

Edward Peake C of E VC Middle School



Subject: PSHCE	Unit: Relationships	Term/Duration: Autumn 1 / 7 Weeks	Year Group: 8
<p>Valuing Differences Friendships & Managing Influences</p> <p>Managing social influence Peer pressure and peer approval Strategies to manage peer pressure to conform within a group and in relation to substance abuse</p> <p>PoS: H30, H31, R1, R2, R9, R13, R14, R16, R23, R42, R44, R45, R46</p>		<p>Key Vocabulary</p> <p>Social media, wellbeing, impact, online, offline, individual, community, sharing, identity, impact, actions, health, risks, trust, networking, agenda, critical thinking, fact, opinion, motive, propaganda, motive, cybercrime, hacking, DDoS, modding, BBFC, decision making, peer pressure, classification, influence, media, knife, crime, gang, consequences</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • Manage group friendships • Manage personal safety in social situations • Learn about why young people may join gangs and the consequences of gang behaviour • Define the terms wellbeing and social media • Understand the concept of critical thinking and apply it to examples • Understand the term propaganda and how it can impact on their opinions • Understand why people may contact them online • Describe what cybercrime is, using key terms • Explain the factors that influence decisions about what film and online content is appropriate for young people • Explain and challenge the reasons why some young people may carry a knife 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour • Learn how to access support and advice in relation to friendship and peer influence issues • Learn how to access support in relation to gangs • Outline a range of strategies to improve wellbeing (including how to use social media responsibly) • Recognise some of the differences between fact and opinion 			

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- Identify and understand different propaganda techniques and analyse the reasons behind them
- Identify the hidden agendas and motives of why people contact them
- Evaluate the reasons why someone may become involved in cybercrime
- Describe or demonstrate how to respond to pressure to watch something that makes someone feel uncomfortable
- Assess a range of consequences of carrying or using a knife

Some pupils will be able to:

- Learn exit strategies for pressurised situations
- Explain the importance of balance in online and offline activities
- Think of ways to evaluate what is trustworthy online
- Use selected criteria to critically assess different media and messages
- Know how to report if they have any concerns about someone online
- Describe or demonstrate decision making and risk assessment skills in relation to cybercrime
- Explain where and how to get help or advice about films and online content
- Explain how young people can make the choice to be knife free

	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To know what wellbeing means and how social media could have an impact on it	<p>Give out exercise books; label</p> <p>Establish Ground Rules for PSHCE: <i>We will listen to and respect everyone</i> <i>We will keep the conversation in the room</i> <i>We will use language that won't upset other people</i> <i>We will use the correct words and if we don't know them, we'll ask</i> <i>We will comment on what was said, not the person who said it</i> <i>We won't use names (share our own, or our friends', personal experiences)</i> <i>We won't put anyone on the spot</i> <i>We have the right to pass if we don't want to speak</i></p> <p>Complete the PSHCE Classroom Charter – either pupils copy the rules above or teacher types them up and sticks in pupil exercise books after lesson.</p>	<p>Ask It Basket</p> <p>Exercise books from Year 7</p> <p>Rise Above – Exploring social media: https://players.brightcove.net/4934638104001/SJlzlzhi/default/index.html?videoId=6126189603001</p> <p>Rise Above website</p> <p>Chromebooks or Tablets</p>	<p>I can define the terms wellbeing and social media</p> <p>I can outline a range of strategies to improve wellbeing (including how to use social media responsibly)</p> <p>I can explain the importance of balance in online and offline activities</p>

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		<p>Starter: Sit in a circle and discuss what it was like not being in a normal school environment. What did the pupils think and feel about the situation? Ask what sort of things did the children do whilst at home. Focus on social media – ask what types of social media did the children use (e.g. WhatsApp, Instagram, YouTube, Fortnite, Snapchat, Tiktok, etc.)</p> <p>Ask what are the biggest influences on a young person’s wellbeing?</p> <p><u>Base Assessment:</u> How do you feel? Show pupils the statements A-C and ask them to rate their confidence in each using a scale from 0-10 (0 = not confident, 10 = extremely confident). You can choose how to conduct this activity. Students can complete it individually on paper, or verbally in pairs/ groups. You could also use ‘traffic lights’ (red/amber/ green) or self-assessment statements e.g. I can describe strategies to use social media to support wellbeing.</p> <p>How confident are you in: A) defining the terms wellbeing and social media? B) outlining a range of strategies to improve wellbeing (including how to use social media responsibly)? C) explaining the importance of balance in online and offline activities?</p> <p>Main: <u>Activity 1</u> A. Place pupils into groups and explain that each group is acting as a Youth Panel. They need to advise other students on using social media in a safe way that could support their wellbeing.</p> <p>1. In groups ask pupils to produce two definitions that are relevant to young people – one definition for the term ‘wellbeing’ and one definition for the term ‘social media’. Pupils are free to use symbols/emojis/ numbers/text language.</p>		
