# Lesson Plan A; Summer's Choice

### Overview

This lesson is based around the SWGfL Drama "Friends Like These" and is one of a series that examines how incidents resulting from the use of communication technologies affect those who use them. It attempts to raise awareness of potential risks associated with technology; explores attitudes and behaviours of people involved and discusses potential strategies to manage those risks. It is intended to encourage students to engage in discussion in whole class and smaller groups; to contribute and record their opinions and to role play extension scenarios.

Year / Class

Upper KS 2

KS 3

KS 4

Resources

Video "Friends Like These" [DOWNLOAD HERE](http://www.swgfl.org.uk/safe)

Video Hotseat vignette "Summer" [DOWNLOAD HERE](http://www.swgfl.org.uk/safe)

### Curriculum Links

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| **KS3 Citizenship Programme of Study** | |
| **1h: Pupils should be taught**  **about the significance of the**  **media in society.** | The internet is becoming an increasingly  important form of media in our society.  As part of becoming ‘informed citizens’,  pupils should be aware of the risks and  dangers of this form of media, alongside  the many benefits |
| **3c: Pupils should be taught to**  **reflect on the process**  **of participating.** | This teaching point provides a good  opportunity to discuss the issues relating  to communicating using ICT. The safety  issues of using email, chat rooms,  instant messaging and text messaging  can be discussed, alongside the  behaviours which are  often associated with these forms  of technology.  This is also a good place to discuss  issues relating to Web 2.0 technologies,  such as social networking tools. |
| **KS3 ICT Programme of Study** | |
| **1.4 Impact of**  **technology** | Exploring how ICT changes the way we live our lives and has significant  social, ethical and cultural implications. |
| **1.4 Impact of**  **technology** | Recognising issues of risk, safety and responsibility surrounding the use  of ICT. |
| **2.3 Communicating**  **information** | Students should communicate and exchange  information (including digital  communication) effectively,  safely and responsibly.    *Under this area, pupils can be alerted*  *to the safety issues of using email, chat*  *rooms, instant messaging and any other*  ‘*direct contact’ communications device,*  *along with the importance of keeping*  *personal information private.*    *This is also a good place to discuss*  *issues relating to Web 2.0, such as*  *social networking tools.* |

**Aim**

* To reduce risk to young people using communication technologies in a social context

**Objectives**

Raise awareness of the potential risks of actions using communication technologies

Explore behaviours and consequences resulting from those actions

Explore a range of strategies and opportunities to resolve the incident through discussion and role play

**Introduction**

**Whole class session (25 minutes)**

***Watch video "Friends Like These" (12 minutes)***

Points for initial discussion after watching; (5 minutes)

Invite initial reaction and opinion

Identify the various roles within the scenario eg main protagonist; target; bystanders; protagonist's allies; target's ally

Recount the event that they think had the greatest impact on Summer

Identify stages of the film where there were possible opportunities for taking personal control or for intervention by others

***Whole class activity***

Teacher sets video to (timestamp) and watch the section where Summer first shows Evie and Jess the image on her phone

Have script extract on display to refer to

Draw attention to the key points in that section where Summer could have reduced the risk ie

Summer took the photograph of herself initially

Sent a copy of the image to her boyfriend

Showed it to two of her friends

Sent a copy of the image to Jess

Reference those points with the associated risk;

The image she took is inappropriate and doesn't really give a true impression of Summer's character

Not only has Summer made and distributed an inappropriate image of herself, she has also lost control and therefore ownership of that image in an instant

Summer increased the risk by showing her friends the image to shock and impress them, but only succeeded in lowering her friends' opinion of her

By sending the image to Jess, a casual friend, Summer increases the opportunities for the image to be sent to people who might want to hurt her.

Refer to Jess's request for the image and re-read Summer's response.

Re write Summer's response in a way that allows her to take control and lessen the risk eg

Excuse;      " I think my battery / credit is just about to give out but I'll try to get a copy to you later ..." (hoping that she will forget)

Confront;   "Get lost! And have you sending my beautiful naked body to all your loser mates ... dream on, girl. Go and do your own!

Challenge;  "Weirdo! What do you want a picture of me for?"

Realisation; "OMG! I can't believe I am showing you this ... I'm regretting sending this to Dan now. Just forget it."

Reluctance; "Errrmmm... dunno. What are you gonna do with it?"

 Role play these responses against Jess's request. Which ones sound the most convincing and effective? Does saying them in different ways make a difference? Does the response you choose depend on your own personality?

***Group / Differentiated Tasks***

Organise the class into differentiated groups to take part in three activities similar to the above for different parts of the film and script.

These sections are;

When Chloe receives the message and decides what to do with Megan and Katie (easier)

The girls change and redistribute the image from the school ICT suite (average)

Where Jess comes into the ICT room to find the girls altering Summer's image (harder)

For each clip;

Identify the key points where the risk could have been reduced

Identify those risks

Rewrite characters dialogue in a way that lessens or avoids the risk or potential confrontation

Try those script changes out by role playing responses

***Ideas and worked examples for each scenario to support teacher with differentiated groups***

**SCENARIO ONE; Chloe plans with Megan and Katie**

Where risk could be reduced;

Very often, those who bully often require the co-operation and approval of bystanders. Katie and Megan give their approval by reassuring Chloe that what she is doing is "a bit of laugh" and that Summer is a "slapper" and therefore deserves it. This means Chloe doesn't have to question her actions as she has the support of those around her. Students could attempt to change some of Katie and Megan's responses

Drawing attention to the image with Katie and Megan when she receives it from Jess

Katie had the only phone that could access the free wifi system in the burger bar and responded to the pressure from Chloe to do so.

What were those risks;

Reinforcing the bullying behaviour by agreement

Distributing inappropriate images by passing it on to a friend

Uploading an inappropriate image to a school-owned site that almost certainly breaks the school's Acceptable Use Policy on how it is used.

Sending images over an unsecured open wireless network in the burger bar

Examples of changed dialogue;

Chloe "OMG! Summer the stupid idiot! She needs to be careful passing this sort of stuff even to mates. Wait 'til I see the muppet!"

Katie in response to Chloe's request to upload; "Chloe! I'm already in loads of trouble with school for logging on to Facebook in our last lesson. They threatened to wall me in online if I get in any more trouble. You do it if you want but I'm not risking it." It should be noted that Katie actually tried a few excuses using her Dad before she actually gave in to Chloe.

* + - When asked to use the open wifi "I don't really fancy using that Chloe; I've heard that anyone can see what you are sending. I'll have a go at doing it when I get home"( Hoping she will forget.)

**SCENARIO TWO; Changing and redistributing the image in the ICT suite**

* + Where risk could be reduced;
    - Katie and Megan seem to be giving their full approval to the process even though they have not fully considered the implications of their actions. In fact it is worth pointing out that Megan does actually have second thoughts. Katie also challenges Chloe "What are you going to do? She'll have a fit when she sees this?" If they had pursued these uncertainties it may have changed Chloe's mind.
    - Could the school have better monitoring during the lesson? Either by the teacher making sure they were visiting all of the students frequently or monitoring what each student was doing on screen from a remote console? Could their activities, particularly Google Image search terms, be picked up by monitoring software? Prompt the students to discuss honestly ways in which they bypass these mechanisms in school? (eg you could talk about proxy avoidance sites; web based access to instant messenger sites; USB sticks that bypass the operating system.) Is it right, fair and safe that they should do so? What are the implications for their peers or younger students? If they were discovered carrying out these activities that go against the Acceptable Use Policy of the school what would they expect the sanction to be?
    - Using the teacher's presence as an excuse not to be involved; not wanting to get caught.
  + What were those risks;
    - Breaking school rules around acceptable use of the internet and having to face sanctions and parent involvement
    - If the image was considered illegal then it could easily be traced back to them
    - That the image would also be stored on the school system and could be further accessed by other students if logins were not secure
  + Examples of changed dialogue;
    - When Chloe mentions changing the picture; Megan; "Oh you mean the picture; maaan, that is asking for trouble. The school tracks all activity on the system and I for one do not need to get into any more trouble. You are on your own, girl!"
    - Katie " What are you going to do? Summer doesn't need this; she's a mate. That Dan is nasty enough to have sent that round his friends anyway; we don't need to be doing his dirty work for him"
    - Megan; "OMG That already looks so slutty... that's enough. Leave it at that."
    - Katie; "Everyone will know we messed around with it; this is going to get us into so much trouble. I'm having nothing to do with it."

**SCENARIO THREE;  Jess discovers the changed image**

* + Where the risk could be reduced
    - Chloe not offering to send the link and widening the distribution
    - Jess pursuing the fact that it would get her into trouble by association and changing Chloe's mind
    - Jess could capitalise on Katie's reluctance to distribute the image when she has second thoughts
    - Jess could find a way to report the incident on the school system anonymously if the school had such a system in place. (Teachers could use this as an opportunity to explain what an anonymous reporting route might look like; what would be the benefits for students who were being bullied or students who wanted to report bullying but were afraid to do so in case they became the victim? How does it sit with this idea of "grassing someone up"? Links and info at the end of the document)
  + What were those risks;
    - Breaking school rules around acceptable use of the internet and having to face sanctions and parent involvement
    - Being involved by association
    - That the distribution Chloe has chosen will move the image well out of the sphere of control of all of the original people involved
    - That once the image is out there it cannot be recalled. Any one who has seen the image has got it and therefore it is very difficult to get closure on an incident like this
    - There may very well be long term reputational damage to Summer, the ethics of which the group have not considered.
  + Examples of changed dialogue;
    - Jess in response to Chloe blaming her " The photograph I sent you didn't look like that; this is your work now, Chloe and if anything happens you're the one who is going to cop it. Not us! I'll make sure of that. there is no way I am getting an exclusion for you just for a laugh!"
    - Jess to Katie's doubt "Yes I agree, she will be gutted. She doesn't deserve this; she's a mate.

**Plenary**

* + Bring the whole group back together and direct a discussion around the following points;
    - When you are in these situations, is it very often easier to go along with what is happening rather than trying ways to defuse or reduce the risk. Why?
    - What are the consequences of "going along" with something that you feel is unfair, risky or wrong? Discuss the term "bystander". What does it mean and what does it look like? Why do people become bystanders?
    - Can bystanders do anything to change what is happening?
    - Explore the consequences of reporting.
    - Discuss opportunities within the group to either;
      * take one of the scripts and perform it in its entirety or dramatise sections
      * Adapt the script for an assembly
      * Choose different outcomes based on the dialogue you have developed during this session
      * Choose to film some of the sections and use as esafety resources for your school website

**Resources and further references**

SWGFL eSafety Site

http://www.swgfl.org.uk/Staying-Safe

Childnet DCSF Cyberbullying Interactive Resource

http://www.digizen.org/cyberbullying/interactive/default.aspx

CEOP ThinkuKnow Materials for KS1 to 4

http://www.thinkuknow.co.uk

360 degree safe tool; making esafety work in your school

http://360safe.org.uk/