



'You're So Real' – School Resource Pack

Curriculum-Linked Lesson Plans,
Teacher Guidance and Safeguarding
Support



 www.anti-bullyingalliance.org.uk

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'YOU'RE SO REAL' – LESSON PLANS & TEACHER GUIDANCE

OVERVIEW

These lesson plans and resources are designed to support teachers using the film 'You're So Real' <https://bit.ly/44cx1Qf> to explore themes relating to:

- Screen use and digital habits
- Online identity and authenticity
- Online bullying and digital wellbeing
- Wellbeing and mental health
- Peer relationships and social pressure
- Communication and empathy
- Asking for help and seeking support

The lessons are structured flexibly across two sessions so schools can adapt delivery based on:

- Available curriculum time
- Student age and maturity
- Safeguarding considerations
- Existing PSHE/RSE provision
- Whether the film is viewed in full or in sections

The materials are designed primarily for upper KS2 and KS3 learners but can be adapted for younger or older students.

This resource has been produced in collaboration between the Anti-Bullying Alliance and Haringey Shed, with support from the Sarah Jane Leigh Charitable Trust.



TEACHER GUIDANCE

FILM OVERVIEW

Alisha's thirteen. She's funny, creative and happy. She's also the last one in her class to get a phone. When the big day comes, she discovers the wide world of social media. With her best friend, Tyler, along with school celebs Instagabs and Snapchat Seb, Alisha explores her new online playground. However when nasty comments from an anonymous account drive her to lock herself in her room, can her friends work out how to help her and each other stay safe and happy online?

Developed alongside Year 5 learners, 'You're So Real' is a performance and workshop that aims to engage and educate children and young people, giving them space to explore and reflect on what challenges may come their way in the future. The performance addresses themes of anti-bullying, mental health, mobile phones and social media at school, and emphasises the importance of being kind to others and yourself. It aims to help support children affected identify someone they trust to talk about their situation.

'You're So Real' is dedicated to the memory of Mia Janin. Mia is tragically no longer with us as a consequence of the online bullying that she experienced as a teenager during secondary school. The play has been funded by the SJLCT in order to help children, families and schools explore healthier safeguarding for young people using social media. It encourages children to ask for help if they are experiencing bullying, or to take responsibility for their actions, by raising awareness of the potential dangers of social media and online culture.



Note of caution for school staff:

When discussing bullying with children and young people, school staff should take care not to present suicide or self-harm as a common or inevitable consequence of bullying, as this can be distressing and may increase risk for vulnerable pupils. Instead, discussions should focus on safe help seeking, trusted adults, protective support, and clear messages that bullying can be addressed and that no child or young person should face it alone.



KEY TERMINOLOGY

The language used to talk about social media, and the online world can be confusing if you aren't familiar with it. Here are a few key definitions that might be helpful to understand.

- Clipped / clipping: Taking a longer video and creating a shorter edit, sometimes in order to remove the context of the original, manipulate its meaning or make fun of the person in the original video.
- DM: Stands for 'Direct Message' – a message sent privately from one account to another.
- IRL: Stands for 'In Real Life'
- Snap: Slang for social media app 'Snapchat'
- Story / Insta Story: A feature on social media app Instagram which allows users to share a photo or video for 24 hours only – after that it disappears.
- Troll / Trolling: Intentionally targeting someone online with hurtful/unkind things, often in order to get a response.

Please note that this language is always evolving so may quickly become outdated. Internet Matters have an updated online internet safety glossary you can access [here](#).

SAFEGUARDING NOTES

SAFEGUARDING FRAMING

The film may raise complex or emotional issues for some students. Teachers should establish clear expectations before discussion.

Suggested ground rules:

- Respect difference of opinion and different experiences
- No pressure to share personal experiences
- Avoid naming individuals or recounting identifiable incidents
- Listen without judgement
- Challenge ideas respectfully
- Use appropriate and respectful language

It can also help to remind students that:

- Online experiences affect people differently – there is no way of knowing how different people may react to the same situation
- Social media and screen use can have both positive and negative impacts
- Friendship difficulties are common and support is available
- Seeking help and support is a strength

MANAGING SENSITIVE DISCUSSIONS

If students disclose concerns relating to:

- Bullying
- Harmful online interactions
- Emotional wellbeing
- Self-esteem
- Isolation
- Mental health concerns

Teachers should:

- Follow the school safeguarding policy and reporting procedures;
- Avoid asking students to publicly disclose personal experiences.

