

KS3 Safe!Stories Self-Harm and Self-Esteem: Teacher Notes

Safe Stories lesson plans and resources* are designed to be in-line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996. The lessons to support Katie and Jessica's story link to the following aspects from the RSE and Health Education statutory guidance¹:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a friendship is unsafe (and to recognise this in others' friendships) and how to seek help or advice, including reporting concerns about others, if needed.
- The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

As such, Katie and Jessica's story would fit well in any sequence of lessons covering these issues, it also complements the other Safe Stories lessons. In order to keep young people as informed and safe as possible these KS3 lessons contain more mature themes and content than might be typical at this Key Stage. This is in-line with advice from the PSHE Association². As such, the lessons are designed to be age-appropriate with additional KS4 learning opportunities that deal even more directly with certain issues. In some school settings and depending on need, it may be appropriate to make use of both sets of resources across the course of a school year, or to spend longer on some activities than others.

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

² <https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020.pdf>

Further Resources:

Safe Stories website: www.safestories.org.uk

SAFE! <https://www.safeproject.org.uk>

PSHE Association - mental health guidance <https://www.pshe-association.org.uk/system/files/Mental%20Health%20guidance%20online%20version%20%28Updated%20July%202019%29.pdf>

Step Out @Donnington Doorstep: <http://www.donnington-doorstep.org.uk/step-out/about-step-out#>

Oxfordshire Safeguarding Children Board: <https://www.oscb.org.uk/safeguarding-themes/bullying-peer-on-peer-abuse/>

Multi-Agency Safeguarding Hub (MASH) guidance: <https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub>

Childline [self harm]: <https://www.childline.org.uk/info-advice/your-feelings/self-harm/>

Childline [self esteem]: <https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/building-confidence-self-esteem/>

Mind: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-harm/about-self-harm/>



*These resources have been produced by Safe! in conjunction with The Cherwell School (L. Dorn and R. Hancock) 2021.

Essential Teacher Notes

The video of Katie and Jessica's story shows a range of complex emotions, events, and actions. However, of these, Katie's self-harm may seem the most immediate, concerning, and/or alarming to students. Therefore, we have chosen to structure Lesson One around this issue to support students immediately and allow for other issues to be given time and space later without unanswered questions from students. However, it may be appropriate for your setting to reverse the order of the lessons.

Please note: there are deliberately no images on the slides which include information about self-harm. This is so that the information speaks for itself, and that there is no risk of glamorising, shocking, being emotive, or being prejudiced about who might self-harm. Lesson One is deliberately very heavily teacher-led to ensure that there is accuracy in the information being presented. The opportunity for discussion and student activity comes after they have understood the information. It is important not to draw out this information from students but to be the expert and provide the knowledge for them.

It is important to be mindful that there may be students in the class who have direct or indirect experience of self-harm and/or peer-on-peer abuse. Nonetheless it is crucial that all students have access to information on healthy coping strategies, how to stay safe and seek help. Therefore, you may wish to speak with particularly vulnerable students beforehand and share the lesson intentions with them so they can ask any questions. In order to provide a wider safety-net it may be appropriate to do this in conjunction with the relevant pastoral teams in your setting. The lesson does not include specific methods or details about self-harm as this may lead to vulnerable students copying, trying out unhealthy behaviours or being adversely affected by the behaviours they learn about in class.

Do use non-emotive language, try to be factual rather than dramatic. We know students learn best and most safely when presented with facts and given the opportunity to discuss and explore them within safe boundaries. Throughout the lesson you will see that teacher explanations have been clearly specified for each activity. These should be read directly to your class to ensure that students experience consistency. We hope this will also give you confidence in your own delivery.

A list of key words and definitions are provided. Familiarise yourself with these because students need to be provided with clear, accurate and consistent explanations. It is important that your own knowledge is secure in this area. You might want to print these out for students and encourage them to use and refer to them throughout the lesson. This is important for improving a student's ability to communicate effectively about self-harm, peer-on-peer abuse and associated issues such as low mood, anxiety, self-esteem and peer pressure.

Disclosures: Be aware that students may make disclosures to you or their peers at any point during or after the lesson. Should a child make a disclosure within the lesson either directly or indirectly (e.g. you overhear it while they are chatting to peers) you must follow your school's safeguarding procedure and report this to the relevant staff as directed in your school policy. In these lessons do be vigilant, take notice and report any concern, however small, as it could be part of a bigger picture. Do speak to your safeguarding lead ahead of the lesson should you want clarification and advice on the process, including how you deal with the student.

