RAINBOW Lesson Plan Template

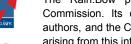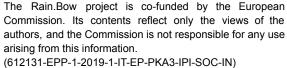| 1. Activity / lesson title	KNOWLEDGE AND EMOTIONAL PLAN – the virtual environment
2. Target group	Students of secondary school aged 15-18. No previous knowledge on the topic addressed is required
3. Duration	1 lesson 120 minutes
4. Learning Environment	Indoor - classroom
5. Expected learning outcomes	- Knowing the characteristics of the *digital environment* and adopting a critical attitude to the *quality of* the information found. - Reflecting on the concepts of *empathy* and *emotions* - To live positively in the digital environment by knowing the *rules* and laws to protect oneself - Raise students awareness of the "digital identity" and social literacy
6. Subjects and topics covered	cyberbullying, knowledge, reflection, critical attitude
7. Method description	The methodology used during the meetings is an active one. No ex-cathedra meetings, but engaging activities to provide students with firsthand and hands-on experiences. Dynamic activities will allow attendees to experience the content in a new, different and involving way. Lessons based on sharing personal experiences, emotions, and sensations allow students to understand deeper and focus on concepts and topics covered. The students will be stimulated to produce contents.
8. Tools / Materials / Resources	Computer, videos, printed material, pens, papers
9. Detailed description of the step-by-step description of the	Part 1: Cognitive level:

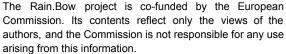| activity / sequences of the units	• Administration of the initial questionnaire to test the knowledge on /introduce the topic (10 min) (https://docs.google.com/forms/d/1TrMmGwoh6T9ipEgwN2wAm3p4xeMwPQMydPh80jdN8F4/edit) • Administration of the true or false quiz (10 min) (https://drive.google.com/drive/u/1/folders/1NiOT2wo4LfXmSQ34voqYltTE7pVbWLUp) Emotional level: • Screening two or more videos of your choice (see videos suggested) or read articles to stimulate Emotions + reflections and final discussion (30 min) Videos displayed and material used during Italian workshops with students (which can be adapted based on the nationality of students): 1_ Marco Mengoni and Paola Cortellesi (famous Italian singer and actress) Monologue on bullying https://youtu.be/Ia2uT8n6_lI 2_Gaetano Videos 1 e 2 The two videos tell the same story from two different points of view. https://youtu.be/hUIwW2gpw6c https://youtu.be/wbJ7V6iKurE 3_An article about a severe event related to the theme of Cyberbullying can be used as a starting point, such as: The letter of Carolina Picchio's father Corriere della Sera – 16 settembre 2016 (https://drive.google.com/drive/u/1/folders/1NiOT2wo4LfXmSQ34voqYltTE7pVbWLUp)

Reflection (20 min)

After proposing the videos (or read an article on the topic of bullying), ask the students for a moment of sharing and reflection by taking the following questions as a starting point:

- What emotions did you feel while watching/listening to this story?
- How do you think the protagonists felt?
- Why do you think so many people do not intervene in front of these situations?
- How do you recognize that a joke has gone too far? And, in this case, what would you do?

Empathy (20 min):

The word EMPATHY is now introduced. The students are asked to formulate their own definition using concrete examples and asking in which situations it is easier and when it is less easy to feel empathy for someone.
They are asked to think about when and why being empathetic is helpful/uncomfortable/important.

The activity is concluded with a short video on the theme:
Spot on Empathy (1min)
https://youtu.be/QmnJJGQ_gDw

Break 5 min

Part 2 (25min)

Final reflection focused on everything that happens online on a daily basis with the goal of preventing cyberbullying.
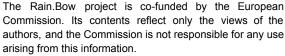
Authenticity on the Web
- **Trust and authenticity** are the basis of every good relationship, it is a rule to live well in a group! Even **on the Net**, since we also meet people there.
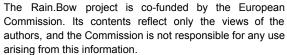- On the Net the **same rules of** coexistence apply as in our groups in

	presence • Are you always sincere and authentic **even** on the Net? Or have you ever lied? **Have you ever shown yourself to be different from what you are?** • What do you do online and what do you do offline? (Differences from real environment to virtual environment) • Being ourselves, telling the truth, does not mean sharing all our personal data on the Net, **we can choose what to share and what not to!** (Social profile = virtual identity card) • We show only some detail on social networks **that we have decided to show** To introduce the topic of the use of personal data (and images) on the net, the following video is suggested: • "if you share it is no longer yours" (video 1:30 min) https://www.youtube.com/watch?v=eDkrOLKhj1g&ab_channel=Pepitaonlus	
10. Sources	*Link to suggested videos:* https://youtu.be/Ia2uT8n6_lI https://youtu.be/hUIwW2gpw6c https://youtu.be/wbJ7V6iKurE https://youtu.be/QmnJJGQ_gDw https://www.youtube.com/watch?v=eDkrOLKhj1g&ab_channel=Pepitaonlus	
11. Feedback & assessment	Using the initial questionnaires and the answers given by the group, the teacher can perceive the group's level of sensitivity and awareness of risks in the use of social media. Based on the answers given, the teacher will emphasize certain activities more than others in subsequent lessons	
12. Evaluation (for purposes of grading)	n.a.	

13. Intellectual property rights (IPR)[1] / Origin of the activity	This activity may be copied, distributed, modified, and used for non-commercial purposes, specifying the source.

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