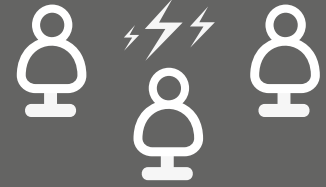# CROSSING THE LINE

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 activities				
Activity A	**Role-play** – What happens next?	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 thermometer** – 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 and 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 joking around but they don't realise it is bullying."

Young person, Childnet focus group

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 or your friends and family 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: *He could have told a trusted adult sooner, blocked the users, reported the comments and not retaliated*

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?

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Homophobic language and bullying

Charlie_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 experienced cyberbullying. For the latest stats on Childline counselling sessions relating to cyberbullying please refer to their most recent annual report. 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

Follow up activities

Activity A
Role-play – What happens next?

⏱ 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 feedback discussion points below:

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?

⚙ 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**
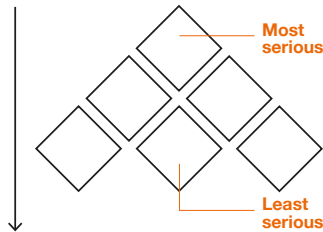
Things for them to consider:

- 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**.

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 two 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.

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⇄ 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 on the next page 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 deliver 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: A charity that helps people get involved to tackle all forms of bullying – **www.antibullyingpro.com**

True vision: 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 – **www.report-it.org.uk**

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

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