

Murder Games

The Life and Death of Breck Bednar

How to use the Murder Games docudrama in the classroom

What is the Murder Games programme about?

Murder Games is a BBC Three docudrama that tells the true story of Breck Bednar, a 14-year-old schoolboy from Surrey who was murdered after being groomed online.

Breck was befriended by an older teenager, Lewis Daynes, while playing online video games. Over the course of nine months Lewis became gradually more manipulative towards Breck, eventually persuading Breck to travel alone to Daynes's flat in Essex where he murdered him.

In January 2015, Lewis Daynes, 19, was sentenced to life in prison and will serve a minimum of 25 years in custody.

Before using the teaching resources specially produced to accompany the **Murder Games** classroom clips, we strongly advise teachers to read the actual news stories listed below that were published at the time so that they understand the potential upset this may cause to students.

Related stories from the BBC

Breck Bednar stabbing: Lewis Daynes admits boy's murder

<http://www.bbc.co.uk/news/uk-england-essex-30193056>

Breck Bednar murder: Lewis Daynes sentenced to life in prison

<http://www.bbc.co.uk/news/uk-england-30786021>

Be Smart: Interview with Breck's mother Lorin LaFave

<http://www.bbc.co.uk/webwise/0/31008894>

Using the resources

As the content will spark challenging discussion and debate, teacher facilitation of these resources is essential. The content is intended to support and enhance the PSHE and Citizenship curriculum for students of 14 years old and upwards.

The content is designed to highlight the dangers of online grooming and provide discussion points around the themes of grooming, manipulation, coercion, stranger danger, online safety, and age appropriate games and content.

What are the resources?

To accompany each clip there are two printable resources:

Teacher Notes with teaching ideas, key questions and sources of help and advice.

Student Notes that outline the background to the story and set each clip in context.

What are the resources?

There are three clips and accompanying resources which can be delivered by teachers in the classroom, but are not anticipated to be worked through in one session.

Clip 1 - Grooming: spotting the signs [Teacher Notes and Student Notes]

Clip 2 - Something doesn't feel right [Teacher Notes and Student Notes]

Clip 3 - Am I safe online? [Teacher and Student Notes]

Further Reading and Resources

Relevant sources of help and advice can be found at the bottom of each worksheet.

For further information and alternative lesson plans CEOP has a dedicated area for teacher resources.

The Child Exploitation and Online Protection Centre is the UK's national law enforcement agency that focuses on tackling the sexual abuse of children. They have a facility for reporting abuse directly via the CLICK CEOP button.

Thinkuknow is an education initiative by CEOP providing a wide range of resources for young people and those who work with them - <https://www.thinkuknow.co.uk>

Curriculum information

England

PSHE education Programme of Study (key Stages 1 – 4)

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

Northern Ireland

Key Stage 3: Statutory Curriculum

http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/statutory_requirements/statutory_curriculum_ks3.pdf

Key Stage 4: Learning for Life and Work

http://ccea.org.uk/curriculum/key_stage_4/areas_learning/learning_life_and_work

Scotland

Education Scotland: Health and wellbeing across learning

<http://www.educationscotland.gov.uk/learningandteaching/learningacrossthecurriculum/responsibilityofall/healthandwellbeing/experiencesandoutcomes/index.asp>

Wales

Wales: Personal and social education framework for 7 to 19-year-olds

<http://learning.gov.wales/docs/learningwales/publications/130425-personal-and-social-education-framework-en.pdf>

On the next pages teachers can see how the content relates to the relevant curricula or England, Northern Ireland, Scotland and Wales below.

