

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Health and Wellbeing	Term/Duration: Spring 2 / 6 Weeks	Year Group: 6
<p>Feelings & Emotions Strategies for recognising and managing peer influences How relationships change over time</p> <p>Healthy Relationships Friendships and Staying Safe Opportunities to connect online The nature of online-only friendships Reporting harmful content and contact Staying safe online</p> <p>PoS: H37, H38, H41, H42, R1, R12, R18, R22, R23, R24, R25, R27, R29, L11, L15, L16</p>		<p>Key Vocabulary: Support, friendship, peers, online, respect, kind, comments, sharing, likes, critical thinking, fact, opinion, trust, sources, checklist, internet, online safety</p>	
<p>By the end of the unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • understand my role in helping my peers • understand that what I say, like, do on online can affects others • can recognise that it is my own choice to accept something online • explain what it means to have a positive digital footprint, and why this is important 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • know when to be concerned about a friend • what to do if I experience negative online behaviour from others online • recognise ways that people may seek to persuade me online • explain things someone can do to build a positive digital footprint 			
<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • know how to use strategies to help a friend • know what to do if I have any concerns about something I experience online 			
<p>Learning Objectives</p>	<p>Content</p>	<p>Resources /Health and Safety</p>	<p>Success Criteria</p>

Edward Peake C of E VC Middle School



PSHCE Planning

1	<p>LO: To understand the importance of encouraging friends to get support</p>	<p>Re-visit Ground Rules</p> <p>Openness: <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p>Keep the conversation in the room: <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p>Non-judgmental approach: <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p>Right to pass: <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p>Make no assumptions: <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p>Using appropriate language: <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p>Asking questions: <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p>Seeking help and advice: <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p>Starter: Ask each pupil as they come into the room how they are feeling – count how many said 'I'm fine'</p> <p>Main: Watch the film then discuss why do we say 'I'm fine' when we are not? Do the pupils agree that it's hard to say how you are really feeling?</p>		<p>Ask it Basket</p> <p>DEAL: Supporting a friend</p> <p>Hint cards</p> <p>Small piece of paper or card per pupil</p> <p>Role cards</p> <p>Large pieces of paper</p> <p>Supporting a friend audio - https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/connecting-others/supporting-friends/</p>	<p>I can understand my role in helping my peers</p> <p>I know when to be concerned about a friend</p> <p>I know how to use strategies to help a friend</p>
---	---	--	--	---	--

Edward Peake C of E VC Middle School



PSHCE Planning

	<p><u>Activity 1: I'm fine</u> Hand out a small piece of paper or card to each pupil. On one side they write 'I'm fine' and on the other, something else the person might be thinking but did not want to say.</p> <p>Why would we say 'I'm fine' when we are not? Go around the class and ask pupils to volunteer to read out some of the cards. Discuss these. It's not easy to tell someone how you feel. Ask the class what they said when you asked them how they were as they came in? Tell them how many 'I'm fine's' you counted. If we don't know when someone is not fine, we can't be sure how to support them.</p> <p><u>Activity 2: Role play 1</u> With pupils in pairs, give out the role cards. A is the role on the card and B starts the conversation For example: B: How are you? A: I'm OK thanks... Have a chat as you would outside class.</p> <p>Discuss: how did this go? Did anyone find out what was really going on for the character?</p> <p><u>Activity 3: Role play 2</u> Hand out hint cards and swap scenarios with another pair, also swap roles so everyone has a turn at asking. A now asks and B responds. Play out using the 'hint list' to help. Allow a few minutes.</p> <p>Feedback as a class – how did that go? What was the most helpful thing that was said?</p> <p><u>Activity 4: Body clues</u></p>			
--	---	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Hand out large pieces of paper. In small groups, think about clues that mean that someone might need support. How would you know when to be concerned? Draw and write in a body outline all the things you might see or hear. Allow ten minutes for this. Ask each group to feed back.</p> <p>Plenary: Explain that there are times when it is difficult to ask for help. It's good to be aware of how others are feeling. Being there and showing you can really help. If you feel worried about someone, don't feel you have to take it all on yourself – talk to someone.</p> <p>Discuss REG – respect, empathy, genuine Explain what it means and how it can help. Sometimes we don't know what to say, but that's ok. We can tell someone we care and that we're sorry they feel bad.</p> <p>What are the top tips that pupils have picked up from this lesson about what to do – or not to do – to get a friend to talk to you? Do I feel able to help my friends to seek help if they need it?</p>			
2	LO: Online friendships and being kind online	<p>Revisit Ground Rules</p> <p>Starter: Watch 'Episode 1: Block Him Right Good, Alfie' at www.thinkuknow.co.uk/8_10/watch/ with your class. Use the questions on the slides to explore the cartoon</p> <p>Main: <u>Check understanding</u> What did the pupils like about Play, Like, Share?</p> <p>Pupils to answer the questions on the slides: What different things do Sam, Ellie and Alfie do online?</p>	<p>Ask it Basket</p> <p>CEOP - Play Like Share</p> <p>https://www.thinkuknow.co.uk/8_10/watch/ Block him right Alfie!</p> <p>Play Like Share Workbook Level 2</p>	<p>I understand that what I say, like, do on online can affects others</p> <p>I know what to do if I experience negative online behaviour from others online</p>	

