# Childnet International

# CROSSING THE LINE

A practical **PSHE** toolkit
for educators to explore
**online behaviour**
and consequences

Films and lesson plans
focusing on the issues of:

- **CYBERBULLYING**
- **SEXTING**
- **PEER PRESSURE**
- **SELF-ESTEEM**

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# Contents

# Letter from the CEO

Childnet International is a children's charity whose mission for the last 20 years has been to make the internet a great and safe place for children.

Childnet International is a children's charity whose mission for the last 20 years has been to make the internet a great and safe place for children. By working in partnership with others, we seek to give young people the knowledge and skills to navigate the online environment safely and responsibly.

We are delighted to produce this practical PSHE toolkit with support from the Government Equalities Office and the European Commission. From our work in schools speaking to thousands of young people, staff and parents about internet safety, we recognise that there is a real need for practical, easy to use educational resources that challenge and guide online behaviour. The internet can be a fantastic resource for young people to learn, share and connect with the world, however it can also present young people with challenging situations. The films and activities within this toolkit aim to empower educators to **generate discussion** among young people about their online lives, and hopefully to steer them towards making positive choices online.

At Childnet, we believe it is important to include the voice of young people in all aspects of the work we do. By listening to young people at our school visits and by keeping abreast of academic research, we've focused our films and lesson plans on the topics of cyberbullying, sexting, peer pressure and self-esteem. We also conducted five focus groups with young people to ensure the script and storylines in our films were as realistic as possible. 20 schools were invited to take part in the toolkit's piloting phase to assess how effective a resource it was. 100% of those who responded agreed or strongly agreed that the activities and films were effective in addressing the topics involved and 100% also said that they would recommend the toolkit to other teachers.

We hope that you find this toolkit engaging, useful and relevant, and that it empowers you to explore these sometimes delicate and sensitive issues with confidence so that you generate lots of interesting discussions about online behaviour.

**The PSHE Association's Subject Specialist Karen Summers says;**

The 'Crossing the Line' toolkit from Childnet is packed with ideas and activities to initiate thought provoking discussions around online behaviour and its consequences while supporting crucial characteristics such as: self-management, dealing with unforeseen challenges and recognising the impact of choices on self and others.

This is a highly engaging resource which enables pupils to reflect on the challenging choices and dilemmas they are faced with when their behaviour 'crosses the line'.

**Will Gardner, CEO of
Childnet & Director of UKSIC**

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This toolkit is comprised of four films and accompanying lesson plans which explore the idea of 'Crossing the line'. Young people like to push boundaries, and at times they might take a joke too far or engage in risky behaviour online. From behind a screen, they can't always predict the consequences of their actions. Through discussion and activities, this toolkit challenges young people to not only reflect on their own behaviour online and discover what 'crosses the line' for them, but also that they know who and how to report when/if aspects of their online lives go wrong.

The purpose of this toolkit is to help educators **generate discussion** among young people about their online experience. Using the short films as a spring board, the toolkit covers relevant topics such as cyberbullying, sexting, peer pressure and self-esteem. This toolkit, along with the films, can be found online at **www.childnet.com/PSHEtoolkit**. All aspects of the resource are free to download and are subject to **Creative Commons**.

### What age group is this toolkit for?

This toolkit is primarily to be used with young people from **Key Stage 3** (11-14 year olds), however feedback from teachers have outlined that some activities (**noted with a * on the matrix**) may be suitable for a mature upper key stage 2 class (10-11 year olds). Please check activities in advance to ensure it is appropriate for your year group.

"It's a current resource with a video that reflects our current student's world. The resources were easy to use and had information to support further discussions."
**Teacher feedback, 2015**

### How can I use this resource if my school doesn't have a dedicated PSHE lesson?

This toolkit has been designed to suit the needs of different educators. Although not designed as an assembly resource, educators can be selective in the activities they use according to their PSHE timetable, eg. Should you have a 40 minute PSHE lesson, 15 minute's tutor time, or if you lead a youth group, there are different aspects of this toolkit that you can do.

**Cyberbullying lesson plan:**

| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter** | Define cyberbullying and explain school policy * | 5 mins | Whiteboard | Whole class |
| **Film** | Watch the film 'gone too far' | 5 mins | Projector, whiteboard, WIFI | Students watch |
| **Discussion** | **Discussion questions** – Explore the themes of the film more in depth | 10 mins | n/a | Whole class |
| **Follow on activity A** | **Finish the film role play** – taking the roles of characters, what happens next in the film? * | 10 mins | Worksheet 1.1: Text message | Group work |
| **Activity B** | **Triangle Six Activity** – are these examples of cyberbullying? * | 10 mins | Worksheet 1.2: Examples of cyberbullying | Group work |
| **Activity C** | **Moral compass** – where is the line? * | 10 mins | Worksheet 1.3: Statements to be put around room, projector | Whole class |
| **Plenary** | **How to get support** | 5 mins | Projector | Whole class |

# Guidance for Educators

This section aims to empower educators with the knowledge and support to deliver the activities within this toolkit effectively. It contains key information for each lesson plan, along with FAQs, an overview of the laws that regulate online behaviour and helpful tips on what to look out for in the toolkit.

The internet and technology can be great resources to use in teaching. However, as the **Computing curriculum** outlines, young people need to understand how to use technology and the internet in a safe and responsible way. [2] Schools and educational settings can play a key role in equipping students with the skills and tools to ensure responsible and respectful online behaviour. It is important as educators to guide young people into making positive choices both online and offline.
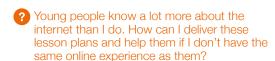
## Questions about the toolkit:

**?** Who are the films suitable for?

We recommend you view each film before showing it to your group of young people. The films are available on our website, under each lesson plan at **www.childnet.com/pshetoolkit** and can be easily streamed or downloaded. If you're worried about your WiFi connection, we recommend you download the films in advance to ensure they play correctly. Although the films have been rated by the BBFC, it is important to ensure the films are suitable and age appropriate for your pupils and the issues within your school. For more information on how the BBFC have rated the films, **see their rating next to the films** and the explanation they've given. The topics of the films vary from cyberbullying with an LGBT focus, sexting, peer pressure, self-esteem. Some of your students may find these topics sensitive, or even personal to them, therefore it is important to prepare yourself and your class for any discussions that may arise.

**?** Young people know a lot more about the internet than I do. How can I deliver these lesson plans and help them if I don't have the same online experience as them?

Young people can seem very savvy when it comes to technology, however knowing how to use a device, app or gadget doesn't always mean they know how to behave while using it. Technology plays a part, but offline factors such as friendships, romantic relationships, experimentation and peer pressure can all play a role in how a young person might behave online. Friendship problems and peer pressure are issues which have always been faced by children and young people while growing up.

The advice that educators have been giving to students for years around peer pressure, self-esteem and bullying remains the same whether they feel this pressure online or offline. That said, everything is more instant now and photo sharing has moved on. Young people need to make split-second decisions to share on an embarrassing photo of a friend or not. As an educator, you can talk them through their options and the consequences of their actions, to steer them in the right direction. Finally, young people may open up more if you show an interest in their online world. Ask questions about what they like to do online and why. Become their student and ask them to teach you a thing or two – they are sure to enjoy that and once you have gained their trust, they may be more likely to discuss their online issues with you.

For further support and **helpful FAQs**, see page 16.

2: www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study

# Guidance notes to accompany each lesson

"Cyberbullying is when you are verbally attacked online or through devices. It could be Instagram messages, commenting on photos or on social media where everyone comments or gossips. It could also be photos being spread about you that you don't like, or people filming you or taking photos of you without your permission and then putting it on Snapchat or 'your story' which lasts for 24 hours."

**Young Person aged 14, Childnet focus group 2015**

## ⚡ 👤 "Gone too far"
Cyberbullying lesson plan

### Definition of cyberbullying:

> Bullying is purposeful, repeated behaviour designed to cause physical and emotional distress. Cyberbullying is bullying carried out using technologies, particularly devices connected to the internet or to mobile networks. Cyberbullying can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

For more information on cyberbullying, read **Childnet's government supported guidance for schools**: 'Cyberbullying: understand, prevent and respond'. This comprehensive document gives more detail on what cyberbullying is and what schools can do to prevent and respond to it. You will find it at **www.childnet.com/cyberbullying-guidance**.

### 💡 Things for them to consider:

One activity in this lesson plans asks young people to **role-play** the end of the film. Role-play can be a challenging activity for some young people. They will need to role-play some of the characters in the film and imagine how their story finished. As role-play can sometimes evoke negative emotions should the topic be personal for the student, it is important to allow time at the end of this activity for students to be de-briefed, so they can come 'out of role'. For example, 'how did you feel as …'

### Synopsis of film 1: "**Gone too far**"
Running time: 6+ mins    🔺PG

Jason, a top gamer, is the new boy at school and everyone is interested in him. Charlie is threatened by him and challenges him to an online game, which Jason wins. Not happy with this, Charlie starts an online campaign against Jason. With the help of some friends, Charlie shares "funny" pictures and 'jokes' about Jason at first but these comments take a homophobic turn when Charlie accuses Jason of being gay. Aware that many people are laughing at him online, Jason feels lonely and unsure of who to speak to.

| Jason | Charlie | Ben | Jenna |
|-------|---------|-----|-------|

### If you suspect cyberbullying or homophobic bullying happening, what are your responsibilities as an educator?

- Follow your school anti-bullying policy
- Report any concerns you might have to your safeguarding team
- Understand the risks posed by technology and how to help your students report unwanted attention or comments

**Key issues:** cyberbullying, peer pressure, LGBT issues: using homophobic language to bully

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**Things for them to consider:**

If a student is the target of cyberbullying, advise them to take the following steps:

- Talk to a trusted adult – this could be a parent, teacher or by calling Childline on 0800 11 11 or visiting **www.childline.org.uk**.

- Block the person or the number and report them to the service provider, eg Facebook, Instagram or Xbox Live. See how in the **plenary section of the lesson**.

- Always keep the evidence by saving messages or 'screen shotting' them, so you can show it them to a trusted adult later. See more in the glossary section, pg 89.

- You can reply asking the bully to stop, but never retaliate with mean messages as the bully only wants a reaction. If you write something nasty back, you give the bully what they want, and may make the situation worse.

- Report to **True Vision** (**www.report-it.org.uk/home**) if you receive hateful messages and threats because of your race, religion, sexuality or disability.

- Report to the police if you believe that what you have experienced is against the law. Refer to **Laws about online behaviour** (pg 15) section to see what aspects of cyberbullying breaks the law.

**Things for them to consider:**

If a student sees cyberbullying happening to someone else, advise them to take the following steps:

- Report the comment to the service provider if it violates the community guidelines of that site.

- Don't get involved yourself but do tell a trusted adult.

- If you know the person who has received the mean comments, support them in real life and be there for them.

We recommend creating a school definition for cyberbullying, so that everyone is clear on what to look out for. It is important to include young people's opinion in this definition.

For further advice and support on cyberbullying, look at the **FAQs on page 16** and our **signposting section page 31**. Remember if messages are threatening in nature, the police can get involved. Look at page 15 to see what aspects of cyberbullying can **break the law**.
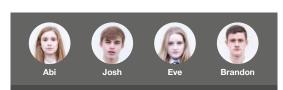
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# "Just send it"
## Sexting lesson plan

**Definition of sexting:**

The term 'sexting' describes the use of technology to create and share personal sexual content. The content may vary, from text messages to images of partial nudity to sexual images or videos.

### Synopsis of film 2: "**Just send it**"
### Running time: 6+ mins

Abi and her friends love to live their lives online; sharing top tips, fashion ideas and fun stories. When her online comments catch the attention of Josh, a boy well known in the school, she is excited. As friendship grows and their like for each other develops, it's not long before Josh's friend encourages him to pressurise Abi to send a nude selfie. She's not keen to do this and seeks the advice of her friends. Mixed opinion and increasing pressure from Josh soon encourage her to change her mind to take the photo. Although Josh intends to delete the photo, his friend Brandon, intercepts the picture and sends it on to others online, which causes much distress for Abi.

**Abi**        **Josh**        **Eve**        **Brandon**

**Key issues:** healthy relationships, the law, peer pressure, consequences of sexting

### Things for them to consider:

We are aware that not all schools will have an office labelled Head of Pastoral Care, as shown in the film. However, it is important to discuss with your students who they can talk to in their school about issues that worry them.

### 'Why do young people send sexts?'

Some young people find themselves under pressure to send naked pictures of themselves, potentially to a boyfriend or a girlfriend. 'Sexting' is not generally a term that young people use, they may speak about sharing nudes, or naked selfies. If clouded by peer pressure, young people may not consider the legal or reputational repercussions of sending a sext. Once they send a naked image of themselves, and if it goes online, it is very difficult to take back and can be easily spread around.

It is important to educate young people about how to resist peer pressure and maintain their self-respect, but also inform them that if they are under 18, sexting is against the law. If informed, the police will take a safeguarding approach towards those involved, meaning the priority is the welfare of the child/children involved. However, depending on the situation, young people need to know that there can be legal consequences and it is important for them to realise it is a serious matter.

### Is sexting common among young people?

It is difficult to get exact figures of how many young people have been asked for, or sent a sext, however, our experience in schools suggest that young people are aware of the dangers of sexting. Reports have indicated that sexting can take prior to a relationship forming, or during it. The **NSPCC annual report** claims that it received 1,213 calls in relation to sexting in 2014/15 and the sexting page on their website is the most visited page. [3]

### How should I speak about sexting?

As an educator, it is important not to normalise this type of behaviour. If it is suggested that 'everyone does it', young people may feel pressure to engage in this type of behaviour. Instead, **a blog from Mediasmart** states that educators must focus on helping young people recognise the signs of healthy relationships, so that they don't feel coerced into doing something they don't feel comfortable doing. Moreover, it is vital to avoid 'victim blaming' and discussions surrounding sexting should be seen as an ethical issue. A key focus should be put on those people who receive sexts and who choose to share the image around to others. [4]

### Is sexting against the law?

If a person under the age of 18 takes and then sends a sexually explicit or partially nude image of themselves to someone else (potentially a boyfriend or a girlfriend), they have broken the law, under the Protection of Children Act 1978. If they take a sexually explicit image of themselves, they have generated an indecent image of a child. If they send it, they have distributed an indecent image of a child and if they have naked pictures of themselves or of other children on their device, they are in possession of an indecent image of a child.

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3: www.nspcc.org.uk/globalassets/documents/annual-reports/childline-annual-review-always-there-2014-2015.pdf
4: http://mediasmarts.ca/blog/sexting-and-youth-confronting-modern-dilemma

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The law is there for **child protection purposes** and the child in the picture is seen by the police as a victim in first instances. **Crown Prosecution Service** guidance states that children should not be prosecuted or criminalised unnecessarily:

> "… the overriding purpose of the legislation is to protect children and it was not Parliament's intention to punish children unnecessarily or for the criminal law to intervene where it was wholly in appropriate." [5]

**?** If you're aware of a sexting incident, what are your responsibilities as an educator?

Sexting is a safeguarding issue and also recognised **in an Ofsted report** as such. [6]

If you have a report of (or you suspect) a sexting incident, you should:

- Reassure the person involved and try to explain to them what might happen next.

