

# Look Who's Talking

## Teacher Resources and Follow-up Activities

Look Who's Talking follow-up activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Look Who's Talking Follow-up Activity	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	Range
1. Compliments Cards	L(O) sp L(O) l L(O) c and d L(R) c	<ul style="list-style-type: none"> <li>Listen attentively in a range of situations and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> </ul>
2. Jellibeau and Surferboi	L(O) sp L(O) l L(O) c and d L(R) c L(W) mpr L(R) r and a	<ul style="list-style-type: none"> <li>communicate confidently personal feelings and views through a range of appropriate methods</li> <li>take part in debates and vote on issues.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a respectful attitude towards keeping mind and body safe</li> <li>The importance of sexual health and the risks of involvement in sexual activity including potential CSE</li> </ul>
3. Being taken advantage of online is easy!	L(O) sp L(O) l L(O) c and d L(R) c L(R) r and a	<ul style="list-style-type: none"> <li>communicate confidently personal feelings and views through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> <li>Display a respectful attitude towards keeping mind and body safe</li> </ul>
4. Who am I?	L(O) sp L(O) l L(O) c and d L(R) c	<ul style="list-style-type: none"> <li>Use some prior knowledge to explain links between cause and effect</li> <li>Communicate confidently personal feelings and views through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Be moved by injustice, exploitation and denial of human rights</li> <li>Understand the features of safe and potentially abusive relationships</li> </ul>
5. Grooming and the law	L(O) sp L(O) l L(O) c and d L(R) c	<ul style="list-style-type: none"> <li>Use some prior knowledge to explain links between cause and effect</li> <li>Listen attentively in different situations and respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Display a respectful attitude towards keeping mind and body safe</li> <li>Understand the features of safe and potentially abusive relationships</li> </ul>

## Teacher Notes - KS3 Look Who's Talking

### Activity 1 - Compliment Cards

Print off one set of compliment cards, Resource 1(a). Offer a card to each individual pupil during this activity. If you require any additional phrases not supplied, use the blank cards provided.

Explain to the whole class that you are going to start the lesson by giving each pupil a small compliment.

Read each compliment in turn. Address pupils one by one with a compliment that best suits them. You could produce your own or use the ones supplied. Engage the class by asking, 'Who do you think this card best represents?' This will test how well they know each other.

When you identify the person it is meant for, then give them the card. Everyone should receive a compliment.

Once you have complimented each pupil in the class, ask, 'How did it make you feel when you received a compliment?' Listen to the responses, which may vary - happy/proud/special/ embarrassed etc.

Ask the class, 'How do you know that these compliments are genuine?' Listen to pupils' reasons or explanations. The pupils may respond with the idea that the teacher knows them well.

Ask the pupils, 'When might someone compliment us?' Answers could include, 'When we do something good, when we do well, make an effort, etc.'

Finally ask the class, "Why do you think I gave each of you a compliment today?" Receive answers. Summarise by saying that compliments have a positive impact on us.

#### Think/pair/share:

In pairs, ask pupils if they think there is a difference between compliments and flattery. Feedback pupils' responses to the whole class. The main difference will be the motive behind the comments. A compliment offers genuine appreciation for a quality or action seen in

another person, whilst flattery often has another agenda, e.g. to perhaps manipulate another person for some unidentified reason or for personal gain.

In pairs, ask pupils to consider all the reasons why someone might flatter or compliment them.

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See the following suggestions:

- To make you feel good
- Because they like you
- Because they want to be your friend
- They want something from you
- They may want you to do a favour for them.

Receive feedback from a selection of pairs.

Refer back to Resource 1(a) Compliment Cards. Ask was this flattery? Affirm that this was a genuine compliment, given on the basis that as their teacher you know them very well and are well placed to identify their positive attributes.

An online stranger on the other hand is not in a position to know them. Clarify a stranger as being someone they do not know in the offline or real world.

