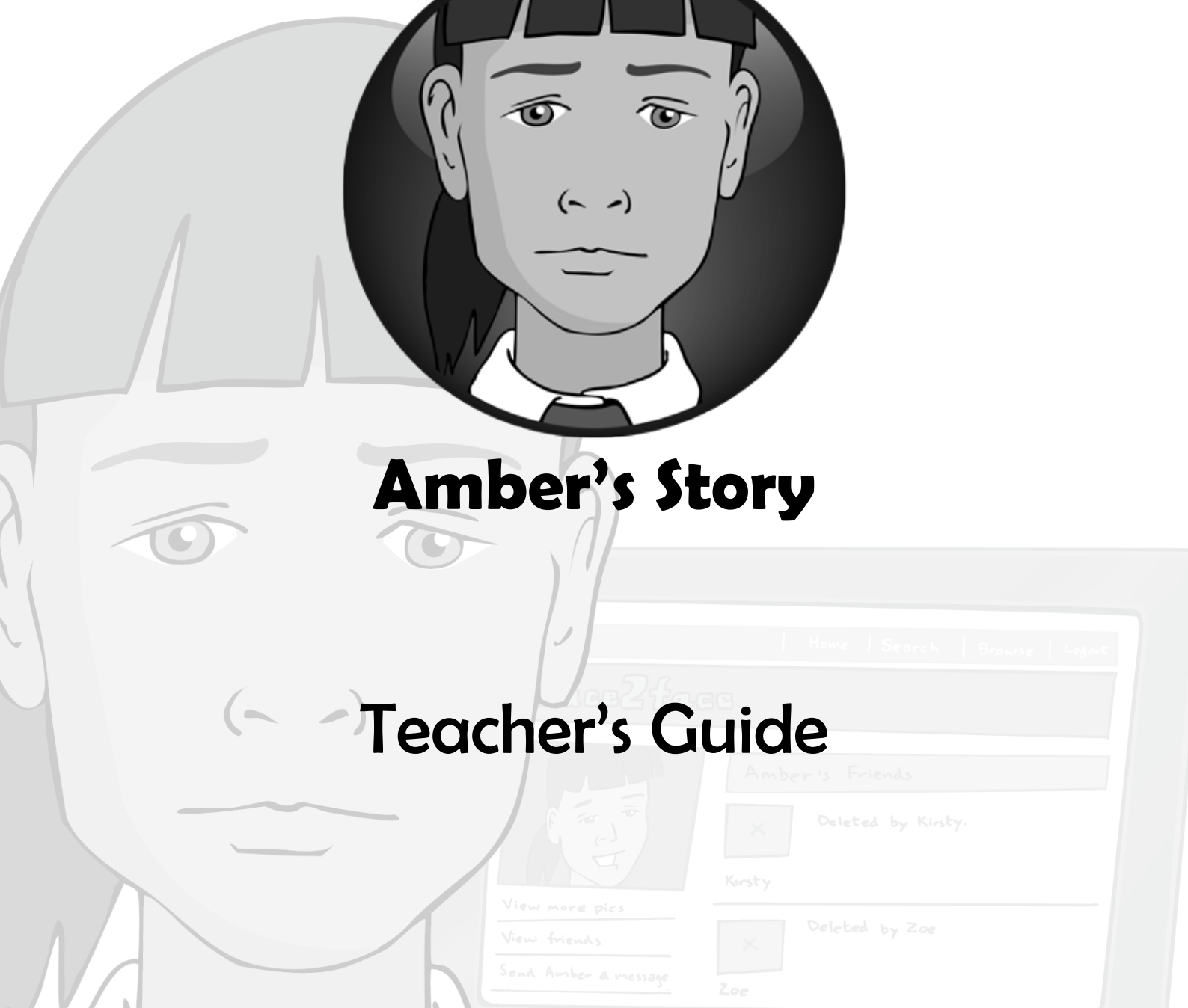


Keeping Myself eSafe

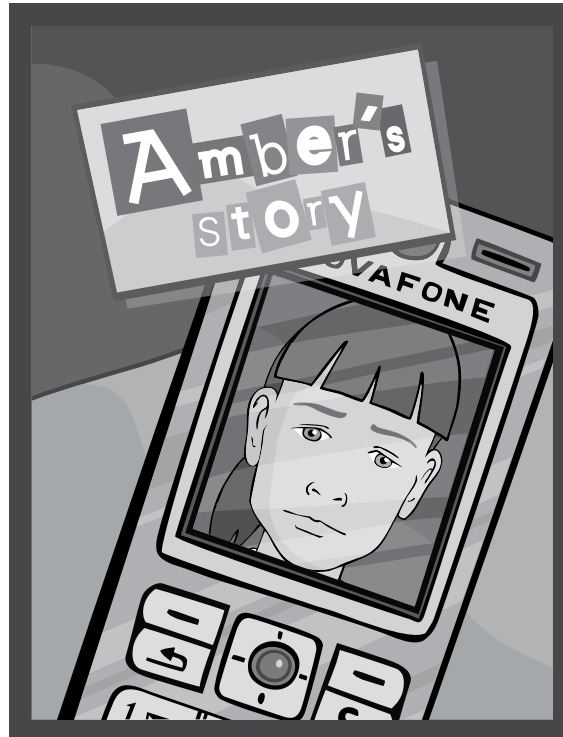


Amber's Story

Teacher's Guide



Amber's Story



Lesson Plan

Synopsis

Amber is delighted when she is given a new 3G mobile phone for her 11th birthday. Not long afterwards, she falls out with her best friends Kirsty and Zoe who then send her threatening and abusive text messages. They also capture a video of Amber getting changed at PE which gets shown around her classmates, making her the laughing stock of school. To make matters worse, Amber's dad is angry with her because she has been calling premium rate telephone numbers. As the abusive messages increase and become threatening, Amber starts to feign illness to avoid going to school.

This scenario addresses the following aspects of e-safety:

- Cyberbullying
- Mobile phones
- Abusive texts
- Digital video
- Social networking
- Instant messaging
- Premium rate telephone numbers

Amber's Story



Age and stage

Amber's Story is particularly appropriate for learners in the middle and later stages of primary school – age 8 and upward.

Resources

- Animated movie – Amber's Story (approximately 8 minutes)
- School /Home Task 1 – Mobile phones and cyberbullying
- Resource sheet – Questions on the scenario
- Information sheets
 - Cyberbullying
 - Mobile phones and video
 - Social networking
- DVD player and TV (alternatively computer with data projector and screen)
- Flipchart or whiteboard

Learning objectives

Learners 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
- be aware of the costs and implications of using premium rate phone services
- know that it is important to be able to share problems and seek help

Amber's Story



Lesson outline

Amber's Story is designed to be delivered over a 2-3 hour period, split into 45 minute sessions.

Session 1 - Introduction

- Teachers should share the main learning outcomes with students
- Complete worksheet: School/Home Task 1: Mobile phones and cyberbullying

Session 2

- Review and discuss the School/Home Task 1: Mobile phones and cyberbullying
- Show the animated story from start to finish (approximately 8 minutes)
