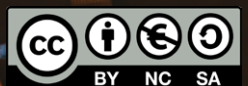# CROSSING THE LINE

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 activities				
Activity A	**Diamond 9 activity** – What is a good online friend? *	10 mins	Worksheet 3.1	Group work
Activity B	**Quiz** – What would you do? *	10 mins	Worksheet 3.2	Pair work
Activity C	**Poster campaign** – What advice would you give? *	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*

| If you don't do what someone wants you to do you will lose them as a friend |
| Peer pressure is an excuse for bad behaviour |
| Peer pressure only comes from friends |
| Peer pressure is always negative |

Truth 👍

| Peer pressure comes from a desire to fit in |
| Peer pressure does not relieve teens from responsibility |
| Giving in to peer pressure means you are conforming and you can lose your individuality |
| 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**

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 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**

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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**

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 would feel for someone who was 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.

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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
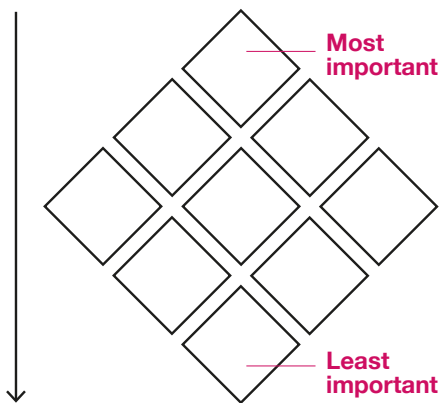
Least important

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

DANGER
TOTAL LOSER

Charlie_top Lighten up. Its only a JOKE!!

Jen_blog1 Aren't you pushing it a bit?

Activity B
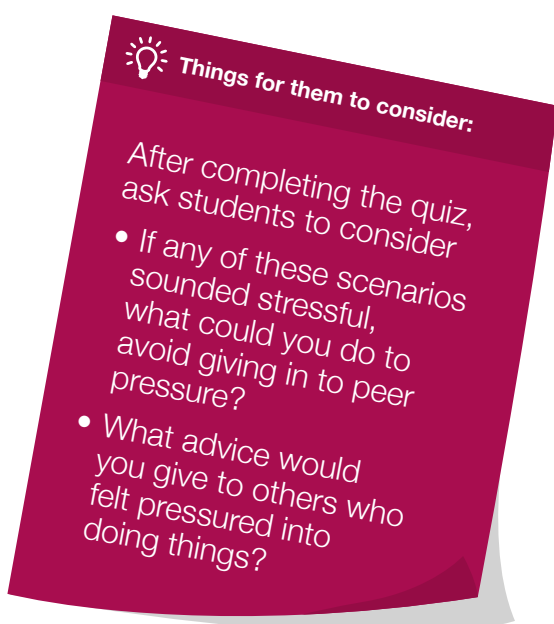## What would you do quiz? *

🕐 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 that 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' that he finds funny Sarah is often unsure of what to do. He is usually making fun of others and Sarah thinks he can be a bit mean. She doesn't want to seem like she doesn't know how to have a laugh but she doesn't want to share on the videos. What should she do?

A. Don't be pressured into sharing videos or memes and stand by her decision

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

C. Speak to Jake and explain why she hasn't shared the videos

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.

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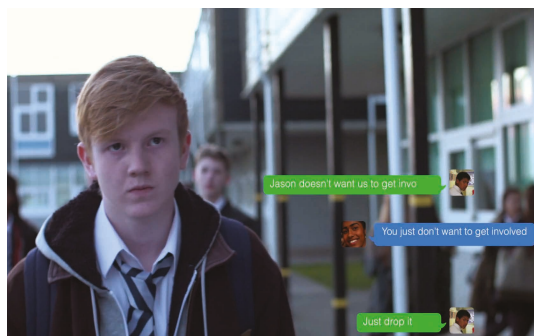
Extended Activities

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

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

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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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