LESSON PLAN 8   BEHAVING RESPONSIBLY

Target audience:
Key Stage 2
Year Groups: 3-6

Useful for:
Whole class teaching
Small groups/pairs

Duration:
60 minutes (approx) longer if pupils would benefit from investigating the Cybercafé.

LESSON AIMS
In this lesson pupils will identify irresponsible and unsafe behaviour when using the Internet and other Technologies, be able to suggest appropriate strategies to deal with this type of behaviour and be aware of the effect that irresponsible behaviour has on others.

PROGRAMME OF STUDY REFERENCE

CITIZENSHIP AND PSHE KS2

Developing confidence and responsibility and making the most of their abilities
1. Pupils should be taught:
   a. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Preparing to play an active role as citizens
2. Pupils should be taught:
   a. to research, discuss and debate topical issues, problems and events
   b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
   c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

Developing a healthy, safer lifestyle
3. Pupils should be taught:
   a. to recognise the different risks in different situations and then decide how to behave responsibly
   b. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know. How to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people
4. Pupils should be taught:
   a. that their actions affect themselves and others, to care about other people's feelings and to try and see things from their point of view.
   (Cont'd over)

LEARNING OBJECTIVES
Pupils will practice the following skills:

- taking responsibility for the needs of others
- making real choices and decisions
- considering social and moral dilemmas
- finding information and advice

DESIRABLE LEARNING OUTCOMES:
- Pupils will have discussed what they consider to be irresponsible behaviour.
- Pupils will have talked about a range of
- strategies to deal with difficult situations.

PROGRAMME OF STUDY REFERENCE (CONTINUED)

Health and safety

5. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
   a. about hazards, risks and risk control
   b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
   c. to use information to assess the immediate and cumulative risks
   d. to explain the steps they take to control risks.

Links to National Literacy Strategy

6. Term 1 Text level work: Writing composition 24: to write recounts based on subject, topic or personal experiences (for a variety of readers)

7: Term 1 Text level work: Writing composition 15: to develop a journalistic style …

Links to English Programme of Study

En1 Speaking and listening: 6 Language variation: Pupils should be taught about how language varies:
   a. according to context and purpose (for example, choice of vocabulary in more formal situations)
   b. Speaking: The range should include:
   c. presenting to different audiences.

RESOURCES AVAILABLE

Thinkuknow's Cybercafé: **www.thinkuknow.co.uk/Cybercafé**; Visual aids.
Scenarios—Pupil Task Sheet (one per group)

PREPARATION

This lesson is designed to draw together pupils' understanding and interpretations of safety messages developed through this scheme. Pupils consider what constitutes 'irresponsible' behaviour on the Internet and in communicating with technology and think about how to deal with this sort of behaviour. They also act out a selection of scenarios depicting irresponsible behaviour and decide on appropriate outcomes.

During this lesson pupils will be acting out a selection of scenarios. You will want to choose ones which are most appropriate for your pupils. The number of characters in each scenario may be a determining factor, but they could be modified. More than one group could tackle each scenario, to see whether they opt for different outcomes.

The scenario titles are as follows:

- "I hate my school"—12 characters
- Voting Booth—8 characters
- Bullying Phone Messages—5 characters
- The Borrowed Phone—4 characters.

Before the lesson, decide which scenarios to use and who will be in each group.

ACTIVITY

It's helpful to start by discussing with pupils some characteristics of inappropriate conduct using technology and how to deal with this behaviour. What sorts of things go on and how can they be dealt with? Ask if any of the pupils have experienced problems. How did they feel? What did they do? Was it the best solution? Make a note of these situations as they can be used in Activity 2. Tell pupils that you have some examples of irresponsible behaviour and that you would like them, in groups, to consider what should be done. Explain that they are going to pretend to be acting out their scenario. Tell them that they will have about 25 minutes to prepare their play and each group will have about 5 minutes in which to perform it. Remind pupils that they should be thinking about responsible and irresponsible use of the technology. Pupils should be given the relevant Scenario task sheet for their **scenario** as this suggests a list of characters and prompts to start them off.

Allow pupils time to get themselves organised with parts and to ensure that they understand the story line. Give them time to practise their play. Remind them that they have a fixed amount of time to prepare—probably 25 minutes—and warn them when they have only 10 minutes left. Pupils should act out their drama but discussion should be postponed until all the plays have been performed. The acting will probably take at least five minutes per group. After the performances, draw the class together to discuss whether they felt that the behaviour was irresponsible and whether the headteacher's decision was fair in each case. (25 minutes + 5 minutes per play)

Make a list of examples of irresponsible behaviour. Write each one on a separate sheet. Divide the pupils into small groups and distribute the sheets. Ask each group to add some practical advice that will help them to stay safe in these situations.

Group A

Less able pupils and those with special needs may need help in recording their ideas. Pupils with limited experience of using the technology and who may not have personally experienced irresponsible behaviour may need some prompts to remind them of suggestions that have been made in earlier lessons. Pupils in this group might make a list of things they should and should not do. These could be presented as slogans, using strips of A3 paper.

The slogans can then be sorted out to match each technology; it is likely that many of these will apply to more than one technology. Slogans might include 'Always be polite', 'Don't try to annoy people' or 'Don't reply to people you don't know'.

Group B
Pupils should be encouraged to reflect on previous lessons and identify one or two examples of irresponsible behaviour that they have discussed or encountered. They should prepare 'Positive Posters', that is, posters that promote positive approaches or messages. For example, always be polite, treat others as you would like to be treated. These posters should not include 'don't' messages.

Group C
Pupils could draft a guidance sheet for parents so that they can help their own children to know how to communicate responsibly. (10 minutes)

PLENARY
Pupils should share their advice about what to do in difficult situations. Sheets of paper, slogans, positive posters and guidance sheets could be displayed to reinforce their message.