





RISKY BEHAVIOUR ACTIVITY_

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 you 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!

RISKY BEHAVIOUR ACTIVITY_ 10 minutes

Skills:



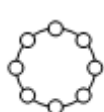
Reflection



Enquiry & evaluation



Public Speaking



Teamwork



Argument formation



Digital Literacy

LEVEL
3

Summary: This is a team exercise in which you will be using the activity sheet and behaviour cards to discuss peer pressure online and offline



Learning objective



You will be able to **identify** examples of **'risky' online** behaviours and possible reasons why young people may engage in them



Preparation




1. You'll need a prop such as a **ball** which you can throw.
2. Print out one **Activity sheet D** for each participant taking part in this session.
3. Print and cut out one **Activity sheet E** for each participant OR show the PowerPoint slide and ask them to write the behaviours in the columns

Running the activity:


STEP 1		
<u>OBJECTIVE:</u> <ul style="list-style-type: none"> ○ Reflect on different online and offline behaviour 	<u>ACTION:</u> <ul style="list-style-type: none"> ○ For this activity ask the class to split into groups of 4 or 5  Hand out one activity sheet D ('online' and 'offline' columns) to each student  Next, hand out one set of behaviour cards to each student 	<u>QUESTIONS AND INFO:</u> <p>Optional: to save paper you can show the slide and ask</p>

	<ul style="list-style-type: none"> ○ Ask students to each <u>put the behaviour cards in the column where they feel it fits</u>. Ask: 	<div data-bbox="1417 241 1476 331"></div> <div data-bbox="1054 286 1489 1386"> <p>Behaviour cards:</p> <ul style="list-style-type: none"> ○ Post selfies ○ Make mean comments about others ○ Saying hurtful things just to get a reaction ○ Sexting ○ Smoking or drinking because they've seen others doing it ○ Get a large amount of likes on pictures ○ Meeting someone they've never met ○ Showing off things they've bought ○ Skipping school ○ Fear of missing out ○ Buying things you can't afford because others are doing it ○ Bullying </div> <hr/> <div data-bbox="1050 1473 1441 1601"> <p> Are you more likely to be pressured into doing this <u>online</u> or <u>offline</u>?</p> </div>
STEP 2		
<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Identify 'risky' online behaviour ○ Reflect on reasons 	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> ○ Ask them to discuss in their group <u>why</u> they've put each one in that column ○ Make students aware that some behaviour cards may be 	<p><u>QUESTIONS AND INFO:</u></p>

<p>why these risks would be taken</p>	<p>somewhere in the middle over – or start offline and move online</p> <p> Next, ask students to put a star next to the behaviours they would say are 'risky' – which ones could cause more harm to yourself or others?</p> <ul style="list-style-type: none"> ○ Students should now stand up and stand in a big circle ○ Take the ball or other prop and explain that you're going to think of <u>different reasons why young people might take these risks online</u> ○ The person throwing the ball should say what they think – the first thing that comes into their mind – and then throw the ball to the next person 	
<p>STEP 3</p>		
<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Reflect on reasons why some young people might take online risks 	<p><u>ACTION:</u></p> <ul style="list-style-type: none"> ○ If students are stuck they can throw the ball back to the Be Strong Online Ambassadors who can either throw it to someone else or suggest an answer from the following list: → 	<p><u>QUESTIONS AND INFO:</u></p> <div data-bbox="1417 1256 1476 1339"></div> <div data-bbox="1066 1339 1329 1377"> <p>Suggested answers:</p> </div> <ul style="list-style-type: none"> ○ Anonymity ○ Desire to do something new ○ Wanting to look cool ○ Wanting to gain popularity ○ Don't see the consequences if you're mean behind the screen ○ Think they're able to get away with risky things easier if it's online ○ Thinking whatever they send/write won't be passed on

STEP 4		
<u>OBJECTIVE:</u> <ul style="list-style-type: none"> ○ Collect useful ideas in combating online peer pressure 	<u>ACTION:</u> <p> Finally, finish by discussing strategies. Take one of the behaviours – e.g. bullying – and ask students the following question: →</p> <p> They should spend 1 minute writing down their strategy</p>	<u>QUESTIONS AND INFO:</u> <p> If you were pressured into doing this online, what would you do?</p>

By the end of activity you should have discussed and communicated the following **key messages:**


-  There are a number of reasons why people give in to pressure online – anonymity, desire for popularity, etc. But there are consequences if you allow yourself to be pressured online – for instance it could harm others, harm your reputation, or be shared beyond your control



ACTIVITY D WORKSHEET_ RISKY BEHAVIOURS

You will be given 12 behaviour cards. Work with your partner to put these into the column where you feel it fits – are you more likely to be pressured into this online or offline? If it fits into both columns place the card in the middle.

ONLINE	OFFLINE

 Once you have put the cards into the columns, add a star next to the behaviours which you think are 'risky' – in other words, they could harm yourself or others.

ACTIVITY E WORKSHEET_ BEHAVIOUR CARDS

Make mean comments about others	Post selfies
Saying hurtful things just to get a reaction	Sexting
Smoking or drinking because you've seen others doing it	Get a large amount of likes on pictures
Showing off things you've bought	Meeting someone you've never met
Fear of missing out	Skipping school
Buying things you can't afford because others are doing it	Bullying