Next, ask pupils:

'How many of you use social media?'

'How many of you use Instant Messaging Services?'

'How many of you have online friends that you do not know in real life?'

Note the number of hands in response to each question. The relevance of these questions is to know how many pupils are connected online with people they do not know in the offline or real world. Make a mental note of the number of pupils, as you will refer back to this disclosure later on.

### Activity 2 - Jellibeau and Surferboi

Use Resource 2(a) PPT Jellibeau and Surferboi and display slide 1.

Divide the pupils up into small groups. Give out a copy of a transcript from an online conversation between two young people. Use Resource, 2(b) Instant Messenger (IM) Transcript.

Allow a few minutes for the pupils to read the Transcript.

Give each group one of the five, Resource 2(c) Focus Sheets.

Use PPT, slide 2 throughout the first part of this activity.

Give each group a coloured pencil or pen with the corresponding 'Focus Sheet' colour of either, **yellow**, **pink**, **blue**, **green** or **red**.

Choose one person to act as the group's scribe and another to read the Transcript aloud to the others.

Ask each group to read the Transcript and to identify and underline in their allocated colour, any occasions where they find examples of the following:

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### Small Talk

Use of small-talk or banter to build a social bond.

### Compliments

Praise and compliments about the target's appearance, ability, skills, personality and possessions.

### Activities

Exchange of information about interests, likes, dislikes, hobbies. Offline and online behaviour. Sexual and non-sexual behaviour. In the past, present, future or planned behaviour/activities.

### Relationships

Discussion about feelings, whilst probing for information about the personal relationships of the targeted person with the significant people in their life, e.g. family/boyfriend/girlfriend/friends.

### Exchange of personal

Exchange of personal information, e.g. area location, school attended, home address, age, real name, telephone number/s, pictures, videos, GPS position.

Allocate 10 minutes to the activity before each group gives feedback about their responses to the class.

During feedback, using PPT Resource 2(a) slides 3-7, display each group's Focus Sheet in turn.



Teachers may use Resource 2(d) Teacher Answer Sheet for guidance.

Summarise with the class, that from his online communication with Jellibeau, Suferboi establishes the following very quickly:

- He gets her attention
- Finds out her age
- Finds out why she's on social media (she's bored)
- That she has no friends because she has moved
- Where she lives
- Where she has moved from
- That she can't swim
- That they may have a mutual friend
  - That she is homesick
  - That she lives near Oxwich Bay

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- That her name is Amy
- That she's 13
- That she has no boyfriend
- She has a brother who annoys her
- That she and her brother go to Bishopston School
- That she likes Rocky Road cakes
- Gets her to send him a picture of herself showing a possible tan line
- Persuades her to consider meeting up with him.

Using PPT Resource 2(a) slide 8, reveal what Jellibean's online profile picture looks like. Then reveal what Surferboi's profile picture looks like on slide 9.



Think/pair/share - Ask pupils what they think Jellibean should do next?  
Feedback responses to the whole class.

Next, ask pupils would they like to see what Surferboi *really* looks like?  
Show Resource 2(a), PPT slide 10, which is Surferboi in the real world.

Ask pupils for their reaction to the online communication.

Ask pupils, 'How do you know a person that you only know online is who they say they are?'  
Listen to pupil responses.

They may suggest:

- Ask the person to talk with them through Skype or FaceTime.
- Check with the mutual friend if they really know this person or not.
- Someone who is not genuine may decline to reveal his or her identity through Skype - using a plausible excuse, e.g. My camera has broken on my laptop/my phone doesn't have the FaceTime app and so on.

The main key learning point is that unless you know someone in the real, offline world, you may never be sure who someone really is online.

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Using PPT Resource 2(a) slide 12 introduce the term 'grooming'. Make sure that pupils understand the term.

Ask pupils, 'What advice would you give to Jellibean if you were their friend?'

Possible responses might include:

- Block
- Use the Report Abuse CEOP button
- Save the conversations
- Talk to a trusted adult.

