

**'CyberSense'** – Preventing unwanted or inappropriate behaviour associated with technology  
**Module 2: Talking about your feelings: A constructive way to ask for help**

Lesson Plan 9	<b>Cyber-Stories</b> (Scene 3 'Girls don't play football') & (Scene 4 – 'What harm can it do?')
Resources	'CyberSense' website, smart board and projector Handouts; 9.1- 9.4 & additional activity.
Aim	Pupils should, "Develop the appropriate language and confidence to describe unwanted behaviours.". "The casual use of homophobic language should be addressed." These are requirements set out by OFSTED in the 2013 PSHE report.
Objectives – Pupils will:	Identify appropriate words to describe the feelings 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.  Discuss the feelings of the characters in the films, as part of a constructive response to cyber-bullying.
Starter	Ask pupils to identify simple examples of things that one might feel when on the receiving end of cyber-bullying. Collect some examples up on the board.  Look for examples including; hurt, upset, angry, worried, anxious.
Introduction	Click on the film 'Girls don't play football'. 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 their behaviour that are inappropriate or unwanted. <b>Handout 9.1</b> contains the questions and multiple choice answers, you may wish to print them out for pupils to read more closely.  Brainstorm a list of words that can be used to describe how Kelsey and Jaden are feeling; <ul style="list-style-type: none"> <li>• Kelsey may be feeling angry, hurt, insulted, upset, or offended.</li> <li>• Jaden may have been jealous, upset or angry.</li> </ul> There are questions in the teachers notes to help facilitate this discussion.
Development	Watch the film 'What harm can it do?'. Divide the class into small groups and ask them to discuss the behaviour of the characters in the video. <b>Handout 9.2</b> contains a list of questions for discussion, while <b>handout 9.3</b> contains a list of words that can be used to describe the feelings of Alex, Archie and Jack.  You may also have time to use the questions and multiple choice answers on the screen to facilitate the discussion further. <b>Handout 9.4</b> contains the questions and multiple choice answers, you may wish to print them out for pupils to read more closely.
Plenary	As a class, ask pupils to feedback the words they would use to describe Lucy's behaviour. Explore the meaning of all the words on the list. OFSTED clearly state that they want young people to be, "Taught the <b>appropriate language</b> and have the <b>confidence to describe unwanted behaviours</b> ". The words which describe the feelings associated with unwanted behaviour are an important part of the vocabulary that they will require.
Assessment	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 in using that language?
Differentiation / Additional Activity	'Emoticons' is an additional activity for pupils to identify the meanings of the emoticons and to match them with the characters feelings in the films.

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### **Module 2: Talking about your feelings: A constructive way to ask for help**

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

**Starter activity** - Pupils to identify simple examples of things they may have felt, when in a situation where other people's behaviour was inappropriate.

It is important to set some ground rules for this short discussion. You are not asking people to reveal specific incidents you are asking them to identify general feelings that they may have experienced as a result of other people's behaviour. These questions are therefore very general and remember this is just a starter.

- Can anyone give me an example of feelings that someone might experience if they are being cyber-bullied?
- Why do people say things on social media that they wouldn't say face to face?
- If you are feeling angry, is social media a good way to express your feelings?
- What might happen if you express feelings like anger on social media?
- Why might it be better to express complicated feelings face to face?

#### **Introduction** - 'Girls don't play football' a class discussion

This is designed to be a class discussion in which pupils analyse the behaviour of the characters in the film 'Girls don't play football'. There is a list of questions with multiple choice answers on **handout 9.1** that can be used to begin the discussion. Some additional questions are listed below;

##### Analysing the feelings of Kelsey

- How do you think Kelsey is feeling when Jaden calls her names?
- What is the best way for Kelsey to express her feelings?
- Do you think that Kelsey should talk to her mum about her feelings?
- If Kelsey expresses her anger on the gaming site, what risks is she taking?
- When Kelsey sees Jaden in school, what could she say to him about the way that she feels?
- What words would you use to explain to Jaden how his actions have hurt Kelsey?

##### Analysing the feelings of Jaden

- Why do you think Jaden called Kelsey names?
- What could Jaden have done to express his feelings in a more positive way?
- How does Jaden's use of homophobic language reflect on him?
- What can Jaden do to repair the damage he has done?

#### **Development** - 'What harm can it do?' small group discussion

In small groups, ask pupils to discuss the words listed on **handout 9.3** and identify which words are most appropriate to describe the feelings of Archie, Jack and Alex.

**Plenary** - Feedback the feelings associated with unwanted and inappropriate behaviour they found in the discussion of 'What harm can it do?'

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 their meaning that is set out on **Handout 9.3**. The questions below are designed to get young people exploring the meaning of these words through discussion of the film 'What harm can it do?'

- What words from the list can best be used to describe the feelings of Jack?
- What words from the list can best be used to describe the feelings of Alex?
- What words from the list can best be used to describe the feelings of Archie?
- Why is it important to think about how each of these characters is feeling?
- If *you* were being bullied, would you be able to talk about your feelings?
- Why is 'anxious' an important word for anyone trying to understand the effects of cyber-bullying?

### **Differentiation / Additional activity**

An additional task is included for pupils who may finish early. **Handout 9.3** asks pupils to answer questions about some of the characters in the film, “What harm can it do?”