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>What problem did Alfie face at the beginning of the cartoon? How did the gamer make Alfie feel? What did Alfie do when he realised something wasn't right? What happened when Selfie's video was made public? How did it make them feel?</p> <p><u>Activity 1: Being kind online</u> Ask the class what they remember about episode 1 of Play Like Share. Ask: Who wrote a mean comment about Alfie? The Popcorn Wizards. Who 'liked' the comment? Sam. Why wasn't this a kind thing to do? It might upset Alfie. Sam is meant to be Alfie's friend.</p> <p>Explain when we write or post something online, we must always think about how we might make other people feel. Click through each character and ask the children to name some positive words and phrases that Ellie, Alfie and Sam could use to describe each character. For those who need additional support, list a mix of positive and negative words for them to choose from.</p> <p><u>Activity 2: What is a good friend?</u> As a whole group, discuss what makes a good friend. Click through for some examples. Encourage group to think about the positive words they used in activity 1 Ask: What would a good friend do if someone was being mean to their friend in school? For example, not join in, tell a trusted adult e.g. a teacher or parent, tell the person to stop being mean, check that their friend is okay. Discourage any suggestions of retaliating and discuss why that would not be helpful. Explain that a good friend should do these things if someone is being mean online too, for example making nasty comments in a chat group, game or on a picture.</p> <p><u>Activity 3: What should Sam and Alfie do?</u></p>		
--	---	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Ask the group to read the conversation on the slide and individually write down three things that Sam and Alfie could do to be a good online friend to Ellie. For example, tell a trusted adult, post a kind comment to Ellie, tell the Popcorn Wizards to stop being nasty, speak to Ellie and check that she is okay. Ask the group to feedback their answers.</p> <p>Plenary: Think of three things you can do to be a good friend online this week</p>		
3	<p>LO: To highlight that not everything read or seen online is true or trustworthy</p>	<p>Revisit Ground Rules</p> <p>Starter: What can we trust online? Ask the class to explain what they understand by the word 'trust' After discussing what they think trust is, click through the slide to share with them the two phrases on the slide; is there anything they would add to these explanations? Ask pupils where they choose to go online to look for online content. This may be for homework, sports results or to find out about their favourite TV show/film or musician. Point out to the pupils that we will all have our own set of trusted websites which we choose to visit again and again.</p> <p>Main: Begin by asking the pupils if they think they can trust everything they see online. Many pupils will immediately say 'no'; ask them for examples to explain their position. Answers may include: <i>Wikipedia doesn't always have information that is true because anyone can change it, people don't always tell the truth online to trick others, there are mistakes online, some people lie</i> Allow 5 minutes for the pupils to sort the examples of online content into the table of 'trustworthy', 'not trustworthy' or 'not sure'. This will provide you with an opportunity to assess how reliable your pupils believe online content is and which aspects of it they may be trusting over others.</p> <p>Activity 1: Good game?</p>	<p>Ask it Basket</p> <p>Childnet: Trust Me Lesson 1: Online Content</p>	<p>I know that not everything online is trustworthy</p> <p>I can recognise some of the differences between fact and opinion</p> <p>I can make decisions on what I trust online using agreed criteria</p>

Edward Peake C of E VC Middle School



PSHCE Planning

Explain to the class that you are going to look at some different sources of online information about something they might already know about (Roblox).
Split the class into small groups of 4-6 pupils and explain that their task is to look at the different sources of information and decide which sources they would/wouldn't trust and why, and to rank the five sources in order of trustworthiness from most trustworthy to least trustworthy.
Talk through the different sources. Provide each group with **Appendix 1**, which shows each source on a separate page. Each source is enlarged, and a table has been added so the pupils can record their ranking of the five sources.

