

Lesson Plan 4



Year Group	1st Year
Suggested Time	60 minutes
Theme	Promoting Kindness Online

Learning Outcomes

FUSE specific Learning Outcomes	<p>This lesson has a focus on positive behaviours that can enhance students' experiences of being online. Building on the safe and responsible use of digital devices, and through the lens of digital citizenship, there is a particular emphasis on a single, positive behaviour - kindness. The principal activity aims to help students explore the ways in which they can promote kindness online. In the second activity, students consider both the positive and negative approaches that might happen online. As students navigate the new relationships, spaces and places, online and offline, as part of their transition to post-primary, practising kindness is key to safer, positive experiences.</p> <p>Students should be enabled to:</p> <ul style="list-style-type: none">• Reflect on the meaning of the word 'kindness'• Reflect on and discuss what kindness looks like online• Identify a time when they were kind to themselves• Identify a time when someone else was kind to them online• Become aware of and identify ways to spread kindness online
SPHE Curriculum Learning Outcomes	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <p>1.7 Communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others</p> <p>2.7 Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise</p> <p>4.8 Identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up</p>

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.

Resources

Resources: (The Unit of Learning contains other online resources you may find helpful).

- Powerpoint Presentation
- Activity Sheets

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 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.

Whole Class Discussion	Teacher's Note
<p>Instructions for Teachers</p> <p>In Lesson 1, one of the topics discussed was Friendship, as well as healthy and unhealthy relationships. Friendships are healthy and sustained because friends treat each other positively. The teacher could facilitate a discussion seeking examples of the positive ways that friends treat each other - looking to see if empathy or kindness or related terms are used.</p> <p>In Lesson 3, Digital Citizenship - the notion of being an active and respectful member of online communities was explored.</p> <p>In today's lesson, the focus is on positive behaviour, especially kindness.</p> <ul style="list-style-type: none">• The teacher displays the slide with the word 'Kindness' and facilitates a whole class discussion based on the three questions displayed. The teacher encourages the students to think of times when they felt that others had been kind to them and also times when the students had been kind to themselves. Draw the students attention to the fact that we must also be kind to ourselves and not just to others.• The teacher encourages the students to think about how it feels when someone is kind to them. Encourage lots of discussion about what kindness looks like, feels like, sounds like. It is important to remind students that we don't always have to say something to be kind, other ways may include, a simple gesture like a smile, holding the door open for someone or doing a small 'random act of kindness'.• Once the teacher is confident that students have sufficient knowledge of what it means to be kind to others, the teacher will then introduce the topic of being kind online.	<p>It is important that children are taught about empathy. Empathy has been shown to be negatively associated with bullying behaviour (Mitsopoulou & Giovazolias, 2015; Zych et al., 2019). Research carried out has also shown that defending (i.e., defending a victim from a bully) is positively associated with empathy (van Noorden et al., 2015).</p> <p>Therefore, children with higher levels of empathy may be more likely to intervene. Research has shown that there are still very low levels of reporting when it comes to bullying and therefore we need to teach and really encourage children to report bullying once they notice it and try to help the person who is being bullied. "As hypothesised, low levels of empathic responsiveness were associated with student's involvement in bullying others. In contrast, empathy was positively associated with actively helping victimised schoolmates" (Gini et al., 2007).</p>

