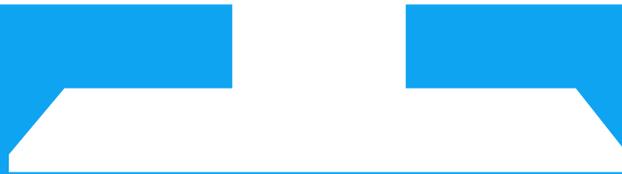# What to do if...

you receive negative comments online?

lesson plans for talking about social networks in your classroom

THE DIANA AWARD **D**

askfm

ANTI-BULLYING
FROM THE DIANA AWARD

What to do if you receive negative comments online?

This module is part of a series of short modules on staying safe online. Its aim is to provide teachers with a simple framework for discussing important digital issues with their class and facilitate young people.

Class: Key stage 3

Time: 20 minutes (plus 5 minutes for safe space)

Learning objectives: We are learning about how we can manage receiving a negative message online.

Learning outcomes: Young people have considered how they react to receiving a negative message online and know where they can reach support if they need to.

Resources: Each student should have a sheet of A4 paper and pen, a screen to show the video

Preparation: Students should feel comfortable and ready to answer questions, the activities should be run with students sat at tables

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Optional safe space: It's important to create a safe space where young people feel comfortable talking openly and honestly about these issues without feeling judged. In order to facilitate this, explain to the students that you will be talking about important issues and you want them to feel comfortable doing this, ask them what they might need from you and the rest of the class in order to talk freely and without judgement. It can be a good idea to first put up your some of your own requirements such as "listening", "respect for one another's opinions" and "openness". Make sure that you write up what the students are saying somewhere visible and ask them to explain their points as you put them up. At the end of this, check that all the students agree to uphold the requirements on the board. If any students disagree, ask them to explain what they don't like and why, feel free to adjust until the whole class agrees to help maintain the safe space.

Lesson Content

1. (3 minutes) **Ask**:

    a. What was the last positive message you received online, how did it make you feel?

    b. Pick two-three students to share their answer, write the emotions on the board

    c. Think about the last negative message you received online, how did that make you feel?

    d. Encourage students to share their one word emotion if they feel comfortable, put it up on the board.

2. (2 minutes) Tell the students that you want to set them a challenge; it might seem a bit weird at first, but go with it and it will make sense at the end. Ask the students:

    a. Can everyone open and close their fist

    b. Can you explain to the person next to you what you did at the weekend

    c. Can everyone get up and spin around 3 times

    d. Now can you slow your heart rate down as quickly as possible

    e. Can everyone <u>not</u> think of a white polar bear

3. (2 minutes) **Ask**: Were some of those more difficult than other, which ones were more difficult (Slowing down heart rate, not thinking of the polar bear)?

4. (1 minute) **Explain**: A lot of the time we're able to control our body pretty well, but sometimes circumstances can make this a bit more difficult. Every single one of us has a "fight or flight" survival response built into them, it comes from when we were cavemen and would be confronted with a sabre-tooth tiger. It delivers a surge of adrenaline through our bodies in order to prepare us to fight the tiger or run away. This response can be triggered by sport, films or by receiving negative messages online and it can cause us to react in ways we wouldn't normally.

5. (1 minute) **Say:** Think about the last time you received a negative message online, what did you want to do? Was anyone tempted to send a negative comment straight back?

6. (1 minute) **Say**: it's natural to want to send a negative comment back, but it doesn't solve the issue, it just extends it by triggering someone else's fight or flight reaction.

7. (6 minutes) Set the students the challenge of creating their own action plan of what they could do if they received a negative message online. They should include one of their hobbies, some music they could listen to, a TV show they could watch. The action plan should be personal, but they could discuss it with those sat next to them.

8. (2 minutes) Show the video https://youtu.be/cwpeYA6x0iU to give them a suggestion of what else should be part of their plan.

9. (2 minutes) Encourage some students to share their action plan with the rest of the class.

Extension Work: Design their plan as a poster and put it up in the ICT area to share with the students.

Homework: Share their plan with their family and talk about what they might want to add to it.