Please note: All five sources of information have been created for this activity; none of these can be found online! 'The Official Roblox Page' is also a fake; the real official site for Roblox can be found at www.roblox.com
Give pupils around 5 minutes to look through the sources and rank them. Encourage them to look for clues (words/graphics/other features) to help support their judgements.

Come back together as a group and discuss their decisions. There are technically no right or wrong answers to this exercise but the following points might come up for discussion:

Official - Online content (websites/images/video) that use the official logos for a product or company might be deemed to be more trustworthy. This could be true in some cases, but remind pupils that it is very easy to find logos online and use them on your own work, so logos don't always mean something is a genuine product! Other factors have to be considered e.g. the source of the content and whether you can tell who actually created it. A Roblox graphic or video that is hosted on the official Roblox website could be considered more reliable as it came directly from the developers.

The use of the word '**official**' doesn't always guarantee that something is official. Some children may recognise that the website in **example D is not the official Roblox site**. This can be a good starting point to discuss how they have applied their own knowledge and experience to judge trustworthiness. Asking them how they would judge an 'official' site for a product or service they have no experience with may provide useful pointers for the checklist in the next activity.

Edward Peake C of E VC Middle School



PSHCE Planning

Blogs, online video reviews and online messages and comments are more likely to convey opinions and views rather than fact. Even videos and social media posts from the company who made the product need to be viewed critically, as they may form part of an advertising campaign/approach that seeks to sell the benefits or positives over a balanced report.

Are they **persuaded** more by a view that has been liked/agreed with? If lots have people with the same view, does it make it more trustworthy? Pupils might be able to give examples of online reviews for games/apps or on shopping sites that might influence their thinking.

Supporting pupils with additional needs: You may wish to choose 2 sources of information and begin by going through where they are from and what they show. Then ask the students to point to the source which would give them the answers to questions they may have about the game, e.g.

- The name of the game
- Is the game any good?
- How many people can play the game?
- What happens in the game?

After this ask the pupils to decide which of the two sources could answer their questions the most and therefore may be the most reliable. Discuss with the students how one source didn't give them all the information that they needed so it is best to check at least 3 to have all the reliable information.

Activity 2: What are we looking for?

Explain to the class that they used a number of clues in the previous activity to make decisions about the trustworthiness of different sources of information online.

Ask each group to spend 5 minutes to start making a checklist of things they would look for when judging how trustworthy an online source is. They may require some examples to get them started so some of the following could be shared with them or used as prompts:

- **Who created the information?** Is it from a recognised group/company/organisation or the work of an individual? Where this information is found online; does the address (URL) of the site give you any clues? E.g. does it look more official, such as **xbox.com** or **bbc.co.uk**?

Edward Peake C of E VC Middle School



PSHCE Planning

• **What else have they created?** Do they have a good reputation already? E.g. BBC, Disney, Apple, Microsoft might be considered more trustworthy due to their reputation for producing other reliable content.

Thinking critically about what you see online

- Are they already recognised or respected as being reliable?

E.g. an expert, or group recognised as being more reliable such as researchers/scientists/etc.?

- Is it high quality?

This is by no means a guarantee of trustworthiness, but a source that has numerous spelling/grammatical errors, or clearly inaccurate information might make you question its overall reliability.

- Do the images/videos look real?

Are images and videos realistic or do they show something extreme/impossible? Are they clearly photoshopped/edited?

- How up to date is the information?

Is it kept up to date regularly?

- Fact or opinion?

Are they using the language of fact or opinion? (There are excellent opportunities here to make links to work in English lessons around fact and opinion).

- Why are they telling us these things?

What is their motive? Is it to sell us something or to help us learn/be aware of something?

What do they want us to do once they have shared something with us?

Come back together as a class and allow groups to feedback their ideas; which ones would they like to include in their checklist for checking reliability online?