- Act quickly and secure the device. This can help the image doesn't get shared further. Do not copy, print or share any of the content, as doing so breaks the law.

- Seek advice – report to your designated child protection officer via your normal child protection procedures.

If a school is concerned that external coercion was involved in the incident of sexting, or if the image was of a severe or extreme nature, a school can involve the police.

For more information, you can look at the UK Safer Internet Centre's advice for responding to and **managing a sexting incident in school** [7] and you can look at the South West Grid for Learning's resource '**So you got naked online …**'. [8]

Further guidance on how to deal with sexting incidents is expected during the summer of 2016.

**?** What should I advise students to do if their naked picture is leaked online?

ChildLine and the Internet Watch Foundation (IWF) joined forces in 2013 to ensure that children and young people, under the age of 17, know where to turn to for help to get sexually explicit images of themselves that are online removed. The role of the IWF is to remove all indecent images of children from the internet. ChildLine is a confidential service, but to make a report on a child's behalf to the IWF, they need to confirm who the child is and their date of birth. A ChildLine counsellor can explain the processes involved and will always try to help as much as they can. ChildLine is always open – call 0800 1111 anytime.

5: http://cps.gov.uk/legal/v_to_z/youth_offenders/#a29
6: www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015
7: www.saferinternet.org.uk/news/responding-to-and-managing-sexting-incidents-updated-advice-for-schools
8: http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online

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## "Back me up"
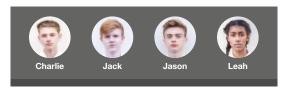### Peer pressure lesson plan

### Definition of peer pressure:

> The Cambridge Dictionary defines 'peer pressure' as the strong influence of a group, especially of children, on members of that group to behave as someone else does.

### Synopsis of film 3: "**Back me up**"
### Running time: 4+ mins

**12**

Although it is unclear why, this film starts with Jack being called to speak with the Head of Pastoral Care. Seen through a series of flashbacks, it becomes obvious that he may be implicated in hurtful online behaviour against someone in school. Although Jack is uncomfortable, his friend, Charlie, puts pressure on him to join in the cyberbullying, saying 'it's just a joke'. Charlie sets up an anonymous 'secrets of the school' site where he and his friends post gossip and mean comments about others. Charlie, worried that the school is now aware of what has transpired, asks Jack to 'back him up' so that he doesn't get into trouble. We also see the friends of the cyberbullying target, Jason, speak about how best to support him. Some would like to stand up for him whereas others feel pressure to say nothing.

**Charlie**  **Jack**  **Jason**  **Leah**

Key issues: bystanders, peer pressure, what is a good friend?

### ? What is peer pressure?

How does peer pressure happen/ start? Do you have any examples?

- **Insults:** making a person feel bad for not doing something, so they eventually will

- **Reasoning:** giving lots of reasons why you should do something

- **Rejection:** being left out if you don't do something

- **Unspoken pressure:** simply seeing your friends wearing something or doing something makes you want to join them

### ? How peer pressure manifests itself online:

> A hurtful comment is being retweeted and shared about someone in your year group. Everyone is liking it, commenting and passing it on. Some people think it is just funny, but you know it's wrong but you don't want to be left out or have people turn on you.

> All your friends have hundreds of followers on their social networking sites and often get well over a hundred likes on their selfies. You only have around 30 friends online and don't like the idea of connecting with people you don't know. However, everyone keeps teasing you and saying you have no friends.

The Cambridge Dictionary defines a '**bystander**' as a person who is standing near and watching something that is happening but is not taking part.

A bystander online could be defined as someone who, for example, sees bullying happening online but who says nothing and who doesn't report to an adult. We want to encourage young people to be **upstanders**, instead of bystanders online. Upstanders are people who look out for others online. In situations of bullying, they might report offensive posts on behalf of the target, or they drop the person being cyberbullied a short message to say they are not alone.

> "Peer groups are important – you can stick up for your friends anonymously (reporting possibly), whether it be online or just defend them in front of others – call it out"
> **Young person, Childnet focus group 2015**

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## Talking Heads
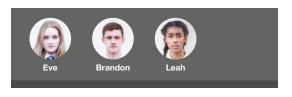### Self-esteem lesson plan

### Definition of self-esteem:

The Cambridge Dictionary defines self-esteem as 'belief and confidence in your own ability and value'.

### Synopsis of Talking Heads
### Running time: 1 min each

A set of three short films which capture online attitudes towards themes surrounding self-esteem. Three characters talk directly to camera, sharing their thoughts about how certain things online affects them. These films are intended primarily to be used as a starting point to open a class discussion about the truth behind some online images, media pressure and the need to fit in or be liked. These views, voiced by actors, were expressed by young people during Childnet's interview and research work.

**Eve**      **Brandon**      **Leah**

Key issues: self-esteem, the need to fit in, media pressure, self-confidence

Although these talking heads have been given a U rating by the BBFC, the content they cover may be mature for some young people as the characters speak about their experiences with social media. Many social media sites (Facebook, Instagram, Snapchat) have an age requirement of 13, as per their **COPPA requirements**. These organisations state that anyone who is using the platform under the age of 13 is breaking the terms and conditions of the site.

"I definitely think guys prefer girls who post selfies, but there's no way I could do that. I just don't have the confidence to put myself out there like that"
**Picture of Leah, Talking Head 2**

The internet can be an excellent resource for young people to keep in touch with friends and to connect with like-minded people, however technology can have an impact on young people's mental health. **A Childline report** has revealed that there has been an 87% increase in counselling sessions about online bullying since 2012 and participants at our focus groups spoke about the fear of being judged by what you write online. [9] Moreover, in 2014/15, Childline noticed a rise in calls about low self-esteem and unhappiness, an increase of 9% from previous years. **The NSPCC chief executive, Peter Wanless**, said: "It is clear from the hundreds of thousands of calls ChildLine receives that we have a nation of deeply unhappy children. The pressure to keep up with friends and have the perfect life online is adding to the sadness that many young people feel on a daily basis." [10]

"People hate because of the kinds of pictures that you post or comments that you leave."
**Young person, Childnet focus group 2015**

### What can I do as an educator to boost young people's self-esteem?

Educators can help to boost young people's self-esteem to increase their resilience against online hate and negative experiences online. It is also vital to encourage young people to think critically about what they see online. Usually, people carefully select what they post online, and from our school visits, we know that young people are aware of 'editing apps' that some people use to ensure their photos are flawless. By installing filters on their photos, or only posting content online that show them having fun, people can give others a false impression of how perfect their life may seem. As educators, it is important to be aware of the pressures young people may face while posting content online, but it is also crucial to remind young people to be content with themselves, and not to compare themselves to others online.

9: www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/bullying-cyberbullying-statistics
10: www.theguardian.com/society/2016/jan/07/online-pressures-unhappy-children-cyberbullying

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# Establishing a safe environment for a high quality PSHE lesson

1. **Create a class contract/working agreement:** Create ground rules/class contract or working agreement with students which will clearly state the agreed basis on which all discussions/participation will take place. Examples could include: taking care when divulging information about ourselves, to listen to each other without judgement. An effective set of ground rules will be in language that is age appropriate and as far as possible, devised as positive behaviours, eg. 'We will listen to each other'… 'We will be sensitive to the needs of other people'.

2. **Anonymous question box:** Invite students to write down any questions they have anonymously at any time, and collect them using an anonymous question box or envelop, which should be accessible both in and after every lesson. As part of the exit slip at the end of each lesson, encourage students to anonymously ask a question which can be collected and answered at the start of the next lesson.

3. **'No real names' policy:** It is important that students feel that their learning is taking place in a safe environment and a PSHE class should be a safe place for them to speak about their feelings. To protect themselves, should students want to tell a personal story or anecdote about themselves or someone else, it is better that they talk in the 'third person' and speak about 'a friend' or 'someone they know' instead of using people's real names.

4. **No obligation to participate:** If at any point, a student wishes not to participate in a certain activity or would prefer not to give feedback, it is better not to insist on it. It may be the case for some students that they have direct personal experience of some of the issues being discussed, and therefore taking part may feel too much.

5. **Seating plans:** As PSHE is a diverse curriculum area where discussion plays a large part in the learning, it may be worth considering an ideal or an alternative seating arrangement that encourages discussion and involvement.

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6. **How to handle questions safely and appropriately:** If a student reveals something to you, or to the class, be conscious of the message you give to the rest of the class through your reaction. For example, try to remain calm if they disclose a shocking story or ask a leading question of a personal nature in class.

When someone does ask a question, make sure you thank them for sharing the story/question. If you are unsure of what to say, check you've understood their question and buy time if necessary. Explain that you might not know the answer, but that you will find out more and get back to them later. You might need to consult a more senior colleague, or check the school policy if it is a safeguarding issue.

Try to always ask the students themselves what they think before giving your opinion. Be aware that how you answer a question may depend on the situation in which it was asked. Consider different responses: short, simple answer to the class, answer them privately after the lesson or value the question but explain it goes beyond the lesson's learning objectives and that you can talk about it another time.

7. **Non-judgemental approach:** A good PSHE class generates discussion, and although some views or opinions can and should be challenged, it is important not to shame or judge a student who shares something sensitive with the class. Moreover, educators should praise students who keep to the ground rules/working agreement/contract and encourage the class to appropriately challenge those who do not.

8. **Expectations around disclosures:** It is important for young people to understand that, while the session provides a space to be open and honest, the school has a duty of care to protect young people. Any disclosures made that are considered by an educator to be a safeguarding issue cannot be kept a secret and must be followed up. This should be reported in line with school safeguarding policy.

For more guidance on how to approach a high quality PSHE lesson, you can read the **PSHE Association's guidelines**. [11]

11: www.pshe-association.org.uk/content.aspx?CategoryID=1156

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# Laws about online behaviour

There are a number of laws that apply to behaviour online.

**?** Is cyberbullying or trolling against the law?

Although bullying, cyberbullying or trolling are not specific criminal offences in UK law, there are criminal laws that can apply in terms of harassment or threatening behaviour. For example, should you receive threatening, obscene or repeated messages and fear for your safety, this is against the law and you should contact the police. Context is taken into consideration, and the police will determine the response on a case by case basis. Some of the laws below are relevant:

**Communications Act 2003**: This Act covers all forms and types of public communication. With regards to comments online, it covers the sending of grossly offensive, obscene, menacing or indecent communications and any communication that causes needless anxiety or contains false accusation.

**Protection from Harassment Act 1997**: This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on one or more occasions.

**The Malicious Communications Act 1988**: This Act covers the sending of grossly offensive or threatening letters, electronic communications or any other form of message with the intention of causing harm, distress or anxiety.

**Equality Act 2010**: This Act states that it is against the law to discriminate against anyone on the ground of protected characteristics. These include disability, gender reassignment (when a person undergoes a process, or part of a process – social or medical – for the purpose of reassigning their sex), race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation.

**Hate crimes and hate speech** If you commit a crime against someone because of their religion, race, sexual orientation or disability, this is classified as a hate crime. Hate speech is defined as expressions of hatred and threats directed at a person or a group of people on account of that person's colour, race, nationality, ethnic or national origin, religion or sexual orientation. Hate crimes should be reported to **True Vision** – **www.report-it.org.uk**

**?** What other laws affect the online space?

**The Computer Misuse Act 1990** says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend, is technically against the law.

**The Protection of Children Act 1978 and the Criminal Justice Act 1988** says that indecent images (naked pictures) of children under the age of 18 are illegal.

**Section 33 of the Criminal Justice and Courts Act 2015** refers to the new offence dealing with Revenge Pornography. This is a law for adults, over the age of 18 which says that it is illegal to share or make public sexually explicit images of someone else, without their consent, with the intent to cause distress.

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# Frequently Asked Questions from educators

**? 1. How should I deal with a student if they disclose something to me about their experiences online?**

Online safety is a safeguarding issue, as recognised by Ofsted and by the DfE. If a child comes to you about something that is worrying or upsetting them online, whether it be a cyberbullying incident or a stranger they are speaking to, you should deal with this information in the same way as you would treat a safeguarding issue. Ensure you are familiar with your school's safeguarding policy so that you know how to take the appropriate action, if necessary. For more information on **how to deal with disclosures**, visit our Childnet website – **www.childnet.com/handling-disclosures**.

In **Ofsted's eyes**, 'Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including: …online safety and associated issues." [12]
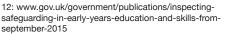
In its paper '**Keeping children safe in education: Information for all school and college staff**', July 2015, the DfE outlined its stance on safeguarding and included cyberbullying as a form of emotional abuse and online grooming as a form of sexual abuse". [13] It also plans to strengthen online safety provisions in its **guidance to schools**. [14]

**? 2. Do schools have a legal duty to deal with bullying and cyberbullying?**

Advice from the government in their '**Preventing and tackling bullying' report** from October 2014, says that "every school must have measures in place to prevent all forms of bullying." Section 89 of the **Education and Inspection Act 2006** states that head teachers must take measures to 'encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'. For more information on your duties regarding cyberbullying, read **the DfE supported Cyberbullying: Understand, Prevent and Respond**.

**? 3. Can I make changes to the worksheets to adapt them for my group?**

Crossing the Line is a free, downloadable Creative Commons resource for schools and youth groups to avail of. Lesson plans can be easily downloaded from our website, although changes can't be made to the worksheets as they are in PDF form.
For more information, look at the following link: **http://creativecommons.org/licenses/by-nc-sa/4.0/**

12: www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015
13: www.gov.uk/government/uploads/system/uploads/attachment_data/file/447596/KCSIE_Part_1_July_2015.pdf
14: www.saferinternet.org.uk/news/government-announcement-about-online-safety

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**?** 4. My students switch off when I talk about being safe online as they say that I don't understand, or they explain that they know all about the risks online. What should I do?

Between the ages of 11-14, young people are finding out who they are, where they fit in and who their friendship groups are. Sometimes they may turn to the internet for answers and although many young people find comfort from support groups online, others may find it a confusing place. It is important to ensure that young people know who to report to or even who to talk to, should they need to. Although it is vital that young people know about the online risks that exist, this toolkit is more about generating discussion about what they see online, or what they expect a good friend to do online. Online issues are never usually black and white, with a target and a bully, but that people may 'cross the line' in different scenarios and this line is different for different people. This toolkit helps young people discover where they feel the line is for them. Moreover, an OFSTED report from 2013 '**Not yet good enough: PSDHE education in schools**', stated that in 'just under half of schools, pupils received lessons about staying safe but few had develop the skills to effectively apply their understanding, such as assertiveness skills to stand up for themselves and negotiate their way through difficult situations'. This shows that although young people might be aware that they need to be safe online, they don't always apply their learning so it is always worth revisiting and giving them opportunities to apply their skills to different situations. [15]

**?** 5) What am I meant to do if I hear a student using the term 'gay' in a derogatory way?

Stonewall, a LGBT charity, provided some excellent feedback to us when they reviewed our "Gone too far" cyberbullying film. You will see their advice in the lesson plan itself, however they also have their **guidance for schools** which is an excellent resource to read. [16] It is also important to refer to your school's anti-bullying policy and guidelines and for educators to be seen making a stance against homophobic language.

