



Video Lesson Plan



Key session notes / prompts

- When discussing what the children believe to be the correct answer allow debate amongst the class, it is a very useful development if the opinions of certain members of the group influence others. If this does occur point it out to the group, it's a great example of how decision making can be influenced by other factors (Peer Influence).
- An important message to send to children is the reinforcement that if only a minority of children engage in a behaviour they can have confidence that if they are faced with a choice, and are unsure, then they will not be alone.
- A good example of how to reinforce this message is:

"We have learnt that 90% of our school are not smoking cigarettes, that's 9 out of 10 of your peers. If you were with a group of friends, were offered a cigarette and didn't want to smoke you can be very confident that you would not be the only one who didn't want to."
- Children may suggest that everyone lied on their surveys! A good way to counter this is by asking:

"OK, who thinks that everyone lied on their survey? Hands up if you lied on your survey?"
- In our experience no hands will go up! It's also a brilliant example you can use in the session of the difference between perception (everyone lied) and reality (no one did) and further reinforces the purpose of the session.
- Make sure you discuss the potential impact of believing more people engage in a behaviour and the potential impact on them as individuals. Do they believe it will influence behaviour?

Introduction

This session is designed to be used in conjunction with the social norms whiteboard video which is available on the Risk-Avert website.



The video will guide you through the complete session, as the facilitator you just need to pause the video when instructed, facilitate discussion amongst your pupils and give the social norms results for your school.

These will have been provided to the member of staff co-ordinating the Risk-Avert:Primary programme within your school when they received the results of the survey for the whole year group who completed it.

What are social norms?

Social norms are socially accepted rules of behaviour and conduct which are prescribed by society and expected of an individual by that society.

They are based on the traditions, beliefs and values of a society, and may change from one society to another. Individuals who do not conform to these rules are said to have **deviated** from social norms.

A good example for the UK is queuing. Everyone knows the unwritten social norms related to the behaviour and when someone breaks the norm by jumping the queue people will often act to reinforce and protect the accepted social norm (that you wait your turn).



In the context of this project if children believe the norm is to engage in a certain behaviour e.g. trying a cigarette or drinking alcohol, then they may be more likely to do this, whether they are ready, have concerns or maybe do not want to.

This increased likelihood occurs when we believe the majority of people may be engaging in the behaviour. As we run the session you will see that the perception of your students is likely to be much higher than the reality.

Accessing the video

The video is available on the Risk-Avert:Primary website, here you can download the video to your computer or play the file online.

You can also access the video directly by [clicking here](#). This will take you to the video on YouTube.

Using the video

The video will provide the majority of the required information to run the session.

As the facilitator you will need to follow the steps in this lesson plan on the subsequent pages.

You should fully familiarise yourself with the session content before using the video. Whilst the session is relatively straightforward to run you will be required to facilitate discussion and give data and information to your students.

Video content

The video is focused on key questions from the Risk-Avert:Primary survey, these are:

- Mobile phone ownership
- Social media
- Behaviour of year 8 pupils (smoking, drinking, social media use)

These have been selected due to their high potential to be overestimated by your pupils. The year 8 questions are included to ensure that year 6 pupils do not enter secondary education with false beliefs related to engagement in risk-taking behaviours.

The video will prompt you to pause it after each section once the survey questions for each section have appeared. When paused you then run through the discussion points and questions with your students.

The video also provides a short introduction at the start and a short round up of learning at the end, these should be further supported by the facilitator using the suggested elements in this lesson plan.

The video is around 3 minutes in length but will take at least 15-20 mins to deliver. This will depend on group size and the level of discussion afforded to your students.



Step 1 – Before playing the video

Before we play the video we need to introduce the session. The following statement should be read to your students.

“We are now going to complete a lesson using a video. The video is going to help you understand more about risky behaviours, such as the internet, smoking and drinking by older children.

“By thinking about what people actually do we can help you make good decisions, positive choices and stay safe.

“This session is going to teach you that sometimes there are differences between what we do (the reality) and what we believe people do (our perception).