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	<p>2. Share the definitions below and give pupils time to discuss their definitions and make any adjustments:</p> <p>Wellbeing: When someone is safe, happy, can manage challenges, reach their potential, develop strong relationships with others and make a positive contribution to their community Social media: Technology that allows us to share ideas and communicate with others</p> <p>B. In their groups, pupils should draw a table with three headings:</p> <ul style="list-style-type: none"> • Potential benefits of social media • Potential challenges of social media • Solutions to promote wellbeing <p>C. Share the first part of the video and ask them to complete the first two columns in the table as they watch. Pause the video at 02:07 and explain that social media can be used in positive ways. For example, to inspire change (social media has played a key role in lots of social movements) or to help people connect with and learn from others who might be going through the same things.</p> <p>Discussion Questions: What were some of the opinions that the young people in the video have of social media use? What are some of the potential benefits and challenges you think are most applicable to teenagers your age, and why? What strategies can a young person use to promote their wellbeing?</p> <p><u>Activity 2</u></p> <p>1. Show the next part of the video and ask them to complete the third column of their table.</p> <p>2. Share the list of actions that promote personal wellbeing on the Resource and ask the groups if they can add anything else to their table.</p>		
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		<p>3. Explain that groups are going to be creating a short podcast/radio show to share the practical advice they have learned in the lesson with the rest of the school. They could script, storyboard, or record their podcast.</p> <p>Plenary: Revisit the question from the start of the lesson. Ask pupils to decide whether they still agree with their original answer or whether they now have different views based on the lesson? What are the biggest influences on a young person's wellbeing? Discuss their reasons with the person next to them or in a group.</p>		
2	<p>LO: To think critically about the information they see online as it may not be true or trustworthy</p>	<p>Re-establish Ground Rules Starter: Reminder of ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Reminder of the anonymous question box</p> <p>Ask class to explain what they understand by the words: <i>Critical thinking, trust and hidden agenda</i> Write down what words or definitions the pupils have Prompt with definitions if they require support</p> <p>Key definitions Cambridge English Dictionary defines critical thinking (n) as 'the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you' Cambridge English Dictionary defines trust (v): 'to believe something is good and honest and will not harm you, or that something is safe and reliable'. As a noun, it is defined as 'the belief that you can trust someone or something' Cambridge English Dictionary defines hidden agenda (n) as: 'a secret reason for doing something'</p> <p>Main: Ask if they can trust everything they read online or if the information they see could be 'trashed'.</p>	<p>Ask It Basket</p> <p>Childnet – Trust Me Lesson 1</p> <p>Resource 1</p> <p>Resource 2</p>	<p>I can understand the concept of critical thinking and apply it to examples online</p> <p>I can recognise some of the differences between fact and opinion</p> <p>I can think of ways to evaluate what is trustworthy online</p>

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		<p>Reveal different types of online content for the pupils to decide whether or not they are trustworthy. Vote on the most reliable source of information for current news, facts, information on an event etc. If they say they can't trust information online, ask them 'why?'</p> <p>Ask if all images online are realistic and trustworthy.</p> <p>Questions: What has been changed/altered/manipulated about these images? (The colours of the beach image have been enhanced through Photoshop or filters)</p> <p>Why might these images have been changed/altered? Is it possible for a video to be viewed just over -2 billion times? (Gangnam Style was actually viewed so many times online that it temporarily broke the YouTube counter and it appeared to count in negative numbers)</p> <p><u>Activity 1</u> In pairs look at Resource 1 Rank these 4 sources of information and decide which they think is the most trustworthy Which source gives the best and most accurate account on what Follyoaks is like? Discuss with the class how they would decipher if they could trust information online. Key questions include: Which websites do we trust and why? (websites that look professional, websites from trusted brands (BBC, ASOS), up-to-date information)</p> <p>What helps us to trust information online? (endorsement from famous people, up-to-date information, a professional looking website, images, ways to contact, from a reputable source)</p> <p>How do we really know if something is true or not?</p>		
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		<p><i>(it is difficult, but we can think critically about it, weigh up what is said and what we already know and make an informed decision)</i></p> <p>Support: Provide scenarios for them to rank the 4 examples in terms of reliability e.g. I want to find out where the local café is.</p> <p>With a show of hands, which website or source of information seemed the most trustworthy? Why?</p> <p>Explain that it is important to think critically about the information you see online as all four of these pieces of information are not real and have been created for the purposes of this resource.</p> <p>Online content (websites/images/video) that use the word 'official' for a product or company might be deemed to be more trustworthy (e.g. Follyoaks official website). This could be true in some cases, but remind students that it is very easy to find logos or professional looking website templates online and use them on your own work. Emphasise that using logos, or the word 'official' doesn't necessarily mean that something is a genuine product! Other factors have to be considered e.g. the source of the content and whether you can tell who actually created it or who the author is.