Lesson Overview Grids

Lesson One			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Go through learning aim, health warning and signposting. Key word lists	PPT slides 1-4
5- 10 minutes	Activity One	Identifying personal support network. Defining self-harm	PPT slides 5-7 Appendix 1.
10-15 minutes (video 2.30)	Activity Two	Root problems. Watching video: Katie and Jessica. Discussion about Katie and Jessica's root problems	PPT slides 8-9 Video Link Appendix 2.
5 minutes	Activity Three	Three ways to stay safe. Speaking to trusted adults. Adding to personal support network	PPT slides 10-12
10 minutes	Activity Four	Two types of positive coping strategies	PPT slides 13-14 Appendix 3.
5 minutes	Activity Five	What to do if you are first on the scene when someone has self-harmed	PPT slide 15
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 16

Lesson Two			
Timing	Activity		Resource
5 minutes	Teacher Led Task	Reminder of learning aim, health warning and signposting	PPT slides 1-3
5 minutes (video 2.30)	Activity One	Re-watching video	PPT slide 4 Video Link
10 minutes	Activity Two	Impression management online and in real life. Problems arising from this	PPT slides 5-7 Appendix 4.
15 minutes	Activity Three	Criminality of cyber-bullying. Normative social influence - risk and rewards of conformity	PPT slides 8-11 Appendix 5.
10 minutes	Activity Four	Building and maintaining self-esteem	PPT slides 12-14 Appendix 6.
5 minutes	Teacher Led Task	Signposting sources of advice	PPT slide 15

Useful Key Words

Self-harm	Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences. People may turn to self-harm when they don't know how else to cope with these feelings, as they don't have any successful healthy coping strategies they can rely on. It can affect any one of any age and from any background.
Taboo	Describes something that is seen as off limits or forbidden. Something that people do not usually feel comfortable talking about.
Peer pressure	Peer pressure is feeling like you have to do something just because all your friends are doing it and you want to fit in. You can feel peer pressured in many ways, from small day-to-day actions to bigger decisions about how you act, dress, behave.
Anxiety	Anxiety is a normal and often healthy emotion. It is your body's natural response to stress. It's a feeling of unease, fear and/or worry about what's to come (for example, the feeling you get on your first day at school). Anxiety can be mild or severe. Everyone has feelings of anxiety at some point in their life.
Low-mood	Difficult events and experiences can leave us in low spirits. A general low mood can include feelings of sadness, feeling anxious or panicky, worry, tiredness, low self-esteem, frustration and anger.
Healthy self-esteem	Self-esteem is the opinion we have of ourselves. Healthy self-esteem is when we feel positive about ourselves and life in general. Having healthy self-esteem means we are more likely to cope better with life's ups and downs.
Low self-esteem	Self-esteem is the opinion we have of ourselves. Low self-esteem is when we see ourselves in a more negative and critical way. Having low self-esteem may result in us feeling less able to take on and deal with the challenges that life throws at us.
Impression management	A concept named by the sociologist Erving Goffman. When we come into contact with other people we attempt to control or guide the impression that others might make of us. This is done through changes to our bodies, appearance and communication (e.g. speech). We can be aware or unaware that we are doing this.
Normative Social Influence	Normative Social Influence is where a person conforms in order to be accepted and belong to a group. They do this because there are social rewards that come from conforming and social risks that come from not conforming.
Safeguarding	Safeguarding is the actions that are taken to promote the welfare of children and all other vulnerable people and protect them from harm.
Vulnerable	A vulnerable person is someone at risk of harm or abuse because they are unable or lack the resources to fully take care of themselves. A person can become vulnerable through no fault of their own, and someone who is not vulnerable in one situation may be vulnerable in another.

KS3 Safe!Stories Self-Harm – Katie and Jessica

Lesson One Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“This lesson, we are going to be focusing on the topic of self-harm. Self-harm is a very personal and intimate issue, and we are required to be mature and sensitive in the way that we discuss it. We are going to be focusing on how people can be at risk of self-harm, and how people can develop more healthy behaviours. We will not be focusing on self-harming actions people might take.

