Keeping Safe Online: Lesson Plan

KS2

'Keeping Safe Online' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the statutory guidance for RSE, and the Programme of Study for PSHE Education as laid out by the PSHE Association. Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'Keeping Safe Online' meets the following targets:

England: PSHE

H38   how to predict, assess and manage risk in different situations

H42   about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

R12   to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R18   to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R19   about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20   strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

R23   about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R29   where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

R30   that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31   to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

L11   recognise ways in which the internet and social media can be used both positively and negatively

L15   recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

L16   about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

England: RE/RSE

Caring friendships:

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Online relationships:

that people sometimes behave differently online, including by pretending to be someone they are not

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

how information and data is shared and used online

Being safe:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

Mental wellbeing:

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

Internet Safety and Harms

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private

that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

where and how to report concerns and get support with issues online

Wales: Health and Wellbeing AoLE

What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

Our decision-making impacts on the quality of our lives and the lives of others

How we engage with social influences affects who we are and shapes our wellbeing

Healthy relationships are fundamental to our wellbeing

Lesson Plan (Double Lesson)

Subject:

Keeping My Identity & Myself Safe Online

Targeted Year Group:

KS2: Yr 3-6

Length of lesson:

2 x 60 mins

Learning objectives (Links to Education for a Connected World; Self-Image and Identity):

To be able to cover all of the KS2 'Self-Image & Identity' strand of the Education for a Connected World framework in enough detail, this lesson has been split into two parts; 'Online Safety' and 'Staying Safe Online'. If this does not seem appropriate for your particular class then please adapt/modify to your own needs.

Lesson 1 - Online Identity

- I can explain what is meant by the term 'identity'.
- I can explain how people can represent themselves in different ways online.
- I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
- I can explain how my online identity can be different to my offline identity.
- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
- I can explain how identity online can be copied, modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.

Lesson 2 - Staying Safe Online

- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- I can explain the importance of asking until I get the help needed.

Lesson 1 – Online Identity

Learning Objectives:

- I can explain what is meant by the term 'identity'.
- I can explain how people can represent themselves in different ways online.
- I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
- I can explain how my online identity can be different to my offline identity.
- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.
- I can explain how identity online can be copied, modified or altered.
- I can demonstrate how to make responsible choices about having an online identity, depending on context.

Time:	Lesson structure:	Teacher notes
10 mins	**STARTER:** Quick one-minute discussion in pairs - "what do you understand by the word "identity"?" Share thoughts with the class. In pairs or small groups, describe yourself in three words. Think of words or phrases about you that may be different to everyone else. They could be linked to your likes/dislikes, nationality, religion, your appearance, or strengths/weaknesses. Share their results with the class. Explain that this is part of their own unique identity and is a very special and important thing.	The question "What does the word 'identity' mean?" could already be written on the board/screen for students to think about as they come into class. Teacher could give and example of their own three words. e.g Teacher, Harry Potter, Japanese.

| **Time:** | **Lesson structure:** | **Teacher notes** |

40 mins

MAIN:

What makes a good username or avatar? What do students already know about this? Do they already have a username or avatar? Should they share this with the people in their class? (direct students towards, "no", as this should be a secret and is the whole point of creating a safe username and avatar. Sharing this in class means their identity becomes known)

USERNAME & AVATAR Activities:

First, look at the USERNAMES, order them with most safe/secure at the top and the least safe/secure at the bottom. Think about what information the username is giving away; the less the better.

Then do the same with the AVATARS.

Discussion:
Why do we use usernames / avatars online? Why do people steal identities? What do they think will happen if someone has all their important information? What could they do with it? How might you feel if it happens to you? What can you do about it?

Students can now create their own USERNAMES and AVATARS. Let's pretend to be something different!

Teacher notes

The USERNAMES & AVATARS page is at the end of this Lesson 1 plan.

Discuss the concept of online identity and how usernames and avatars help protect personal information.

You could also create your own username and avatar to share with the class and see if they can guess that it belongs to you.

Explain that sharing too much personal information online can be risky, even if it seems like the person is friendly. Teach them about the potential consequences of revealing sensitive details to strangers online which can include building trust with someone they do not know and cyberbullying by people hiding behind a false identity. They may even use someone else's identity giving that person a "bad name". Information can also be used by cybercriminals – copying identities to set up other accounts which could then be used for online crimes.

Time:	Lesson structure:	Teacher notes
10 mins	**PLENARY:** Student put their usernames and avatars on the wall and they all try to guess who they belong to. Who has the safest and which need to be improved?	If you have two or more classes, you could swap them and see if students can guess who they belong to. This could also be a starter game for the next lesson.

