



Social Skill Focus – Online Behaviour

SuperCyberKids Lesson Plan

Lesson 2 Game Based Learning

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Table of Contents

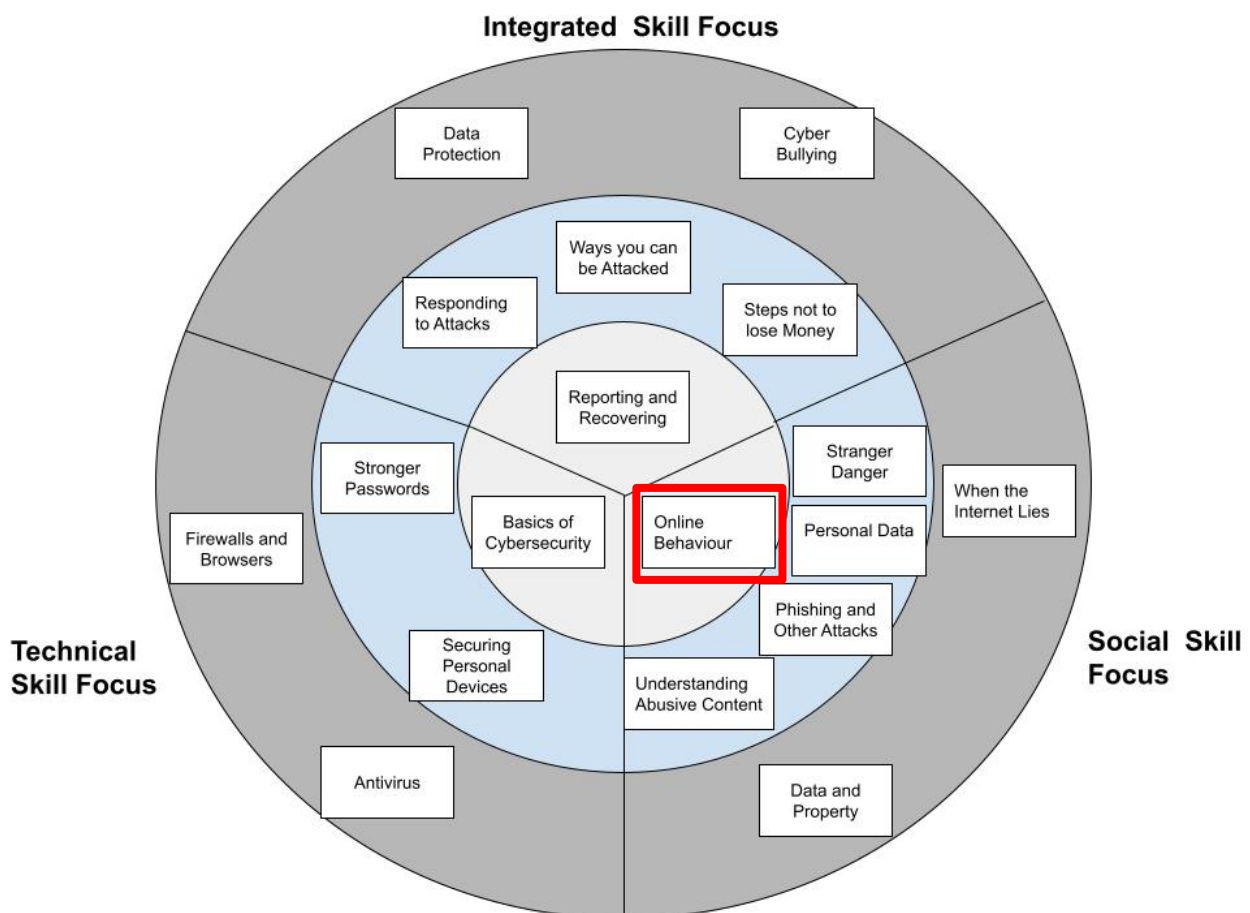
1	Learning Context	3
2	Objectives	3
3	Lesson 2 - Game Based Learning	4

