





BYSTANDER VS. UPSTANDER_

Intro (2 minutes)

Preparation: you will need a whiteboard and pen, as well as mini whiteboards/pieces of paper and pens for the students; load the Positive/Negative peer pressure slides on the PowerPoint


 **Introduce** yourselves as **Be Strong Online Ambassadors** and **explain** that today you're going to be running a short session on **Peer Pressure Online**, part of the Be Strong Online Ambassadors Programme from The Diana Award charity and Vodafone.

 Before you start, let students know that this is a sensitive topic. **Explain** that the staff member will be here during the session.


Go over the ground rules:

- ☐ **Everyone** has the **right to 'pass' on a question** they don't want to answer
- ☐ **Everyone** has the **right to be listened to**
- ☐ There should be **no shouting out**
- ☐ Everyone should feel comfortable asking questions


Go over the **learning objectives** for this session:

- ☐ Students will be able to demonstrate an understanding of online peer pressure and give examples
- ☐ Students will be able to identify how peer pressure in the online world is different to offline
- ☐ **Add the learning objective** from the **activity you choose** → 
- ☐ Point out the information sheet for students to take home which has some useful advice and sites for support if students would like to find out more after the session

Peer Pressure Online Discussion (3 minutes)

 **Hand out** one mini whiteboards or piece of paper per person, and one pen per person
To start the **discussion**, ask: what is 'peer pressure'?

 Students should spend **20 seconds** writing a definition on their whiteboard or paper

 Students should hold up their answers. **Read out** a few.

Ask: how is peer pressure online different to peer pressure offline?



Hint: online your peers might be different – e.g. people you haven't met before but are connected to or follow on social media; the peer pressure could be visible to more people than offline...



Ask: what examples of **online peer pressure** can you think of?

In other words, what things might you feel the need to join in with online?



Students should spend 1 minute with their partner **writing a list on** their whiteboard or paper

- After 1 minute ask students to **read out** their list. Then show the '**online peer pressure**' slide for more ideas:
 - *Feeling bad about how they look because of pictures they've seen of your friends online*
 - *Being pressured into 'trolling' people online – post hurtful things just to get a reaction*
 - *Feeling the need to join in with making mean comments about others online*
 - *Someone else pressuring them into sending a provocative picture on a messaging app*
 - *Wanting to buy new things just so they can match up to pictures their friends are posting online*
 - *Feeling the need to join in with smoking or drinking because they've seen other teens doing it online*



Read out the examples on this list.

- Then ask students to **stand up**, and **sit down** if they have ever felt pressure to do one or more of these things.



Optional: if students are quite quiet and you think would prefer to answer these questions anonymously, instead of standing and sitting you could ask students to close their eyes with their heads down on the desks and raise their hands



Ask: if somebody felt pressured to do one of these things **online**, how would it feel **different** to if they were pressured into this **offline**?



Hint: online you can log off or turn your phone off; but there's potentially more people pressuring you at once; the record of what you do online is permanent...



Explain that you're going to do an activity now which explores peer pressure online in more detail

Now it's time for the 10 minute activity!

BYSTANDER VS UPSTANDER ACTIVITY (10 minutes)

Skills:



Reflection



Research & Writing



Enquiry & evaluation



Public Speaking

LEVEL
2

Summary: By doing this activity you will look at how students can be an 'upstander' to peer pressure online as well as learning the difference between being an 'upstander' or 'bystander'.

Learning objective



You will be able to give definitions for the **terms 'bystander' and 'upstander'** and identify positive actions to take to be an upstander to peer pressure online

Preparation



Print off one **activity sheet** per person in the class (see appendix) and show the **Upstander slide**; you may wish to use a whiteboard and pen for this activity




Running the activity:














Important!

Before you start, let students know that this activity explores a cyberbullying situation. If students need any help or support on cyberbullying remind them that they can talk to a teacher or trusted adult, and there are helpful sites on the information sheet you'll be handing out at the end of the class.



STEP 1

STEP 1		
<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Reflect on the definition of 'upstander' and 'bystander' 	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> ○ Ask students the following questions: →  Explain that you're now going to look at ways students can support their friends or family members if they're being peer pressured online to help them be an upstander in the future 	<p><u>QUESTIONS AND INFO:</u></p> <ul style="list-style-type: none">  Do you know what it means to be a 'bystander'?  How about an 'upstander'? <p><i>Use the definitions in the box on page 20 to help you</i></p>

	 Hand out one activity sheet per person	
STEP 2		
<u>OBJECTIVE:</u> <ul style="list-style-type: none"> ○ Put yourself in someone's shoes. Reflect on how they might feel 	<u>ACTION:</u> <ul style="list-style-type: none"> ○ Explain that the activity sheet features the outline of a young person, and three different sections – 'feelings', 'words' and 'actions'  Read out the following scenario:   First , students should make a list under 'feelings' of all of the things they imagine John would feel in this scenario	<u>QUESTIONS AND INFO:</u>  <div style="border: 1px dashed blue; padding: 10px;"> <p>The person on this sheet is called John. He's a close friend of yours. John is generally happy and you have a good, close-knit group of friends. Recently, though, John has felt uneasy when using social media. A different group of students he's friends with have been anonymously cyberbullying a girl from school. They think it's just 'banter' but the girl has been really upset by their hurtful comments. John has been receiving messages from this group encouraging him to join in. They say that it'll be funny and that they won't want him to hang out with them anymore if he doesn't join in. You see some of these comments pressuring him to join in on his social media profile.</p> </div>
STEP 3		
<u>OBJECTIVE:</u> <ul style="list-style-type: none"> ○ Reflect on how you could support someone suffering from peer pressure 	<u>ACTION:</u> <ul style="list-style-type: none"> ○ Next, fill in the upstander categories of 'actions' and 'words'. Ask:  	<u>QUESTIONS AND INFO:</u>  What actions could you take, as John's friend, to intervene and help support him in this situation?

	<p> Students should spend 2 minutes filling in this sheet on their own</p> <ul style="list-style-type: none"> ○ Then they should spend 1 minute discussing their ideas with the person sitting next to them ○ Next, ask pairs to share their answers with the rest of the class. You can make notes on the board ○ Once students have explained their answers to the rest of the class ask for a show of hands for:  	<p> What words could you say to him, or to the students pressuring him, to help the situation?</p> <hr/> <p> Who would feel confident being an upstander to online peer pressure in the future?</p>
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By the end of activity you should have discussed and communicated the following **key messages**:

-  You should always try to be an upstander if you see someone being put under pressure online
-  If you're being cyberbullied, don't suffer in silence – check out the Info Sheets for advice and help

BYSTANDER	UPSTANDER
A bystander is someone who knows about or sees something happening – such as bullying or somebody being pressured to do something they don't want to do – and does nothing to prevent or stop it	An upstander is someone who recognises when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied or peer pressured, they speak up, and do their best to help, protect and support the person

ACTIVITY C WORKSHEET: BYSTANDER VS UPSTANDER

Words

What could you say to John to help him?

PEER PRESSURE ONLINE

FEELINGS

How would John feel?

Actions

What could you do to support John?