Self-harm is often seen as a taboo (off-limits or forbidden) topic but over the lesson we will be challenging that feeling and talking about it. It is ok to ask questions and explore the subject, however if something is not appropriate for me to answer I will explain why.

I won't be talking about specific methods of self-harm and I don't want you to either, as this can put vulnerable friends in danger of trying out unhealthy behaviours. I will give you a definition of self-harm shortly, but for now it is really important that you understand this information.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to return to these issues and consider them even more deeply.

The issues we will discuss in these lessons will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Teacher Explanation:

“As we are going to be exploring a number of different issues, it is really important that you think about your personal support network. A support network is the people and organisations that you can go to for advice and support. It is usually a good idea to have at least one trusted adult and one organisation within your support network.”

Using any of the ideas from the previous slide, ask students to identify the names of up to 5 people or organisations that they want to include for their own personal support network. Identify these on Appendix 1.

Try to get students to be as specific as possible, for example by writing the actual name of their friend, family member or teacher. At the end of the lesson, you will ask students to return to this and add to it. It is useful to make regular reference to this in other lessons too.

“Here is the definition for self-harm: Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences. People may turn to self-harm when they don’t know how else to cope with these feelings, as they don’t have any successful healthy coping strategies they can rely on. It can affect any one of any age and from any background. Take a moment to read this through again on your own.”

Some people have described self-harm as a way for them to:

- Express something that is hard to put into words
- Turn invisible thoughts or feelings into something visible
- Change emotional pain into physical pain
- Reduce overwhelming emotional feelings or thoughts
- Have a sense of being in control
- Escape traumatic memories
- Have something in life that they can rely on
- Punish themselves for their feelings and experiences
- Stop feeling numb or disconnected from the world
- Create a reason to physically care for themselves

After self-harming the cause of your distress is unlikely to have gone away. Self-harm can also bring up very difficult emotions and could make you feel worse.

“It is really important that we do not try to make assumptions about the reasons people may choose to self-harm. However, one thing we do know is that some of these complicated emotions and feelings can be the result of some particular issues. These are sometimes referred to as root problems.”

Activity Two

Read through list of root problems. These feelings might be the result of one or more of the following:

- Underlying mental health issues (e.g. anxiety or depression)
- A bereavement, loss or trauma
- Difficulties at home
- Friendship issues

- Relationship breakdown
- Stress related to schoolwork or exams
- Feeling different, or excluded by others
- Feeling lonely
- Illness or health issues
- The general stresses of day-to-day life

Watch the video about Katie and Jessica. Video link: <https://www.youtube.com/watch?v=dsnyClavIEM>

Even though it was Katie that self-harmed, both Katie and Jessica are dealing with challenges in their lives. Identify whether Katie and Jessica are dealing with any of the root problems listed above. Indicate these on Appendix 2. It might be appropriate to encourage students to put question marks for some - as we do not know the detail of each person's feelings and experiences. For Jessica, students are likely to indicate possible root problems as 'difficulties at home' and some may put 'friendship issues'. For Katie, students may say she has an 'existing mental health condition', 'friendship issues', 'feeling different' and 'trauma' (from the fake profile being made about her).

This activity can be used to highlight that sometimes we may not know what someone is feeling. For example, Jessica might actually be feeling different or excluded and so is trying to fit in by constantly posting on social media to present herself as popular, happy etc. Equally, we do not know that Katie has a diagnosed mental health condition, so it allows us to remind students not to make assumptions about root problems.

This is quite a challenging task and it's really designed to develop some discussion. Students discuss the two questions in pairs to explore the complex range of situations that are facing these characters.

- Were there any challenges in identifying root problems for Katie and Jessica? Why?
- What specific issues do you think Katie and Jessica might be dealing with?

Feedback some answers for each question. It would be good to encourage students to verbalise detail here, for example by asking them to identify what the specific issues are for both Jessica and Katie (both at school and out of it). Some ideas detailed below:

Katie	Jessica
<ul style="list-style-type: none"> • Jealous of Jessica (money, friendship, popularity) • Thinks that people are happy based on what they own and what put online • Compares her own situation/happiness to others • Doesn't think she is pretty (low self-esteem) • Hasn't got a lot of friends • Really wants to fit in (so accepts a 'random' invite to party) • Fakes illness/truants to avoid problems 	<ul style="list-style-type: none"> • Parents getting divorced (they don't speak) • Not spending much time with her mum • Feels like her mum is too focused on work • Cyberbullying Katie (set up a fake profile due to low self-esteem maybe?) • Uses social media as a form of escapism • Acts differently at home than she does with her friends • Has lots of material possessions but doesn't seem happy

Activity Three

Teacher Explanation:

"We can see from the video that Katie was finding it difficult to cope with a range of emotions she was feeling and experiences she was having. If you, or someone you know has ever thought about self-harm or

has self-harmed before, It is really important for you to know how to stay safe. Here are three ways that you can stay safe.”