Where appropriate:

- Use distancing techniques (e.g. discussing characters rather than individuals)
- Allow students to write reflections privately
- Provide opt-out opportunities for certain activities
- Signpost for support after lessons
- Remind all students where and how to access support

SUGGESTED STUDENT SUPPORT SIGNPOSTING

Schools may wish to display or share:

- School pastoral or wellbeing contacts
- Safeguarding team information
- Counselling or mentoring services
- Trusted adults in school (anti-bullying leads)
- Peer to peer support available in school
- **External support organisations such as:**

o Childline is a free, confidential helpline for children and young people available any time, day or night / 0800 1111 / www.childline.org.uk

o The Mix provides support for under 25s for a range of issues, including bullying / text THEMIX to 85258 / www.themix.org.uk

o Kidscape has information for young people about what to do if they are being bullied/ www.kidscape.org.uk/advice/advice-for-young-people/what-should-i-do-if-im-being-bullied

o The Diana Award has tips and advice on what to do about bullying on their anti-bullying website / www.antibullyingpro.com

o Think U Know (from the Child Exploitation and Online Protection Centre) is a website for children and young people about staying safe online / www.thinkuknow.co.uk

o Childnet has advice and support for young people about online harms / www.childnet.com/young-people

o Papyrus UK provide suicide prevention support for young people and have a helpline / 0800 068 4141 / www.papyrus-uk.org

o Samaritans (where age-appropriate)

CURRICULUM LINKS

The [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education curriculum](#) was made compulsory from September 2021 for schools in England, and has been updated in 2025. The lesson plans in this pack could contribute to the following areas of the curriculum for primary and secondary schools as outlined below:

PRIMARY SCHOOLS

Reference pages 8-10 in the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education curriculum](#) guidance:

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Students will:

- Explore healthy and unhealthy friendship dynamics
- Reflect on empathy, communication and inclusion



Respectful, kind relationships

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Students will:

- Discuss peer influence and social pressure
- Reflect on what respectful relationships look like, including online
- Consider the impact of online interactions on relationships



Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Students will:

- Explore the impact of screen use on wellbeing
- Reflect on healthy routines and balance
- Consider strategies for managing stress and pressure
- Identify support networks and help-seeking strategies
- Explore online identity and authenticity
- Consider digital citizenship and responsible online behaviour
- Evaluate how social media can influence beliefs, emotions and self-image

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Students will:

- Reflect on relational conflicts and their impacts on wellbeing
- Identify support networks and help-seeking strategies
- Consider strategies for managing stress and pressure

Wellbeing online (page 22)

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

SECONDARY SCHOOLS

Reference pages 13-18 in the [Relationships Education, Relationships and Sex Education \(RE\) and Health Education curriculum](#) guidance:

Respectful relationships

- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
- The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
- The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.

Students will:

- Explore healthy and unhealthy friendship dynamics
- Reflect on empathy, communication and inclusion
- Discuss peer influence and social pressure
- Reflect on what respectful relationships look like, including online
- Consider the impact of online interactions on relationships
- Reflect on relational conflicts and their impacts on wellbeing
- Identify support networks and help-seeking strategies
- Consider strategies for managing stress and pressure

Online safety and awareness

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
- The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

Students will:

- Explore the impact of screen use on wellbeing
- Reflect on healthy routines and balance
- Consider strategies for managing stress and pressure
- Identify support networks and help-seeking strategies
- Explore online identity and authenticity
- Consider digital citizenship and responsible online behaviour
- Evaluate how social media can influence beliefs, emotions and self-image

Wellbeing online (page 28)

- About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 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; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
- 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. 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.



