

KS3 and KS4 Safe!Stories

Life Online: Teacher Notes

Safe Stories lesson plans and resources* are designed to be in-line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The lessons to support Callum and Charlie's story link to the following aspects from the RSE and Health Education statutory guidance¹:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a friendship is unsafe (and to recognise this in others' friendships) and how to seek help or advice, including reporting concerns about others, if needed.
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- What to do and where to get support to report material or manage issues online.
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The similarities and differences between the online world and the physical world, including over-reliance on online relationships including social media, and the risks related to online gambling including the accumulation of debt.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

As such, Callum and Charlie's story would fit well in any sequence of lessons covering these issues, it also complements the other Safe Stories lessons. In order to keep young people as informed and safe as possible these KS3 lessons contain more mature themes and content than might be typical at this Key

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Stage. This is in-line with advice from the PSHE Association². As such, the lessons are designed to be age-appropriate. In some school settings and depending on need, it may be appropriate to make use of both sets of resources across the course of a school year, or to spend longer on some activities than others.

Further Resources:

Safe Stories website: www.safestories.org.uk

SAFE! <https://www.safeproject.org.uk>

PSHE Association - mental health guidance: <https://www.pshe-association.org.uk/system/files/Mental%20Health%20guidance%20online%20version%20%28Updated%20July%202019%29.pdf>

Internet Matters: <https://www.internetmatters.org/resources/online-gaming-advice/the-basics/>

National Cyber Security Centre: <https://www.ncsc.gov.uk/guidance/online-gaming-for-families-and-individuals>

Think U Know: <https://www.thinkuknow.co.uk/>

NSPCC Net Aware: <https://www.net-aware.org.uk/>

Childnet: <https://www.childnet.com/resources/online-gaming-an-introduction-for-parents>

Webwise: <https://www.webwise.ie/parents/play-it-safe-an-introductory-guide-to-online-gaming-for-parents/>

Ditch the Label: <https://www.ditchthelabel.org/gaming-and-bullying/>

Kooth: <https://www.kooth.com/>

Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/online-presses/>



*These resources have been produced by Safe! in conjunction with The Cherwell School (L. Dorn and R. Hancock) 2021.

² <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>

Essential Teacher Notes

It is important to be mindful that there may be students in the class who have direct or indirect experience of serious or long-term illness, bullying, and/or cyberbullying. Nonetheless it is crucial that all students have access to information on how to stay safe and seek help. Therefore, you may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in your setting.

Do use non-emotive language, try to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Throughout the lesson you will see that teacher explanations have been clearly specified for each activity. These should be read directly to your class to ensure that students experience consistency. We hope this will also give you confidence in your own delivery.

A list of key words and definitions are provided. Familiarise yourself with these because students need to be provided with clear, accurate and consistent explanations. It is important that your own knowledge is secure in this area. You might want to print these out for students and encourage them to use and refer to them throughout the lesson. This is important for improving a student's ability to communicate effectively about the issues raised in these lessons.

Disclosures: Be aware that students may make disclosures to you or their peers at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. you overhear it while they are chatting to peers) you must follow your school's safeguarding procedure and report this to the relevant staff as directed in your school policy. In these lessons do be vigilant, take notice and report any concern, however small, as it could be part of a bigger picture. Do speak to your safeguarding lead ahead of the lesson should you want clarification and advice on the process, including how you deal with the student.

Lesson Overview Grids

Lesson One			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Go through learning aim, health warning and signposting. Key word lists	PPT slides 1-4
5 minutes (video 2.50)	Activity One	Watch video: Callum and Charlie	PPT slides 5 Video Link
10 minutes	Activity Two	Positive aspects of life online	PPT slides 6-7 Appendix 1.
15 minutes	Activity Three	Bullying and Cyberbullying. Understanding negative emotions	PPT slides 8-11 Appendix 2.
10 minutes	Activity Four	Early warning signs	PPT slides 12-13 Appendix 3.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 14

Lesson Two			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Reminder of learning aim, health warning and signposting. Key word lists	PPT slides 1-4
5 minutes (video 2.30)	Activity One	Re-watching video: Callum and Charlie	PPT slide 5 Video Link
10 minutes	Activity Two	Psychology and explanations for human behaviour: Deindividuation and Conformity	PPT slides 6-8 Appendix 4.
15-20 minutes	Activity Three	Philosophy and friendship. Application of Aristotle's three types of friendship	PPT slides 9-13 Appendix 5.
5-10 minutes	Activity Four	Tips for a positive life online. Self-reflection of personal life online.	PPT slides 14-15 Appendix 6.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 16