Resource 2(e) Diamond 9 Strategy Cards to reduce risk and stay safe online.

Print one set of Resource 2(e) Diamond 9 Strategy Cards, for each group. Ask pupils to rank the statements in order of what they think is the most important and effective strategy for reducing online risks to the least important and effective. Use Resource 2(a) PPT, slide 13, to display the instruction.

Ask each group to feedback to the class their top 3 choices and to give reasons for their selection.

Raise awareness with the pupils of the CEOP button for the reporting of anyone who makes them feel uncomfortable or worried online. Use PPT Resource 2(a) slide 14.

Using PPT Resource 2(a) slide 15 as part of the plenary, ask pupils to complete the following statements:

- If someone you are talking to makes you feel uncomfortable you should...
- If someone sends you an inappropriate picture or message you should...
- If someone you only know online asks you to meet up you should....
- If someone says something inappropriate when you are gaming you should...
- If someone claims to be a friend of a friend and wants you to accept them as a friend you should...
- If someone you only know online wants to Skype call with you, you should...

Remind pupils of how many of them had earlier revealed that they have friends online they do not know in the real world. Ask, could any of these friends be like Surferboi? Advise pupils to only have friends online that they know in the offline or real world and to ensure that their privacy settings are 'friends' only. Ask a pupil to demonstrate how to put privacy settings on.

Finally, ask pupils to tell you the most important thing they have learned today. They could write this on Post-it notes. You can photograph the responses as evidence of their learning and consider Tweeting the photographs to @SchoolBeat

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### Activity 3 - Being Taken Advantage Of Online Is Easy

Prepare enough sets of resource 3(a) Taking/Not Taking Advantage Cards. Divide class into small groups. Give out one set of cards to each group.

Ask pupils to sort the cards into two groups under the heading cards, 'Not taking advantage of' and 'Taking advantage of'.

The cards can be sorted into the following:

#### Someone taking advantage of you:

Someone letting you take the blame for something you didn't do

Someone asking you to do something that makes you feel uncomfortable

Someone asking you to send a naked selfie

Someone posting something silly on social media from your account, when you left your phone unlocked

Someone lending you money to buy lunch

Someone asking you to keep a bad secret

Someone asking to copy your homework

Someone posting an embarrassing photo of you online

Someone telling a joke at your expense

Someone stealing your idea for an assignment

Someone borrowing money from you that they won't pay back

Someone borrowing your phone and using all your credit

Someone threatening to reveal a secret about you, if you don't give them something

Someone pretending to be your friend so they can use you for some reason

Someone borrowing your clothes and damaging them

#### Not taking advantage of:

Someone sending you a funny picture for a joke

Someone sticking up for you

Someone sending you a happy birthday message online

Someone taking a selfie with you

Someone leaving an 🥰 emoji on your Instagram

Someone lending you their phone to call your mum

Someone planning a surprise for you

Someone liking your online profile

Someone Skyping you to help you with homework

Someone lending you money to buy lunch

Someone including you in a group chat

Someone asking for permission to post a picture of you online

Someone borrowing money from you that they pay back

Someone sharing sweets with you

Someone asking you to keep a good secret.

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Next, using a white board, place the 'Not taking advantage of' and 'Taking advantage of' cards, on either side of the white board and draw a line between them.



Ask the pupils in groups to select a card from their packs and to place the card where they think it best fits on the line. This allows for discriminating between statements they think are possibly more harmful (being taken advantage of) and things that might not be seen as being so harmful (or being taken advantage of).

Ask each pupil as they come up, to explain why they placed the card in the position on the line. Then ask the thoughts of others in the class. Do they agree or disagree. Why?

Another way of doing this activity would be to have an additional set of statement cards and to select specific cards you would like them to consider. Ask the pupils to volunteer to put the card somewhere on the continuum line.

