

It's Not OK

Lesson plan

Positive relationships: Becky's story

Length of sessions:
60 minutes

Electronic materials needed:

Video – Becky's story

Physical materials needed:

Pens / writing paper / exercise book

Learning objectives

Pupils will be learning about:

- what the features of a positive relationship are
- how to get support if they find themselves in a negative relationship
- how we can challenge or resist thoughts and behaviours that are harmful.

Overview of lesson

In this lesson, young people will be exploring the relationships that Becky has with her family members. There should be a key focus on Becky's relationship with her mum's new boyfriend, Kevin.

Suggested timings	Teacher input	Resources
10 mins	<p>Introduction: Positive relationships</p> <p>Ask pupils to work in small groups or pairs. On a blank piece of paper pupils should mind map their thoughts on 'what makes a positive relationship'. On the reverse of the paper, ask pupils to mind map their thoughts on 'what makes a negative relationship'. This should not just focus on relationships with a partner but also ensure student think about relationships with their family and friends. Ideas for positive relationships should include:</p> <ul style="list-style-type: none"> • good communication • respect • security • being comfortable around the person • anything else that may be appropriate. <p>Get pupils to feedback their thoughts to the rest of the group.</p>	Paper pens

Suggested timings	Teacher input	Resources
<p>15 mins</p>	<p>Video: Becky's story</p> <p>Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the films.</p> <p>Whilst watching the video, remind pupils to make a note of any points they notice about Becky's relationships. After the pupils have watched the video ask them:</p> <ul style="list-style-type: none"> • What did they notice about Becky's relationship with her brother Mickey? • What did they notice about Becky's relationships with Lee-Annand and Harry? • What about her relationship with her Mum and Dad? And Mum's new boyfriend, Kevin? <p>Pupils are to think of the things they identified during the starter activities. Can they identify any other things that they feel would make either a positive or negative relationship?</p>	<p>Becky's video</p>
<p>20 mins</p>	<p>Activity</p> <p>Ask pupils to imagine that they are responding to the problem (below). 'Recently my parents have split up and my mum has a new boyfriend. He has recently moved in with me, my mum and my brother. My brother gets along with him great, because he buys him gifts and takes him food to his room. My mum is glad of the help around the house. However, he gives me the creeps, he doesn't tell me when he comes into my room (even when I am changing). He also likes to sit with his arm around me when it's just him and me watching TV, to protect me from the scary bits. He also shows me inappropriate things on the internet. I feel really uncomfortable around him, what should I do?'</p> <p>Pupils should create a written response, to the problem. Responses could include:</p> <ul style="list-style-type: none"> • telling another adult about their concerns i.e. her mum • speaking to Childline • speak to her close friends to get the support/confidence that she needs to deal with the situation. 	<p>Paper Pens</p>
<p>10 mins</p>	<p>Plenary</p> <p>In pairs, pupils should name and discuss five things that they have learnt during the lesson. They should think about how they could implement any of the advice that they have given/discussed into their day-to-day lives. Ask pupils to share their thoughts.</p>	
<p>5 mins</p>	<p>Sources of support</p> <p>Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support.</p> <p>Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please ensure students are made aware of:</p> <p>Childline, which can be contacted on 0800 1111 or through childline.org.uk</p>	

It's Not OK

Lesson plan

Positive relationships: Harry's story

Length of sessions:
60 minutes

Electronic materials needed:
Video – Harry's story

Physical materials needed:
Art materials e.g. paper, coloured pens

Learning objectives

Pupils will be learning about:

- The dangers of sexting
- The role of a bystander and its potential negative impacts
- Responding to concerns.

Overview of lesson

In this lesson, young people will be exploring the relationships that Harry has with Becky, Lee-Ann and Mickey. There should also be a focus on the messages that Harry receives from his school friends (sexting) and the actions that he could potentially take to help Becky, Lee-Ann and Mickey's situations.

