



Integrated Skill Focus – Cyber Bullying

SuperCyberKids Lesson Plan

Lesson 3 Consolidation

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Author(s)	Giorgia Bassi, IIT-CNR Ilaria Matteucci, IIT-CNR
With contributions by:	<author, section(s)>

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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 3 - Consolidation

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	Remind students that the topic is Online Behavior. Elicit vocabulary from Students, 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 behavior online. Review responses Students failed to produce.	Refresh prior learning	
Group activity	30 min	Separate Students into small groups (3-4/group). 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. Each group should think of a single incident like the above, but rework the incident to have the best possible outcome. (Proper response to online bullying.) When they have come up with a scenario, proceed to the next step.	Embodied learning	

		<p>10 -13 years old</p> <p>Have each group work together to produce a short skit that represents their experience with online bullying. They can include events leading up to the bullying and after the bullying. 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 Ss finish writing early, have them practise acting out their skit with blocking, or have Ss 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>		
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 skits can be acted out. Don't worry about Students having to memorize lines, 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 online bullying.	Review	