</p> <p>Blogs and social media posts are more likely to convey opinions and views rather than facts. Although it can be good to read from someone who has visited Follyoaks, it is important to remember that this is only their experience or opinion and therefore it can be biased. In the blog, Sarah is new to Follyoaks; she may not have seen everything there is on offer. In the tweet, Becca Hammer writes of her negative experience at a café, but thinking critically, do we know who Becca is? She could be the owner of a rival café shop in Follyoaks with a hidden agenda.</p> <p>Do you think the simplistic look of the 'Welcome to Follyoaks' website might influence the young people not to trust it? This website doesn't have a lot of information on it and has only chosen to write about 4 areas. It also only has 5 views of the website – does this affect how reliable a website is?</p>		
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		<p><u>Activity 2</u> Explain to your class that you have broken your new iPhone by accident and these are the Google search results for ways to repair it. Ask them which search result they find most trustworthy and which one they would click on? In your discussion, ask them to give reasons for their decision. The most trustworthy result is most likely search number 4, as this is the official Apple support website. The first 3 search results were advertisements, as highlighted by the box beside them. Although valid websites, they paid the search engine to be there to be at the top of the results page.</p> <p><u>Activity 3</u> Distinguish between facts and opinions online; an important skill to learn when they are researching for school work. Explain to the class that being able to distinguish between fact and opinion online is really important in order to be critical thinkers. Ask the class to look at the picture and assess which statements are facts or which are opinions. What is the difference? (Number 1 is a fact while the other 4 are opinions or it could be difficult to know if they are facts.) Emphasise that facts can be verified and backed up with evidence whereas opinions might have less evidence to back them up. It also gives clues as to how factual sentences might begin and how opinions may be phrased. See below for definitions.</p> <p>Hand out Resource 2 to each group. They will need to read the blog and underline the sentences that are fact and circle the sentences that are opinion. They will then need to decide if they think the blog is trustworthy.</p> <p>Plenary: Explain that the class need to write down one tip to help others to understand if websites and information online are trustworthy or not</p>		
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		<p>Suggested answers:</p> <ul style="list-style-type: none"> - Check when the website was written- is the information up-to-date? - Check who wrote the website – is it from a reputable/trustworthy source? - Check the language – is it mostly facts or opinions? - Check the images – do they look real or photo shopped? - Check and think – what is the agenda here? <p>Ask the class to vote for their most important or most practical tip which would help their peers to think critically about online content</p>		
3	<p>LO: To highlight different propaganda techniques and to understand the power of the media in influencing decision making</p>	<p>Re-establish Ground Rules Starter: How do you learn about the news? In pairs, make a list of the different ways to access the news. Completing a mind map on the whiteboard. Ask them to write down at least 5 examples. <i>(newspaper, the news on TV, free daily newspapers, tabloids, magazines, the radio, official websites, blogs, gossip websites, YouTube first-hand account videos, social media)</i></p> <p>Main: <u>Activity 1: Definition of propaganda</u> Children suggest words Challenge pupils to devise their own definition of what propaganda means Reveal definition Ask if propaganda can be used for good and who can make use of it <i>(e.g. propaganda is information with a motive, shaped in a way that will change behaviour or views.</i> <i>NHS Better Health is information from the government given to the public with the clear motive of inspiring people to eat healthier and start exercising more in order to try and tackle the effects of COVID-19)</i></p> <p><u>Activity 2: Who can use propaganda?</u> Governments and companies use propaganda https://www.bbc.co.uk/news/topics/cp7dnk7y7m6t/pyongyang (Possible propaganda video about North Korea that has been criticised)</p>	<p>Ask It Basket</p> <p>Childnet – Trust Me Lesson 2</p> <p>Resource 1 – Thinking critically about what you see online</p>	<p>I can understand the term propaganda and how it can impact on my opinions</p> <p>I can identify and understand different propaganda techniques and analyse reasons behind them</p> <p>I can use selected criteria to critically assess different media and messages</p>

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	<p>However, as propaganda is merely information intended to influence people's views, anyone can use propaganda. With the rise of social media, more people have access to a wide platform and audience, any individual might use propaganda to share their views with the world.</p> <p>Ask pupils where they may have seen these techniques in their everyday lives.</p> <p><u>Activity 3:</u> In pairs and ask them to consider which of the techniques have been used in the advertisements Answers: - Sketchers –Association has been used here by suggesting a celebrity also used this product.</p> <p>- Maybelline –Omission has been used here as the photo has been airbrushed to remove any lines or blemishes on the models face; making the suggestion that the products has done this instead.</p> <p>- Boohoo –Youth/slang language has been used here by adopting the slang phrase OMG.</p> <p>- Apple –Bandwagon has been used here as they are making the suggestion that many others love the iPhone 11...which is why you should too.</p> <p><u>Activity 4:</u> As a class. These social media posts all refer to a potential winner of a music competition. Ask the class why they think each of these posts were written. What is the motive behind them? What do they want you to believe/do? Answers: Helping Others Children's Charity The motive behind this message could merely be a good news story. However, as the Pop Factor hopeful hasn't won yet, it would make sense to release this tweet ahead of the final, and the motive could be to encourage others to vote for the finalist as the charity may be set to receive some of the winnings.</p>		
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		<p>News Online This headline is written in such a way to entice people to find out more. The motive of this headline could be for people to click on their link and drive traffic to their website. This could be seen as 'click bait' whereby provocative headlines hint at information but don't reveal much more until you click on the link to learn the rest.</p> <p>Ben Danner This tweet could be someone's honest opinion about the contestant, or it could be someone looking for revenge and wanting to discourage others from voting for the contestant. Then, divide the class into groups of 3 and handout Resource 1. Ask each group to critically assess the different social media posts and circle any examples of propaganda they might see. Then, ask each group to think about the motive. Why did the person post it? What could the messages be suggesting? What are the messages not saying? What do they want you to do/believe, if anything?</p> <p>Plenary: Explain that thinking critically about propaganda doesn't mean that they can't believe anything they read or see online. It is merely taking a step back when confronted with information by a person or an organisation, online or offline, and asking oneself some questions before making a decision about something.</p> <p>Ask what advice they would offer this person. Use the following questions as discussion starters: - 'What is the bigger picture here?' - 'What am I not seeing here?' - 'Is there a hidden agenda, if so what?' - 'Who wrote it?' 'Why did they write it?' - 'What do they want me to believe/do?'</p>		
4	LO: To highlight that not everyone who contacts them online is trustworthy and	<p>Re-establish Ground Rules Starter: Begin by discussing how the students use social media, apps and the internet to contact others. Which are their favourite apps/games/websites to communicate on and why?</p>	Ask It Basket Childnet – Trust Me Lesson 3	I can understand why people may contact them online

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	<p>they may have a hidden agenda</p>	<p>Why is it important to think critically about the contact we receive online? What do we need to think critically about?</p> <p>Main: Begin by asking the following:</p> <p>Who is it? Do they say who they are or is it clear from the message/ comment?</p> <p>How do I know them? Is this someone I know in the offline world or just online? How long have I known this person? What is my relationship to them? (Family, friend, peer, stranger etc.).</p> <p>What do they want? Have they been clear about why they are messaging/ comment or is there something you suspect?</p> <p>Was I expecting the message? Is this message/ comment a reply or in context for the situation? Or is this an unexpected contact?</p> <p>Are they asking me to do anything? Have they made any suggestions for me to send something? Go somewhere? Click something? etc.</p> <p>What is their tone like? How are they speaking to me? Are they being unusually kind or pushy?</p> <p>Do they make any claims? Have they claimed something is true which you are unsure about? Have they used a statistic or 'fact'? Do they promise something will happen or not happen if you do something they have asked for?</p> <p><u>Activity 1: Friend or Stranger?</u> In pairs Come up with a list as to why someone might contact you online e.g.</p> <p>To sell you something: e.g. the benefits of a product may be exaggerated in an advert or advertorial</p> <p>To make you do something: e.g. an article might have an exaggerated headline to make you click on it</p>	<p>Resource 1 – 10 – Thinking critically about what you see online</p>	<p>I can identify the hidden agendas and motives of why people contact them online</p> <p>I know how to report if they have any concerns about someone online</p>
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	<p>To persuade you: e.g. someone might share an inaccurate story about someone to persuade you to vote for that person in an election</p> <p>To change your views or beliefs – e.g. someone might post a video that was edited to get across a certain message about religious beliefs or views</p> <p>Ask: How might someone gain your trust online? <i>(be nice, asking you questions, suggesting you try new things)</i></p> <p>Ask the learners how do they know the difference between a friend online who they can trust, and someone they don't know, i.e. A stranger who may want to gain their trust for negative reasons?</p> <p>Explain to the group that a friend usually doesn't have a hidden agenda for wanting to gain your trust, whereas a stranger might. It is important to always be critical of who you might be speaking to and not to allow them to influence you in any undue way.</p> <p><u>Activity 2: Risky messages</u> Look at the messages sent by online contacts and assess if they think the messages are risky or not Groups of 5 pupils Think about:</p> <p>Would you trust this person? What are they asking for? Could the messages be read in a different way? Is there a potential risk?</p> <p>Resource 1 – 10: Risk vs. Harm Ask them to circle when or if the messages begin to seem risky and to discuss the four question on the bottom right of the page. What is the possible motive or agenda of the person making contact? Once finished, explain the difference between risk and harm. Some messages we receive online could have a high risk factor as we are often exposed to them and they could</p>		
