

Digital wellbeing

Lesson 2

Online pressures



Before the lesson, ensure your learners understand:

- The difference between online and offline
- Being online can affect how someone feels
- What digital wellbeing means

Key vocabulary:

Digital wellbeing, pressure, positive, negative, emotions, feelings

Resources:

- Digital Wellbeing slides
- Printed copies of Appendix 1 and Appendix 2 (optional)

Lesson Outline:

In this lesson, learners will identify different online pressures, and discuss how they can affect someone's digital wellbeing.

Lesson Objective:

To understand that pressures arising from being online can negatively affect someone's wellbeing.

Learning Outcomes:

Learners will know...

- the internet can place different pressures on us
- the pressures they might face online
- the feelings that come with online pressure

> Starter	Online pressure
> Film and Discussion	Digital Wellbeing – Film 2
> Main Activity	Pressure gauge
> Plenary	Under pressure
> Challenge	Pressure points



Starter:

Online Pressure (10 minutes)



Starter



What does pressure mean?

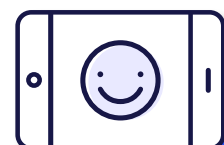
Display [slide 14](#).

Ask learners if they have heard the word pressure before, what does it mean and how does it feel to be under pressure?

Explain to learners that sometimes people put pressure on us, but sometimes it's the things we see, watch, read, and interact with online that can put pressure on us too. That might result in us changing the way we think, feel, or even act.

Display [slide 15](#). Explain to learners that someone might feel different emotions when under pressure.

Display [slide 16](#). Read the pressures or invite learners to read them to the group. Ask learners if they can think of any more examples of online pressures.



Digital
Wellbeing

Film and Discussion:

Digital Wellbeing – Film 2 (20 minutes)



(A script for this film can be found at the end of this lesson plan in [Appendix 1](#))

1. Play Film 2 up until the pause point.
2. Work through the part one discussion questions below.
3. Play the outcome of Film 2.
4. Work through the part two discussion questions below.



Discussion (part one):

1. Sada says she does things online even though she doesn't always want to. Why do you think that is?
2. Do you think it's okay that Sada keeps her phone next to her at night?
3. Why doesn't Sada want to go to school?
4. How do you think Sada is feeling?
5. What online pressures is Sada experiencing?



Discussion (part two):

1. Why might someone expect a friend to get involved in their online argument? Do you think this is fair?
2. What are the changes Sada's sister helps her make?
3. Sada says: "If something doesn't make me feel good about myself, I'm going to try and do something else instead." What things can you think of that you can do to feel good about yourself?

Meet the Character



Sada is 14 and chatting to friends online is important to her. She's usually a confident person but online pressures can make her feel anxious.



Digital
Wellbeing



Main Activity:

Pressure gauge (20 minutes)



Display [slide 18](#). Explain to learners that they are going to see some examples of online pressure. They need to identify what the pressure is and decide where they would put it on the pressure gauge.

Work through each of the following scenario slides. Allow learners to discuss the online pressure in each scenario before voting on where they would rank this on the pressure gauge. Ask them to think about how someone experiencing this pressure might feel and any advice they have for someone in this situation.

A help sheet for educators highlighting the online pressures in the scenarios and advice for learners can be found in [Appendix 2](#).

Possible adaptation: Simplify the activity by providing learners with both the scenarios and the pressures highlighted in the educators help sheet. Learners could match them together.

Plenary:

Under pressure (5 minutes)

Display [slide 25](#). Explain to learners that identifying the pressures we feel online and talking about them can help us deal with them.

Ask learners to pair with someone else in the group and share one online pressure they feel young people their age are experiencing the most online. Invite the pairs to share what they were discussing and where they would rank it on the pressure gauge. Invite learners to share any top tips for dealing with this pressure.

The Educators Help Sheet ([Appendix 2](#)) from the Pressure Gauge activity may help you provide learners with advice depending on the example they share.



