Lesson Plan 13	**Storyboard exercise** (Scene 5 'You're making us lose') & (Scene 4 – 'I wouldn't like it')
Resources	'CyberSense' web site, smart board and projector. Additional Handout 13.1 – 13.4
Aims	As a requirement of the OFSTED 2013 PSHE report, pupils should, "Develop good strategies to resist peer-pressure to make unhealthy or unsafe choices."
Objectives	Create storyboards to describe positive strategies that the characters in the films might use in response to controlling behaviour. Share the strategies that pupils have developed in their storyboards and analyse the merits of these strategies through 'large group' discussion.
Starter	Ask pupils to think about what it is like to be a bystander and discuss why many of us don't act or intervene. Remember, you are not asking the pupils to reveal specific incidents merely to discuss the role of the bystander in general terms. There are some questions to help facilitate this discussion in the teachers notes.
Introduction	Click on the storyboard 'You're making us lose' and click on each individual box to hear the story. **Handout 13.1** contains the storyboard, you may print this off so that pupils are able to see it more clearly. Discuss how Joel is a 'bystander' but also joins in with Lewis. Ask pupils to identify questions that Kai might ask Joel when they meet *after* the incident in the film. Asking questions of a bystander is an effective way to encourage pupils to think about their own behaviour. There are some example questions listed in the teachers notes.
Development	Click on the storyboard 'I wouldn't like it' and click on each individual box to hear the story. **Handout 13.2** contains the storyboard, you may print this off so that pupils are able to see it more clearly. In this storyboard, Molly discovers that Demi has got in to trouble because of the message that the girls posted on Demi's phone. Ask pupils to create a storyboard in which Molly talks to the other girls to persuade them that they should take responsibility. Pupils should think about how the girls might resist this idea, as well as focussing upon the things that Molly might say to change their behaviour. **Handout 13.3** is a blank storyboard to make it easier for pupils to create their own.
Plenary	In a large group, ask pupils to feedback the ideas that they have developed in their storyboards. Examine how important the role of the bystander is, particularly if the bystander is willing to intervene to challenge bullying. The development of confident young people willing to intervene, rather than merely be bystanders, is an important part of any response to cyber-bullying. Ask pupils to think about why this is important and link this back to the 'Circle of Support' exercise in lesson 7.
Assessment	Storyboards should be collected in and feedback observed. Assessment should focus on the communication strategies that pupils are creating to use should they find themselves in the role of the bystander. To what extent are pupils developing the language required to describe the role of the bystander? 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. **Handout 13.4** – Character Profiles – This handout provides a clear explanation 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 who finish early to draw a character that may need help because of cyber-bullying.

'CyberSense' – Preventing unwanted or inappropriate behaviour associated with technology.
Module 3: Skills to empower the bystander

Teachers Note 13 – questions for facilitating discussions.

Starter activity – Ask pupils to discuss the role of 'the bystander' and why many of us do not act or intervene.
- Why do you think people stand by without intervening when they witness bullying?
- How does it feel if you see someone else being bullied?
- If people intervened more would bullying happen less?
- How might simple things like eye contact and body language make a difference?
- What might a bystander *do* after seeing bullying take place?
- Who could a bystander talk to if they see bullying taking place?
- What kind of thing might a bystander say if they went to talk to a responsible adult?

Introduction – In this storyboard, Lewis can be described as a bystander who gangs up with Joel, the bully. However, bystanders can play a more positive role. What might Kai say to Lewis in a quiet moment?

Ask pupils to think about things that Kai might say to Joel in order to persuade him to play a more positive role. Here are some questions (from the perspective of the characters) that might be used to facilitate this discussion:
- How did you feel when Lewis snatched the controller from your hands?
- How do you think I feel when Lewis criticises me all the time?
- How do you think I feel when you join in with Lewis?
- Do you understand that I'm upset and I want to talk to an adult about this?
- Can you help me to get better at the game?
- Will you support me if I challenge Lewis next time he behaves inappropriately?

Development - Ask pupils to work on their own storyboard in response to **handout 13.2.**
Here are some questions for them to think about:
- Molly *tried* to stand up to the other girls but they persuaded her to send the message, how might she be feeling?
- What might she say to the girls to express her feelings?
- What might happen if she talked to the other girls separately?
- How might it be different if she talks to the others together?
- Who should she talk to first?
- What might she say to Katie to make her think about the consequences of her actions?
- What might she say to Jennifer to make her think about the consequences of her actions?

Plenary - OFSTED clearly state that they want young people to have, "Developed good strategies to resist peer-pressure to make unhealthy or unsafe choices.". Thinking about the ways in which bystanders might challenge cyber-bullying is an important part of any response strategy. Ask pupils to think about *why* this is important. Here are some questions to help facilitate this discussion:
- Why is the role of the bystander so important?
- What difference can bystanders make to cyber-bullying?
- Is it hard to intervene if you are a bystander?
- What are some of the things that you can do if you are a bystander?
- How can you best use techniques like eye contact and body language?
- How important is it to ask the right type of questions?
- Who might you talk to if you find yourself in the role of the bystander?
- What kind of help can you ask for if you find yourself in the role of the bystander?