The following cards would lead well into discussions around the serious issues of being taken advantage of:

- Someone asking you to do something that makes you feel uncomfortable
- Someone asking you to send a naked selfie
- Someone asking you to keep a bad secret
- Someone posting an embarrassing photo of you online
- Someone threatening to reveal a secret about you, if you don't give them something
- Someone pretending to be your friend so they can use you for some reason.

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### Activity 4 - Who Am I?

Using PPT Resource 4(a) start with title slide.

The following sequence of questions and answers will help pupils consider whether they can be sure they know who they are speaking with online. This is particularly important when the online friend is unknown to them in real life.

Ask pupils, 'How do you know who **I** am?'

Answers should indicate that pupils are **able to see you** and they know you as their teacher and therefore what you look like. They know you are an adult. You may wear an **ID badge** that confirms you are a teacher at their school.

Next ask the pupils, 'If you couldn't see me - could you recognise my voice? Some pupils would say based on **your voice** they would recognise you.

Now ask, 'What if I sent you an email? Would you still be sure it is me?'

This time pupils would be less sure, but they may recognise a school email address.

'What if I contacted you using a personal email account?' Now pupils would not know for sure.

Ask pupils, 'How do we get to know a total stranger in the offline world?'

Answers might include:

- Being introduced by someone else who may know the person.
- Approach the person directly and talk to them.
- Find out something about them from people who personally know them.

Is there a difference if the person is an online stranger? If so, what are the differences?

Pupils might suggest answers such as:

If the person is a stranger online we cannot know who they really are.

It is much harder online to be sure about who a person really is.

Using PPT Resource 4(a) click to reveal slide 2.

Ask pupils what they think the word is? Click to reveal, 'stranger'.

It is an important learning point that pupils recognise that it is easy for online friends they have never met to lie about who they are. They are strangers.

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### Activity 4(b) Stages of Grooming

Divide the class into groups of 4 and give each group a copy of Resource 4(b) The Stages of Grooming (This is an A4 sheet but can be enlarged to A3). The activity will help pupils recognise the stages of grooming.

Show Resource 4(a) PPT, slide 8, which has instructions for the task.

Give pupils 5 minutes to complete the task and feedback responses to whole class.

Next, ask pupils how this process of grooming could happen in the real, offline world?

Pupils will use the same Resource 4(b) Stages of Grooming and write their answers on the right hand side of the page. Click Resource 4 (a) PPT slide 9, which has instructions for the task.

The adult does not have anonymity. From the start the young person knows the physical identity of the adult.

It is important for young people to recognise that an adult might choose a young person who is more vulnerable than another. This will need to be unpacked.

Check pupils' knowledge of the term *vulnerable*. A baby would be considered more vulnerable than a teenager to injuries within the home, because babies don't understand household dangers like stairs or electric sockets.

Another good example of how a pupil might become more vulnerable is to explain that by choosing to skip school and hang out somewhere within the community, a young person outside the safety of school would be considered more vulnerable.

Explain this time the stages of grooming may look like this:

1. **Befriend** - Choose a young person to target that may be easier than most to target.
2. **Gain trust** - Offer the young person a place to hang out.
3. **Develop friendship** - Build communication by listening, talking with, gaming or hanging out with the young person. Offer the young person gifts like cigarettes, Alcohol, other substances or money.
4. **Isolate** - Make that young person feel special and happy to hang out with the adult. To spend time alone with the adult, always keeping things secret.
5. **Sexualize the relationship** - Expect the young person to give something in return for the attention and gifts etc. which is sexual. This is where sexual exploitation takes place and is the intention of all the previous stages. This is often called Child Sexual Exploitation (CSE).
6. **Maintain control** - The adult uses threats of harm or exposure to control the young person.

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Ask the pupils which approach is easier for the groomer, online or offline?

Ask pupils, 'Can you identify reasons why a young person might be more vulnerable to harm if you skipped school?

