

**'CyberSense'** – Preventing unwanted or inappropriate behaviour associated with technology:

**Module 1: Strategies to de-escalate conflict using questions and apologies**

Lesson Plan 1	<b>Cyber-Stories</b> (Scene 1 'Send me a Selfie') & (Scene 2 –'Flame Wars')
Resources	'CyberSense' web site, smart board and projector. Additional handout 1.1 – 1.4
Aim	Pupils should, "Develop the appropriate language and confidence to describe unwanted behaviours." This is a requirement set out by OFSTED in the 2013 PSHE report.
Objectives – Pupils will:	Identify appropriate words to describe unwanted or inappropriate behaviour associated with the misuse of social media.  Discuss the behaviour of the characters in the films using the appropriate language to describe unwanted, or inappropriate behaviour.  Distinguish between inappropriate behaviour and behaviour that is safe and appropriate.
Starter	Ask pupils to think about what cyber-bullying ( <b>online bullying</b> ) means. Ask them to write down their thoughts on a piece of paper and post in a 'Thought Box'. Share some of the thoughts from the box with the rest of the class.  Ask pupils to identify simple examples of unwanted behaviour. When have they been in a situation where other people's behaviour made them feel uncomfortable? Collect some up on the board.  Look for examples, including; unkind comments, bullying, exclusion from play, name calling, 'play fights' that go too far.
Introduction	Click on the film 'Send me a selfie', watch the film and use the questions and multiple choice answers on the screen to facilitate a class discussion about the behaviour of the characters, identifying aspects of behaviour that are inappropriate or unwanted.  <b>Handout 1.1</b> contains the questions and multiple choice answers if you wish to print this out for pupils to be able to read more closely. This can also be used as a class quiz, getting pupils to work in groups and circle which answer they feel is the right one.  Brainstorm a list of words that can be used to describe the behaviour of Chris's friend Jamie and Megan's friend Shannon. <ul style="list-style-type: none"> <li>• Shannon's behaviour is; supportive, cautious, considerate, questioning, untrusting.</li> <li>• The behaviour of Chris's friend could be described as; peer-pressure, pushy, intrusive and insensitive.</li> </ul>
Development	Watch the film 'Flame Wars'. Divide the class into smaller groups and ask them to discuss the behaviour of the characters in the video.

	<p><b>Handout 1.2</b> contains a list of words that can be used to describe the behaviour of Lucy, who sent the abusive message. Ask pupils to identify those words that are most appropriate. This could be done as a group activity, in order to support lower ability pupils.</p> <p>You may also have time to use the questions and multiple choice answers on the screen to facilitate further discussion. <b>Handout 1.3</b> contains the questions and multiple choice answers if you wish to print them out for the pupils to be able to read more closely.</p>
Plenary	In a larger group, ask pupils to feedback the words that they would use to describe Lucy's behaviour. Explore the meaning of all the words on the list ( <b>Handout 1.2</b> ). Ofsted clearly state that they want young people to be, "Taught the appropriate language and have the confidence to describe unwanted behaviours".
Assessment	<p>Formative assessment can be carried out during this session through the observation of class discussion. To what extent do young people understand the language required to describe unwanted behaviour? How confident are they using that language?</p> <p><b>Handout 1.4</b> can also be used as part of a written language assessment, answering the questions about the characters behaviour in the film.</p>
Differentiation / Additional Activity	<b>Handout 1.4</b> asks pupils to answer questions about some of the characters in the film 'Flame Wars'. For pupils who finish early, 'Emoticons' is an additional activity to identify the meanings of the emoticons and to match them with the characters feelings. 'Emoticons' can be completed at the end of any of the three modules, but only once.

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**Teachers Note 1 – Questions for facilitating discussions.**

**Starter activity** - Pupils to identify simple examples of unwanted behaviour.

It is important to set some ground rules for this short discussion. You are not asking pupils to reveal specific incidents, rather, you are asking them to identify *types* of behaviour that are upsetting or inappropriate. It is important not to get into a 'finger pointing' exercise or trigger mutual recrimination. These questions are therefore very general, providing a starting point.

- Can anyone give me an example of behaviour that is likely to upset others?
- What do we mean by cyber-bullying?
- Why is it easy to upset people on social media?
- How important is eye contact and body language when you are communicating with other people?
- Why do people say things on social media that they wouldn't say face to face?

**Introduction** - ‘Send me a selfie’ a class discussion

This is designed to be a class discussion in which pupils analyse the behaviour of the characters in the film ‘Send me a selfie’. There is a list of questions with multiple choice answers on **handout 1.1** that can be used to begin the discussion. Some additional questions are listed below.

Analysing the behaviour of Megan’s friend Shannon

- What does Shannon say when Chris asks Megan to send a selfie?
- Why is Shannon being cautious?
- Is it appropriate to be cautious in a situation like this?
- Does Shannon trust Chris?
- Why might Shannon be mistrustful?
- Does the film tell us how long Chris has been texting Shannon?
- Is Shannon’s behaviour helpful in this situation?

Analysing the actions of Jamie (Chris’s friend who encourages him to ask for a selfie)

- What does Jamie say about Megan?
- Why is Jamie saying that?
- How might Chris feel in response to Jamie’s comments?
- What could Jamie have said differently?

### **Development** - 'Flame Wars' small group discussion

In small groups, ask pupils to discuss the words listed on **handout 1.2** and identify which words are most appropriate to describe the behaviour of Lucy, when she sent the insulting message to Shanelle.

**Plenary** - feedback the unwanted and inappropriate behaviour that pupils identified in the discussion of 'Send me a Selfie'.

OFSTED clearly state that they want young people to be, "Taught the appropriate language and have the confidence to describe unwanted behaviours". This activity should therefore focus on some of the words and meanings that are set out in **handout 1.2**. The questions below are designed to help young people explore the meaning of these words through discussion of the film 'Flame Wars'.

- What words from the list can best be used to describe Lucy's behaviour, when she sent the insulting message?
- What's the difference between cyber-bullying and harassment?
- If Shanelle sends an insulting message back to Lucy, could she start a 'flame war'?
- Is 'blocking' an action that Shanelle should consider in relation to Lucy?
- What is the opposite of 'Friending'?

### **Differentiation / additional activity**

An additional task called 'Emoticons' is included for pupils who finish early. **Handout 1.3** asks pupils to answer questions about some of the characters in the film, 'Flame Wars'.