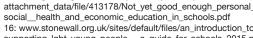**?** 6. How should a school deal with bystanders in the case of cyberbullying?

An online bystander, in this situation, is someone who doesn't get involved in cyberbullying, but that sees it happening and doesn't report it or stand up for those who are bullied. Bullying is often a complex issue and there may not always be obvious bullies and targets. It is important for your school's anti-bullying policy to explain how it addresses cyberbullying and the consequences for those involved. Some schools equally sanction the person who initiated and wrote the mean comment online, as well as those who 'liked' the mean comment and shared it on. Make sure your anti-bullying school policy is clear and that it is explained to all students.

**?** 7. What if a staff member is the victim of cyberbullying?

The same advice applies for staff members if they are a victim of cyberbullying, whether it be at the hands of other teachers, parents or students themselves. Educators should not retaliate or write anything back. They should save the evidence and talk to a member of the senior leadership team. They could also contact the **Professional Online Safety Helpline** for more support on 08443814772 or by email on **helpline@ saferinternet.org.uk**

15: www.gov.uk/government/uploads/system/uploads/ attachment_data/file/413178/Not_yet_good_enough_personal__ social__health_and_economic_education_in_schools.pdf
16: www.stonewall.org.uk/sites/default/files/an_introduction_to_ supporting_lgbt_young_people_-_a_guide_for_schools_2015.pdf

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# How to use this toolkit

We hope you find this toolkit easy-to-use. On this page you will find some helpful tips and advice on what to look out for throughout the lesson plans. Each lesson is colour coded and helpful icons set them apart.

**Cyberbullying**

**Sexting**

**Peer pressure**

**Self-esteem**

☼ Things for them to consider:

If you are a target of cyberbullying, take the following steps:

The post-its provide additional information or things for your class to consider

Within the discussion questions, look out for the suggested answers for teachers in italics

Gender stereotypes

1. At the beginning of the film, Jenna uses a male username when she plays games online. Can you think of any reasons for why she might do this? Do you think that the internet is a welcoming place for girls?

   Suggested answers: *Some girls may choose to have a male username to prevent unwanted attention, or to prevent male 'going easy' on them in games*

2. Although Jason is cyberbullied in research from Net Kids go M says cyberbullying has in years and that girls experience

Worksheets and supporting documents are at the end of each lesson
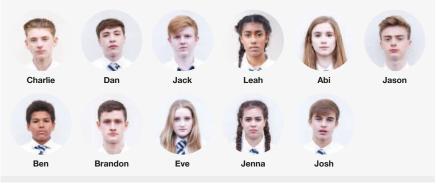
Should your class not want to share their views, quotes from the Childnet focus groups are dotted the lesson plans that can serve as discussion openers

Although PSHE is not a statutory subject, the DfE has stated that 'All schools should make provision for PSHE education, drawing on good practice'. The PSHE Association has written a Programme of Study that reflects best practice. The matrix makes reference to how the topics in this toolkit tie in with this programme of study.

| Film | Key issues | Acti |
|------|-----------|------|
| 1. "Gone too far" | Cyberbullying with an LGBT focus | Starte Film Discu |
| | | Follo A: Wh B: Tria ac C: Mo |
| | | Plena |

**PSHE Association Programme of Study**

**Core theme 2: Relationships**

"Tell them to delete account. If it were someone in school, better to tell a teacher or use a different app"
**Young person, Childnet focus group 2015**

Use this helpful reference guide to remind yourself of the names of the characters.

Charlie    Dan    Jack    Leah    Abi    Jason

Ben    Brandon    Eve    Jenna    Josh

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# Matrix of activities:
## An overview of what to expect

| Film | Key issues | Activities | |
|---|---|---|---|
| 1. **"Gone too far"** | Cyberbullying with an LGB&T focus | **Starter** *<br>**Film** *<br>**Discussion** * | 20 mins |
| | | **Follow up activities:**<br>**A:** What happens next? Role play *<br>**B:** Triangle 6 *<br>**C:** Moral thermometer *<br><br>**Plenary** | 10 mins each |
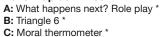
## PSHE Association Programme of Study

### Core theme 2: Relationships

**Pupils should have the opportunity to learn:**

26. about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so

27. to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, exploitation and trafficking) and have the skills and strategies to manage being targeted or witnessing others being targeted

28. the support services available should they feel or believe others feel they are being abused and how to access them

34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

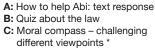| Film | Key issues | Activities | |
|---|---|---|---|
| 2. **"Just send it"** | Sexting, consequences and the law | **Starter**<br>**Film**<br>**Discussion** | 20 mins |
| | | **Follow up activities:**<br>**A:** How to help Abi: text response<br>**B:** Quiz about the law<br>**C:** Moral compass – challenging different viewpoints *<br><br>**Plenary** | 5–15 mins each |

## PSHE association curriculum links

### Core theme 2: Relationships

**Pupils should have the opportunity to learn:**

6. the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships

18. that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.

19. to learn the law in relation to consent

29. to recognise peer pressure and have strategies to manage it

34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

| Film | Key issues | Activities | |
|---|---|---|---|
| 3. **"Back me up"** | Peer pressure and resolving conflict with a focus on the role of the bystander ◊ | **Starter** *<br>**Film** *<br>**Discussion** * | 20 mins |
| | | **Follow up activities:**<br>**A:** What is a good friend? *<br>**B:** What would you do quiz? *<br>**C:** What advice would you give? Poster campaign *<br><br>**Plenary** | 10 mins each |

## PSHE association curriculum links

### Core theme 1: Health and wellbeing

23: to recognise and manage different influences on their decisions about the use of substances (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence

### Core theme 2: Relationships

**Pupils should have the opportunity to learn:**

1.the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)

29. to recognise peer pressure and have strategies to manage it

34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)

| Film | Key issues | Activities | |
|---|---|---|---|
| 4. **Talking Heads** | Self-esteem in relation to the use of social media | **Starter** *<br>**Film**<br>**Discussion** | 15 mins |
| | | **Follow up activities:**<br>**A:** Can you guess from the profile picture? – is everything what it seems online?<br>**B:** How can you help?<br>**C:** How to boost self-esteem discussion *<br><br>**Plenary** | 10-15 mins each |
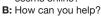
## PSHE association curriculum links

### Core theme 1: Health and wellbeing

1.to recognise their personal strengths and how this affects their self-confidence and self-esteem

2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem

16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self

Worksheets found at end of each lesson

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# CROSSING THE LINE

**Cyberbullying lesson plan**
FILM 1: **"GONE TOO FAR"**

Film 1:
# "Gone too far"

Key words: cyberbullying, Lesbian, Gay, Bisexual & Transgender (LGB &T), hate crimes, bystander, threatening messages, school anti-bullying policies, gender stereotyping

**Topic: Cyberbullying with a LGB&T focus**

**Time: 20–60 minutes** (educators can pick and choose activities)

Resources: worksheets at end of lesson, projector, WiFi, blue tack, space to walk around, powerpoint

## Intended learning outcomes

- Students can define cyberbullying and recognise examples of it
- Students can identify which actions cross the line between 'banter' and cyberbullying
- Students can find help and know who to speak to if they're worried about something online
- Students can give advice about how to prevent or stop cyberbullying
- Students can understand how using the term 'gay' can be offensive to others and what the school anti-bullying policy says about it

**\* Suitable for KS2**

| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter** | Define cyberbullying and explain school policy * | 5 mins | Whiteboard | Whole class |
| **Film** | Watch the film "Gone too far" * | 6+ mins | Projector, whiteboard, WiFi | Students watch |
| **Discussion** | **Discussion questions** – Explore the themes of the film more in detail * | 10 mins | n/a | Whole class |
| **Follow on activity A** | **'What happens next?'** Roleplay * | 10 mins | Worksheet 1.1, 1.2 | Group work |
| **Activity B** | **Triangle Six Activity** – banter -v- bullying * | 10 mins | Worksheet 1.3, 1.4 | Group work |
| **Activity C** | **Moral thermometre** – where is the line? * | 10 mins | Worksheet 1.5 | Whole class |
| **Plenary** | **Review starter and hand out exit slip** | 5 mins | Worksheet 1.6 | Whole class |

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the **guidelines for a successful PSHE lesson in the educators' guidance section** or on page 13.

For more guidance on the definition of cyberbullying, look at the **lesson plan guidance** on page 7 or in the educators' guidance section.

"Cyberbullying is long term, persistent. If you get one bad comment, you can just ignore it, some people are too sensitive. Sometimes it is just mean comments and friends joke around but they don't realise it is bullying."

**Young person, Childnet focus group 2015**

## Starter: Defining Cyberbullying

🕐 5 minutes
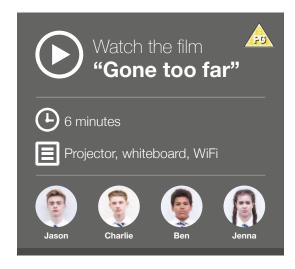
📄 Whiteboard

**Things for them to consider:**

Explain to the students that they will watch a short film about someone who is cyberbullied. They will hear the word '**gay**' being used as an insult, or to mean something derogatory.
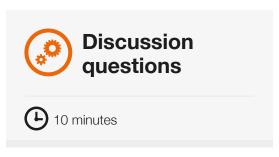
- Outline to the students that this type of language is not acceptable and messages of hate and violence directed at people because of their sexuality, disability, race or religion can actually be against the law, as they may be deemed a 'hate incident, or in more serious cases, a 'hate crime'. For more information on hate crimes and how to report them, contact **True Vision** at **www.report-it.org.uk**

- Explain to the students what the school policy is with regards to this type of homophobic language.

As this lesson is all about cyberbullying, it is important to establish what young people believe cyberbullying is. Ask students what they understand by the word 'cyberbullying' and record their ideas using a spider diagram, post-its or a mind map to create a class definition.

Follow up questions could include:

- What is cyberbullying? Can you give examples of how it could happen?

- How is it different to physical bullying? Is it worse?

- Why would someone be cyberbullied?

- Can you name some adjectives that would describe someone who is being cyberbullied?

- What would happen in our school if we found out you had been cyberbullying another student?

- What would be the consequences for you, others involved, your family or your friends, if it was brought to the school's attention?

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## Watch the film "Gone too far"

PG

🕐 6 minutes

📄 Projector, whiteboard, WiFi

Jason    Charlie    Ben    Jenna

## Discussion questions

🕐 10 minutes

1. Is this film realistic? Could a similar situation happen in this school?

2. The title of this toolkit is 'Crossing the Line.' In this film, where do you think the line was crossed?

   Suggested answers: *When Charlie called Jason a gaymer, when they took pictures of him, when they spread pictures around?*

3. Why do you think Jason was bullied? Why do you think anyone is bullied?

   Suggested answers: *Jason was new, Charlie was threatened by him, Jason seemed different*

4. How did Jason respond to the cyberbullying? What could he have done differently? What did he do well?

   Suggested answers: *He should have screenshotted the mean message online, he should have told someone sooner, he should have remained calm and not retaliated; he ignored the messages after, he eventually told his sister*

5. Could Jason have done something to stop the bullying? If yes, what could he have done?

Suggested answers: *Tell a trusted adult sooner, block the users, report the comments, don't retaliate*

6. What advice would you give to someone if they are being cyberbullied? For potential answers, look at the educator guidance for this lesson plan. Make sure you record students' answers on the board as they will need this in later activities.

## Further discussion points

### The bystander effect

1. In this film we see Jason being cyberbullied. How many people bullied Jason? Are those who laughed along at the memes/ "funny" pictures also involved in cyberbullying Jason?

2. Leah stands up to Charlie and tells him to stop. However there are many others in the film who see what is happening to Jason but say nothing to help him. They are called bystanders. Who were the bystanders in this film? Why do you think they remained quiet?

   Suggested answers: *Bystanders: Jason's other friends* – Jenna, Ben, others in school that have seen the images. Why remain quiet? For fear that Charlie might target them, not to seem like a snitch, not to be seen like you can't take a joke?

## Homophobic language and bullying



harlie_Top   GAY-MER BOY-FRIENDS

1. Charlie says the word 'gay' a lot. He calls Jason a 'gay-mer' and he insinuates that Jason and Ben are boyfriends. Why does he call Jason gay? What does he mean by it?

   Stonewall, a LGBT charity, says that *"Charlie doesn't know if Jason is gay, he just wants to make him feel ashamed and thinks saying he is gay is a good way to do that. Someone can experience* **homophobic bullying** *for all sorts of reasons which* **may** *have nothing to do with being gay."*

2. Charlie also speaks about Jason's 'gay shoes'. If you use the word 'gay' to mean something bad or rubbish, what impact might it have on others, especially those who might be questioning their sexuality? What does the word 'gay' actually mean?

   Stonewall, a LGBT charity, says that ***"Homophobic language*** *sends the message that being gay is like being something 'rubbish'. This is offensive to gay people and it is also using a word incorrectly – shoes can't be gay!"*

3. What could you do next time you overhear someone say the word 'gay' to mean rubbish or uncool?

   Suggested answers: *Call it out, or correct the person by offering other adjectives like 'rubbish' or 'sad' instead of 'gay'.*



## Gender stereotypes

1. At the beginning of the film, Jenna uses a male username (HELLBOYYY) when she plays games online. Can you think of any reasons for why she might do this? Do you think that the internet is a welcoming place for girls?

   Suggested answers: *Some girls may choose to have a male username to prevent unwanted attention or to be accepted into the gaming community, or to prevent males 'going easy' on them in games*

2. Although Jason is cyberbullied in this film, research from **Net Children go Mobile 2014** says that across Europe, cyberbullying has increased in recent years and that girls are more likely to experience cyberbullying. In 2010, 8% of girls questioned, experienced cyberbullying and in 2014, 15% had experience cyberbullying. Do you think girls have a harder time online? Why is this?

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## Further resources to tackle homophobic bullying

For more information on how schools can support LGBT students, have a look at Stonewall's educational resources: **www.stonewall.org.uk/education-resources**

- Tackling Homophobic Language materials – a guide for teachers, pupils and posters for display in classrooms and corridors

- Getting Started Toolkit – provides a set of practical tools to help schools get started in their work to tackle homophobic, biphobic and transphobic bullying

- An introduction to supporting LGBT young people – a guide for schools

For more resources, look at the further resources section, pg 91 or at the about this toolkit section.

## Follow up activities

### Activity A
### What happens next?' roleplay

🕑 10 minutes

📄 Worksheet 1.1

This activity asks young people to imagine solutions to the cyberbullying incident from the film and to role play how the last scene in the film might play out. Some young people may find role-play challenging as perhaps the topic is personal to them. Ensure there is enough time at the end of this activity to de-brief.
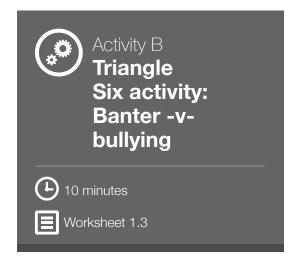
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## How to run the activity:

1. Divide the class into groups of 3.

2. Explain to each group that you will be handing out scenario cards to each group (see **Worksheet 1.1** or **differentiated worksheet 1.2**) and they will need to act out how they feel this situation should resolve itself. There are two different scenarios: the conversation that Alex (Jason's sister) has with Ben and Jason and the conversation that happens between the Year Head, Jason and Charlie. Ask each group which scenario they would like to act out.