Support for Young People
Affected by Crime

Useful Key Words

Home Schooling	The law allows parents/carers to educate their children at home instead of school, as long as they provide them with a full-time education and follow other legal requirements. Young people may be educated at home for a wide variety of reasons. In the case of a long-term illness a young person may also have part or all of their education at a hospital school.
Online Abuse	Online abuse is any type of abuse that happens on the internet. It can happen across any device such as computers, tablets and mobile phones. It can happen anywhere online, including social media, text messages and messaging apps, emails, online chats, online gaming, live-streaming sites.
Escapism	A way of stepping outside of your normal life by imagining or experiencing different, more exciting, or fantastical activities or possibilities.
Long-term or Chronic Illness	A long-term (also known as chronic) illness is one that affects someone for at least six months. It can be a condition that they eventually recover from or one that can be eased and controlled with medication or other help. Anyone can be affected by a long-term illness at any point in their lives.
Addiction	Being unable to stop doing something harmful. It may be doing or taking something that in small doses is manageable and not harmful, but eventually becomes overwhelming and harmful. An addiction can have a physical effect on our bodies as well as a psychological one.
Displacement	A term that describes a way our minds deal with negative feelings such as anger. If we are unaware or unable to react to the cause of our anger or negative feelings we take them out on a target that is unlikely to retaliate, for example an inanimate object, or someone we think of as weaker than us.
Deindividuation	When people feel they are an anonymous (cannot be identified) part of a group they may temporarily lose their sense of identity and behave in ways they wouldn't normally. Psychologists have used the concept of deindividuation to explain why people might behave aggressively when they are in a crowd but not when they are alone or in a small group ³ .
Conformity	Psychologists use this term to describe when someone temporarily changes their behaviour or beliefs due to feeling real or imagined pressure from others. Peer pressure is a type of conformity ⁴ .
Peer pressure	Peer pressure is feeling like you have to do something just because all your friends are doing it and you want to fit in. You can feel peer pressured in many ways, from small day-to-day actions to bigger decisions about how you act, dress, behave.
Power dynamic	Describes the levels of power held by participants/individuals in a relationship. The power dynamic of a relationship can be equal or unequal. All our relationships with other people, including friendships, romantic relationships, employment relationships, have a power dynamic.
Safeguarding	Safeguarding is the actions that are taken to promote the welfare of children and all other vulnerable people and protect them from harm.
Vulnerable	A vulnerable person is someone at risk of harm or abuse because they are unable or lack the resources to fully take care of themselves. A person can become vulnerable through no fault of their own, and someone who is not vulnerable in one situation may be vulnerable in another.

³ For more detail on the concept of deindividuation see here: <https://www.tutor2u.net/psychology/topics/deindividuation>

⁴ For more detail on the concept of conformity see here: <https://www.tutor2u.net/psychology/topics/conformity>

Lesson One Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“We are going to be focusing on the positive and negative aspects of spending time online, how to manage negative emotions and how to support yourself and others.

Being able to be safe online and to manage our time online in a psychologically healthy way are skills that are useful to your lives now but also to your future lives as adults. Technology changes and develops over time, as do we and so it is important to keep an open-mind and be willing to keep learning.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others.

Discussing emotions and experiences such as bullying and harassment can be very personal and intimate issues, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Watch the video that shows Callum and Charlie's experiences. Show the video in its entirety without pause to allow students to make their own initial interpretations of the story.

<https://www.youtube.com/watch?v=uxpWhwdDEAw>

Activity Two

Teacher Explanation:

"Callum (as a result of his illness) and Charlie (as a result of the bullying he is experiencing) are both having negative experiences and the online world benefits them in a number of positive ways. Many people across the world and of all different ages find that spending time online can be really beneficial and positive for them. When choosing to use technology such as the internet it is important to be able to assess the positives and negatives and to make an informed choice about how and when we use it."

Using the PowerPoint slide, get students to decide which of the positive benefits of online life apply directly to Callum and Charlie's situation, and which could apply to other young people. Students could work on this individually, in pairs or in groups. Encourage them to feedback to the class and add any other benefits they have thought of.

