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 consider '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 activities				
Activity A	**Image based activity** – What can you guess from the profile picture? *	10 mins	Worksheet 4.1, 4.2	Group work
Activity B	**Advice activity** – How can you help? *	10 mins	Worksheet 4.3	Group work
Activity C	**Poster campaign** – How to boost self-esteem *	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

Reminder of ground rules!

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 'photo editing apps' to mean. For more information, look at the glossary section on page 89. 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**

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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 do you think this is?

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?
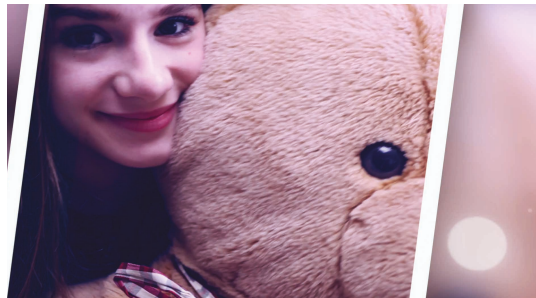
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Follow up activities:

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.

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

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.
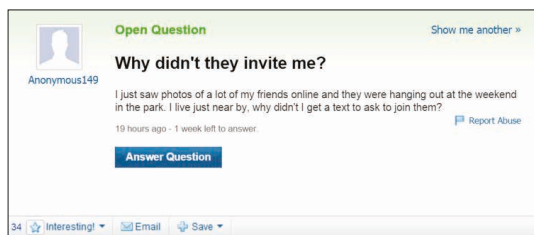

Potential solutions/advice

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 or 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 or 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. Emphasise 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. Emphasise 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
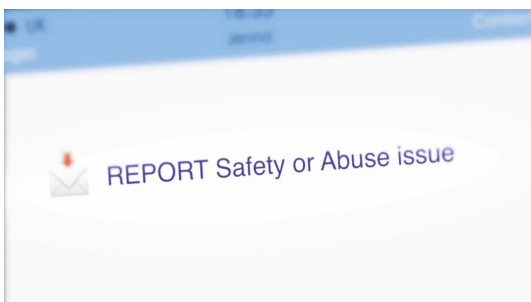
Activity C
How to boost self-esteem

🕐 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 guide on 'how to feel great' 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

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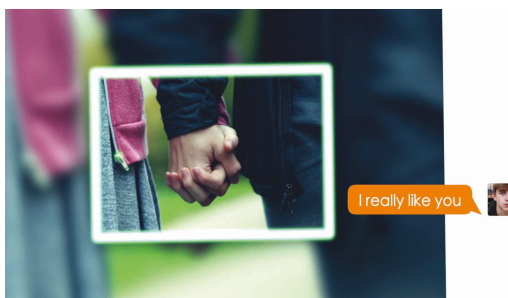
⬤⬤⬤ Extended Activities

- **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: 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**