

DIGITAL WELLBEING_

THE PRESSURE

FOR

PERFECTION

**LESSON PLAN &
POWERPOINT PRESENTATION_**

YOUNG PEOPLE
AGED 8+ (SECONDARY/ HIGH SCHOOL)

**A N T I _
B U L L Y
I N G**



FROM THE DIANA AWARD

INTRO

We can be influenced by all kinds of things in our lives from friends and family, to the music we listen to and the books we read. We can also be hugely influenced by what we see and do online and therefore it's important to reflect and think critically about this online influence as well as our online behaviour.

Social media can be a fantastic way to connect with people and share things that you are passionate about. For the most part, the online world can be a positive place where we feel empowered to be our true self. But being connected can also mean that we constantly see what other people are sharing and it can be easy to compare ourselves with a seemingly impossible standard.

Did you know that 47% of 8-17s think it's important to 'fit in' online and 61% think the internet puts pressure on people to come across as perfect? (UKCIS, Safer Internet Day report 2020)

THE PRESSURE FOR PERFECTION IS REAL_

MODULE LEARNING OBJECTIVES

- Young people will explore how the images we see online can be edited and curated
- Young people will reflect on the motivations behind sharing content online
- Young people will develop critical thinking skills when it comes to the online world

PREPARATION

THINGS YOU NEED TO DO AS A TEAM TO GET READY BEFORE YOU RUN YOUR SESSION

1. There is a starter activity to run as a group; you will then need to decide which of the 10-minute activities you're going to run – there are three to choose from:
 - A) **Emoji Activity** or
 - B) **Digital Portrait** or
 - C) **Online and Offline Worlds.**
2. As a group, discuss what you would like to feature on your Group Agreement slide in the provided PowerPoint presentation.
 - A Group Agreement is a set of suggested guidelines for how you would like your session to run. We're sure you'd agree that you wouldn't want people shouting out answers and that you would like to encourage students to ask questions. By sharing these at the beginning of your session and asking students to agree to them, this will make for a smoother and more enjoyable session for all involved.
 - We've provided some suggestions but do feel free to change these – you know your school environment and peers better than we do!
- **You will need to edit the relevant Group Agreement slide beforehand.**
3. **Add in the learning objectives** from the 10-minute activity you have chosen to the Learning Objectives PowerPoint slide
4. **Check if you need to prepare any resources** for the specific 10-minute activity you have chosen.
5. **Ensure** that you have a staff member present in the room with you. They will be able to try to answer any questions you or your peers have.
6. **Practice, practice, practice!** Set aside time before delivering your session with everyone who is going to deliver the session so you can make sure that you know who is doing what and saying what. By giving yourself time to do this, you're making sure that your session will go smoothly and that you will enjoy it too!
7. **Time it!** The whole session (Intro, Question Opener, 'Would You Rather?', Statistics and the 10-Minute Activity) should last 30 minutes. This could be delivered during form time. If you need to make it slightly shorter, you could deliver just the 10-minute activity of your choice with a short introduction.

TWO MINUTES TO SET THE SCENE

Introduce yourselves as your school's Anti-Bullying Ambassadors and explain that today you'll be running a short session which will look at some of the pressures we can feel when we're online, particularly when it comes to comparing yourself with others and feeling the need to be 'perfect' in all aspects of our lives. You'll explore this through a starter activity followed by a fun and interactive mini session. You'll leave with some top tips to feel in control when on social media.

Show and read slide - "We can be influenced by all kinds of things in our lives from friends and family, to the music we listen to and the books we read. We can also be hugely influenced by what we see and do online. So how can we ensure that we reflect and analyse this online influence, as well as our online behaviour?" 

SAY

Before we get started, we've got a couple of things to run through with you:

- Before beginning the starter activity, show the Group Agreement slide.
- Show the Learning Objectives slide. 

STARTER ACTIVITY

AGREE/DISAGREE SPECTRUM_

- **Explain** that you are going to show the students a statement. You are going to ask students to show their opinion on the statement by imagining that one side of the room is 'strongly agree' with the statement. The other side of the room is 'strongly disagree' with the statement.
- **Ask** them to imagine that there is a line in between so they can stand anywhere between the two sides depending on how much they agree/disagree with the statement. It is a spectrum of opinion.
- **Show and read** on the slide - "Online pressure has a bigger influence on young people than peer pressure." 
- **Ask** them to stand up and move around the room.
- **Ask** students for their opinions from different sides of the room.