Ways to stay safe:

- Recognise your triggers
- Get yourself somewhere safe
- Ask for help

“However, there are two other things that we need to think about. For Katie, she does eventually open up to her mum who is in her support network and from there she receives help from Safe. Speaking to trusted adults is a good thing to do as they can help get you access the best advice.”

Read through the information on the slide about speaking to trusted adults, and the work that Safe can do to support young people. Get students to return to their personal support network and see if there is anyone else they would now add to their own network.

Activity Four

Teacher Explanation:

“For a while Katie didn’t speak to anyone about how she was feeling. Having positive coping strategies are really useful. We can think of two different types strategies that can help you cope:

- 1) Things you can do to help yourself
- 2) Things that other people can do for you

These alternative coping strategies can also be useful to help deal with the root problem. Remember, a root problem is the underlying reason why we might behave in certain ways that are not healthy or safe. It would have been useful for Katie to have known about a range of coping strategies as this may have helped her deal with the root problem more healthily. It would also have been good if she had some friends to look out for her too. One thing you can all do is be a good friend. Being a good friend to someone can help boost their self-esteem. When someone has healthy self-esteem they are more positive about themselves and they are able to cope better with the challenges that life can sometimes throw at us. We will explore the topic of self-esteem in more detail next lesson too.”

Alternative strategies that deal with the root problems:

- Getting out of the house
- Restricting time on social media
- Writing about feelings in a journal
- Practicing mindfulness breathing
- Saying three things you are grateful for every day
- Be a listening friend and check in with them regularly
- Say positive things to yourself and your friends
- Helping your friend live their life
- Do hobbies and activities to keep your mind and body active
- Do activities with friends

Students to complete writing task, having watched the video and understanding Katie a bit better: Explain which of the strategies you would suggest to Katie first. Give a reason why you would suggest this. If you were Katie’s friend, what would you do to try and support her? Give a reason for your choice.

Activity five

Teacher Explanation:

“As we have talked about self-harm this lesson we do want to give you some advice about what to do if you are the first person on the scene when someone has harmed themselves. This is practical advice and designed to help you feel calm and in control if you ever found yourself in this situation.”

What to do if you are first on the scene when someone has harmed themselves:

- They need you to be cool, calm and level-headed
- They also need you to be supportive and non-judgemental
- If they are happy to move, take them to a trusted adult immediately. If they do not want to move, make sure they are away from danger and go and bring a trusted adult to them immediately
- Remember, they may not want to talk to you about it right away or at all but it's important they know where they can get support and that you also have someone who can listen to your concerns and answer any questions you might have.

Sign-posting

End the lesson by reminding students of the places they can access support:

Teacher Explanation:

“Remember, if you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this].”

Safe: <https://www.safeproject.org.uk>

Safe Stories: <http://safestories.org/>

Childline: <https://www.childline.org.uk/> 0800 1111

Young Minds: <https://youngminds.org.uk/>

Victim Support: <https://www.youandco.org.uk/>

The Mix: <https://www.themix.org.uk/>

KS3 Safe!Stories Self-Esteem – Katie and Jessica

Lesson Two Plan – 50 minutes

Teacher-led Task

Health Warning

In order to create a safe environment in your classroom in order to sensitively deal with the issues covered in this sequence of lessons, please share the following statement with students (including sign-posting where they can get support). Do repeat throughout the lesson if necessary. It is vital that this is established before moving onto the activities so it might take more than 5 minutes if the message needs to be repeated.

Teacher Explanation:

“This lesson, we are going to be focusing on the topic of self-esteem. Our self-esteem is linked to our mental wellbeing and our ability to deal with day-to-day life, as well as major life events such as change, trauma and loss. When you understand the factors that can affect self-esteem and can reflect on your own self-esteem levels you will be better able to keep yourself safe. This knowledge is just as relevant to your future lives as adults as it is to you right now.

