

## Lesson Plan

Title: Online Actions with Offline Impact

Grade Level: 1<sup>st</sup> grade

gymnasium – 2<sup>nd</sup> grade lyceum

### Objectives

- The student will be aware of acceptable and unacceptable communication when using the internet
- The student will to develop understanding of Cyberbullying, implications of being cyberbullied
- To identify strategies to prevent or reduce cyberbullying, understanding that the internet has positive and negative effects on society.

### Methods & Material

#### Methods

- Individual work
- Group discussion
- In-class use of moderation tool

#### Material

- Internet connection
- Computers/Projector/Monitor/Television to watch video
- Power Point Instruction

Description of the Lesson

Title	Time	Aim	Description of the Activity	Methods & Material
Identify strategies to prevent or reduce cyberbullying	20'	Understand the implications of being cyberbullied	<p><i>TEACHER</i> will start the discussion by asking students to explain the impact of CYBERBULLYING and to write 3 signs of phenomenon on paper or flipchart, offering some examples.</p> <p>Exercise 1:</p> <p>INSTRUCTIONS – Generate class discussion and interest in the topic by questioning students. Ask students to explain the profile of the bully and target: Cyberbullying can take place both between peers and across generations; teachers have also been targets.</p> <p><i>-Age or size are important?</i></p> <p><i>-Bystanders can also become accessories to the bullying?</i></p> <p><i>-Is cyber bullying unintentional, lack of awareness of the consequences?</i></p> <p><i>- If you know that a friend or class mate is being cyber bullied, there are things you can do to help. Taking action such as telling an adult and reporting the bully will show your friend that they are not alone.</i></p> <p>Think pro/ contra about specific of cyberbullying.</p> <p>Conclusion: <i>Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.. The audience can be very large and reached rapidly. People who cyberbully may attempt to remain anonymous.</i></p> <p><i>Bullying and cyberbullying are behaviors that can affect the emotional part of young people and we must consider some signs like these a child seems more shy, rapid increases or decreases in device usage, including text messages, request to stay at home more often, they are more isolated, they change their attitude to technology, change mood when receive notifications on your phone, sleep poorly and badly in terms of quality and quantity,</i></p>	<p>Group discussion</p> <p>Power Point presentation</p> <p>Individual and group work</p> <p>Group discussion</p>

			<p><i>they begins to avoid social situations, even those that have been appreciated in the past, social media accounts are closed or new ones are displayed, that withdraw or depress or lose interest in people and usual activities.</i></p>	
Forms of Cyber Bullying and risk awareness	25'	Identify Cyber-bullying Facts	<p>After watching the video, lead an in-class discussion:</p> <p><b>Exercise 2: CYBER BULLIED - WHAT DO I DO?</b></p> <p>Teacher will invite students to discuss about many cyberbullying incidents can themselves act as evidence and then share answers with a partner.</p> <p>What are your own opinions about social networking? Discuss the following statements with class and ask for request on how much they agree or disagree. You could form a human continuum line to show the response from Agree, Unsure and Disagree.</p> <ol style="list-style-type: none"> <li>1) <i>I often spend up to six hours a day in front of a screen (includes TV, Laptop, Computer, Hand Held Devices and Phones)</i></li> <li>2) <i>I am addicted to checking Facebook and other social networking sites</i></li> <li>3) <i>If you use sites like Facebook and other things regularly, you are likely to do worse in your exams.</i></li> <li>4) <i>I access my Facebook or social networking site daily.</i></li> <li>5) <i>I don't think using social networking sites are dangerous.</i></li> <li>6) <i>I prefer reading online to reading books.</i></li> <li>7) <i>I don't know who or what sites to trust when I'm online.</i></li> </ol> <p>Students will explore their own personal reaction with the internet.</p> <p>Exercise 3: Students will analyze cyber safe rules and they will create strategies to respond to cyberbullying:</p> <p><b>CYBER SAFE RULES</b></p> <ul style="list-style-type: none"> <li>• <i>Tell an adult you trust about what's going on.</i></li> <li>• <i>Don't delete any of the emails, texts, or messages. They can serve as evidence</i></li> <li>• <i>Keep a record of incidents.</i></li> </ul>	<p>Video on Youtube - Cyber-bullying Facts – Top 10 Forms of Cyber Bullying: <a href="https://www.youtube.com/watch?v=0Xo8N9qJtk">https://www.youtube.com/watch?v=0Xo8N9qJtk</a></p> <p>Projector/Monitor/Television to watch video</p> <p>Class discussion with students</p> <p>Individual and group work</p> <p>Working groups</p> <p>Ppt presentation</p>

			<ul style="list-style-type: none"> <li>• Don't forward any mean messages that spread rumors about you or someone else.</li> <li>• Don't cyberbully back.</li> <li>• Revenge is never the best answer.</li> <li>• If possible, report the incident to the administrator of the website.</li> <li>• Many websites including Facebook and YouTube have safety centers to report cyber bullying.</li> </ul> <p>Continue the discussion about risks and list them on flipchart, understand that the internet has positive and negative effects on society:</p> <p><b>Exercise 4: RISK AWARENESS ACTIVITIES</b></p> <table border="1"> <thead> <tr> <th>Online risks</th> <th>Offline risks</th> </tr> </thead> <tbody> <tr> <td>Sending and receiving sexual messages</td> <td>Missing school lessons</td> </tr> <tr> <td>Seeing sexual images</td> <td>Getting drunk</td> </tr> <tr> <td>Meeting new online contacts (online and offline)</td> <td>Having sexual intercourse</td> </tr> <tr> <td>Personal data misuse</td> <td>Getting in trouble at school</td> </tr> <tr> <td>Seeing negative user-generated content (NUGC)</td> <td>Getting in trouble with the police</td> </tr> </tbody> </table> <p>Conclude to helping young people have safe, having positive experiences online and encouraging behavioural change to promote responsible online behaviour. Discuss the dangers the internet can present and ways of staying safe online.</p>	Online risks	Offline risks	Sending and receiving sexual messages	Missing school lessons	Seeing sexual images	Getting drunk	Meeting new online contacts (online and offline)	Having sexual intercourse	Personal data misuse	Getting in trouble at school	Seeing negative user-generated content (NUGC)	Getting in trouble with the police	<p>Group discussion</p> <p>Group discussion</p>
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Assessment	5'	Students give feedback	Class feedback – Ask your students to find the Top 3 acquisitions.	Feedback												

### Resources & extra material

- <https://kidshelpline.com.au/sites/default/files/document/Internet%20Safety%20Lesson%201.pdf>
- Video to be watched in class: <https://www.youtube.com/watch?v=0Xo8N9qIJtk>
- <https://www.bullying.co.uk/cyberbullying/how-to-stay-safe-online/>
- <https://www.digizen.org/resources/cyberbullying/understanding/how-is.aspx>

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