[Side note – If you are limited for space, you could ask students to give a thumbs up if they agree with the statement, thumbs down for disagree and hand out flat in front if they are somewhere in the middle. Then ask for some opinions].

Say, in this module, we want to reflect specifically on the pressure we can all sometimes feel to be 'perfect'. We know that young people can feel a lot of pressure and that being online can increase this anxiety:

Share AND show slides - facts about young people in the UK: 

- The Diana Award, in partnership with ASKfm and psychologist Dr Linda Papadopoulos, found that 63% of young people aged 13-17 believe people behave differently online to the way they do offline
- Did you know that 47% of young people aged 8-17 think it's important to 'fit in' online and 61% think the internet puts pressure on people to come across as perfect? (UKCIS, Safer Internet Day report 2020)
- 35% of girls aged 11–21 say that comparing themselves and their lives to others was one of their major worries about the amount of time spent online. (Girlguiding's Girls' Attitudes Survey, 2017)

Say, we're now going to dive into more detail...

CHOOSE ACTIVITIES

NOW IT'S TIME FOR THE 10 MINUTE ACTIVITY

Select one of the three activities below (or you may want to run all three if you have a longer session)

A: EMOJI ACTIVITY_

B: DIGITAL PORTRAIT_

C: ONLINE AND OFFLINE WORLDS_

A: EMOJI ACTIVITY_

SUMMARY_

In this activity, students will be asked to reflect on the way we perceive social media posts, whether our perceptions are true to reality and how other people feel when posting on social media.

LEARNING OBJECTIVE_

Students will develop critical thinking skills by analysing the types of posts seen on social media.

PREPARATION_

- Print off the **Activity A: Emoji Activity** emoji signs
- Stick them around the room.

Explain that you're going to read out different types of posts you might come across on social media

Students should stand up and walk to the emoji sign that best represents how they would feel if they saw that post.

Read out the following types of social media post. (For each statement, ask 2-3 students to explain why they chose that emoji to show how they would feel.)

- Your friend who looks like they're always having fun posts a picture of themselves at a party you weren't invited to.
- Your friend posts a picture of their weekend shopping haul – new trainers, headphones and the latest iPhone and they've got over 100 likes.
- A celeb posts a selfie which gets over 10,000 likes.
- Someone you know from school has hundreds of Instagram followers – easily 3 or 4 times the amount you have.
- You always see your other friends have a higher snapchat score or a snapchat streak.

SAY

"We've had a chance to reflect on how we feel about social media posts we see from others online and why. Now we're going to do the same activity but flipped!"

Repeat the activity but ask students to imagine how the person posting the photo feels.

They should stand at the emoji sign which represents what they think that person's feelings are when they posted the photo.

When they move to their emoji sign, ask students to discuss why they chose that emoji.

Encourage students to constructively challenge each other using these prompts:

- Can you really say for certain how that person feels?
- If they post pictures of themselves doing fun things, does that mean that they are having fun all the time?
- What do you think motivates people to post on social media? (Hints: peer pressure, validation from likes, paid by sponsors to post, FOMO - Fear Of Missing Out.)

Explain that this activity demonstrates why it's important to reflect on assumptions we make about others online and to be mindful of how this online influence makes you feel, especially if you feel upset.

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

- A person's behaviour on social media can reflect how they really are in person, but things often get distorted or exaggerated
- You can never really know the story or person behind an image or post
- People sometimes use social media to show only positive sides of themselves by editing and selecting what to post. So, remember that what you see online might not be 'real' and it's important to reflect on this and try not to be too affected by the 'fear of missing out'.

End with the 'PLENARY' section at the end of this module (page 18)

ACTIVITY A: WORK SHEET
EMOJI ACTIVITY_



#FOMO

ACTIVITY A: WORK SHEET
EMOJI ACTIVITY_



#YAY

ACTIVITY A: WORK SHEET
EMOJI ACTIVITY_



#COOL

ACTIVITY A: WORK SHEET

EMOJI ACTIVITY_



#WELL JEL

ACTIVITY A: WORK SHEET

EMOJI ACTIVITY_



#SAD

B: DIGITAL PORTRAIT_

SUMMARY_

In this activity, you will explore the impact that online edited images can have on our self-esteem. You will also be discussing how these images can be manipulated or changed.

LEARNING OBJECTIVE_

You will think critically about the impact that seeing online images that have been edited or manipulated can have on self-esteem.

