

'CyberSense' – Preventing unwanted or inappropriate behaviour associated with technology.

Module 3: Skills to empower the bystander

Lesson Plan 12	Cyber-Stories (Scene 5 'you're making us lose') & (Scene 4 – 'I wouldn't like it')
Resources	'CyberSense' website, smart board and projector. Handouts 12.1 – 12.4 & Additional activity.
Aim	Pupils should, "Develop the appropriate language and confidence to describe unwanted behaviours". This is a requirement set out by OFSTED in the 2013 PSHE report.
Objectives – Pupils will:	Identify appropriate words to describe the role of the bystander in cyber-bullying situations. 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 discuss the role of the bystander when bullying was taking place. There are some sample questions in the teachers notes to help facilitate this discussion.
Introduction	Click on the film 'You're making us lose', 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 in the film. Focus on the role of the bystander. Handout 12.1 contains the questions and multiple choice answers. You may wish to print this out so that pupils can read it more closely. This can also be used as a class quiz, getting the pupils to work in groups and circle which answer they feel is the right one. There are sample questions in the teachers notes to help facilitate this discussion.
Development	Watch the film 'I wouldn't like it' and use the questions and multiple choice answers on the web site to discuss the behaviour of the characters in the film. Then, divide the class into small groups and ask them to identify words that describe the role of the bystander using handout 12.2 which contains a list of appropriate words and definitions. Handout 12.3 contains the questions and multiple choice answers. You may wish to print this out so that pupils can read it more closely.
Plenary	As a class, ask pupils to feedback the words that they would use to describe the behaviour of the characters in the film. Explore the meaning of <i>all</i> the words on the list. OFSTED clearly state that they want young people to be, "Taught the appropriate language and have the confidence to describe unwanted behaviours". The words that describe the role of the bystander are an important part of the vocabulary that pupils will need.
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	There are some additional questions on handout 12.4 which can be given to pupils who finish early. 'Emoticons' is an additional activity for pupils to identify the meanings of emoticons and to match them with the characters feelings in the films.

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Module 3: Skills to empower the bystander

Teachers Note 1 – Questions for facilitating discussions.

Starter activity - pupils to discuss the role of the bystander in the film when bullying was taking place.

It is important to set some ground rules for this short discussion. You are not asking pupils to reveal specific incidents, merely to identify general themes associated with being a bystander; these questions are therefore very general. Remember, this is just a starter.

- What are some of the reasons that cause people to stand by and watch others being bullied?
- Do some people 'join in' with a bully just so they don't get pushed around themselves?
- If you have been bullied in the past, does it make it harder for you to challenge a bully?
- Can you think of some simple things that you might do if you saw someone being bullied?
- Is it a good idea to talk about it with an adult?
- Is it a good idea to talk about it with the victim when the bully is not there?
- Can you use body language to challenge a bully if you're a bystander?
- Can you use questions to challenge a bully if you're a bystander?
- Can you distract a bully in other ways if you're a bystander?

Introduction - 'You're making us lose' - A class discussion.

In the film 'You're making us lose', Joel and Lewis, bully Kai. Lewis seems to follow the lead of Joel. It is useful to discuss how Joel might have 'stuck up' for Kai a little more.

Handout 12.1 contains a list of questions, with multiple choice answers, that can be used to begin the discussion. Some additional questions are listed below:

- How does Joel behave right from the start of the film?
- How does Joel treat Lewis?
- In what way does Lewis try to challenge Joel?
- Does Lewis 'stick up' for Kai?
- What could Lewis have said that would have been more supportive of Kai?
- When you are playing any game, how might you support those who are not so good?
- When people work together to succeed in a game, what does this feel like?

Development - 'I wouldn't like it' - Small group discussion.

In small groups, ask pupils to discuss the words listed in **handout 12.3** and identify which words are most appropriate to describe the role of the bystander.

Plenary – Discuss pupil understanding of the words that can be used to describe the role of the bystander and how those words relate to the behaviour of the characters in the film 'I wouldn't like it'.

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 definitions set out in **Handout 12.3**. The questions below are designed to help young people explore the meaning of these words through discussion of the film 'Why is she saying that'.

- What words from the list can best be used to describe the role of the bystander?
- Can you think of any other words that you might use to describe the role of the bystander?
- If you were in Molly's position, and saw other people engaged in cyber-bullying, what would you say to them?

- Is it hard to intervene if you know someone is being Cyber-bullied?
- Who could you ask for help if you knew someone was being Cyber-bullied?

Differentiation / additional activity.

An additional task is included for pupils who may finish early. **Handout 12.4** asks pupils to answer questions about some of the characters in the film, "I wouldn't like it".

'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.