3. Hand out the scenario cards and assign each person in the group a role or allow each group to decide amongst themselves who plays each role. Ask each group to write out a rough guide to a conversation that might take place between these characters. Then, allow groups to role-play the conversation to see if the situation gets resolved.

4. Allow 5-7 minutes for this role-playing exercise, depending on your class. If time allows, ask one group to act out their discussion for the class.

5. Ask the class the below feedback discussion points.

## Feedback discussion points

- Was this situation resolved?
- How was it resolved?
- Could anything else have been done?
- What will life be like for Jason and Charlie in 6 months to a year?

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⚙ Activity B
**Triangle Six activity: Banter -v- bullying**

🕐 10 minutes

📄 Worksheet 1.3

This activity asks young people to judge different examples of cyberbullying incidents and rank them in order of seriousness. Remembering the advice about cyberbullying from the discussion section, they will also need to give advice and solutions to each cyberbullying incident.
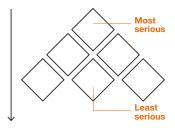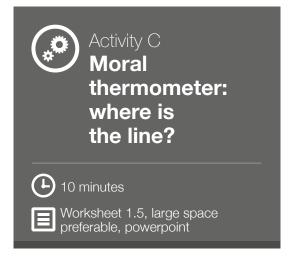
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## How to run the activity:

1. Split the class into groups of 5 and hand out **worksheet 1.3** or differentiated worksheet 1.4 to each group.

2. Ask each group to cut out each scenario and explain they are to complete a triangle six activity.

3. They will need to read all scenarios and then rank them in order of seriousness, using the three questions at the top of the sheet as guides. They need to put the most serious example of cyberbullying at the top of the triangle, and the least serious at the bottom. See example below.

4. Feedback from each group which incident they placed first, and discuss why, using the three questions on the post-it.

5. After this discussion, in groups, they will then need to give advice and solutions for each incident.

6. Leave 3 minutes at the end of the activity to hear what advice each group gave to each incident.



**Most serious**

**Least serious**



### Things for them to consider:

- Does the amount of people who see, like or comment on a post affect how serious the cyberbullying incident is?

- Is it more serious to be cyberbullied by someone who knows you, or by someone anonymous?

- Are any of these posts against the law? **See guidance for educators about laws online on page 15 or in the educators' guidance section**.

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### Activity C
# Moral thermometer: where is the line?

🕐 10 minutes

📄 Worksheet 1.5, large space preferable, powerpoint

The film 'Gone too far' concerns cyberbullying and outlines how jokes can sometimes go too far. This activity asks young people to judge for themselves if and when certain posts 'cross the line' for them, from 'just a joke' to bullying.

## How to run the activity:

1. Put up 2 large signs (**worksheet 1.5**) in opposite ends of the room. One will say 'CYBERBULLYING' and the other will say 'JUST A JOKE'. Ask all students to stand together on an 'invisible line' in the middle of the room.

2. Explain to the class that they will see examples of fake social media posts on the board (cyberbullying **powerpoint**) and they need to determine if any of these posts 'cross the line' into cyberbullying. If they believe it is cyberbullying, they need to stand close to the 'CYBERBULLYING' sign.

3. Context is not always clear from these posts, however ask your students to read the examples as if they didn't know the people mentioned, that they have just come across them online.

4. Students will need to justify why they moved and to give reasons for it. It will hopefully be clear that some things 'cross the line' for some, but not for others. Encourage your students to 'think before they post' and be considerate to others when they post online.

## ⇄ Plenary

🕐 5 minutes

1. Review the cyberbullying definition the class wrote at the beginning of the lesson. After having watched the film, and taken part in the activities, would they add any information to it? Check with the class that they know who to chat to in the school if they are ever worried or upset about anything online.

2. Review the intended learning outcomes of the lesson and hand out the exit slip to each student. Ask each student to write down 3 things they learned from the lesson, 2 things they already knew and 1 further question they have. If students don't have a question, they can leave it blank. To ensure each question is answered, encourage all students to tear off the question from the sheet and to put it in the anonymous question box. These questions can be answered at the beginning of the next PSHE lesson.

3. You can also signpost to other organisations such as the ones listed on the next page.

## ⋯ Extended Activities

- **Know how to report**
  Explore the safety centres of the different social media service providers as part of the lesson so that students know where to go to block or report any offensive material they come across online. This could be done as a class or an individual assignment. See the signposting section for more information.

- **Start an anti-cyberbullying campaign**
  To assess how people in their school may be affected by cyberbullying, students could create an anonymous survey about cyberbullying. Students could be asked how they would like cyberbullying to be dealt with in school and this could be shared with senior management. They may wish to raise awareness of reporting routes or messages about being a good online friend.

💡 **Things for them to consider:**

Remind students that it is best not to get involved in arguments online as things can get taken out of context and it is best to chat face-to-face with people to sort out your problems.

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## ⊕ Signposting

Learn how to report and block offensive users and messages on the different service providers

Snapchat: **www.snapchat.com/safety**

Facebook: **www.facebook.com/safety/tools**

Instagram: **https://help.instagram.com/285881641526716**

Twitter: **https://support.twitter.com/articles/20169998**

### For more help

Childline: Call 0800 11 11 or chat with a counsellor online – For anonymous support and advice on dealing with cyberbullying and other issues – **www.childline.org.uk**

The Diana Award Anti-Bullying Campaign: **www.antibullyingpro.com** – A charity that helps people get involved to tackle all forms of bullying.

True vision: **www.report-it.org.uk** – If you receive hateful messages or a crime has been committed against you because of your race, sexuality or disability, this could be considered a hate crime. This is illegal and can be reported to the police through True Vision.

YoungMinds: **www.youngminds.org.uk** – This website has lots of information for young people about their wellbeing and mental health, and also has information for teachers and parents.

Contact the police if the messages you receive pose a threat to your personal safety. Remember a death threat online is illegal.

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## Worksheet 1.1:
## Role play

### Scenario 1

It is the last scene of the film, Jason and his older sister Alex are in Jason's room and Alex has just discovered what is going on. She asks Jason who he wants to speak to. Jason would like to ring Ben to ask him what he thinks they should do as he is somewhat involved. Pretending you are the characters, write a 5 minute conversation on an A4 sheet of paper about what happens next …

**Alex:** who shall we talk to?

**Jason:**

### Scenario 2

Alex and Jason have decided the school need to be involved so that the cyberbullying can stop. This scene is played out in the Head of Year's office. Charlie, Jason and the Head of Year are in the room. There is tension in the room and Charlie can't understand why he has been targeted as Jack's phone took the pictures and Andy was involved as well. The Head of Year has a copy of some of the pictures, but not all of them. Jason just wants the cyberbullying to stop. Pretending you are the characters, write a 5 minute conversation on an A4 sheet of paper about what happens next …

**Head of Year:** What is this all about?

**Charlie:**

FILM 1: **CYBERBULLYING**

CROSSING THE LINE

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## Worksheet 1.2:
# Role play – Differentiated

In the last scene of the film, Jason and his older sister Alex are in Jason's room and Alex has just discovered what is going on.

### Scenario 1

It is the last scene of the film, Jason and his older sister Alex are in Jason's room and Alex has just discovered what is going on. She asks Jason who he wants to speak to. Jason would like to ring Ben to ask him what he thinks they should do as he is somewhat involved. Pretending you are the characters, write a 5 minute conversation on an A4 sheet of paper about what happens next …

**Alex:** who shall we talk to?

**Jason:**

Ben could tell Jason to …
- Tell the teachers at school
- Report the comments online
- Block Charlie so he can't message him again

### Scenario 2

Alex and Jason have decided the school need to be involved so that the cyberbullying can stop. This scene is played out in the Head of Year's office. Charlie, Jason and the Head of Year are in the room. There is tension in the room and Charlie can't understand why he has been targeted as Jack's phone took the pictures and Andy was involved as well. The Head of Year has a copy of some of the pictures, but not all of them. Jason just wants the cyberbullying to stop. Pretending you are the characters, write a 5 minute conversation on an A4 sheet of paper about what happens next …

**Head of Year:** What is this all about?

**Charlie:**

The head could decide to …
- Put Charlie on report
- Exclude Charlie from the school
- Contact parents
- Run an assembly for the school about the issue

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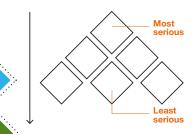UK Safer Internet Centre
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**How to use:** First cut out the individual squares. You will then place these in the shape of an arrow with the most serious point at the top and the least serious at the bottom

Most serious

Least serious

### Scenario 1

Nadiya fell over in the canteen and spilt her lunch all down herself. A group of girls in her year group took a photo and posted it online laughing at how clumsy she was. This picture is then shared and reposted by almost everyone in her school. Everyone is joining in by posting comments like 'haha she's so stupid' and 'what an idiot' and the picture now has over 150 likes.

### Scenario 2

There are a group of boys in Sam's year who are always picking on others. Recently he saw them teasing the new boy and he told them to stop and mentioned it to his form tutor. Since then he has noticed posts on social media which he thinks are about him. The posts include; a picture of grass with the words 'No one likes a grass', a status saying 's$%^ is an idiot' and 'first seat, 2nd row back you better watch out!' Sam knows these are about him but his friends have told him to ignore them as they probably aren't.

### Scenario 3

Shaira receives a message from an unknown number saying she is horrible and no one likes her. She ignores the messages but they start to turn nastier and say things like 'I'm going to get you' and 'I know where you live.' She has also started getting silent phone calls in the middle of the night. She has begun to get scared but isn't sure of what to do because she doesn't know who is calling her or making these comments.

CROSSING THE LINE \ FILM 1: **CYBERBULLYING**

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### Scenario 4

Mark isn't as tall or as athletic as many other boys in his year group. He gets teased quite a bit and gets called 'shrimp' a lot. He laughs it off and it doesn't really bother him that much. Recently though, people in his year group have started to call him 'gay' and to spread rumours behind his back. People post memes and images online insinuating that he has a boyfriend. Mark is annoyed by this but he doesn't know what to do.

### Scenario 5

James enjoys playing video games and often plays online with other players. Recently he has been playing against 1 player who kills his character off as soon as he begins the game. They are also messaging him saying things like 'haha loser' and 'you're not very good at this are you?!' James has tried to block the player but they keep reappearing under a new username.

### Scenario 6

Shaniqua really likes speaking to her friends on Whatsapp as it is free and you can share photos and videos. Recently though, she has had a fight with her best friend, Shania, who is the admin of the group she was in. Shania has since blocked her from the group and now Shaniqua feels left out and hurt.

**Things for them to consider:**

- Does the amount of people who see, like or comment a post affect how serious the cyberbullying incident is?

- Is it more serious to be cyberbullied by someone who knows you, or by someone anonymously?

- Is the comment against the law? See teacher's guidance about laws online

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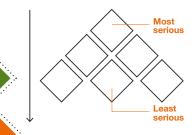## Worksheet 1.4:
## Triangle 3 – Differentiated

**How to use:** First cut out the individual squares. You will then place these in the shape of an arrow with the most serious point at the top and the least serious at the bottom

Most serious

Least serious

### Scenario 1

Nadiya fell over in the canteen and spilt her lunch all down herself. A group of girls in her year group took a photo and posted it online laughing at how clumsy she was. This picture is then shared and reposted by almost everyone in her school. Everyone is joining in by posting comments like 'haha she's so stupid' and 'what an idiot' and the picture now has over 150 likes.

### Scenario 2

Shaira receives a message from an unknown number saying she is horrible and no one likes her. She ignores the messages but they start to turn nastier and say things like 'I'm going to get you' and 'I know where you live.' She has also started getting silent phone calls in the middle of the night. She has begun to get scared but isn't sure of what to do because she doesn't know who is calling her or making these comments.

### Scenario 3

Shaniqua really likes speaking to her friends on Whatsapp as it is free and you can share photos and videos. Recently though, she has had a fight with her best friend, Shania, who is the admin of the group she was in. Shania has since blocked her from the group and now Shaniqua feels left out and hurt.

CROSSING THE LINE \ FILM 1: **CYBERBULLYING**

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Worksheet 1.5:
**Moral compass**

# CYBERBULLYING

# JUST A JOKE

## **"Gone too far"** Cyberbullying

| Intended learning outcomes | I'm still not sure | I'm nearly there | I've got it |
|---|---|---|---|
| I can define cyberbullying and recognise examples of it | | | |
| I can identify which actions cross the line between 'banter' and cyberbullying | | | |
| I can find help and know who to speak to if I'm worried about something online | | | |
| I can give advice about how to prevent or stop cyberbullying | | | |
| I can understand how using the term 'gay' can be offensive to others and the consequences to it | | | |

### Exit slip

**3** Things I have learned today …

**2** Things I already knew …

**1** Question I still have …

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# CROSSING THE LINE

**Sexting lesson plan**
FILM 2: "**JUST SEND IT**"

# Film 2:
# "Just send it"

**Key words:** sexting, consequences, pressures, consent

**Topic: Sexting and its consequences**

**Time: 20–60 minutes** (educators can pick and choose activities)

**Resources:** worksheets, projector, WiFi, space to walk around, powerpoint
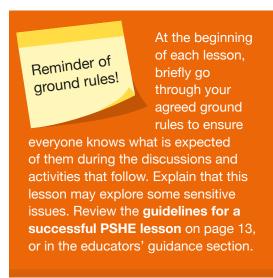
## Intended learning outcomes

- Students can understand the pressures on young people to send naked pictures (sexts)
- Students can give advice to others to avoid sending a sext
- Students can understand the possible consequences of sending a sext, including the legal consequences
- Students can discuss if girls have a (more) negative experience online

**\* Suitable for KS2**

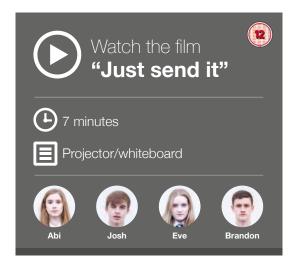| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter** | 'Girls have a more negative experience online' – discuss | 5 mins | n/a | Whole class |
| **Film** 12 | Watch the film "Just send it" | 7 mins | Projector/ whiteboard | Students watch |
| **Discussion** | **Discussion questions** – explore the themes of the film in more detail | 10 mins | n/a | Whole class |
| **Follow on activity A** | **How to help Abi –** In groups devise the response Abi should have sent instead of the picture | 7 mins | Worksheet 2.1 | Group work |
| **Activity B** | **Quiz** – are there laws online? | 10 mins | Worksheet 2.2, 2.3, 2.4 | Group work |
| **Activity C** | **Moral compass** – challenging different viewpoints * | 15 mins | Worksheet 2.5, blue tack, space to walk around | Whole class |
| **Plenary** | **Review starter question and hand out exit slips** | 5 mins | Worksheet 2.6 | Whole class |

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the **guidelines for a successful PSHE lesson** on page 13, or in the educators' guidance section.