DELIVERY GUIDANCE

BEFORE DELIVERING THE LESSONS

Before using the film, teachers should:

- Watch the film in full beforehand
- Identify any scenes that may require additional framing or support
- Consider the needs and experiences of the class
- Review the school safeguarding and wellbeing procedures to signpost students as required
- Ensure students know where and how to access support

Teachers may wish to inform pastoral staff or safeguarding leads in advance if:

- The themes are likely to be sensitive for particular students
- There are students who are currently experiencing friendship difficulties, online conflict/ bullying or wellbeing concerns
- The group has experienced recent incidents relating to online behaviour or peer relationships

LESSONS OVERVIEW

This resource can be delivered in 2 lessons:

Lesson 1

- Introduction to themes and safeguarding framing
- Watch first section of the film
- Discussion and reflection activities

Lesson 2

- Watch the remainder of the film
- Explore themes of peer relationships, wellbeing and pressure in depth
- Reflection, support strategies and action planning

FILM CHAPTERS

1. Alisha gets her first phone and shares her first social media post 0-5:30
2. Alisha gets a large social media following and makes new friends 5:31-10:20
3. Alisha and Instagabs become friends and join Instagram 10:30-13:50
4. Tyler finds out Alisha has more followers than him 13:51-16:29
5. Tyler is upset and Mr Fergus tries to talk to Alisha about her phone use 16:30-18:40
6. Alisha gets her first negative comment and reacts badly 18:41-21:30
7. Alisha gets cyberbullied and teachers try and help her 21:31-25:16
8. Alisha stops coming to school, and Mr Fergus tried to talk to her friends 25:17-30:50
9. Tyler decides to confess 30:51-37:16
10. Alisha is coping with all the negative feelings with her mum's support 37:17-39:35
11. Alisha is ready to come back to school 39:36-end

KS2 LESSON PLANS

Suggested Age Range: Years 5–6

TEACHING APPROACH FOR KS2

For KS2 learners, lessons should:

- Use clear and accessible language
- Include shorter discussion sections
- Offer structured speaking opportunities
- Use regular emotional check-ins
- Focus strongly on kindness, empathy and asking for help and support
- Avoid overcomplicated discussion of social media culture
- Reinforce the role of trusted adults and support systems

Teachers may wish to:

- Pause the film at key moments
- Clarify online terminology
- Use visual supports and sentence starters
- Include movement or mindfulness breaks



KS2 – LESSON 1

THEME

Online Identity, Screen Use and First Impressions

LEARNING OBJECTIVES

Students will:

- Reflect on how people present themselves online
- Explore the relationship between screen use and wellbeing
- Consider how digital communication affects relationships
- Analyse characters and themes within the film

OUTCOMES

Students can:

- Describe different ways people present themselves online
- Explain how online interactions can affect emotions and wellbeing
- Discuss themes from the film respectfully
- Reflect on healthy digital habits

RESOURCES

- 'You're So Real' film
- Projector/screen
- Sticky notes or mini whiteboards
- Reflection sheets
- Discussion prompt cards or slides (optional)



STARTER ACTIVITY (10 MINUTES)

Teacher Framing

Suggested lesson introduction wording:

"Today we are exploring themes linked to online life, wellbeing and relationships. Over the next 2 lessons we will be watching a film which talks about online connections and friendships. Some of the topics may feel personal or emotional. You do not need to share personal experiences. We will focus on discussing ideas respectfully and thinking about how we can support ourselves and others."

Remind students where support is available if required.

Opening Activity: 'Online vs Offline'

Display the prompts:

- How do people want to appear online?
- Is social media always an accurate reflection of real life?
- What pressures can children and young people feel online?

Students discuss in pairs before feeding back.

FILM VIEWING (20–25 MINUTES)

Watch the first half of the film (chapters 1-5).

After screening, encourage students to think about:

- What's your first impression of Alisha? What makes her 'so real'?
- What made Alisha decide to use social media?
- How did Alisha getting a phone and joining social media platforms impact Alisha and Tyler's friendship?
- Do phones, social media and online communications help friendships and connection? Why do you think that?
- What changes do we see in Alisha's behaviour when she starts using her phone more?

Optional viewing task:

Students note:

- One moment that felt relatable
- One moment that raised questions
- One example of positive or negative communication



DISCUSSION QUESTIONS (15 MINUTES)

Ask students to discuss in small groups or in pairs for 10 minutes, and feed back to the rest of the class for 5 minutes.

