



Digital ethics

Digital transformation and ethics



10-14



5 x 50 min.



board/flip chart; copies of exercises; smartphones/computer with internet access for students; projector; paper; pens;



This module focuses on digital ethics and helps teachers to introduce students to this field in an interactive and reflective way.



Language Communication Political/social studies Computer sciences Ethics/values education Philosophy



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Introduction

Background information and didactical perspective

Our increasingly digitalised world of life presents us with new ethical challenges that are highly relevant, especially in the context of education. Digitalisation leads to far-reaching consequences for our lives, society, communication, art, culture, work, science, health, economy, politics... How is a successful life possible under the conditions of digitalisation? What does it mean that digital communication is becoming an integral part of our lives? What influence do these changes have on society? Digital Ethics is a philosophical discipline and thematic extension of ethics. The tasks of Digital Ethics include, in particular, analysing the effects of digitalization on society and the individual, developing justifications for moral action and investigating and developing normative standards on the internet. Digital ethics aims, among other things, to promote reflective competence in order to enable people to recognize problems of digitalization and to work out solutions for responsible action. This entails a need for fostering media literacy that encompasses ethical reflection on the role of technology through philosophical dialogues.

Learning outcomes

Competencies

Critical, creative and caring thinking, reasoning, ability to reflect, to recognize connections, to investigate, to think critically, to make judgments, to observe, to draw on one's own experience, to deal with sources

Topics / National curriculum

Awareness of the complexity of today's digital problems, promotion of empathy and solidarity, knowledge, understanding and critical thinking in relation to digital topics, digital media and networks, safety on the net, cyberbullying, lying on the net, behaviour on the Internet

Lesson plan

Abbreviations:

A = Activity

D = Discussion

GW = Group work

IW = Individual work

HW = Homework

PW = Partnerwork

PTS = Previous Teacher's Study

PO = Pupils opinions

PP = Pupil's presentations

TP = Teacher's presentation

Lesson No 1 : Digital media and networks

Learning objectives:

- The students reflect on their own use of digital media and networks.
- They can distinguish between different networks and their functions.
- They analyse first aspects of digital media and behaviour on the net and reflect together.

Phase	Content	Media, Material
Introduction (20 min.) TP D	<p>Previous activity</p> <ul style="list-style-type: none">• Teacher studies previously the leading idea M1 ("Digital Media and Networks") in order to raise awareness in the students during the discussion raised by the exercise M2. <p>Preparation</p> <ul style="list-style-type: none">• Prepare a circle of chairs• Prepare a flip chart, blackboard or smartboard and computer and projector• Hand out a copy of the exercise and of the handout <p>Execution</p> <ul style="list-style-type: none">• Teacher provides information on statistics of popular social networks.• Teacher provides information on the difference between traditional/analogue media and digital media (M5).• Introduction and discussion on the difference between traditional/analogue media and digital media – teacher hands out a copy of M5.• Introduction to the topic: "Digital Media and Networks".	<p>M1 Leading Idea "Digital media and networks"</p> <p>M2 Exercise "Digital media and networks"</p> <p>M3 "Popular Social Networks Statistics"</p> <p>M4 "Social Networks Statistics International"</p> <p>M5 "Handout"</p>
Work phase; Discussion (15 min.) PO	<ul style="list-style-type: none">• Students think about the questions contained in M2, they share the conclusions with their classmates, teacher stimulates the discussion and encourages them to think about own examples.	<p>M2 Exercise "Digital media and networks"</p>
Work phase (15 min.) A D	<ul style="list-style-type: none">• Class inquiry about the usage of social networks. For this purpose, a list is written on the board with the social networks etc. that are relevant for the students (Facebook, Instagram, Tik Tok...).• Each student comes to the board and makes a mark, by the social networks he/she uses.• Statistics are compared with the class survey. Class discussion about differences/similarities, frequency and reasons for use.	<p>M3 "Popular Social Networks Statistics"</p> <p>M4 "Social Networks Statistics International"</p>

Lesson No 2 : Internet security

Learning objectives:

- Students will be able to distinguish personal data and sensitive and non-sensitive data.
- Students learn how the data can be protected.
- Students reflect on their personal handling of data.
- Students can check their data protection on various networks.

Phase	Content	Media, Material
Introduction (10 min.) TP	<p>Previous activity</p> <ul style="list-style-type: none">• Teacher studies previously the leading idea M6 ("Internet Security") in order to raise awareness in the students during the discussion raised by the exercise M7. <p>Preparation</p> <ul style="list-style-type: none">• Prepare a circle of chairs• Makes copies of the exercise• Prepare a computer with internet access and projector for videos <p>Execution</p> <ul style="list-style-type: none">• Teacher introduces the subject hands out copy of M7 (Exercise "Internet Security") to each student, then and shows the Video M8 asking the students to read the questions contained in the text.	<p>M6 Leading Idea "Internet Security"</p> <p>M7 Exercise "Internet Security"</p> <p>M8 Videos "Good Question: How Much Does The Internet Know About Us?" and "Share with Care Federal Trade Commission"</p>
Work phase (20 min.) PW A PO	<ul style="list-style-type: none">• Working in pairs, try to think about the questions contained in M7 reflecting together.• Then students read this list of personal data in M9 ("Data – Protection") and assign the data to the categories.	<p>M7 Exercise "Internet Security"</p> <p>M9 Activity "Data – Protection"</p>
Discussion (20 min.) A D	<ul style="list-style-type: none">• After students have shared their conclusions, teacher stimulates a discussion and encourage them to think about how data protection tips can be applied sensibly.	
Homework HW	<ul style="list-style-type: none">• Teacher shares the links of the videos with the students.• Students should think about one question to each video.	<p>M10 Video "Privacy – Post photos online"</p> <p>M11 Video "Social media - Antisocial"</p> <p>M12 Video "Internet Security – How to create a strong/secure password that you can remember"</p>