Watch the film
## "Just send it"

🕐 7 minutes

▤ Projector/whiteboard

Abi     Josh     Eve     Brandon

Starter:
## 'Girls have a more negative experience online' Discussion

🕐 5 minutes
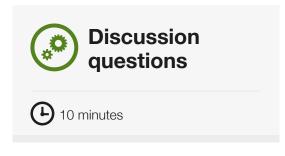
### Discussion questions

🕐 10 minutes

This activity asks young people to consider if people's experiences online can differ according to their gender.

1. Write the statement, '**Girls have a more negative experience online**' on the whiteboard. Ask students to think about it for a minute and then to speak about it to their partner beside them. Ahead of the class vote, if you think it is necessary, you may want to ask your class to close their eyes to ensure their vote is anonymous. Do a quick survey of the class using thumbs up or down. Thumbs up if they agree, thumbs down if they disagree with the statement. If they would like to share, encourage some students to feedback why they agree or disagree.

1. Is this story realistic? Could a similar situation happen in this school?

2. The title of this toolkit is 'Crossing the Line'. In this film, where do you think the line was crossed?

   Suggested answers: *When Josh asked for the photo? When Abi sent the photo?When Brandon shared the photo?*

3. Why does Josh mention possible involvement from the police at the end of the film? Who do you think broke the law in this film? See more about **laws online** in the guidance for educators on page 15.

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# Further discussion points

## Peer pressure and consent

1. Abi was reluctant at first to send the image to Josh. What made her change her mind?

   <u>Suggested answers:</u> *Influence from her friends? Pressure from Josh? Wanting to keep Josh as her boyfriend?*

2. Why did Josh ask for the photo? Did he feel any pressure to have images like this?

3. Did Abi give consent for her photo to be shared around the school? In this situation, who is more at fault – Josh, Abi or Brandon? Anyone else?

4. Do you think Josh respected Abi? How can you tell if a boyfriend, girlfriend, or friend respects you?

   <u>Suggested answers:</u> *He / she doesn't pressure you into doing anything you don't want to, they want you to be happy.*

5. Some of the comments under Abi's photo are quite mean. None of them seem to portray Josh in a negative light. Do you think there are different standards between girls and boys e.g. if a guy shares the picture or if a girl does?

6. Abi receives a naked picture of Josh first. What would happen if Abi decided to share this picture with others?

7. What do you think of the comment that Eve makes when she says, 'Gotta keep your man happy'? Is this how girls can feel; that they must keep their boyfriends or friends happy?

> "If a girl posted the nude picture of Josh around, she would be labelled as 'nasty' who is trying to stir stuff, the boy in the picture would not get any grief."
>
> **Young person, Childnet focus group 2015**

## Taking action

1. Instead of sharing the naked photo, what could Abi have done to let Josh know that although she likes him, she doesn't want to send him a nude photo?

   Suggested answers: *Zipit app, made a joke, shared a selfie of herself and not a naked selfie*

### Zipit

Zipit is Childline's app and it is free to download. If someone is trying to get you to send naked pictures of yourself, use the images on Zipit to keep the situation in control.
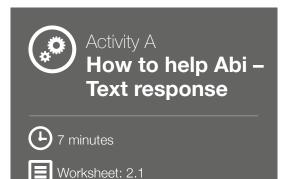
For more information go to: **www.childline.org.uk/Play/ GetInvolved/Pages/sexting-zipit-app.aspx**

2. When Abi discovered that the picture had being shared with others, she didn't want to go to school. She eventually told her mum, but who else could she have spoken to about her situation?

   Suggested answers: *A Pastoral Head in school, or a Head of Year, Childline, friends, older brothers and sisters.*

3. What could the other characters have done to help Abi?

   Suggested answers: *Asked others to delete the picture, not share the picture, explain / consider the consequences more.*

4. What do you think happens next in the film? What happens when Abi goes back to school? What happens when Abi meets Josh for the first time? Would Abi want to meet Josh again?

## Follow up activities:

### Activity A
### How to help Abi – Text response

⏱ 7 minutes

📄 Worksheet: 2.1

This activity asks students to consider how things might have worked out, had Abi not sent the picture and sent a different response instead. They need to devise what this other response could have been.
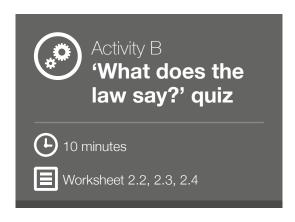
## How to run the activity:

1. Split the class into groups of 3 and hand each group a blank text message page (**worksheet 2.1**).

2. Explain to the class that they need to imagine that they are Abi. As a group, they need to devise the message Abi should have written back to a) Josh and b) Jenna in response for Josh's request for a naked picture. Encourage each group to develop their answers into a conversation and explain that one word answers (ie. 'no') are discouraged.

3. Allow 5-7 minutes for this activity and ask some groups to read out their messages.

4. Feedback to the group. Is it as easy as just writing 'No' back?



### Activity B
### 'What does the law say?' quiz

🕐 10 minutes

📄 Worksheet 2.2, 2.3, 2.4

As the police are mentioned at the end of this film, this activity asks young people to review what they know about the laws surrounding sexting and other laws online.

## How to run the activity:

1. Hand out the 'What does the law say?' worksheet (**worksheet 2.2**) to each student.

2. Allow a few minutes for each student to fill in the worksheet individually, before checking their answers with their partner.

3. To allow them to correct their own answers, hand out 'The laws online' worksheet (**worksheet 2.3**) to each pair. To differentiate for some students who need additional support, discuss the quiz together in a small group and correct any misconceptions using the guidance for educators notes (worksheet 2.4)

4. Correct the quiz together as a class and, using your **guidance for educators notes** (worksheet 2.4), answer any question they may have.

### Activity C
### Moral compass *

🕐 15 minutes

📄 Worksheet 2.5

This activity asks young people to reflect on certain issues online and to consider where they stand in relation to them.

## How to run the activity:

1. Put up the three statements around the room; 'I agree' at one end, 'I disagree' at the opposite end and 'It depends/I'm not sure' in the middle (**worksheet 2.5**).

2. Explain to the class that you will be reading out some controversial statements and they will need to stand wherever they think is right. If they don't wholeheartedly agree with something, they can stand next to, but not directly at, the 'I agree' sign.

3. Remind them that they can't follow their friends and you will be asking people to explain their position and asking them why they feel that way.

'Sexting should be against the law.'

'If a girl is willing to take a naked picture of herself, she knows that it might be shared with others .'

'If you put something online, you put it there, so you should be ready for insults.' *

'Boys have it easier than girls online.' *

'It is easier to be young these days than it was 20 years ago.' *

'Social media puts pressure on young people to look perfect and to have exciting lives.' *

'If something online is upsetting you, just turn it off!' *

'Technology can have a good and bad influence on friendships and relationships.' *

### Things for them to consider

## Deciding who is to blame about sexting

It is important to avoid 'victim blaming' and to challenge those who put the blame solely on the girl who creates and sends a naked image of herself. Ask questions about how those who spread the picture should be punished.



**\* Suitable for KS2**

## Plenary

🕐 5 minutes

1. Review the starter question and assess if anyone has changed their views over the course of the lesson plan. Do a quick survey using hands up, hands down. Do people still agree that girls have a harder time online? Do people now believe that girls have an easier time online? Why have they changed their mind?

2. Review the intended learning outcomes and hand out the exit slip to each student to be filled out. As per the other lessons, encourage each student to tear the last question from the page to add into the anonymous question box. These questions will be answered at the beginning of the next PSHE class.

3. Check with the students that they know who in their school they could turn to if they did ever need advice eg. Head of Year, a PSHE teacher, a school counsellor or nurse

## Extended Activities

- **Review or create a school policy on image sharing**
  Review the school anti-bullying policy on image sharing. If there is no policy, ask the students to create one. Encourage students to think of ways they would like the school to deal with problems concerning image sharing and how they would like to be talked about these issues, ie. should the person who took the picture and shared it be punished equally or more than those who saw and shared it later?

- **Review 'So you got naked online?'**
  Encourage the students to look at the South West Grid for Learning's resource 'So you got naked online'? Ask the students if they think it is good advice? What advice would they add to the resource?

## Signposting and other resources

Childline: 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – **www.childline.org.uk/Pages/Home.aspx**

CEOP: **www.thinkuknow.co.uk** – If you suspect a child is being groomed online, you can report this to CEOP.

YoungMinds: **www.youngminds.org.uk** – This website has lots of information for young people about their wellbeing and mental health, and also has information for teachers and parents.

So you got naked online: A resource from the South West Grid for Learning that details steps that should be taken if a student has already sent a sexually explicit photo – **http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online**
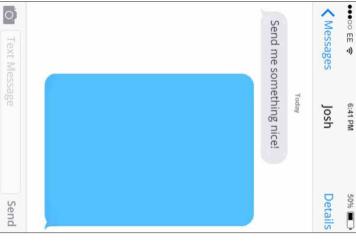
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**Jenna** 6:55 PM 69%

Today

OMG Josh asked me to send him that pic!

What do I do? 😣

Text Message    Send

**Josh** 6:41 PM 50%

Today

Send me something nice!

Text Message    Send

Circle the correct answer

**1** You have to be careful about what you post online, because it could be against the law.

TRUE    FALSE    NOT SURE

**2** If a child under the age of 18 sends a naked picture of themselves to someone else, it is against the law.

TRUE    FALSE    NOT SURE

**3** If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences.

TRUE    FALSE    NOT SURE

**4** If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case.

TRUE    FALSE    NOT SURE

**5** Cyberbullying is not against the law.

TRUE    FALSE    NOT SURE

**6** It is against the law to pose as someone else online, without their permission.

TRUE    FALSE    NOT SURE

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## Worksheet 2.3:
# Are there any laws online?

There are laws that exist online and there are limits to what you can say online. Should someone receive a message and fear for their safety, this is against the law and you should contact the police, eg. a death threat. Context is taken into consideration, and the police will judge what was written on a case by case basis. The Malicious Communications Act, the Communications Act and the Protection from Harassment Act explain that threatening messages, with the purpose of causing distress, and especially if they are repeated messages, are against the law.

**The Malicious Communications Act 1988** is a British Act of Parliament that makes it illegal in England and iWales to, "send or distribute letters or other articles for the purpose of causing distress or anxiety." This also includes electronic communication.

**The Communications Act 2003** Section 127 (1) (a) relates to a message that is grossly offensive, or of an indecent, obscene or menacing character and should be used for indecent phone calls and emails.

**Protection from Harassment Act 2007** This Act covers any form of harassment that has occurred 'repeatedly'; in this instance, 'repeatedly' means on one or more occasions.

**The Computer Misuse Act 1990** says you can't impersonate or steal someone else's identity online. This means that writing a status on social media pretending to be your friend, is technically against the law.

**The Protection of Children Act 1978** says that indecent images (naked pictures) of children under the age of 18 are illegal. It is illegal for anyone to take, have on their device, distribute and share sexually explicit or partially nude images of children. This also means that if children take pictures of themselves (naked selfies), this is against the law as they have generated an indecent image of a child.

**Section 33 of the Criminal Justice and Courts Act 2015** refers to the new offence dealing with Revenge Pornography. This is a law for people over the age of 18 which says that it is illegal to make sexually explicit images of someone else public, without their consent, with the intent to cause distress. If found guilty, those charged could face a maximum sentence of 2 years in prison.

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**1** You have to be careful about what you post online, because it could be against the law.

**True or false?**

**True:** There are many laws that incorporate the online world. A death threat and repeated, harassing messages intended to cause distress are against the law.

**2** If a child under the age of 18 sends a naked picture of themselves to someone else, it is against the law.

**True or false?**

**True:** This refers to the Protection of Children Act 1978 and this law is in place for safeguarding and child protection reasons. In general, the police take a common sense approach to sexting and treat such incidents as a safeguarding matter. However, the potential for cautions, even prosecutions, exists in certain circumstances and could result in a criminal record for those involved.

**3** If a child forwards on a naked picture of someone else to embarrass or upset them, there could be serious legal consequences.

**True or false?**

**True:** For children (under 18), police will take a safeguarding approach to the sending of naked pictures, but the potential for cautions, even prosecutions, exist in certain circumstances and could result in a criminal record for those involved. For adults (over 18), a new law has recently been passed in the UK (Section 33 of the Criminal Justice and Courts Act 2015, otherwise known as the Revenge Porn law), that states that it is illegal for an adult to forward a sexually explicit image of a former boyfriend or girlfriend, without their consent, for the sole purpose to embarrass or upset them. If prosecuted, adults could face a maximum sentence of 2 years in prison for this offence.

Responding to sexting is a topical issue. Please check the web version of this toolkit for further updates at **www.childnet.com/PSHEtoolkit**

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**4** If someone spreads nasty rumours or threats online about someone else, the police could get involved, depending on the severity of the case.

**True or false?**

**True:** This may come under the Malicious Communication Act and depending on the severity, the police can get involved.

**5** Cyberbullying is not against the law.

**True or false?**

**False:** In general, cyberbullying, like bullying, isn't against the law. If a child messages another saying 'I don't like your hair', this is not against the law. However, some aspects of cyberbullying, could potentially break the law, such as a death threat or harassment. Although there is no clear definition of trolling, internet trolls who write repeated, nasty comments to others can be sentenced to jail for two years. For more information, look at the bbc article explaining it – **www.bbc.co.uk/news/blogs-magazine-monitor-29686865**

**6** It is against the law to take someone else's identity and pretend to be them online, without their consent.

**True or false?**

**True:** This refers to the Computer Misuse Act and this type of activity is fraud.

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# I AGREE

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# I DISAGREE

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# IT DEPENDS

## "Just send it" Sexting

| Intended learning outcomes | I'm still not sure | I'm nearly there | I've got it |
|---|---|---|---|
| I can understand the pressures on young people to send naked pictures (sexts) and know where to go for help | | | |
| I can understand the possible consequences of sending a sext including the legal consequences | | | |
| I can give advice to others to avoid sending a sext | | | |
| I'm aware that some girls may have a (more) negative experience online | | | |

### Exit slip

**3** Things I have learned today …

**2** Things I already knew …

**1** Question I still have …

Worksheet 2.6: **Exit slip**

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# CROSSING THE LINE

**Peer pressure lesson plan**
FILM 3: "**BACK ME UP**"

Film 3:
# "Back me up"

**Key words:** peer pressure, cyberbullying, bystander, to conform, influence

**Topic: Peer pressure, the role of the bystander**

**Time: 20–60 minutes** (educators can pick and choose activities)

**Resources:** worksheets, A4 sheets, projector, scissors, powerpoint

## Intended learning outcomes

- Students can define peer pressure and give examples of how it can happen online
- Students can consider how a good friend should behave and assess if they are a good friend online
- Students can give advice to others about how to resist peer pressure online and offline

**\* Suitable for KS2**

| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter** | Defining peer pressure: myths and truths * | 5 mins | Whiteboard | Whole class |
| **Film** | Watch the film "Back me up" * | 4 mins | Projector/ whiteboard, WiFi | Students watch |
| **Activity 1** | **Discussion questions *** | 10 mins | n/a | Whole class |
| **Follow on activity A** | **What is a good friend? *** | 10 mins | Worksheet 3.1 | Group work |
| **Activity B** | **What would you do quiz? *** | 10 mins | Worksheet 3.2 | Pair work |
| **Activity C** | **What advice would you give? Poster campaign *** | 10 mins | Enough A4 sheets for the group | Group work |
| **Plenary** | **Review starter and hand out exit slip** | 5 mins | Worksheet 3.4 | Whole class |

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the guidelines on how to write **ground rules for a successful PSHE lesson** on page 13.

