

Peer Pressure Online

Lesson Plan

For Be Strong Online Ambassadors to follow

**Be
STRONG
ONLINE**

An Ambassador Programme
From The Diana Award





About Us

The Diana Award is a legacy to Princess Diana's belief that young people have the power to change the world for the better. We identify and develop young people, then engage them in social action.

We are proud to have the enthusiastic support of HRH Prince William and HRH Prince Harry and their team at the Royal Charities Forum of The Duke and Duchess of Cambridge and Prince Harry.

Our Mission

Our mission is to inspire and recognise social action in young people. We do this by:

- empowering young people to make a difference and achieve their full potential
- engaging young people in programmes that allows them to make a difference through social action
- encouraging young people for their contribution to their communities

We achieve our Mission through our four core programmes which are:

1. The Diana Award Programme

giving young people value.

2. The Diana Award Network

Programme –

supports social mobility and furthers social action for young people.

3. The Diana Award Anti-

Bullying Campaign –

gives young people, professionals and parents the skills and confidence to tackle all forms of bullying.

4. The Diana Award Mentoring

Programme –

supports at risk young people.

Welcome to *Peer Pressure Online!*

As a Be Strong Online Ambassador YOU will be talking to younger students about the topic of peer pressure on the internet in an interactive 20 minute lesson to help them to Be Strong Online. By running this lesson you will be improving your skills in presentation, public speaking, mentoring, and more. You will also help students to increase their digital literacy, argument formation skills and more– just look out for the skills icons next to each activity.

In your training lesson with the staff leader, you will go through this Lesson Plan and practice running the activities and leading a discussion.


After your training, this Lesson Plan will act as a guide for you to use with your Be Strong Online Ambassador partner in your lesson with students.

The *Peer Pressure Online* lesson you will be running is split into four parts:

1. Intro
2. Introductory activity
3. One activity from a choice of four
4. A follow-up activity to take home, feedback and handing out information sheets for students

Preparation

Your lesson with younger students will last for around 20 minutes. This guide is designed to be flexible, so tailor the lesson to the time you have available.

When deciding which activity to choose out of the four make sure you take the **difficulty level into consideration**. Each activity will have a level 1,2 or 3 badge on the top right depending on the difficulty level (). Ask your staff leader to help you decide which one would work best for the group you will be working with.

1. **Level 1:** A straight forward, structured activity to use if you want the group you will be working with to understand the issue quickly
2. **Level 2:** Moderately challenging activity which may need some extra time to practice and research
3. **Level 3:** If you have more time and feel the students you will be working with are more advanced in this area, use this activity

Look at the 'preparation' section of the activity you choose, find out how many students will be in your lesson and make sure you have all the materials you need. There may be activity sheets to print out or you may need to use slides on the PowerPoint Presentation for your activity.

Make sure you arrive 10-15 minutes early to set up in advance if possible. Load the presentation on a computer and set up an overhead projector or large computer screen so that the class can see it.

There should always be a staff member present during your lesson. Find out who this will be – the Lead Staff Member for Be Strong Online, the form tutor, subject teacher or someone else – and talk to them in advance about your lesson. Let the teacher know which activity you will be running as they may have some recommendations about which activities from the selection would work well with that particular group.

There is an activity below for you to complete in advance with your Be Strong Online Ambassador partner to help you start a conversation with students when you run the lesson:



Top Tips!

There is an activity below for you to complete in advance with your Be Strong Online Ambassador group to help you start a conversation with students when you run the lesson:

How to get students talking

If none of the class wants to talk, you could try...

- Getting the group into pairs to discuss with their partner before coming back to a group discussion
- Asking the students to 'describe in one word how you feel about this'. Students could even write answers on a piece of paper and hold them up
- Having a box at the front for questions and reading them out at the end
- Asking students to elaborate: 'that's interesting, why do you say that?' 'Can you tell me more about that?'

Have you got any other ideas to help start conversations? Write your ideas below...

