

**‘CyberSense’** – Preventing unwanted or inappropriate behaviour associated with technology.

**Module 3: Skills to empower the bystander**

Lesson Plan 14	<b>Role Play Exercise</b> (Scene 5 ‘you’re making us lose’) & (Scene 4 ‘I wouldn’t like it’)
Resources	‘CyberSense’ website, smart board and projector.
Aim	Pupils should analyse the role of the bystander in order to, “Develop the appropriate language and confidence to describe unwanted behaviours. ...and [develop] good strategies to resist peer pressure to make unhealthy or unsafe choices”. These are requirements set out in the 2013 OFSTED PSHE report.
Objectives –	<p>Pupils will identify important communication skills that are required, by a bystander, in order to resist peer group pressure and to make healthy choices.</p> <p>Pupils will use role play in order to practice those important communication skills.</p> <p>Pupils will evaluate the important role that a bystander can play in order to resist peer group pressure and make healthy choices.</p>
Starter	<p>Click on ‘Kadeem’s tips’ on the website, this provides a list of communication strategies that pupils might use in their role play.</p> <p>Ask pupils to think about the different things that a bystander might do to intervene in a bullying incident. This might include simple things such as using eye contact or body language to express disapproval, offering support after an incident or talking to an adult; but it might also involve challenging a perpetrator.</p> <p>There are some sample questions to help facilitate this discussion in the teachers notes.</p>
Introduction	<p>Click on the ‘You’re making us lose’ scenario on the website and read the scenario out to the class. Discuss how Kai could speak to Joel when Lewis is not there. How might Kai question and <i>challenge</i> Joel with regard to the bullying?</p> <p>Ask for volunteers to role play this scenario in front of the class or in small groups and each time change one of the following variables; asking follow up questions, listening to how Kai feels, body language, eye contact.</p>
Development	<p>Divide the class into small groups, or pairs, and ask them to attempt role playing scenes based on the ‘I wouldn’t like it’ scenario. This scenario requires Molly to have a conversation with Katie. Katie thinks it was ‘just a laugh’ to post messages on Demi’s phone but Molly tries to challenge that view.</p> <p>For those pupils who don’t feel confident enough to perform, give them a role as an observer, asking them to watch the other pupils changes in body language and how well they question and/or apologise to each other.</p> <p>Some tactics that Molly might employ can be found in the teachers notes.</p>
Plenary	Ask pupils to perform their role plays in front of large or smaller groups and discuss the things that a bystander can do to challenge bullying.
Assessment	Observe the role plays and discussion. Assessment should focus on pupil ability to identify strategies that they might use if they find themselves in the role of the bystander. The role plays are designed to give pupils a chance to practice the skills required in that role.

Differentiation / Additional Activity	<p>Pupils can identify scenarios based upon their own experience and use role plays to apply the communication skills that they have learned in this lesson.</p> <p>Additional activity – 'Word search' - Pupils that finish should look up words that they might use in their role plays. This can be used in any module as words do not relate to a particular film.</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. This can be used in any module.</p> <p>Click on Kadeem's 'Final Goodbye' button and access the certificate. Print out certificates and have pupils fill them in, to show that they have successfully completed the 'CyberSense' programme.</p>
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**Module 3: Skills to empower the bystander**

**Teachers Note 3 – Questions for facilitating discussions.**

**Starter activity** - An effective apology involves more than just saying sorry. Use these questions to facilitate a discussion to explore what more it might involve:

- Can you think of different ways that a bystander might intervene if someone is being picked on?
- It can be hard to directly challenge a bully, what other things might a bystander do?
- How can silence be used in positive ways?
- How can eye contact be used in positive ways?
- How can body language be used in positive ways?
- What can a bystander do to support a victim after an incident has taken place?
- Who can a bystander talk to for help?
- What kind of help might be useful?

**Introduction** – The first role play activity requires pupils to practice the things one might say to a bystander who chose to join in with a bully. Joel is a bystander who 'joined in' with Lewis's bullying; what can Kai do to challenge Joel's behaviour?

Ask volunteers to role play a conversation between Kai and Joel in which Kai asks for support.

- Kai could try asking a series of questions that require Joel to see things from his point of view.
- Kai could talk about how he feels.
- Kai could identify positive things that Joel could do to help, including:
  - teaching him how to perform better at the game.
  - adopting a more team based approach to the game.
  - just staying silent and not joining in with Lewis.
  - making friendly eye contact if Lewis is being abusive.
  - listening to Kai's feelings.
  - challenging Lewis when he is being abusive.

**Development** – The second role play activity asks young people to practice the skills that a bystander (Molly) might use to challenge a perpetrator.

- Asking a series of questions that require Katie to see things from Demi's point of view.
- Remaining silent when Katie says it's just a laugh.
- Using eye contact and body language to show that she doesn't agree when Katie says it's just a laugh.
- Talking about the benefit of being more caring.
- Talking about things they might do to make it up to Demi, such as, asking her how she feels and apologising.
- Directly criticising the behaviour of the bully.

**Plenary** – OFSTED clearly state that they want young people to, "Develop good strategies to resist peer pressure to and the confidence to describe unwanted behaviours". This discussion should therefore focus on the role of the bystander and pupils should be able to use appropriate language to describe that role. Here are some questions that might be used to facilitate the discussion:

- How would you describe the role played by Molly in 'I wouldn't like it'?
- How is Molly's role different from the role played by Lewis in 'You're making us lose'?
- What words would you use to describe the role played by Lewis?
- If you were in a similar situation, could you do some of the things that Molly did?
- How can you become more confident in playing a *positive* role, if *you* are in the role of the bystander?