



Co-funded by the
Erasmus+ Programme
of the European Union

**STRATEGIC PARTNERSHIP BETWEEN SCHOOLS
KA2 ACTION, ERASMUS+ PROGRAM
THE VIRTUAL UNIVERSE WE WANT
PROJECT NO: 2016-1-RO01-KA219-024515**

ROMANIA



Erasmus+ Programme - Strategic Partnership between schools
The Virtual Universe We Want
Project No:2016-1-RO01-KA219-024515

OPTIONAL COURSE "THE VIRTUAL UNIVERSE WE WANT"

Lesson plan

SCHOOL : LICEUL DE ARTE "BĂLAȘA DOAMNA" TÂRGOVIȘTE

DISCIPLINE: CIVIC EDUCATION

CLASS: a III-a

PROFESSOR: POPESCU RODICA

THE SUBJECT: FIGHT AGAINST CYBERBULLYING - ACTION OF GLOBAL INTEREST

DATE: 16th of March 2018

General competence: Awareness of students and parents about the dangers of Internet surfing

Operational objectives:

At the end of the activity students:

Oo1: to communicate in the family in the sense of their own information, but also to the cooperation / documentation with parents on Internet safety;

Oo2: to be effectively informed through independent documentation and teamwork to disseminate actions taken globally to control and stop virtual aggression;

Oo3: to identify the legal measures adopted at national and international level against virtual aggression

TEACHING STRATEGIES:**❖ METHODS AND PROCEDURES:**

explanation, heuristic conversation, questioning, systematic and independent observation, independent activity.

❖ MEANS AND MATERIALS:

laptop, questionnaire, flipchart, video projector

BIBLIOGRAPHY:

<http://www.wikipedia.org>

<http://mediawise.ro/plan-de-lectie-cyberbullying-nu-multumesc/>

<http://mediawise.ro/wp-content/uploads/2017/05/Plan-de-lectie-Cyberbullying.pdf>

The sequences of the lesson	T.	Ob.	Essential content elements		Teaching strategies		Evaluation
			Teacher's activity	Students activity	Methods	Resources	
Organizational moment	2'	-	- Ensures that students are ready to begin the lesson.	- They're getting ready to start work.	-	-	-
Announcement of lesson subject and operational objectives	3'	Oo ₁ Oo ₂ Oo ₃	Announces lesson title <i>The fight against cyberbullying - action of global interest</i> and presents the operational objectives.	- they get to know the operational objectives.	-Explication	- Laptop. - Video projector. - Flipchart	Systematic observation
Ice Breaking Exercise	5'	Oo ₁ Oo ₂ Oo ₃	The teacher discusses the notion of bullying with a story about two apples	- Listen to the teacher's story and provide answers. - Request additional explanations.	-Explication; - Front activity.	- the story of the two apples (appendix 1)- Flipchart.	Systematic observation
Presentation of the lesson content	30'	Oo ₁ Oo ₂ Oo ₃	- there are talks about bullying. - What is bullying?	- Listen to the teacher's instructions	-Explication; -Expunerea; - Front	- appendix 2 - sheet Cyberbullying	Systematic observation

The sequences of the lesson	T.	Ob.	Essential content elements		Teaching strategies		Evaluation
			Teacher's activity	Students activity	Methods	Resources	
			<ul style="list-style-type: none"> - A possible simplified explanation for students. - How does a victim of bullying feel? - What can you do when you're intimidated? But when do you see another colleague is intimidated? - It explains to students that they will learn about a new type of bullying that takes place on the Internet: online bullying or cyberbullying. - I explain how students can respond to online harassment 	<ul style="list-style-type: none"> - Ask questions to better understand the information presented. - I share my personal experiences. 	activity. - Heuristic conversation.	<ul style="list-style-type: none"> - Laptop. - Video projector. - Flipchart 	
Get feedback	5'	Oo ₁ Oo ₂ Oo ₃	<ul style="list-style-type: none"> - Recapitulates the essential elements of the lesson. - Ask questions to evaluate the understanding of the lesson content. - Asks students to tell what they liked at the lesson. 	<ul style="list-style-type: none"> - Synthesize the essential elements of the lesson. - I answer the teacher's questions - Verbalize what they liked at the lesson. 	- Front activity.	<ul style="list-style-type: none"> - Laptop. - Video projector. - Flipchart 	Systematic observation Independent observation

Exercise to capture attention

Taken from Rosie Dutton, Relax Kids Tamworth, Birmingham.