England

PHSE Association Programme of Study: Key Stage 3 Core Theme 2: Relationships

Pupils should have the opportunity to learn:

- The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- The features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- To recognise bullying and abuse in all its forms (including prejudice- based bullying both in person and online/via text, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted
- The support services available should they feel or believe others feel they are being abused and how to access them
- The safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

Computing Key Stage 3

Pupils should be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

PHSE Association Programme of Study: Key Stage 4 Core Theme 2: Relationships

Pupils should have the opportunity to learn:

- The characteristics and benefits of positive, strong, supportive, equal relationships
- To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including honour based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- Different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- How develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond

- How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- To recognise when others are using manipulation, persuasion or coercion and how to respond
- The role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)

Computing Key Stage 4

Pupils should be taught to:

Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Northern Ireland

Personal Development Key Stage 3 (statutory)

Key concept: Personal Health

Pupils should have opportunities to:

- Develop strategies to promote personal safety, for example, responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc

Personal Development Key Stage 3 (continued)

Key concept: Relationships

Pupils should have opportunities to:

- Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc
- Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships, etc

Key concept: Relationships

Pupils should have opportunities to:

- Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc
- Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation, etc

Personal Development Key Stage 4 (statutory)

Pupils should have opportunities to:

- Develop an understanding of how to maximise and sustain their own health and well-being
- Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences
- Recognise, assess and manage risk in a range of real-life contexts
- Develop their understanding of relationships and sexuality and the responsibilities of healthy relationships

Scotland

Mental and Emotional Wellbeing Outcomes

- The pupils are aware that we all experience a variety of thoughts and emotions that affect how we feel and behave and they are learning ways of managing them. **HWB 3-02a and HWB 4-02a**
- The pupils understand that there are people they can talk to and that there are a number of ways in which they can gain access to practical and emotional support to help them and others in a range of circumstances. **HWB 3-03a and HWB 4-03a**
- The pupils understand that their feelings and reactions can change depending upon what is happening within and around them. This helps them to understand their own behaviour and the way others behave. **HWB 3-04a and HWB 4-04a**
- The pupils know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As they develop and value relationships, they care and show respect for themselves and others. **HWB 3-05a and HWB 4-05a**
- The pupils are learning skills and strategies which will support them in challenging times, particularly in relation to change and loss. **HWB 3-07a and HWB 4-07a**
- The pupils understand that people can feel alone and can be misunderstood and left out by others. They are learning how to give appropriate support. **HWB 3-08a and HWB 4-08a**

Relationships, Sexual Health and Parenthood Outcomes

- The pupils recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a and HWB 4-45a**
- The pupils are developing skills for making decisions about their relationships and sexual behaviour. They are able to apply these to situations that may be challenging or difficult. **HWB 3-46c and HWB 4-46c**
- I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. **HWB 3-49b and HWB 4-49b**

ICT to enhance learning outcomes

- By considering ways to protect technological devices, pupils can act safely and responsibly when selecting and using different technologies to communicate and collaborate. **TCH 3-08a**
- Pupils can work with others to plan and use a learning group for sharing experiences, ideas and information within a secure online environment. **TCH 4-08a**

Wales

Key Stage 3

Active citizenship

Learners should be given opportunities to:

- Develop respect for themselves and others
- Participate in school and the wider community

And to understand:

The key aspects of the criminal justice system and how they relate to young people

Key Stage 3

Health and emotional well-being

Learners should be given opportunities to:

Display a responsible attitude towards keeping the mind and body safe and healthy

And to understand:

- The law relating to aspects of sexual behavior
- The features of safe and potentially abusive relationships
- The role of marriage, the importance of stable family relationships and the responsibilities of parents
- The range of emotions they experience and how to develop strategies for coping with negative feelings
- The benefits of accessing different sources of information, support and advice

Moral and spiritual development

Learners should be given opportunities to understand:

- What they believe to be right and wrong actions and the moral dilemmas involved in life situations

Developing ICT

Learners should be given opportunities to:

Use ICT safely and responsibly, following safe practices

Key Stage 4

Active citizenship

Learners should be given opportunities to:

Develop respect for themselves and others

And to understand:

The importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media

Health and emotional well-being

Learners should be given opportunities to:

Develop a responsible attitude towards personal relationships

And to understand:

- The range of sexual attitudes, relationships and behaviours in society
- The importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
- How to access professional health advice and personal support with confidence

Moral and spiritual development

Learners should be given opportunities to understand:

- The factors involved in making moral judgements

Developing ICT

Learners should be given opportunities to:

- Use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices