



Pressure online

(Y6, Lesson 4)

Vocabulary used and taught in this lesson

Peer pressure, risk, healthy, unhealthy, uncomfortable, sharing photos, online safety

Introduction

Sitting in a circle for this discussion can help children to feel involved and more likely to join in.

First set up a safe environment explaining that you are going to be discussing some things that about risky situations. During the discussions children may want to share stories, but that it's very important that no names are mentioned. Ask children instead to say 'a person' or 'a friend'.

Begin by explaining that there may be times when we are put under pressure to behave in a certain way and do something that is risky, unhealthy or makes us feel uncomfortable.

Make a verbal list of all the pressures we can think of [e.g. media, friends, classmates]. NB: remind children not to name names but to say "a friend" instead.

Go over the school policy about Bullying and what a person could do if these things were happening to them? Depersonalise the language here using 'person' or 'someone' rather than 'you'.

Ask who is there to help in these situations [teachers or other adults at school, parents]

Activity

Show some photographs (pictures cut from magazines). Explain that you are going to share them. They are passed around the class, collected up and put away.

Ask:

- What was in the photographs?
- Can anyone share them? [No]
- Why? [don't have copies of them]

Ask for a show of hands from anyone who has ever shared a photograph online, either by email, instagram, on phone, snapchat etc.

Ask:

- If we share photographs in this way, what might the consequences be? [they could be shared by others, including with people we don't know - strangers]
- Has anyone ever felt under pressure to share a photo online?

- Without mentioning anyone's name, where might this pressure to share when we don't want to come from? [NB - this could be friends, or children might just feel pressure to conform coming from within themselves. This is a key behaviour of social norms theory*]

Explain that sometimes because 'everyone is doing it' we feel we have to join in too. Can you think of any times you joined in with something you didn't really want to? What made you do it? [Remind children that they only need to share what they are comfortable with, and not to mention any names of people involved.]

Introduce the NSPCC film, Lucy and the boy
(<https://www.youtube.com/watch?v=kwCL-VP3FYc>).

Ask:

- Were there any parts up until the end of Lucy's school day where you felt a bit uneasy or uncomfortable about who she might meet?
- Were there any clues that the boy was not who he said he was?
- What could be the consequences of sharing a photograph online? Ask children to discuss in groups, then feedback their ideas. [e.g. could be photoshopped to make it something else, make a person look silly, add music, pass it on to lots of unknown people, etc.]

**For more information about the theory of Social Norms and how it influences behaviour watch this short film by Professor Wesley Perkins: <https://www.youtube.com/watch?v=WVIBfY35dGw>*

Plenary

If someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online, what can you do? Who can you get help from? What can you do to make yourself feel safer?

If appropriate and as time allows, you may want to review the NSPCC underwear rule to conclude the lesson:

P - Privates are private

A - Always remember your body belongs to you

N - No means no

T - Talk about secrets that upset you

S - Speak up, someone can help

For more information visit www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

Learning outcomes:

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.