- Social contact with other people
- Sharing common interests and activities with others
- Being able to express yourself
- Being able to express aspects of yourself that it might not be safe to do so in real life
- Create a new persona/identity and practice expressing that with others
- Make friendships
- Experience the happiness that comes from connecting with others
- Combat loneliness
- Getting social support from others
- Being able to share problems with others and learn from the experiences of others
- Collaboration and teamwork

Teacher Explanation:

"While the online world has very real benefits for both Callum and Charlie, they both also use it to take their frustrations from the real world out on the online world. Although their situations are different, neither of them is being their best selves online and could benefit from understanding their emotions and emotional responses better. Charlie is on the receiving end of bullying in real-life, and is also cyberbullying (being abusive online) Callum and maybe others".

Read through the information on the PowerPoint slide with to give brief, factual information about bullying and cyberbullying.

Activity Three

Teacher Explanation:

“We can experience a range of different negative, unpleasant emotions and although they are an important part of life and can often help keep us safe, they can sometimes become overwhelming. In order to manage these it can be helpful to understand more deeply how we are feeling and be able to express this to others. On your handout are a range of different negative emotions with brief definitions⁵.” [Appendix 2.]

- **Fear:** an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen.
- **Anger:** a strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or unkind that has happened.
- **Frustration:** the feeling of being annoyed or less confident because you cannot achieve what you want, or something that makes you feel like this.
- **Sadness:** the feeling of being unhappy, or sorry especially because something bad has happened.
- **Rage:** (a period of) extreme or violent anger.
- **Annoyance:** slight anger or frustration.
- **Loneliness:** a feeling of unhappiness because you are not with or connected to other people.

Students to decide which negative emotions Charlie may be experiencing. They should write number 1 next to the emotion that they think he is experiencing the most (think of ‘most’ to mean ‘most intensely’ or ‘most often’). Then, number any other emotions he is experiencing 2-7.

Repeat the activity and do the same for Callum. If they do not think they are experiencing a particular emotion then leave it unnumbered. Students can do this individually and then compare their responses to their partner and/or feedback and share with the class.

“Everybody will experience a range of emotions in their life but it is common to have a particular emotion or few emotions that become our common response to different situations. Understanding how we are feeling and how we often respond in situations can help us manage these feelings. For example, if someone realises that they often feel frustrated when dealing with other people, understanding this emotion could help them realise that the frustration comes from feeling misunderstood. They may take steps to manage this and work on their communication skills.”

Students to look back at the list of negative emotions and number them 1-7 in the same way they did for Charlie and Callum. This time, number 1 will be the emotion that they individually feel most often and/or most intensely and number 7 will be the emotion they feel least often/least intensely.

Please note, students to be explicitly told that they do not have to share these answers with anyone, the exercise is to help them better understand themselves.

⁵ Definitions from <https://dictionary.cambridge.org/dictionary/> These definitions are offered as a guide to help young people begin to label their emotions appropriately and with nuance. It may well be beneficial to discuss with the class that our individual understandings of each of these words and feelings may differ.

Activity Four

Teacher Explanation:

Read over the list (on PowerPoint slide) of some of the early warning signs of feeling negative emotions.

“Often our body gives us clues as to how we are feeling before our mind really understands what it happening. It can be helpful to understand your common early warning signs to help you manage your emotions, and to recognise them in others to help you respond appropriately”.

Ask the class to suggest any other warning signs that people might experience.

- Tensed body
- Clenched teeth
- Increased intensity or volume of your speech
- Unkind words
- Changes to the tone of your voice
- Restlessness or fidgeting
- Withdrawal
- Unresponsiveness
- Noises with the mouth like growls or deep breathing
- Pouting
- Narrowing the eyes
- Pacing
- Feeling sick or nauseous
- Feeling hot

Students to consider what **their** early warning signs might be and highlight the word which best applies to them (options: often/sometimes/rarely/never). [Appendix 3.]

It could be a helpful starting point for students to reflect on the negative emotion they labelled number 1. When they feel this way, think about:

- what their body is doing at the time?
- what their voice is doing?
- how their behaviour toward others is changing?

Students to complete the following sentence, again they do not have to share this with anyone, it is to help them better understand themselves:

When I feel some of my early warning signs are..... [Appendix 3.]

Sign-posting

End the lesson by reminding students of the places they can access support:

Teacher Explanation:

“Remember, if you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this].”