Suggested discussion questions

- Why might people behave differently online?
- What kinds of pressure do young people experience online?
- How can screen use affect mood or confidence? How did Alisha's behaviour changed when she started using a mobile phone?
- What makes communication harder online?
- What helped or harmed relationships in the film? Reflect on the relationships between Alisha and Tyler, between Alisha and Instagabs, and between Alisha and Mr Fergus
- Can online spaces ever support wellbeing or connection positively?

REFLECTION ACTIVITY (10 MINUTES)

Option 1 – Exit Reflection

Students complete:

- One thing I noticed about online pressure...
- One thing that supports healthy relationships...
- One strategy for healthier screen habits...

Option 2 – Advice Card

Students write advice for a fictional student struggling with online pressure.

Suggested lesson closing wording:

"Today we viewed the first part of the film, and we've seen how getting a phone and joining social media created new connections for Alisha and how it impacted her and her friends in school. Next time we will watch the rest of the film and find out how Alisha's story has developed. In the meanwhile, I would encourage you to consider what's healthy phone use and how you can support your healthier screen habits".



TEACHER NOTES

Key Themes to Draw Out

- Online identity may not reflect reality
- Social comparison can affect wellbeing
- Digital communication can create misunderstandings
- Online spaces can be both supportive and harmful
- Healthy boundaries and balance are important

Safeguarding Considerations

Some students may:

- Recognise aspects of their own experiences
- Feel uncomfortable discussing online conflict
- Minimise harmful online behaviour as 'normal'
- Teachers should avoid encouraging disclosure in front of peers.

If discussion becomes personal or emotionally intense:

- Redirect to fictional or general examples
- Offer a short pause or reflection activity
- Follow up with individual students where needed



KS2 – LESSON 2

THEME

Peer Relationships, Pressure and Wellbeing

LEARNING OBJECTIVES

Students will:

- Explore how peer relationships influence behaviour
- Identify healthy and unhealthy relationship dynamics
- Reflect on emotional wellbeing and support
- Develop empathy for different perspectives
- Discuss online bullying and ways to respond

OUTCOMES

Students can:

- Identify examples of peer influence in the film
- Explain how relationships affect wellbeing
- Suggest strategies for support and communication
- Discuss difficult situations respectfully
- Outline ways to respond when faced with online bullying



STARTER ACTIVITY (5-10 MINUTES)

Teacher Framing

Suggested lesson introduction wording:

"Today we are carrying on with exploring themes linked to online life, wellbeing and relationships. We will watch the second part of the film and learn what happens with Alisha and her friends. This is a reminder that some of the topics may feel personal or emotional. You do not need to share personal experiences. We will focus on discussing ideas respectfully and thinking about how we can support ourselves and others."

Remind students where support is available if required.

Activity: 'Pressure Line'

Create an imaginary line across the classroom:

- Strongly agree
- Unsure
- Strongly disagree

Read the following statements aloud and ask students to position themselves along the line.

- Young people feel pressure to always be available online.
- Social media improves friendships.
- Social media creates connections.
- It is easier to say hurtful things online.
- Most people feel pressure to fit in.

Ask students to explain their positioning.

Explain:

"The online world can help us create new friendships and connections, but can also expose us to more peer pressure and negative comments from a wider audience."

FILM VIEWING (20-25 MINUTES)

Watch the remainder of the film (chapter 6-11).

After screening, encourage students to think about:

- How did Alisha and Tyler's relationship change? What do you think caused the change?
- Was Instagabs a source of support to Alisha or was she adding pressure?
- Who was showing support to Alisha and what was her response to the support?
- Why did Instagabs, Seb, and Tyler avoid Alisha when she started getting negative comments?
- What helped Alisha feel good about herself again?
- What did Instagabs, Seb, and Tyler learn from Alisha's experience?

MAIN DISCUSSION ACTIVITY (15 MINUTES)

Small Group Discussion

Assign each group one focus area, discuss for 10 minutes and then ask students to feedback for 5:

Group 1 – Friendship

- What makes a friendship healthy?
- Were there examples of healthy and supportive behaviour in the film? Can you name those?
- Were there examples of unhealthy and unsupportive behaviour in the film? Can you name those?

Group 2 – Communication

- What communication problems appeared when Alisha started gaining more social media followers?
- How is online communication different from in-person communication?
- What could Alisha have done differently when she received the first negative comment?

