

Deal With It



In the middle of difficulty lies opportunity

Albert Einstein

The card game 'Deal With It' was originally designed for younger learners at school or at home, and aims to promote discussion, resilience, and a growth mindset by engaging them in authentic social scenarios. It uses a dialogic approach to discussion, which means it uses open-ended questions and interactive dialogue. This dialogic approach also encourages critical thinking and reasoned responses and fosters a deeper understanding and reflection on the scenarios presented. By encouraging open conversation and reflection, Deal With It supports thinking about essential skills for navigating life's challenges at school age while fostering a deeper understanding of the concepts explored so far.

To run the game, it is important to be at least familiar with the concepts discussed earlier – on complexity, resilience, growth mindset, and gratitude – in order to get the most out of this activity. By having a deeper understanding of complexity, you will have more options as an educator to maximise learning, especially in a group context.

The scenarios in the game are based on real-life situations experienced by learners aged 8-16 in UK primary and secondary schools. As a result, they provide valuable, authentic, and relatable contexts for engaging in meaningful discussions and reflections.

Preparing for the activity

Familiarise yourself with the cards: browse through them and select appropriate scenarios and prepare the focus of discussion. You might want to establish a thematic link between the cards. While reviewing the cards, think about the responses your learners might make and the reasons behind them. Consult the Learning Agents handout (HANDOUT A) for support.

Possible ways to structure the game

Deal With It can be used as a printed card game, projected for the whole class, or used on devices. Here are some ideas for organising the activity:

- Small groups or pairs work with one pack by taking turns flipping cards over.
- Learners look through the cards and select scenarios that are more meaningful or relevant to them as an individual or in groups.
- Learners choose cards for each other.
- Learners pick the worst or most difficult scenarios for themselves or each other.
- Learners choose the worst or most difficult scenario for the class.

- In groups or pairs, learners can shuffle the pack, place them face down, and take turns picking up a card.
- Choose an activity card to display to the whole group or class and ask smaller groups to discuss their responses.
- The displayed card could be used to invite individual responses.
- A random card could be chosen by a learner for a whole-class discussion (the chooser could then decide the best response).

DISCUSSION IDEAS

Getting Started

Initiating a discussion can be challenging, so here are a few suggestions:

- Grab initial attention – give a surprising fact or pose a surprising question.
- Tell an engaging story.
- Display a picture or video clip related to a scenario to elicit reactions or opinions.
- Bring in and reveal an object connected to a scenario.
- Play music with themes or lyrics relevant to one of the scenarios.
- Share a scenario from the media that they can relate to; ask for their opinions.
- Share a personal experience and ask what they would have done in your position.

Purposefulness

Always clearly communicate the expected outcomes. For example, having learners reach a consensus and/or report back to the class within a specific time frame ensures better focus and engagement.

The Game

There are many ways the cards can be used, but here are some suggestions which have worked previously for groups:

1. When a card is selected, one person reads it out loud twice to their group or the whole class, depending on your chosen grouping method. Encourage players to re-read the card if needed.
2. Set a time limit for focused discussion; 4-5 minutes per card is a good guideline.
3. Players discuss the scenario, ensuring they address the questions on each card.
4. Players can debate whose response is the best and explain why.
5. Once finished, ask each learner to write down precisely what they would say or do, along with any details around when and where if required (this maximises their likelihood of remembering and acting in the future).
6. Encourage players to share their responses with the class.
7. Optionally, introduce competition by voting on or scoring the responses.

Learning

Learners should be encouraged to explore and discuss psychological and emotional complexity, identify new or emergent behaviour or ideas, enhance their problem-solving abilities, and expand their understanding of the world, themselves and others. At the same time, we should support their language as a tool for constructing knowledge. Consider the following approaches:

For each scenario, add a focus on *friendship*:

- How could your friendship network support you?
- How would your friends respond to or handle this situation?
- Write down the BEST or most positive outcome of this – include TIME, PLACE, and DETAILS, such as NAMES.
- What words or phrases would you use? Write them down.

Questions

Skilful questioning also plays a crucial role in eliciting meaningful responses and maximising the learning potential of each scenario. To help create effective discussions, we've provided a list of guiding questions designed to encourage deeper exploration and reflection among learners.