Use PPT Resource 4(a) slide 10. In groups, using large sheets of paper, ask pupils to mind- map reasons why skipping school might make a young person more vulnerable to harm.

Some suggestions may be:

- Outside of school you do not always know who is a safe adult
- Bullies, who have also skipped school, might more easily target you
- You might end up in a risky situation because you hang out with the wrong people
- You might be taken advantage of by older pupils, also not in school
- Someone, to do something unlawful, might take advantage of you
- You might end up being pressurised by someone to try a harmful substance, including Alcohol
- Adults who may not have good intentions towards children, will find it easier to befriend and take advantage of a young person

Click PPT slide 10 to reveal 4 significant risks to young people who might skip school.

Affirm to pupils that being in school is a safe place for young people because:

- In school you have adults safeguarding you.
- In school if something goes wrong there are safe adults to help you.

### Teacher information:

It is easier to trick a young person online as the person's identity is hidden. This means that a young person could think that they have an online friendship with someone close to their age, when in reality it is an adult. Both types of grooming involve looking for a vulnerable person to prey on. A vulnerable person is someone who is more at risk of being taken advantage of in some way. All children are at risk because they are children.

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### Activity 4(c) - Let's Put It All Together

To consolidate learning, give out to each group a copy of Resource 4(c) Let's Put It All Together Placemat. Ask pupils to fill in the spaces that are blank on the placemat by answering the questions. Choose a scribe for each group and someone to feedback any responses. Use PPT Resource 4(a) slide 11, and ask pupils complete the task.

Check understanding by listening to responses.

### Activity 4(d) Warning Message

Give out Resource 4(d) Warning Message Triangle to each pupil and ask them to produce a Leaflet advising young people how to stay safe online including things to watch out for and who to go to for help.

Display PPT Resource 4(a) slide 13 as a reminder of some key advice about personal information online.

Display PPT Resource 4(a) slide 14 and explain what pupils can do if someone online has made them feel worried or unsafe.

End by asking pupils to tell you one important thing they have learned through the session. Click PPT slide 15.

### Activity 5 - Grooming and the Law

Display PPT Resource 5(a) The Law and the Offence of Grooming.

Explain to the pupils that you are going to be talking about the sensitive topic of grooming. Ask pupils if they know what grooming is? Show PPT Resource 5(a) slide 3 to reveal the definition of what grooming is. Explain that there are laws to protect children and young people from this behaviour and harm.

Click for Resource 5(a) PPT slide 4 to show the Law.

Divide the class into small groups. Give each group Resource 5(b) Who's at Risk? Scenarios.

Give pupils 10-15 minutes to read and discuss all 7 scenarios.

Using Resource 5(a) show slides 6-12 one at a time. Ask a group one at a time, if they identified any young persons at risk of harm and if so why are they at risk? If any group has any additional thoughts or if they have disagreed, ask them to explain.

Next, ask pupils what they think the young people, identified as being at risk, could do to reduce that risk. Refer to teacher suggestions on Resource 5(c) Who's at risk? Scenarios Teacher Suggestions Sheet.

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Ask pupils to write down their suggestions for reducing risks on Post-it notes. Starting with PPT Resource 5(a) slide 6, ask all the groups to post their best piece of advice for reducing risks for each of the young people in the scenarios. For each slide image, pupils stick their suggestions on the image displayed.

As each slide advances pupils can add any new advice that would help keep the young person safe. The white board will eventually have a number of suggestions made by the pupils.

Ask the pupils if they recognised any risks that they may be taking similar to the young people in the scenarios.

Emphasise the importance of them reducing those risks.

Show Resource 5(a) slides 14 and 15 as information about staying safe or if they are feeling unsafe online.

Ask the pupils to write down one thing they are going to do differently as a result of today's lesson. Display Resource 5(a) slide 16 and ask pupils to write down their responses on Post-it notes and displaying them.

Consider taking a photograph of the Post-it responses and tweeting them to @SchoolBeat.