The checklist will be revisited after the next activity so ensure pupils keep it to hand.

Activity 3: Searching for the truth

Explain to the pupils that it is not only important to consider the trustworthiness of things we read, see and hear online, but also how we found the information in the first place.

Search engines are an integral part of our browsing experience and the first step for many to find the things they want online; if you don't know the name/address of a website, how could you ever get to it?!

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Ask pupils to imagine they are trying to download and watch the film Toy Story, so they go searching on Google for where to download it. Show the Google results for a search for 'download toy story'. Ask them in their groups to work out the following things:</p> <ul style="list-style-type: none">•Which websites allow them to download the film?•How much might it cost to watch Toy Story?•Are there any websites in the list they might not trust? Why? <p>Give the groups five minutes to discuss these questions and then ask them to feedback their answers.</p> <p>Points to consider and discuss: Links 1 and 2 are advertised results; they appear top of the list because those companies/organisations have paid Google to put their links there. The small green box titled 'Ad' helps you recognise them but the colouring of the box is often changed by Google. Being top of the list of results is not a guarantee of trustworthiness, although in this case the top link does take you to an official Disney website (promoting a paid service). Answers for how much it would cost to download Toy Story could include: free, £0.99, £2.49, £9.99.</p> <p>It is useful to discuss the wording around the prices e.g.</p> <ul style="list-style-type: none">- Link 2 in the list refers to HD Rentals from £0.99 and the YouTube/Google Play links both state 'From £2.49'.- Link 1 refers to a monthly cost of £9.99, this includes Toy Story and other content.- Links 3 and 4 take you to sites where the movie can be illegally downloaded for free. Students may not be aware of such sites. Explain to them that, although they may download the film for free, they can also end up: Downloading a virus Seeing adult or inappropriate content on these sites Downloading a film labelled as Toy Story that is actually something else (e.g. a film for adults) <ul style="list-style-type: none">- Search results that take you to recognised companies/organisations might be viewed as being more reliable e.g. iTunes, YouTube, Google Play Store.		
--	---	--	--



PSHCE Planning

- A search for one term (such as 'download ...') will often bring up other related information in a search engine, as shown by the right hand panel that contains lots of information about the film, but no details about how to download it.
- Although not present in this set of results, some websites appear with a star rating in the results which might give you further information. However, this rating is about how well this company deals with its customers, not how accurate its information might be!

Encourage pupils to always think critically when searching online and to bear in mind that adverts will appear on search results; they just may not look like other adverts they are more familiar with. Adverts are sometimes displayed as comments, chat boxes, images or even buttons!

How do search engines order results?

Search engines rank results in a few different ways. You can visit the BBC Bitesize guide below to find out more and share explanations and videos with the class.

<http://www.bbc.co.uk/guides/ztbjq6f>

Activity 4: What are we looking for again?

Revisit the checklist; is there anything we want to add about search engines that will help us judge trustworthiness?

Add additional suggestions or change existing ones and ask pupils to add these to their own checklists.

Plenary:

How can we check?

Show the question 'I've found something online which I think is reliable but how do I check?'

Begin by asking the pupils how they would check if information was reliable before clicking through the slide to reveal three icons.

The three icons relate to the following methods:

1. **Checking different websites** – Check at least three different websites; does the information match across those sites?
2. **Check in a book** – Books can still be used to check information on many topics. As books go through rigorous publishing processes they may be deemed as more reliable than information online that can be published and shared in seconds.