“The video is going to ask you what you think is the correct answer to a series of questions. After each one we are going to pause the video, discuss what we believe is the reality and I will then give you the actual result.

“Some of the results we are going to use are your results from when you completed the survey (ask if they remember!), some are general figures for children your age across the country and some are from older children who are in year 8.

“Ok, let’s start the video”

You should also familiarise yourself with the discussion points which will be used after you pause the video for each of the sections. These follow on the next two pages.



Key discussion points for questions in the video

At each pause in the video discussion is facilitated in relation to the specific topic. The aim of the discussion is to ascertain the difference between reality and perception.

Children being asked the question may be close to the actual figures, this is especially true for the alcohol question in our experience. This is fine, there is not a right or wrong answer, the purpose of the session is to see if there **is a difference** between their perception and reality.

After the questions have appeared on the screen and you have paused the video children should then discuss their opinions. After discussion has occurred use the discussion points below to explore their answers.

Please bear in mind that the majority of discussion will only occur on the first section, pupils will obviously have covered much of this when discussing the first questions on smoking.

1. Why do you think there was such a difference between what you thought and the reality? (If there was a difference between perception and reality)

- Do people tell the truth about what they do?
- If people don't tell the truth about what they do what's the potential impact on you?

2. Have you ever said you have done something you haven't because you were worried about looking inexperienced or silly?

- If so, why?
- Do you think people always tell the truth about what they do?
- Do you think that may change if we know the reality of a situation?

3. If the majority of people are not doing something what can we learn from this? -

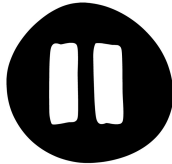
- If you are feeling nervous about something do you think there is a good chance you are not the only one?

4. You did really well with your answers many children don't get as close to the answer as you did, why do you think that is? (if there was not a significant difference between perception and reality)

- What meant you had a good understanding of the reality of behaviour In your year?
- How can understanding the reality help you to make good choices and stay safe?

Step 2– First Pause – Mobile Phones

A) The video will instruct you verbally when you should first pause the video, at each pause you will see the image below.



At each pause the exact question/s from the survey will be present on the paused video.

For mobile phone ownership the relevant questions asked in the survey was:

1. Do you think lots of children in primary school have a mobile phone?

B) Once the video is paused read the following statement to your students:

“OK, so the question on the screen are the ones we are now going to discuss. So do you think lots of children in primary school have a mobile phone?

Let the students discuss their answers and support using the key discussion points and the session notes / prompts.

C) Specifically for these questions you may also want to use the following discussion points:

Do you think that it feels like everyone your age has a mobile phone?

Do you think that people are always honest about owning a mobile phone?

D) After discussing the points above play the video again. The answer for the question will appear. Make sure you discuss again and see if your pupils are surprised by the answer!



Step 3– Second Pause – Social Media Accounts

At this pause the exact question/s from the survey will be present on the paused video.

The relevant questions asked in the survey was:

1. Have you ever used Facebook, Instagram or something similar?

B) Once the video is paused read the following statement to your students:

“OK, so the question on the screen is the one we are now going to discuss. So how many children your age have ever used Facebook, Instagram or something similar and so created a social network profile?”

Let the students discuss their answers and support using the key discussion points and the session notes / prompts.

C) Specifically for these questions you may also want to use the following discussion points:

Does it seem that most children have used Facebook, Instagram or something similar?

Does it seem that most children have a social network profile?

Do you think people are always honest about having a social network profile?

D) After discussing the points above play the video again. The answer for the question will appear. Make sure you discuss again and see if your pupils are surprised by the answer!



Step 4– Third Pause – Year 8’s smoking

At this pause the exact question/s from the survey will be present on the paused video.

The relevant questions asked in the survey was:

1. How many people do you think aged 12 (in year 8) have tried a cigarette?

B) Once the video is paused read the following statement to your students:

“OK, so the questions on the screen are the ones we are now going to discuss. So how many children in year 8 say they have tried a cigarette?”

Let the students discuss their answers and support using the key discussion points and the session notes / prompts.