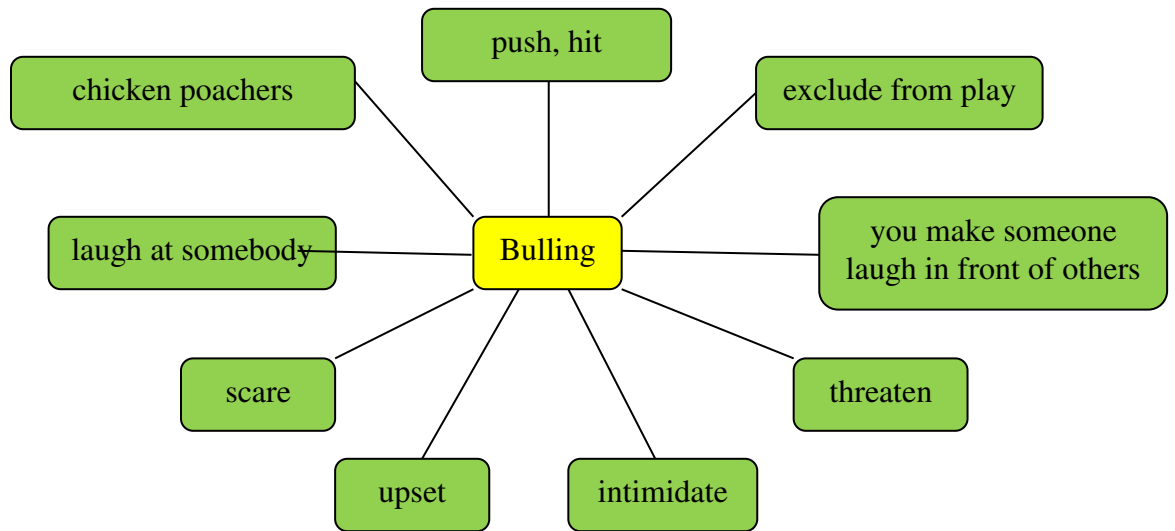


Choose two apples that look the same. Hit one of the apples several times, but be careful not to see the bruises on the outside. Children should not know from the beginning that the apple has been hit. Show them the two apples and ask them to describe them. It should be noted that both apples look good and look good to eat.

Show them the beaten apple and tell the children that you do not like it at all, that it looks disgusting, that it has a horrible color, that it has a too short trunk etc.. Walk the apple to each pupil and ask him to say ugly things. Then show them the second apple (the naked) and tell them to say only positive things: what a beautiful color you have, what you look good, look very tasty, etc.

Apples still look the same on the outside, but when you cut them, kids will be able to see that the apple with which they spoke badly has damage. Just as with this apple, people can be hurt inside when we address them to ugly words. These wounds are not seen outside, but they exist. You can then explain how you intentionally hit the apple to create this effect.

A person we're hurt will feel hurt, but he will not always look. Just as the apple's damages can not be seen from the outside. But insults and negative messages leave traces inside.



6

these things often happen many times on different days and are made intentionally

CYBERBULLYING

WHAT SHOULD YOU DO WHEN SOMEONE IS HARASSING YOU ONLINE?

GO AWAY FROM THE COMPUTER / PHONE / TABLET

When the situation goes out of control in the online environment, you should disconnect until you come back and talk to someone about what happened.

SPEAKS WITH AN ADULT THAT YOU TRUST

The most important thing you can do is ask for the help of an adult. This could be a parent, a relative or a teacher.

DO NOT REPLY TO MESSAGES

No matter how painful or false the message you receive, it's important that you do not respond. Otherwise, you could worsen the situation. Do not even try to take revenge, because you will become an aggressor in your turn.

STORE THE MESSAGES

Probably the last thing you want to do, but in some cases you need to keep the messages or disturbing pictures to prove to a responsible teacher or adult what happened. Download them to your computer or print a screen. Ask for help if you do not know how to save the materials.

IT'S NOT YOUR FAULT!

No matter what others tell you, you do not have to be ashamed of yourself or what you feel. And nothing justifies such behavior on their part. The problem is not with you, but with those who take part in cyberbullying.

