



**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 <sub>1</sub><br>Oo <sub>2</sub><br>Oo <sub>3</sub> | 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.<br>- Video projector.<br>- Flipchart            | Systematic observation |
| Ice Breaking Exercise                                     | 5'  | Oo <sub>1</sub><br>Oo <sub>2</sub><br>Oo <sub>3</sub> | The teacher discusses the notion of bullying with a story about two apples   | - Listen to the teacher's story and provide answers.<br>- Request additional explanations. | -Explication;<br>- Front activity.      | - the story of the two apples (appendix 1)-<br>Flipchart. | Systematic observation |
| Presentation of the lesson content                        | 30' | Oo <sub>1</sub><br>Oo <sub>2</sub><br>Oo <sub>3</sub> | - there are talks about bullying.<br>- What is bullying?   | - Listen to the teacher's instructions   | -Explication;<br>-Expunerea;<br>- Front | - appendix 2<br>- sheet<br>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"> <li>- A possible simplified explanation for students.</li> <li>- How does a victim of bullying feel?</li> <li>- What can you do when you're intimidated? But when do you see another colleague is intimidated?</li> <li>- It explains to students that they will learn about a new type of bullying that takes place on the Internet: online bullying or cyberbullying.</li> <li>- I explain how students can respond to online harassment</li> </ul> | <ul style="list-style-type: none"> <li>- Ask questions to better understand the information presented.</li> <li>- I share my personal experiences.</li> </ul>  | activity.<br>- Heuristic conversation. | <ul style="list-style-type: none"> <li>- Laptop.</li> <li>- Video projector.</li> <li>- Flipchart</li> </ul> |   |
| Get feedback                | 5' | Oo <sub>1</sub><br>Oo <sub>2</sub><br>Oo <sub>3</sub> | <ul style="list-style-type: none"> <li>- Recapitulates the essential elements of the lesson.</li> <li>- Ask questions to evaluate the understanding of the lesson content.</li> <li>- Asks students to tell what they liked at the lesson.</li> </ul>  | <ul style="list-style-type: none"> <li>- Synthesize the essential elements of the lesson.</li> <li>- I answer the teacher's questions</li> <li>- Verbalize what they liked at the lesson.</li> </ul> | - Front activity.                      | <ul style="list-style-type: none"> <li>- Laptop.</li> <li>- Video projector.</li> <li>- Flipchart</li> </ul> | Systematic observation<br><br>Independent observation |

## **Exercise to capture attention**

Taken from Rosie Dutton, Relax Kids Tamworth, Birmingham.

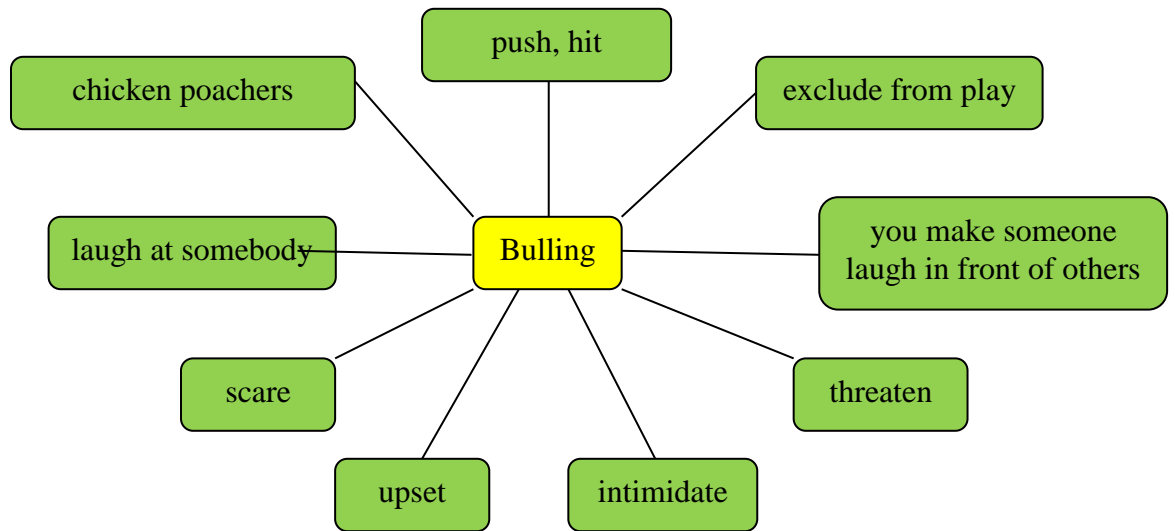


Choose two apples that look the same. Hit one of the apples several times, but be careful not to see the bruises on the outside. Children should not know from the beginning that the apple has been hit. Show them the two apples and ask them to describe them. It should be noted that both apples look good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