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

ROMANIA

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The Virtual Universe We Want

Cyberbulling - the third lesson plan

School: Târgovişte"Bălaşa Doamna" Arts Highschool

Teacher: Toader Denisa

Class: IX B

Discipline: Counseling and guidance

Module: Quality of lifestyle

Theme: "Cyberbullying - forms of manifestation"

Type of activity: group counseling

Purpose of the activity: to develop the protective behaviors of the individual

General skills:

Practicing the management abilities of a quality lifestyle

Specific skills:

Analyzing phenomena with negative consequences on young people's lives and healthy lifestyle

Competences derivatives:

C1: the definition of "cyberbullying";

C2: identifying forms of virtual aggression;

C3: analyzing case studies to determine the right solution;

C4: specifying actions that can solve a virtual aggression case.

Teaching strategy:

a) Forms of organization of activity: frontal activity, individual activity, activity on groups.
b) Didactic methods: conversation, debate, explanation, exercise, questioning, brainstorming, interview, case study.
c) Evaluation methods and techniques: systematic observation, oral questioning, self-evaluation.
d) Educational means: videoprojector, worksheets, markers, blackboard, flipchart.

Resources:

a) of time 50'.

b) of space: the classroom.

c) human: pupils with different learning rhythms, heterogeneous class.

d) bibliographical:

*** Support course "Orientation and Counseling" - CCD Dâmboviţa, 2006.

Ghica, Vasile, "School Counseling and Guidance Guide", Polirom Publishing House, 1988.

Moments of the lesson	Teacher's activity	Students activity	Teaching strategy			Evaluation
			Forms of organization	Methods and procedures	Means of education	
1. Organizational moment 1'	Identifies absences, provides the climate necessary for the good development of the lesson.	They are preparing for work.	Frontal	Conversation		
2. Establish anchor links with new content 3'	It addresses questions about the essential issues of the topic addressed at the previous time. Exposes to the videoproiector a sketch of the previous lesson. Shows the results of the school violence questionnaire applied in the previous hour.	Theyanswer the questions. They are looking at the slides. Listen to the questionnaire interpretation.	Frontal	Conversation Exposing	Laptop Projector Student questionnaires	Oral questioning
3. Catching the attention 4'	Propose a brainstorming starting from the term "cyberbullying". Informs students that a European-funded project is being carried out within the school unit to address this issue.	Each pupil participates. Listen to the information and watch the slides.	Frontal	Brainstorming Exposing	Blackboard Markers Laptop Projector	Systematic observation
4. Announcing the theme and derived competences 2'	Announces the theme of "Cyberbullying – forms of manifestation" and specifies the derived competences in an accessible manner.	Listen to the exposing and watch the slides.	Frontal	Conversation	Blackboard Markers Laptop Projector	

Moments of the lesson	Teacher's activity	Students activity	Teaching strategy			Evaluation
			Forms of organization	**Methods and procedures**	**Means of education**	
5. Content presentation and learning direction 17'	Suggests solving a correspondence item (cyber dictionary) to establish the link between the definition of a form of virtual aggression and its explanation. (Annex 1)	Solves the workload.	Individual	Conversation	Work sheets	Systematic observation
	Suggests correlating the cases presented with appropriate forms of virtual aggression. (Annex 2)	Solves the workload.	groups	Problem	Work sheets Projector Laptop	
6. Achieve performance 15'	Proposes a case of virtual aggression for analysis. (Annex 3) Share the tasks of each group.	Solves the workload, exposing actions for each of the roles: victim, aggressor, witness / es, victim's family, friends, school, police.	groups Frontal	Case study	Work sheets Flipchart Markers	Systematic observation
7. Ensuring transfer 5'	He wants to solve the task: "You were the victim of one /some forms of virtual aggression? If so, call it."	They answer the request.	Individual	Conversation		Systematic observation
8. Activity evaluation 3'	Asks students to name a term describing their activity. Announce the topic to be addressed during the next counseling session.	They express my opinion about the activity. Listen to the information.	Frontal	Interview		Autoevaluation

Cyberbullying- Cyber Dictionary

Make the correspondence between the two columns:

Nr.crt.	Term	Definition / explanation
1.	**Confidentiality(privacy)**	abbreviated from the "Internet Label" or "Network Label" means Internet manners.
2.	**Unlabeled (netiquette)**	using the Internet to send or post messages or images that are intended to hurt or mistreat another person.
3.	**Copyright (copyright)**	the ability to control what information I disclose about you on the Internet and who can access this information.
4.	**Virtual intimidation**	the legal right to copy, publish, sell or distribute an original piece of work, such as a book, song, or photo.
5.	**Virus protection (virus protection)**	use a website that allows people to talk, make new friends, share interests, photos, videos, links, ideas.
6.	**Plagiarism (plagiarism)**	preventing computer virus infection by using special software.
7.	**Socialization (Social Networking)**	the act of using words or ideas of another person as if they were their own.

Annex 2 - Group nr. 1

Wrong or fair cyber choices?

Case	Answer
1. Angela is passionate about science. On a weekend, she found a children's science site. To be able to download the games, she had to fill in the name and address, but did not think the application was absurd, especially since she was browsing a children's site. She filled out the requested information and was able to play very exciting games.	**Angela made a decision ...**

Annex 2 - Group nr. 2

Wrong or fair cyber choices?

Case	Answer
2. Antonio just moved from Italy. He has made a lot of friends, but Mihai is not polite and makes fun of his accent. One day, Mihai used the computer to draw an evil image of Antonio and distributed it to everyone in the classroom. Cosmin saw her before anyone else and told the teacher. The teacher assured himself that everyone had deleted the message and met Mihai to talk about his actions.	**Cosmin made a decision ...**

Annex 2 - Group nr. 3

Wrong or fair cyber choices?

Case	Answer
3. Cristina stayed late after school to work on the computer. When she	**Cristina made a decision …**

left, she saw that Ema forgot to make Log off her computer. Without looking at Emma's account, Cristina made Log off and told her about the situation the next day.

Annex 2 - Group nr. 4

Wrong or fair cyber choices?

Case	Answer
4. Ana's teacher asked the class to produce a project about plants and flowers in the area that consisted in writing a report that included pictures that students had personally made. Ana wrote the report at the last minute and did not have time to take pictures, so she only used some images she found on the Internet and said she did them.	**Ana made a decision …**

Annex 2 - Group nr. 5

Wrong or fair cyber choices?

Case	Answer
5. Stephen searched for information on a computer in the school library when a message came out saying that virus protection software would expire if the new version would not be downloaded. Even though all students were told not to upload or download anything from computers because they were connected to the school network, Stephen clicked on the "Update Now" button and downloaded the new version. He imagined he would be with a less-updated computer by the school.	**Stephen made a decision …**

Annex 2 - Group nr. 6

<u>Wrong or fair cyber choices?</u>

Case	Answer
6. The last reading of the year had to be done urgently by the next day, and Oana was in a time of crisis. She decided to find information on the Internet. In a few minutes, Oana visited about 15 different sites. She just copied a little bit of information from each page, changed a few words here and there, and the theme was ready.	**Oana made a decision …**

Annex 2 - Group nr. 7

<u>Wrong or fair cyber choices?</u>

Case	Answer
7. Maria and her school friends follow their favorite band on a social networking site. One day, Maria decided to contact the drummer to tell him how much he likes the band. She was surprised when the drummer, an adult, responded to the message and asked for the phone number she gave him.	**Maria made a decision …**

Annex 3

<u>**Case Study**</u>

I. Read carefully this harassment case reported on Helpline Sigur.info (031 80 80 000):

Hello! Surely most have an active account on Facebook. Something very strange happened to me. I have my secure account well and I do not even have up to a hundred friends. About a month ago I received a request for friendship from a stranger, a man. Although I do not accept any requests, I accepted ... so curiously. After that, he sent me some strange messages insisting on chatting with him. Of course I deleted it right after a day.

That was all! Since then, all of my messages have been sent from different false and even worse accounts, even created a fake account with my data and some of my pictures.

I am constantly harassed and threatened by this stranger. Please tell me what I can do!

- Name the actions you should take:

Group 1- victim;
Group 2- abuser;
Group 3- witness / witnesses;
Group 4- the victim's family;
Group 5- school;
Group 6- police;
Group 7- friends of the victim.

II. You have ever been the victim of any / some form of virtual aggression? If you answered Yes, call them!