C) Specifically for these questions you may also want to use the following discussion points:

Do you think that more or less people smoke now than they used to?

Do you think people are always honest about smoking?

D) Give the results for your school after discussion. These will have been provided to your school in the report you will have received, they will be available from the member of staff co-ordinating the programme.

Step 5– Fourth Pause – Year 8’s Social Media

At this pause the exact question/s from the survey will be present on the paused video.

The relevant questions asked in the survey was:

1. How many people do you think aged 12 (in year 8) add people online (Like Facebook) that they haven’t met in real life?

B) Once the video is paused read the following statement to your students:

“OK, so the questions on the screen are the ones we are now going to discuss. So how many children in year 8 say they add people to their social media accounts that they haven’t met in real life?”

Let the students discuss their answers and support using the key discussion points and the session notes / prompts.

C) Specifically for these questions you may also want to use the following discussion points:

Do you think that most people do this?

Do you know the risks of doing this?

Do you think people are always honest about what they do online?

D) Give the results for your school after discussion. These will have been provided to your school in the report you will have received, they will be available from the member of staff co-ordinating the programme.

Step 6– Fifth Pause – Year 8’s Drinking

At this pause the exact question/s from the survey will be present on the paused video.

The relevant questions asked in the survey was:

1. How many people do you think aged 12 (in year 8) have drunk alcohol without adults being present?

B) Once the video is paused read the following statement to your students:

“OK, so the questions on the screen are the ones we are now going to discuss. So how many children in year 8 say they have drunk alcohol without an adult being there?”

Let the students discuss their answers and support using the key discussion points and the session notes / prompts.

C) Specifically for these questions you may also want to use the following discussion points:

Do you think that lots of year 8 pupils are drinking alcohol?

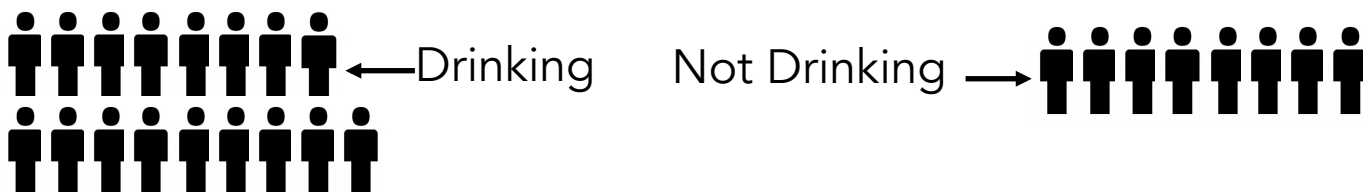
Do you think people are always honest about having tried alcohol?

D) Give the results for your school after discussion. These will have been provided to your school in the report you will have received, they will be available from the member of staff co-ordinating the programme.

Additional Session Ideas

When asking the children for their percentages for the behaviour have them arrange themselves in what they believe is the correct breakdown.

For example if they believe 70% of young people in year 8 age are drinking alcohol and the group size is 25 children the two groups would look like this:



Speak with the smaller group about how they feel. Prompts would include:

- How does it feel to be in the smaller or minority group?
- Do you think young people may be influenced to drink as more people are doing it?

After discussion get the children to arrange themselves into the correct breakdown, for a class size of 30 the correct split is 26 children in the large group and 4 in the small group.

Discuss this with the children using the same prompts. After discussion tell the children the reality, that the small group is the "Drinking" group. Only the group of 4 young people will actually be drinking.

This should then lead to the same prompts but directed at the smaller or minority group with the emphasis shifted e.g. do you think you may be influenced to not drink as more people are not doing it?

Running as an assembly

The social norms session can also be run as an assembly session if required.

This can be a valuable experience for children as they all took part in the survey and are aware of their responses to the individual questions.

This can send an incredibly powerful message to children taking part as it 'shows' rather than 'tells' the reality of participation in a behaviour amongst their peers in their year group and the behaviour of young people in year 8.

You can use the notes on the previous pages to guide you in delivering the assembly, please contact us for any further advice.