Suggested timings	Teacher input	Resources
10 mins	<p>Introduction: sexting</p> <p>Ask pupils to work in pairs or small groups to create a definition for the word sexting.</p> <p>Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.</p> <p>More information can be found here for staff:</p> <p>nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/</p> <p>or for pupils:</p> <p>childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/</p>	

Suggested timings	Teacher input	Resources
<p>10 mins</p>	<p>Video: Harry's story</p> <p>Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the films.</p> <p>Whilst watching the video, ask pupils to make a note of any points they notice about Harry's relationships. What do pupils realise about his relationship with Becky? Mickey?</p> <p>It is clear the Harry has a good understanding about his friend's situations. However, what action should he take? Should he be a bystander and not mention it, or is he right to be speaking to Miss Kane about his concerns?</p> <p>Feedback to the rest of the group. Allow/facilitate discussion to explore the topics raised.</p>	<p>Harry's video</p>
<p>30 mins</p>	<p>Activity: hashtag campaign</p> <p>In groups, pupils should mind map their concerns around sexting. Alongside this they should think of how those concerns could be addressed.</p> <p>Tell the pupils to imagine that they are going to start an internet campaign (further information can be found on page 24 of the Agenda document – see above) to help other young people protect themselves from sexting. Each group should think of a catchy hashtag and create a poster that will promote and raise awareness of their campaign.</p> <p>NB: With further work this could be used to start an actual whole school campaign to raise awareness of the dangers of sexting.</p>	<p>Paper Pens</p>
<p>5 mins</p>	<p>Plenary</p> <p>Pupils to share their work with the rest of the group.</p> <p>Encourage discussion to points raised that may need challenging.</p>	
<p>5 mins</p>	<p>Sources of support</p> <p>Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support.</p> <p>Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please ensure students are made aware of:</p> <p>Childline, which can be contacted on 0800 1111 or through childline.org.uk</p>	

It's Not OK

Lesson plan

Positive relationships: Lee-Ann's story

Length of sessions:
60 minutes

Electronic materials needed:
Video – Lee-Ann's story

Physical materials needed:
Pens / writing paper / exercise book

Learning objectives

Pupils will be learning about:

- The importance of esafety
- The term grooming and how to recognise the signs of potential situations of grooming and ways to prevent it happening
- Relationship boundaries.

Overview of lesson

In this lesson, young people will be exploring the relationships that Lee-Ann has with her family members, friends and the online community. There should be a key focus on Lee-Ann's relationship with Scott, her boyfriend that she met online.

Suggested timings	Teacher input	Resources
5 mins	<p>Starter: esafety</p> <p>Ask pupils what the word esafety means? Pupils to discuss their understanding either in pairs or small groups.</p> <p>Ask pupils if they can name any organisations that can help them stay safe online?</p> <p>Pupils to feedback their thoughts to the rest of the group.</p>	
15 mins	<p>Video: Lee-Ann's story</p> <p>Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the films.</p>	Lee-Ann's video

1 of 2

Suggested timings	Teacher input	Resources
	<p>Video: Lee-Ann's story (continued)</p> <p>Whilst watching the video,ask pupils to make a note of any points they notice about Lee-Ann's relationships. What do pupils notice about her relationship with:</p> <ul style="list-style-type: none"> • her friends Becky, Harry and Mickey? • her Mum and Dad • her boyfriend, Scott? <p>What are they – i.e. is it acceptable that her boyfriend sent her underwear?</p> <p>What do pupils understand about the word grooming in the context of being groomed online?</p> <p>Feedback to the rest of the group. Allow discussion to explore the topic.</p>	
25 mins	<p>Activity: creative writing</p> <p>Ask pupils to imagine that they are a successful blogger on <i>esafety</i>.</p> <p>Thinking about the situation that Lee-Ann is in with her new boyfriend, Scott that she met online, pupils should write a blog giving other people their age and younger advice on how to remain safe. To create the blog pupils need to be aware of the dangers that Lee-Ann could face in her current situation.</p> <p>Pupils should create a written blog, or if more suitable to the group they could create a vlog to perform to the rest of the class (or to be recorded).</p> <p>Responses could include:</p> <ul style="list-style-type: none"> • telling another adult about their concerns i.e. her teachers • speaking to Childline • speaking to her close friends to get the support/confidence that she needs to deal with the situation. 	<p>Paper Pens</p> <p>If completing a vlog relevant recording equipment</p>
10 mins	<p>Plenary</p> <p>Pupils to either perform or read their completed work to the rest of the group.</p> <p>Encourage discussion to points raised that may need challenging.</p>	
5 mins	<p>Sources of support</p> <p>Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support.</p> <p>Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please ensure students are made aware of:</p> <p>Childline, which can be contacted on 0800 1111 or through childline.org.uk</p>	