This information is to help you protect yourself and your friends from harm, not to be used in order to bully or make fun of others. Later in KS4 it will be appropriate to return to these issues and consider them even more deeply.

The issues we will discuss in these lessons will be closer to the experience of some of us more than others. Remember to talk and discuss in a sensitive and respectful manner. This means that people need to feel safe should they choose to share an idea or a personal experience. To show we are being respectful we will put our hands up if we want to contribute (and will wait patiently), we will not talk over somebody, we will make sure we are actively listening by looking at the person talking and being kind with our facial expressions and body language. We will also not leave the lesson and go and tell other people what someone else has said.

You can step out of the classroom if you need a minute. Someone may come and check to see if you are ok but you do not have to explain to them what you are feeling if you are not comfortable.”

Sign-posting

Teacher Explanation:

“If you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. At the end of the lesson we will provide you with places outside of school that you could go to for support. There are also many keywords which are on a glossary for you. We will highlight these as we cover them during the lessons.”

Activity One

Students should re-watch the video that shows Katie and Jessica’s experiences to refresh their memories.

Activity Two

Teacher Explanation:

“Katie recognises that Jessica presents a certain image of herself in real life and online but that not everything is going well in Jessica’s life. However, Katie still assumes overall that Jessica is happy, and certainly happier than her.

What Jessica is doing is not new, humans have always taken care to present different aspects of themselves in different situations. The sociologist Erving Goffman called this ‘impression management’. In many situations doing this can be very helpful, for example it would be sensible to give the impression of someone who is professional, knowledgeable and hardworking when going for a job interview. We might do this through the clothes we wear, the body language we use and the way we speak”.

Some problems with impression management come when:

- We assume that the person is always and only like the image they are presenting.
- When we compare ourselves as we are to the image they are presenting without paying attention to or acknowledging the steps they have taken to present themselves that way.
- The image we are presenting gets in the way of, or stops us being honest with ourselves about our feelings and seeking the help and support we need.

“These problems can be worse on social media because we don’t have access to anything other than the image itself”.

Students should consider the different ways shown in the video that Jessica manages the impression she creates online and in real-life. They should then consider the different problems that might come from this, they should identify problems that will affect Jessica directly and problems that will affect others (including people she doesn’t know). This activity can be done individually, in pairs, or in groups. Ask the class to feedback the results of their discussions and fill in their tables [Appendix 4.]. Then, students could choose one thing that Jessica is doing, pair it with one problem that might come from this and write it in full sentences.

Model answer: *Jessica may choose not to share her true feelings online about not getting to spend much quality time with her mum. She should not feel pressure to share personal information online if she doesn’t want to but if her friends don’t have this information and think she is always happy then they may not give Jessica the support and space to talk about her worries that she actually needs.*

Extension Activity

Students may wish to consider and discuss the following questions:

- To what extent does it matter if we create an impression online that is nothing like any aspect of our actual selves?
- To what extent should social media influences be required to share details of the techniques they use to create particular impressions such as lighting, filters, diet and exercise routines?
- Are there situations in which it could be beneficial and psychologically healthy for a person to create an entirely different impression of themselves online?

Activity Three

Jessica uses images of Katie from the party to set up an online account in her name, this is bullying (often called cyberbullying) but is what she has done a crime?

There isn't a specific law against cyberbullying but cyberbullying does break lots of laws:

- Protection from Harassment Act 1997
- Communications Act 2003
- Malicious Communications Act 1988
- Public Order Act 1986
- Computer Misuse Act 1990
- Protection of Children Act 1978 (Section 1)

Sometimes young people are prosecuted for cyberbullying. The first person to be prosecuted for posting abuse online was an 18-year-old girl and she got 3 months in youth custody after pleading guilty to harassment. So Jessica *is* breaking the law by her behaviour and could get into trouble.

Teacher Explanation:

"Katie learns about the fake profile when she goes back to school. It is clear that other people have been viewing it, sharing it, and posting cruel and unkind comments on it, even though they know this is wrong and would not like to have it happen to them. The concept of Normative Social Influence can be helpful in understanding why people might behave this way, Normative Social Influence is a psychological concept that is very closely linked to peer pressure.

Normative Social Influence is where a person conforms in order to be accepted and belong to a group. They do this because there are social rewards that come from conforming and social risks that come from not conforming."