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 2 - Game Based Learning

Activity	Time	Details	Learning Goal	Extras
Introduction	5 min	<p>Indicate to the class that the topic for the day will be proper behavior.</p> <p>Elicit an example of bad behavior and write it on the board.</p> <p>Review vocabulary: etiquette, netiquette</p>	Introduction of the lesson focus	
Think pair share	10 min	<p>Place students in pairs and ask them to come up with more examples of bad behavior online and in real life. Ss write the examples in a list.</p> <p>Teacher draws a T chart on board with etiquette on one side and netiquette on the other.</p> <p>Elicit examples of each and write them on the correct side of the chart.</p>	Personalization of the learning	
Game introduction	5 min	<p>Teacher: “so today we are going to play a game together in class.</p> <p>What examples on the board do you think we will find in the game?”</p> <p>Note: if this is your first time playing SPOOFY with this class, you will want to explain the overarching goal of the game: to get the spaceship running again. You may explain this yourself or play through the short tutorial/explainer with the class.</p> <p>Draw Students’ attention to the screen and navigate to the map icon, and then to the school yard level icon to begin the text.</p>	Placing Game based learning within the context of the topic	
Play game First issue	10 min	<p>Issue 1: Navigate to the teacher to get an overview of your goal in the school: get all students into the classroom.</p> <p>Navigate into the hallway.</p>	Online Behaviour - Basic etiquette	Note that a number of decorative items can be collected during the course of this game. Allow

		<p>Upon entering the hallway, draw attention to the unhappy crowd near the next classroom. Elicit reasons for their unhappiness as well as possible fixes.</p> <p>(Note! The headphones needed to fix the issue are in the room in which you started)</p> <p>(Follow guidance from students as much as possible, but also try to steer the class toward working solutions quickly in order to move along in a timely manner.)</p> <p>Once the problem is solved, elicit whether this was an etiquette issue or a netiquette issue.</p> <p>Also draw attention to the fact that both groups are now smiling.</p> <p>If desired, discuss when/where headphones and speakers are appropriate. (+2-3 minutes)</p>		<p>students to choose who should wear these items as the game progresses.</p> <p>This will encourage students to stay more engaged in the game even though they aren't playing themselves.</p>
<p>Play game</p> <p>Second issue</p>	<p>10 min</p>	<p>Issue 2: Navigate back into the hallway to find the crying child</p> <p>Elicit reasons why he might be crying. Upon approaching, the answer will become clearer (he appears to be looking for his bunny).</p> <p>Upon reading the issue, elicit what kind of issue this is: etiquette or netiquette.</p> <p>Allowing students to guide exploration at this point will help the class stay more engaged in the process. No clues can be found inside the school building at this time, so allow students to navigate outside once other options have been exhausted. (This free navigation will present clues for later puzzles to the more attentive students.) If time is short, you may guide navigation in a more direct path toward your goals.</p> <p>Once outside, avoid interacting with other characters quite yet (though students may note them down for later interactions), and find the bunny rabbit on the left side of the yard. Pick it up and head back inside to return it to the crying student.</p> <p>Child states that "other players are bullying them on the internet" and they "want to say something really mean to them in return."</p> <p>Upon reading the issue, elicit what kind of issue this is: etiquette or Netiquette.</p> <p>Pause the game and elicit feedback from the class. Is this an appropriate response?</p> <p>- Collect a number of possible responses before clicking to Continue</p>	<p>Primary goal: Online Behaviour - Basic etiquette</p> <p>Reinforcement goals:</p> <p>Understanding Abusive Content - ST - Module 1:</p> <p>Children should be able to recognise situations where they should contact a trusted adult</p> <p>ST - Module 3:</p> <p>Children should know what action to take in case of cyber-bullying</p>	

		<p>When the chat appears, discuss the possible answers and elicit the correct answer from the class.</p> <p>Before selecting the third (correct) option, elicit reasons as to why the other options are incorrect.</p> <p>Select the third option and discuss the ensuing conversation with the class.</p> <p>The teacher should focus the discussion with guiding questions about how the student would feel in that situation.</p>		
Think Pair Share	10 min	<p>Place students into pairs “Have you ever experienced cyber bullying? Have you ever been a cyber bully? Tell your partner about It.”</p> <p>Give the students 5 minutes to discuss while monitoring and providing support.</p> <p>Sharing: Elicit examples of cyberbullying students have experienced in their own lives, whether they were on the receiving end or not.</p> <p>Discuss what they did in those situations and if that was the appropriate response.</p> <p>Discuss what they should do next time.</p> <p>Focus on the concept of getting an adult to help. Have the pairs create a list of “trusted adults”</p> <p>Elicit the list to the board.</p> <p>Ask the students to think about who their trusted adults are in their lives to whom they may turn in situations like the one portrayed in the game.</p>	<p>Primary goal:</p> <p>Online Behaviour - Basic etiquette</p> <p>Reinforcement goals:</p> <p>Understanding Abusive Content -</p> <p>ST - Module 1:</p> <p>Children should be able to recognise situations where they should contact a trusted adult</p> <p>ST - Module 3:</p> <p>Children should know what action to take in case of cyber-bullying</p>	
Review	5 min	<p>Teacher: “Today we learned about Etiquette and Netiquette, what is the difference?”</p> <p>“Why is it important to behave online?”</p>	Reinforcing the learning objectives	