



# Everyone's Included – Group Chat Session Plan

## **Learning Intentions:**

- To explore the impact of making hurtful/nasty comments about someone online.
- To consider the role of bystanders and ways in which bystanders can intervene.

## **Experiences and Outcomes:**

### **HWB 3-16a / HWB 4-16a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible

### **HWB 4-05a**

As I develop and value relationships, I care and show respect for myself and others

## **UNCRC - Children's Rights:**

**Article 19** states that you have the right to be protected from being hurt or mistreated, in body or mind.

**Article 29** states that children have the right to an education which encourages them to respect other people's rights and values.

## **Success Criteria:**

- I can describe how people might feel when they read comments or messages which are nasty or hurtful
- I can discuss some options that I could take to be an active bystander when I see someone making nasty comments online

## **RSHP: Third and Fourth Level**

<https://rshp.scot/third-fourth-level/#socialmedia>

## **GIRFEC Wellbeing Indicators:**

Safe, Healthy, Respected, Responsible

## **Preparation:**

PowerPoint slides or handout sheet of scenario/train of thought/options  
Flipchart with Agree Disagree Unsure statement (if not using slides)



### **Resources:**

Flipchart

Marker Pens

Your Group Agreement created during the Introduction session (pin/tack this up in the room)

## **Introduction**

Inform the class that **this session will look at types of abuse that can take place online and how they affect people.**

Refer to the group agreement and ask if pupils would like to add/change anything.

Share the Learning Intentions and Success Criteria for this session.

## **Icebreaker**

Hand out a sheet of A4 paper to each participant. Ask them to draw a picture which depicts their favourite activity (running, reading, spending time with friends etc.).

Once complete, ask them to swap their sheet with someone near them. Each person should then crush the sheet of paper into a small ball and return it to the participant who drew the picture.

Challenge the group to open up their picture and to flatten it without tearing the paper.

### **Ask the group the following:**

- How easy was it to crush the paper?
- How did you feel when you saw your picture being crushed?  
*Some responses might include: Annoyed, angry, not bothered, frustrated*
- Did anyone manage to completely flatten their piece of paper?  
*No, it is not possible without leaving marks.*

Share with the group that today's session focuses on name calling and that calling someone names can have a lasting effect on them.



# Scenario

Remind the class that for this session they will be bystanders to an incident involving a friend, classmate or someone they know.

Show the slide or share a copy of the scenario and ask for a volunteer to read it out.

**You are in a group chat with friends from school. Someone in the group starts to make fun of another friend. Their comments are really nasty. Some of the others are laughing and making similar remarks. Your friend doesn't respond although you can see that they have read the comments.**

## Key Questions

Ask the group:

**1. Is this realistic; is it the kind of thing that could happen?**

**2. Put your hand up if you feel there is something wrong with what is happening in this scenario...**

If most of the group raise their hand, before they are lowered ask them to look around the room and see how their friends/classmates have responded. If most don't put their hand up at this point – return to this question after the discussion part of the session.

**3. What are the red flags? What are the key words or phrases in this which make you think something is wrong?**

Ask pupils to discuss this for 30 seconds with the person beside them, then ask class to call them out – note the red flags down on flipchart/whiteboard as they are called out.

**4. Before sharing the next slide, ask the pupils:**

**As a bystander to this situation, what questions might you have? What might you be thinking?**

This can be briefly discussed in pairs or groups and then shared.

## Train of thought



Ask for a volunteer to read the following train of thought:

**Why are they doing this? ... I feel bad about what is happening ...  
Why isn't anyone challenging it? We're all meant to be friends ...  
And why didn't my friend respond? ... Is it my place to get  
involved? ... If I say something will I be next? ... But I feel really  
uncomfortable when I see someone treated like this ... Is this any  
of my business? ... What should I do?**

### Key Questions

Ask the group:

**1. What are the words/phrases that stand out in this train of thought?**

**2. What reasons might someone give for not getting involved in this situation?**

Suggestions may include: fear of repercussions, think it's nothing to do with me, it's only fun, don't want people to laugh at me etc.

## Agree/Disagree/Unsure

Place your agree and disagree signs at opposite sides of the room (if applicable).

Tell the group you are going to show them a statement and they should decide whether they agree or disagree with the statement, then go the relevant side of the room. If they are unsure, they can stand in the middle.

**Statement: Insulting a person online isn't as bad as doing it to their face**

Give a short amount of time for group to make their choice then ask 2-3 people in each group: **Why did you agree/disagree/Why are you unsure?**

### Key Questions

Ask the group:

**Do you think it is easier for people to join in when abuse takes place online?**



How might a person who is treated like this feel?

## Group Chat - Discussion

### Key Questions

Ask the group:

**1. Why might a person insult/be abusive to another person online?**

Explore different reasons given by the group.