Lesson No 3 : Cyberbullying

Learning objectives:

- Students will learn how "cyberbullying" can be defined and what counts as this form of bullying.
- Students can recognize different manifestations of cyberbullying.
- Students learn how to act in cases of cyberbullying.

Phase	Content	Media, Material
Introduction (15 min.) TP	<p>Previous activity</p> <ul style="list-style-type: none">• Teacher studies previously the leading idea M13 ("Internet Security") in order to raise awareness in the students during the discussion raised by the exercise M14. <p>Preparation</p> <ul style="list-style-type: none">• Prepare a circle of chairs• Make copies of the exercises and the checklist "First aid for cyberbullying".• Prepare a flip chart, blackboard or smartboard and computer and projector <p>Execution</p> <ul style="list-style-type: none">• Teacher introduces the subject hands out copy of M14 (Exercise "Internet Security") to each student, then and shows the Video M15 asking the students to read the questions contained in the text.	<p>M13 Leading Idea "Cyberbullying"</p> <p>M14 Exercise "Cyberbullying"</p> <p>M15 Video "Let's Fight It Together"</p>
Work phase (20 min.) PW GW	<ul style="list-style-type: none">• Students answer the questions contained in M14 and reflect on their conclusions.• Checklist: First aid for cyberbullying is handed out and read.	<p>M14 Exercise "Cyberbullying"</p> <p>M16 "Checklist: First aid for cyberbullying"</p>
Discussion (20 min.) GW D	<ul style="list-style-type: none">• The students discuss different problem situations and use the checklist to write a recommendation on how persons should best respond to problematic situations.	

Lesson No 4 : Fake news and disinformation

Learning objectives:

- Students know what fake news and disinformation are and how to recognize them.
- They learn to recognize the difference between so-called fake news and real news.
- This lesson gives students media literacy skills they need to navigate the media, including how to spot fake news.

Phase	Content	Media, Material
Introduction (15 min.) TP	<p>Previous activity</p> <ul style="list-style-type: none">• Teacher studies previously the leading idea M17 (Leading Idea “Fake news and misinformation”) in order to raise awareness in the students raised by the discussion plan M18. <p>Preparation</p> <ul style="list-style-type: none">• Prepare a circle of chairs• Prepare copies of material• Prepare a computer with internet access and projector for videos <p>Execution</p> <ul style="list-style-type: none">• Teacher introduces the subject and hands out copies of M18 to each student asking the students to think about the questions.• Then the teacher shows the video “What is fake news?”.	<p>M17 Leading Idea “Fake news and misinformation”</p> <p>M18 Discussion plan: “Fake news and social bots”</p> <p>M19 Video “What is fake news? Tips For Spotting Them”</p>
Work phase (15 min.) PO A	<ul style="list-style-type: none">• The students work on the questions in the discussion plan individually. After completed the table of exercise, students write down reasons to their answers.• The students should also write one sentence as feedback to the video.	<p>M18 Discussion plan: “Fake news and social bots”</p>
Discussion (20 min.) D TP	<ul style="list-style-type: none">• Students compare their answers with each other and the teacher stimulates the discussion among the students.• At the end of the lesson he hands out the copy of “How to spot fake news”.	<p>M20 How to spot fake news</p>

Lesson No 5 : Digital ethics – living together in an interconnected world

Learning objectives:

- Students will learn which Internet behaviours are necessary to be able to live together well online.

Phase	Content	Media, Material
Introduction (10 min.) TP	<p>Previous activity</p> <ul style="list-style-type: none">• Teacher studies previously the leading idea M21 (Leading Idea “Digital Ethics – Living together in an interconnected world”) in order to raise awareness in the students by the discussion plan M22 and encourage them to think about examples of good practices and motivates them to create a poster and think about M23. <p>Preparation</p> <ul style="list-style-type: none">• Prepare a circle of chairs• Prepare copies of material• Prepare a computer with internet access and projector for videos• Provide poster paper and coloured pencils <p>Execution</p> <ul style="list-style-type: none">• Teacher gives a copy of M22, M23, M24 to each of the students and invites the students to think about the questions in the discussion plan and write down five examples of good practices, rules or guidelines for interacting with others on the internet in a considerate, respectful way. Teacher motivates to create a “Poster - guidelines for interacting with others” and to discuss the “10 Golden Rules of Digital Ethics” (M24).	<p>M21 Leading Idea “Digital Ethics – Living together in an interconnected world”</p> <p>M22 Activity “Digital Ethics – Living together in an interconnected world”</p> <p>M23 Activity “Netiquette in Online-Communities”</p> <p>M24 “10 Golden Rules of Digital Ethics”</p>
Work phase (25 min.) PO GW D	<ul style="list-style-type: none">• The posters are presented to the class and discussed.	<p>M22 Activity “Digital Ethics – Living together in an interconnected world”</p> <p>M23 Activity “Netiquette in Online-Communities”</p> <p>M24 “10 Golden Rules of Digital Ethics”</p>
Presentation (15 min.) PP D	<ul style="list-style-type: none">• The students work on the questions individually. After completed the table of exercises they form groups (2-3 students) and write down guidelines for interacting with others on the internet in a respectful way and design a poster together.	

