



Lesson Plan

Target audience: 7-11 year olds

Lesson Aim:

This lesson aims to explore which online behaviours have a positive effect on young people, and which types of online behaviours have a negative effect. They will consider how they could manage an online conflict in a positive way, and describe actions they can take online that will make themselves and their friends feel happy and good about themselves.

Success criteria:

- To recognise positive and negative behaviour online.
- To understand how your own online behaviour can impact on others' feelings.
- To develop some strategies to resolve online disagreements in a positive and healthy way.

Timing: 60 minutes

Preparation:

Print off Appendix 1
(either enough for pairs or one each)
Print off Appendices 2 & 3
(enough for one per person)

Key Vocabulary: Friendship, relationship, behaviour, upset, apology

Resources:

Post-it notes
Appendices 13
Large sheets of paper for mind mapping/recording ideas
Scissors

Activity	Title	Timing
Starter	My friends	5 minutes
Activity 1	Group discussion	10 minutes
Activity 2	Someone else's shoes	15 minutes
Activity 3	Friendship thermometer	15 minutes
Activity 4	One good deed	10 minutes
Plenary	A good friend is...	5 minutes
Extension	What next?	Extension time

Notes:



Lesson Plan

Target audience: 7-11 year olds

Starter - My friends

Ask the learners to think of all the friends that they might chat with or play with online, including friends from school, family friends, friends from any clubs or groups they are part of etc.

Display the following questions and ask learners to think about them individually for one minute, then share their ideas with a partner for two minutes. Take feedback from the whole group.

Questions:

- Why do you talk or play with your friends online?
- Are there some games or apps you only use with some of your friends? Which ones?
- Are all your friends exactly the same? Why?
- Would you want to chat or play online with all of your friends all the time? Why?

Talk about how even though learners might use different apps or games with different friends, and play /chat with some more than others, they still call all of them a 'friend'.

Each friendship we have is different, and we might say or do things differently with different friends to make them feel happy and good about themselves. Difference is a good thing and it should be celebrated!

All friendships are different, but they all have the same key ingredients.

Give learners time to think of the key qualities of a good friend, and record this as a mind map.

Activity 1 - Group discussion

Ask learners to think of some things that others say or do online that make them feel happy and good about themselves.

Record some examples in your preferred method e.g. in a mind map, or ask learners to write on a post-it notes and stick in a designated area of the room. e.g.:

- sharing a funny video with me
- liking my photo
- inviting me to play an online game

Questions:

- Why do these kinds of online actions make us feel good?
- Why do people do these kinds of things online?

Explain that sometimes people do or say things online that don't make others feel happy or good about themselves.

Record some examples in your preferred method. e.g.:

- writing an unkind comment about how someone looks
- leaving someone out of a message group

Questions:

- Why do these sorts of online actions make us feel unhappy?
- Why do people do these kinds of things online?



**Safer
Internet
Day**

6 February 2018

'Create, Connect and Share Respect: A better internet starts with you.'

Lesson Plan

Target audience: 7-11 year olds

Suggested follow on discussion:

Discuss as a group how doing kind deeds for other people can make ourselves feel good too. It also strengthens our friendships, and helps us to learn more about other people.

Sometimes we do things by mistake that upset other people. If someone does something to upset someone else on purpose, that's not okay. It might be because they are unhappy themselves, and they are trying to make themselves feel better by taking it out on other people.

Does everyone have the same online actions in their lists? Why?

Discuss how different people will have different things that make them feel good about themselves, or upset them. We have different things we like or that we find funny. Overall however, we all need the same key ingredients from a friendship, including when we are online. (Refer to mind map from Activity 1)

Sometimes we might misjudge it (e.g. a joke that someone finds offensive instead of funny etc.) How you fix a mistake, or say sorry, can have a really big impact on the other person.

Remind learners if they ever feel upset or uncomfortable about something that happens online they should always tell someone.

Learners' suggestions around positive and negative online behaviours might result in disclosures. If one is made, follow your school/setting's safeguarding procedure.

Notes:



**UK Safer
Internet
Centre**

#SID2018

www.saferinternet.org.uk



Co-financed by the European Union
Connecting Europe Facility



**Safer
Internet
Day**

6 February 2018

'Create, Connect and Share Respect: A better internet starts with you.'

Lesson Plan

Target audience: 7-11 year olds

Activity 2 Someone else's shoes

Show learners Appendix 1, an apology message.

Ask learners to fill in the details:

- Why is Jo saying sorry? What has happened?
- Whose fault is it Jo has fallen out with Mika? Why?
- Do you think Mika knew their actions would hurt Jo?
- How does Mika feel? What could they do next?
- How does Jo feel? What do you think they will do next?

Ask learners to work in pairs to answer these questions. Take feedback.

Extension: Ask for a volunteer to come to the front of the group and hot seat one of the characters – how they are feeling, how it happened.

Ask the learners for ideas about the following:

1. Actions that would make the situation worse (e.g. screenshotting a message and sharing it on)
2. Actions that would improve it (e.g. saying sorry and offering to)

Ask learners to record their ideas for each group.

Learners create their own list as a poster or work in small groups to create a mind map or display.

Activity 3 Friendship thermometer

Learners create a friendship thermometer. (Appendix 2)

This could be completed as an individual using the template – i.e. each learner creates one thermometer, with sliding scale of online actions from very hurtful to the most kind/thoughtful thing someone could do online.

Or, each learner creates a poster for one sort of action, and as a group you arrange them along a larger thermometer as part of a display.

Learners with SEN may find the activity more accessible if they are provided a list of online actions and they draw how each one makes them feel.



**UK Safer
Internet
Centre**

#SID2018

www.saferinternet.org.uk



Co-financed by the European Union
Connecting Europe Facility



**Safer
Internet
Day**

6 February 2018

'Create, Connect and Share Respect: A better internet starts with you.'

Lesson Plan

Target audience: 7-11 year olds

Activity 4 **One good deed**

Learners identify one good deed they would like to do for a friend online.

Learners write this on a wristband template (Appendix 3) and wear it until they have done it.

Ask for a few learners to share what their good deed is and why they have chosen to do it.

Plenary **A good friend is...**

Depending on age/ability, ask children to:

- Think of a definition for some/all of the vocabulary words. Take feedback.
- Summarise what a good friend does online in exactly 10 words.
- Write a message that you could send to a friend online to cheer them up.

Extension **What next?**

What if the same person continues to be unkind online?

What if someone is being unkind online on purpose?

What other strategies can you think of to deal with it?

Children make a flow chart of the actions you would take if someone continued to be unkind online.

View Childnet's cyberbullying video for KS2 here:

<http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4>

View Childnet's Hot Topic on cyberbullying here:

<http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying>

Notes:



**UK Safer
Internet
Centre**

#SID2018

www.saferinternet.org.uk



Co-financed by the European Union
Connecting Europe Facility

Appendix 1

Lesson Plan

Hi Mika, I'm really sorry the photo upset you. I didn't know that you thought it was embarrassing, I thought it was really funny! I didn't think Ishaa would share it on. Please stop ignoring me at school. Can we be friends again?

Why is Jo saying sorry? What has happened?

Whose fault is it Jo has fallen out with Mika? Why?

Do you think Mika knew their actions would hurt Jo?

How does Mika feel? What could they do next?

How does Jo feel? What do you think they will do next?

Appendix 2

Lesson Plan

Thermometer

Use the thermometer to record the different things other people do online that make you feel most happy to least happy.







6 February 2018

Appendix 3

Lesson Plan

Good deed

For my online good deed, I promise to...