



Integrated Skill Focus – Cyber Bullying

SuperCyberKids Lesson Plan

Lesson 1 Introduction

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1 Target info

Main tool: Video game “Nabbovaldo and the blackmail from cyberspace”.

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 understanding basic cyber threats.
- The game introduces children to responding to inappropriate content by taking the correct actions.
- The game introduces children to using strategies to protect against and prevent cyberbullying.
- The game introduces children to utilizing strategies to stay safe in online social contexts.
- The game introduces children to strategies to identify online frauds.
- 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 | 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. Tell Students to write “Action” in one column of their t-chart and “Feeling” in the other column. Instruct Students to think about times when people have been rude to them and how it made them feel. 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. | Personalize learning | |

| | | | | |
|-----------------|--------|--|---------------------------------|--|
| | | Tell Ss they have ~8 minutes for this activity. When time is up, move on to the next section. | | |
| Discussion | 10 min | <p>Elicit some of the answers students have written down.</p> <p>Ask Students to raise their hand 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 fold. 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 | | |