My Ideas:



Winning the class over


The session works best when students feel open and comfortable talking about their thoughts and experiences. You can try the following tips to get students talking:


- You could start the session with a 'Yes Set': three things that students can say 'yes' to before the session has started. This way they get used to responding in a positive way. For example: "is everyone having a good day?" "We're here today to talk about online gaming. Are you ready?" "Are you looking forward to taking part in some fun activities?"
There may be students who deliberately say 'no' to try to disrupt the class - but don't worry, move on and remember that the teacher will be there to help if any students misbehave.
- Use humour and think about ways to make the topic light-hearted.
- Where possible seat the class in a circle to encourage open discussion. It's great for students to feel like they're not in a normal school lesson as they're more likely to take part and have fun.

Peer Pressure Online – Lesson Plan

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!

4. Activity (10 minutes)

There are four activities to choose from. During your training with the staff leader you will practice these activities and choose your favourite.

<u>A. Online Dares - Debate Activity</u>	<u>B. Peer Pressure Online - Theatre Activity</u>
<u>C. Bystander vs Upstander Activity</u>	<u>D. Risky Behaviour Activity</u>

A. Online Dares – Debate Activity (10 minutes)

LEVEL
1

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		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Reflect on what you already know about online dares and crazes and think of examples 	<p>ACTION:</p> <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 →  Write students' answers on the whiteboard ○ Ask: →  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>QUESTIONS AND INFO:</p> <p> What is an online dare?</p> <hr/> <p> <i>Hint: use the list you've prepared in advance to help you</i></p> <hr/> <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> <i>Hint: 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

STEP 2		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Explain the rules of the debate and look at the pros and cons of online dares and crazes 	<p>ACTION:</p> <ul style="list-style-type: none"> ○ Separate the class into two teams, Team A and Team B  Show debate slide (slide 4) Slide 5 has hints on if you feel the group needs some help thinking of arguments  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>  Ask students to work in groups of 2 or 3 for 3 minutes preparing their arguments. ○ 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. 	<p>QUESTIONS AND INFO:</p> <hr style="border-top: 1px dashed #ccc;"/> <div style="border: 1px dashed #ccc; padding: 10px; margin-top: 20px;">  <p>Positive: 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</p> <p>Negative: 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</p> </div>

STEP 3		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Run the debate 	<p>ACTION:</p> <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  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. 	<p>QUESTIONS AND INFO:</p>

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

My list of online pranks, crazes or dares I've seen online:



Resisting dangerous online dares

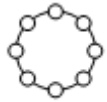
- Think carefully before joining in with a craze or dare just because everyone else is. Could it be dangerous? Might it hurt other people's feelings?
- If you feel pressured to take part say no in casual way by using phrases like 'nah, I'm good thanks' or 'no thanks!'
- If the dare involves sharing sexually provocative pictures, remember that if you're under 18 it's illegal to send, receive or share naked or near-naked images. Plus, would you want a family member or teacher seeing that photo?
- Change the subject: you could share other online crazes which spread positive messages instead
- If a friend is pressuring you, ask them why they're taking part in things you don't want to do?
- If all else fails, 'walk away' by saying your phone's about to die and logging off
- Most importantly, stay confident and true to your beliefs. Real friends will respect your choices. If they're putting you in an awkward situation it might be better to move on and distance yourself from them.



B. Peer Pressure Online – Theatre Activity (10 minutes)

LEVEL
2

Skills:



Teamwork



Enquiry & evaluation



Argument formation



Mentoring



Public Speaking



Reflection

Summary: 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.

Learning objective

You will be able to **identify possible consequences of being peer pressured online** and develop practical strategies to cope with challenging online situations

Preparation

1. Use the **Activity B slide** on the PowerPoint
2. You have 2 or 3 **scenarios to choose from** at the end of this activity. Pick **one** scenario and **prepare it** in advance. One person acts out the scenario silently while the other person narrates the scenario.