- Allow students a short period for quiet reflection after viewing the story
- Complete Discussion Task 1: Questions on the scenario

Option 1: Teacher led discussion with the whole class

Option 2: Co-operative group task

Option 3: Learners work independently

The aim of the discussion is for children to explore the issues raised in Amber's Story and share their own experiences. The questions provided are designed to promote discussion – there are no correct answers to these questions.

Amber's Story



Session 3

- Children should break into pairs for a role-play activity. One child should play the role of Amber; the other should play the part of an adult (this could be one of Amber's parents or another trusted adult). They should pick up from where the story left off. The adult suspects that Amber has a problem that she is not able to share.
- Again in pairs, pupils should play the roles of Kirsty and Zoe, imagining that Zoe is the main perpetrator behind the bullying, and that Kirsty is involved because of peer pressure. The child playing Zoe should try to persuade Kirsty to bully Amber, whilst the child playing Kirsty should do their best to say No. After 5 minutes, the children should reverse their roles.
- Working in groups of 3 or 4, pupils should carry out a poll of their classmates, or pupils in other classes to ascertain:
 - their age
 - whether they have a mobile phone
 - their average monthly phone bill
 - the number of texts they send on average per day
 - whether they have ever exceeded their tariff
 - whether they have ever called a premium rate number without realising it
 - whether they have received a threatening or abusive text message or phone call
- With guidance, each group should then compile this information and make a short presentation to the rest of the class. This activity provides an opportunity to explore the use of spreadsheet and graphing functions as part of a presentation.
- Individual task: Design an instruction manual highlighting the features of a new state-of-the-art mobile phone. For each feature, write a warning to the reader about how that feature might be used by cyberbullies.