Erasmus+ Programme - Strategic Partnership between schools
The Virtual Universe We Want
Project No:2016-1-RO01-KA219-024515

OPTIONAL COURSE "THE VIRTUAL UNIVERSE WE WANT"

Lesson plan

School: "Bălașa Doamna" Arts High School

Class: Vth grade

Teacher: Popa Barbara-Brigita

Lesson title: *Virtual aggression is punishable by law*

Lesson purpose: reducing cases of virtual aggression among students

Lesson type: teaching and consolidation lesson

General skills:

Knowing and applying behaviors to prevent and combat virtual aggression.

Knowing the rules of good behavior in the use of the virtual environment.

Awareness of pupils and parents about the dangers of Internet browsing.

Developing information capacity through research and documentation on the Internet.

Specific skills:

Efficient information by independent documentation and teamwork to disseminate global actions to control and stop the virtual aggression

Derivative skills:

C1- defining the concept of virtual aggression;

C2- forming the skills of the use of information programs on the laws in force;

C3 - students' access to information about virtual aggression;

C4 - identification of the legal measures taken globally to control and stop virtual aggression.

Teaching methods: conversation, explanation, demonstration, exemplification, exposure, systematic and independent observation.

Learning tools and intuitive material: Good Practice Guide for Teachers and Parents, Code of Good Behavior on the Internet, Websites, etc.

Working materials: computer, worksheets, video projector, flipchart, flipchart sheets, etc.

Forms of organization: frontal and individual activity.

Resources:

1 Official:

School curriculum for the optional discipline “The Virtual Universe We Want”

Calendar planning

Learning Unit planning

2. Temporale:

Number of lessons: 1

Duration: 50 minutes

3. Bibliographical:

1. Cucos, Constantin (1996), *Pedagogy*, Polirom Publishing House, Iași.

2. Gold, Jodi (2016), *Parents in the digital age. Teach your child how to properly use digital networks and digital devices*, Trei Publishing House, Bucharest.

3. Ghica, Vasile (1988), *School Counseling and Guidance Guide*, Polirom Publishing House.

The lesson sequences	Essential content elements		Teaching strategies		Evaluation
	Teacher's activity	Students' activity	Methods	Materials	
Organizational moment	- Ensures that students are ready to begin the lesson.	- Prepare to start work.	-	-	-
Title and skills specification	- Announce the title of the lesson and specify the derivative skills and write them on the board / flipchart.	- Get to know the title of the lesson and the skills concerned.	- Explanation	- Laptop - Video projector - Flipchart	Systematic observation
Catching the attention	- Discusses the notion of virtual aggression with a story about a negative case and presents pictures	- Tell the teacher's story and provide answers. - Requires additional explanations.	- Explanation - Frontal activity	- the story of a case (worksheet 1) - Flipchart	Systematic observation

The lesson sequences	Essential content elements		Teaching strategies		Evaluation
	Teacher's activity	Students' activity	Methods	Materials	
	with the exhibition of posters made in the project "The virtual universe we want" - a positive case.				
Presentation of the lesson content	<ul style="list-style-type: none"> - Discussions about virtual aggression. - Who do we address in case of virtual aggression? - A possible simplified explanation for students using. - How does it feel a virtual aggression victim? - What are the consequences of online aggression? - Explains to students that they will learn about the laws in force to stop virtual aggression. - Explains how students can react to online harassment. 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Presents questions to better understand the information presented. - Share their personal experiences. 	<ul style="list-style-type: none"> -Explanation - Exposure - Frontal activity - Conversation 	<ul style="list-style-type: none"> - worksheet 1 - Virtual Aggression Sheet - Laptop - Video projector - Flipchart 	Systematic observation
Getting feedback	- Recapitulates the essential elements of the	- Synthesize the essential elements of the lesson.	- Frontal activity	<ul style="list-style-type: none"> - Laptop - Video 	Systematic observation

The lesson sequences	Essential content elements		Teaching strategies		Evaluation
	Teacher's activity	Students' activity	Methods	Materials	
	lesson. - Test questions to evaluate the understanding of the lesson content. - Asks students to specify what they liked in the lesson.	- Answer the teacher's questions. - Warm up what they liked in the lesson.		projector - Flipchart	Independent observation