

Lesson Plan 5



Year Group	3rd Year
Suggested Time	60 minutes
Theme	Class Project 'My Online Life'

Learning Outcomes

FUSE specific Learning Outcomes	<p>This lesson has a focus on reflecting on the learning from the lessons that have taken place throughout the 3rd Year Unit of Learning. This lesson aims for students to create a FUSE Class Project on one of the themes covered in this unit. The project can be based on any theme explored, and can take the form of any medium that the student chooses.</p> <p>Students should be enabled to:</p> <ul style="list-style-type: none">• Reflect on their learning from the suite of lessons• Produce a presentation, video, etc., reflecting the knowledge acquired during the lessons• Share ideas around preventing online bullying behaviour in post-primary school• Share the knowledge acquired throughout the lessons with the class• Practice the skills learnt throughout the lessons going forward
SPHE Curriculum Learning Outcomes	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <ul style="list-style-type: none">2.7 Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise2.8 Discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person4.6 Recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person4.7 Explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Methodology

The lesson will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers are invited to contribute to the activity while taking a student-led approach that relies on activities, visual resources, and group discussion.

The methodologies covered include: Supportive learning climate; Integration of different approaches (pair discussions; classroom discussions; problem-solving); Encouraging participation; Promotion of cooperative learning; Reflection time; Generalisation of content.

Introduction

- The teacher welcomes students to the lesson.
- The teacher reminds students of the ground rules for participating in the lessons. These can be shared by the teacher or co-constructed with the students (e.g., everyone is included; students will take turns; students raise their hand if they want to participate in the discussion; students are mindful and respectful of other people's opinion; students follow teacher's directions).
- The teacher reminds students of the rationale for the lesson.
- The teacher shares the learning outcomes and success criteria with the students.
- The teacher shares the powerpoint slides on screen.

Important Note: The teacher is encouraged to adopt a sensitive approach when carrying out these activities and to ensure that students are comfortable.

Class Project 'My Online Life'

Instructions for Teachers

This lesson is designed to combine students' learning of the previous lessons (1 to 4) and is an effective way to consolidate their knowledge of online bullying behaviour and online risk by drawing attention to the role of media and algorithms, hate speech, image sharing/altering.

This lesson can also be used as an activity to be carried out during your school's Anti-Bullying Week and at other times as part of students' wider knowledge and learning of bullying behaviour. The project can be completed as a whole class or in smaller groups. Below are some ideas for class projects; however, these are non-exhaustive. Students are encouraged to come up with their own ideas:

- » Anti-Bullying Campaign
- » Poster creation
- » Student-led talks
- » School policy review
- » Video
- » Class discussion
- » Presentation
- » Art exhibition
- » Preparation of (digital) handouts
- » Creation of a board game

Resources

Resources (the unit of learning contains other online resources you may find helpful)

- Powerpoint Presentation
- Videos
- Activity Sheet

Class Project 'My Online Life'	Key Questions:
<p>The students are guided in a discussion surrounding their understanding of the key concepts from the previous lessons detailed in the overall Unit of Learning. This can be done individually or in groups.</p>	<ul style="list-style-type: none"> • The most important thing I learnt was... • The most difficult thing I found was... • What I enjoyed most was... • What I still need more help with is... • I might have learned better if... • What surprised me is...
<p>A whole group discussion follows, or alternatively students can work individually and write down the answers to the questions in their copybooks.</p> <p>The teacher is free to decide which students work in what groups based on classroom dynamic and student needs. The group will produce a presentation, video, etc., reflecting the knowledge acquired during the lessons which will demonstrate and capture their main learning from one of the chosen themes. The students are guided in the creation of the class project which may include the following suggested guidelines:</p> <ul style="list-style-type: none"> • Choosing a theme • Research further information on the chosen theme/review information from previous lesson(s) • Decide what way you are going to present the information • Creation of Project: Title, introduction, main body, conclusion <p>The teacher should circulate the room, ensuring students stay on task and answering any questions they may have on representing the information, clarifying understanding of topics or resources for further exploration.</p>	

Presentation	Key Questions:
<p>Instructions for Teachers:</p> <p>The students are guided in their reflection of their class project and the further steps they can take to prevent bullying behaviour in their everyday lives and schooling context. Students may present their project to their peers if time allows (and to family members and friends).</p>	<ul style="list-style-type: none"> • I chose this theme because... • I presented the project in this way because... • What worked well in this project was... • What could have been improved was... • What could you do to help prevent bullying behaviour? • Based on what you have learnt, what could we do as a school community to help prevent bullying behaviour?

Lesson Closure

- In conclusion, the teacher reminds and encourages students to use the support systems available (if needed).

Assessment

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"> • Teachers share the Learning Outcomes with students at the beginning of each lesson. • Reflective Questions are posed by teachers in order to frame students' prior learning and setting new learning goals. • Learning Checkpoints will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback. • Teacher Feedback aimed to support students' learning and to address misinterpretation will be provided continuously. • Peer and Self-Assessment will encourage students to self-reflect on their own learning, and will also offer the space to connect the contents learnt to their life experiences. 	<ul style="list-style-type: none"> • Teachers can use the student's class project and key questions as an opportunity to assess pupil's learning from the FUSE lessons.