Title: Communication on the Internet

Objectives:

- Encouraging students to use the Internet safely.
- Familiarizing students with the positive and negative aspects of communication on the Internet.

Development:

Warm Up: The pupils will take part in task to showing in a humorous way the limitations related to communication on the Internet and on social networks Following: Students will work in groups. They need to think about good and bad sides of internet communication. Evaluation: Students will be asked to say what did they learn, what was new for them and what suprised them.

Work:

Warm Up: The teacher divides the class into 4-person groups and ask for the teams to establish a topic that they would like to talk about. Once the topic has been settled, the teacher gives each group a large bundle of small pieces of paper (they can also write on computers, tablets ect.) and proposes the rules of "conversation": it is absolutely forbidden to talk in a group! (neither aloud nor in a whisper, we work in silence), each person can comment on a given topic, writing their statement on a piece of paper and giving it to the neighbor on the left, the card is passed on to the next person, we can also write down our answer. After 5 minutes, the teacher stops the exercise and gives further instructions - now you can talk in each group. Everyone can comment on a given topic. In conclusion, we ask students: When is our communication better? Whenever we write and read what others write, when can we make eye contact, see emotions, etc.? The teacher conducts a discussion and tries to conclude that portals are useful, but they are not a substitute for conversation. The teacher discusses (mini-lecture) the basic barriers in Internet communication. Following: Students are divided into two groups. First group on the sheet (it can be also online board) write advantages for using the Internet service in this social portal (e.g. quick access to information or its transfer, etc.), the other group list the risks associated with the communication on the Internet (e.g. fraud, incomprehension, impersonating someone etc.). The discussion begins. The teacher to complement students and pay attention also to threats such as: cyberbullying, addiction, barriers to virtual communication. The teacher defines the term: cyberbullying.

Cyberbullying (electronic aggression) - the use of supporting measures: stalking, intimidating, harassing, making fun of other people using the Internet and electronic tools such as: sms, e-mail, website, discussion forums on the Internet, social networks and others.

The teacher asks the students to answer the following questions:
• Why do young people spend a lot of time using the Internet? (e.g. because he is bored and is unable to establish direct, real interpersonal relationships)
• What alternative forms of spending free time do you know? The teacher pays attention to alternative forms of spending free time, e.g. sports, participating in extracurricular activities developing talents and interests, meeting friends, etc., which reduce stress and fill the free time in a "healthy" manner.

Conclusion

What did we learn?

Source: www.cyfrowobezpieczni.pl

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