M1 Leading Idea “Digital media and networks”

Digital technologies mediate how we interact and communicate online. Through online tools like social media, we can actively engage with other people around the world. Social media refers to all platforms that enable their users to network widely and on a large scale and are used for communication. Interactive information is exchanged through digital channels. Social media platforms enable people to connect with each other and exchange information.

In 1985, Matthew McClure, Stanford graduate and computer freak programmed one of the world’s first social networks – The Well (an acronym for **W**hole **E**arth **L**ectronic **L**ink). Together with Californian hippies and hackers he invented the utopia of a virtual community, a new world. The Well was started then by Stewart Brand and Larry Brilliant with an online-service, at the same time, they insisted that anonymity was impossible and that the online service should be cheap, despite the lack of advertising. Only then, according to his idea, would ethical responsibility and playful improvisational spirit come together.

Now social networks are websites where users can share information, photos, videos and other types of content. Facebook, Twitter, Instagram, WhatsApp, Tik Tok, Snapchat, Pinterest, LinkedIn and YouTube are some of the most popular social networks. A detailed overview and brief introduction of the most popular social networks can be found in **M3** and **M4**.

Here you can find some statistics about global social networks 2021/2022:

Social Media Use in 2021: [pewresearch.org](https://www.pewresearch.org) [last access on 13.06.2022]

Most popular social networks worldwide as of January 2022, ranked by number of monthly active users: www.statista.com [last access on 13.06.2022]

M2 Exercise “Digital media and networks”

1. What is so fascinating about social networks?
2. How does social networking affect your privacy, your time and your friendships?
3. What are some good points about social networking?
4. What are some bad points about social networking?
5. How often do you use social networks?
6. What percentage of your friends in social networks are real life friends?
7. What new features would you like to see on social networking sites?
8. What if there would be no internet?
9. Some people don't use email anymore, because they prefer social networks. What do you think?

M3 “Popular Social Networks Statistics”

Most popular social networks worldwide as of 2022, ranked by number of active users (in millions):

1. Facebook
2. YouTube
3. WhatsApp
4. Instagram
5. Weixin/WeChat
6. TikTok
7. Facebook Messenger
8. Douyin
9. QQ
10. Sina Weibo

Sources:

20 Top Social Media Sites to Consider for Your Brand in 2022 [13.06.2022], <https://buffer.com/library/social-media-sites/>

Most popular social networks worldwide as of January 2022, ranked by number of monthly active users [13.06.2022],

<https://www.statista.com/statistics/272014/global-social-networks-ranked-by-number-of-users/>

The research by Global Webindex says that 58.4% of the world’s population uses social media. The average daily usage is 2h 27m.

Source:

<https://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/> [13.06.2022]

Social media use by generations



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- Millennials (born in the period from the early 1980s to the late 1990s): 90.4%
- Generation X (born from the mid-1960s to the early 1980s): 77.5%
- Baby Boomers (born from the 1946s to the mid-1960s): 50%

Source:

2022 Social Media Statistics for Digital Marketers [last access on 13.06.2022], <https://supplygem.com/social-media-statistics/>

M4 “Social Networks Statistics International”

Most Popular Social Networks by 2022

	Monthly active users	Age group
Facebook	2.91 billion	25-34 (31.5%)
Instagram	2 billion	25-34 (31.2%)
TikTok	1 billion	10-19 (25%)
Twitter	211 million	18-29 (42%)
LinkedIn	810 million	25-34 (58.4%)
Pinterest	431 million	50-64 (58.4%)

