OVERVIEW_

As you and your peers are developing your identity online you are also facing new social pressures to cope with in the digital world. From cyberbullying and 'sexting' to taking part in online dares or feeling pressured to fit in with activities broadcast on social media. It is crucial that you develop the critical thinking skills and confidence to cope with these situations when they arise.

During this session you as Be Strong Online Ambassadors will encourage your peers to discuss about the pressures they face online and to give them tips on how to cope in these situations.

The four different activities we have prepared for you on this topic will help you explore the different aspects of peer pressure online.

INTERACTIVE ACTIVITIES ON THIS TOPIC_

You have four 10-15 minute activities to choose from. The activity plans for this topic are available on the Be Strong Online website.

Once you have chosen your activity, fill in the session plan on the following pages to help you run your session.

A. Online Dares – Debate Activity 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	B. Peer Pressure Online – Theatre Activity This activity uses acting and different scenarios as a tool to raise awareness on consequences of being peer pressured online as well as strategies to cope with it
C. Bystander vs Upstander Activity 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'	D. Risky Behaviour Activity This is a team exercise in which you will be using the activity sheet and behaviour cards to discuss peer pressure online and offline

PEER PRESSURE ONLINE_

Lesson Plan Summary

Learning objectives of the session

Key messages of the session:

Things to prepare:

Starting the session:

Timings: _____ minutes

💬 **Introduce yourselves** and what today's session is about

💬 **Explain** that there are some things to bear in mind to make sure everyone feels happy talking in the session:

- ○ Everyone has the right to 'pass' on a question if 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

👁 Show the **learning objectives** slide and read these out:

- ○ Students will be able to demonstrate an understanding of the concept of digital footprint
- ○ Students will be able to identify the potential risks of oversharing online
- ○ **Add in the learning objective from the activity you choose**

Introduction to the topic (discussion/video)

> **Timings: _____ minutes**

Main Activity (explanation, questions…)

> **Timings: _____ minutes**

To finish the session:

- ○ Remind students of the **key messages**
- ○ Hand out the student and parent **info sheets** to take home
- ○ Ask for students to write anonymous **feedback** on the session – what did they enjoy and what could have been better?
- ○ Hand out the f**ollow-up activity** sheet for students to complete at home

OUR PROGRAMMES

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