PREPARATION_

- 2 sheets of flipchart/A3 paper, Blu-Tack and felt-tip pens.
- Write 'Before' at the top of one of the sheets and 'After' on the other.
- Stick these at opposite sides of the room.

Explain that in this activity we will be talking about images that are posted permanently online (not on Snapchat, for example). When we say 'online images', we are talking about any sort of photo that is taken and uploaded to a social media site by a user – this could be a selfie, a photo of what you had for dinner, a holiday snap, a photo of your pet dog, your best friend's birthday party, what you did over the weekend... you get the idea!

ASK

Students to all stand up and then sit down if

- They think that the photos that celebrities usually post online are realistic
- They think that photos that people their own age take and post online are realistic

* by 'realistic' we mean true to how it looks in real life

* If some students will find it difficult to stand up due to physical limitations, you could ask everyone to instead raise their hand and then put it down.

ASK

What do you think has more of an impact on you: seeing a photo that a celebrity has taken which has been changed in some way or a photo that your friend has taken? Why?

SAY

Raise your hand if you think that the photos which people post online are usually changed in some way.

SAY

In this next activity, we're going to reflect on the amount of effort that goes into taking the 'perfect photo' before and after it is shot.

ASK

everyone to stand up

Point to the worksheet in the middle of the room showing the point at which a photo is taken.

At one end of the room is the 'before' sheet and at the other side is 'after'. Students should take a felt-tip pen and write on each sheet all the things which happen before and after a photo has been taken to make it look 'good' and ready to post.

USE THE LIST BELOW TO HELP YOU AND TO FILL IN ANY GAPS_

Before

- For a selfie - choosing an outfit, styling your hair, putting on make up
- For a selfie - posing or choosing a flattering angle
- Including certain objects/people/pets in the photo
- Choosing an attractive background/location
- Changing lighting

After

- Choosing the best picture out of a selection of many
- Adding a filter
- Adding text or images
- Writing a caption and hashtags
- Cropping
- Changing brightness / contrast / saturation
- Adding a vignette or fading the background

Everyone should sit back down. Go over the answers that people have written on the sheets.

ASK

- How many photos that we see uploaded do you think have not had any of these changes made to them?
- When people see photos that have been changed in this way on social media, how do you think it makes them feel about themselves, their lifestyle or the way they look? How might it affect their self-esteem? (Self-esteem is 'confidence in one's own worth or abilities.')
- Remind them that this process of before and after editing can apply to any image that is uploaded online not just ones with people in them.

ASK

- Do you think people should feel pressured to compare themselves to photos/selfies of people their own age on social media?
- What could we do to make sure that other people's photos don't make us feel bad about ourselves?

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

- Think critically about the full picture - not just what you see in the photos. How has this image been changed and is it realistic?
- People often post photos that present themselves in the best light, so you shouldn't feel pressured to compare yourself or your abilities to these images

End with the 'PLENARY' section at the end of this module (page 17)

C: ONLINE AND OFFLINE WORDS_

SUMMARY_

In this activity, you will reflect on the differences in our behaviour in the online and offline worlds and about the different ways people use social media

LEARNING OBJECTIVE_

You will be able to identify the differences and similarities between online and offline behaviour

PREPARATION_

- You will need the **Activity C slides** of the PowerPoint presentation, **Activity C: Online and Offline Worlds Work Sheet** (1 between 2 students) and coloured felt tip pens

Show slide – Activity C: Agree/Disagree Spectrum. 

Explain that you are going to show the students a statement. You are going to ask students to show their opinion on the statement by imagining that one side of the room is 'strongly agree' with the statement. The other side of the room is 'strongly disagree' with the statement.

ASK

Ask them to imagine that there is a line in between so they can stand anywhere in between the two sides depending on how much they agree/disagree with the statement.

Show and read the statement on **Activity C slide** - "The online and offline worlds are the same thing; social media is just another way of talking to each other." 

Ask them to stand up and move around the room.

Ask students for their opinions from different sides of the room.

*Side note – If you are limited for space, you could ask students to give a thumbs up if they agree with the statement, thumbs down for disagree and hand out flat in front if they are somewhere in the middle. Then ask for some opinions.

Explain that in this activity we're going to look at the differences and similarities between online and offline behaviour.

Hand out the Activity C Work Sheets (1 between two students) and show Activity C: Online and Offline Worlds slide of the PowerPoint presentation.

Explain that there are two worlds on the sheet – online and offline.

Working in pairs, they should read the questions in the middle and write their answers on the left for online and on the right for offline.