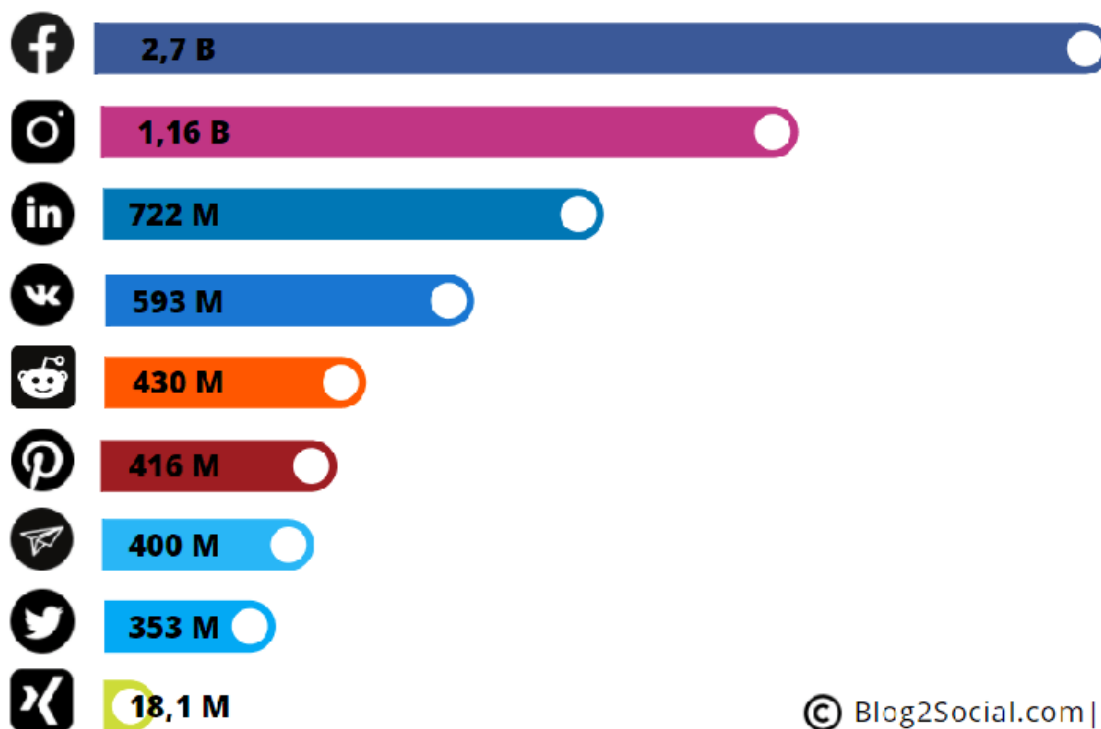
Sources:

Social media demographics to inform your brand's strategy in 2022 [13.06.2022]

<https://sproutsocial.com/insights/new-social-media-demographics/>

The statistic shows the worldwide usage of social media by 2021 and in comparison with 2022 the increasing number

SOCIAL MEDIA USER WORLDWIDE 2020



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Source:

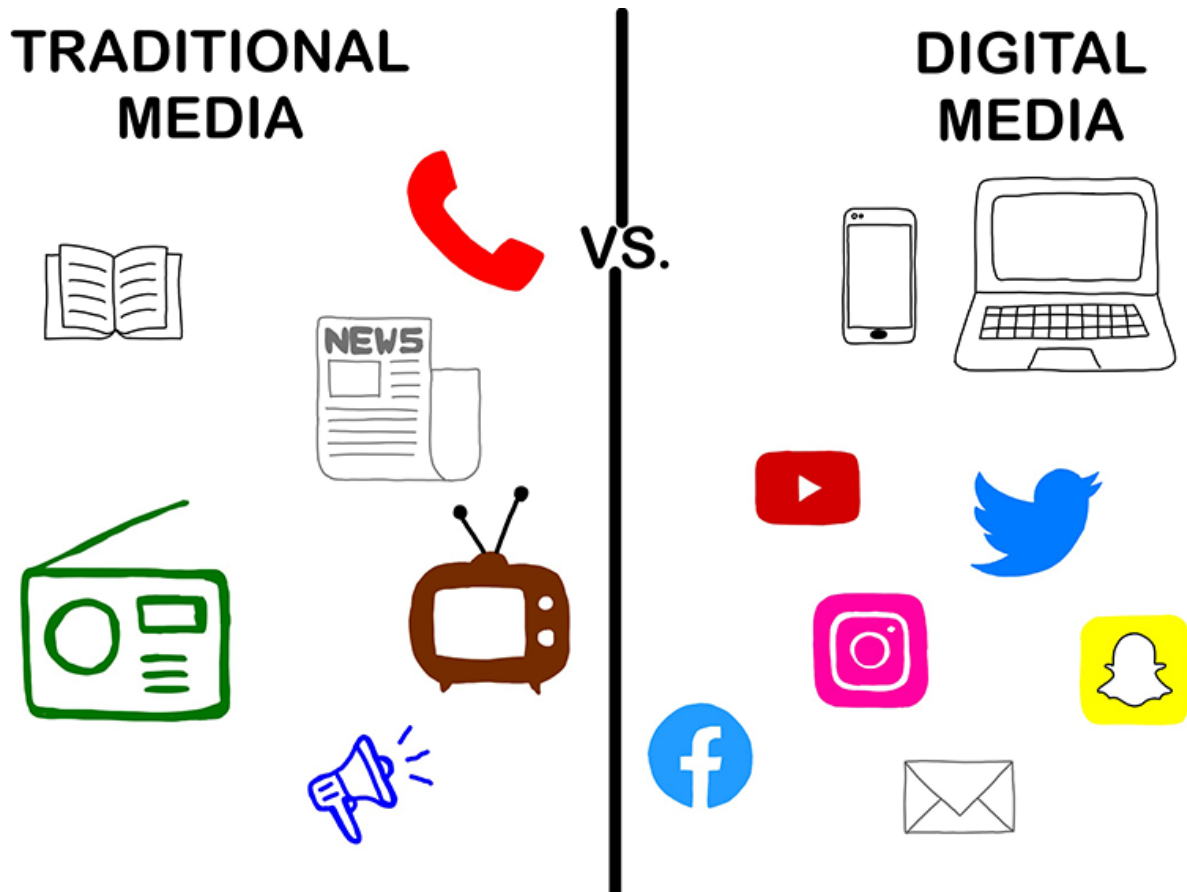
Social Media Statistics 2021 [13.06.2022], <https://www.blog2social.com/en/blog/infographic-social-media-statistics/>

M5 “Handout”

Traditional and digital media

Traditional media: print newspapers, radio, satellite TV, teletext.