- Ask open-ended questions (those which avoid "yes/no" as possible answers).
- Ask "What if?" questions and offer hypothetical alternatives to challenge ideas.
- Probe potentially bad or unwise responses to the scenario.

- Ask what prompted a player to respond in a certain way – question whether they have done or said that before.
- Ask if they have witnessed this situation before or know someone who has.
- Ask why they consider something 'good' or 'bad', 'right' or 'wrong'.
- Ask 'why' and 'how' questions.
- Question whether a response would always be true – can they think of a situation in which their response wouldn't work?
- Ask whether all participants agree or disagree, and why.
- Request explanations for differing opinions.
- Challenge their thinking if a response contains logical argument words such as 'because', 'therefore', or 'so'.
- Examine initial or instinctive reactions – why did they say that?
- Ask about the physical feelings learners might experience and why.
- Observe and ask how learners prioritise solutions, and why.
- Invite comments on each other's views.
- Ask how someone knows something is true.
- Wait for all opinions, then summarise to advance the discussion.
- Ask them to reach an agreement.
- Ask how an agreement was or can be achieved.
- Ask learners which learning agents they could use to improve their responses and how they are connected.
- Focus on key concepts of *change* and *continuity*, *similarity* and *difference*, and *cause* and *effect* in learner responses.

Enhancing the Game Experience: Supplementary Questionnaires

We've also included an optional questionnaire designed to enhance the focus on complexity, emergence, growth mindset, and resilience. The questionnaire comes in two versions: one tailored for educators or parents, and another specifically designed for older learners. Each can be adapted. The learner version includes a scoring system, allowing them to concentrate on the quality of learning and the intricacies of their relationship to the scenarios. The questionnaire can be used alongside the game to optimise learning, help with feedback, and ensure the learners can get involved in the game but also understand more about themselves in that process. All activities and worksheets are available at www.youngresilience.com.

Deal With It: Questionnaire 1 – Educator | Parent

Question	Response
How did the ideas and new behaviours you saw contribute to the overall success or outcome of the activity?	
In what ways did networks (e.g., social connections, resources, or information) influence the outcomes?	
How did evidence of learners' thinking evolve or adapt throughout the activity? What factors contributed to this?	
Were there any unexpected outcomes or discoveries during the activity? How did they impact the direction and outcome?	
Can you identify any moments where interactions (e.g., between learners, relationships, resources, or ideas) led to the emergence of new solutions or strategies? Why was this?	

Deal With It: Questionnaire 1 – Educator | Parent

Question	Response
How did the complexity (e.g., agents, networks, emergent behaviour) of the activity affect the decision-making process?	
What parts of the activity contributed to the overall sense of complexity? Were there any specific moments or interactions that stood out to you? Why?	
What did you learn about complexity and emergent behaviour from this activity that could be applied to future activities?	
How can you use this experience to further develop your understanding and to navigate complexity and emergence in the learning process?	

Deal With It: Questionnaire 2 – Learner

The score is on a scale of 1 to 5, where 1 means the least important or smallest change, and 5 means the most important or biggest change. By adding up your scores, you can see how complex the activity was.

Question	Answer/Score
Did you have any new thoughts or learn anything new during the activity? (1-5)	
How much did these ideas or thoughts help you? (1-5)	
Did friends, family, or other people play a part in the activity? What other connections did you make with people or things (1-5)	
Did your ideas or thoughts change during the activity? (1-5)	

Deal With It: Questionnaire 2 – Learner

Question	Response
Did anything surprising happen? (1-5)	
Did talking or working with others lead to new ideas? How? (1-5)	
Was it hard to make choices because of the activity? Why? (1-5)	
What was it about the activity that made it more complicated? (1-5)	
Do you know what you learned from the activity? If so, what? (1-5)	
How will this activity help you in the future when things are complex or difficult? (1-5)	

Prioritising Safety During Discussions

While stretching learners is important for their growth, it is also important to make sure they feel confident in tackling situations and challenges without excessive risk. As a facilitator, you will need to create a supportive environment that encourages experimentation, while maintaining an overall tone that is sensitive and non-judgmental.

Ask learners if the scenarios spark their curiosity, who they might consult for advice, remind them to recall their supporting relationships and networks, how determined they might be in their response to these situations and scenarios, and what they imagine might happen. Don't forget to explore their observations and any risks they might identify in the scenarios. Encourage them to reflect on whether they are drawing from previous experiences and why. Discuss the reliability of such experiences and how they can influence the learners' perspectives.

