



Social Skill Focus – Understanding Abusive Content

SuperCyberKids Lesson Plan

Lesson 3 Consolidation

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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 3 - Consolidation

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	Remind students that the topic is Understanding Abusive Content. Elicit vocabulary from Ss, and write it on the board. Elicit the differences between the vocabulary words.	Introduce the topic	
Review	5 min	Elicit ways people can be rude online and proper responses to rude behaviour and content online. Review responses Students failed to produce.	Refresh prior learning	

Group activity	30 min	<p>Separate Students into small groups (3-4/group).</p> <p>Instruct Students that they should think of a time when they either felt bad online or made someone else feel bad online and what happened afterwards. Have them tell the story to their peers in the group.</p> <p>Each group should think of a single incident like the above, but rework the incident to have the best possible outcome (proper response to abusive content). When they have come up with a scenario, proceed to the next step.</p> <hr/> <p>10-13 years old</p> <p>Have each group work together to produce a short skit that represents their experience with online abusive content. They can include events leading up to the exposure and after the exposure to abusive content. Each skit should include enough characters for each group member to have a role in the skit (this can include a narrator).</p> <p>Try to limit scripts to 2-3 minutes.</p> <p>If Students finish writing early, have them practise acting out their skit with blocking, or have Students memorize their lines.</p> <p>By the end of the activity, each group should have a script for a short skit ready to be presented to the class.</p>	Embodied learning	
Presentations	10 min	<p>Ask Students to come to the front of the class and present the work they produced in the group activity. Comics can be read to the class while plays can be acted out. Don't worry about Students having lines memorized, telling the story should be enough.</p> <p>After each presentation, ask the class for polite feedback. If you've discussed constructive criticism with your class, you can ask for this as well.</p>	Improve public speaking skills, see other perspectives of the topic	
Review	5 min	Before class: prepare a short list of possible instances of understanding abusive content.	Review	