Group 3 – Wellbeing

- Were there warning signs that Alisha's wellbeing was deteriorating before she stopped going to school? What were they?
- What other characters need to review their screen use?
- What are the pressures faced by Alisha, Instagabs, Seb, and Tyler?

Group 4 – Peer Influence

- How did Tyler, Instagabs, and Seb influence Alisha?
- Why did Alisha become quiet and withdrawn?
- What helps people make positive choices? What different choices Tyler could have made?

ACTIVITY – SUPPORT MAPPING (10 MINUTES)

Students create a 'support map' around a fictional student.

They identify:

- Trusted adults (in and out of school)
- Friends
- School support
- Online safety/support tools
- Self-care strategies

Discuss barriers to seeking help and ways to overcome them.

PLENARY (5 MINUTES)

Students complete the sentence:

"One thing that helps positive relationships online and offline is..."

Suggested lesson closing wording:

"We know that being online is an important part of making friends and creating connections, and it can bring a lot of positivity into your life. But it's easy for screen use to become excessive and unhealthy. People online behave can differently than they would in-person and negative words can have a detrimental effect on your wellbeing and self-esteem. Make sure that you practice strategies for healthy phone use and always tell a trusted adult if you're experiencing negative comments online."

TEACHER NOTES

Key Themes to Draw Out

- Peer pressure can be subtle
- Communication affects trust and relationships
- Emotional wellbeing can influence behaviour
- People may hide struggles from others
- Seeking support early is important

Safeguarding Considerations

Discussion may raise:

- Friendship breakdowns
- Bullying or exclusion
- Anxiety relating to social media
- Emotional distress

If needed:

- Pause discussion and reset expectations
- Offer alternative written reflection tasks
- Follow school safeguarding procedures

Be mindful not to:

- Ask students to identify 'victims' or 'perpetrators' in the room
- Encourage students to reveal personal experiences publicly
- Frame wellbeing difficulties as weakness or failure



KS3 LESSON PLANS

Suggested Age Range: Years 7–9

TEACHING APPROACH FOR KS3

For KS3 learners, teachers can:

- Explore online identity and social pressure in greater depth
- Encourage critical discussion and debate
- Analyse group behaviour and social influence
- Explore emotional wellbeing more explicitly
- Discuss online culture, trends and communication styles
- Encourage independent reflection and peer discussion

KS3 learners may benefit from:

- More open-ended questioning
- Scenario analysis
- Ethical discussion tasks
- Student-led activities
- Opportunities to critique social media culture



KS3 – LESSON 1

THEME

Online Identity, Social Media and Digital Peer Pressure

LEARNING OBJECTIVES

Students will:

- Analyse how identity is shaped online
- Explore pressure linked to social media use
- Reflect on the emotional impact of online interactions
- Evaluate how communication changes online

OUTCOMES

Students can:

- Describe the different ways people present themselves online
- Explain how online interactions can affect emotions, wellbeing and self-esteem
- Discuss themes from the film respectfully
- Reflect on healthy digital habits



STARTER ACTIVITY (10 MINUTES)

Teacher Framing

Suggested lesson introduction wording:

"Today we are exploring themes linked to online life and relationships, wellbeing and self-esteem. Over the next 2 lessons we will be watching a film which talks about online connections, friendships and identity. Some of the topics may feel personal or emotional. You do not need to share personal experiences. We will focus on discussing ideas respectfully and thinking about how we can support ourselves and others."

Remind students where support is available if required.

Activity: 'Filtered Reality'

Create an imaginary line across the classroom:

- Strongly agree
- Unsure
- Strongly disagree

Read the following statements aloud and ask students to position themselves along the line.

- Social media reflects real life.
- It's easier to make friendships online than offline.
- Young people feel pressure to appear perfect online.
- People behave differently online than offline.
- Likes and followers affect confidence.

Ask students to explain their positioning.

FILM VIEWING (20-25 MINUTES)

Watch the first half of the film (chapters 1-5).

Students asked to track and feedback after the screening:

- Examples of online pressure on Alisha
- Changes in Alisha's and Tyler's behaviour
- The difference between Alisha's and Instagabs' communication styles
- The group's influence on Alisha



MAIN DISCUSSION (20 MINUTES)

Ask students to discuss in small groups or in pairs for 15 minutes, and feed back to the rest of the class for 5 minutes.

