

**'CyberSense'** – Preventing unwanted or inappropriate behaviour associated with technology  
**Module 2: Talking about your feelings as a constructive response to cyber-bullying.**

Lesson Plan 10	<b>Storyboard exercise</b> - Scene 3 'Girls don't play football' & Scene 4 – 'What harm can it do?'
Resources	'CyberSense' website, smart board and projector Handout 10.1 – 10.4
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	Create storyboards to describe positive strategies that the characters in the films could use in response to controlling behaviour.  Share the strategies that they have developed in their storyboards and analyse the merits of these strategies through group discussion.
Starter	Ask pupils to think about situations in which they could have acted differently. These can be simple examples where it would have been better to stop and think before acting.  There are some questions to help facilitate this discussion in the teachers notes.
Introduction	Click on the storyboard 'Girls don't play football'. Click on each individual box to hear the story. <b>Handout 10.1</b> contains the storyboard; you can print this off for pupils to examine more clearly. As a class, explore how Jaden could apologise to Kelsey, discuss how it is not always easy to apologise properly. Focus on the need to listen to how Kelsey feels, ask pupils to identify questions that Jaden could ask Kelsey in order to give her a chance to talk about how she feels.  There are some example questions listed in the teachers notes.
Development	Click on the storyboard 'What harm can it do?' Click on each individual box to hear the story. <b>Handout 10.2</b> contains the storyboard; you can print this off for pupils to examine more clearly. In this storyboard, Uncle Kev asks Jack how he is feeling, ask pupils to use some of the words that they learned in lesson 9 to create some dialogue for Jack.  Ask pupils to create a storyboard in which Jack talks about how he felt when Alex was play fighting. Uncle Kev should listen and think about ways that he can communicate this to Alex. <b>Handout 10.3</b> is a blank storyboard to make it easier for the pupils to create their own.
Plenary	As a class, ask pupils to feedback the ideas that they have developed in their storyboard. Draw out how important it is for Jack to talk about his feelings and for Uncle Kev to listen and then communicate them to Alex.  Talking about how cyber-bullying ( <b>online bullying</b> ) makes you feel is an important part of any response strategy. Ask pupils to think about why this is important and link this to the 'Circle of Support' exercise in lesson 7.
Assessment	Storyboards can be collected in and feedback observed. Assessment should focus on the communication strategies that pupils are creating in response to cyber-bullying. To what extent are pupils developing the language required to describe controlling behaviour? How confident are they in using that language?
Differentiation / Additional activities	Some schools have used the storyboards as the basis for creative writing exercises within the context of an English lesson. <b>Handout 10.4</b> – Character Profiles – this handout provides a clear description of the characters involved in the storyboards. This may be useful for pupils when they are creating characters in their own storyboards. Additional activity – 'Create a Character', this activity asks pupils to draw a character that may need help because of cyber-bullying. This can be used as an extra activity for those who finish early.

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**Teachers Note 10 – Questions for facilitating discussions**

**Starter activity** – Ask pupils to think about situations in which they could have acted differently.

- Can you think of something you have done that you would like to change if you had a chance to do it again?
- Can you think of something you did that upset other people when you didn't really mean to do so?
- Can you think of something you did without really thinking of the consequences?
- Can you think of something you did that you didn't really know was wrong at the time?

**Introduction** – In this storyboard, Jaden needs to apologise to Kelsey, ask the pupils to think about how he might do this. It is not always easy to apologise but asking people how they feel and listening to them talk through their feelings is a useful strategy.

Ask pupils to identify questions that Jaden could ask Kelsey to help her express her feelings. There are some examples below:

- I'm sorry I was rude. Did I upset you?
- I didn't mean to upset you. How did you feel when I called you names?
- Did you feel that the names that I called you were wrong?
- Can you help me to learn from my mistakes?
- Could I have expressed my feelings in a more positive way?

**Development** - Ask pupils to work on their own storyboard in response to **handout 10.2**; here are some questions for them to think about:

- Why might Jack appreciate the chance to talk about how he felt when Alex was pushing him around?
- What words might Jack use to describe his feelings?
- How important is it that Uncle Kev listens to Jack when he is talking about his feelings?
- What is the best way for Kev to communicate how Jack feels to Alex?
- If someone was pushing you around, would you appreciate the chance to talk about your feelings with a responsible adult?

**Plenary**

OFSTED clearly state that they want young people to, "Develop good strategies to resist peer-pressure to make unhealthy or unsafe choices". Talking about how cyber-bullying makes you feel is an important part of any response strategy. Ask pupils to think about why this is important and link this back to the 'Circle of Support' exercise in lesson 7.

Here are some questions to help facilitate this discussion:

- If nobody listens to how Jack is feeling, after he has been pushed around by Alex, what might happen?
- How important is it for us all to build a 'Circle of Support' so that we can talk through our feelings when we are unhappy?
- What words might Jack use to describe his feelings?
- Would you feel confident using those words to describe your feelings if you were in a similar situation?
- How do you think Uncle Kev should respond to Jack?
- What is the best way for Uncle Kev to communicate with Alex after speaking with Jack?