Students should consider the possible social rewards of going along with and joining in (conforming) with what Jessica and her group have done and the possible social risks of not conforming. Students to note ideas into the table. [Appendix 5.]

Now use the concept of 'peer pressure' from the key word list to explain why people other than Jessica got involved. Include an example from the video to support your explanation. Students can give this explanation verbally or in written sentences.

Sentence starters: *Other people may have got involved in ... because ...*
Peer pressure is...

Extension Activity - Also include the concept of Normative Social Influence in your answer.

In Katie's case, despite all the people involved, it takes a friend of Jessica's mum to report the fake profile to the school. Identify two people from your personal support network [ref: Lesson One, Activity One] that you could tell if you witnessed this kind of cyberbullying happening to someone at school. Think carefully about who would be best suited to help in this particular situation. Students can give this explanation verbally or in written sentences.

Sentence starters: *If I witnessed the cyberbullying of someone at school, even if it was happening to someone I didn't know, I would tell ... They are best suited to help because ...*

Activity Four

Teacher Explanation: "Self-esteem is the opinion we have of ourselves. This can be affected by different factors and change throughout our lives. You might also experience different levels of self-esteem in

different aspects of your life right now. This is totally normal. Katie's self-esteem at the start of her story is quite low and she compares herself to Jessica. She also believes that if she has the things that she thinks Jessica has (good looks and lots of friends) she will be happier.

There are a range of ways to build and maintain self-esteem and Katie works with Safe to help her do this".

Read through the suggested ways to build and maintain self-esteem [Appendix 6.], which can be used as a printed handout or a card sort. There are two blank spaces for students to add their own suggestions.

Students should choose one suggestion that would be helpful to Katie and explain why it would be helpful to her.

Model Answer: Katie might find it helpful to do a sport or exercise that she enjoys, or to try a new sport or exercise. Physical activity is really good for our health and can boost our mood so Katie might find that doing something physical will have a positive effect on her physical and mental health. This in turn will help her view herself more positively.

"It is possible that one reason why Jessica was so cruel to Katie is that she also has low self-esteem at the moment. An unhealthy way of dealing with our own low opinion of ourselves is to set out and make others feel as bad about themselves. Unsurprisingly this rarely makes us feel better about ourselves in the end".

Students should choose one suggestion that would be helpful to Jessica and explain why it would be helpful to her.

Students to choose three that could be useful to them if they experience low self-esteem this year.

Sign-posting

End the lesson by reminding students of the places they can access support (see page 2 and 10 for sources of support)

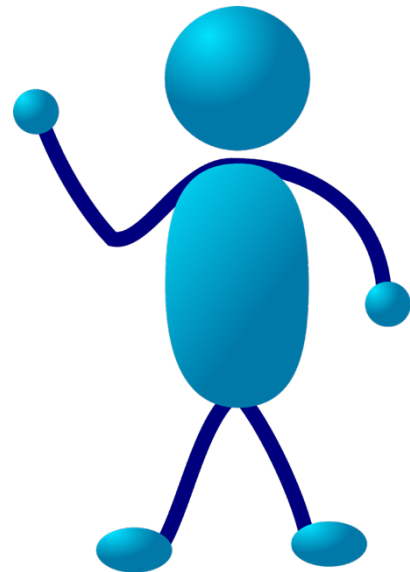
Teacher Explanation:

"Remember, if you or anyone you know are affected by the issues we discuss today, remember that there are many people in school who can support you [list adults and resources specific to your school context]. There are also organisations outside of school that you can go to [make sure students can see this]."



Appendix 1. My Personal Support Network

1.
2.
3.
4.
5.

<http://safestories.org/>
<https://www.childline.org.uk/>
<https://youngminds.org.uk/>