### Starter:
### Defining peer pressure: myths and truths

🕐 5 minutes

📄 Whiteboard

1. Ask your students what they understand by the term 'peer pressure', refer to educator guidance notes for further information.

2. Questions to shape this discussion could include:

- How does peer pressure make you feel? (*pressurised, scared, nervous, hopeless, guilty, no way out*)

- Who can put peer pressure on you? (*close friends, popular groups*)

- What is the difference between pressuring and encouraging someone?

- What can peer pressure look like online?

- What can you do if you feel peer pressure? (*choose your friends wisely, tell a trusted adult, believe in yourself and be confident in your decisions*)
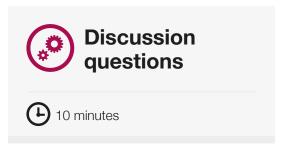
3. To assess where they stand on the term peer pressure, explain you will read out some statements about peer pressure and students must decide if they believe them to be myths or truths. Thumbs up if they think it is a truth, thumbs down if they believe it is a myth. Select statements from the table below, without divulging if it is a myth or a truth. Explain that you will reveal the answer to them in the plenary of the lesson.

| 👎 *Myth* | 👍 Truth |
|---|---|
| If you don't do what someone wants you to do you will lose them as a friend | Peer pressure comes from a desire to fit in |
| Peer pressure is an excuse for bad behaviour | Peer pressure does not relieve teens from responsibility |
| Peer pressure only comes from friends | Giving in to peer pressure means you are conforming and you can lose your individuality |
| Peer pressure is always negative | Peer pressure comes from media, friends and family |

What do students think?

Watch story 3
## "Back me up"

PG

🕐 4 minutes

▤ Projector/ whiteboard, WiFi

Charlie   Jack   Jason   Leah

## Discussion questions

🕐 10 minutes

1. Is this story realistic? Is it difficult sometimes to know what the right thing to do online is, especially when it comes to standing up for your friends in cases of cyberbullying, or to your friends if they're encouraging you to make bad decisions?

2. The title of this toolkit is called 'Crossing the line'. Leah says in the film that Charlie always goes 'too far'. In this film, where do you think the line was crossed from harmless banter, to cyberbullying?

3. This film is about how friends deal with online bullying, which friend's response do you relate to most? Jenna? Ben? Leah? Jack? Why?

> "I think the story is believable. Something like that could happen but most of the time no one stands up to the bully or does anything about it."
> **Young person aged 14, Childnet focus group 2015**

## Further discussion points

### How the different friends react

1. Why does Jack go along with what Charlie is doing? Why is Charlie able to manipulate him?

2. Are Jack and Charlie equally responsible for bullying Jason, as for example, Jack allowed Charlie to use his phone?

3. If others like the pictures or share them, are they also joining in with the bullying?

4. A bystander is someone who sees bullying happen and although they don't get involved, they don't speak out against it either. Can you name the bystanders in this film?

   Suggested answers: *Jenna, Ben*

5. Ben, Jenna and Leah are Jason's friends, why are they reluctant to stand up for Jason or want to get involved? Do you think they are bad friends? Would you expect your friends to stick up for you online?

   Suggested answers: *Fear of getting involved or Charlie targeting them instead*

6. What would happen if Jenna, Leah and Ben wrote back on behalf of Jason and said something mean back to Charlie?

> "I think this kind of story would happen in school because people are careless and prejudiced to others who haven't done anything – just because they are different. However, I think in real life, friends wouldn't have ignored Jason."
> **Young person aged 14, Childnet focus group 2015**

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## Taking action

1. Why do you think Ms Thomas wants to speak to Jack?

2. Charlie says the picture with the mean comment 'will disappear in a second. No harm done'. Is this true?

3. Do we know who stepped in to take action to report the cyberbullying to the school? Leah? Ben? Someone else anonymously? Why did they step in at that point? Was this the right thing to do?

4. What do you think happens at the end of the film? Does the situation improve?

5. What do you think would happen if no one reported or said anything about the cyberbullying to the school? Is there a reason why you might not report to the school?

   Suggested answers: *fear of the school over-reacting, being perceived as 'weak'*

> "I would still tell a grown up. They can't be hating for no reason."
> **Young person aged 13, Childnet focus group 2015**

## Homophobic bullying (if "Gone too far" hasn't been watched)

1. One image in this film insinuates that Jason and his friend Ben are gay. A caption says 'gaymer boyfriends'. Why do you think Charlie uses the term 'gay'? What does he want it to mean?

   Suggested answer: *he wants to embarrass Jason and spread rumours*

2. How do you think it might feel if you were gay, to see this word being used to embarrass others?

3. What could you do if you overheard someone using the word 'gay' to mean something 'rubbish or uncool'?

   Suggested answer: *Call it out, stick up for a friend*

## Follow up activities:



Activity A
**What is a good friend?** *

🕐 10 minutes

📄 Worksheet 3.1

This film is about friendship online and how to navigate digital friendships. This activity asks young people to reflect on what qualities a good friend offline has and also what qualities they themselves need to have online.
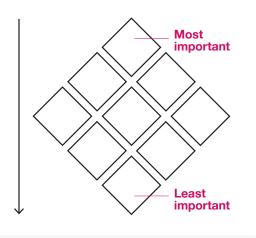
## How to run the activity:

1. Divide the class into groups of 3. Hand out worksheet 1 **worksheet 3.1** and ask each group to cut up the 9 parts.

2. Ask young people to rank the qualities of a good friend into a diamond nine shape, with the most important quality being at the top. Allow 2-3 minutes and then share.

3. Now ask the young people – **what makes a good online friend**? Do they need to change or amend any of the qualities of a good friend to being a good online friend? Using the back of the slips they have already used, devise other examples of qualities of a good online friend. Some can be the same as the previous activity but others could change: eg. not sharing embarrassing photos, always liking my profile pictures, sharing funny content, not posting mean comments etc. Allow 5 minutes for this so they can debate amongst their groups.

**How to use:** First cut out the individual squares. You will then place these in the shape of an arrow with the most important point at the top and the least important at the bottom



Most important

Least important

4. Ask some groups to share their ordering or you may wish to allow all the groups to move around the room and observe each other's. Discuss which qualities feature as the most important and why. Discuss examples of how a good friend would behave online.

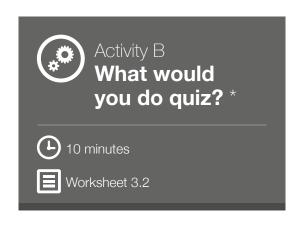**Things for them to consider:**

We would say the most important quality for a good friend to have is that they are trustworthy. Examples of how a good friend can behave online are:

- not sharing information about others
- not spreading or sharing embarrassing pictures of others
- being kind online and sharing things that make others happy, or make others laugh



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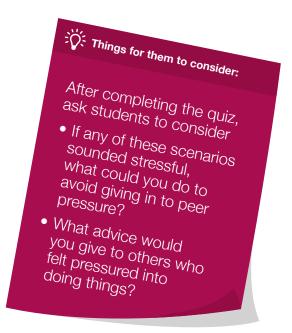
🕐 10 minutes

📄 Worksheet 3.2

The "Back me up" film shows how friends react to cyberbullying when a friend is in trouble online. Different peer pressures exist which make it difficult to consider what the best thing to do is. This quiz asks young people to consider what they would do in certain situations online.
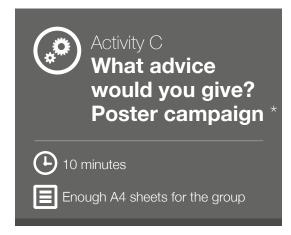
## How to run the activity:

1. Divide the class into pairs and hand out the quiz (**worksheet 3.2**) to each pair.

2. Instruct them to ask each other questions and to be as honest as possible. Assign each other a score at the end to see how good their digital friendships are.

🔆 **Things for them to consider:**

After completing the quiz, ask students to consider
- If any of these scenarios sounded stressful, what could you do to avoid giving in to peer pressure?
- What advice would you give to others who felt pressured into doing things?

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## Activity C
## What advice would you give? Poster campaign *

🕐 10 minutes

📄 Enough A4 sheets for the group

This activity asks young people to assess in groups what advice they would give to others if they are feeling pressure online.

### How to run the activity:

1. Discuss as a group the advice they might give to others who feel pressure online. Create a mind map of options they could take: *report it*, *block the person*, *laugh it off*. After this, devise one or two slogans as a group they would suggest to encourage others to resist peer pressure online.

2. Divide the class into pairs and instruct them to come up with 3 more examples of slogans they could use to encourage others to resist peer pressure online, or to combat peer pressure. Examples could include: '*Don't share it!*' '*Choose friends wisely*' '*Ask for help!*' '*Be strong*' '*Be brave*' '*Stay true to yourself!*' '*Think before you post!*' '*Be genuine!*' '*Be a good friend online!*' '*Don't stir things online!*' '*Don't add to hate online*'

3. Hand out A4 pages to each person and explain they will now decorate and make a poster out of their favourite inspirational slogan. The posters could be placed in a display board and form a part of a school campaign, or they could be put on the wall in the PSHE room.

4. Finally, encourage your students to be a good friend online by reporting mean comments they see, or standing up for their friends. If they don't want to be involved in an argument online, another option is to be there for their friends in real life. Ensure your students know how to report or block those who upset them online by visiting the social media providers safety centres – more information in the signposting section, pg 66.



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## ⇄ Plenary

🕐 5 minutes

1. Review myths and truths about peer pressure and see if any of the students have changed their opinion. Clarify which versions are myths and which are truths.

2. What advice would you give to these people (2 scenarios) Hands up/hands down A, B, C

---

Sarah has a good group of friends and enjoys spending time with them online and offline. There is one person, Jake, in her group who always pushes a joke too far. Sometimes he can be quite offensive, even though he means to be funny. When he sends around memes or 'funny videos', in his opinion, Sarah is often unsure of what to do. He is usually making fun of others, but Sarah thinks he can be a bit mean. She doesn't want to seem like a stick in the mud, or a goody two shoes, but she doesn't want to share on the videos. What should she do?

A. Don't share the videos or memes and stand by your decision

B. Report the memes and videos as she finds them offensive

C. Speak to Jake and explain why she doesn't share the videos, in case Jake asks

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Sharif wants to be a comedian when he grows up. He knows that lots of people have become famous through their youtube videos. To get more likes and more subscriptions, he feels pressure from his friends and followers to do even bigger pranks. He has a few ideas of what he could do, but he thinks that some of these pranks could cross the line. He is between two minds but he is also aware that being a comedian pushes boundaries. What should he do?

A. Ask his followers what he should do next and do it – it could go viral!

B. Trust his gut, be true to himself and do what he thinks is right

C. Resist giving in to others, don't conform to what others want him to do

---

3. Hand out the exit slip to each person to monitor their self-assessment. Collect the anonymous questions from each person, reassuring them if they don't have a question, they can leave it blank. Put all questions in the anonymous box to be answered at the beginning of the next PSHE lesson.

## Extended Activities

- **Role play**
  It is easy to give advice to others and to say how you might react in a certain situation. This activity asks young people to role play a pressurised situation and see how they might react. Be aware that some students might find this activity challenging. Ensure there is enough time at the end to de-brief and discuss what happened when role-playing.

How to run the activity:

1. Divide the class into groups of 3 and instruct each pair them to label themselves A and B and C. Allow them to either act out at their desk, or to find a space in the room to act out in small groups.

2. Hand out the scenario cards (**worksheet 3.3**) to each group and allow them 5 minutes to role play their responses.

3. Feedback to group when finished. Was it easy to find a way to say no? What strategies helped? How did it feel when the third person got involved? Was it easier to say no, when the third person backed you up? Was it harder to say no, when the third person sided with the person putting pressure on you?

- **School evaluation campaign**
  Similar to the school campaign about cyberbullying to see if students in your school have been affected by it, include questions about peer pressure online. What do people in your school do when they see cyberbullying online? This anonymous survey or campaign could highlight to senior management in the school how students would like these sensitive issues handled.

### Things to consider:

Advise young people that it is difficult to navigate digital friendships in this day and age, however the best thing to do is to chat face-to-face with friends to resolve situations, as opposed to starting an argument online.

## Signposting

Always talk to a trusted adult if you are feeling concerned about anything online. This could be a parent/ carer, a teacher or by calling Childline

Childline: **www.childline.org.uk** – Call 0800 11 11 or chat online to a counsellor – for anonymous support and advice on dealing with cyberbullying

Young Minds: **www.youngminds.org.uk** – Young Minds are a charity dedicated to improving emotional wellbeing and mental health support for children and young people.

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## 🔒 Safety centres

Facebook: **www.facebook.com/safety**

Instagram: **https://help.instagram.com/165828726894770**

Snapchat: **https://support.snapchat.com/co/other-abuse**

Twitter: **https://support.twitter.com/articles/15789**

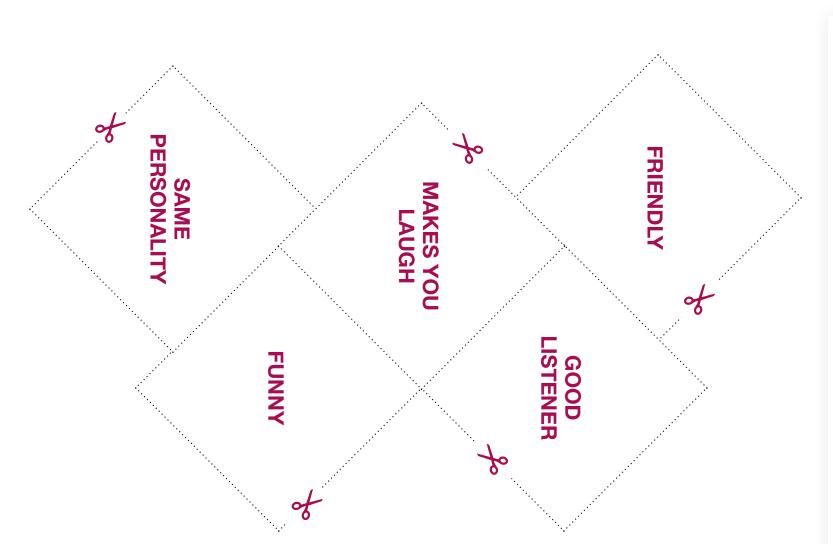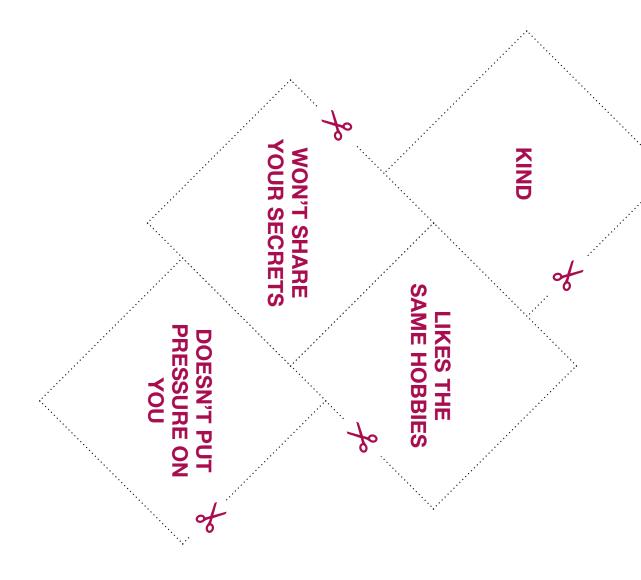Childnet: how to make a report – **www.childnet.com/resources/how-to-make-a-report**

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SAME
PERSONALITY

MAKES YOU
LAUGH

FRIENDLY

FUNNY

GOOD
LISTENER

KIND

WON'T SHARE
YOUR SECRETS

LIKES THE
SAME HOBBIES

DOESN'T PUT
PRESSURE ON
YOU

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## Worksheet 3.2:
# What would you do quiz?

