



Erasmus+



FRIENDS AT HOME, FRIENDS ABROAD

LESSON PLAN

RECOMMENDED AGE: 10+



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Erasmus+ Programme
of the European Union



Stop Cyberbullying!

Scoala Gimnazială nr.1 Brănești, ILFOV COUNTY, ROMANIA

Estimated duration: 2 hours

Learning objectives, skills and competencies

Online and offline experiences have become so interconnected that it's hard to measure their effects separately. Technology contributes to an accelerated pace of development and it is important to know how to help children use the digital devices they have at hand intelligently and in a balanced way.

A growing phenomenon in the online is cyberbullying among children.

It is important to note the extent of the bullying phenomenon and let us not continue to ignore the long-term effects and repercussions on the development of children.

1. Understanding the phenomenon of cyberbullying and its characteristics from the perspective of the 3 roles involved (victim, aggressor, witness).
2. Using teamwork to improve collaboration between students of the class and communication between students
3. Identify solutions for reduction cyberbullying situations
4. Involving children in reducing the phenomenon through information online or offline of other interested students or adults

What do you need?

- projector
- Laptop
- Video clip resource
- Flipchart sheet
- MARKOS
- Post-it / Green tickets
- Pens



Learning space

School classroom.

Age group of participants:10-14 years old

Activity description

Explain to your students that the workshop you are take place today, it is different from the usual class hours.

Agree with the participants that everyone has the right to an opinion and it is important to listen to others, to try to we understand their point of view and respect their opinions.

Establish together with the participants the rules to be followed in within the workshops. Write down the rules on the board as you agree and discuss them with the children.

- We will listen to others and respect their opinions.
- Everyone has the right to an opinion, there are no wrong answers.
- We will talk one by one, etc

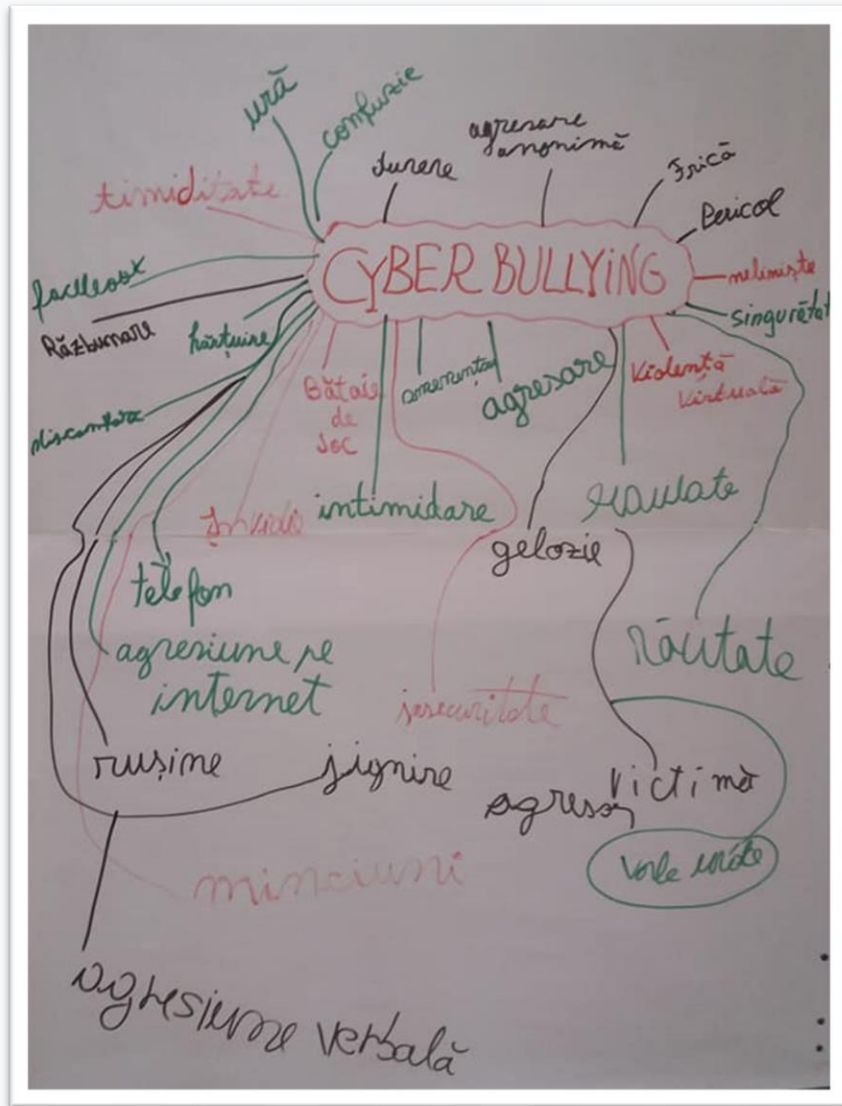
I. Introduction to the topic

Use the following reflection questions:

- Do you think that the experiences we have on the Internet influence us? How do we feel and how do we act? In what way?
- You have a concrete example from the experience on Internet in which other people are involved can it lead to a very unpleasant condition?, etc.

II. We will use brainstorming to find out what children understand through cyberbullying

Each child will write on the flipchart a word that comes to mind when they hear the term cyberbullying.



III. To understand the term and situations of cyberbullying, students watch a video clip.

<https://youtu.be/vtfMzmkYp9E>

Use the questions below to guide the discussion:

- Is it a realistic scenario?
- Who are the protagonists of the story?
- Who are the other characters?
- What happens between them?
- Ask the children if they have encountered or heard of such situations.



IV. Practical activity in teams (divide the students into teams of 3 students)

Give teams the task of finding solutions to prevent or solve this problem by adopting the perspective of each role involved (victim, aggressor, witness). Each team will create a role play to present their ideas, solutions and feelings.

VICTIM



WITNESS



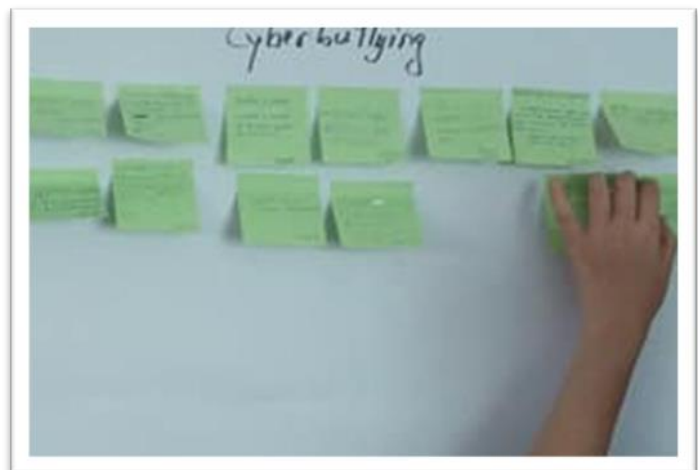
AGGRESSOR



V. Discussions and conclusions

Explain to students that this is an important aspect of the learning process and it is important how we apply the knowledge we gain. Thus, invite students to write on a post-it / note what they will do differently to avoid cyberbullying situations or to manage them if you defend yourself.

Glue these tickets to a sheet of flipchart.



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