PROGRAMME AND PREPARATION

Sharing, pressure and credibility

Lower secondary and boarding schools | Suggested: 90 min.

WHAT STUDENTS PRACTISE

Students practise separating observations from assumptions and choosing actions that protect themselves and others.

0-10 min.	**What would you do?**	Vote on possible actions in fictional situations about sharing and pressure. No one needs to show messages or discuss private cases.
10-30 min.	**A picture gets shared**	A picture of Alex is shared with a mocking caption. Groups choose how a recipient or witness can support Alex without forwarding it.
30-55 min.	**What do we know about the profile?**	Examine a fictional profile card and a prepared AI answer about it. A matching alias does not prove identity. Sort observations, assumptions and questions.
55-75 min.	**Choose the next step**	Write a reply to a friend considering sharing a one-time code. Identify what the student can do and where an adult should help.
75-85 min.	**Two shared agreements**	Make two agreements about forwarding content and getting help with online pressure. Agree how the class and teacher will follow up.
85-90 min.	**What I know now**	Write one observation supported by evidence and one question that still needs checking from an activity.

Preparation

Print the worksheets on pages 2 and 3. Have paper, pencils and an optional projector ready. A teacher takes part and follows up. All activities work without phones, AI accounts or app access.

Adapt reading and support to the group. Read aloud for younger pupils and let them point, draw or answer orally. Any app demonstration is arranged and checked in advance and replaces part of the activity time.

WORKSHEET 1

A picture gets shared

PRACTICE EXAMPLE

A fictional situation: A picture of Alex asleep on the bus after a class trip is shared with a mocking caption. Alex writes: "Remove it. I do not want it shared." A pupil replies: "It is just a joke." Several people in the group have seen the message.

1. Write a reply that takes Alex's request seriously and asks for the sharing to stop.

2. Choose two next actions for a witness without forwarding the picture.

3. Allocate responsibility: what can pupils do, and what needs an adult's help?

Use the fictional examples. Do not use names, photos or private messages from your class.

WORKSHEET 2

What do we know about the profile?

PRACTICE EXAMPLE

Fictional profile card: PlayerNova has 18 followers and a bio saying "15, love gaming". The same alias and avatar appear on another platform. A message says: "I think we go to the same school. I can give you game credits. Send the one-time code on your phone and I will sort it out." Prepared AI answer: "It is the same person because the alias and avatar match."

1. Make three columns: What we can see, what we cannot establish, and an action that protects us.

2. Sort the details into the columns. Does the card support the AI answer's identity claim?

3. Write a reply to a friend considering sending the code. Share no code, address or other private information.

Use the fictional examples. Do not use names, photos or private messages from your class.

TEACHER NOTES AND FOLLOW-UP

After the activity

A picture gets shared

Options include supporting Alex privately, asking the sender to remove the post and getting an adult. A joke does not cancel Alex's boundary. Keep the discussion away from whether Alex should have fallen asleep on the bus.

What do we know about the profile?

Age and school connections are claims. A matching alias or picture does not prove identity. Do not send one-time codes to the profile. Pupils can stop replying and get help blocking or reporting it. No searches for real people are needed.

FOLLOW UP IN CLASS

Revisit the class's two agreements after a week using a new fictional situation. Adapt the session to the stage and needs, including at boarding schools.

Our digital agreement

Before sharing, we will ...

When we are unsure about an answer, we will ...

When someone needs help, we will ...

Use the fictional cases. No student needs to describe personal experiences. A text or image analysis does not prove who created the content. Follow your school's own AI guidance.

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