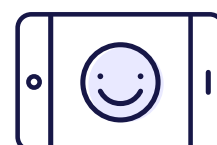
Challenge:

Pressure points

Display [slide 26](#). Challenge learners to talk about an online pressure to one person of their choice this week.

Possible extensions:

- Use the template provided in [Appendix 3](#) to create a display. Ask each learner to write several pressures in the weight followed by some advice.
- Ask learners if they think that pressures online affect people in the same way. Why/why not?



Digital
Wellbeing

Appendix 1: Digital Wellbeing – Film 2 Script



Digital Wellbeing Film 2 (Sada)



I have to be online all of the time otherwise I don't know what's going on. What people are doing, where they have been. The things they have bought. What you need to follow. I would say that there are quite a few things that I follow just because my friends do. For example, dance videos. I hate dancing but all my friends like watching them, so I do too. I don't want to miss out. The thought of missing out on anything makes me feel stressed and I don't like feeling like that. I even have my phone next to me at night, so if a message arrives during the night, I can hear it and reply to it. I do get tired but I'd rather that than miss out. Even when there are arguments going on in the group chat. Like now, there's an argument between my friend and someone at school because they've been spreading rumours. It's been going on all night, and I know this will carry on when we're at school tomorrow, and because I'm part of the group, I know my friends will make me get involved. I don't want to go to school tomorrow.

What happened next...

I was tired and anxious about going to school so I went to tell my sister because I knew she would know what to do. She said that being friends with someone did not mean that I had to get involved in their online argument. And that they shouldn't expect me to become involved. She also said that I don't have to do things just because my friends are. That it is important that I do things because I want to do them and not because other people are and if something online makes me feel tired, sad or stressed, then that was a sign I shouldn't be doing it. She helped me make some changes. So now, I don't have my phone in my room at night and if I don't want to do something online, or if something doesn't make me feel good about myself, I'm going to try and do something else instead. Besides, it can be nice to have your own interests and do nice things online by yourself too.



