

Country **Greece**

Title **Cyber@gloss**

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Time **1-2 hours**

Learning Objectives

What we would expect is our schoolmates to:

1. learn the basic terms concerning cyber bullying as well as the importance of those terms
2. render sensitive about safe surfing on the internet
3. find out to what extent they can comprehend the hazards of internet
4. check on how they deal with Internet while on line

Which of them are the most important

The most important issue is to check on themselves, if they are able to realize the hazards concerning internet and what are the safety precautions they can take while on line.

This can be fulfilled in the best possible way through experience, that is, via a particular activity they'll join in, so as to take the whole matter into serious and direct consideration.

Special equipment: cards of terms/meanings

Presenting the Lesson Plan

Introduction

We explain them the reason we are here focusing on what they are about to learn/do and informing them about the teaching aims, providing a clear/specific activity agenda based on the posters included in <http://www.s@ferInternet.gr>

“Think about what you publish” and “Think of how to protect yourself” since our school belongs to the schools-Ambassadors for the Internet Safety. Discussion can start due to the Safe Surfing Day on line which is the 9th of February annually (5’).

Proceeding, we could firstly ask them to fill –very quickly- in a small anonymous questionnaire on the **user’s rights and obligations while on line from <http://www.s@ferInternet.gr>**. (10’)

After the questionnaires have been completed,

students will be shared the [i@gloss1.0](#) cards. This activity concerns the [i@gloss1.0](#) utilization via a game of terms and definitions matching, in other words, a live puzzle, cards including terms from the glossary and equivalent definitions. All the cards will be shared to the students in random order. The proper card combination will address the discussion/information to the issue concerned (20’).

Each student takes one card and is asked whether:

1. he knows the word written on his card
2. the definition that accompanies the word is familiar to him
3. his definition card is familiar to him or what equivalent definition or term his card matches with.

At the end of the process two equal in numbers term and definition pairs will be made by the students. The students of each pair should stand together showing their cards to the other students (or displaying).

Checking understanding

When the students will have matched all the term and definition cards, they can be asked and answer the following questions:

1. which term/definition they personally regard as the most important concerning cyber bullying
2. whether they have to witness any relevant personal – or other experience (10')

Some minutes are left for possible questions and conclusions at the end of the lesson.