Running the activity:

STEP 1







OBJECTIVE:

- Explain the activity and reflect on the impact of peer pressure and how to combat it

ACTION:




- Ask students to sit in a **semicircle**
-  **Explain** that you'll be acting out short scenarios
- After each scenario students should **spend 30 seconds discussing** with the person sitting next to them what

QUESTIONS AND INFO:

	<p>advice they would give that person and what strategy they could use to deal with the problem</p> <p> Show the questions on the Activity B PowerPoint slide to help students: </p>	<p> What might the consequences be if this person gave into the peer pressure?</p> <p> Who could this person turn to for advice or support?</p> <p> What could this person do to get out of this situation?</p> <p> How could this person avoid the situation if it happened again?</p>
STEP 2		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Discuss the scenarios 	<p>ACTION:</p> <ul style="list-style-type: none"> ○ After 30 seconds, ask for volunteers to approach the Be Strong Online Ambassadors who acted out the scenario and offer their advice 	<p>QUESTIONS AND INFO:</p> <p><i>Offer suggested strategies or advice for each situation. If students are struggling, ask what advice they'd give a friend or a younger sibling going through the same thing</i></p>

If you choose Situations 2 or 3, start the class by explaining that you'll be exploring some sensitive topics like cyberbullying and sexting. If students need any help or support, let them know there is some advice and helpful sites on the information sheet you'll be handing out at the end of the class.

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

-  You shouldn't feel pressured into doing things you don't want to do – online or offline
-  Think of people you can talk to if you need help or support to cope with peer pressure online
-  Use the practical tips and phrases in the Student Info sheet to help you in these situations

SCENARIO 1

Person 1 pretends to sit at a computer chatting to their friends online. Halfway through the narration they take out their wallet or purse and act out that it is empty. They look upset.

Person 2 narrates:

[Insert name] is chatting to their group of friends online. They're all talking about going on a trip to a theme park this weekend and are persuading [name] to come with them. The problem is, [name] can't really afford it at the moment. They say that they can't go and the friends start making jokes about how much fun they'll be missing. What should they do?

Important!

Make sure that after students have given their advice, you remind them about the consequences sexting can have. It's illegal to take, hold or share indecent images of anyone under the age of 18. Show students the Student Information sheet which has more information on this topic.

SCENARIO 2

Person 1 sits typing on a phone. They look concerned and then throw down their phone and walk away, before picking it up again and starting to type a message tentatively.

Person 2 narrates:

[Insert name] has been chatting to a friend of a friend online for a while. They've never met but they get on really well and [name] thinks they like each other. Then this person starts to ask them for photos they're not happy with sharing. [Name] feels pressured to send a photo and thinks, 'what's the worst that could happen?' What should they do?

SCENARIO 3

Person 1 acts out typing on their phone, laughing, before looking concerned and anxious.

[Insert name] sees a selfie that someone from school has posted on social media. A few of [name]'s friends have started posting comments underneath the picture that [name] finds funny but are actually pretty mean. Then a message pops up from one of the friends who's commented – they're saying, 'why don't you join in? Don't you think it's funny?' What should they do?

Phrases to use to help stand up to peer pressure online

- Say no in casual way by using phrases like 'nah, I'm good thanks' or 'no thanks!'.
- If they keep on trying to pressure you, remain confident and continue to say no in a nice way, like 'I said no 😊' or 'you should respect my decision – it's a no'.
- Use humour and positive images to diffuse the situation
- Change the subject to distract the people pressuring you: share a funny YouTube video or ask if they've heard the latest song from your favourite artist and share a link to the song
- If a friend is pressuring you, ask them why they're taking part in things you don't want to do? Ask 'I've noticed you're doing ___ more and more recently, is everything ok?'
- If you end up in a corner, make an excuse – say you've got to go help look after a younger sibling or go out with a friend
- If all else fails, 'walk away' by saying your phone's about to die and logging off
- If someone is trying to get you to send them a naked picture of yourself, you could use the friendly images on ChildLine's Zipit app to keep the situation in control.
- Most importantly, stay confident and true to your beliefs. Real friends will respect your choices, and if they're putting you in an awkward situation it might be better to move on and distance yourself from them.