**2. It says in the train of thought "We're all meant to be friends?" - what do friends do for each other?**

Facilitate responses and suggest that friends should both support and even challenge one another if required/look out for one another

**3. It says in the train of thought "Why isn't anyone challenging it?" - why do you think people aren't saying anything to stop this behaviour.**

**4. What do you think the impact of this behaviour could be on the person being talked about?**

Prompt the group to think wider than the impact on their emotional/physical health. Include issues such as not going to school, making it harder to concentrate at school, potentially harmful coping strategies etc.

**5. Do we have a responsibility to do something here?**

**6. Who do we have a responsibility to?**

**-Do we have a responsibility to your friends who are laughing and making more comments?**

They need to know what they are doing is wrong and they might get into trouble.

**-Do we have a responsibility to the person who is being abused?**

It's important that we find ways to support the friend. They may be feeling really alone as well as being upset. Speaking to them will make it easier for them to deal with this.

**-Do we have a responsibility to ourselves?**



We have a responsibility to keep ourselves safe, and to be able to say if we don't agree with something.

Explain to the group that we are now going to explore some of the things we could do in this situation.

## Options

If you have time you might ask the group to consider the pros and cons of these options in small groups first, before you discuss as a larger group. Or consider role playing options/consequences.

### **OPTION 1: Do nothing. It's none of your business.**

Ask the group:

#### **1. Is this an option that some might consider using?**

We have already identified some of the reasons people might give for not getting involved.

#### **2. What might happen if you do nothing?**

It may get worse, my friend will feel upset.

#### **3. What does doing nothing say to your friend?**

That you don't think there's anything wrong with this scenario/you don't care about them

#### **4. What does doing nothing say to the person who is being abusive?**

That it is okay for them to behave in this way.

### **OPTION 2: Try to change the subject in the group chat.**

Ask the group:

#### **1. What would be achieved by choosing this option?**

You may distract the group and they will move onto another subject.

#### **2. What won't be challenged if you choose this option?**

The original behaviour will not be discussed. It may continue at a later time.



### **3. What could you say to change the subject?**

You could ask a question for the group to consider, plan a meeting the next day etc.

#### **OPTION 3: Remove yourself from the group and contact your friend to let them know you don't agree with what was being said.**

Ask the group:

##### **1. Why might this be a good option?**

It may send out a message to others that you don't agree. Others might follow.

##### **2. Would telling your friend this help them to deal with this situation?**

It may help them to see that they still have friends who are there to support them.

##### **3. What hasn't been done if you choose this option?**

The behaviour has not been challenged. It may continue and be directed at others.

#### **OPTION 4: Post on the chat that you think what they're saying and doing is wrong.**

Ask the group:

##### **1. What does this say to the group and the person who is acting this way?**

Your friends will know you do not agree with this behaviour and that you won't be part of it. Others might do the same.

##### **2. How might your friend react if you did this?**

Your friend might laugh, fall out with you, be angry with you, make you the subject of the insults.

#### **OPTION 5: Outwith the group chat, speak to some of your friends who didn't comment, and ask whether they think what's happening is fair. Discuss together what you should do.**

Ask the group:

##### **1. Why might this be a good option?**

Remind the group that as most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier), chances are their friends would too.



## **2. Would knowing that your friends agree this isn't right make it easier to help here? Why?**

Safety in numbers, knowing you won't be isolated from the group for challenging the behaviour etc.

### **OPTION 6: Talk about your concerns with a parent/carer or a teacher/adult you trust and ask their advice on what to do.**

Ask the group:

#### **1. What might stop people from choosing this option?**

Don't want to be a tell-tale/a 'grass', don't want to get my friend into trouble etc.

#### **2. Is telling an adult what has happened in order to stop your friend getting into trouble being a 'grass' or being a good friend?**

If it stops him getting into trouble you are being a good friend.

### **OPTION 7: Personal Option**

Ask the group:

#### **1. Is there anything else you could do?**

Remember to explore the possible consequences for any additional options.

## **Conclusion**

Let the group know that as leaders, they have the opportunity to make sure their school and community are safe, respectful and supportive.

Ask the group:

#### **What have you learned from today's session?**

You might want to note responses on flipchart.

Reinforce key messages from discussion to include:

- ✓ Being abusive to someone else whether online or face to face is not right and is hurtful.
- ✓ There are many reasons why a person might choose to be abusive. Whatever the reason given, there is never an excuse to do this.





- ✓ A person who is being abused can be impacted in a variety of ways that will be harmful to their mental and physical health.
- ✓ There are a number of options we can choose from to challenge behaviour when we don't agree with it.
- ✓ We have a responsibility to help our friends and keep ourselves safe.

## Where can I get support?

The last slide highlights places and organisations where pupils can access support if they have been impacted by the lesson in any way or are worried about a friend.

Ensure that in-school supports are discussed, but make pupils aware of where they can get support outside of school, so that they have a range of options.

You can add local supports to the slide, alongside the national ones already included, that you feel are relevant to your community/area. You can discuss this with your supports in school and partners also.

Leave this slide up as the lesson finishes and pupils leave.