

# Keeping Safe Online: Lesson Plan

## KS1

## 'Keeping My Identity & Myself 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 My Identity & Myself Safe Online' meets the following targets:

### England: PSHE

- H33** about the people whose job it is to help keep us safe
- H34** basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- R12** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- R14** that sometimes people may behave differently online, including by pretending to be someone they are not
- R15** how to respond safely to adults they don't know
- R19** basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- R21** about what is kind and unkind behaviour, and how this can affect others
- L7** about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8** about the role of the internet in everyday life
- L9** that not all information seen online is true

## 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

## Subject:

Keeping My Identity &  
Myself Safe Online

## Targeted Year Group:

KS1: Yr 1-2

## Length of lesson:

55 mins

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

- I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.
- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.
- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.
- I can explain how other people may look and act differently online and offline.
- I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

## Time:

## Lesson structure:

## Teacher notes

15 mins

### STARTER:

Role-playing activity (use the Starter Scenarios below):

In pairs, take turns at being StrangerDanger and NicknameYOU. Each time, try and think of how you could respond. Write down all your ideas so that they can be shared later. Remember, always try to be kind in your responses.

Ask students to role play their favourite answers in front of the class, working your way through each scenario. Ask students to voice their opinions about the responses. Could they be improved?

Did anyone use these responses?  
'no' / 'please stop' / 'I'll tell' / 'I'll ask'.

Dialogue examples are at the end of this lesson plan. Encourage kind and positive responses. If you can think of other scenarios which you feel may be more appropriate to your students then please free to use them. The goal of this activity is for students to consider appropriate responses to requests for personal information.

Compile all their responses into a document which can then be shared. You could also create a classroom or school display using speech bubbles to help remind students.

## Time: Lesson structure:

30 mins

MAIN:

Split class into groups of three or four. Give each one a scenario. Students discuss and then make notes on paper or post-it notes.

Ask a member of each group to read out their responses and give an opportunity for discussion. What do the other students think about the responses?

For scenario 2, if these are not suggested then guide them to these ideas too:

- unkind comments
- seeing scary images
- being asked to share information
- seeing something inappropriate
- being asked to meet
- being asked to be online friends

The main desired outcome is for students to know who they can talk to whenever they feel sad, worried, uncomfortable or frightened.

For scenario 2, explore other reasons with the students which may make people behave differently. Especially people who are trying to deceive and gain a student's confidence. Are all reasons worrying? What do they think about Jayden?

If there is time, students can try to come up with their own scenario and share them with the class. Draw a picture of a scenario with speech bubbles showing what could be said. Create a song, poem or advice video. The possibilities are endless!

## Teacher notes

Scenarios are at the end of this lesson plan. They can be printed out as a sheet or handed out individually. They can even be shown on a screen or device. You can print each out and then stick them to a wall. Then students stick their post-it note ideas next to them.

Possible response and further discussion:

Taylor should remember that their real name and where they go to school are private and special things about their identity. Taylor can make up a fun name and design for their character in the game, while keeping their personal information safe. They shouldn't make the character look like them. If someone knows what they might look like, their name and where they go to school, why might this be unsafe?

Emphasize that just like they wouldn't tell someone they don't know their real name and where they live in real life, it's the same online.

What could she do if the person gets angry and tries to make Taylor give personal information? Guide students to not responding and talking to a trusted adult or possibly responding with the following comments: 'no' / 'please stop' / 'I'll tell' / 'I'll ask'.

For Scenario 2 - Suggest the people Charlie could go to for help – at home, at school – other places where trusted adults are.

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

10 mins

**PLENARY:**

In pairs or small groups, they discuss the most important or meaningful thing they have learned and compare them with each other. Each group then shares the top piece of advice. These could be added to a wall display or given as daily tips by the teacher or each student throughout the week or term.

Create a list of all the people they know that they can turn to if they have any worries or concerns.

Create an environment where students are able to bring their experiences to the class each day and maybe they can be discussed with the other students giving advice or suggestions. This will depend on creating and maintaining a safe space where students are not judged.

# STARTER SCENARIOS

1



StrangerDanger2017

WOW! You are really good at this game! I feel so lucky to have met you!

Thanks!



NicknameYOU



StrangerDanger2017

I'm Alex!  
What's your name?



NicknameYOU

2



BeAware6

WOW! You are really bad at this game! You need to stop playing and give up!

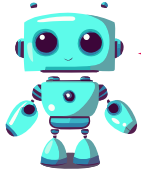


NicknameYOU



## STARTER SCENARIOS

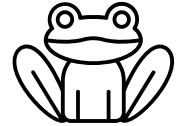
3



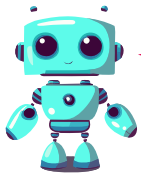
DonTrustMe15

**WOW!**  
You are amazing at this game!

Thanks!



NicknameYOU



DonTrustMe15

I wish I had friends at my school that were as good at this game as you! I go to Greenfields School. What school do you go to?



NicknameYOU

4



BeCareful2018

Thank you for being so helpful! You seem like a really nice person.

Thanks!



NicknameYOU



BeCareful2018

I feel like I can really trust you. Would you like to be friends? Maybe we could meet up one day.



NicknameYOU

## MAIN SCENARIOS

### Scenario 1: Exploring online identities

Taylor is playing a game where they can make a character that looks just like they do. Taylor can choose the character's clothes, hair, and even its name. Someone in the game asks Taylor for their real name and where they go to school. What should Taylor do?

### Scenario 2: What can make you sad and upset online

Charlie has come home from school and wants to use his iPad. He switches it on and looks at something on it. He has become sad and upset and switches it off again. What could have made Charlie feel like this? What could Charlie do next?

### Scenario 3: Giving away information

Aisha has been playing an online game with Laila for about a month now and it is clear they are getting on really well. Laila has helped with homework and has been really kind. Laila wants to know Aisha's real name and where she lives. What should Aisha do?

### Scenario 4: How people can look and act differently online

Jayden is really shy in real life and doesn't like how he looks. He decided that he wanted his avatar to look differently to him and he also gave them a different name. For some reason, it made him feel more confident online. He talks more with other people and has lots of friends. Why do you think this might be?