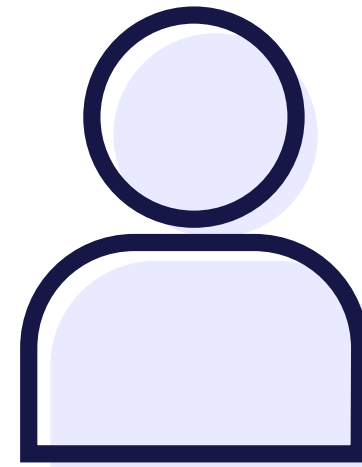
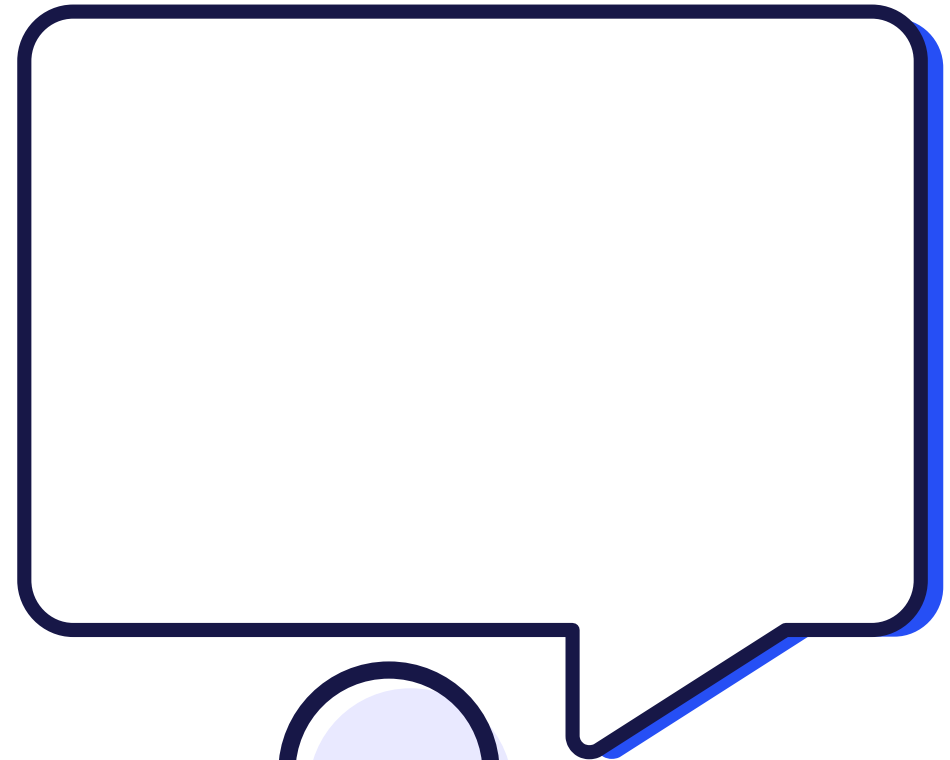
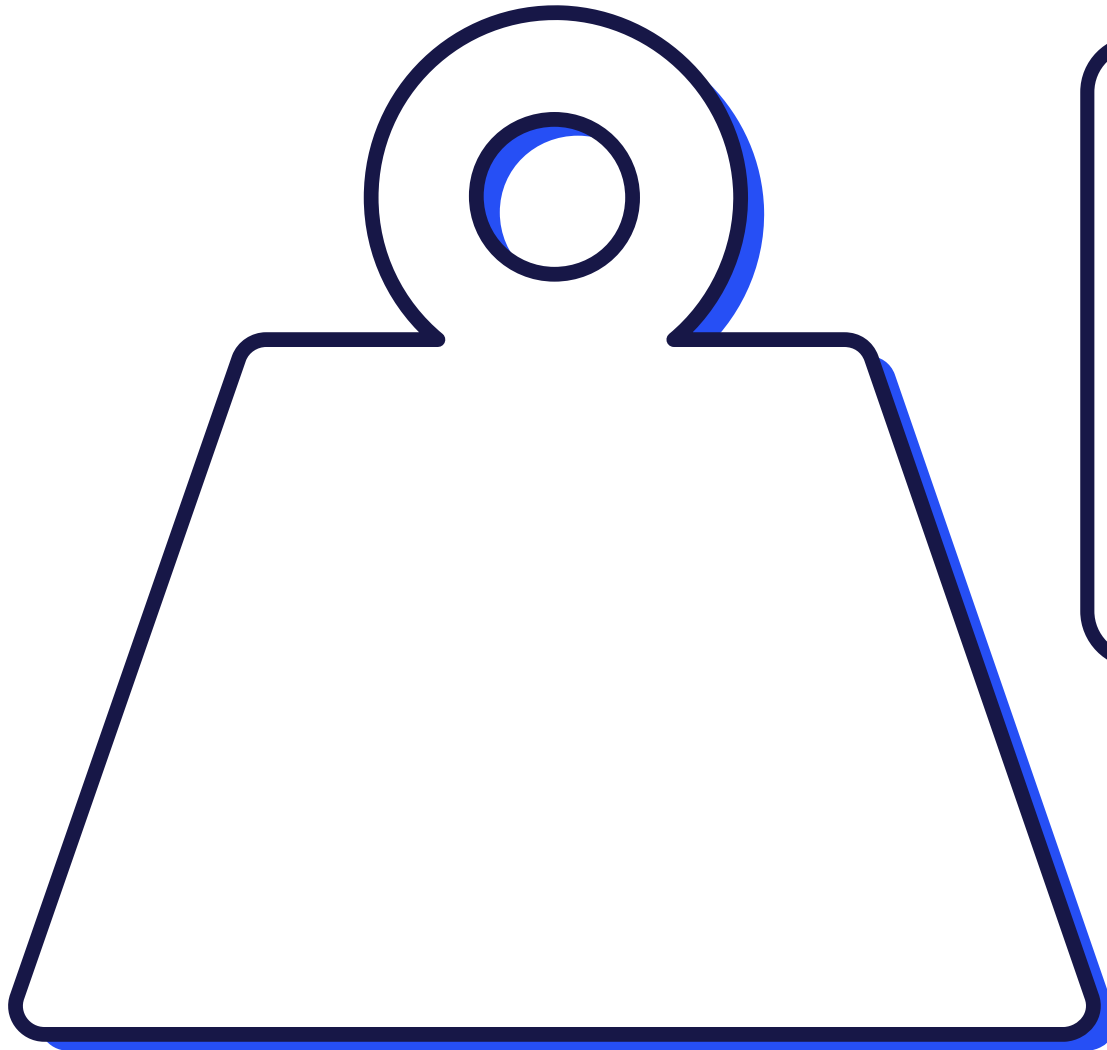
Appendix 2: Under pressure Educators Help Sheet