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>3. Talk to someone – Ask a trusted adult to look at the information you found, or see if a best friend found the same sorts of facts for the same homework task.</p> <p><u>Reflection</u> Critical thinking isn't about rejecting all online content but instead about taking the time to question what you have seen. After everything they have discussed in this lesson, ask the pupils to reflect on the question 'does this mean we can't trust anything online now?' and offer advice to someone who may be feeling this way.</p> <p>Remind your class that not everything online is reliable but there is a lot of great, informative and entertaining content online. It is important to always think critically about the content they see online, and if they are unsure about anything they have seen or it worries or upsets them online, they should talk to someone as soon as possible.</p> <p>Remind pupils that checking the reliability/trustworthiness of content online forms one of the SMART rules (R for Reliable). They can learn more about the rules at www.kidsmart.org.uk</p>		
4	<p>LO: To highlight that other people may seek to persuade us online and that not all online contact is trustworthy</p>	<p>Revisit Ground Rules</p> <p>Starter: <u>Why and how might someone message us online?</u> Begin by asking the pupils to discuss their favourite ways of communicating online. This may be through messaging apps, by using in game chat functions or via video chat. Explain to them that today we will be thinking critically about online chat. Show the class the question: 'Online chat – What do you know?' Either as a class discussion or recorded in mind maps, ask the pupils to share everything they already know about online chat. Considering the following: Why might someone contact you? <ul style="list-style-type: none"> - To chat with you - To organise something - To ask a question - To send you something How might they contact you? <ul style="list-style-type: none"> - Direct message (DM) - Messaging app </p>	<p>Ask It Basket</p> <p>Childnet: Online content – Can you trust everyone who contacts you online?</p> <p>Appendix 1: Diamond 9 sheet</p> <p>Appendix 2: Checklist</p> <p>Appendix 3: Matching reasons for messaging</p>	<p>I can recognise that it is my own choice to accept something online</p> <p>I can recognise ways that people may seek to persuade me online</p> <p>I know what to do if I have any concerns about something I experience online</p>

Edward Peake C of E VC Middle School



PSHCE Planning

<ul style="list-style-type: none">- Through a game- Call or text <p>What might they send you?</p> <ul style="list-style-type: none">- Something funny like a joke- A link to click on- Videos or pictures to look at- Requests or invitations to join games <p>Main: <u>Activity 1: A is for Accepting</u> Explain to the class that when someone sends us something online (be it a message, a link, a photo or a file) we have a choice as to whether to accept it e.g. we can choose to open an unread email, choose to click on a link or choose to open a file.</p> <p>Explain that they will now see some different messages that have been sent to them and it is up to them to decide whether they would accept (or trust) what is shown (i.e. would they click on a link, or a file, or generally believe what they see in the message?)</p> <p>Quickly go through the messages (and read them out/explain what they show if necessary) and ask the pupils to make a quick decision for each one as to whether or not they can trust it. They can show their answers by giving a thumbs up/thumbs down to indicate if they trust it. After showing all the messages, explain the Diamond 9 activity to them. In small groups the pupils must cut out the nine messages and arrange them into a diamond shape in order of trustworthiness.</p> <p><u>Thinking critically about what you see online</u> Give pupils around 5 minutes to look through the messages and sort them by trustworthiness. Encourage them to think about the factors they considered when making their decisions (e.g. who it was from, what they might have wanted me to do, does it look real, etc.) Come back together as a group and discuss their decisions. There are technically no right or wrong answers to this exercise but the following points might come up for discussion:</p> <ul style="list-style-type: none">- Messages from people we know might be more trustworthy e.g. a link sent by text from Mum is probably more trustworthy than a link shared by a stranger.		
--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

- Links shared by people in the comments section on video sharing sites, answer sites etc. that anyone can view publicly might not be reliable, nor lead to reliable sources of information.
- Following an unknown link or opening an unknown file could end up with you seeing something offensive or inappropriate, or even upsetting or frightening. These things can't be unseen!
- Following unknown links/opening sent files may result in viruses or malware being downloaded to a device, which may then steal personal information or delete important files, or stop devices operating completely.
- Links to sites that pupils have never heard of might be deemed less trustworthy than sites they are familiar with.
- Some messages aren't sent by people; they might appear on a website, game, app or device and require a response e.g. the App permissions message is asking you to decide if you trust the app with seeing your photos, using your microphone or knowing your physical location.
- Some messages are actually adverts that want you to click on them to take you to look at a product or service.
- Some messages might be scam messages designed to trick people into giving away their passwords or other personal information e.g. the Minecraft forgot password message.
- Messages that invite you to connect with someone online (e.g. add them as a friend/follower or add them to a contacts list) should be considered carefully; can you trust the person making the request?

Supporting pupils with additional needs:

You may wish to choose 4 sources of information to create a diamond and begin by going through where they are from and what they are asking. These same 4 could then be discussed in the following activity as well.

Activity 2: Spot the motives

Explain to the class that there is always a reason or a motive behind why someone does something; this is true offline and online. This motive could be positive or it could be negative. Sometimes people will act in a nice way towards us in order to get what they want, rather than what is best/right for us.

