

Keeping Myself eSafe



Becky's Story

Teacher's Guide

Becky's Story



Lesson Plan

Synopsis

Becky's Story portrays the experience of a 15-year old girl who is subjected to mobile phone bullying perpetrated by her former boyfriend. This scenario focuses on the growing problem of the use of mobile phones and other technologies as tools to bully young people.

This scenario addresses the following aspects of e-safety:

- Cyberbullying
- Happy slapping
- Mobile phones
- Abusive texts
- Digital video

Age and stage

Becky's Story is particularly appropriate for learners in the early and middle stages of secondary school – age 12 and upward.

Resources

- Animated movie - Becky's Story (approximately 8 minutes)
- Discussion questions and answer sheet
- Statement sheet for extension work
- Information sheets
 - Cyberbullying
 - Mobile phones and video
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

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Learning objectives

Students will:

- know what is meant by cyber-bullying and the different forms it can take
- understand how the victim can be affected by bullying
- understand the potential risks of sharing digital images or video
- know what the law says about abusive phone calls and texts
- know that it is important to be able to share problems and seek help

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Lesson outline (whole class activity)

1. Becky's Story is designed for delivery over a single 45-60 minute session, although it could be delivered over 2 sessions to incorporate extension work and further investigation.
2. Teachers should share the main learning outcomes with students.
3. Teachers should explain briefly that Becky's story is based on a real life event, which deals with the effects of mobile phone bullying. It should also be made clear, however, that the young people in the story are actors.
4. Show the animated story from start to finish (approximately 8 minutes).
5. Allow students a short period for quiet reflection after viewing the story.
6. The discussion questions and answers should then be used to explore the issues raised in the story. There are no correct answers to these questions. Teachers should encourage a range of responses from students and allow them to explore and challenge different viewpoints. Students should be encouraged to make connections between the story and their own experiences. Teachers may wish to summarise or record key points on a whiteboard or a flipchart.
7. The Information sheets provide teachers with up-to-date information and advice to facilitate preparation and delivery of this lesson. The information sheets most appropriate to Becky's Story are:
 - Cyberbullying
 - Mobile phones and video
8. When considering the story, students should be encouraged to:
 - identify and assess risks to personal safety
 - explore the possible consequences of each scenario
 - consider appropriate strategies for reducing risk and keeping e-safe
9. The statements sheet can be used to facilitate further debate in small groups or as a whole class. This activity could, for example, be extended into an English lesson as a piece of critical writing.

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10. Since no definitive ending is provided for Becky's Story, students could compose a possible ending. This might take the form of an exercise in creative writing or, alternatively, a short role play or drama activity.

11. At the end of the session, teachers should summarise the main learning outcomes and highlight key points to emerge from discussion. Students can also be directed to appropriate web sites or further sources of information and advice.

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Becky's Story – Questions

The following questions should be used to promote discussion about Becky's Story.

1. At the start of the story Becky says that she has 'a major problem'. What is this problem?
2. What was it that Becky's brother Jack did not want to tell her?
3.
 - (a) Explain the term 'happy slapping'?
 - (b) Why do you think some young people carry out happy slapping attacks?
 - (c) Is happy slapping is a form of bullying? Explain your answer.
 - (d) Is happy slapping against the law?
4. Why did Becky decide to break up with Imran?
5. At first Imran tried to win Becky back by sending her friendly texts. When this approach doesn't work, what did Imran do next?
6. Becky chose to ignore Imran's offensive text messages. How else might she have dealt with this situation?
7. What do you think Becky should have done with the text messages she received from Imran?
8. Cyberbullying is the term used to describe bullying via mobile phones or the internet.
 - (a) What differences do you think there are between bullying and cyberbullying?
 - (b) Which is worse, playground bullying, or cyberbullying? Say why.
 - (c) Apart from mobile phones, suggest some of the different ways that a cyber-bully might use the internet to upset or victimise another person.
9. What had Becky done that made Imran brand her as a 'slag'?
10. Why do you think Imran chose to show the private video of Becky to his friends?
11. Once a video has been shared with other people's mobiles or across the internet, it can never be completely deleted? Why is this?
12. How would it be possible for Imran to put the video on the internet?

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13. What are the dangers of putting a digital photograph or video on the internet?
14. Why does Becky feel she can't share her problem with her parents?
15. What could Becky have done to stop this situation from developing?
16. Do you think Imran's actions are breaking the law?
17. Apart from the possible damage to Becky's reputation, might there be other damaging consequences of Imran's cyberbullying?
18. What would you advise Becky to do?

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Becky's Story - Extended Discussion

In smaller groups, students can be asked to discuss the following statements.

- (a) Happy slapping is only a bit of fun, and it's fine as long as the person doesn't get badly hurt.
- (b) It's better to receive an abusive text anonymously, than from person you know.
- (c) I can be certain that every digital photograph or video clip of me will only be viewed by people that I want to see it.