Activity Sheet 1: Promoting Kindness	Reflective Questions
<p>Instructions for Teachers</p> <ul style="list-style-type: none"> • The teacher divides the students into groups of 4/5. • The teacher assigns 3 specific roles: Facilitator, Recorder and Spokesperson (or group representative). The Facilitator ensures that all group members are involved in the discussion, the Recorder notes the group's answers and the Spokesperson reports back to the class on the group responses. • Students are asked to consider 2 questions: 	<ol style="list-style-type: none"> 1. What does “Being Kind” look like online? (This may come from examples you have seen directly online or ways in which other people have been kind to you online) 2. How can you spread kindness online and encourage others to do so?
<ul style="list-style-type: none"> • There can be many ways to show kindness online. When groups present back, it will be possible to summarise the actions into a number of different groups. A sample of those groups, as well as some of the detailed ideas, are included below. The following examples are taken from a World Cafe event at DCU with 60 students from 2nd year. Once students present their findings, the below findings should be provided to students and augmented with their own findings to further reinforce the importance of spreading kindness online. • Report: https://antibullyingcentre.ie/wp-content/uploads/2025/02/World-Cafe-on-Addressing-Bullying-Behaviour.pdf 	
<p>Proactive Communication and Check-ins:</p> <ul style="list-style-type: none"> • Message friends if they haven't responded for a while to ensure they're okay, especially if their online activity suggests they might be struggling. 	
<p>Including Others in Activities:</p> <ul style="list-style-type: none"> • Being kind involves making an effort to include others in conversations, group chats, or online games • Show kindness by respecting a friend's need for space. If someone says they don't want to talk, honour their wishes rather than pestering them • Respond to others' experiences with empathy and shared vulnerability. For example, if someone posts about a bad day, share that you've had similar experiences to foster connection • Treat everyone with respect, understanding that no two people are the same. Avoid ridiculing those who are different • Maintain a zero-tolerance policy for negativity in your online spaces, deleting harmful comments and promoting a welcoming atmosphere 	
<p>Small Acts of Kindness:</p> <ul style="list-style-type: none"> • Genuine, specific compliments (e.g., “Your hair looks great today!” or “I love your art!”) can brighten someone's day • Nice comments under pictures or posts can provide encouragement and support • Like and share content created by friends, such as, TikTok or YouTube videos, to show appreciation for their efforts • Acknowledge birthdays, achievements, or other personal milestones with celebratory messages or posts 	

Avoiding and Addressing Negativity:

- Do not participate in mean-spirited actions, like group chats that exclude or mock individuals
- Avoid commenting on things if you have nothing kind to say, as negativity can perpetuate harm
- Defend someone being bullied online by leaving positive comments or questioning the bully
- Report harmful behaviour on the app or inform a trusted adult
- Do not spread or engage with unverified or harmful information about others

Sharing Happiness:

- Send or share content that brings joy, such as funny videos or uplifting stories
- Share resources or ideas that can help with tough situations, like motivational videos or tips for self-care
- Publicly support someone being bullied by posting kind comments in response or reporting the negative content
- Counteract harmful comments with supportive messages. Redirect conversations towards positivity when encountering toxic online behaviour

Activity Sheet 2: Reacting Online

Key Questions

Students can work on this activity in pairs or groups.

- Students are asked to read the two different scenarios (available in the PowerPoint file and also as an Activity Sheet).
- The students are then given time in pairs or groups to answer the questions.
- The teacher facilitates a whole class discussion in which students share their answers and ideas.

- How did the classmate reactions differ?
- Brian's classmates reacted positively, do you think everyone else will react positively?
- Do you think people take responsibility for their actions online?
- Are they aware of the consequences their actions can cause?
- If other people in Lucy's class are reading the comments under her post, how could they help her?

Scenario 1: Instagram post and story

Brian is a massive football fan and is a keen player. It was common knowledge within the classroom however that Brian had picked up an injury and was out for a few months, something which made him feel down, something which was very obvious to his classmates. Brian had missed most of the school football season, but luckily had recovered just in time from his injury to play in the school final. He was substituted on late and scored the winning goal. Brian then shared a picture of him and his teammates with the trophy on his Instagram. All of Brian's classmates commented nice things under his picture congratulating him on the victory and telling him how well he had done. All of Brian's friends reshared the picture of him lifting the trophy in their stories.

Scenario 2: Instagram Picture

Lucy has recently downloaded Instagram and created an account. Soon, most of her friends and classmates from school were followers. After a few weeks on Instagram, Lucy dyed her hair a new colour and took a picture, which she uploaded to Instagram. Some boys in Lucy's year who she doesn't get along with started posting mean comments under the picture, such as 'she looks so ugly', 'wow what the hell did she do to her hair!', and 'lol why does she look like that?' Lucy is incredibly upset by this and is thinking about deleting her Instagram account.

Lesson Closure

- In conclusion, the teacher asks pupils to reflect on the topics discussed.
- The teacher reminds the students of today's key learnings.
- The teacher then asks the class to **"List/write down the three most important things you learnt during today's lesson"** or focuses on a specific question from the learning outcomes.

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">• At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students' learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.