Focus on the learners' behaviour, emotions, and thoughts, as well as their attitude towards the learning or discussion. Invite them to share their insights with the group when appropriate. Remember, complex learning is not solely about open-ended discussions; it also involves attending to and optimising the various mental, emotional, and physical attitudes, connections, and responses within the learning environment.

But above all, enjoy it.



DEAL WITH IT

Window Frame



You're in the middle of a fabulous maths test. On a difficult question, you look out of the window for inspiration. Unfortunately, the friend sitting next to you sees you looking in his direction. His hand shoots up to tell the teacher you're copying. It seems your friend is determined to get you into trouble, and by the expression on the teacher's face, you are!

What do you say?
Why is this happening?
Has something like this ever happened to you?

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Two Player Game



In the middle of break time, you go to the classroom for your water bottle and see your form teacher at his desk. You notice he's playing games on his mobile phone. He knows you've seen him, and he quickly puts his phone away. The thing is, at registration time this morning he gave the class a firm talking about why mobile phones were "quite rightly" banned from school because pupils "wasted too much of their lives" playing games on them. Well, this is a bit awkward!

What's the problem here?
What would you do?

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Media Attention



During a friend's birthday party, Carly Piggot took a photo of you eating some mega-hot, chilli crisps. Your face is red and tears are rolling down your cheeks. It's funny at the time, but when you see the photo you think it's a bit embarrassing so you tell Carly to delete it. But she just laughs and says she's going to text it to the Year Group chat. She does, and everyone laughs. You keep asking her to remove it, but she doesn't.

What do you do in this situation?
What happens if she refuses to delete it?

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The Power of Love



Your two friends are arguing during break time over which of them is going out with Madison Potter. One of the two asks you to pass Madison a message, but the other tells you not to. You feel in the middle of an awkward situation and pressured to act. You are good friends with them both.

What could happen here?
What's the best thing to do?

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Party Politics



It's your birthday party soon, and you've decided not to invite Karl Tonks this time because he's been really annoying. But Karl hears about the party and pesters you at every moment of the day to ask why he wasn't invited. He follows you around for days: "But WHY?", he keeps asking, "But WHY?, WHY?" It's becoming unbearable. The last time he wasn't invited to a friend's party he made life difficult for that person. He's now beginning to turn against you.

What would you do?
What's the best way to handle the situation?

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Close Friendship



A pupil you know well in a different year is very "matey" with you. They give you a hug every time you meet up. They've now started to put their arm around you and tickle you in the ribs for a laugh every time they see you.

What do you think is happening here?
How do you handle this situation?
What would you say?

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Classroom Confidential



On the way home you realise you've left your coat in the classroom, so you go back. When you get there you see your teacher talking to someone on her mobile phone. She hasn't seen you. You overhear her saying she's very stressed with her job and that she doesn't like the school and your class is very difficult. She suddenly notices you and quickly ends her call. She asks you to not say anything to anyone - to keep it a secret. You agree not to say anything, even to your parents.

What's wrong with this, and why?
What would you do or say in the same situation?

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Negative One



You are convinced your new maths teacher doesn't like you. Ever since the start of term when he thought you were chatting instead of listening (you were actually listening), he's got it in for you - big time. He's always sarcastic and calls you things like 'beanpole' because you're tall. He's been like it all term. You tried to say something once but he told you to shut up and get on with your work.

How would this make you feel and why?
How would you handle this situation?

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Second Bestie



You're texting with a friend, Alex. He says that your best friend, Blair, has started saying bad things about you behind your back. You're pretty shocked. But Alex's advice to you is to say nothing - completely ignore the bad things Blair is saying - "block and blank" is the only strategy. So after some thought, you take Alex's advice. Alex is now texting every day as your new "bestie". Something doesn't feel right.

What do you think is going on here?
What's the best way to sort this out?
Has something similar happened to you?

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Prying Parents



You spend Saturday with a new friend and his parents at the Snow Slope. Over lunch, your friend's parents start to ask questions about your family: how long you've lived in your house, what your parents do, where they're from, how old they are and whether they're married etc. You like your new friend, but you begin to feel very uncomfortable about the questions so you stop talking. But your friend's parents are very persistent.