Share an example with them that they will likely have personal experience of: giving their parent/carer a hug then immediately asking for something!

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>Go through the Diamond 9 messages again (either in small groups or together as a class) and ask them to decide what the motive or reason might be. They may wish to consider:</p> <ul style="list-style-type: none">- Which messages have a positive motive?- What is the sender is trying to get from them in return?- Which messages have motives they are unsure of (e.g. they could potentially be positive or negative)? <p>Collect suggestions for each message. A possible motive has been provided for each message, but this does not necessarily reflect the true motive. It is important for the pupils to consider that sometimes we just don't know what the true motive is, so we need to make decisions that keep us safe rather than put us at risk. The best way to do this is to not accept the desired action of the message (e.g. click the link, add a person as a friend).</p> <p><u>Activity 3: What are we looking for?</u> Ask each group to spend 5 minutes making a checklist of things they would look for when judging how trustworthy an online message is. They can use the checklist in Appendix 2 to record their ideas. They may require some examples to get them started so some of the following could be shared with them or used as prompts:</p> <ul style="list-style-type: none">• Who sent the message? Is it from a person you already know and trust offline e.g. family member or school friend? If it is from someone you have been chatting to online for a while, are they now more trustworthy?• What do they want me to do? Is it to give a response (e.g. answer a question), click on a link, agree to something or to download/open a file?• What is their possible motive? Are they trying to help me, tell me something, and give me something? Why are they doing this; what's in it for them?• What could happen if I accept? What might I see? What might happen to my device?• Does it look believable? Have I really won that competition I never entered? Does that email look like it's from the makers of my favourite game?• Are there any clues that help you question the trustworthiness? E.g. is it an 'official' message from an unofficial source? Are there spelling/grammatical errors that might suggest it shouldn't be trusted? <p><u>Activity 4: Public vs private</u> Chatting and messaging someone online can happen in many different ways. Sometimes the messages we send or receive are public, so visible by anyone on that account, and sometimes</p>		
--	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

	<p>they are private, meaning they are sent to either one person or a selected group. Both public and private chat can be a great way to chat to others online, but why do people choose different ways to communicate?</p> <p>Begin by discussing the Venn diagram. Discuss with the pupils all the different ways they know of and have used to chat online to others. Clicking through the slide ask them to consider what the motive is behind sending something publicly or privately, e.g.</p> <p>Public –Everyone can see this. An example of a public post might be congratulating them or wishing them a happy birthday.</p> <p>Private –Only selected people can see this. For example, you might want to discuss your birthday party plans privately with a select group of friends.</p> <p>In small groups or pairs, hand out appendix 3 and ask pupils to match the reasons for messaging to whether they think it would be sent as a public or private message.</p> <p>Points to consider:</p> <p>1 –Happy birthday –This is most likely from a friend or family member, unless you have shared your birthday publically. People could wish you happy birthday publicly or privately depending on which method of chat they use.</p> <p>2 –Do you want to come to the park on Saturday? –This may be sent as a private message as it is discussing plans and a location. Be mindful that this message does not give away whether it is a friend or stranger. Remind the pupils that if anyone who they only know online asks to meet up with them then they must tell an adult. They can also block and report the contact on the service or make a report to the police via CEOP’s website www.thinkuknow.co.uk</p> <p>3 –Thanks for letting me join! What’s your name? -This again could be both but as the person is asking a question to only you, it is most likely private. Remind pupils of the importance of not giving out personal information online, especially to people they do not know in the real world.</p> <p>4 –Check out this link -This is most likely public as the sender would want people to click and follow the link. Remember not all links can be trusted as it may be a virus or something worrying or upsetting.</p> <p>5 –Will you be on Roblox later? -This is most likely a private message as it is asking a direct question.</p> <p>6 –I’ve lost my diary!! What was the maths homework again? – This is most likely private and from someone you know at school.</p> <p>Feedback as a class focusing on why they think each message would be sent in this way.</p> <p>Consider the following;</p> <ul style="list-style-type: none"> - Does sending a message publically instead of privately make a difference? - Should all messages be only public or private? - Does sending a private message mean only that person/s will see it? 		
--	---	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>Supporting pupils with additional needs: You may to relate these messages back to how the pupils would ask the questions in the real world, e.g. would you ask only that person or the whole class. This will then allow you to discuss the difference between a public and private message online.</p> <p>Plenary: <u>T is for Tell</u> <u>Time to reflect</u> Critical thinking isn't about rejecting all online contact but instead about taking the time to question who has messaged you and what they are asking. After everything they have discussed in this lesson, ask the pupils to reflect on the question 'does this mean everyone has a bad motive online?' and offer advice to someone who may be feeling this way. Remind your class that not everyone online is reliable but most of the messages we receive are usually from people we know and trust or from other players about a game. It is important to always think critically about the contact we receive online, and if they are unsure about anything they have received or it worries or upsets them online, they should talk to someone as soon as possible. Remind pupils that if they are ever unsure about anything they see, receive or experience online then they should always tell someone. Discuss as a class who they could turn to for help. T for Tell forms one of the SMART rules. They can learn more about the rules at www.kidsmart.org.uk.</p>		
5	<p>LO: What having a positive digital footprint means</p> <p>Ways in which I can start to build a positive digital footprint</p>	<p>Revisit ground rules</p> <p>Starter: <u>Baseline Activity:</u> Write the following on the board: Your online reputation is anything that appears about you on the internet. Then ask: 'How could someone create a positive digital footprint for themselves in order to help protect their online reputation?' Ask pupils to work in pairs and come up with three suggestions which they write on post-it notes.</p>	<p>Ask It Basket</p> <p>Be Internet Legends: Lesson 3 Be Internet Sharp – Think Before You Share</p> <p>Support sheet page 78</p>	<p>I can explain what it means to have a positive digital footprint, and why this is important</p> <p>I can explain things someone can do to build a positive digital footprint</p>