### Scenario 1

Your friend has sent you a message on WhatsApp and you've read it. You actually have to study for an exam in the morning so you don't want to write back straight away as you are busy. You know that he/she might be really annoyed if don't respond immediately. What do you do?

A. Write back and explain to your friend that you are studying

B. Ignore the message but know that you will have to explain yourself in the morning

C. Write back and ignore your study, it is only a stupid test

### Scenario 2

Whenever your friends post pictures online, you have to like their posts straight away. If you don't, you are a bad friend, or so they tell you. You turn your phone off one evening but the following morning at school, your friend starts giving you a hard time because you weren't online and didn't like her/his new profile picture on time. What do you do?

A. Explain to your friend that you need a break from technology every now and then

B. Apologise to your friend and say you will like their picture as soon as you can

C. Explain to your friend that you forgot, but that it also doesn't mean you are a bad friend

### Scenario 3

You and your friend are checking your social media profiles. Your friend has over 10 friend requests to respond to but no one has added you in at least a week. You don't really want to add people if you don't know them in real life, but your friends are laughing at you, saying that you have no friends. What do you do?

A. You begin to add some 'friends of friends' to try to fit in more

B. You explain to your friends that you would prefer to be safe online and you are fine with having less 'friends' than them

C. You add lots of new people online so that you have just as many 'friends and followers' as your friends

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## Scenario 4

Your friend has seen a funny meme posted online about someone in your year group. They have liked it and keep telling you to share it, saying it is only a laugh and not to be so sensitive. What do you do?

A. You refuse to share the meme as it isn't a nice thing to do

B. You share the meme, but hope no one finds out

C. You let the person who is in the meme know what is going on online

## Scenario 5

You have been chatting to someone over the comments section of a YouTube video for some time. They ask you for your number to chat and your friend encourages you to do it; saying things like 'don't be a bore' "Just send it".

A. You give your number, not because of what your friends said, because you think the person is really nice

B. You don't give your number and you explain to your friends that they shouldn't put pressure on you like that

C. You give a fake number, but also tell a parent or a teacher so they know what is going on

## Answer key

**Scenario 1**: A (2), B (1), C (0), **Scenario 2**: A (2), B (0), C (1), **Scenario 3**: A (1), B (2), C (0), **Scenario 4**: A (2), B (1), C (0), **Scenario 5**: A (0), B (2), C (1)

**0–4: You've got some work to do.** It is difficult to know what the right thing is to do online. Try to chat to your friends about the pressures you feel while online and chat about what you expect from each other. Try not to give in to peer pressure and chat to a trusted adult if you are feeling stressed.

**4–6: You're on the way!** You are on the right path and you have a good group of friends. You know what is right, but sometimes you allow yourself to be influenced by others. Speak to a trusted adult if you are feeling stressed.

**6–10: You're a good online friend!** Well done, you are a really strong individual and you try to do the right thing online and offline. You try not to allow peer pressure affect you and you are well able to speak your mind. You have a strong friendship group who are supportive and don't put unnecessary pressure on each other.

FILM 3: **PEER PRESSURE**

CROSSING THE LINE

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## A    Applying peer pressure

You don't want to go to Geography class as you know there will be a test. It is the last lesson of the day and the classroom is right next to the school gate. No one would notice if you just slipped out. You ask a friend to cover for you, it will be fine. You want to go to the park as it is a nice day but you don't want to go alone. You ask your friend to come with you, but he/she is usually a goody-two-shoes. You need to think of everything you possibly can to convince him/her to come with you.

- **You are not allowed to curse**
- **You are not allowed to physically drag him/her**

## B    Resisting peer pressure

You have actually studied for this Geography test as you did so poorly on the last one. You really don't want to skip the Geography class. The teachers is strict and your parents would be so angry if they found out that you skipped a lesson. They keep saying that _____ is a bad influence on you. Although it is a nice day, you need to refuse A's attempts to persuade you.

- **You are not allowed to say the word 'no'**
- **You need to try to convince your friend to do the right thing and not bunk class**

## C    You are the bystander

You are standing beside A and B listening to their conversation but you are not allowed to say anything. You are simply watching the discussion.

- **When your teacher says you are allowed to speak, you need to pick a side between A and B, and argue with them**

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## "Back me up" Peer pressure

| Intended learning outcomes | I'm still not sure | I'm nearly there | I've got it |
|---|---|---|---|
| I can define peer pressure and gives examples of how it can happen online | | | |
| I can identify how a good friend should behave online and I can judge if I am a good online friend | | | |
| I can give advice to others about to resist peer pressure online and offline | | | |

### Exit slip

**3** Things I have learned today …

**2** Things I already knew …

**1** Question I still have …

# \ CROSSING THE LINE

**Self-esteem lesson plan**
FILM 4: **TALKING HEADS**

# Film 4:
# Talking Heads

**Key words:** cyberbullying, self-esteem, editing apps

**Topic: Self-esteem, social media**

**Time: 20–60 mins** (educators can pick and choose activities)

**Resources:** Video, projector, WiFi, worksheets, powerpoint

## Intended learning outcomes

- Students can reflect on how life online can be idealised and may not reflect reality.
- Students can empathise with others and offer advice to those who may be struggling online
- Students can devise strategies to boost their self-esteem and brainstorm 'how to be happy'.

**\* Suitable for KS2**

| Lesson outline | Description | Time | Resources | Class set up |
|---|---|---|---|---|
| **Starter** | 'When young people go online, they feel better about themselves' – discuss | 5 mins | Whiteboard | Whole class |
| **Film** | **3 talking heads** – characters from the films speaking about self-esteem and social media | 3 mins | Projector, video, WiFi | Students watch |
| **Discussion** | **Discussion questions –** explore themes of films in more detail | 10 mins | n/a | Whole class |
| **Follow on activity A** | What can you guess from a profile picture? * | 10 mins | Worksheet 4.1, 4.2 | Group work |
| **Activity B** | How can you help? * Advice for self-esteem problems | 10 mins | Worksheet 4.3 | Group work |
| **Activity C** | How to boost self-esteem * Brainstorm and design a poster with advice on 'how to be happy' | 10 mins | Worksheet 4.4, enough A4 sheets of paper for posters for the class | Students work alone and in groups |
| **Plenary** | **Review starter question and hand out exit slip** | 5 mins | Worksheet 4.5 | Whole class |

At the beginning of each lesson, briefly go through your agreed ground rules to ensure everyone knows what is expected of them during the discussions and activities that follow. Review how to write **ground rules for a successful PSHE lesson** on page 13.

Remember that although the BBFC have rated these talking heads U, the characters speak about social media which may be too mature for some young people. See the **guidance in the lesson plan**, pg 12, about age restrictions on social media.
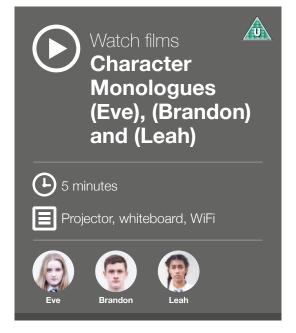
### 🏁 Starter

🕐 5 minutes

📄 Whiteboard

This discussion asks young people to consider if the content on the internet can affect people's moods.

1. Write this statement, '*When young people go online, they feel better about themselves*' on the whiteboard and ask for feedback from young people. Allow them to discuss among themselves for a minute and then check with the group. Hands up who agrees? Hands up who disagrees? Why so?

2. Explain that this lesson is about self-esteem and the role the internet can play in this. Follow on questions could include:

• **Can the internet be a source of comfort and support for people?**

• **Do they think this statement rings true for both girls and boys, or are girls affected more by the images and content they might see online?**

3. Explain to the students that they are about to watch short clips of young people speaking about self-esteem and how going online can sometimes affect them. Before watching the film, clarify with the students what the word '**self-esteem**' means.

4. Check with the group what they understand 'edited apps' to mean. For more information, look at the glossary section on page 90. Ask the group to put their hands up if they have seen filtered images or edited images online?
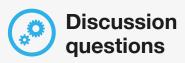
**Cambridge English Dictionary defines self-esteem as 'belief and confidence in your own ability and value'**

Remind your students that the views in the short talking heads are voiced by actors, but they were expressed by young people during Childnet's interview and research work. Warn your students that some of the actor's views may provoke strong reactions.

### ▶ Watch films
**Character Monologues (Eve), (Brandon) and (Leah)**

🕐 5 minutes

📄 Projector, whiteboard, WiFi

Eve    Brandon    Leah

## Discussion questions

🕐 10 minutes

### Eve

1. Eve says it is embarrassing if no one likes or comments on a picture that she has uploaded, why is this do you think?

2. Do you think it is realistic that someone might delete a picture if they don't get any 'likes'? How do you feel if others get more likes than you?

3. Do you agree with Eve that people's lives seem so much better online than they do offline? Why is this?

4. Do you think people might think twice about uploading content online as they are worried people might think differently of them? Why? Do people judge others by how they portray themselves online? What do they judge?

> "People judge the kinds of pictures that you post or comments that you leave."
> **Young person, 13, Childnet focus group**

### Brandon

1. Do you think girls feel pressure to look a certain way online? Why is this? Do you think it is the same for boys?

2. When Brandon says he is surprised that some people put up selfies of themselves and he asks if they have no shame, do you think there are others who feel the same way?

3. An **editing app** that allows you to make 'perfect' selfies reports that the app has been downloaded 60,000,000 times. Why do people use editing apps?

4. Brandon thinks girls are more affected by negative comments online and make a big deal out of them, whereas boys just forget about it. Do you think this is true?

### Leah

1. Leah says that although she is online a lot, she doesn't post often, for fear of being judged. Why is this?

2. Do you think it is true that guys like the girls who post selfies?

## Follow up activities:

### Activity A
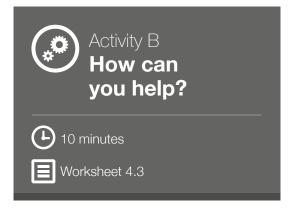### What can you guess from a profile picture?

🕐 10 mins

📄 Worksheet 4.1, 4.2

This activity asks young people to make judgements on how you might perceive a person from their profile picture.

## How to run the activity:

1. Divide the class into groups of 4 or 5. Print off Worksheet 4.1 and hand each group the four pictures. Ask each group to write down in the space below each picture what they think the person is trying to convey about themselves on social media. You can ask the following follow-up questions:

• By looking at these profile pictures, what impression do you get from them? Why did they choose that image as their profile picture?

• What 3 adjectives would you use to describe them?

2. Each group should write down 3 things they think about the profile picture under the picture.

3. Once each group has given their initial impressions, hand each group worksheet 4.2, which are the four diary entries of each of these people. Ask each group to guess which diary entry matches the profile picture of the person.

4. Feedback from each group and take reasons for their answers.

**Answer:** Answers *could be* A=1, B=4, C=2, D=3 but overall, there is no correct answer; any one of the diaries could be any of these people's profiles. It is important not to judge others by how they portray themselves online. You are only seeing what that person wants you to see; it isn't a true reflection of their everyday life.

### Activity B
### How can you help?

🕐 10 minutes

📄 Worksheet 4.3

This activity asks young people to respond and to give advice to others who are experiencing issues online.



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## How to run the activity:

1. Explain to the class that they need to imagine that the school council has rolled out a PSHE campaign to understand how they can help students more online. The school council have set up a site where people can go and share their problems anonymously.

2. Explain to the class that in groups of 3, they will read the problem, and then write down support and advice to the person in need.

3. Print off a few copies of **Worksheet 4.3**. Give each group a problem that they will need to provide advice for. They can write their advice on an A4 page. Once they have completed one, you can give each group a new problem.

4. Remind students that it was very brave of those people to reach out for help, and they need to be as tactful and diplomatic in their replies of support.

5. Trial the first example together so the class has some ideas of potential advice.



## Potential solutions/advice

**Problem 1:**

- It isn't nice to feel excluded, but focus on the things that make you happy – read a book, go for a walk, bake some cookies, play a video game.

- Maybe your friends thought you'd be away or maybe they just forgot to let you know. This doesn't mean they are not your friends, or that they are excluding you on purpose.

- Speak to your friends and maybe just ask them about their weekend and let them know that you are up for hanging out at the weekend in the future.

- If you think your friends are purposefully excluding you and it is getting you down, speak to an adult you trust, your parents, someone in the school, Childline.

### General advice

1. Be sure when you are offering advice that you show them you have listened and that you empathise with what they are going through.

2. You can offer personal anecdotes or support, if you wish, if you think it will make the other person feel better. Phrases like 'it can get better' or 'hang in there, you're not alone' can help.

3. Emphasize that talking about issues and problems really help, as the target may find that when they speak about their problems, they are not the only one in this situation. '*A problem shared is a problem halved*!'

4. Explain that they can speak to a friend, or to Childline, or even to someone in school, like a Head of Year about their issues and they will try to help.

5. Remind them that it is normal to feel down every now and then, but it is important to stay positive and to remind yourself of all the great things about yourself daily.

6. Emphasize balance and although we know that social media can be great, it is important to take a break from it every now and then.

REPORT Safety or Abuse issue

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## Activity C
## How to boost self-esteem

🕐 10 minutes

📄 Worksheet 4.4, A4 paper for each person

This activity asks young people to consider that there is a lot more to each person than what they choose to share with the world online. It also asks them to explore strategies that might help increase their self-esteem.

### How to run this activity:

1. Explain to the class that this is a private task that each person will do individually. You could put on relaxing music to help students focus.

2. Ask each person to write a list of things they are happy, and proud of, about themselves. Explain that no one else should see their list, it's private. Examples could be, *'I'm good at playing the piano, I have a nice smile, I'm clever, I'm a good listener.'*

3. Ask each person to write a list of things they would like to improve about themselves. Explain again that no one will see this list.