New media: are electronic and digital media. These include, for example, the Internet, smartphones or tablets, and all other devices with which the Internet is used. The new media transmit data, such as images or e-mails, in digital form.



The New Media is:

- digital
 - Digitalisation has resulted in technological convergence. It enables us to combine texts, audio and video into one.
 - Example: Most websites these days feature text, images and audio, and our mobile phones have many different features.
- interactive
 - People can participate and interact as active audiences, personalize it, and create their own content.
- hypertextual
 - Hypertext – also known as a link, is a typical feature that gives users more control over how they browse information sources.
- globally networked
 - New media has aided cultural globalisation by allowing us to interact with others on a worldwide scale and build virtual connections rather than just locally.
- virtual
 - New media delivers a virtual environment built with computer graphics and digital video that is considerably different from our ordinary, face-to-face reality. Users have control over their online experience, but they are also exposed to a wide range of information, viewpoints, interactions, and items that they would not encounter in real life.

- simulated
 - Simulations go beyond modern media's virtual nature to create an immersive, artificial life. This is particularly evident in computer games, which allow users to live a "virtual world" that is replicated using digital technology.
 - Example: Online role-playing games. Simulators for driving, flying, and guiding a ship.

Difference from social media to traditional media:

- Social media is immediate, while traditional can be delayed due to press times
- Traditional media pieces are more final, where social media is dynamic
- Social media offers more control over the message than traditional media
- Social media is a two-way conversation, and traditional is one-way

Sources:

Characteristics of The New Media (13.06.2022): <https://dissecthub.com/news/characteristics-of-the-new-media/>

New Media (13.06.2022) <https://www.studysmarter.us/explanations/social-studies/the-media/new-media/>

5 major differences between traditional media and social (13.06.2022): <https://muckrack.com/blog/2018/08/01/differences-between-traditional-media-and-social-media>

M6 Leading Idea “Internet Security”

The Internet opens up a wide range of opportunities for us and at the same time harbours numerous dangers: The anonymity of the huge network is also used for dubious and criminal purposes and questionable, false, disturbing or youth-endangering content is spread.

Although rules and laws apply on the Internet, several people or groups say, write or show things there that they would not say, write or show publicly in real life. (Cyberbullying, Shitstorm, Hatespeech). Many (often anonymous) users also try to influence others through fake news or conspiracy theories. In addition, an increasing number of Internet users recklessly disclose personal information and data about themselves online. Risks and side effects when using the Internet are e.g. also: unsafe passwords, unsuitable content (violence, extremism), Malware, fraud and phishing, Rip off, Copyright infringement etc.

But we all must be aware: The network forgets nothing! What was once put online can often still be found later. Even deleted texts and photos or websites that have been switched off can be found again. In addition, it is never clear who has already passed on a text or a photo without the knowledge of the author. E.g. Employers often use various platforms and search engines to find out about the previous lives of applicants.

In general, the careless handling of personal information and data by many users on the net is problematic. In addition, cyberbullying and the spread of hate on the internet have increased further. Where are the dangers and how can you protect yourself?

M7 Exercise “Internet Security”

1. How do you rate the dangers on the internet?
2. Which are good digital security tips?
3. What does privacy mean?
4. How will a world look like if there is no privacy?
5. What type of things posted online can affect your future?
6. What are the consequences of collecting more and more data?
7. Which safety rules do you know?
8. What basic rules should we follow when surfing the internet?
9. Why is data protection important?

M8 Videos “Good Question: How Much Does The Internet Know About Us?” and “Share with Care | Federal Trade Commission”

Link: <https://www.youtube.com/watch?v=yiKeLOKc1tw> (03:18 min.)

Sources:

Online Privacy for Kids - Internet Safety and Security for Kids. Smile and Learn - Online [13.06.2022]

<https://www.youtube.com/watch?v=yiKeLOKc1tw>

M9 Activity "Data – Protection"



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Data protection is of particular importance in media education. Since May 25, 2018, the General Data Protection Regulation (GDPR) and the Federal Data Protection Act (BDSG) have protected the fundamental rights of citizens to informational self-determination, which is derived from general personal rights. The GDPR, in its character as a regulation, has a direct impact on the people of Europe. Your aim is to protect personal data that can be used to identify natural persons from misuse. The broader term of data security also includes data from legal entities.

For more information look at the [official website](#).

The Seven Principles of GDPR defines how to handle data of individuals and organizations.

The GDPR rights are:

- The right to be informed
- The right of access
- The right to rectification
- The right to erasure
- The right to restrict processing

- The right to data portability
- The right to object

The seven principles of GDPR are:

- Lawfulness
- Purpose limitations
- Data minimization
- Accuracy
- Storage limit
- Integrity and security
- Accountability

Sources:

General Data Protection Regulation (GDPR) in 2022: Everything You Need to Know [13.06.2022]

<https://deck7.com/blog/general-data-protection-regulation-gdpr-in-2022-everything-you-need-to-know>

The GDPR inspired new data privacy legislation globally. On this website, you have an overview of 16 countries that have GDPR-like data privacy laws: [16 Countries with GDPR-like Data Privacy Laws](#).