	Pressure	Advice
Scenario 1	The pressure to be constantly connected online and reply to messages so you don't miss out or let someone down.	<ul style="list-style-type: none"> It's okay not to be online and connected all the time. The messages you receive will still be there whether you check them now, or later. Explain to friends that you aren't always able to reply to messages straight away. Use your device settings to mute conversations or pause notifications.
Scenario 2	The pressure to filter images to look a certain way.	<ul style="list-style-type: none"> Many images you see online are filtered or edited, especially those from celebrity accounts. It's important not to compare yourself to the things you see online, which may not even be real! A filter can be fun, to create a different look or visual effect, but ask yourself first if you really need to use it. If you are using a filter for every post, then it might be worth thinking about why this is and talking to someone about other ways to boost your self-confidence. Be proud to use social media to capture and share the moments that matter to you, exactly as they happen. You are amazing just as you are and by not using filters, you will encourage and help others to have the confidence to do the same! Try to find and follow accounts that make you feel good. If an account you follow is making you feel insecure about yourself or the way you look, talk to an adult and consider unfollowing them.
Scenario 3	The pressure to click on pop-ups and spend a long period of time online.	<ul style="list-style-type: none"> Gaming notifications are very clever in the way that they attract your attention! They are carefully designed to draw you back in, so it is very natural to be distracted by them and want to check in each time you receive something. In your device settings you can usually turn off notifications, per app. That way you can choose which notifications you receive. If you are getting notifications from friends who are playing, then letting them know in advance when you'll be online could be helpful. That way they'll know not to disturb you.



	Pressure	Advice
Scenario 4	The pressure to spend money online.	<ul style="list-style-type: none"> It can be really tempting to spend money in-game, especially if it means you can progress further and quicker. The best way to stop this from happening is to switch off in-app purchases so that it's not possible to buy anything, or to ensure that your parent/carer's payment details are password protected. If you are getting pressure from friends to spend money in-game, then explain to them how that makes you feel. A good friend should respect the way that you want to play, or the rules that you have to follow, and will understand that not everyone has the ability to pay for extras when it comes to gaming.
Scenario 5	The pressure to look a certain way.	<ul style="list-style-type: none"> Lots of people have parts of their body that they don't feel completely happy with or things they want to change about themselves. Remember that a lot of the bodies we see online and in other places (like films and television) have been edited, filtered or even created through plastic surgery. Whilst it is human nature to compare yourself to others, if what you see online is making you feel bad about yourself then let someone know how you are feeling. If you have seen an advert for a product that you think looks appealing, then talk to an adult. Not all things advertised online are effective, or even safe for young people. If an advert like this seems too good to be true, the chances are it isn't true. Embrace your amazing body! People are naturally destined to be different heights and weights. You are often able to hide adverts that you see on social media, and request that similar things are not shown to you.
Scenario 6	The pressure to download a new app.	<ul style="list-style-type: none"> It can be easy to feel left out if your friends are using an app that you do not have, but that does not mean you have to download it. The best thing to do is talk to your parents or carers about whether the app is right for you. They can help you decide whether to download it and can support you with explaining your choice to your friends. Remember not everyone is online or using every app. It's okay to choose to do something different to others and a good friend will respect the decision you have made.



Online Pressure