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		<p>become dangerous if you engage. However, certain risks may not result in serious harm for the individual, depending on that person. <i>For example, if we take Cyberbullying in the form of messages the harm might be medium to high, depending on the person. This is due to the fact that the messages could have a long lasting effect on an individual, and depending on what is being said, cyberbullying could become dangerous if threats were involved, and therefore, the risk is high.</i></p> <p>Plenary: In pairs, ask the class to devise a checklist of things or a list of questions everyone should consider when speaking to people online. This checklist will hopefully help others understand if an online friend is to be trusted or not. Ask each pair to come up with at least 4 things to consider while speaking to an online contact. Some points to include may be: Why did the person contact you? Do you reveal a lot about yourself? What are they asking you to do? Do they have an agenda?</p>		
5	LO: To learn about the causes of cybercrime	<p>Re-establish Ground Rules Starter: Revisit ground rules and remind anonymous question box Ask pupils to imagine they are explaining what they know about cybercrime to an alien.</p> <p>On Resource 1: Explain to an alien students respond to the following questions: What is cybercrime? What sort of crimes can be committed online? Why might someone get involved in cybercrime? What are the consequences of cybercrime?</p> <p>Collect the sheets in and keep them until next lesson, when students will revisit this baseline activity.</p>	Ask It Basket NCA: Exploring Cybercrime Lesson 1 Resource 1: Explain to an alien Resource 2: Code breaker Resource 3: Bobbie's story	I can describe what cybercrime is, using key terms I can evaluate the reasons why someone may become involved in cybercrime I can describe or demonstrate decision making and risk assessment skills in relation to cybercrime

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	<p>Main: <u>Activity 1</u> Hand out Resource 2: Code breaker and ask pupils to crack the code to work out the definition of cybercrime. Share the definition <i>NB: It may be necessary when defining cybercrime to highlight the difference between cyber-enabled-crime (such as hacking, DDoSing, identity theft) which this lesson will focus on, and other more general online safety issues that students may have raised (such as grooming, bullying or trolling).</i></p> <p><u>Activity 2: Idea shower: crimes & causes</u> Split the class in half. Ask one half of the class to list as many cybercrimes as they can think of. Ask the other half of the class to list the reasons why people might commit cybercrime. This task could also be completed in pairs</p> <p>Take feedback, highlighting some of the following answers: <i>Examples of cybercrimes: hacking a website, data theft, disabling websites (DDoS), identity theft</i></p> <p><i>Possible reasons for cybercrime: for political reasons, for money, for power or control, peer influence, demonstrating skills, because it feels 'risk free' 'victimless' and 'anonymous' (it is important to emphasise that these are misconceptions).</i></p> <p>Challenge Suggest reasons why someone might commit cybercrime.</p> <p>Bobbie's story Take the class through Bobbie's story. Reflect and make a decision, take a class vote (using thumbs up/thumbs down) at the end of the chat log – Is Bobbie making a good decision? Ask for reasons why they have voted either yes or no. Some reasons to emphasise during this discussion might include: <i>Bobbie is breaking the law and at risk of being caught by police (which could have an impact on his future career; that Bobbie has been persuaded to do this by someone else</i></p>		
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		<p><i>he doesn't really know, the damage to the bank as a business (in terms of reputation, future security, cost), the impact on customers who will lose trust in the bank and who might think their money and personal details are unsafe.</i></p> <p><u>Activity 3</u> Hand out Resource 3: Bobbie's story Ask pupils to analyse Bobbie's story using the questions: I. What techniques did H@cktor use to convince Bobbie to take down the bank's website? II. What do you think convinced Bobbie to agree? III. What do you think H@cktor's reasons are for wanting to take down the bank's website? IV. When during the conversation could Bobbie have made a different decision or acted differently?</p> <p><i>Pupils may identify:</i></p> <p><i>i. Switching between flattery and insults, using inclusive language "us", suggesting hacking will lead to power & control, emphasising the challenge and skills required, minimising the risk, claiming Bobbie will be respected by the hacking forum, using emotive language "hero" etc.</i></p> <p><i>ii. Could have been any of the factors above, although gaining respect from other hackers seemed to be the deciding factor.</i></p> <p><i>iii. It's important to point out that we don't know much about who H@cktor is and so his motives are unclear. It may be for political reasons; however, this is not a justifiable reason to break the law. Often people on anonymous hacking forums are there for their own gain, and could even be part of a criminal gang. Getting involved in an act such as taking down a bank's website is highly dangerous for a young person and H@cktor is transferring these criminal risks from himself to Bobbie. It is at least possible that while the bank's website is disabled other cybercriminals could launch a cyber-attack on the bank, which would cause more damage to the bank's reputation and threaten the security of their customer's personal details.</i></p>		
