Gymnasium School Nr. 1, Rm. Sărat
Class: VIII A
Location: classroom
Teacher: Mariana Angelica Grigoraș

LESSON PLAN
WHAT IS CYBERBULLYING?

The need to study the topic:
A study, conducted by Save the Children, on the use of the Internet shows that in Romania, 69% of children have witnessed harassment in the online environment, and very few of them will inform a parent or a trusted adult about this cyber abuse.

Given this, there is a need to address this issue and encourage students to speak up if they witness cyberbullying.

Specific skills:
◆ Making safe and healthy decisions to prevent situations with potential risk or crisis;
◆ Negotiating conflicts through different communication techniques;
◆ Reflective and constructive reporting on concrete situations in students' lives.

Operational objectives:
O1: To describe cyberbullying and technologies used in cyberbullying;
O2: To present the impact that cyberbullying can have on a person;
O3: To formulate advice on how to behave in case of cyber harassment;
O4: To foster creativity in making posters with tips for people involved in cyberbullying.

Resources:
a) human: students, teacher;
b) materials: laptop, video projector, Internet, video clip, flipchart, A0 sheets, post-its notes, markers;
c) procedural: explanation, problematization, conversation, observation, brainstorming, art-creative methods, teamwork, independent work

Carrying out the activity

1. Organizational moment: students are invited to prepare for class

2. Capturing attention

Activity 1: Ice-breaking exercise

Students are asked to think about the advantages and disadvantages of using the Internet and new technologies.

They are asked what types of dangers may occur. This is how the subject of the lesson is approached, because one of the things on the students' lists will certainly be related to cyberbullying.

3. Directing learning

Activity 2: Brainstorming

To create a definition, students are asked to write on the board, using post-its, keywords related to this issue (defamation, insult, harassment, slander, violence, psychological manipulation etc.).

Subsequent questions may include:
• Can you give examples of how cyberbullying manifests itself?
• How is it different from physical aggression? Is it worse?

Activity 3: Watch the video

Students watch the video "BLOCK aggression! "Jokes" hurt too. Stop cyberbullying!" available at:

https://www.youtube.com/watch?v=pSWz5DGEQXs

Discussions are held on:
• Who are the people involved in cyberbullying?
• How can cyberbullying affect a person?
• What should you do if you are bullied in the online space?
• How would you react if you found out that a colleague was cyber-bullied by another student?
• Who could support him?

4. Systematization of notions - Providing feedback

Activity 4: Making a poster

Students are divided into three groups and using what has been discussed, they must make a poster with tips, for:
1. Students who are cyber harassed
2. Students who are cyberbullies (aggressors).
3. Students who witness cyberbullying

Each group presents their poster in front of the class. They can be displayed later on the classroom or school wall.

5. Final conclusions

Students are asked to write a short paragraph with impressions about the activity.

Prof. Grigoraș Mariana Angelica