1. Please read this list of personal data carefully:

age - name – nickname – home address - e-mail – date of birth – seize – weight – gender - diseases - hobbies - a photo that shows your portrait – a photo that shows your school – a photo that shows your family -- the names of your friends – favorite basketball team – favorite food – favorite songs – your pet – location data (for example data from a mobile phone) – information about someone who is deceased

2. Please assign the data to the categories:

Private	For friends	For family

Can always be public

I do not know

M10 Video “Privacy – Post photos online”

Background information and practical tips

Link: <https://www.youtube.com/watch?v=YObMsq3EXYA&t=108s> (03:11 min.)

The film was developed in the EU-project “You Media and Me”.

Sources:

The Internet Never Forgets – Photos. Post photos online
<https://youmme.eu/en/topics/post-photos-online/>

M11 Video “Social media - Antisocial”

Background information and practical tips

Link: <https://www.youtube.com/watch?v=XcLhga9Rtjw> (05:08 min.)

The film was developed in the EU-project “You Media and Me”.

Sources:

Antisocial. Social media

<https://youmme.eu/en/topics/social-media/>

M12 Video “Internet Security – How to create a strong/secure password that you can remember”

Background information and practical tips

Link: <https://www.youtube.com/watch?v=4OHZdZhrjys> (02:41 min.)

The film was developed in the EU-project “You Media and Me”.

Sources:

Secure Password. Privacy

https://youmme.eu/en/topics/privacy/#pll_switcher

M13 Leading Idea “Cyberbullying”

Cyberbullying is a form of bullying in which the attacks are not physical but are carried out via digital media (smartphones, internet). These attacks can take place without personal contact between the victim and the perpetrator. Electronic forms of communication (emails, messages, social media, chat rooms, blogs, photos and videos from and to mobile phones) are used to attack a victim. The definition of cyberbullying means that these attacks take place over a longer period of time, but short, intensive attacks can also be extremely stressful for a victim.

Cyberbullying can be carried out by one or more persons with the aim of deliberately, intentionally and repeatedly hurting one or more persons, threatening or insulting them or simply spreading rumours about them. It is a specific form of violence and an extremely harmful, anti-social behaviour with long-lasting and far-reaching negative consequences.

Cyberbullying can be carried out in many ways, for example: Sending rude, vulgar or threatening emails, posts etc., groups are created in messengers to denounce and expose the victim, creation of fake profiles with which falsehoods are spread on social networks, theft of personal data to access personal online accounts and create false online profiles that expose the owner, cyberstalking – sending messages that cause uneasiness and insecurity at the recipient, defamation – Incorrect reporting or disclosure of personal information to isolate a person from their surroundings or friends, exclusion – Exclusion of a person from an online group or an online game, threatening calls with an unknown number.

Cyberbullying can affect anyone. In cyberbullying, it is particularly difficult for victims to escape. The perpetrator is usually "invisible" and anonymous. The harassment can take place around the clock. They do not end after school or after office hours. Cyberbullying takes place where digital media are used.

Therefore, it is all the more important to deal openly with the issue of cyberbullying and to counter this phenomenon through a constructive, appreciative climate and systemic support. Zero tolerance: Cyberbullying is not a trivial offence!

M14 Exercise “Cyberbullying”

1. What does cyberbullying mean?
2. How is cyberbullying different from in-person bullying?
3. How can you prevent cyberbullying?
4. What if you are not comfortable notifying parents/teachers? Who else can you contact?
5. Should someone who is being cyberbullied go to the police? Please give reasons if you think yes and please give reasons if you think for no!
6. What responsibilities do social media networks have towards cyberbullying?
7. How do you think cyberbullying affects the life of those bullied?
8. What are the examples of cyberbullying you can think of?
9. What questions would you like to ask a cyberbully?
10. How are people cyberbullied?
11. Why is cyberbullying a serious concern?
12. What is a good way to handle cyberbullying?

M15 Video “Let’s Fight It Together”

The film is in English, but it is self-explanatory and can also be watched with subtitles in German.

Link: <https://www.youtube.com/watch?v=hYrDbGzZVUQ&t=13s> (06:31 min.)

M16 “Checklist: First aid for cyberbullying”

The following points can help in dealing with cyberbullying. Cyberbullying can take place in different ways, so not all points on the list are always relevant.

1. Do not panic!

If you yourself become a victim of cyberbullying, try to stay calm. Do not respond immediately without thinking about what you want. If you reply with an insult or try to suppress the post, you give cyberbullies the power to determine your own behavior. Don't let them do that, because you can still decide for yourself what to do.

2. Simply ignore! (only rarely)

"Just don't care" can seem like a good idea at first glance. After all, you fear that a reaction will only lead to more bullying or that you are showing weakness. Sometimes you also overestimate yourself and think you can just handle it. This can be helpful in certain cases, for example if the bullying is only one-time and does not leave any traces. Single stupid comments, messages or insults can be ignored. However, if this happens more often or is constantly true, or even if problematic content is published on the Internet and remains there, then this should not simply be ignored, but something should be done about it. This is also true if a comment, a message or a "like" bothers you for a longer time, then step 3 should be taken.

3. Get support!

Do not stay alone and do not withdraw! Talk to friends, parents or teachers about the case. Just tell them what happened. How you can get support or what measures can be taken, you can then think about together.

