

Letter from the CEO

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

Childnet International is a children's charity whose mission, since it was founded 1995, 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 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.

**Will Gardner, CEO of Childnet
& Director of the UK Safer Internet Centre**



**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'.

About this toolkit

'Crossing the Line' is a practical PSHE toolkit for educators of young people primarily aged 11-14 years old, that allows them to discuss online behaviour and its consequences. Although the internet can be a wonderful place for young minds to learn, communicate and share ideas, at times it can present moral dilemmas and challenging decisions for young people.

How should I present myself online? What makes a good friend online? What should I do if I see cyberbullying online? When does 'banter' cross the line?

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 not only challenges young people to reflect on their own behaviour online and discover what 'crosses the line' for them, but also ensures 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 has 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 they are 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, Childnet pilot

? 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. For example 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: Group work Text message	
Activity B	Triangle Six Activity - are these examples of cyberbullying? *	10 mins	Worksheet 1.2: Group work Examples of cyberbullying	
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

If your school doesn't have a dedicated PSHE lesson, many of the topics and learning outcomes from this toolkit cover aspects of the **Computing curriculum**.¹ For example, this curriculum requires key stage 3 students to be taught to understand:

- how to use a range of technology safely, respectfully, responsibly and securely
- how to recognise inappropriate content, contact and conduct
- how to report concerns

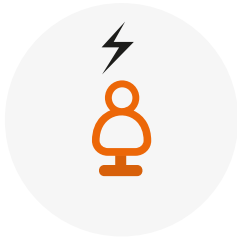
For more questions about this toolkit, read the **guidance for educators** section from pages 7 to 16. For support on **using the lesson plans**, see page 18.

1: www.gov.uk/government/uploads/system/uploads/attachment_data/file/239067/SECONDARY_national_curriculum_-_Computing.pdf, p 2.



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

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 included within the lesson plans that can serve as discussion openers

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 get unwanted attention, or to prevent male 'ganging up' on them in games.
2. Although Jason is cyberbullied in research from Net Kids go! M says cyberbullying has 10 years and that girls "

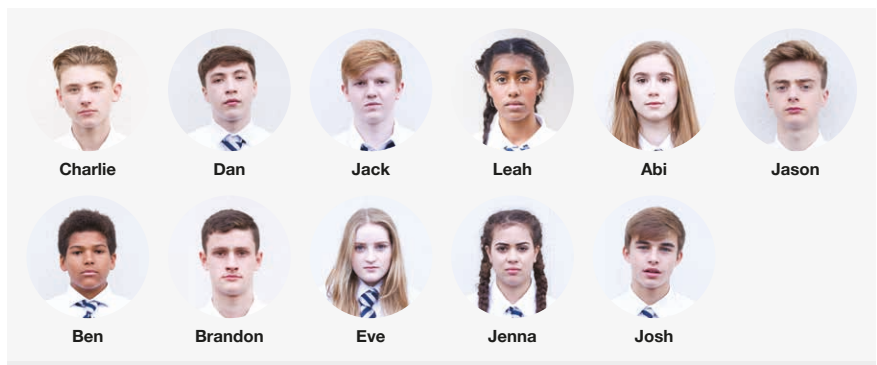
Although PSHE is not a statutory subject, the DfE has stated that 'All schools should make provision for PSHE education, drawing on good practice.' The PSHE Association has written a Programme of Study that reflects best practice. The matrix makes reference to how the topics in this toolkit tie in with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

Film	Key issues	Act
1. "Gone too far"	Cyberbullying with an LGBT focus	Starte Film Discu Follo A: Wh B: Tric 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





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



Matrix of activities:

An overview of what to expect







Film	Key issues	Activities
<p>1. “Gone too far”</p> 	<p>Cyberbullying with an LGB&T focus</p> 	<p>Starter * Film * Discussion *</p> <p>Follow up activities: A: Role-play: What happens next? B: Triangle 6 * C: Moral thermometer *</p> <p>Plenary</p> <p> 20 mins</p> <p> 10 mins each</p>

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

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 *

Film *

Discussion *

 20 mins

Follow up activities:

A: What is a good friend? *

B: What would you do quiz? *

C: What advice would you give?

Poster campaign *

 10 mins each

Plenary

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 *

Film

Discussion

 15 mins

Follow up activities:

A: Can you guess from the profile picture? – is everything what it seems online?

B: How can you help?

C: How to boost self-esteem discussion *

 10-15 mins each

Plenary

PSHE association curriculum links

Core theme 1: Health and wellbeing

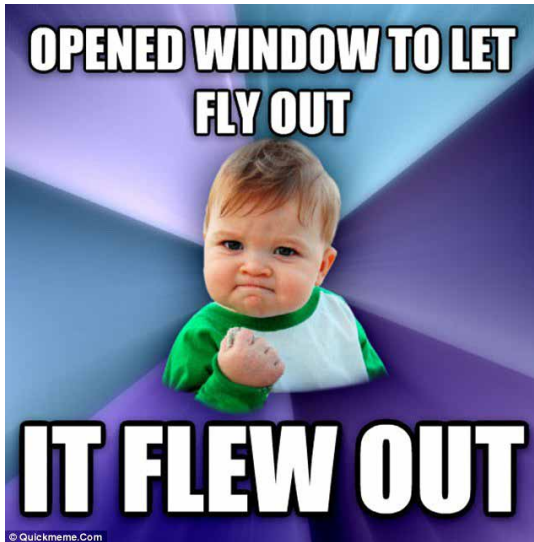
1. to recognise their personal strengths and how this affects their self-confidence and self-esteem

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

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: 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 the Child Exploitation and Online Protection Centre (**CEOP**). 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 for allowing us to host focus groups during 2015 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.

Thank you also to Go film and to the cast and crew who made our films possible. Thank you to Stonewall who gave us great guidance on the LGB&T element to our film, and to the NSPCC who gave us up-to-date statistics to use within the toolkit.

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

The BBFC for rating the films featured within this resource so schools can be confident in showing them to their pupils.



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 discuss 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



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. **www.disrespectnobody.co.uk**

The **PSHE Association** has an excellent guide on how to teach consent in schools – **www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key**

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.aspx**

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**