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		<p><i>iv. The most important point is that Bobbie is free to exit the conversation at any time. As soon as he begins to feel worried or uncertain, he should remove himself from the chat. The conversation takes a darker turn when H@cktor starts talking about 'Power' and cyberwars, which should be a warning sign to Bobbie, and he is clearly uncomfortable with the chat. When Bobbie raises initial concerns, H@cktor stops replying, this would be another good moment to exit the chat.</i></p> <p>Challenge Map Bobbie's emotions through the conversation</p> <p>Support: Highlight on resource 3 where they think H@cktor is trying to convince / manipulate Bobbie. Direct pupils to focus on particular phrases, such as: <i>"Sounds like ur ready for a new challenge"</i> <i>"Bet you've not done anything big though or we'd have heard about it"</i> <i>"Should have known ud be scared. Dunno why I invited u to this forum. 4get it. Just stick to ur easy little hacks & playing ur little games"</i> <i>"You'll be a HERO if you can take down one of those smug high street banks"</i></p> <p>Plenary: Pupils should complete the following: 3 things I learnt today 2 skills I have developed in this lesson 1 question I still have about cybercrime</p>		
6	LO: To learn how to make decisions and manage peer influence about films and online viewing	<p>Re-establish Ground Rules</p> <p>Starter: Establish or reinforce existing ground rules – add or emphasise any ground rules that are especially relevant to this lesson. It is important to ensure that pupils understand the need for respect and that there should be no personal stories. Explain that today's lesson will be looking at decision making and managing peer influence with reference to films and online content. Give out Resource 1: Overheard conversation. Ask pupils to read the start of a conversation between two Year 8 students and respond to the questions on the sheet.</p>	<p>Ask It Basket</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age Ratings lesson 1</p> <p>Post-it notes</p>	I can explain the factors that influence decisions about what film and online content is appropriate for young people

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		<p>Take and briefly discuss some responses afterwards to gauge current understanding.</p> <p>Main: What is the BBFC? Explain to the class what the BBFC is and its role in relation to film classification, support and guidance.</p> <p><u>Activity 1</u> In small groups using Resource 2: Film classification card sort, ask pupils to sort the classification description cards across an imaginary age timeline from toddler to adult along the desk, demonstrating where they think each card should go on the line to indicate what age each card would be appropriate for. Explain that some cards may overlap along the timeline.</p> <p>Next, give out Resource 4: Film classification age symbols and ask pupils to add the symbols along their line of cards where they think each age rating feels appropriate.</p> <p>Take feedback and develop discussion highlighting any card placements that created debate within the groups or that were a surprise.</p> <p>Support: Match the adapted cards to the correct age rating symbol. Share answers and discuss any that did not match up.</p> <p>Challenge: Imagine they are creating a new age category for the BBFC. What age should it be and why?</p> <p>Discussion Read through The conversation continues, which picks up the conversation between Azi and Riley from the start of the lesson. In pairs consider the questions: 1. What thoughts and feelings might be making Azi pressure Riley into watching the film? 2. What might Riley be thinking and feeling?</p> <p>Take feedback from the class which might include:</p>	<p>Resource 1: Overheard conversation</p> <p>Resource 2: Film classification card sort</p> <p>Resource 3a: Film classification card sort 2 (adapted and optional)</p> <p>Resource 3b: Film classification card sort 2 (adapted and optional) answers</p> <p>Resource 4: Film age classification symbols</p> <p>Resource 5: Responses to pressure to watch the film</p>	<p>I can describe or demonstrate how to respond to pressure to watch something that makes someone feel uncomfortable</p> <p>I can explain where and how to get help or advice about films and online content</p>
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	<p>1. Azi might be feeling scared, excited, intrigued. Azi might not want to watch the film alone, might actually be scared to watch it and so wants others to watch it with them. Azi might feel like they have to watch the film, think that age ratings don't really mean anything, or want to see Riley's reaction.</p> <p>2. Riley might be feeling nervous, scared, worried in case they see things they don't like, excited, or curious. Riley might think that their mates will not be impressed if they don't watch, and might worry that they won't be invited to similar events in the future.</p> <p><u>Activity 2</u></p> <p>Hand out post-it notes to each pair or small group. On each post-it note ask pupils to write either a reason Riley might choose to watch the film or a reason Riley might choose not to watch the film.</p> <p>Pupils should be encouraged to write as many post-it note ideas as they can. Stick these on the board, reasons to watch on one side, reasons not to watch on other.</p> <p>Briefly discuss and draw out the reasons that Riley feels they need to watch the film, specifically related to the perceived pressure from Azi. This might include issues such as:</p> <p>Riley does not want Azi to think they are afraid, Riley does not want to look silly in front of their friends and is worried what they might say, Riley might not want to feel left out.</p> <p>In pairs, complete Resource 5: Responses to pressure to watch the film with suggestions as to what Riley could do (arrow), say (speech bubbles) or tell themselves (thought bubble) if feeling pressure to watch something they don't want to. Share with another pair. Each group can then share one idea that Riley can use to manage peer influence to watch a film.</p> <p>Encourage pupils to think about a solution that has implications beyond that moment e.g. Riley could shut their eyes but this would not solve the problem, it would be better to ask to watch a different film and be able to discuss with friends that Riley does not feel comfortable watching the horror film.</p> <p>Take feedback which might include: Things Riley might think: I don't have to watch this, my friends should not be</p>		