4. Ask the class which list was easier to write. Usually people find it easier to be critical about themselves.

5. Instruct everyone to rip up the list of things they would like to improve about themselves and put it in the bin.

6. Hand out **worksheet 4.4** to each group and ask them to reframe and correct the negative thoughts people might have about themselves, by using positive language instead. There are some possible answers at the bottom, or they can write in their own answers themselves. Correct this worksheet together and share any new suggestions with the group.

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7. Divide the class into groups and explain they are going to work together to write an important list that will help boost their self-esteem. Instruct the groups to write a 'How to feel great' guide that will outline **5 strategies** to boost their self-esteem. This guide will help them to feel happy in their online and offline world and serve as a guide to life to make them feel confident and valued. Create a mind map and go through some examples before setting them to task. Examples could include:

> Set yourself time limits to be on social media etc.
>
> Write down compliments people give you
>
> Don't compare yourself with others and don't judge others
>
> Be nice and friendly to others and usually people will treat you the same way in return
>
> Eat well
>
> Remember a time when you did something well
>
> Take deep breaths and exercise

8. Allow them to devise examples first and then instruct them individually to design a poster with these motivational messages on them that will be displayed around the class.

## ⇄ Plenary

🕓 5 minutes

1. Review the starter question again with the group and check if anybody has changed their mind. Hands up who still agrees with the statement 'When young people go online, they feel better about themselves'. Hands up who still disagrees with the statement. Hands up who has changed their mind. If people agree with the statement, check with the group what can be done to improve things online for people.

2. Hand out the exit slip to each person and encourage them to assess their learning from the lesson. Collect any folded, anonymous questions they may have and answer at the beginning of the next class.



I really like you

## Extended Activities

- **Self-esteem journal (worksheet 4.6)**
  As some young people may not monitor how going online makes them feel, hand out the self-esteem journal to each person which encourages them to note down how they feel on particular days. This journal reminds them to think positively and to jot down positive experiences throughout the day. It is a nice thing to look back over if you are feeling down.

- **Awareness campaign around school**
  To encourage others around the school to think positively about themselves, there could be a display board or a poster campaign, showcasing the posters and advice the young people had given to boost others' self-esteem.

**Things for them to consider:**

Explain to the class that it can be very difficult time growing up. Social media can be wonderful and it is a great way to keep in touch, however there are down sides too. It is very important for young people to talk about their feelings and to let trusted adults know if things are getting too much. Outline who in the school young people can speak to.

You can also signpost to other organisations such as the ones listed below.
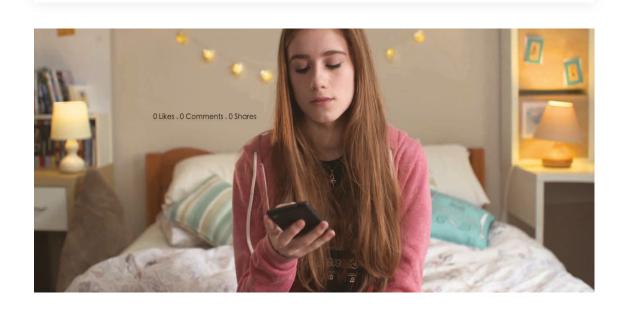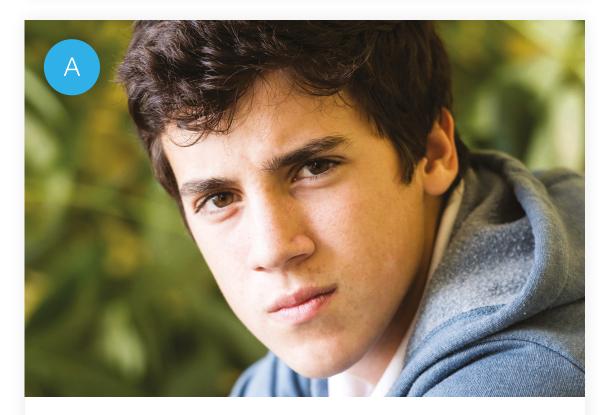
## Signposting and other resources

Childline: 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice on their website. **www.childline.org.uk**

Young Minds: **www.youngminds.org.uk** – This website has lots of information for young people about their wellbeing and mental health, and also has information for teachers and parents.

# Social media profiles



**A**

1. Why did he choose this picture as his profile picture?
2. What adjectives would you use to describe him?



**B**

1. Why did she choose this picture as her profile picture?
2. What adjectives would you use to describe her?

CROSSING THE LINE  \  FILM 4: **TALKING HEADS**

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**C**

1. Why did the first girl in the line choose this picture as her profile picture?
2. What adjectives would you use to describe her?



**D**

1. Why did the boy with the ball choose this picture as his profile picture?
2. What adjectives would you use to describe him?

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## Worksheet 4.2:
## Diaries

### Diary of Person 1

I had a really low day today. I just feel like I got out of bed on the wrong side, nothing seemed to work out well. I missed the bus, then I realised I had forgotten my wallet so I was really late getting to where I needed to go. The whole day I just keep beating myself up for doing everything wrong. i just want to cry every time I look in the mirror. Sometimes I change my profile picture on social media so that I get some instant feedback from friends. They always know how to make me feel good about myself.

### Diary of Person 2

Today was an excellent day! I did really well in an exam that I thought I failed, and I tried on some jeans that I thought didn't fit me anymore and it seems as if they still do! Result! I changed my profile picture online to a time that I was really happy to reflect the mood I'm in now.

### Diary of Person 3

Meh. Have nothing to report. I'm bored. I was online for about 5 hours today. My eyes started to go watery. I wonder what I was doing for those 5 hours … where does the time go? Everyone seems to be having a great time. I just changed my profile picture because I'm bored.

### Diary of Person 4

I got new clothes today. I've been reading so many blogs recently about fashion online, they are great. Online shopping is also brilliant, but whenever I get the clothes, they never look the same on me as they do on the models. Anyway, my friend just asked me to show the clothes so I put a new profile picture up so she can see them properly. I hope people don't think I'm vain for doing that.
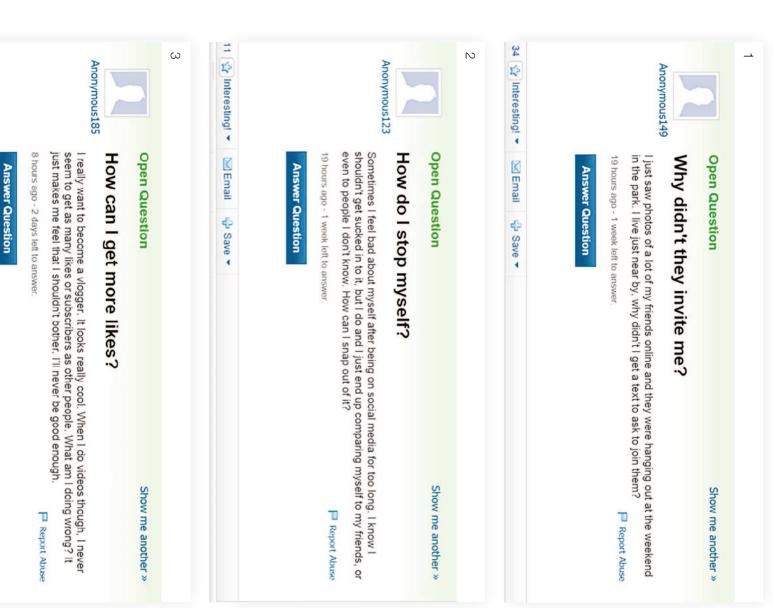
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Worksheet 4.3:
**Problems**

**1**

Anonymous149

**Open Question**

**Why didn't they invite me?**

I just saw photos of a lot of my friends online and they were hanging out at the weekend in the park. I live just near by, why didn't I get a text to ask to join them?

19 hours ago - 1 week left to answer.

**Answer Question**

Show me another »

⚑ Report Abuse

34  ☆ Interesting! ▾    ✉ Email    ➕ Save ▾

**2**

Anonymous123

**Open Question**

**How do I stop myself?**

Sometimes I feel bad about myself after being on social media for too long. I know I shouldn't get sucked in to it, but I do and I just end up comparing myself to my friends, or even to people I don't know. How can I snap out of it?

19 hours ago - 1 week left to answer.

**Answer Question**

Show me another »

⚑ Report Abuse

11  ☆ Interesting! ▾    ✉ Email    ➕ Save ▾

**3**

Anonymous185

**Open Question**

**How can I get more likes?**

I really want to become a vlogger. It looks really cool. When I do videos though, I never seem to get as many likes or subscribers as other people. What am I doing wrong? It just makes me feel that I shouldn't bother. I'll never be good enough.

8 hours ago - 2 days left to answer.

**Answer Question**

Show me another »

⚑ Report Abuse

27  ☆ Interesting! ▾    ✉ Email    ➕ Save ▾

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## Worksheet 4.4:
## How to think positively

### Instead of this …

I'm not good at this

I give up

I'm not as good as him/her

I'm not _____ enough

They'd never like me

No one cares about me

I always get things wrong

### Try this …

I need more practice at this

### Helpful hints

I'm good at _____

I need to look at this in a different way/ I need help with this

They don't know me well enough

I need some more practice at _____

_____ are my friends and family who care about me

I have other strengths

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Worksheet 4.5:
**Exit slip**

## "Back me up" Self esteem

| Intended learning outcomes | I'm still not sure | I'm nearly there | I've got it |
|---|---|---|---|
| I can reflect one how life online can be idealised and may not reflect reality | | | |
| I can empathise with others and offer advice to those who may be struggling online | | | |
| I can devise strategies to boost self-esteem and consider 'how to be happy' | | | |

### Exit slip

**3** Things I have learned today …

**2** Things I already knew …

**1** Question I still have …

Worksheet 4.5:
**Exit slip**

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## Worksheet 4.6:
# Self-esteem journal (Extended Activities)

### Monday

**Something I did well today …**

**Today I had fun when …**

**I felt proud when …**

### Tuesday

**Today I accomplished …**

**I had a positive experience with (a person, place or thing) …**

**Something I did for someone …**

### Wednesday

**I felt good about myself when…**

**I was proud of someone else when …**

**Today was interesting because …**

### Thursday

**I felt proud when …**

**A positive thing I witnessed …**

**Today I accomplished…**

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## Friday

**Something I did well today …**

**I had a positive experience with (a person, place or thing) …**

**I was proud of someone when…**

## Saturday

**Today I had fun when …**

**Something I did for someone…**

**I felt good about myself when…**

## Sunday

**A positive thing I witnessed …**

**Today was interesting because …**

**I felt proud when …**

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# Glossary

**Meme:** Cambridge definition: 'an idea, image, video etc. that is spread very quickly on the internet'. Other definitions explain: 'an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations'.



**To take a screenshot/screengrab:** to take a picture of what the screen on your device is showing eg. a text message on your mobile phone or a photograph you have been sent on your tablet. To take a screenshot on a device, you can usually press buttons on your phone or tablet which takes a picture of what appears on your screen at that time. This image is then saved to your phone gallery, meaning you have the image stored on your device. It's important that young people know this is the best way to save the evidence should they receive mean comments on their phone, so that they can show a trusted adult. However screenshotting something can also be used in a way to bully others; as images on the Snapchat app usually 'disappear' after 10 seconds, an embarrassing photo intended to go to only one person can be screenshotted and then shared around to lots more people.

**Indirect posts:** This is a form of cyberbullying whereby someone posts an indirect comment about someone, but doesn't name them. Although this comment could be intended for anyone, those who understand the context behind it, know that it is written about them, but it is difficult to prove. Examples could be '*I hate people who ask questions in English class just before the bell*' or '*I feel sorry for people who have xx brand school bags*'.

**Trolling:** Young people tend to use the word troll to describe a wide range of behaviours – from banter and online pranking, to behaviours that challenge the general sentiments or beliefs of a group, to online harassment and cyberbullying. Trolls usually post inflammatory comments aimed to provoke or upset others. It is best 'not to feed the trolls' by giving them the satisfaction of replying to them. Encourage your students to report their comments and block them.

**Photo Editing Apps:** Some apps allow young people to edit their photos so they can photoshop out any imperfections, or place filters on their photos.

**Grooming:** Grooming: This is a situation whereby an adult contacts a young person online, with the intent of meeting up and potentially harming that child. If you are ever worried about your student speaking to someone online who is asking them personal questions, asking for photos of them or to go on web camera, or even asking to meet up in real life, you should contact **CEOP** (formerly the Child Exploitation and Online Protection Centre). They are a part of the National Crime Agency Command and they are the police. You can report to them via **www.ceop.police.uk**.

# Acknowledgements and further resources

Many people contributed to the creation of this toolkit. We would like to thank the following schools to allowing us to host focus groups that informed the plots and scripts of our films.

## Schools

Stretford High School, Manchester
John Roan School, Greenwich
Holloway School, Islington

## Youth groups

First Out group for young people, Leicester Lesbian, Gay, Bisexual and Transgender Centre Youth panel, Peabody Housing Association

Thank you to all schools who helped trial the resource by piloting the films and lesson plans with their classes. Thank you to all teachers and students who took the time to provide valuable feedback to improve the resource.

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The PSHE Association have also been a great help in guiding our resource and we appreciate their feedback.

## Further resources

**Gender:**

For more information on how to discuss gender stereotyping in schools, you could show the **#likeagirl Always video** – **www.always-info.co.uk/likeagirl.aspx**. You could look at the accompanying teacher's resources that discusses gender stereotyping in more detail.

GIRES: **The Gender Identity Research and Education Society** gives excellent guidance/advice – **www.gires.org.uk/education/classroom-lesson-plans**

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### Healthy relationships:

Although targeted at an older year group, the Thisisabuse website helps young people recognise the signs of healthy and unhealthy relationships. It has lots of FAQs and games and polls for young people to play. **http://thisisabuse.direct.gov.uk**

The **PSHE Association** has an excellent guide on how to teach consent in schools – **www.pshe-association.org.uk/content.aspx?CategoryID=1161**

### Self-esteem:

You could look at the accompanying teacher's resources that deal with self-esteem from **Always** – **www.always-info.co.uk/schools/UK-Materials.aAspx**

Another PSHE quality assured resource is **#MySenseOfSelf** which deals with self-esteem and comes from the Diana Award and ASOS: **www.antibullyingpro.com/asos-resources**

**Dove** has some excellent resources on self-esteem and body image – **http://selfesteem.dove.co.uk/Teaching_resources.aspx**

### Cyberbullying:

For lesson plans and other resources dealing with cyberbullying and self-esteem, look at the **Diana Award website** – **www.antibullyingpro.com/resources**

### Photo sharing:

The NSPCC has launched a 'share aware' campaign targeted at upper key stage 2 about the importance of sharing appropriate images. **There are lesson plans and videos** to accompany them. **www.nspcc.org.uk/preventing-abuse/keeping-children-safe/ share-aware/teaching-resources**.

The Irish Safer Internet Centre has launched a new resource called **'Lockers'** that includes 6 lesson plans and a cartoon video about the consequences of sexting or sharing naked pictures. Although the resource makes reference to laws that are specific to the Republic of Ireland, it is still a highly relevant resource for KS3 and KS4 students that looks at victim blaming and the influence of media. **www.webwise.ie/lockers**

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