

# Lesson six: Asking for help



## Lesson aim:

Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.



## Learning outcomes:

- I know that the internet can contain images and information that I find upsetting
- I understand that people can be upset by different things
- I feel confident to talk to a trusted adult about something that I found online that makes me feel upset.



## Resources required:

- Paper
- Pens
- Post it notes
- Box
- Resource sheet: Asking for help

## Key words: online

### Teacher notes:

Pupils may feel uncomfortable to talk about their own online behaviours and experiences. Whilst it is good to help them foster the skills to talk directly about their experiences, it can prove a barrier to engagement in the learning or lead to a disclosure within the classroom setting. This lesson therefore uses a character to incorporate some distancing to encourage a fuller exploration of the themes. Asking pupils to reflect on how the character might feel and respond will encourage them to think about their own feelings and responses. This could prove upsetting for some pupils depending on their personal experiences and it is therefore important to agree a safe space that pupils can go to if they are too uncomfortable to participate.

### Begin the lesson by...

Explaining pupils will be looking at situations that might happen online and that if anyone talks about anything they find too upsetting they can go to the agreed safe space and a member of staff will come to talk with them. Remind pupils of the working agreement.



## Activity one: What's online?

Tell the class that they are going to work together to create a character that is of a similar age to them. Draw a stick person/basic outline on the whiteboard. Ask the class:

- What type of hair does our character have?
- What colour eyes does our character have?
- Does our character wear glasses?
- What types of clothes does our character like to wear etc.

Draw the suggestions onto the character. Add some facial features and additional accessories as suggested by the class. Ask the class to decide on a name, gender and a fascinating fact about their character.



**When during the day or night does your character use the internet?**

**Suggested answers:** *after school, in the morning when everyone else is asleep etc*



**Where is the character when they use the internet?**

**Suggested answers:** *alone in the bedroom, at a friend's house, the park with a group of other friends, in the car with their parents/carers etc.*

Write the suggestion on the board.

Give each pupil a post-it note. Ask pupils to write the most upsetting thing they think their character could see when they are online. Tell pupils to fold their post-it notes in half and place inside a box. Reassure pupils that this is completely anonymous. As everyone is putting their ideas into a box, no one will know who has made the suggestions. There may not be time to explore all the suggestions in the lesson, but if there is something specific that anyone wants to talk about after the lesson, they can do that.



## Activity two: Online scenario responses

Display the feeling signs around the classroom.

Read out some of the scenarios proposed by the pupils (unless they feel inappropriate). Ask pupils to position themselves in front of the feeling that represents how they think the character might feel about the scenario. Reassure pupils that everyone feels differently about things and so there is no right or wrong answers. Include the scenarios suggested below:

- Finding a parent's online bank account that shows how much money they have.
- Seeing a picture of two naked people touching each other
- A friend showing a film where someone has been injured and there is a lot of blood, which they think is very funny.
- A picture of a dead animal

Discuss the scenarios with the pupils, asking them to share: Why do you think the character is feeling this way? What could the character do to manage the situation?

### Suggested answers:

- **Switching the device off** – this would block the image immediately but may still be on there when they switch it back on.
- **Explaining their feelings** – it is helpful to tell others how they are feeling as they may not have realised or there may be other people who feel the same but are not confident enough to say so.
- **Going into a different room** – If they are with a group of people who may laugh at their response, pretending to need the toilet and going to the bathroom means they can remove themselves from the situation without feeling like they will be teased.
- **Telling a parent/carer what they have found** – reassure pupils that most parents/carers will want to know so that they can make sure that this does not happen again by changing the control settings on the internet/device.

Remind pupils that different people will feel and respond differently to the same scenario. Reassure pupils it is important to share how you are feeling, and not to assume that because you find something funny or exciting that other people will. They may feel differently, just as the pupils who moved to different and opposite parts of the room.



## Activity three: Asking for help



**Who could you ask to help you, if you found something online that upset you?**

Write the suggestions on the board.

Ask pupils to think about the scenarios they have explored and reflect on the different ways that the character might be feeling to the scenarios. Tell pupils to create a short (no more than two minute) role-play of the character asking for help. Invite each group to perform this to the class. Discuss the strengths of each approach.

If pupils think the character would find it too hard to say what they are feeling, they could role-play writing a letter or sending a text to someone.

Reflect on each role play and discuss the strengths of each strategy with the class.



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### Extension:

Divide the class into pairs. Give each pair a piece of paper. Tell pupils that one person in the pair is going to pretend that they are sharing something they have found online that they find funny. The other pupil is going to pretend that they find this upsetting or scary. Using the piece of paper tell pupils to write a script that describes the conversation that could take place between them, taking it in turns to write their comments, folding the paper like a fan so that only the last comment can be seen.

When the pupils have finished, tell them to unfold the paper and read through the whole conversation, reflecting on how effectively they both communicated their views, listened to each other's wishes and offered support etc

## Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the strategies that they can use if they find something online upsetting. Reassure pupils that sometimes people find things by accident when they are browsing the internet or that sometimes people browse something on purpose because they are curious or excited about it. If they are upset by anything they find online it is always best to tell someone. Remind pupils that what they find funny or exciting to look at, someone else may find upsetting. Reassure pupils that it is always best to talk to an adult they trust if they have found something online that has upset them. Remind pupils of the effective strategies they suggested to support them asking for help from an adult they trust. Signpost pupils to who they can talk to in schools if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils identified a range of different scenarios that may occur online which they, or someone else might find upsetting.

**Activity two:** Pupils considered differing responses to scenarios, reflecting an understanding that people find different things upsetting.

**Activity three:** Pupils demonstrated a range of effective strategies for asking for help through role-play.

**Evidence of assessment:** Conversation fans, if extension activity completed.