What would you say?
What are the parents doing wrong, and why?

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It's No Game



Your friend has an awesome gaming room. You've been playing there for only 10 minutes when in walks your friend's Dad. He's clearly in a bad mood: "Get out you two before I literally throw you out". You run out, scared. Your friend says he's like that a lot. You then realise you have to spend the rest of the day at the house but you haven't got your mobile phone with you. You can hear your friend's Dad shouting and throwing things around.

What's the best thing to do or say in this situation?

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Public Pool



It's a boiling hot Summer's day and your friend is having a garden pool party. There are lots of people there, and you're having a great time diving and bombing. You have a rest on the side of the pool and look around. You notice some parents and their friends taking photos of your group - some of you, some of the others. A couple of them are making your friends pose for photos.

How would you act in this situation?
What would you say?

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Nobody Minds



After school, your best friend invites you back to their house. You ask if it's ok with their parents, but they say no one ever gets home until 10 pm, and sometimes they don't get back until 3 am, so it's actually quite awesome because you'll have the whole house to yourselves.

What do you think about this?
What problems come to mind, and why?

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Online Opposition



You're playing the online game 'Two Weeks of Mayhem' with a group of classmates. Whenever you join, you can hear them saying you don't play like they want you to. They keep creating a separate party between themselves. At school, they act ok, but when they're online they become very unkind. You want to continue playing with them, but you're not sure how to, and it makes you feel a bit miserable to be excluded.

What do you say to them?
How do you make sure it stops happening?
What would you do?

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Tough Choice



One lunchtime you see an older friend push and then punch a smaller pupil. The pupil is clearly upset. It could be bullying, but you're not sure. You speak to the pupil afterwards but s/he pleads with you not to say anything and if you do, their life will be made even more miserable.

Who knows best?
What do you say or do?

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Cut the Attention!



You've had a new haircut. A bit "on the edge" but extremely cool, even if you do say so yourself. When you walk into the classroom the next morning, the teacher says: "Oh, er ... new haircut?" People begin to snigger. You notice one or two keep looking back at you, laughing and whispering. It goes on all day and the next day ...

What would you do if you were the teacher?
How would you avoid attention? Should you?
What do you say?

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Unbalanced Equation



Mr Bidmas, Head of Maths, is covering your lesson while your teacher is away after an unfortunate incident with a sandwich. For some reason, you don't really understand a question and you feel lost. Each time you get a question wrong he says: "NO, NO, NO" to you and "WELL DONE EVERYONE" to the others. This is odd and it happens for every question. You're normally good at maths, but you start to feel frustrated. You ask him to explain again, but he tells you that you should have been listening more carefully.

How does this make you feel?
What would you say and who would you talk to?

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Running on Empty



You're made to wait outside the dining hall during lunchtime because apparently there are too many people in there. When you finally get inside there's no food left. You ask the staff, but it's all gone. So now you're really hungry and don't have any snacks or money. After lunch, you can't concentrate on your lessons. The last lesson is sport. You feel weak and don't think you can manage for the rest of the day.

What would you do or say in order to make yourself feel better?
What if it happens again?

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In Deep Water



After leaving the pool from your class swimming lesson, you go to get dressed. Bad news - you can't find your clothes! You search high and low but they're nowhere to be seen. You ask around ... but nothing. Everyone's busy getting themselves ready. Tension mounts. The changing room slowly empties. No one is left. Time passes, but no teacher. The next lesson has started. You're stranded!

How do you get out of this situation?
What thoughts or emotions would you have?
What do you need to consider?

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Strange Reality



You notice your classmate is acting weird first thing in the morning. He seems to be a bit spaced out and he smells funny. He's a good friend but you are concerned about him. You think he might be taking drugs, so you ask him. He denies it and laughs, but tells you not to say anything to anyone.

How would you feel in this situation?
What makes this situation difficult?
Would you say or do anything? If so, what?

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Teacher Nose Best



You've got an itchy nose and start to scratch it. The teacher stops the lesson and asks why you are risking everyone's health by picking your nose, and that it's a filthy habit. He goes on to tell the class "Make no mistake, picking one's nose is a selfish and dangerous practice in a world of viruses". Much to everyone's entertainment you are told to leave the classroom, without touching the door, and to go and wash your hands.