USERNAMES

BlondeAlex9   **ManUBoy2016**   **randomname**

LondonSurferKai   **CrazyGoat15**   **CharlieSmith14314**
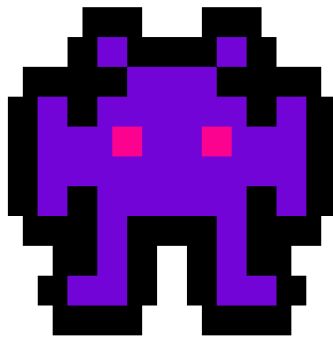
AVATARS

A

B

C

D

E

F

Lesson 2 - Staying Safe Online

Learning Objectives:

- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.
- I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
- I can explain the importance of asking until I get the help needed.

Time:	Lesson structure:	Teacher notes
10 mins	**STARTER:** Positive and Negative online behaviours: In small groups, students write down as many examples in the POSITIVE and NEGATIVE columns. Can students draw from their own real life experiences? After about 3 to 5 minutes, ask students to think about whether these behaviours are easier to do online compared with offline. Would you behave like this in real life? Why do they think this might be?	This could be done on the walls with paper taped up, on whiteboard or an interactive TV depending on your classroom setup. It could even be done on post-it notes. Encourage discussions around why negative online behaviors, especially due to the anonymous nature of usernames and avatars, can be easier for people. We may not think through responses as carefully online as we might do in real life. Remind and reinforce the importance of asking for help if their experience anything that concerns them online.

Time:	Lesson structure:	Teacher notes

40 mins

MAIN:

The WaterHole is an online social media platform where animals can come together. Sadly, things are not going so well. Do you think we can help them?

Split the students into four groups: Lions, Flamingos, Elephants and Giraffes. They can have some fun coming up with their own sound or movement for their group.

Each group is then given a scenario (see SCENARIOS below) which they then discuss and answer the relevant questions.

Can they also guess which type of discrimination each scenario is trying to illustrate?

Scenario 1 questions :
How do the giraffes feel about this?
What might happen if the giraffes can't join in?
Why do you think the lions don't want the giraffes to join in?
What if there are lions who feel like they're more naturally giraffe-like?

Scenario 2 questions :
How do you think the flamingos feel?
Why do you think the other animals say mean things to them?
How do you think the other animals could behave?
What do you think the flamingos could do?
What might you do about it?

GENDER
This can be extended by asking students if they have experienced or know of any. Encourage students to think about the importance of breaking stereotypes and how diverse career choices benefit everyone.

RACE & CULTURE
Are there students in the class that want to talk about their experiences? This might be difficult but it could be an opportunity for other students to hear and try to understand real life contexts.

KIDSCAPE
Help With Bullying

Time:	Lesson structure:	Teacher notes

MAIN CONTINUED:

Scenario 3 questions :
How do you think the elephants feel?
Why do you think the other animals want them to do the same as them?
What do you think the elephants should do about it?
What might you do about it?

Scenario 4 questions :
How do you think this giraffe feels?
Why do you think the other animals say mean things to them?
How do you think other giraffes with disabilities might feel?
What about the other animals with disabilities?
What might you do about it?

RELIGION
Are there students in the class that want to talk about their experiences? This again might be difficult but it could be another opportunity for the students to hear and try to understand real life contexts.

DISABILITY
Again, try to encourage students to talk about any experiences.

Time:	Lesson structure:	Teacher notes
10 mins	**PLENARY:** What have the students learned today? How can the use this in the future? Why is it important to challenge stereotypes? How might biased views affect a group or society? Why is it important to promote inclusivity?	End on a note of trying to promote inclusivity. Maybe a poem, song, drawing etc.

SCENARIOS

1

The lions don't let the giraffes join in when they're getting food, because they say it's a lion's job and giraffes can't handle it - even though giraffes are good at getting food too!

2

Being birds, the flamingos look very different to the other animals and also talk to each other in sounds which are very different to the other animals. They also stand on one leg which the other animals just don't understand! The other animals tell them to talk more like them and to stop standing on one leg.

3

The elephants all believe that there is a spirit that lives in their trunks which is why it is so helpful. They also believe that when they suck up water, the spirit blesses it making it better. The other animals tell them it is ridiculous and they should eat and drink just using their mouths like everyone else!

4

One of the giraffes has a short neck which they were born with. Some of the other giraffes call him mean names because of it and even pretend to have small necks when they see him.