



Social Skill Focus – Online Behaviour

SuperCyberKids Lesson Plan

Lesson 1 Introduction

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Table of Contents

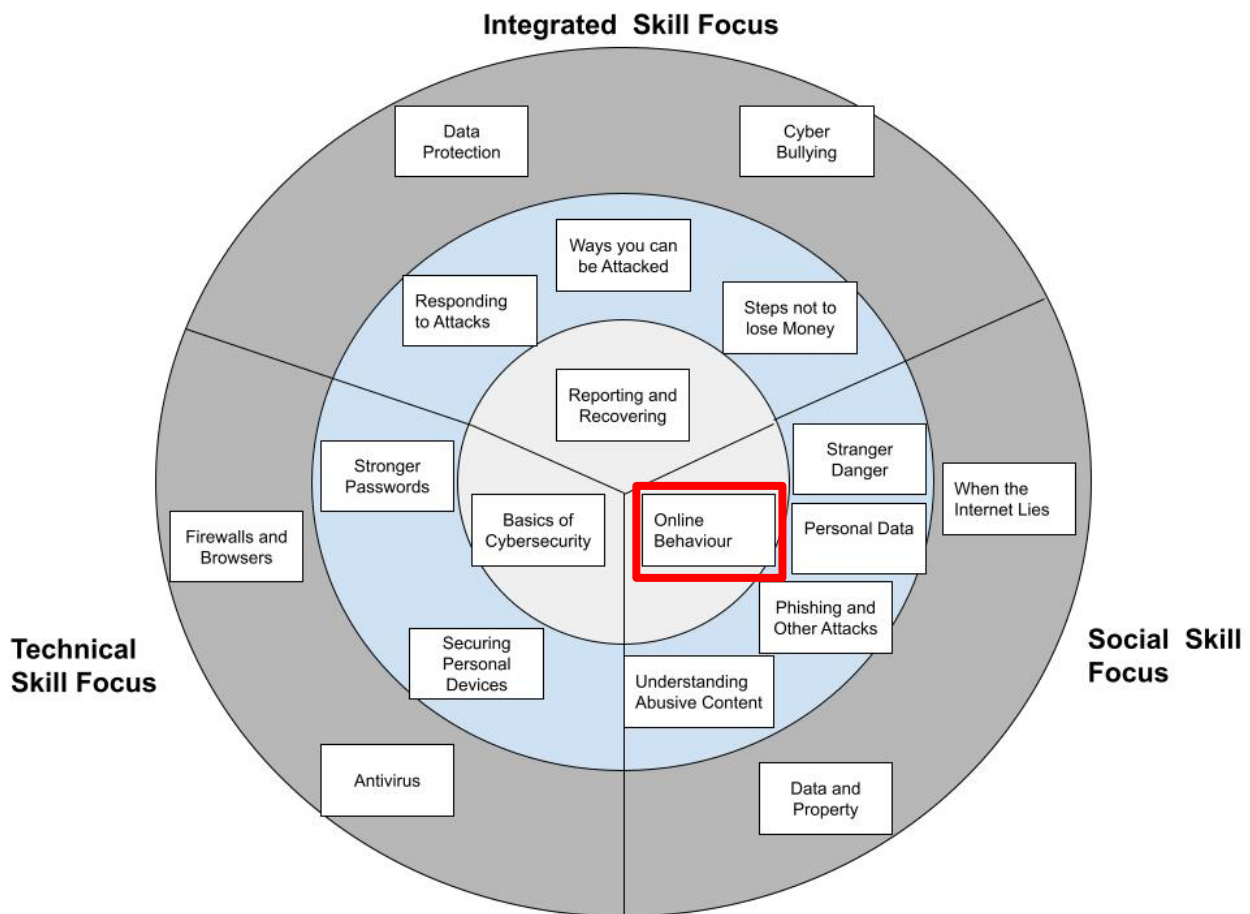
1	Learning Context	3
2	Objectives	3
3	Lesson 1 - Introduction	4

1 Learning Context

Main tool: Video game “Spoofy”

- Ages 8-13
- 10-25 students
- 50 minutes
- Location: classroom with projector or screen visible to all students
- Resources:
 - Internet-connected computer for instructor
 - *SPOOFY* game with lesson materials
 - Whiteboard
 - Paper and writing instruments for students

2 Objectives



3 Lesson 1 - Introduction

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	<p>Announce to the class that the topic of discussion for the day will be online behavior</p> <p>Elicit the meaning of “rude”</p> <p>Write vocabulary on the board: etiquette, netiquette</p> <p>Elicit the difference between these two words.</p>	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” on one column of their t-chart and “Feeling” on 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 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	<p>Elicit how to treat others</p> <p>Explain homework: play Level 1 of SPOOFY.</p> <p>Direct Students to website: https://www.spoofy.cc/en/game</p>		