Suggested discussion questions

- Why do people create different versions of themselves online?
- How can social media influence self-esteem?
- What role does validation play online?
- How do online audiences affect and/ or change behaviour?
- Why might people join in harmful behaviour online?

REFLECTION TASK (10 MINUTES)

Students complete a short-written reflection:

'How would you use your voice or platform if you had more influence, for example as a sports team captain or social media influencer?'

Suggested lesson closing wording:

"Today we viewed the first part of the film, and we've seen how getting a phone and joining social media created new connections for Alisha and how Alisha and her friends shaped their online identities. Next time we will watch the rest of the film and find out how Alisha's story has developed. In the meanwhile, I would encourage use to consider what's healthy phone use and how you can support your healthier screen habits".

TEACHER NOTES

Key Themes to Draw Out

- Online identity may not reflect reality
- Social comparison can affect wellbeing
- Digital communication can create misunderstandings
- Online spaces can be both supportive and harmful
- Healthy boundaries and balance are important

Safeguarding Considerations

Some students may:

- Recognise aspects of their own experiences
- Feel uncomfortable discussing online conflict
- Minimise harmful online behaviour as 'normal'
- Teachers should avoid encouraging disclosure in front of peers.

If discussion becomes personal or emotionally intense:

- Redirect to fictional or general examples
- Offer a short pause or reflection activity
- Follow up with individual students where needed

KS3 – LESSON 2

THEME

Bullying, Group Behaviour and Emotional Wellbeing

LEARNING OBJECTIVES

Students will:

- Understand bullying as a group behaviour
- Explore emotional impacts of online bullying
- Analyse responsibility within peer groups
- Identify strategies for intervention and support

OUTCOMES

Students can:

- Identify the different roles involved in bullying, including online bullying
- Explain how online interactions can affect emotions, wellbeing and self-esteem
- Discuss what being a responsible online user looks like
- Reflect on healthy digital habits



STARTER ACTIVITY (5-10 MINUTES)

Teacher Framing

Suggested lesson introduction wording:

"Today we are carrying on with exploring themes linked to online life and relationships, wellbeing and self-esteem. We will watch the second part of the film and learn what happens with Alisha and her friends. This is a reminder that some of the topics may feel personal or emotional. You do not need to share personal experiences. We will focus on discussing ideas respectfully and thinking about how we can support ourselves and others."

Remind students where support is available if required.

Read out the following prompts to the class and ask students to complete them:

- My favourite thing about being online is...
- My favourite thing about being offline is...
- What worries me about being online is...
- The internet would be a better place if...

FILM VIEWING (20-25 MINUTES)

Watch the remainder of the film (chapter 6-11).

After screening, encourage students to think about:

- How did Alisha feel when she started receiving hate online?
- What caused the change in Tyler and Alisha's friendship?
- How do you think Tyler felt after he commented hate on Alisha's video? How do you think he felt when he saw other people joining in?

ROLES IN BULLYING (15 MINUTES)

For 10 minutes, ask the students to work in small groups and identify which roles of the Anti-Bullying Alliance Bullying as a Group Behaviour framework they could see at play within the story.

Then for 5 minutes, ask groups to share their thoughts and discuss as a class.

Please see below for suggested answers:

- Target: Alisha
- Ringleader: Tyler
- Assistant: anyone who joined in online by commenting or reposting
- Reinforcer: anyone who liked unkind comments/posts, or shared unkind posts with others
- Outsider: anyone who saw the unkind online behaviour and did nothing
- Defender: Mr Fergus, for checking in on Alisha and trying to help. Instagabs for noticing and suggesting that they reach out and check she is OK.

FROM BYSTANDER TO DEFENDER (10 MINUTES)

Ask students to discuss:

- Why do you think Alisha stayed silent about the online hate she was receiving? Why some people stay silent when they experience bullying?
- What stopped Instagabs and Seb from intervening when they saw the online hate Alisha was receiving?
- How can we encourage people to stand up to online hate and intervene when they see it happening?

PLENARY (5 MINUTES)

Students complete the sentence:

"One thing that helps positive relationships online and offline is..."

