





ONLINE DARES – DEBATES 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 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...

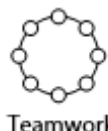


Explain that you're going to do an activity now which explores peer pressure online in more detail

Now it's time for the 10 minute activity!

ONLINE DARES – DEBATE ACTIVITY_ (10 minutes)

Skills:



Summary: During this activity you will learn how to run a debate, specifically taking a look at the pros and cons of online dares and crazes.

Learning objective



You will be able to **define online dares and crazes** and formulate arguments for and against taking part in them







Preparation






1. Whiteboard and pen
2. Debate slide on the PowerPoint Presentation
3. **Prepare the intro discussion** by working with your Be Strong Online Ambassador team to make a **list of online crazes, pranks or dares you've seen online recently.**

Running the activity:


| STEP 1 | | |
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| OBJECTIVE: <ul style="list-style-type: none"> ○ Reflect on what you already know about online dares and crazes and think of examples | ACTION: <ul style="list-style-type: none"> ○ This activity will explore online dares and crazes through a group debate ○ First, ask: → ○ Ask students to name some of the online dares, pranks or crazes they've seen go around online → | QUESTIONS AND INFO: <p> What is an online dare?</p> <hr/> <div style="border: 1px dashed blue; padding: 10px; margin-top: 20px;"> <p>Hint: use the list you've prepared in advance to help you</p> </div> |

| | <p> Write students' answers on the whiteboard</p> <p>○ Ask: —————→</p> <p> Explain that these online dares can be positive as well as negative. To explore both sides, students are going to do a mini debate.</p> | <p>=====</p> <p> Has anyone ever been tempted to take part in one of these? What part do students think peer pressure plays in online crazes and dares like these?</p> <p></p> <p>Hint: <i>there might be more people encouraging you to do it, people you don't know as well as your friends, people do it to try to gain popularity, friends or followers, it might make you feel part of an online community if you take part...</i></p> |
|---|--|---|
| STEP 2 | | |
| <p><u>OBJECTIVE:</u></p> <p>○ Explain the rules of the debate and look at the pros and cons of online dares and crazes</p> | <p><u>ACTION:</u></p> <p>○ Separate the class into two teams, Team A and Team B</p> <p> Show debate slide (slide 4) <i>Slide 5 has hints on if you feel the group needs some help thinking of arguments</i></p> <p> Explain that Team A will be arguing that online dares are <u>positive</u>, and Team B will argue that they are <u>negative</u></p> | <p><u>QUESTIONS AND INFO:</u></p> |




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| | <p> Ask students to work in groups of 2 or 3 for 3 minutes preparing their arguments.</p> <ul style="list-style-type: none"> ○ Help the groups to prepare by using the prompts on the right or showing the 'hints' on slide 5  ○ Take notes on the board while the teams are debating. | <div>  <p>Positive: <i>there are online dares/crazes which have helped raise money for charity; they can be a good way to raise awareness about different causes; they can help young people meet others online and make friends; they can encourage young people to try something new outside of their comfort zone</i></p> <p>Negative: <i>online dares can pose a risk to safety if they backfire; some online crazes – such as fitness-related crazes – can lower self-esteem and confidence if somebody isn't able to take part; vulnerable young people might take unwise risks if encouraged to do so by others</i></p> </div> |
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STEP 3

| <u>OBJECTIVE:</u> | <u>ACTION:</u> | <u>QUESTIONS AND INFO:</u> |
|--|--|-----------------------------------|
| <ul style="list-style-type: none"> ○ Run the debate | <ul style="list-style-type: none"> ○ Start the debate by asking for an opening statement from one team ○ The other team should then counter this statement with one of their arguments ○ Continue the debate for 3-4 minutes and use the examples above to help prompt the students if they're struggling | |

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| |  Bring the debate to a close and finish the activity by asking students to write down one way they could <u>resist</u> online dares which are dangerous or risky. Ask for volunteers to read out their suggestions. | |
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By the end of activity you should have discussed and communicated the following **key messages**:

-  You shouldn't feel pressured into taking part in online dares and crazes just because others are –think about whether it could be risky or offensive to others before you take part
-  If online dares involve nudity and you're under 18, you could be breaking the law if you take part
-  Use the practical tips and phrases below to help you resist online dares if they're dangerous