



## **Social Skill Focus – Online Behaviour**

### **SuperCyberKids Lesson Plan**

### **Lesson 3 Consolidation**

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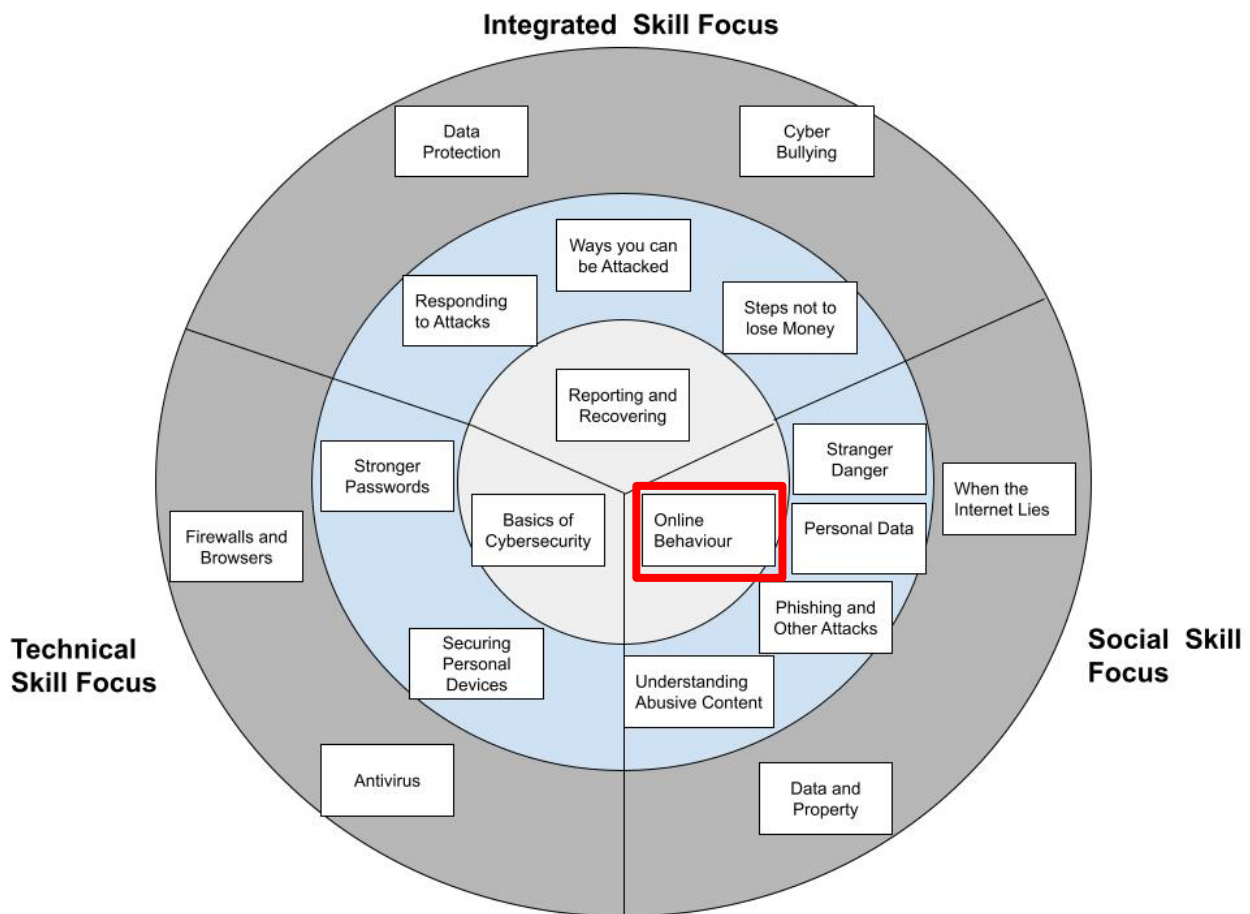
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# 1 Learning Context

**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 3 – Consolidation

Activity	Time	Details	Learning Goal	Extras
Intro	5 min	Remind students that the topic is Online Behavior.  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 behavior online.  Review responses Ss 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	
		<table><tr><td>8-10 years old</td><td>11-13 years old</td></tr><tr><td>Have each Student draw one or two frames of a comic to tell the story of how they were bullied online and how they dealt with it. This can include events leading up to the incident and events that occurred afterwards. You may want to provide an example.  By the end of the activity, each group should have produced a comic 3-8 panels long that tells a cohesive story about how to handle online bullying.</td><td>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).  Try to limit scripts to 2-3 minutes.</td></tr></table>		
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Have each Student draw one or two frames of a comic to tell the story of how they were bullied online and how they dealt with it. This can include events leading up to the incident and events that occurred afterwards. You may want to provide an example.  By the end of the activity, each group should have produced a comic 3-8 panels long that tells a cohesive story about how to handle online bullying.	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).  Try to limit scripts to 2-3 minutes.			

			<p>If Students finish writing early, have them practice 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>		
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 memorizing 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	<p>Before class: prepare a short list of possible instances of online bullying.</p> <p>Read each instance of online bullying to the class and elicit proper responses to each instance.</p>	review		