Amber's Story

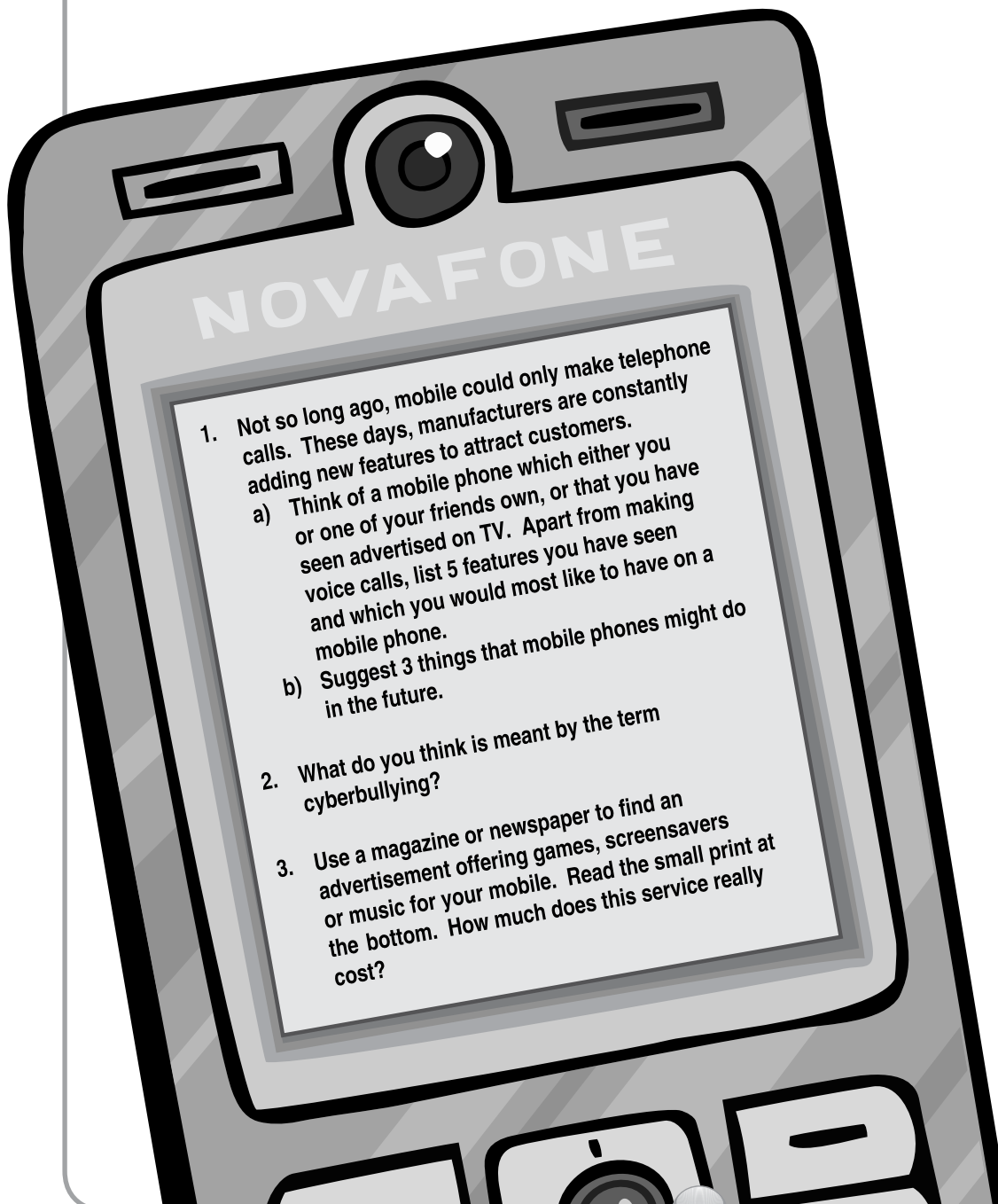


Name:

Date:

Worksheet - School/Home Task 1:

Mobile phones and cyberbullying





Resource sheet

Questions on Amber's Story

In your class or group discuss the following questions and record your answers:

1. Why did Amber not want to go to school?
2. Apart from talking, what were the other ways that Amber, Kirsty and Zoe used to communicate when they were friends?
3. Why do you think Kirsty and Zoe might have fallen out with Amber?
4. Amber said she was 'deleted' from Kirsty and Zoe's list of friends on Face2Face. What do you think this means?
5.
 - (a) Why did Amber fall out with her Dad?
 - (b) Why was her Dad so annoyed?
6.
 - (a) What is meant by a premium rate phone number?
 - (b) Give some examples of premium rate services.
7. Do you think that Amber was tricked into thinking that she had won a prize? Say why.
8. How could Amber check whether a number is premium rate or not?
9.
 - (a) What lies did Kirsty and Zoe tell about Amber?
 - (b) How did the girls share these stories with other friends?
 - (c) How do you think Amber felt about these lies?
10.
 - (a) What did Kirsty and Zoe do to the photograph of Amber's face?
 - (b) How did they share this image with other friends?
 - (c) Was this just a piece of fun, or do you think it was bullying?

Amber's Story



11.
 - (a) What embarrassing photograph was taken of Amber?
 - (b) How was this photo shared with other friends?
 - (c) How do you think Amber felt about this photo of her being shown around the school?
 - (d) Was showing this photograph to other people a form of bullying? Say why.

12.
 - (a) Why did Amber choose not to tell her teacher about the changing room photograph?
 - (b) Do you think she was right not to say anything?

13.
 - (a) What happened to make Amber rush home from school one day?
 - (b) Do you think she was right to feel scared?
 - (c) What physical problems did Amber started to experience as a result of being bullied?

14. Do you think that Kirsty and Zoe meant for Amber to get so upset and worried, or do you think they were just having a laugh?

15.
 - (a) What happened at the end of the story to make Amber so terrified?
 - (b) Do you think the threat was real?

16. What should Amber do now?

17. Looking back over the story, are there any things that Amber could have done to stop the bullying?

18. Which do you think is worse:
 - (a) Being bullied physically in the school playground, or
 - (b) Being cyberbullied?