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| **Public Legal Education** **Session Plan** | | | |
| Topic:  *The subject to be taught* | | Cyberbullying | |
| Location : | | Greater London School, London Street, London, | |
| Date and Time of Session: | | 21 March 2017, 1 – 2pm | |
| Length of Session: | | 1 hour teaching time, no break | |
| Description of Participants:  N*umber, prior legal knowledge, any special requirements* | | 20 year 9 students (between the ages of 13 and 14 years old). No prior legal knowledge. No special requirements known. | |
| Outcomes:  *What do you want the participants to learn from the session – knowledge, skills, values* | | * Understand the law relating to cyber bullying * Improved ability to discuss and debate issues in small groups * Increased empathy and understanding for those who may be victims and perpetrators of cyberbullying | |
| Content:  *What will be taught? Remember to include the law and any relevant policy and practical advice* | | Cyberbullying has potentially devastating effects. It is defined as;  'The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.'  Cyberbullying can take place on Facebook, Twitter, Instagram, WhatsApp, Snapchat, Email, Text messages, YouTube, Gaming, Musical.ly and Periscope.  Cyberbullying can include:  • Threatening texts  • Sharing and creating embarrassing photos  • Trolling  • Sending upsetting messages on Facebook or any other social networking sites  • Setting up hate sites  • Voting in abusive polls  • Creating fake accounts to cause harm and make trouble  • Encouraging a person to self-harm  • Sexting  Cyber bullying can happen to a child for many reasons including race, gender or sexual orientation. It may be because a particular young person is shy and appears to have low self-esteem. Another example is the child could have a disability so is seen as an ‘easy target’.  The consequences of cyberbullying can be horrendous as it has led to children (and adults) suffering serious mental anguish and has resulted in suicides.  People found guilty of cyberbullying can face, in extreme cases, up to two years imprisonment.  The children must be made aware of the potential consequences that could arise as a result of cyberbullying and the ramifications for those responsible  There are a number of statutes which makes cyberbullying a criminal offence, including:   * The Protection from Harassment Act 1997   A person would be guilty of harassment if they pursued a course of conduct which amounts to harassment, and they ought to have known it would amount to harassment.  A person guilty of this offence could receive up to six months imprisonment.   * Malicious Communications Act 1988   It is illegal to send, to another person, a letter, electronic communication or article of any description which conveys a threat, a message which is indecent or grossly offensive or information which is false and is believed to be false by the sender.  If found guilty of such an offence a person could face a fine and up to two years in prison. | |
| Activities:  *What activities will be used to teach the content and achieve the outcomes? Remember that you will need an interactive strategy* | | * Take a Stand: the students will be asked questions to establish what cyberbullying is and what platforms of technology cyber bullying can happen. * Small groups: the students will be given three different scenarios, they must determine whether the person in the scenario is being cyber bullied, is participating in cyber bullying or is not being internet safe. Then the students can discuss their answers and the conclusion for reaching that answer in a plenary session * Multimedia: the children will be shown a video showing some of the nicest and nastiest comments other children have received online. The children will be given the opportunity to discuss those comments, and think about the affects that comments like these could have on someone. * Alternative if multimedia fails or need additional activity: Role Play. In groups of three act out a scenario involving a bully, victim and mediator. * Quiz; the session will conclude with a quick quiz on the issues covered in the session | |
| Materials:  *What is needed to teach the session?*  *What resources will you need to prepare?*  *PLEASE NOTE FOR THE PURPOSE OF TMA 2 YOU DO NOT NEED TO PREPARE THESE RESOURCES* | | Generic:   * Pens * Paper for group notes * Labels / stickers for name badges * Laptop and data projector   Bespoke:   * PowerPoint, * handouts with places to get support, * printed copy of presentation, * Printed copies of handouts for small group activity. * Printed copies of instructions for role play activity * Red and green cards – one for each pupil | |
| Risks:  *Managing potential pitfalls during the session – what are the risks and how could you prepare to mitigate them?* | | Risks | How to mitigate those risks |
| Pupil with special educational needs  One of the students discloses some potentially sensitive information. For example, abuse suffered, or an admission of having been guilty of cyberbullying  The students may become uninterested and start talking to each other.  The PowerPoint presentation may not work on the schools computer system. | The school could be contacted again to enquire as to whether any of the attendees have special educational needs. If this information is not known then prepare slides and videos to cater for all eventualities.  The team needs to be fully aware of the school's child protection procedure in case of disclosure during the session. The team should know the name of the safeguarding lead at the school to pass on information if a disclosure is made.  Keep the presentation engaging and interesting. Have alternative activities if need to move on.  Have a separate copy on a USB device that could be used on a computer. If that fails ensure a hard copy is also printed out and the presentation can be read aloud to the students. |
| Evaluation / Assessment:  *How will you assess whether the outcomes have been achieved?* | | * Understand the law relating to cyber bullying   Quiz at the end and plenary sessions / feedback after activities.   * Improved ability to discuss and debate issues in small groups   During the small group work we will move between groups to assess pupils’ response and will intervene in small groups to encourage all pupils to participate, if needed.   * Increased empathy and understanding for those who may be victims and perpetrators of cyberbullying   Assessed by the multimedia activity or the role play and student responses.  We will also ask the teacher sitting in on the presentation for their feedback both o the content and the students’’ responses. | |
| Session Outline  *Break down the session into time slots of approximately 5-10 minutes.* | | | |
| Time | Activity | | |
| 1-1.05pm  1.05-1.15pm  1.15 – 1.25pm  1.25 - 1.40pm  1.40 – 1.50pm  1.50 – 1.55pm  1.55 – 2pm | Introductions to presenters and topic  Icebreaker: Take a Stand: The students answer questions to establish what cyber bullying is and determine a platform that may be used to bully someone online.  Presentation using PowerPoint on the laws surrounding cyberbullying and the possible sentences available using the slides provided. Using a topical case to identify the sentences available.  Small group discussion in groups of 4 – 5. Handout the fictional cyberbullying scenarios and ask students to discuss who is being bullied and who the perpetrator is, or who is not being internet safe, and why. Different scenario for each group. Short plenary.  Show this video <https://www.bbc.com/ownit/its-personal/mean-comments-film>. Whole group discussion to discuss the issues raised and invited to consider how they would feel if they received comments like those presented in the video.  Quiz: true and false. Students to hold up red card for false and green card for true. Questions to cover the issues discussed today  Any questions. Give out handouts, reminder of who to approach if have concerns when online. | | |