

# 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.<sup>2</sup> 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](http://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. The topics of the films vary from cyberbullying with an LGBT focus, sexting, peer pressure and 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.

<sup>2</sup> [www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study)



# Guidance notes to accompany each lesson



## “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.

### Synopsis of film 1: “Gone too far” Running time: 6+ mins



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 and uses homophobic language to bully him. Aware that many people are laughing at him online, Jason feels lonely and unsure of who to speak to.



Jason



Charlie



Ben



Jenna

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

### How can cyberbullying happen?

“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**

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](http://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 ...’

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

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](http://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](http://www.report-it.org.uk)) 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 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 30. 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**.



## “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?

A 2016 report from the **NSPCC**,<sup>3</sup> Children’s Commissioner and Middlesex University found that 7% of 11-16s had shared naked or semi-naked images of themselves with someone else. Reports have indicated that sexting can take place prior to a relationship forming, or during it. The **Childline annual report**<sup>4</sup> 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.

### ? 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**<sup>5</sup> 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.

### ? 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,

3: [www.nspcc.org.uk/services-and-resources/research-and-resources/2016/i-wasnt-sure-it-was-normal-to-watch-it/](http://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/i-wasnt-sure-it-was-normal-to-watch-it/)

4: [www.nspcc.org.uk/services-and-resources/research-and-resources/2016/childline-annual-review-2015-16-turned-out-someone-did-care/](http://www.nspcc.org.uk/services-and-resources/research-and-resources/2016/childline-annual-review-2015-16-turned-out-someone-did-care/)

5: <http://mediasmarts.ca/blog/sexting-and-youth-confronting-modern-dilemma>



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.

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 inappropriate.”<sup>6</sup>

**?** 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.<sup>7</sup>

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 ensure the image doesn’t get shared further. Do not copy, print or share any of the content, as this is distribution and so breaks the law.
- Seek advice – report to your designated safeguarding lead via your school’s safeguarding 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.

New guidance for schools was launched by the UK Council for Child Internet Safety (UKCCIS) in August 2016, **‘Sexting in schools and colleges: Responding to incidents and safeguarding young people.’**<sup>8</sup>

For more information, you can look at the UK Safer Internet Centre’s advice for responding to and **managing a sexting incident in school**<sup>9</sup> and you can look at the South West Grid for Learning’s resource **‘So you got naked online ...’**.<sup>10</sup>

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

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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 remit of the IWF is to minimise the availability of indecent images of children on 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.

6: [http://cps.gov.uk/legal/v\\_to\\_z/youth\\_offenders/#a29](http://cps.gov.uk/legal/v_to_z/youth_offenders/#a29)  
 7: [www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015](http://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015)

8: [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)  
 9: [www.saferinternet.org.uk/blog/responding-and-managing-sexting-incidents-updated-advice-schools](http://www.saferinternet.org.uk/blog/responding-and-managing-sexting-incidents-updated-advice-schools)  
 10: <http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online>



## “Back me up”

Peer pressure lesson plan

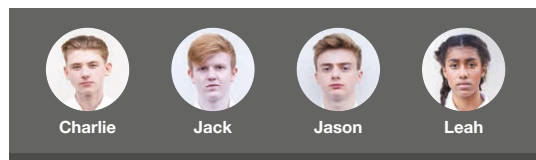
Definition of peer pressure:

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



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 happened, 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 might send 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**

## Talking Heads

Self-esteem lesson plan

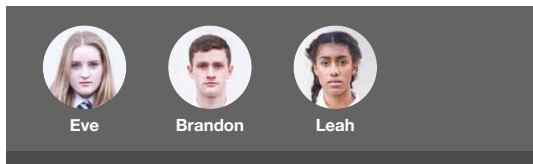
Definition of self-esteem:

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 affect 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.



**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, to comply with **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. Participants in Childnet's focus groups spoke about the fear of being judged by what you share online. 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."<sup>11</sup>

"People hate because of the kinds of pictures that you post or comments that you leave."

Young person, Childnet focus group

? 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 'photo 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.

11: [www.nspcc.org.uk/globalassets/documents/research-reports/childline-review-2012-2013.pdf](http://www.nspcc.org.uk/globalassets/documents/research-reports/childline-review-2012-2013.pdf)