



# **Social Skill Focus – Understanding Abusive Content**

## **SuperCyberKids Lesson Plan**

### **Lesson 1 Introduction**

**Call: ERASMUS-EDU-2022-PI-FORWARD**

**Type of Action: ERASMUS-LS**

**Project No. 101087250**



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency. Neither the European Union nor the granting authority can be held responsible for them.

<b>Project ref. number</b>	101087250
<b>Project title</b>	<b>SCK - SuperCyberKids</b>
<b>Document title</b>	Social Skill Focus – “Understanding Abusive Content” Lesson 1 Introduction
<b>Document Type</b>	Lesson Plan
<b>Document version</b>	V1, 10/12/2024
<b>Previous version(s)</b>	V1
<b>Language</b>	English
<b>Author(s)</b>	Giorgia Bassi, IIT-CNR Ilaria Matteucci, IIT-CNR
<b>With contributions by:</b>	<author, section(s)>

# Table of Contents

1	Target info	3
2	Lesson 1 - Introduction	3

## 1 Target info

**Main tool:** Video game "Nabbovaldo and the blackmail from cyberspace" and Card game "Think before sharing"

**Learning Context:**

- Ages 10-13
- 20-25 students
- 1 hour
- Location: classroom with projector or screen visible to all students
- Resources:
  - Internet-connected computer for instructor
  - NABBOVALDO game with lesson materials
  - Whiteboard
  - Paper and writing instruments for students

**Objectives:**

- The game introduces children to detecting and acting against suspicious emails.
- The game introduces children to what personal data is.
- The game introduces children to phishing attacks.
- The game introduces children to classifying abusive content.
- The game introduces children to the threats associated with personal data.
- The game introduces children to identifying and protecting against untrue or untrustworthy information sources found online.
- The game introduces children to online etiquette and behavior.
- The game introduces children to classifying abusive content.

## 2 Lesson 1 - Introduction

Activity	Time	Details	Learning Goal	Extras
Lesson Plans	5 min	Announce to the class that the topic of discussion for the day will be Online behavior  Elicit the meaning of "rude"  Write vocabulary on the board: etiquette, netiquette  Elicit the difference between these two words.	Introduce topic	

Individual work	10 min	<p>Instruct Students to produce a pen and paper, fold it in half from top to bottom, and to draw a t-chart at the top of the page. Students should now have a piece of paper that is wider than it is tall with a T-chart.</p> <p>Tell Students to write "Action" in one column of their t-chart and "Feeling" in the other column.</p> <p>Instruct Students to think about times when people have been rude to them and how it made them feel.</p> <p>Task Students with completing the chart about their personal reactions to people being rude. They should write the action in the action column and how they feel due to the action in the feeling column.</p> <p>Tell Students they have ~8 minutes for this activity. When time is up, move on to the next section.</p>	Personalize learning	
Discussion	10 min	<p>Elicit some of the answers students have written down.</p> <p>Ask Students to raise their hands if they have been treated the same way and if they felt the same afterwards.</p> <p>Discuss how these feelings affect us and those around us.</p> <p>Discuss if any of these events occurred online. Elicit ideas for how being mean online can be different than being mean in person.</p>	Enforce social constructs	
Individual work	10 min	<p>Instruct Students to unfold their papers and to draw a new T-chart on the other side of the folded sheet. They should label the columns "My action" and "Their feelings".</p> <p>Ask Students to consider times when <i>they</i> have hurt someone's feelings, what they did, and how they think the other person must have felt.</p> <p>Set the Students the task of completing the chart. Do not allow Students to leave this chart blank.</p>	Connect actions to consequences	
Discussion	15 min	<p>Elicit some ideas for what to do when someone's feelings are hurt.</p> <p>Discuss what you should do when your feelings are hurt.</p> <p>Work together as a class to decide what things people should do when they feel hurt by another's actions. Write good answers on the board.</p>	Explore options	
Wrap-up	5 min	Elicit how to treat others		