4. Your own rights!

There are many websites that explain, for example, how "the right to one's own image" works or where the difference between free opinion and insult lies. If in doubt, a lawyer can provide information.

5. Do not answer or mob back!

Do not react like the offender to the posts! It is understandable that you immediately reply to an insulting post, for example as a defense or a further insult. But with that you only satisfy the intention of the perpetrator. Mobbing works when attention is paid to it. If no one reacts, the act seems superfluous. Counterattacks only spur the perpetrator on even more. In addition, a dispute on the Internet can arise quickly, but can hardly be eliminated. This is why we need the next point 6.

6. Address perpetrators!

Just because you don't respond online doesn't mean you'll overlook it. You should clearly put an end to cyberbullying. To do this, you should talk to the perpetrator - personally and directly - not via the Internet. Often online attacks can be clarified in a direct conversation. If possible, take a second person with you as a supporter or mediator for the conversation. This can be a friend, parents, even the parents of the perpetrator or teachers. Of course, this only applies if you know the perpetrator.

7. Save the evidence!

Take a screenshot or PDF of the post so you have proof in hand. It can be helpful to be able to prove the posts during a conversation. If you want to protect yourself even more, then show the posts to a witness, who should note when and where he saw the post. This way you have proof even if the content is deleted or changed later.

8. Block/report cyberbullies!

Cyberbullying usually takes place on platforms like Instagram or YouTube. On these platforms there is almost always a function such as "Report post" or similar, with which you can ask the operator of the platform to delete the post. In social networks there are also functions like "Block person". This excludes a person from your circle of contacts. If you can't find the functions, you can search for them in the help function. If necessary, you can also ask a friend or search for the problem in a search engine. Unfortunately, you can only delete content from hard drives and not so easily from your own memory.

9. Do not look away!

Even if you are not the victim of a cyberattack - do not look away! Bullying is everyone's business, even bystanders. If you look away and do not stand up for the victim, you support the perpetrator. As with point 5, it is not a matter of hitting back, but of saying "Stop! You don't have to play the hero", but a simple comment like "not cool!" shows the perpetrator that his attack is just that, not cool! The victim also realizes that he/she is not alone.

10. In serious cases: Get professional help!

Not all cyberbullying attacks can be resolved with a conversation. In serious cases such as sexual harassment, threats or blackmail, you should talk to an adult and consider getting help from a lawyer or the police. Psychological support can help you feel better and enjoy life again.

Sources:

Dealing with cyberbullying [13.06.2022], <https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/>
How to Help Kids Deal With Cyberbullying [13.06.2022], <https://childmind.org/article/help-kids-deal-cyberbullying/>

M17 Leading Idea “Fake news and misinformation”

Fake news is news that intentionally spreads false, misleading or false information. The goals pursued can be different. One aspect of that danger is obvious: it spreads misinformation. But other aspects, less often discussed, is that it also spreads confusion, undermines trust and encourages us to live in a kind of epistemic bad faith. its effectiveness is due in part to a curious blindness on the part of many users of social media: a kind of semantic blindness to the function of their online communicative acts. This blindness makes us not only vulnerable to manipulation to those with a better understanding of the semantic character of online communication, it indirectly undermines the value of truth – or more exactly, the pursuit of truth, by diminishing confidence in the institutions that protect and encourage that value. Fake news spread online is a clear danger for Democracy.

We live in an increasingly networked information world in which Fake News can be published relatively easily and specifically. The fact is that Fake News attracts a large audience and a large number of readers. As long as Fake News is recognised as such, this is not a problem. However, according to a 2021 Edelman Trust Barometer survey, up to 65% of respondents cannot distinguish real news from fake news. According to the 12th European Communication Monitor, social networks such as Facebook, Twitter, Snapchat, etc. are the source of 81.3% of all fake news. Political or other propaganda can be spread through these channels. The originators of fake news strive to maximise their reach in the shortest possible time.

False news can be a lucrative source of money for some people. So do not trust or click on suspicious news. Trust your common sense and check news against various sources.

Fact-checking sites

- The Reporters’ Lab maintains a database of global fact-checking sites and countries in which they are based: reporterslab.org.
- The International Fact-Checking Network (IFCN) at Poynter was launched in 2015 to bring together the growing community of fact-checkers around the world and advocates of factual information in the global fight against misinformation.
- International fact-checking sites: ballotpedia.org.

M18 Discussion plan: “Fake news and social bots”

1. Suppose you get a message that you have won a smartphone. What do you do?

2. How do you know if a news source is reliable?

3. Assume that many things on a website are incorrect. Does it follow, that everything on the internet is false?

4. How does fake news come about?

5. What are social bots?

6. Why are fake news so dangerous?

7. How can you prevent the creation and spread of fake news?

8. How did fake news exist before social media?

9. How difficult is it to refute fake news through real reporting?

10. Why do people often trust fake news with questionable sources often more rather than reputable media?

11. How do you recognise fake news?

12. Why should you inform yourself through different sources?

13. What effect do fake news have?

14. How can we see through the mechanisms of manipulation?

15. What can we do against fake news and political manipulation?

M19 Video “What is fake news? Tips For Spotting Them”

Link: <https://www.youtube.com/watch?v=D0Cd9-eJ-No> (04:34 min.)