How would you feel in this situation?
What do you do to feel better to handle it?
Would you say or do anything? If so, what?

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Tormenting Time



A pupil in your class has a stammer. You've noticed that during breaktime people have started to make fun of the way he speaks. He's getting upset. You start to say something to the group, but they just laugh at you, and the boy gets even more embarrassed.

Why is the group doing this?
What is the best way to deal with it?
What do you think might happen after this?

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Some Friends!



You're with a group of friends at break time. One of them starts teasing a boy - saying that he "must be gay" because he's wearing pink socks. You've heard this boy and his friends say similar things to others. The group of boys are older and bigger than most other kids. Everyone's too scared to say anything.

How would it feel to challenge the group?
Is it important to say or do something? Why?
What would you say?

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Miss Judged



Ms Particle, the Science teacher, is giving a presentation. For some reason, the whole class is making lots of noise. You, however, are only chatting quietly with the person next to you. Ms Particle turns round and sees you talking. "GET OUT!" she says, "UNTIL YOU HAVE LEARNED TO BEHAVE IN MY CLASS". Everyone laughs. You try to protest, but Ms Particle shushes you and points at the door. In your end-of-term report, she gives you a 'D' for your 'Attitude to learning'. Your parents tell you that you need to pay more attention. This all seems so unfair.

Should you be more assertive?
What's the best way to handle this situation?

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Love's Labour's Lost



Your good friend, Ash, is going out with Drew. However, during break time yesterday, Drew told you they no longer want to go out with Ash. But Drew has made you promise not to say anything to Ash (are you following this?). So you agree. Today Ash asks you what you think Drew would like for a Valentine's gift. Err ...

What are the difficulties here?
What do you say?
Do you do anything?

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Play it Cool?



It's a hot Summer's day, and there's a charity ice cream sale during the afternoon break. Just before the break, you see your friend take some money from the teacher's desk and give it to his younger sister, who's been crying because she hasn't any money for ice cream. In your next lesson, the teacher suddenly stands up: "OH! ... IT APPEARS WE HAVE A THIEF IN THE CLASS. WHERE IS THE MONEY THAT WAS ON MY DESK?". Silence. The boy with the sister does not say anything. Now the whole class will be in detention unless the culprit steps forward. But the boy remains silent.

What would you do? Why?
Do you agree it's always wrong to steal? Why?

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Past Tense



You're late for your maths lesson. On the way to the classroom, you see a piece of paper on the floor. It looks important so you pick it up. As you begin to read it you realise it's ONLY THE QUESTION PAPER FOR YOUR END OF YEAR MATHS EXAM - TODAY! The teacher must have dropped a copy on his way to class. But no one's around - no one has seen you pick it up. And you've already seen half of the questions which you can't get out of your mind.

Why is this a dilemma?
What would you do, and why?

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The X Files



You're on the computers during a rainy lunch break. Before finishing you tidy up the desktop and permanently delete some files. Tidy job! The next lesson is computer science in the same classroom. At the beginning of the lesson, the teacher notices some of his files missing. In a fit of rage he leaps up, red-faced, and accuses the pupil who is now sitting at that computer of "completely ruining" his lesson. The pupil is in tears. He's now convinced it's his fault and is given detention for a week. Fearful, you say nothing.

How might you feel, and why?
What would you do?
What would make you change your mind?

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The Greater Good



It's charity day at school. Everyone's been asked to bring in some money to donate to the school's chosen cause. This year it's going to those whose lives have been devastated in an earthquake. Your class has done a lot of work towards this over the last few weeks, and yesterday your teacher reminded everyone to bring in their money which will go towards food, blankets and housing. But on your way to school this morning with your donation, you see a homeless man lying on the floor with a small sign asking for money - which you have in your pocket.

What would you do?
Is there a choice? If so, how do you choose?

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A Friend in Need



A friend comes up to you looking upset. At the same time, you see that another friend is being pushed into a corner and threatened by an older pupil. No one else is around. You can't help them both, but both need help. What do you do?

How would you feel in this situation?
What helps you decide?
What would you do and say?

