Lesson Plan

Duration	50 mins	**Grade level**	Primary 5
Number of students	30 Students	**Subject content:** General Studies (Stop Cyberbullying!)	

Classroom setting: Group setting (30 students are divided into 6 groups, each group has 5 people)
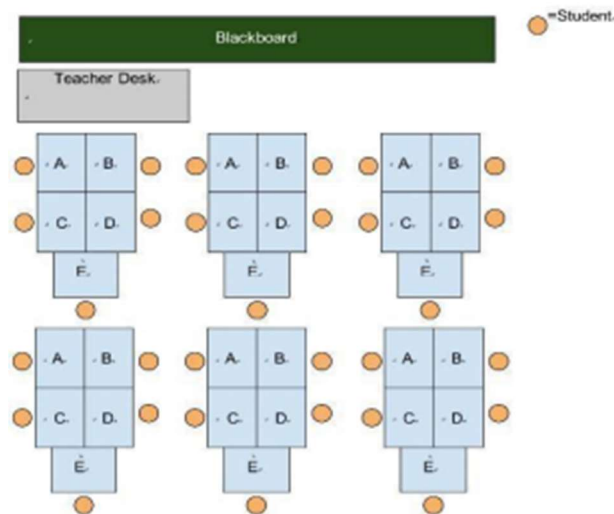
The students are required to form groups in the following activities, and the setting of sit can enable students to share their ideas together better.

Prior Knowledges:

Students have the basic knowledge of how to surf the Internet and had already got 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)

Time	Purpose	Teaching Steps	Teaching Materials
5 mins	Stimulate student interest in cyberbullying by the experience of using social media.	**Introduction: How would you use social media?** 1. The teacher asks students, "Do you have the habit of using social media?" 2. The teacher asks students, "Why would you use social media in your spare time?" 3. List out the use of social media in the powerpoint, summarize the use of social media. E.g., expanding and understanding with the world, strengthen the connection with the people around, help people better express themselves, and allow people(esp. children) to do the right thing, etc. 1. Point out social media is an excellent tool to communicate with people and share your opinion. But if people misuse social media, something terrible will happen, then move to the topic of cyberbullying.	PowerPoint
5 mins	Explaining the definition of cyberbullying to students based on selected current news.	**Introducing the concept of Cyberbullying** 1. Teacher shows some news of cyberbullying to students. 2. Teachers would explain what is cyberbullying and show the definition on the PPT.	PowerPoint

		Cyberbullying: an aggressive, intentional actor behavior that is carried out by a group or an individual, using electronics forms of contact, repeatedly and overtime against a victim who cannot easily defend him or herself.	
15 mins	Inspiring students to brainstorm the impacts of cyberbullying that may create harm on people.	Case study 1. Students watch the video: https://www.youtube.com/watch?v=gh7B9r-WHkg Video Outline: 小強 did not do well in an exam and was laughed at by his classmates. The teacher criticized 小明, and his classmates laughed at him, so 小明 was not in a good mood. 小明 set up a fan club for 小強 on social media and posted his scorce online. A lot of net friends saw this page and leave some bad comments on the post to attack 小強 online. 小強 saw net friend's message and felt depressed, so he didn't go back to school. 2. After playing the video, Teacher and students analyze the influence of cyberbullying on 小強 based on three given domains (emotion, individual behaviors, social behaviors), and students complete worksheets.	Video,worksheets, PowerPoint

Worksheet

Video outline: 小強 did not do well in an exam and was laughed at by his classmates. The teacher criticized 小明, the classmate who laughed at him, so 小明 was not in a good mood.

He set up a fan club for 小強 on Facebook and posted his score online. A lot of net friends saw this page and then used some words to attack 小強 online. 小強 saw net friend's message and felt depressed, so he didn't go back to school for one week.

What harms can cyberbullying do to 小強? Please analyze it from three aspects(emotions, individual behaviors, social behaviors).

