

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