

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

Lesson Plan 3	Role-Play Exercise (Scene 1 'Send me a Selfie') & (Scene 2 –'Flame Wars')
Resources	'CyberSense' website, smart board and projector & additional activity.
Aim	Pupils should, "Develop the appropriate language and confidence to describe unwanted behaviours... and good strategies to resist peer pressure to make unhealthy or unsafe choices." These are requirements set out by OFSTED in their 2013 PSHE report.
Objectives – Pupils will:	<p>Discuss the difference between communicating face to face and communicating using social media.</p> <p>Use role play to develop confidence in the use of language to describe unwanted or controlling behaviour.</p> <p>Practice the communication skills required to resist peer-group pressure.</p>
Starter	<p>Brainstorm a list of physical communication strategies that you can use face to face that are not available when communicating through social media. These include; body language, eye contact, facial expressions, tone of voice, vocal volume and pace.</p> <p>Click on 'Kadeem's tips' on the website, this provides a list to help pupils recognise what communication strategies can make for good role play. There are also some questions to help facilitate this discussion in the teacher's notes.</p>
Introduction	<p>Click on the 'Send me a selfie scenario' on the website and read the scenario out to the class. Alternatively, you could ask one of the pupils to read the scenario out to the rest of the class.</p> <p>Discuss the physical communication strategies that Chris could employ when he is using questions to challenge the peer-pressure from Jamie.</p> <p>Ask for volunteers to role play this scenario in front of the class, or in front of small group. Each time, change one of the following variables; body language, eye contact, facial expressions, tone of voice, vocal volume or pace.</p> <p>For pupils who don't feel confident enough to perform give them a role as an observer, asking them to watch the other pupils change in body language and how well they question and/or apologise to each other.</p>
Development	Divide the class into small groups or pairs and ask them to try role playing, based on the 'flames wars' scenario. This scenario requires Shanelle to apologise to Lucy. Ask pupils to experiment with the following variables; body language, eye contact, facial expressions, tone of voice, vocal volume or pace.
Plenary	<p>Ask pupils to perform their role plays in front of the class or in small groups and discuss the importance of:</p> <ul style="list-style-type: none"> • Using an apology to de-escalate conflict. • Using questions to challenge peer pressure.

Assessment	<p>Observe the role plays and discussion. Assessment should focus on two communication strategies that young people can use to resist peer-pressure and de-escalate conflict:</p> <ul style="list-style-type: none"> • Using questions to de-escalate conflict. • Admitting your mistakes and apologising to de-escalate conflict.
Differentiation / Additional Activity	<p>Pupils can identify scenarios based on their own experiences and use role plays to apply the communication skills that they have learnt in this lesson.</p> <p>Additional activity for pupils that finish early – Word search, encourage pupils to look up words that they could use in their role plays.</p> <p>The 'Crossword' exercise can be used either as an additional activity or as a piece of homework. The words in the crossword are 'feeling' words related to cyber-bullying, helping pupils to further understand their meanings.</p> <p>The word search and crossword activities can be used in lessons 3, 11 and 14, as words do not relate to a particular film, but can only be completed once.</p>

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Teachers Note 3 – Questions for facilitating discussions.

Starter activity - Brainstorm a list of physical communication strategies for use in face to face communication that are not available when communicating through social media.

- What difference does eye contact make when you are talking to other people?
- If you shout when you are talking how will others feel?
- What if you talk quietly?
- What is the difference between open and closed body language?
- How can your facial expressions change the meaning of what you are saying?

Introduction – Read the 'Send me a selfie scenario' out to the class. Discuss the physical communication strategies that Chris could use when he is using questions to challenge the peer-pressure from Jamie.

Ask for volunteers to role play this scenario in the front of the class, each time change one of the following variables; body language, eye contact, facial expressions, tone of voice, vocal volume or pace.

Development – Divide the class into small groups or pairs and ask them to try role plays based on the 'flame wars' scenario. This scenario requires Shanelle to apologise to Lucy. Ask pupils to experiment with the following variables; body language, eye contact, facial expressions, tone of voice, vocal volume or pace.

Plenary – Ask pupils to perform their role plays in front of the class or in front of smaller groups if they feel confident and discuss the importance of:

- Using an apology to de-escalate conflict.
- Using questions to challenge peer pressure.

OFSTED clearly state that they want young people to, "Develop good strategies to resist peer-pressure and the confidence to describe unwanted behaviours." This discussion should therefore focus on two important strategies that young people might use:

- Asking questions to challenge peer-pressure.
- Admitting to your mistakes and apologising in order to de-escalate conflict.

Questions to facilitate a discussion about how Chris might have used questions to challenge peer-pressure from Jamie:

- What does Jamie have to do to answer Chris's questions?
- Does Chris need to know the answers before asking these questions?
- How did it feel when you were asking questions in the role of Jamie?
- How did it feel having to answer those questions in the role of Jamie?
- Do you think you would use questions to change the agenda if you come under peer-pressure?
- What's the best way to practice using questions to resist peer-pressure?

Questions to facilitate a discussion about how Shanelle might apologise in order to de-escalate conflict:

- Shanelle wasn't the only one to make a mistake. How might she feel about apologising?
- Does it take courage to apologise?
- What impact might Shanelle's apology have on other people's behaviour?
- What might happen if Shanelle does not apologise?
- Do you think you would take responsibility and apologise in a situation that might be getting out of hand?
- What's the best way to practice the skills you need to apologise?