

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

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

Lesson Plan 11	<b>Role Play Exercise:</b> Scene 3 'Girls don't play football' & Scene 4 'What harm can it do?'.
Resources	'CyberSense' website, smart board, 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 the 2013 PSHE report.
Objectives	<p>Pupils will identify important communication skills that are required to resist peer-group pressure and to make healthy choices.</p> <p>Pupils will use role play to practice the important skills required to resist peer-group pressure and to make healthy choices.</p> <p>Pupils will evaluate the importance of listening and questioning skills in the process of resisting peer-group pressure and making healthy choices.</p>
Starter	<p>Discuss how an effective apology involves listening, questioning and making a commitment about future behaviour.</p> <p>Click on 'Kadeem's tips' on the website, this provides a list to help pupils recognise which communication strategies can make for good role-play.</p> <p>There are also some questions to help facilitate this discussion in the teachers notes.</p>
Introduction	<p>Click on the 'Girls don't play football scenario' on the website and read the scenario out to the class. Alternatively, you might ask one of the pupils to read out the scenario to the rest of the class.</p> <p>Discuss how an effective apology involves more than just saying sorry.</p> <p>Ask for volunteers to role play this scenario in the front of the class. Each time change one of the following variables; asking follow up questions, listening to how Kelsey feels, body language, eye contact.</p>
Development	<p>Divide the class into small groups or pairs and ask them to try role-playing based on the 'Girls don't play football' scenario.</p> <p>This scenario requires Jaden to convince Kelsey that he really is sorry. Ask pupils to experiment with the following variables; body language, eye contact, facial expressions, tone of voice, vocal volume or pace.</p>
Plenary	<p>Ask pupils to perform their role-plays in front of the rest of the class and discuss the importance of:</p> <ul style="list-style-type: none"> <li>• Using an apology to de-escalate conflict.</li> <li>• Using questions to challenge peer pressure.</li> </ul>
Assessment	<p>Observe the role plays and discussion. Assessment should focus on two communication strategies that young people might use to resist peer-pressure and de-escalate conflict:</p> <ul style="list-style-type: none"> <li>• Using questions to de-escalate conflict.</li> <li>• Admitting mistakes and apologising to de-escalate conflict.</li> </ul>
Differentiation / Additional Activity	<p>Pupils can identify other scenarios based on their own experience and use role-plays to employ the communication skills that they have learnt in this lesson.</p> <p>Additional activity – 'Word search', encourage pupils that finish early to look up additional words that they might 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>

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

*Module 2: Talking about your feelings as a constructive response to cyber-bullying.*

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

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

- If someone just says sorry - and does nothing else - does that feel good?
- Does it feel better if they ask you questions to find out how you are feeling?
- What kind of questions might they ask?
- How important is it to show you are listening to the answers to those questions?
- How can someone demonstrate that they are listening?
- Are eye contact and body language important?
- Is it important to make a commitment not to repeat the offending behaviour?

**Introduction** – The first role-play activity requires pupils to practice making an effective apology, this involves more than just saying sorry. Below, is a list of the additional communication strategies that pupils might use to improve the effectiveness of their apology.

Ask volunteers to try changing their role play so that they include some of the strategies below, then repeat the role-play without using them.

- Asking questions to find out how the other person feels.
- Actively listening to the other person to find out how they feel.
- Demonstrating active listening through eye contact and positive body language.
- Making a commitment not to repeat the behaviour which required the apology.

**Development** – The second role play activity asks young people to practice talking about their feelings and listening to others talking about *their* feelings. The use of appropriate language is at the heart of this exercise. It is useful to draw pupils' attention to the word list that they used in lesson 9.

**Plenary** – OFSTED clearly states that young people should, "Develop good strategies to resist peer-pressure and to have the confidence to describe unwanted behaviours". This discussion should therefore focus on a number of strategies that are important when discussing unwanted behaviour:

- Jack should use appropriate words to talk about his feelings.
- Jack might choose to see Alex's point of view.
- Jack should think about the constructive things that might happen.

Questions to facilitate a discussion about role-plays depicting Jack talking about how he felt when he was attacked by Alex:

- What words does Jack use to talk about his feelings?
- What do these words mean?
- Are there other words that could be used to describe Jack's feelings?
- Did Jack understand why Alex was behaving in the way that he did?
- Is it useful to understand other people's behaviour?
- If you want to understand other people's behaviour, can it help if you ask the right questions?
- Did Jack and Uncle Kev come up with positive actions that might help to make the situation better?
- Can you think of other positive actions that might help improve the situation?