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		<p>pressurising me, my mates won't mind if I don't watch, I can go and get a drink in the kitchen if I don't like it. Things Riley might say: 'No, I don't want to watch.' 'Why don't we play on the Xbox?' 'Why don't we watch that other new release? Or that film we all crack up over?' Things Riley might do: Discuss with friends why they don't want to watch it, use humour, go home, get advice from another mate, speak to a parent or carer, go onto the BBFC website to find more detailed information, pretend a parent has texted telling Riley to come home.</p> <p>Draw out the key learning: Whilst the suggestions from pupils may mean Riley can avoid watching the film, it is important to make it clear that Riley should not be put under pressure by friends and Riley should be able to make this point to friends without feeling worried about their reaction. Friends do not make someone do something they really do not want to.</p> <p>Challenge: Using the conversation as a starting point, pupils could write the next part of the conversation between Riley and Azi, putting into practice some of their suggestions.</p> <p>Support: pupils could be given an adapted version of Resource 6 with one action, one speech bubble and one thought to fill in.</p> <p>Plenary: Revisit Resource 1: Overheard conversation from the start of the lesson. Using another colour pen add any new ideas or make any changes to their original ideas, based on today's learning. Ask pupils to add to their baseline their thoughts on how the BBFC age ratings can help decision making when choosing films to watch. These can be retained as evidence of progress</p>		
7	LO: To learn about the potential consequences of carrying a knife	<p>Re-establish Ground Rules Starter: Revisit or negotiate ground rules and remind pupils of the importance of respecting each other's ideas and opinions. Draw attention to the anonymous question box and remind</p>	Ask It Basket Home Office - #knifefree	I can explain and challenge the reasons why some young

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	<p>and how young people can take steps to achieve their goals and live knife free</p>	<p>them that they can submit questions at any time during or after the lesson. Ensure that these questions are revisited at the end of the lesson</p> <p>It is important that pupils are not introduced to the learning objectives of the lesson before completing the baseline assessment. Ask pupils to imagine they have overheard a conversation between two people of about their age. The conversation they hear is this:</p> <p><i>Ashley: "You don't carry one?"</i></p> <p><i>Harper: "What? No way!"</i></p> <p><i>Ashley: "How else can you protect yourself?"</i></p> <p><i>Harper: "I don't think it would protect me!"</i></p> <p><i>Ashley: "Well, it makes me feel safer..."</i></p> <p><i>Harper: "That's such a mistake!"</i></p> <p>Ask pupils to consider and write down answers to the following questions, providing as much information and detail as they can:</p> <p>What do you think the characters are talking about? Which character do you agree with? Why? What could Harper say to persuade Ashley?</p> <p>Main: <u>Why carry a knife?</u></p> <p>Ashley says that carrying a knife makes him feel safer. What other reasons might young people give for carrying a knife?</p> <p>Ask pupils to work in pairs to create a list or mind map of all the reasons young people might give for carrying a knife. They should also try to consider how they feel about these reasons; Do they think they are true? Might they be inaccurate in any way? Where have these reasons come from?</p> <p>Pupils are likely to suggest:</p> <p>1 For status, for a reputation, to feel powerful</p>	<p>Resource 1a: Video handout</p> <p>Ben's Story: https://www.knifefree.co.uk/story/ben/?utm_source=Knifefree%20teacher%20pack&utm_campaign=%23knifefree&utm_content=knife</p> <p>Aliya's Story: https://www.knifefree.co.uk/story/aliya/?utm_source=Knifefree%20teacher%20pack&utm_campaign=%23knifefree&utm_content=Aliya%20video#</p> <p>Resource 1b: Teacher notes</p> <p>Resource 2: Consequences card sort (cut up and put in envelopes)</p> <p>Resource 2a: Teacher answers (card sort)</p> <p>Resource 3: Giving advice (optional support)</p>	<p>people may carry a knife</p> <p>I can assess a range of consequences of carrying or using a knife</p> <p>I can explain how young people can make the choice to be knife free</p>
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	<p>2 To be accepted by a group/gang, peer pressure 3 They believe everyone else is carrying one, influence of the media 4 They live in a dangerous area 5 Their family carry one so it feels normal</p> <p>It is essential that through discussion and feedback, pupils have an opportunity to hear these reasons being challenged, either by their peers or by you. This could be done by providing follow up questions as reasons are shared, or countering with facts that prove otherwise.</p> <p>Key points to draw out include:</p> <p>99% of 10-29 year olds do not carry a knife A person can get up to 4 years in prison for carrying a knife, even if it is never used People who carry a weapon are more likely to be hospitalised with a violence-related injury, and in many cases their own weapon has been used against them Friends who pressure a person to carry a knife are not good friends and will likely not be around to help if that person were to get caught</p> <p><u>Activity 1: Real life stories</u> Hand out Resource 1a: Video handout and as a class watch the two #knifefree campaign videos:</p> <p><u>Ben's story</u> <u>Aliya's story</u></p> <p>Between each video, ask the pupils to write their ideas in response to the five questions on their sheet. They should aim to write specific responses for each of the character's stories.</p> <p>Take feedback from the class, ensuring that through discussion, key learning points are drawn out:</p> <p>1 Aliya became involved in knives through her friendship group. In Ben's case, it was through his experience of his friend being attacked with a knife first.</p>		