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Too Close For Comfort



There's a nasty virus going around. You notice your friends keep coming too close - putting hands on you, laughing near your face and basically not keeping a reasonable social distance. It's the same in the corridors - too many people up close together. You tell your friends to remember to keep their distance. But they laugh and tell you to chill out, you won't catch anything. They mock you for being scared.

Who is right?
How does it make you feel?
What do you say or do?

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Sticky Situation



Gross! You see the person sitting next to you pick their nose vigorously and then grab your only pen. The teacher asks you to start writing, but there's no way you're going to touch that "infected" thing. The teacher looks at you and says: "PICK.UP.YOUR.PEN.AND.START.WRITING ... NOW!".

What do you say and do?

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Engineering Beliefs



You notice that your Design and Technology teacher sometimes suggests how women are probably not as skilled as men when it comes to technology and engineering. He says that because apparently it's a fact that women are not as used to engineering or as physically strong as men there are not as many women in engineering and technology jobs - "fact"! Many boys in the class nod in agreement, even some girls. You want to challenge him, but he's a serious and loud teacher, and you appear to be in the minority.

What's the issue here?
How would you feel if you said something?
How would you handle it? What might you say?

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Pop Classics



In your lesson today you're listening to a piece of classical music. The teacher is obviously loving it. You notice it's very similar to a pop song you know, so you put your hand up and tell the teacher. But he just smirks and says: "Pop music, of course, is a sort of ... inferior version. You really need to learn classical music first. It's just like Latin - only when you learn Latin do you really understand the English language".

Do you agree? Why?
How would you express your opinion?
What words or examples might you use?

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Necessary Evil?



It's the science lesson, and today you're dissecting a dead rat! The teacher, Mrs Ventricle, says the activity is "an extremely educational experience". As she begins, you suddenly feel the need to speak out: "Miss, it's cruel!". Mrs Ventricle glowers at you and tells you not to be emotional - that this is science, and science is important. She says experimenting on animals has helped cure many horrible diseases, and that she is sorry, but using animals like this is "much more important than how we might feel about our pets".

Do you agree with Mrs Ventricle?
How would you argue both sides?
How would you assert your view either way?

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What to Believe



Your religious studies teacher is talking about the most popular religions in the world. He goes around the class asking what religion each person in the class belongs to. One boy tells the class his religion, but you notice a couple of pupils snigger and say it's "one of those weird religions", and "not even the official one for this country".

How does this make you feel?
What would you say in response?
What would you do if this happened outside the lesson?

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Double Standards



You arrive early to school today. As you walk past the teachers' car park, you see the deputy headteacher, pulling into his extremely important parking space. Unfortunately, while reversing, you see him scrape against another car. He gets out to check for damage, looks around to see if anyone saw, and carries on as normal. In his lesson that morning you see him telling off a boy in your class for not owing up to drawing graffiti on a desk.

What sort of problem is this?
Would you say anything? If so, what?

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Toxic Situation



A friend of yours invites you to meet up in the park after school. When you get there your friend is in a group. One girl is holding what looks like alcohol and a vape. The girl offers you some and pressures you to take a sip and puff while the others egg you on. Just to shut them up you take a sip. Later at home you feel guilty and want to say something, but you know you'll get into a lot of trouble, and your friends will know it was you who told on them.

How would you feel about saying something?
What would you say? What words do you use?
Who might you speak to?

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Uncomfortable Viewing



Your friend shares a picture with you of a naked person they found on the internet. You are now worried because you have the image on your mobile phone. Your friend tells you it doesn't mean anything - it's just a laugh and all your friends look at this type of thing. At school, you notice other people sharing similar images.

What's the problem here?
What are your concerns?
How do you make the situation better?
Who do you speak to and what might you say?

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Zero Tolerance

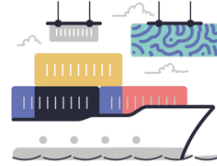


You're with a group of friends during break time and you notice how a couple of them have started talking about girls inappropriately. It's gone on for a few weeks. One boy keeps trying to show you images of them on his phone. He's even started to say rude things to girls as they walk past which makes them feel alarmed and uncomfortable. You're embarrassed by the behaviour because the girls are friends of yours.

Why is this wrong?
What do you think it happens?
What can you do to stop and prevent it?