Emotions	
Individual behaviors	
Social behaviors	

Case Study Example" (see Appendix I)

3. The teacher shows the answers and summarizes the impacts on victims of cyberbullying and condemn cyberbullying.

| 15 mins | 1. Learn the ethical obligation of using the internet and the rules of civilized Internet use.

2. Understand different ways to deal with cyberbullying from victims, netizens and government. | 1. Teacher shows two controversial news to students and asks students to post some comments on https://padlet.com/s1131619/nxizy8zz57de anonymously.
– News1: A young girl refused to offer her seat to an old man, and everyone on the bus felt dissatisfied about her behavior. Someone posted this video on the Internet. (from movie search)
– News2: Someone tells a story that happened in his school on the Internet. " A girl's cup was broken during the fight between two boys, the girl claimed that her cup is worth 3 million, but she was from a poor family."

2. Teacher chooses some comments and ask students to guess why they say that. Then, the teacher shows the facts behind the news and the outcome of those cyberbullying events.
News 1: The girl was just diagnosed with cancer and felt helpless. After being cyberbullied, she suicided.
News2: "The cup is worth 3 million." is just the girl's desk mate joke. After being cyberbullied, she tried to suicide many times and failed the college entrance exam.

3. The teacher shows students some cyberbullying comments about these two events and calls for students to be civilized netizens. Then, the teacher asks students how to be a civilized netizen and choose some students to share their ideas. After questioning and answering, the teacher shows the rules of civilized Internet use and explains them.
Rules:
1. Be a Law-abiding Internet user.
2. Be a responsible Internet user.
3. Be a good neighbour in the Internet community | 5 sets of worksheet 2, Padlet |

https://www.infosec.gov.hk/tc_chi/yourself/acceptable.html

Activity: Let's help 小強!
4. The teacher leads students to review 小強's story and tells students if they were cyberbullied on the Internet, they have to try to address it instead of escaping, although they may feel depressed.

   Teacher asks students who can help 小強.
   (Example answer: 小強, teacher, classmates, government, an outsider on the Internet.)
   Teacher concludes and answers: 小強 can get help mainly from himself, outsider, government.

5. Teacher emphasizes that dealing with cyberbullying needs help from 3 aspects. Then, the teacher divides the students into 6 groups(From the seat number) and give each group a worksheet, asking them to help 小強 from 3 aspects.

6. Teacher asks students in each group to choose a role for themselves in 1 minute, which are the leader(1 student), checker(1 or more than 1 student), recorder (1 or more than 1 student), spokesperson(1 student)
   (Group A & B: worksheet 1, Group C & D: worksheet 2, Group E&F: Worksheet 3)

| Worksheet samples: | | |

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Discussion

1．Students discuss for 5 minutes. Afterward, representatives from each group report their answers with the worksheets. After listening to other groups' reports, students assess whether their proposals are effective or not. Teacher gives feedback to their answers, makes a conclusion of those solutions and gives suggested answers.

Suggested answers:

(1) As 小強：Keep calm.

Collect evidence and report them to website management.

Asking help from the teacher, parents or friends.

(2) As an outsider on the Internet: Don't transport the related message. Comfort 小強 and report to the website management.

(3) As a government officer: publish some policies to prevent cyberbullying, such building an Internet real-name system, clarifying thee punishments towards cyberbullying.

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<td>5 mins</td>
<td>Giving some guidelines on the Homework</td>
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Design a poster to advertise the harms of cyberbullying and how to deal with cyberbullying in different positions. The poster will be stuck on the board. Vote for the most creative and most beautiful poster in the next lesson.

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Homework

Design a poster to advertise the harm of cyberbullying and how to deal with cyberbullying in different positions.

Reference:

Sutton, J., & Smith, P. K. (1999). Bullying as a group process: An adaptation of the participant role approach. *Aggressive Behavior: Oficial Journal of the International Society for Research on Aggression*, *25*(2), 97-111.