'CyberSense' – Preventing unwanted or inappropriate behaviour associated with technology
Module 1: Strategies to de-escalate conflict using questions and apologies

Lesson Plan 2	**Storyboard Exercise** (Scene 1 'Send me a Selfie') & (Scene 2 –'Flame Wars')
Resources	'CyberSense' website, smart board and projector Additional handout 2.1 – 2.4.
Aims	Pupils should, "Develop good strategies to resist peer-pressure to make unhealthy or unsafe choices." This is a requirement set out by OFSTED in the 2013 PSHE report.
Objectives	Discuss why the characters in the film behaved in the way that they did. Create storyboards to describe positive strategies that the characters in the films could use in response to controlling behaviour. Share the strategies that pupils have developed in their storyboards and analyse the merits of those strategies through large group discussion.
Starter	As a class, watch the film 'Send me a selfie' again. Recap the discussion concerning the role played by Shannon and Jamie. These are not the characters involved in sending texts but their friends; Shannon plays a positive role model, while Jamie's role is more problematic. There are some questions to help facilitate this discussion in the teachers notes.
Introduction	Click on the storyboard 'Send me a selfie' and click on each individual box to hear the story. **Handout 2.1** contains the storyboard - you can print this out for pupils to see it more clearly. As a class, discuss how it might be quite difficult for two young men, like Chris and Jamie, to talk about something they have done that may have upset Megan. Asking questions is a positive strategy that young people can use to resist peer-pressure in some situations. Ask pupils to identify questions that Chris could use to begin a conversation about their behaviour. There are some examples of the type of questions that might work in the teachers notes.
Development	Click on the storyboard 'Flame Wars' and click each individual box to hear the story. **Handout 2.2** contains the storyboard - you can print this out, so that pupils can see it more clearly. In this storyboard, Shanelle decides to respond to Lucy's message by sending an abusive message of her own and things are getting out of hand. Ask pupils to work in small groups to come up with two storyboards, one in which Shanelle blames the other girls and escalates the conflict, the other in which Shanelle talks about her own mistakes and the mistakes of others to de-escalate the conflict. **Handout 2.3** is a blank storyboard to make it easier for the pupils to create their own. Some of the mistakes made by Lucy, Paige and Shanelle are listed in the teachers notes.

Plenary	As a class, ask pupils to feedback the ideas that they have developed in their storyboard. Explore how admitting your mistakes - and encouraging others to do the same - is a good strategy for de-escalating conflict. Using questions to set the agenda of a discussion is a good way of challenging peer-pressure.
Assessment	Storyboards can be collected in and feedback observed. Assessment should focus on two communication strategies that young people can use to resist peer-pressure and de-escalate conflict: • Using questions to set the agenda. • Admitting your mistakes to de-escalate conflict.
Differentiation / Additional activities	Some schools have used the storyboards as the basis for creative writing exercises within the context of an English lesson. **Handout 2.4** – Character Profiles – this handout provides a clear examination of the characters involved in the storyboards. This may be useful for the pupils when they are creating their own, in order to identify each character. Additional activity – 'Create a Character', this activity asks pupils to draw a character that may need help because of cyber-bullying. This exercise can be used as an additional activity for those who finish early.

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Teachers Note 2 – Questions for facilitating discussions.

Starter activity - Pupils to watch 'Send me a selfie' again and discuss why the characters in the film behaved in the way that they did.

This is just a starter to focus pupils on the characters that they met from the film in the last lesson. It is useful to focus on Shannon and Jamie. Here are some questions to help facilitate this discussion.
- What does Shannon say when Chris asks Megan for a selfie?
- Why do you think Shannon says this?
- Is it appropriate to be careful before trusting someone who has just started to text you or your friends?
- Why does it take time to build a trusting relationship?
- What does Jamie say about Megan when she replies to Chris's text?
- Is Jamie putting pressure on Chris over the selfie?
- How might Jamie feel in response to this pressure from his peer?
- Who is the most supportive friend Shannon or Jamie?
- Are you supportive of your friends?

Introduction

This storyboard portrays Chris and Jamie talking after Megan decides not to send a selfie. Here are some questions that Chris might ask to resist the pressure he is under from his peer Jamie.
- How do you think Megan felt with me pestering her for a selfie?
- What do you think her mates would say if she sent a selfie to all kinds of boys?
- Why did you say that Megan is boring?
- Why is it important to you that I ask for a selfie?
- Don't you think I should respect Megan?
- How would you feel if someone didn't treat you with respect?

These are just some examples, it is most effective if pupils can also come up with their own.

Development

In this storyboard, Shanelle decides to respond to Lucy's message by sending an abusive message of her own and things are getting out of hand. Lucy has complained to her mum and Shanelle is in trouble. What should she do?

Ask pupils to work in small groups to come up with two scenarios, one in which Shanelle blames the other girls and escalates the conflict, the other in which Shanelle talks about her own feelings and the feelings of others to de-escalate the conflict.

What mistakes did Lucy make?
- She sent the upsetting message to Shanelle in the first place.
- She did not think about how Shanelle might feel.

What mistakes did Paige make?
- She put pressure on Shanelle to send an abusive message in response to Lucy.
- She did not stop to think before typing a response to Lucy.
- She did not consider how Lucy might feel.

What mistakes did Shanelle make?
- She sent an abusive message back to Lucy.
- She did not listen to her mum.
- She did not challenge Paige's reaction to Lucy's message.

Plenary

OFSTED clearly say that they want young people to "Develop good strategies to resist peer-pressure to make unhealthy or unsafe choices." This activity should therefore focus on two important strategies that young people might use:

- Asking questions to change the agenda of discussion.
- Admitting to your mistakes and encouraging other to do the same to de-escalate conflict.