false?

	True	False
Create a profile with important information about you: with your full name, address, phone number...		●
Choose profile pictures that you can't identify, for example: your pet's photo, a landscape, an abstract figure.	●	
Make your profile public so everyone knows who you are		●
Don't reveal your social network access password to anyone.	●	
Think before publishing, for example: "What will my parents or teachers think if they see this?". If the answer to this question is not positive for you, then the best decision is not to publish!	●	
		●

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Any information you post (a comment, a video, a photo, etc.) cannot be copied, pasted, shared and viewed if you don't want to.

Always answer/react to unpleasant, humiliating or intimidating messages sent to you.

Set limits for the time you spend living online. You don't have to be available online 24 hours a day.

03. Online reputation:

Which of the following online activities might have a positive or negative impact on online reputation?

	Positive Impact	Negative Impact
Photos/videos of interesting activities/ideas/trends	●	
Personal information shared in confidence with someone		●
Photos or videos showing an hability	●	
Positive comments on an online profile	●	
Embarrassing, humiliating or mispealing comments		●
Photos/Videos taken without consent		●
References to illegal or bad behaviour		●

04. Cyberbullying:

Indicate whether the statements below are true or false:

	True	False
Due to young age, students often give too much importance to temporary and even insignificant situations and should therefore never be given special attention by adults, as usually they do not fit into the context of cyberbullying.		●
In long term, bullies always benefit from cyberbullying.		●
Cyberbullying victims never get over the trauma.		●
In school, teachers are the only capable to detect cyberbullying situations.		●

05. Positive Interactions:

Select True or False according to what you considered to be a good or bad behaviour on social media interactions.

	Positive behaviour	Negative behaviour
Write in capital letters when you want to stress your position		●
Use social media to state your position on a given subject	●	
Create and maintain interest groups on teenagers' matters	●	
Use social media to stalk people who thinks differently		●
Use a strong, assertive tone when entering a conversation for the first time.		●
Supporting online users who are expressing their opinions in a rude way.		●

06. How to teach SML:

How can media literacy be integrated into the classroom?

	True	False
Teach students to question what ads tell them.	●	
Respect for yourself and other people is important in all relationships, and it's no different when you're online.		●
Explain how students can recognize false representations of reality.	●	
Share only as much personal information as necessary – for example, it's not compulsory to enter your year of birth, mobile number, email address or city on all online forms.		●
Show students how the media influences behavior.	●	
Children should be encouraged to think before posting before sending an electronic message or posting an online comment.		●
Give students the means to reveal the "truth" behind advertising.	●	

Sources:

- Wadsworth, Simon (2015). A guide to managing your teenager's personal information online. https://www.igniyte.co.uk/wp-content/uploads/2015/01/A-Guide-to-Managing-your-Teenagers-Personal-Information-Online.pdf

- Reputation Defender (2020, May 20). What is online reputation management? https://uk.reputationdefender.com/what-online-reputation-management

- Lynch, Matthew. (2018, September May). 6 Ways to integrate media literacy in the classroom. https://www.thetechedvocate.org/6-ways-to-integrate-media-literacy-in-the-classroom/