Safe Stories website: www.safestories.org.uk

SAFE! <https://www.safeproject.org.uk>

Internet Matters: <https://www.internetmatters.org/resources/online-gaming-advice/the-basics/>

National Cyber Security Centre: <https://www.ncsc.gov.uk/guidance/online-gaming-for-families-and-individuals>

Think U Know: <https://www.thinkuknow.co.uk/>

NSPCC Net Aware: <https://www.net-aware.org.uk/>

Childnet: <https://www.childnet.com/resources/online-gaming-an-introduction-for-parents>

Webwise: <https://www.webwise.ie/parents/play-it-safe-an-introductory-guide-to-online-gaming-for-parents/>

Ditch the Label: <https://www.ditchthelabel.org/gaming-and-bullying/>

Kooth: <https://www.kooth.com/>

Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/online-pressures/>

Lesson Two Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“We are going to be focusing on the positive and negative aspects of spending time online, online friendships and how to balance positive aspects of online life with staying safe online.

Being able to be safe online and to manage our time online in a psychologically healthy way are skills that are useful to your lives now but also to your future lives as adults. Technology changes and develops over time, as do we and so it is important to keep an open mind and be willing to keep learning.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others.

Discussing emotions and experiences such as bullying and harassment can be very personal and intimate issues, and we are required to be mature and sensitive in the way that we discuss. These issues will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Students should re-watch the video that shows Callum and Charlie’s experiences.

Activity Two

Teacher Explanation:

“When we are trying to understand why people behave the way they do online, and to decide how we should behave ourselves it can be helpful to learn about ideas and concepts of human behaviour that already exist. In this next activity we are going to be looking at some concepts and ideas from psychology and philosophy that can be useful in making decisions about how we behave.

The concepts from psychology are **deindividuation** and **conformity**. Read through the relevant key words and definitions on your key word handout (page 5).

Using the concept of deindividuation, explain why Charlie and Callum might have behaved the way they did in the online game. Remember, it is only one possible explanation of their behaviour, humans are really complex beings and we often act the way we do for more than one reason”, [Appendix 4.].

Sentence starters: *Charlie may have behaved the way he did (give an example from the video) because of deindividuation. This means that because he felt He felt able to*

Students should then give a second example of deindividuation from the real world and explain why it is deindividuation. This can be either a hypothetical example, or one they have experienced themselves. Students can do this activity individually, in pairs, or in groups and share their examples with the class.

Then, using the concept of conformity explain why Callum and others who knew about and maybe even witnessed the bullying of Charlie, didn’t intervene to help. Students can give this explanation verbally or in written sentences.

Extension Activity:

Conformity is a useful explanation of why people might not intervene to report or stop bullying, even when they know they should (and everybody knows they should, it is the right thing to do). However, the reasons why we conform are complex and whether we are aware of it or not, we will be weighing up the risks and rewards of becoming involved. Students should consider the possible social rewards of conforming to the group and not reporting or stopping bullying, and the possible social risks of not conforming. This activity is most successful done in pairs or in groups. Students should share their ideas with the class and record them in the table [Appendix. 4].

Activity Three

Teacher Explanation:

“Psychology can be really useful in understanding human behaviour, but philosophy can be really useful in deciding how we want to behave in the future. Philosophy is about thinking deeply about society, how we should behave and treat others, and issues such as friendship. Ancient Greek philosopher Aristotle (384-322 BC) presented views of friendship which are still relevant today. With the development of modern technology, many people are interested in how an ancient idea of friendship can apply to online friendships and relationships. We are now going to read through the three different types of friendship⁶ that Aristotle thought there were.”

⁶ <https://bigthink.com/scotty-hendricks/do-you-have-true-friendships-why-aristotle-thinks-you-dont>

1. **Friendship of Utility.** These are friendships which are based on what people can do for one another. They often have little to do with the individual as a person at all. For example, if Charlie or Callum were to join with a new person to form a team in a game it might be so they can get a higher score, not because they really want to get to know these other people. This is the lowest form of friendship according to Aristotle.
2. **Friendship of Pleasure.** These are friendships based on a shared enjoyment of certain kinds of activities and the positive emotions or feelings you get from these activities. These friendships are not usually as long lasting because the connection only lasts as long as your interests stay the same! Aristotle refers to these as friendships of the young because when you are younger your interests change more regularly. He also describes them as lesser friendships, but he does think some good can come from them.
3. **Friendship of Virtue.** This is what Aristotle sees as 'true' friendship. They are sometimes described as the higher form of friendship. These are friendships based on respect and mutual liking of one another's character (their virtues). In this friendship, each friend pushes each other to be a better person or version of themselves. You are also motivated to care for these friends and support them. These friendships are more stable but they are also harder to find because they take time to develop. However, if you have two people who are willing to invest time in creating a long-lasting bond then Aristotle says you will experience the best form of friendship.