It's Not OK

Lesson plan

Positive relationships: Mickey's story

Length of sessions:
60 minutes

Electronic materials needed:
Video – Lee-Ann's story

Physical materials needed:
Coloured pens /A3 paper cut into the shape of a body

Learning objectives

Pupils will be learning about:

- Identifying what a positive and negative emotion is and how to cope with them
- Sexting
- Potential risks when gaming online.

Overview of lesson

In this lesson, young people will be exploring the relationships that Mickey has with his school friends (who are older), his family (including his mum's new boyfriend, Kevin) and who he interacts with through online gaming. There should also be a focus on how he deals with situations happening in his life and his emotional wellbeing.

Suggested timings	Teacher input	Resources
5 mins	<p>Introduction: friendships</p> <p>Ask pupils if they have friends who are older than them. Do they spend a lot of time with them? Do they feel that there is anything wrong with a year 7 pupil hanging around with a group of year 11s? If so, why?.</p>	
	<p>Video: Mikey's story</p> <p>Before watching the video ask pupils to look out for any risks and concerns for each of the characters when viewing the films.</p> <p>Whilst watching the video, pupils to make a note of any points they notice about Mikey's relationships and his behaviour. What do pupils notice about his relationship with his mum's new boyfriend Kevin? What do they notice about the relationships that he is forming with other online gamers?</p> <p>Feedback to the rest of the group. Allow/facilitate discussion to explore the topics raised. Sexting should be addressed at this point, if not raised by the pupils. Can pupils identify when Mickey describes sexting in the video? Is sexting wrong? Why?</p>	Mickey's video

1 of 2

Suggested timings	Teacher input	Resources
<p>25 mins</p>	<p>Activity</p> <p><i>Prior to the lesson, cut out enough body shaped templates (preferably at least A3 size) for at least 1 between 2 pupils. Alternatively, pupils could draw the outline of a body.</i></p> <p>Pupil should think about Mickey’s situation, and the emotions that he is currently feeling. On the body, they should write these emotions onto the relevant part of the body e.g. on the hands – anger – as demonstrated in the video where he punches his bed. They should use two different coloured pens – one for the positive emotions and a different colour for the negative emotions. Next to the negative emotions they should write ideas/advice on what could be done to help deal with the emotions (again thinking about Mickey’s situation and what is making him feel these emotions).</p>	<p>Body templates</p> <p>Coloured pens</p>
<p>10 mins</p>	<p>Plenary</p> <p>Pupils to share their work with the rest of the group.</p> <p>Encourage discussion to points raised that may need challenging.</p>	
<p>5 mins</p>	<p>Sources of support</p> <p>Some of the topics discussed during the lesson may have been difficult for some pupils to deal with. It is important that before pupils leave the lesson they are directed to where they could go to get further information and support.</p> <p>Along with highlighting the relevant in-school people such as the designated safeguarding lead or pastoral teams, please ensure students are made aware of:</p> <p>Childline, which can be contacted on 0800 1111 or through childline.org.uk</p>	