

Lesson Plan: Virtual Is Real – Cyberbullying and How Its Effects Penetrate the Real Life

Duration:	50 minutes
Summary Description:	<p>This lesson plan helps teachers introducing to their pupils basic information and knowledge on cyberbullying and the ‘actors’ involved. It also provides examples/methods of cyberbullying and efficient ways to make pupils learn to recognise cyberbullying, analyse it and its causes, understand how cyberbullying affects their lives.</p> <p>Experiential learning, emotional intelligence and technology in education are involved in this lesson as learning strategies. Frontal activities, pair work and whole class arrangements are implemented during this lesson. The teaching methods are combined: lecturing, explanation, questioning, choral speaking and simulation. Specific materials and instructional resources are provided to the teacher as annexes (PPT, evaluation sheet, etc.).</p> <p>This lesson is connected to various school subjects, such as ICT, Man and Society, Language and Communication.</p>
Tags:	Raising Awareness on Cyberbullying, Cyberbullying in School and Private Life
Aim:	To provide pupils accurate knowledge on cyberbullying, and to support them identifying, analysing and understanding cyberbullying, its potential causes and effects.
Objectives:	<p>This lesson intends to enable students to:</p> <ol style="list-style-type: none"> 1. Define and describe cyberbullying; 2. Identify perpetrators, targets and witnesses/collaborators in a cyberbullying incident; 3. Develop their awareness on the phenomenon of cyberbullying; 4. Identify the effects of cyberbullying; 5. Critically analyse cyberbullying in order to take fair actions against it.
Learning outcomes: (KSC* developed)	<p>With the completion of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Define cyberbullying (K) • Give examples of cyberbullying (S) • Differentiate between perpetrators, targets, witnesses/collaborators (S) • Explain feelings of the persons involved in

	<p>cyberbullying (S)</p> <ul style="list-style-type: none"> Recognise cyberbullying and describe risks of online communication (S)
Material:	Computers and Projector, Internet access, Handouts, Assessment sheets
Activities	
Activity 1	<p><i>Capturing pupils' attention</i> (15 minutes)</p> <p>The teacher announces the title of the lesson and explains the approach.</p> <p>Then the teacher organises the class for playing the improvisation game called "The Restaurant" (material to use: Virtual_Is_Real_Cyberbullying_Annex_1_EN.docx).</p>
Activity 2	<p><i>Introducing new concepts</i> (10 minutes)</p> <p>The teacher defines cyberbullying and avatars, provides examples of cyberbullying (from online meanness to threats), cyberbullying vs. bullying, categories of participants in cyberbullying (perpetrators, targets and witnesses/collaborators).</p> <p>(material to use: Virtual_Is_Real_Cyberbullying_Annex_2_EN.pptx)</p> <p>Then s/he makes the connection with "The Restaurant" activity: Like in the game (when pupils did not know which the 'trigger' was), in cyberbullying the target does not know who is the bully and whom to fear. S/he is not sure who knows about what the bully did to him/her and does not know the countless invisible witnesses... That is why cyberbullying is so traumatic!</p>
Activity 3	<p><i>'Experiencing' cyberbullying</i> (20 minutes)</p> <p>For this activity the teacher is helped by an assistant, who sits in front of a computer, in a room nearby. The teacher asks for a volunteer. The volunteer (boy or girl) is requested to have an online conversation with an unknown person (the teacher's assistant, but pupils do not know who this person is!) who approached him/her by email. The conversation is projected on the screen, thus all pupils can see it and can contribute to it by suggestions made to the volunteer (what to ask, what to answer to the online interlocutor/avatar). The teacher's assistant has to be previously instructed to conduct the conversation as a real bully (to offend, threaten, make fun of the volunteer's race/religion/ethnicity/sexual orientation, spread rumours, etc.). The conversation should last 3-5 minutes. Then the</p>

	<p>teacher requests pupils to describe how they felt, to analyse what happened (with strong and weak points in their behaviour and reactions as a cyberbullying target) and to evaluate the risks of online communication with avatars. At last, the teacher ‘uncovers’ his assistant and explains that it was an ‘arranged’ cyberbullying, in order to make them realise the danger and the effects of cyberbullying.</p>
<p>Evaluation Activity</p>	<p>Verifying the extent to which pupils succeeded to acquire the new content (5 minutes)</p> <p>The teacher asks pupils to fill in the assessment questionnaire and announces the homework below. (material to use: Virtual_Is_Real_Cyberbullying_Annex_1_EN.docx)</p> <p><u>Homework:</u> Pupils have to work in groups of 4-5 in order to create a mind map built around the concept of cyberbullying and illustrating: <i>How can it happen? What are its effects? How can we increase awareness on it? How can we prevent it?</i></p> <p>During next class each group will have to present its mind map in front of the other students.</p>

*KSC = Knowledge, Skills, Competencies