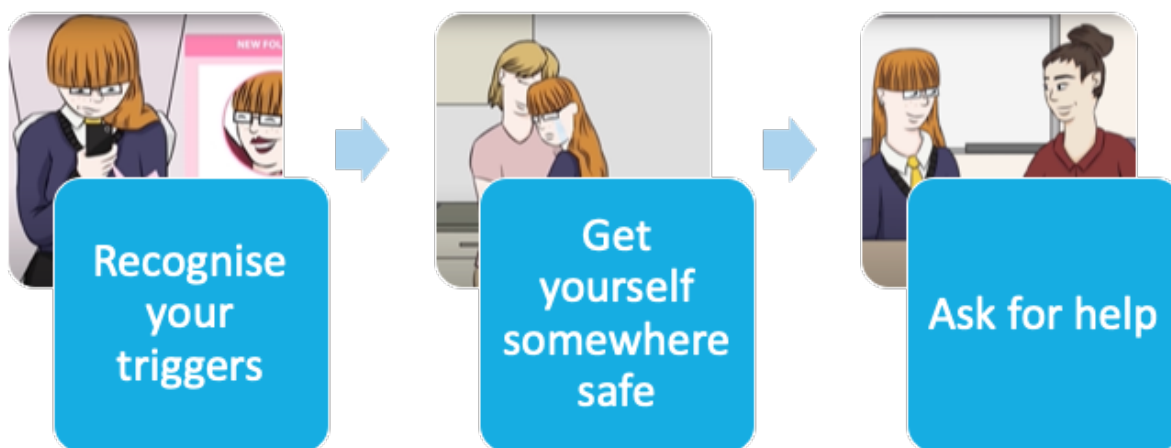


Appendix 2. Katie and Jessica's Possible Root Problems

	 Katie	 Jessica
A bereavement, loss or trauma		
Underlying mental health issues (e.g. anxiety/depression)		
Difficulties at home		
Friendship issues		
Relationship breakdown		
Stress related to schoolwork or exams		
Feeling different, or excluded by others		
Feeling lonely		
Illness or health issues		
The general stresses of day-to-day life		

Appendix 3. Staying Safe and Alternative Coping Strategies

Three ways to stay safe:



Alternative coping strategies could include:

- Getting out of the house
- Restricting time on social media
- Writing about feelings in a journal
- Practicing mindfulness breathing
- Saying three things you are grateful for every day
- Be a listening friend and check in with them regularly
- Say positive things to yourself and your friends
- Helping your friend live their life
- Do hobbies and activities to keep your mind and body active
- Do activities with friends



Explain which of the strategies you would suggest to Katie first. Give a reason why you would suggest this.

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If you were Katie's friend, what would you do to try and support her? Give a reason for your choice.

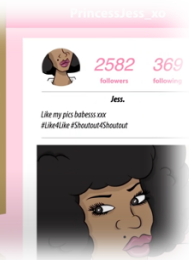
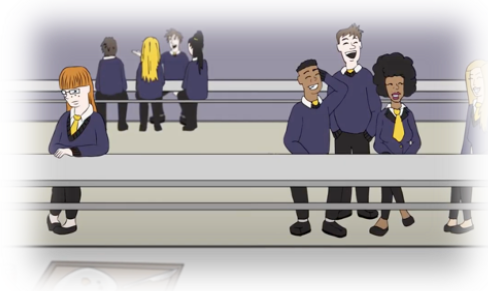
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Appendix 4. Impression Management



Ways that Jessica is managing the impression she creates online and in real-life	Problems that might come from this

Other ways people may manage the impression they create online	Problems that might come from this

Choose one thing that Jessica is doing, pair it with one problem that might come from this and write it in full sentences.

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Appendix 5. Normative Social Influence

Possible social rewards of conforming to the peer pressure	Possible social risks of not conforming to the peer pressure

Use the concept of 'peer pressure' from the key word list to explain why people other than Jessica got involved. Include an example from the video to support your explanation.

Extension Activity - Also include the concept of Normative Social Influence in your answer.

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Identify two people from your personal support network that you could tell if you witnessed this kind of cyberbullying happening to someone at school. Explain why they would be best suited to help in this particular situation.

Person 1

Person 1

I would choose these people because

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Make small changes to your body language e.g. stand up straighter or make eye contact with others	Remind yourself of something you are good at (everyone is good at something!)	Celebrate your successes
Be proud of what makes you different	Make positive connections with other people and build a sense of belonging	Choose the people you surround yourself with carefully (are they good for your self-esteem and are you good for theirs?)
Try out something new	Avoid comparing yourself to other people	Talk to a trusted adult
Be kind to yourself when you think about yourself (we can sometimes say/think much more horrible things about ourselves than we ever would about another person)	Add your own example:	Add your own example:

Choose one suggestion that would be helpful to Jessica and explain why it would be helpful to her.



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Then chose three suggestions that could be useful to you if you experience low self-esteem this year:

1.
2.
3.