**Didactic project**

Teacher: Dinu Nella

Discipline: Counseling and personal development

Module: Assertive, passive, aggressive behavior on the internet

Theme: Cyberbullying or aggression in the online environment

Class: VIII

Date: May 21, 2021

Duration: 50 min

**Specific competence**: Adopting responsible and respectful behaviors in the online environment in situations of interaction with online users.

**Operational objectives**:

At the end of the class, students will be able to:

O1) - explains what malicious behavior means in the online environment;

O2) - identify the feelings of a harassed child online;

O3) - develop ideas on how to react assertively to malicious comments online;

O4) - determine possibilities to undertake actions;

O5) - determine possibilities to ask for help if they are harassed online

**Teaching strategies**:

1. Methods and procedures: brainstorming, presentation of a video material, discussions and analysis, debate;

2. Necessary materials: white sheet, marker, flipchart, laptop;

3. Forms of work: frontal, individually and in groups of 4-5 students;

4. Types of interactions: teacher-student, student-teacher and student-student

**Theme announcement**:

The teacher first defines the phenomenon of cyberbullying:

Internet aggression, also called online aggression or cyberbullying, is harassment through a computer or mobile phone. Harassment takes place on blogs, personal pages, forums, e-mail, SMS, MMS, the aggression sometimes taking place by uploading pictures or video images on the Internet without taking into account the victim's right to privacy.

**Catching the attention**

Clarifying the semantics of the word, the teacher asks if any student has been the victim of cyberbullying.

Certainly, students will recount situations in which they have been harassed in the online environment or events in which their friends / acquaintances have had such an unpleasant experience, which, in turn, they will make known to learn together how to proceed. in such a situation.

**Directing learning**

The teacher mentions several ways to harass online:

• Receiving malicious messages from acquaintances or strangers.

• Receiving threatening or offensive messages through social networks, such as Facebook

• Sending pictures or videos of yourself to others in order to offend or embarrass you

• Spread rumors about you via SMS or chat applications such as WhatsApp or Viber

• Stealing your passwords to take over your accounts

• Creating a fake profile with your photos or posting statuses and comments as coming from you.

The teacher then details some of these intimidating practices:

a). Aggression on websites [

Aggression can take place through different methods:

Hate sites: The aggressor creates a "hate site" to harass an individual. This may mean posting pictures or videos showing the victim in embarrassing situations. Or sites where you vote for who is the worst, etc.

Hate groups: Such groups sometimes appear on Facebook or other social networks. What the groups have in common is that they hate a whole group of people. Even if the site administrator cancels the account, the aggressor opens another account on which the aggression continues.

b). Aggression with the help of a mobile phone

Some students bathe in school in a bathing suit, for fear of being filmed secretly.

The most commonly used method is to send messages with offensive content. The content can be verbal or images.

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c). Agressionn on blogs

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The aggressor writes insulting comments to the victim.

d). Aggression by voting on the Internet

Who is the most beautiful or the ugliest? Such questions are examples of online aggression.

The teacher also draws their attention to the security of the passwords used because finding out the passwords by colleagues can create major problems, difficult to repair.

How can cyberbullying affect?

A person who is harassed online can experience many negative feelings, such as:

The teacher determines together with the students what could be the feelings of an abused child in the online environment:

• Feelings of guilt

• The person may feel trapped in a hopeless situation

• She may feel alone, as if no one is supporting her

• May feel excluded

• Feelings of depression, upset and rejection by each group

• Feelings of fear and insecurity

• Anxiety and stress

Precautions for children

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10 rules of online behavior on the Norwegian site Barnevakten:

• 1. Be honest and polite

• 2. Think carefully about what you write

• 3. Respect people of another ethnicity or race and those who have a different way of life

• 4. Respect the law of one's own country and the law of the country where the correspondent is

• 5. Respect copyright, whether it is text, images, sound or software

• 6. Do not send pornographic material with violent, racist or blasphemous content

• 7. Respect other users

• 8. Be thoughtful about spending money online

• 9. Report the illegalities you notice

• 10. Don't forget that other children also use forums, etc.

The teacher asks them if they know or have heard of other forms of cyber aggression. Many students know the term troll or troll someone and that's why the teacher introduces two more novelties:

Cyberstalking is a form of online harassment in which the perpetrator uses electronic communications to track down a victim. This is considered more dangerous than other forms of cyberbullying, as it generally involves a credible threat to the victim's safety. Cyberstalkers may send repeated messages threatening or harassing and may encourage others to do the same, either explicitly or by using the identity of their victim and asking others to contact them.

Internet trolls intentionally try to provoke or offend others in order to provoke a reaction. Trolls and cyber bullies do not always have the same goals: while some trolls engage in cyber harassment, others may be involved in a relatively harmless evil. A troll can be disturbing, either for his own fun or because he is really a combative person.

What are the effects of cyberbullying?

When bullying occurs online, you feel attacked wherever you are, even in your own home. It may seem like a no-brainer. The effects can be long lasting and can affect a person in many ways:

• You feel upset, embarrassed, stupid, even angry.

• Emotionally you feel ashamed or lose interest in the things you like.

• Physically you feel tired (you have insomnia) or you have symptoms such as stomach or headaches.

The feeling of being ridiculed or harassed by others can prevent you from expressing yourself freely or trying to solve the problem. In extreme cases, cyberbullying can also lead to suicide.

**Providing feedback**

The feedback is made permanently during the lesson. The teacher makes assessments in relation to the students' answers, the opinions expressed, encouraging them to express their points of view, even if they are different from those of their colleagues. By debating them, they will come to common points, which converge on the same idea.

**Performance evaluation**

Students are divided into groups. Those with a talent for drawing will sketch the profile of the cyberbullying aggressor, as it emerged from the discussions on this topic, and others are asked to write and send messages of friendship, messages of encouragement for those in difficult situations, messages of support for those involved in a competition or school activity.

Then choose the best message from each category and the best drawing.

***Lesson conclusion***: we all gain when we cultivate positive relationships, acceptance of diversity and friendship, creating a harmonious, supportive, constructive climate, while negative feelings, hatred, revenge, harm everyone and create a tense, specific climate failure.