Aristotle doesn't think you are a bad person for having the first two types of friendship but the problem is when you think they are the only type of friendship or do not realise that a deeper, more meaningful kind of friendship is possible.

We want you to have a mini debate about whether it is possible to achieve the friendship of virtue online. To help you debate this well, you will be given some possible arguments for and against and you will be choosing which arguments you think are good."

Questions to debate: *To what extent is it possible to achieve the friendship of virtue online? Are particular online activities such as gaming more or less likely to be a place for developing such a friendship?*

Read through the arguments (see below and Appendix. 5) with students that could be used to *support* the idea that it is possible to achieve the friendship of virtue online. There are some additional arguments on the teacher notes (and only 5 on each side on the appendix). Use the images from Callum and Charlie's story on slide to draw out examples from the video. For example, the idea that Callum is currently being home schooled and so is not able to make friends as easily but online he can communicate (through gaming) with people and this gives him human connection which is good for his wellbeing. Students to highlight on the sheet which they think are the best arguments.

Repeat this activity for the arguments that could be used against the idea the idea that online friendships can be friendships of virtue.

Get students to participate in a 'simultaneous debate'. Each pair is randomly allocated a side to argue. They each have one minute to present their 'best arguments' to convince their opponent without being interrupted (timed and managed by teacher). After this, each person has a further minute to challenge their opponent. Encourage students to use examples to support their arguments (ideally from the video). This way, all students are encouraged to participate in the activity, and the debate is higher quality as they have access to good arguments.

Once the debate is complete. Students to complete the writing activity to explain the strongest argument on each side and a reason why they think this is a good argument. Followed by a final personal viewpoint.

Sentence starters:

On the one hand, it is possible to achieve the friendship of virtue online because...

This is a good argument because...

On the other hand, it is not possible to achieve the friendship of virtue online because...

This is a good argument because...

Personally, I think...because

Yes – It is possible to achieve the friendship of virtue online	No – It is not possible to achieve the friendship of virtue online
<ol style="list-style-type: none">1. With the development of video technology, it is possible to feel like you are actually spending time with people. As we have easy access to devices and technology it is more possible to be in regular contact with people via different mediums (e.g., video and text apps)2. Many 'friendships of virtue' come out of friendships of utility and pleasure, you often start by doing activities and then discover more things in common and this is how your friendship can develop.3. Some young people might feel more confident making friends while doing something they enjoy (like online gaming) and to them, these friendships will feel genuine and deep.4. We can motivate friends and help them become better versions of themselves online, we can comment on their posts, send positive messages, share motivational articles, videos. These are the features of virtue friendship.5. As long as people are truthful, honest and reveal their genuine character online then deep friendships can flourish and many people have met life-long friends online.6. Many 'real-life' friendships are enhanced and deepened as a result of being able to continue communication, sharing of activities, pictures, videos etc. therefore people can spend 'time' getting to know each other.7. Some people may join an online community for support and to meet people who they can share personal experiences with (e.g. gender identity, disability, sexuality, hobbies). Through interacting with people in this format, people can develop friendships which are deeper because they are based on the sharing of more personal experience and feelings which may result in mutual respect of another person's character (this is a virtue friendship).8. In gaming, social interacting with others mirrors real-life interaction. For example, we may form bonds with others, problem solve, motivate and encourage people to achieve. The game provides an alternative way to become socialised.	<ol style="list-style-type: none">1. Online friendships are mostly based on utility (and what we can get from another person) and pleasure (our own enjoyment) which means that they are not as long lasting, or as deep as other types of friendships.2. Friendships developed through gaming are not likely to last that long because our interests in games can fade quickly. A deep friendship takes time and commitment, and it is hard to do this in short term gaming activities.3. Text-based friendships are not the same as real-life friendships as what you post online can be difficult to understand. Experts say that between 70-93% of our communication is non-verbal (facial expressions, tone of voice, gestures, head movements, body posture, language).4. People may present a distorted version of themselves online, such as through presenting different names, avatars and qualities so it is difficult to know someone really well without knowing their real name, appearance and qualities.5. A friendship of virtue involves seeing someone, in person, hearing their voice, spending time with them directly and this reveals more about someone's character than a shorter experience online where you cannot do those things in the same way.6. People can easily mislead, manipulate others when they are online and tell lies or say what they think the other person wants to hear (safeguarding issues).7. There are too many issues online with privacy, catfishing, targeting vulnerable people, trolling that it makes it impossible to build up trust and really know if someone is genuine. Even if we can see people online via video, we still can't be sure if they are being honest.