Suggested lesson closing wording:

"We know that being online is an important part of making friends and creating connections, and it can bring a lot of positivity into your life. But it's easy for screen use to become excessive and unhealthy. People online behave can differently than they would in-person and negative words can have a detrimental effect on your wellbeing and self-esteem. Make sure that you practice strategies for healthy phone use and always tell a trusted adult if you're experiencing negative comments online."

TEACHER NOTES

Key Themes to Draw Out

- Peer pressure can be subtle
- Communication affects trust and relationships
- Emotional wellbeing can influence behaviour
- People may hide struggles from others
- Seeking support early is important

Safeguarding Considerations

Discussion may raise:

- Friendship breakdowns
- Bullying or exclusion
- Anxiety relating to social media
- Emotional distress

If needed:

- Pause discussion and reset expectations
- Offer alternative written reflection tasks
- Follow school safeguarding procedures

Be mindful not to:

- Ask students to identify 'victims' or 'perpetrators' in the room
- Encourage students to reveal personal experiences publicly
- Frame wellbeing difficulties as weakness or failure

ADAPTATION NOTES

FOR YOUNGER STUDENTS

Teachers may:

- Shorten discussion activities
- Use more structured prompts
- Focus on friendship and communication
- Reduce exploration of more complex emotional themes

FOR OLDER STUDENTS

Teachers may:

- Explore digital identity in greater depth
- Discuss algorithms, influence and social comparison
- Focus on fostering healthy digital habits and screen use
- Talk about the importance of community and connection
- Explore ethical issues around online behaviour



ADDITIONAL DISCUSSION PROMPTS

Teachers may use these flexibly across lessons.

SCREEN USE AND WELLBEING

- What are the benefits of social media and screen use?
- When can screen use become unhealthy?
- What are the signs of screen use becoming unhealthy?
- Why is balance when it comes to screen use important?
- How can online content affect self-esteem?
- What strategies can be put in place to encourage healthy screen use?

ONLINE IDENTITY

- Why do people edit or filter parts of their lives online?
- Why do some people build an online identity different to their in-person identity?
- Is it possible to be fully authentic online?
- How does online identity affect confidence?

RELATIONSHIPS AND COMMUNICATION

- What makes communication respectful?
- Why do misunderstandings happen online?
- What does a supportive friendship look like?
- How can people challenge harmful behaviour safely?

SEEKING HELP AND SUPPORT

- Why do some people avoid asking for help?
- What makes a trusted adult trustworthy?
- How can peers support each other safely?
- When should concerns be shared with an adult?



TEACHER REFLECTION QUESTIONS

After delivery, teachers may reflect on:

- Which themes students engaged with most strongly?
- Were any safeguarding concerns identified?
- Did students demonstrate understanding of support pathways?
- Which activities encouraged the most meaningful discussion?
- What adaptations would improve future delivery?

CLOSING GUIDANCE FOR TEACHERS

These lessons are intended to create safe, reflective and supportive discussion around the realities of young people's online and offline lives.

The aim is not to present technology or social media as entirely negative, but to encourage:

- Critical thinking
- Empathy
- Healthy communication
- Self-awareness
- Positive help-seeking behaviours

Maintaining a calm, non-judgemental and supportive classroom climate is essential throughout delivery.

Students should leave lessons feeling:

- Heard and respected
- Better informed
- More aware of support available
- Empowered to make positive choices online and offline



SUGGESTED ACTIVITY RESOURCES

RESOURCE 1 – 'WHOLE PERSON WITH FEELINGS' TEMPLATE

Print and share a person outline or ask students to draw their own (with plenty of room to write inside the 'person'). Pupils to identify:

Inside the outline:

- Feelings
- Support networks
- Trusted adults

Outside the outline:

- Positive actions from others
- Kind online behaviours
- Supportive responses

RESOURCE 2 – BULLYING AS A GROUP BEHAVIOUR VISUAL

[Printable diagram](#) using the Anti-Bullying Alliance framework showing the roles involved in bullying:

- Target
- Ringleader
- Assistant
- Reinforcer
- Outsider/ Bystander
- Defender

RESOURCE 3 – CLASSROOM PLEDGE

Examples of pledges:

- 'How We Want to Treat Each Other Online and Offline'
- 'How to be an Online Defender'
- 'Support in School When Experiencing Bullying'