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Helping a Friend



You notice that your friend Jamie has seemed very detached over the past few months. She very rarely goes to after-school clubs now, and when she does, she doesn't speak to anyone. You're worried about her. When you see her alone you notice she just keeps looking at her phone, and she also looks really tired. You ask her if she's okay and after a while she says she's been feeling really down lately about home, but asks you to promise not to tell anyone. If you don't say anything it would help her.

What do you think could be wrong?
What would you say to Jamie?
How would you deal with this?

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Friends of Friends



You play an online game every day with some classmates. You're often joined by friends of friends - Ali and Corey. You don't know them but they're still part of the group and you chat with them. Sometimes you only game with them both. They ask you if you look like your character in the game and which school you go to.

How would you handle this situation?
Has it happened to you?
What might happen next?

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Hand of Friendship



Ryan is constantly worried about dirt or catching a virus. Some days you've seen him wash his hands over 20 times. Your friends always make fun of him - it's a bit of a joke to them, but you're worried. When you ask Ryan why he does it he just says that viruses can kill you and they could be anywhere. You notice his hands are red and raw with so much washing and now he's even started to wear gloves and keeps an extra distance from everyone.

What do you think about this?
How could you help Ryan?
Would you say anything to him?

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Seasonal Change



Billy is your best friend. You've both been in the football team since you started school. When it's football season Billy is extremely competitive. But he gets upset if he doesn't score. He says his parents will be angry because they put a lot of time and effort into his football, especially at the weekends. The team hasn't won in a while and Billy seems anxious and more miserable than ever. He says if he doesn't score, something serious is going to happen. He refuses to say what.

Would you say anything to Billy or anyone else?
What issues might you need to think about?
What would you do?

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Skirting The Issue



Alex is 14. As his friend, you've always known that he likes to wear skirts and dresses at home. One day he comes to school wearing a skirt and tells the teacher he has changed his name to Alexandra. Your teacher refuses to call him by his new name and sends him out to the head teacher. Alex is visibly upset.

Did your teacher do the right thing?
What would you say to your classmates?
What would you say to Billy?
How might he feel?

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A Gender



Your friend, Aspen, identified at your previous school as a boy, but at your new school, she now identifies as a girl. Aspen doesn't want to use the boys' bathroom because she gets verbally abused by some pupils. The teachers don't let her use the girls' bathroom either. She is called names and even has horrible words written on her bag and locker. You find her hiding in the cloakroom crying.

What would you say to Aspen?
What could the school do to help her?

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Who are you?

s/he,her,him,they,zie,hir



Mr Naylor, your Phys Ed Teacher, keeps referring to your whole class as "guys". One morning he even said to a group of girls "Well done guys". This doesn't seem right to you, so you speak to some of the girls. A few of them don't mind and say it's just an expression and it doesn't harm anyone. But some of them do mind.

Would you do or say anything?
Is this a problem?
What other words of language could be changed at school to be more neutral?

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Team Trouble



You scored an own-goal in the school match last week and as a result, your team lost - by one own goal - which YOU scored! Your teammates have been criticising you and ignoring you all day, every day for nearly a week, and even mocking you. You've had enough.

How would this make you feel?
What is wrong about this?
How do you deal with it?

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To Spill or Not to Spill



On your way back from the dinner queue you accidentally spill a nice big portion of spaghetti bolognese down the shirt-back of Mr Gunner, the Head of Sports. Mr Gunner has already gone ballistic at you today for not paying attention in his lesson. But he's now so involved in his pie and mash that he didn't feel the spillage down his new shirt, which he said his daughter gave him for his birthday today. In fact, no one has noticed - you don't think ...

What do you do in this situation?
What goes through your mind and how did you reach your decision?

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Testing Situation



You're in a mid-term exam. Halfway through, your lifelong, bestie-that-you-have-known-since-you-were-five-and-also-lives-next-door, who is sitting right behind you, gently kicks your chair and whispers desperately for help on some questions. The teacher is not looking.

Do you help? Why.
What are the things you need to consider?
What would make you change your mind?

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Diss-Information



A classmate, Addison, has been saying you called them fat and ugly in text messages. Everyone's now coming up to you saying it's out of order and you should apologise. The only thing is, it's completely untrue - the messages are fake. Your teacher found out and spoke to you harshly about body shaming language. Now she demands to see your phone.

How would you handle this?
What happens if you still don't convince people?

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