KS4 Extension Activity

Share sections of the article⁷ with students after considering possible arguments but before debating it together. Encourage students to build aspects of the reading as supporting points for their arguments.

Activity Four

Teacher Explanation:

“As we have seen, there are many positive aspects of life online. To develop a deep friendship of virtue online could be possible but it does have to be balanced carefully with being safe online. Each of you will be using online platforms in your life and you may meet people online who become your friends. As long as you are careful and follow some of these tips to keep yourself protected then you should be able to enjoy the positive aspects of life online. The main thing to remember with friendships is that for many of us, we are looking for what Aristotle calls the friendship of virtue and this is something which develops over time. In real life, you would never expect to become close friends with someone overnight or share everything about yourself quickly so we need to think of online friendships in the same way. In real life, you do not walk around with a sign with your phone number, bank details, date of birth, likes and dislikes, photos, address so think about what the difference is with positing this online for all to see. Read through the following tips and then complete the self-reflection sheet [Appendix 6.] about your personal life online.”

Tips for a more positive online life:

- If something online doesn't feel right, it probably isn't – trust your instinct and tell someone.
- Take notice if a new friend online suddenly starts asking you to share personal information, photos – this could be a red flag/warning sign. Tell a trusted adult
- Whenever you use an online platform (like TikTok, Instagram) make sure you know how to change your privacy settings and also know how to report or block people (as all platforms are a bit different)
- Balance your time online with activities and friendships in real life
- Reduce or limit your screen time for good mental and physical wellbeing (think about the negative impact on your real-life relationships if you are up all night on games)
- Tell a trusted adult about your online friendships, you would talk about your real-life friends to family so speak about online friends too
- Do not share personal information like your name or where you live, especially on gaming sites
- Make sure you have identified trusted adults in your personal support network who you can talk to if something online triggers you (you see something violent, upsetting for example). Do not keep these feelings to yourself
- Block the people who are being abusive or harassing you and speak to someone about it
- Unfollow or mute accounts that annoy, upset you or take up too much of your time.
- Think before you post or comment. Are you doing something positive for you and the people who will see it?
- Check your mood before using social media. Ask yourself: is social media going to make me feel better or worse right now?

For particular tips on gaming – look here: <http://www.safestories.org/#callum-how-to-game-online-safely>

⁷ <https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/berj.3673>

You could show students this page as well so they know where they can access further support on gaming. This site includes advice on other issues from the video, such as coping with illness and cyberbullying all with links to further support.

Students to then complete the self-reflection sheet [Appendix 6.]. They do not have to share these answers with others as it is designed to help them reflect on their own online behaviours. Students to rank each statement against 'always, usually, sometimes, never'. There is a final 'overall' point to reflect on and students should then choose 1-2 tips which are personally more useful to them. They can write their own advice to themselves too.

- I do not give away personal information to strangers online
- I have set my privacy settings on any social media I have
- I treat myself with respect online
- I treat others with respect online
- I manage my time online well
- I invest time in real-life activities and hobbies
- I invest time in real-life friendships
- I post/say positive and kind things online
- I have people I can go to talk about things online that worry me
- I behave to people online the same way I do in real life
- I have strategies to safe online
- Overall, I think my time online has a more positive than negative effect on my life
- The tip/s which are most relevant to me are....

Sign-posting

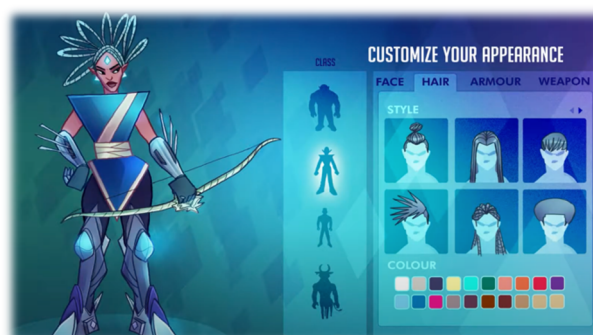
End the lesson by reminding students of the places they can access support (see page 2 and 10 for sources of support)

Teacher Explanation:

"Remember, If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this]:"

Appendix 1. Positive Aspects of Life Online

Many people across the world and of all different ages find that spending time online can be really beneficial and positive for them.