Sources:

Smile and Learn - English

<https://www.youtube.com/@SmileandLearnEnglish>

M20 How to spot fake news

1. Consider the source

Click away from the story to investigate the site, its mission and its contact info.

2. Read beyond

Headlines can be outrageous in an effort to get clicks. What's the whole story?

3. Check the author

Do a quick research on the author. Are they credible? Are they real?

4. Supporting sources?

Click on those links. Determine if the info given actually supports the story.

5. Check the date

Reposting old news stories doesn't mean they're relevant to current events.

6. Is it a joke?

If it is too outlandish, it might be satire. Research the site and author to be sure.

7. Check your biases

Consider if your own beliefs could affect your judgement.

8. Ask the experts

Ask a librarian, or consult a fact-checking site.

Sources:

How to spot fake news [13.06.2022]

<https://digiethik.eu/en/how-to-spot-fake-news/>

M21 Leading Idea “Digital Ethics – Living together in an interconnected world”

Digital Ethics is becoming increasingly important, since there are hardly any answers to the question of how to live together appropriately in virtual spaces. There is a danger of losing sight of values and norms due to the anonymity of users and the size and fast-moving nature of the system. To prevent this from happening, Digital Ethics deals with the question of responsibility for virtual activity and reflects on the conditions for a good, successful life. It is the task of all of us to shape the digital world in a humane way.

In the lesson we think about the values of our society and to examine the digital interaction with each other. To do this, it is important to deal with social and ethical issues, develop an awareness of ethics and adopt a reflective attitude toward digital media.

To encourage people to use media sensibly and critically, it is necessary to make them aware of the risks and they should learn to recognize how they themselves can act safely, competently and reflectively on the Internet - it is essential to talk about ethics and values in the digital world and to address social and ethical issues in connection with technical innovations, to develop an awareness of ethics, and to adopt a reflective attitude toward digital media.

Digital ethics deals with the question of responsibility for virtual activity and reflects on the conditions for a good, successful life. However, digital ethics does not pursue a prescriptive approach, i.e. it does not prescribe which decision is the right one. This requires each individual to make decisions competently and on his/her own, and to take responsibility for them.

It is therefore the task of all of us to shape the digital world in a human. We all must be aware that we are also responsible for their own actions in the digital realm.

M22 Activity “Digital Ethics – Living together in an interconnected world”

1. Which processes of change characterise our present?

2. What is netiquette?

3. Is a code of rules for the internet necessary? If you think “yes” please give a good reason, if you think “no” please give a good reason.

4. Why should you always consider what and how you write?

5. What kind of responsibility arises from the interconnectedness of the world?

6. Why should people pay attention to how they talk to each other in the digital space?

7. Why do people often behave differently on the net than in personal contact?



8. If we could reinvent the internet from scratch today, what would you change?



9. How do discourses differ in digital and analogue space?



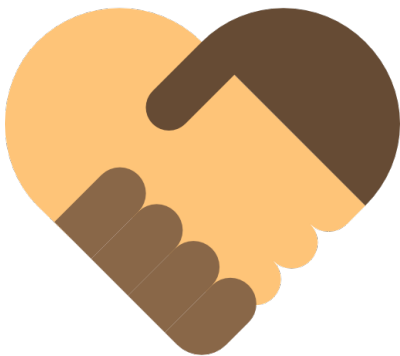
M23 Activity “Netiquette in Online-Communities”

Netiquette is a word made up from the words *net* and *etiquett*. It was first posted in 1982 and describes rules how to conduct respectful and appropriate and more effective communication on the internet and helps to avoid misunderstandings and conflicts.

A netiquette of socially accepted behaviour online have to be observe in writing email, in texting and other communications on the web. It is always necessary to remember that you communicate with human beings.

1. Think about five good examples of rules or guidelines for interacting with others on the internet in a considerate, respectful way.

2. Create a “Netiquette Poster”.
3. Discuss the “10 Golden Rules of Digital Ethics” (M24).



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There is a very good guide for young internet users in 24 EU languages

“Jump into the wonderful and peculiar world of the internet with this guide on how it works, the magic of programming, and how to freely roam this landscape in a safe and secure way. Learn how to think critically about strangers you meet online, scams, fake news and claims by internet personalities. Be inspired by stories about the lives and work of a security expert and a game designer. And along the way, you can polish up your internet skills by taking on a series of fun challenges.” [A smart kid’s guide to the online world of wonders](#). [last access on 13.06.2022]

M24 “10 Golden Rules of Digital Ethics”

How can we proficiently live together in the web?

1. Disclose as little as possible about yourself.
2. Be aware, and do not accept, that you are being observed and that your data is being collected.
3. Do not believe everything you see or read online and keep yourself informed utilizing alternative sources.
4. Do not condone bullying or hateful behavior.
5. Respect the dignity of others and remember, even in the world wide web rules are applicable.
6. Do not trust everyone with whom you only have contact online.
7. Protect yourself and others from extreme content.
8. Do not value your own worth by likes and posts.
9. Do not judge yourself and your body by numbers and statistics.
10. Once in a while turn off your digital devices and treat yourself to a timeout.

Sources:

10 Golden Rules of Digital Ethics [13.06.2022]

<https://digiethik.eu/en/10-golden-rules-of-digital-ethics/>