**Lesson plan**

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| Author:  Biljana Šunjić |
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| Lesson title:  Cyberbullying |
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| Lesson brief description  Students will explore the impact of cyberbullying, develop strategies for prevention, and investigate the role of the European Union in promoting online safety. |
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| Time (Lesson duration):  90 minutes |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  Group, individual, brainstorming, peer assessment |
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| Materials needed:   * Whiteboard and markers, projector or screen for multimedia presentations, handouts with relevant information, Internet access for research |
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| Students’ age: 14 or 15 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * articulate their initial thoughts and perceptions on cyberbullying and its impact * contribute to a collaborative brainstorming session, generating a list of words or phrases related to cyberbullying * explore information from research stations * engage in a role-playing activity, demonstrating an understanding of different perspectives and potential solutions to cyberbullying scenarios * work collaboratively in small groups to research and create presentations or posters summarizing key aspects of cyberbullying, prevention strategies, and EU initiatives. * engage in a whole-class discussion, sharing their insights and opinions on the driving question * write individual reflections, connecting the lesson content to their personal experiences and understanding of cyberbullying * propose and discuss action steps for promoting a safer online environment within their community * recognize the role of the European Union in shaping policies and initiatives to combat cyberbullying, connecting the broader context to their own lives |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time **15** minutes   * Begin with a short movie about cyberbullying * Brainstorming session on the whiteboard |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?*   * Clearly define cyberbullying as the use of electronic communication to harm or harass others, typically through the internet or social media platforms. * Explore various forms of cyberbullying, including text-based bullying (messages and emails), image-based bullying (sharing inappropriate images), social media bullying (negative comments and rumors), and cyberstalking. * Introduce the concept of digital citizenship, emphasizing responsible and ethical behavior when using technology. Discuss the importance of treating others online with the same respect as face-to-face interactions. * Discuss the emotional and psychological impact of cyberbullying on individuals. Highlight the potential consequences on mental health, self-esteem, and overall well-being * Educate students about the importance of online privacy and the potential risks associated with sharing personal information on the internet. Teach them how to manage privacy settings on social media platforms. * Emphasize the need for empathy and perspective-taking in online interactions. Discuss how words and actions online can affect others and encourage students to consider different points of view. * Teach students how to recognize signs of cyberbullying and the importance of reporting incidents to trusted adults, parents, teachers, or school administrators. Discuss available support services and helplines. |
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| *List of activities with brief description of each one and time for each one:*   * Research stations around the classroom with information on types of cyberbullying, its impact and EU initiatives * Divide students into small groups and assign each group to a station. Ask them to gather information and write key findings. (**15** minutes) * Encourage discussions on different roles in cyberbullying: the victim, the bully and the bystanders (**5** minutes) * Role-Playing Activity: the students plan and make a role-playing activity where they act out scenarios related to cyberbullying. (**30** minutes) * Group-Project: students should collaborate to create a presentation or poster summarizing their findings and proposed solution (**15** minutes) * Each group presents their project through a gallery walk. (**5** minutes) * Class discussion: a whole-class discussion using the driving question as a guide (what they’ve learned new about cyberbullying) (**10** minutes) |
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| *What are other follow up (or homework) activities that can be included?*  The students can choose an activity for homework  a. Create a name and slogan for your cyberbullying prevention campaign  b. Include statistics or facts about cyberbullying  c. Explain how the European Union contributes to creating a safer online environment  d. Create a quiz or a test |
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| *What methodology / activities are used for assessment?*  Task based learning/ Students should provide feedback on each other’s work and ask questions. |
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