[illegible]

Appendix 2. Understanding Negative Emotions

Decide which negative emotions Charlie may be experiencing.

Write the number 1 next to the emotion that you think he is experiencing the most (you may choose to think of 'most' to mean 'most intensely' or 'most often').

Now number any other emotions he is experiencing 2-7. Do the same for Callum. If you do not think they are experiencing a particular emotion then leave it unnumbered.

Negative Emotions	 Charlie	 Callum	Yourself
Fear: an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen.			
Anger: a strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or unkind that has happened.			
Frustration: the feeling of being annoyed or less confident because you cannot achieve what you want, or something that makes you feel like this.			
Sadness: the feeling of being unhappy, or sorry especially because something bad has happened.			
Rage: (a period of) extreme or violent anger.			
Annoyance: slight anger or frustration.			
Loneliness: a feeling of unhappiness because you are not with or connected to other people.			

Appendix 3. Early Warning Signs

Often our body gives us clues as to how we are feeling before our mind really understands what is happening. It can be helpful to understand your common early warning signs to help you manage your emotions, and to recognise them in others to help you respond appropriately.

Consider what **your** early warning signs might be and highlight the word which best applies to you in the column. It could be helpful to reflect on the negative emotion you labelled number 1. When you feel this way, think about: what your body is doing at the time? what your voice is doing? how your behaviour toward others is changing?

Early Warning Signs	Which of the Early Warning Signs do I Experience? (Highlight)
Tensed body	Often / Sometimes / Rarely / Never
Increased intensity or volume of your speech	Often / Sometimes / Rarely / Never
Unkind words	Often / Sometimes / Rarely / Never
Changes to the tone of your voice	Often / Sometimes / Rarely / Never
Withdrawal	Often / Sometimes / Rarely / Never
Unresponsiveness	Often / Sometimes / Rarely / Never
Noises with the mouth like growls or deep breathing	Often / Sometimes / Rarely / Never
Pouting	Often / Sometimes / Rarely / Never
Narrowing the eyes	Often / Sometimes / Rarely / Never
Pacing	Often / Sometimes / Rarely / Never
Feeling sick or nauseous	Often / Sometimes / Rarely / Never
Feeling hot	Often / Sometimes / Rarely / Never

Complete the following sentence, again you do not have to share this with anyone, it is to help you better understand yourself:

When I feel some of my early warning
signs are
.....

Appendix 4. Deindividuation and Conformity

Using the concepts of deindividuation and conformity, explain why Charlie and Callum might have behaved the way they did in the online game.

Give another example of deindividuation from the real world and explain why it is deindividuation.

Using the concept of conformity explain why Callum and others who knew about and maybe even witnessed the bullying of Charlie, didn't intervene to help.

Extension Activity: Conformity is a useful explanation of why people might not intervene to report or stop bullying, even when they know they should (and everybody knows they should, it is the right thing to do). However, the reasons why we conform are complex and whether we are aware of it or not, we will be weighing up the risks and rewards of becoming involved. Complete the table below.

Possible social <u>rewards</u> of conforming to the group and not reporting or stopping bullying	Possible social <u>risks</u> of not conforming to the group and reporting or trying to stop bullying



Discussion Time!

To what extent is it possible to achieve the friendship of virtue online? Are particular online activities such as gaming more or less likely to be a place for developing such a friendship?

Read through the arguments below and highlight which they think are the best two arguments on each side of the debate.