C. Bystander vs Upstander Activity (10 minutes)

LEVEL
2

Skills:



Reflection



Research & Writing



Enquiry & evaluation



Public Speaking

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		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Reflect on the definition of 'upstander' and 'bystander' 	<p>ACTION:</p> <ul style="list-style-type: none"> ○ Ask students the following questions: → <p> 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> <p> Hand out one activity sheet per person</p>	<p>QUESTIONS AND INFO:</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>
STEP 2		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Put yourself in someone's shoes. Reflect on how they might feel 	<p>ACTION:</p> <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' <p> Read out the following scenario: →</p>	<p>QUESTIONS AND INFO:</p> <p></p> <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</p>

	<p> First, students should make a list under 'feelings' of all of the things they imagine John would feel in this scenario</p>	<p>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>
STEP 3		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Reflect on how you could support someone suffering from peer pressure 	<p>ACTION:</p> <ul style="list-style-type: none"> ○ Next, fill in the upstander categories of 'actions' and 'words'. Ask: →  Students should spend 2 minutes filling in this sheet on their own ○ 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>QUESTIONS AND INFO:</p> <ul style="list-style-type: none">  What actions could you take, as John's friend, to intervene and help support him in this situation?  What words could you say to him, or to the students pressuring him, to help the situation? <hr/> <p> Who would feel confident being an upstander to online peer pressure in the future?</p>

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
<p>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</p>	<p>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</p>



D. Risky Behaviour Activity- 10 minutes

Skills:



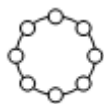
Reflection



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		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Reflect on different online and offline behaviour 	<p>ACTION:</p> <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 	<p>QUESTIONS AND INFO:</p> <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 style="text-align: right;"></div> <div style="border: 1px dashed black; padding: 10px;"> <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 style="border-top: 1px dashed orange;"/> <p> Are you more likely to be pressured into doing this online or offline?</p>
STEP 2		
<p><u>OBJECTIVE:</u></p> <ul style="list-style-type: none"> ○ Identify 'risky' online behaviour 	<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 	<p><u>QUESTIONS AND INFO:</u></p>


<ul style="list-style-type: none"> ○ Reflect on reasons why these risks would be taken 	<ul style="list-style-type: none"> ○ Make students aware that some behaviour cards may be somewhere in the middle over – or start offline and move online  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? ○ 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 	
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STEP 3

<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Reflect on reasons why some young people might take online risks 	<p>ACTION:</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>QUESTIONS AND INFO:</p> <div style="border: 1px dashed black; padding: 10px;"> <p> Suggested answers:</p> <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 </div>
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		<p>easier if it's online</p> <ul style="list-style-type: none"> ○ Thinking whatever they send/write won't be passed on
STEP 4		
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> ○ Collect useful ideas in combating online peer pressure 	<p>ACTION:</p> <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>	<p>QUESTIONS AND INFO:</p> <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



4. Follow-Up & Feedback (10 minutes)

Finally, hand out the following to students;


- **Follow-up activity sheet**
- **Student information sheet**
- **Parent information sheet to take home**

 Go over the follow-up activity:

- Explain the activity to the group
- Let students know when and how you will get their feedback on the activity

To complete the session, ask for feedback to see what went well and what could be improved next time.

You could cut out the following sheet and ask students to complete this anonymously:



What I enjoyed about the session:	What could have been better:
_____	_____
_____	_____
_____	_____

We would love to have your feedback! Ask the staff lead to send your responses to antibullying@diana-award.org.uk.

Well done, that's the end of the session!

Appendix

FOLLOW-UP ACTIVITY SHEET

ACTIVITY C WORKSHEET

ACTIVITY D WORKSHEET

ACTIVITY E WORKSHEET

Peer Pressure Online Follow-Up Activity Sheet

In your lesson with the Be Strong Online Ambassadors you learned about Peer Pressure Online.

There are two activities for you to complete on this sheet. First, write a sentence about what you learned in the lesson. Then, you have a choice of two activities. Complete one of these.



Learning statement

Write a sentence about what you learned about Peer Pressure Online using these sentence starters to help you:

In my opinion..._____

I wonder why..._____

I noticed..._____

I believe/believed..._____

I feel/felt..._____

I predict..._____

I don't/didn't understand..._____

What if..._____

Activity Option 1



Find a family member or friend to help you with this activity. Ask them to describe a time when they felt peer pressured offline. What did they do? How would they have felt if this had happened online? Write 2-3 sentences about their experience.

Activity Option 2



Think about a book you've read or a TV programme/film you've seen where one of the characters is peer pressured offline. Write 2-3 sentences about what they do and how it would be different if it happened online.

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?

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



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