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	<p>2 Ben was stabbed during an argument and Aliya witnessed an attack which traumatised her for a long time.</p> <p>3 Both have clear hobbies (BMX and dance) which have helped to refocus them and give them ambitions for the future. It is important to also emphasise that they probably had to change their friendship group to avoid being drawn in to the same behaviours.</p> <p>4 Both speak about seeing the world more clearly; they are now much safer than they were, can focus on their futures and ambitions and interests again, their family and friends are relieved that they are knife free and they feel a sense of personal pride.</p> <p>5 Students will have different ideas here, but they may relate to; having to change friendship groups, Aliya may have needed counselling, finding a new direction can be hard, they may have received criminal records for their behaviour. It is important to emphasise during this discussion that while these people faced challenges in choosing to live knife free, the benefits far outweigh these. For anyone who is changing their habits or lifestyle it can be difficult, which is why it is important to have a strong support network and to seek help when it is needed.</p> <p>You may want to refer to Resource 1b: Teacher notes to provide further relevant details about Ben and Aliya's stories during discussion with students.</p> <p><u>Activity 2: Risks and consequences</u> Ask pupils to work in groups to discuss the key question: What are the consequences of carrying a knife?</p> <p>Hand out Resource 2: Consequences card sort and ask pupils to organise the cards into piles to represent the different types of consequences a person might encounter. There might be some cards that could fit into more than one heading, or there might be some that they feel do not fit into any category.</p> <p>The four types of consequence that pupils should focus on are:</p> <ol style="list-style-type: none"> 1 Physical consequences 2 Emotional / Personal consequences 3 Social consequences 		
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	<p>4 Legal consequences</p> <p>When pupils have completed the sorting activity, ask them to discuss as a group which type of consequences of carrying a knife are the most serious and why. Encourage them to feedback their ideas as a whole class discussion.</p> <p>During discussion, it is important to emphasise:</p> <p>While pupils may have different opinions about which consequences (e.g. physical, social etc.) are the most serious, all consequences of carrying a knife are serious in different ways and affect more than just the individual who chooses to carry the knife, but will also affect their friends, family and the wider community.</p> <p>Support: You could give pupils less cards to sort (for example 9 cards rather than 16) or to remove the cards which could sit into more than one category.</p> <p>Challenge: You could give pupils blank cards and ask them to decide on their own consequences under the four headings, or to add to those that are already provided on the card sort.</p> <p><u>Activity 3: Giving advice</u></p> <p>Explain to pupils that it can be hard to see the consequences of our choices until it is too late, and the more involved a person is in knife crime, the harder it is for them to change their mind. Ask pupils to think about which consequences might be the most persuasive for the people in the real life stories above, and to consider how their families might have felt about their situation.</p> <p>If they could go back in time to when these people were making their first decisions about whether or not to carry a knife, what would they say to convince them not to?</p> <p>Support: Hand pupils one of the character profiles from Resource 3: Giving advice, which provide a direct question from each character. Pupils could choose one character to give advice to or write a short response to both.</p>		
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	<p>Challenge: Encourage pupils to also reflect on what help or support a person might need after they have been involved in a knife incident (either as a perpetrator, witness or target of the attack). How could they begin to rebuild their lives? Who might they need to turn to for help?</p> <p>Plenary: Before pupils revisit the starter activity, display places where young people can go to access further information and support, explaining how each can support them. This should include their local community (e.g. friends, family, youth groups) support available in school (their tutor, head of year or a school counsellor) and local / national organisations:</p> <p>Childline – 0800 1111 www.childline.org.uk - to find support and advice for young people about a range of issues #knifefree - www.knifefree.co.uk - to find out more about the campaign and for more information on how to live knife free Fearless (crime stoppers) – www.fearless.org - for advice and a way to anonymously report crime Victim support – www.victimsupport.org.uk - for support for anyone who has been a victim of crime</p> <p>Assessing (demonstrating) progress</p> <p>Ask pupils to revisit the starter overheard conversation activity.</p> <p>Using a different colour pen, ask them if there is anything about their original ideas that they would like to change or add to as a result of today's lesson. Then ask them to imagine that Harper is worried about Ashley and wants to get some advice. Pupils should explain whom they think would be most appropriate for Harper to talk to and why.</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.

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