Yes – It is possible to achieve the friendship of virtue online	No – It is not possible to achieve the friendship of virtue online
<ol style="list-style-type: none"> 1. With the development of video technology, it is possible to feel like you are actually spending time with people. As we have easy access to devices and technology it is more possible to be in regular contact with people via different mediums (e.g., video and text apps) 2. Many ‘friendships of virtue’ come out of friendships of utility and pleasure, you often start by doing activities and then discover more things in common and this is how your friendship can develop. 3. Some young people might feel more confident making friends while doing something they enjoy (like online gaming) and to them, these friendships will feel genuine and deep. 4. We can motivate friends and help them become better versions of themselves online, we can comment on their posts, send positive messages, share motivational articles, videos. These are the features of virtue friendship. 5. As long as people are truthful, honest and reveal their genuine character online then deep friendships can flourish and many people have met life-long friends online. 	<ol style="list-style-type: none"> 1. Online friendships are mostly based on utility (and what we can get from another person) and pleasure (our own enjoyment) which means that they are not as long lasting, or as deep as other types of friendships. 2. Friendships developed through gaming are not likely to last that long because our interests in games can fade quickly. A deep friendship takes time and commitment, and it is hard to do this in short term gaming activities. 3. Text-based friendships are not the same as real-life friendships as what you post online can be difficult to understand. Experts say that between 70-93% of our communication is non-verbal (facial expressions, tone of voice, gestures, , body posture, language). 4. People may present a distorted version of themselves online, such as through presenting different names, avatars and qualities so it is difficult to know someone really well without knowing their real name, appearance and qualities. 5. There are too many issues online with privacy, catfishing (pretending to be someone you aren’t), targeting vulnerable people, trolling that it makes it impossible to build up trust and really know if someone is genuine. Even if we can see people online via video, we still can’t be sure if they are being honest.

Appendix 5. Online Friendships

To what extent is it possible to achieve the friendship of virtue online? Are particular online activities such as gaming more or less likely to be a place for developing such a friendship?

After discussing and debating the arguments above now explain the strongest argument on each side and a reason why they think this is a good argument. Followed by a final personal comment.

Sentence starters:

On the one hand, it is possible to achieve the friendship of virtue online because...

This is a good argument because...

On the other hand, it is not possible to achieve the friendship of virtue online because...

This is a good argument because...

Personally, I think...because

[illegible]

Tips for a more positive life online:

- If something online doesn't feel right, it probably isn't – **trust your instinct** and tell someone.
- Take notice if a new friend online suddenly starts asking you to share personal information, photos – this could be a **red flag**/warning sign. Tell a trusted adult.
- Whenever you use an online platform (like TikTok, Instagram) make sure you know how to **change your privacy settings** and also know how to report or block people (as all platforms are a bit different)
- **Balance your time online** with activities and friendships in real life
- **Reduce or limit your screen time** for good mental and physical wellbeing (think about the negative impact on your real-life relationships if you are up all night on games)
- Tell a trusted adult about your online friendships, you would talk about your real-life friends to family so **speak about online friends** too
- Do not share personal information like your name or where you live, especially on gaming sites
- Make sure you have **identified trusted adults in your personal support network** who you can talk to if something online triggers you (you see something violent, upsetting for example). Do not keep these feelings to yourself
- **Block people** who are being abusive or harassing you and speak to someone about it
- **Unfollow or mute accounts** that annoy, upset you or take up too much of your time.
- **Think before you post or comment.** Are you doing something positive for you and the people who will see it?
- **Check your mood** before using social media. Ask yourself: is social media going to make me feel better or worse right now?

Appendix 6. Self-Reflection of My Online Life

There are many positive aspects of online life. To develop a deep friendship of virtue online could be possible but it does have to be balanced carefully with being safe online. Each of you will be using online platforms in your life and you may meet people online who become your friends. As long as you are careful and follow some tips to keep yourself protected then you should be able to enjoy the positive aspects of online life.

Read through each of the statements about online life and complete the self-reflection. You do not need to share your answers with anyone, it is to help you understand yourself better.

Statements about Online Life	My Self-Reflection
I do not give away personal information to strangers online	Always / Usually / Sometimes / Never
I have set my privacy settings on any social media I have	Always / Usually / Sometimes / Never
I treat myself with respect online	Always / Usually / Sometimes / Never
I treat others with respect online	Always / Usually / Sometimes / Never
I manage my time online well	Always / Usually / Sometimes / Never
I invest time in real-life activities and hobbies	Always / Usually / Sometimes / Never
I invest time in real-life friendships	Always / Usually / Sometimes / Never
I post/say positive and kind things online	Always / Usually / Sometimes / Never
I have people I can go to talk about things online that worry me	Always / Usually / Sometimes / Never
I behave to people online the same way I do in real life	Always / Usually / Sometimes / Never
I have strategies to safe online	Always / Usually / Sometimes / Never
Overall, I think my time online has a more positive than negative effect on my life	Agree / Disagree

Two tips which are most relevant to me are:

1.
2.