Go through an example with the whole group before they get started. E.g.

Time – How long do the things people say/post/

show last for? For the online world, this could be permanent. Content can be revised. For the offline world, things people say may just be heard by one person and cannot be revisited. Things people are shown are just seen by a particular person who they have chosen to share it with, so it is more selective.

Explain that once students have completed the work sheet, they should take two different coloured pens and circle the things on their sheet that are similar across both worlds. They should then use a different coloured pen to circle things that are different between both worlds.

Give students 5-10 minutes for this part. Gauge when students are finishing up and give a 1-minute warning.

Ask students for their answers and make notes on the board.

If you find that most of the things the students have written in the online and offline worlds are different_

ASK

Why do we think this is? Why are their differences between the online and offline world?

If you do think people act differently online, why do you think this is?

Hint: to show a different version of themselves, they may feel pressured to do so, FOMO – Fear of Missing Out, etc.

Finally, ask what have students learnt from this activity?

Explain that by taking part in this activity, you have developed your critical thinking skills by reflecting on the similarities and differences between people's behaviour online and offline and their motivations and intentions behind their actions.

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

- A person's behaviour on social media can reflect how they really are in person, but things often get distorted or exaggerated
- People sometimes use social media to show only positive sides of themselves by editing and selecting what to post. So, remember that what you see online might not be 'real' and it's important to reflect on this and try not to be too affected by the 'fear of missing out'.

End with the 'PLENARY' section at the end of this module. (page 17)

ACTIVITY C: WORK SHEET

ONLINE AND OFFLINE WORLDS_

ONLINE

PRESSURES

What are some of the pressures that young people face?

TIME

How long do the things people say/post/show last for?

AUDIENCE

How many people do you talk to/show things to?

PERSONALITY

Do people act differently on social media and offline? How?

CONTENT

What do people choose to say/post/show?

VALIDATION

How do you know if other people approve of and accept you online and offline? Does it differ?

OFFLINE



PLENARY

This section should finish your session (after your chosen activity). A plenary ensures that the students you have delivered your session to, come away with key messages and can ask any questions.

SAY

Through today's session, you've had the opportunity to reflect on:

- how the images we see online can be edited and curated
- the motivations behind sharing content online
- critical thinking when it comes to the online world

SAY

When used well, social media can be a fantastic way to connect with people and share things that you are passionate about. We'd like to leave you with a few key messages...

Remember...

Social media is someone's highlights reel

- People sometimes use social media to show only positive sides of themselves, editing and selecting what they post to overexaggerate reality. People often post photos that present themselves in the best light or are edited, so you shouldn't feel pressured to compare yourself/your abilities to what is probably impossible to achieve!

It might not be the full story

- You can never really know the story behind an image or post – the image or post may have been edited and we can never really know the motivation of the person posting the image. Think critically about the full picture – not just what you see in the photos. How has this image been changed and is it realistic?
- A person's behaviour on social media can reflect how they really are in person, but things often get distorted or exaggerated.

Ensure you are the change you want to see!

- If you want to see social media being used as a place where you feel less pressure to be 'perfect', then remember to engage with it positively, only follow accounts that inspire you (not ones that make you feel down or compare yourself to) and spread kindness and acceptance!

Take a break

- Balance your time online with time spent offline doing things you enjoy. Bake a cake, read a book, go for walk... taking time offline can recharge your batteries.

Write a list of things you love about yourself and get a friend/family member to do it too!

- Write down things you love about yourself (not just your appearance) – this could be your qualities, skills, hobbies, likes, passions, dreams...

And lastly...

- If you're feeling down, anxious or stressed, the best thing you can do is talk to someone! This could be your parent, carer, best friend or a trusted adult in school. A problem shared is a problem halved and by talking about it, you're starting to find solutions to help you feel better.
- You can also text The Diana Award's Crisis Messenger anytime if you live in the UK by texting 'DA' to 85258 for free advice from trained professionals on issues surrounding mental health, body confidence, bullying behaviour and more. You can also contact Childline for free on 0800 1111.

We're proud to be the only charity set up in memory of Diana, Princess of Wales and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

Throughout all of our programmes and initiatives, 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours.

We hope you found this resource useful and wish you all the best in your anti-bullying journey.

If you would like to help us create more resources and train even more Anti-Bullying Ambassadors, you can make a £5 donation by texting CHANGE 5 to 70470 or visit diana-award.org.uk/donate.

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