Lesson Plan

Duration: 40 mins	**Grade level:** Primary 5
Number of students: 30 Students	**Subject content:** General Studies (Stop Cyberbullying!)

Prior Knowledge:

- Students have learnt the basic knowledge of how to surf the Internet.
- Students are used to using social media like Instagram and Facebook to share their daily life and own opinions.

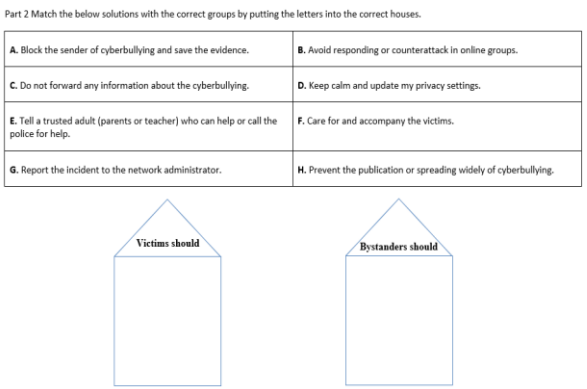
Learning Objectives:

After the lesson, students are able to:

1. Give a general definition for cyberbullying.
2. Identify the impacts of cyberbullying that may create harm on people.
3. Understand different ways to deal with cyberbullying from victims, netizens and government.
4. Learn the ethical obligation of using the internet and the rules of civilized Internet use.

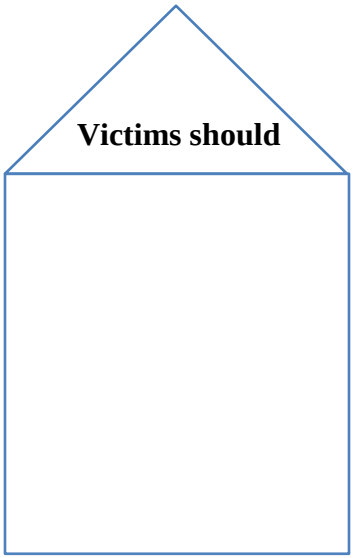
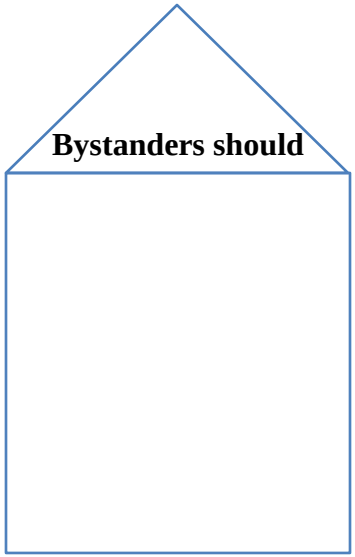
Methods/ Procedures (Timing)

Purpose	Teaching Steps	Teaching Materials
Explaining cyberbullying to students. Time: 5 mins	1. Teacher defines and explains cyberbullying. **Cyberbullying**: an aggressive, intentional act or behavior that is carried out by a group or an individual, using electronic forms of contact, repeatedly and overtime against a victim who cannot easily defend him or herself. 2. Teacher shows some statements on the PowerPoint, and asks students to judge whether it is cyberbullying.	PowerPoint • repeatedly sending mean messages • posting gossip or rumors • sharing someone's secrets • pretending to be someone else and sending information to get that person in trouble. • excluding someone from an online group
Identify the impacts of cyberbullying that may create harm on people. Time: 15 mins	1. Teacher asks students a question 'If you were cyberbullied, how would you feel/ what impacts would be created on you?' 2. Students have a discussion with their peers, then write down their answers on Part 1 of the worksheet (refer to Appendix I).	Worksheet (Refer to Appendix I) Part 1 After discussing with your peers, answer the question 'If you were cyberbullied, how would you feel/ what impacts would be created on you?' _____ _____ _____

Understand different ways to deal with cyberbullying from victims, and bystanders. Time: 15 mins	1. Teacher introduces we can deal with cyberbullying from two groups, i.e. victims and bystanders. Then teacher listed some suggested solutions to students. 2. Students match the suggested solutions with the correct groups on Part 2 of the worksheet (refer to Appendix I).	Worksheet (Refer to Appendix I)  Part 2 Match the below solutions with the correct groups by putting the letters into the correct houses. **A.** Block the sender of cyberbullying and save the evidence. **B.** Avoid responding or counterattack in online groups. **C.** Do not forward any information about the cyberbullying. **D.** Keep calm and update my privacy settings. **E.** Tell a trusted adult (parents or teacher) who can help or call the police for help. **F.** Care for and accompany the victims. **G.** Report the incident to the network administrator. **H.** Prevent the publication or spreading widely of cyberbullying. Victims should Bystanders should
Give guidelines on homework. Time: 5 mins	Our school is going to hold an activity about 'Stop Cyberbullying'. You are invited to write a short essay (100 words) on introducing cyberbullying. You may include the definition, impacts, and solutions.	

Appendix I: Worksheet

Part 1 After discussing with your peers, answer the question 'If you were cyberbullied, how would you feel/ what impacts would be created on you?'

Part 2 Match the below solutions with the correct groups by putting the letters into the correct houses.

A. Block the sender of cyberbullying and save the evidence.	**B.** Avoid responding or counterattack in online groups.
C. Do not forward any information about the cyberbullying.	**D.** Keep calm and update my privacy settings.
E. Tell a trusted adult (parents or teacher) who can help or call the police for help.	**F.** Care for and accompany the victims.
G. Report the incident to the network administrator.	**H.** Prevent the publication or spreading widely of cyberbullying.