



B1 - Understanding Cyberviolence

Reading and Speaking



EXERCISE 1 READ THE QUOTE. DISCUSS IF YOU AGREE OR DISAGREE WITH IT. EXPLAIN WHY,

It's a dialogue, not a monologue, and some people don't understand that. It's more like a telephone than a television.

Amy Jo Martin (American author, speaker, entrepreneur and investor)

DO YOU ENGAGE WITH OTHER PEOPLE ONLINE? IF YES, HOW? IF NOT, WHY NOT?
DO YOU POST ANYTHING ONLINE? DO PEOPLE ENGAGE WITH YOUR CONTENT?

EXERCISE 2 READ ABOUT THE TYPES OF CYBERVIOLENCE. MATCH THE HEADINGS (A-E) TO THE PARAGRAPHS (1-5).

- A. Trolling
- B. Cyberbullying
- C. Cyber stalking
- D. Flaming
- E. Hate speech

1.

This happens when someone follows and **bothers** another person online to make them feel scared. It might include sending mean emails, posting private pictures or videos, and watching the person online.

2.

This is when someone keeps bothering another person online to make them feel really upset or scared. Often, young people and kids are the ones who get hurt. It could involve asking for **inappropriate** things, sharing mean or rude messages, or even making **threats**.

3.

This happens when people say mean things about others because of who they are, like their race, religion, or where they're from. It can also happen to women and might involve saying sexual things or making threats.

4.

This is when someone tries to upset others online by saying things to make them **mad** or start arguments. It could be posting rude messages or things that don't make sense. Sometimes, they don't even know the person they're bothering.

5.

This happens when someone uses big, angry words and lots of **exclamation marks** to make someone else feel bad. This behaviour is meant to get a reaction out of the person they're talking to. It's often connected to trolling and can be very **hurtful**.

EXERCISE 3 MATCH THE WORDS IN BOLD TO THE DEFINITIONS (1-6).

- 1. (adjective): feeling angry or upset.
- 2. (adjective): not suitable or proper for a particular situation.
- 3. (adjective): causing emotional pain or distress to someone.



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4. (verb): to cause trouble or annoyance to someone.
5. (noun): a statement or action that expresses an intention to harm someone.
6. (noun): a punctuation mark (!) used to show strong emotion, emphasis, or excitement in writing.

EXERCISE 4 READ THE SITUATIONS BELOW AND MATCH THEM TO THE TYPES OF CYBERVIOLENCE, MENTIONED IN EXERCISE 2

1.

Someone joins a discussion forum about a serious topic, but instead of contributing constructively, they post silly comments or say things just to upset others.

2.

Someone repeatedly sends messages to another person online, even after they've been asked to stop. They might also follow the person's activities on social media closely and send them messages that make them feel uncomfortable or scared.

3.

A heated argument breaks out in a chat room about a sports team. One person starts typing in all caps, calling others names and using lots of exclamation marks to make their point. They might say things like "You're all idiots if you think that team is any good!!! They're the worst team in history!!!"

4.

If someone writes a mean comment online about a person's religion, saying something like "All people of this religion are terrible and should be kicked out of the country,"

5.

A group of students creates a chat group and starts making fun of other students, calling them names and spreading rumours about them. They might also send threatening messages or post embarrassing photos of the student online for everyone to see.

EXERCISE 5 DISCUSS THE QUESTIONS BELOW.

1. How does online hate affect individuals and communities?
2. Have you ever experienced or witnessed online hate? What happened?
3. Why do people display hateful behaviour online?



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EXERCISE 6 WATCH A VIDEO OF [MADILYN BAILEY](#) DEALING WITH ONLINE HATE. ANSWER THE QUESTIONS BELOW.

1. How did the girl deal with online hate?
2. Was it a good way of dealing with online hate? Why (not)?
3. Is it better to respond to online hate or ignore it?

EXERCISE 7 DISCUSS THE QUESTIONS BELOW.

1. What are some other ways of dealing with online hate?
2. How can you contribute to creating a safer and more inclusive online environment?

Teacher's notes

Exercise 1. Lead-in

5 mins

Introduce the topic of cyberviolence by discussing the quote from Amy Jo Martin, which suggests that social media is a dialogue instead of a monologue. After introducing the quote, ask students to reflect on its meaning and how it applies to their use of social media. Then, pair them up and ask them to discuss their engagement with online content by answering a set of questions.

Exercise 2. Reading 1

5 mins

Say that there are many different types of cyberviolence, ranging in seriousness. Students match the types of cyberviolence to their definitions.

Answers: 1C, 2B, 3E, 4A, 5D

Exercise 3. Vocabulary focus

4 mins

Focus on the words in bold and match them to their definitions.

Answers: 1. mad, 2. inappropriate, 3. hurtful, 4. bother, 5. threat, 6. exclamation mark

Exercise 4. Reading 2

5 mins

To further ensure the understanding of cyberviolence, students read the examples of each type of cyberviolence and match them to their names, mentioned in exercise 2.

Answers: 1. Trolling, 2. Cyber stalking, 3. Flaming, 4. Hate speech, 5. Cyberbullying

Exercise 5. Pair speaking

6 mins

Sum up the reading by discussing in a group which type of cyberviolence mentioned in the class, students consider to be the most serious.

In pairs, students talk about online hate and how it affect individuals and communities, and whether students have ever experienced or witnessed online hate. Monitor the activity and provide speaking feedback at the end of it.

Exercise 6. Video + discussion

7 mins

As a group, watch a video of a girl dealing with online hate and listen to [I Wrote a Song Using Only Hate Comments 4](#) by Madilyn Bailey. After that, discuss whether you think this is an effective way of dealing with cyberviolence. Then, discuss the remaining questions about how to respond to online hate.

Exercise 7. Group discussion

5 mins

Finish the class by discussing additional strategies for dealing with cyberviolence and creating a more inclusive online environment for everyone.

Error correction

3 mins

Provide speaking feedback.