Edward Peake C of E VC Middle School



PSHCE Planning

Invite pairs to share their responses with their table group. Ask each group to then share with the rest of the class one or two of what they consider to be the most important points about creating a positive digital footprint to maintain their online reputation.

Examples of responses may include: don't post embarrassing photos or videos online, don't write unkind or hurtful comments and posts online, be kind to others, check privacy settings to make sure people can't see all your personal information.

After discussion, reiterate the theme of the lesson. 'Being Internet Sharp means knowing what kind of information to put online to create a positive digital footprint and protect your online reputation'.

Main:

Activity 1: Is it OK to share?

In pairs, ask pupils to invent a character of around their age. Ask them to draw this character or write the character's name in the middle of their page, and around the outside, write or draw 'personal' information about this person. Remind pupils that this shouldn't be real information, or about themselves or anyone they know. Examples of information could include things like favourite food or colours, names of pets, nicknames, number of siblings, school they go to, etc.

When they have finished, ask pupils to look at each piece of 'personal' information and identify whether it is OK to share that information online or not. What effect might sharing have on the character's online reputation?

Differentiation: If pupils need more support, provide them with a list of a character's 'personal' information (e.g. name, address, photo of a friend, date of birth, password) – use a support sheet. Ask them to say or put a smiley or sad face next to each aspect to indicate if it is OK to share this information online or not.

If pupils need more of a challenge, ask them to create two social media profiles of their character, one with personal information that would create a negative digital footprint and one which would create a positive digital footprint.

Activity 2: Whose profile is this, anyway?



PSHCE Planning

	<p>Pupils study a collection of online personal information about three fictional characters to see what it tells them about each one. Ask pupils to list at least two pieces of personal information they have obtained by reading each character's profile.</p> <p>On a scale of 1-10, how would they rate their character's digital footprint in terms of risk, both now and in the future?</p> <p>Discussion: How much can we find out about someone just from what they post online, even if we don't know them?</p> <p>Differentiation: Pupils who need more support could use highlighter pens to underline the personal information on their sheet instead of writing it out. Pupils who need a challenge could write or prepare to present to the group a short 'future forecast' outlining the possible impact of the information that has been shared on their character's future life.</p> <p><u>Activity 3: How do others see us?</u> Recap with pupils the possible consequences of their characters sharing more information than they intended to online. Pupils consider the viewpoints of how other people might view the character's profiles.</p> <p><u>Activity 4: Keeping it private</u> Invite pupils to work in groups in order to review the three written privacy scenarios. Ask each group to discuss and agree upon the best privacy solution for each character.</p> <p>Differentiation activities: Pictures have been provided of each scenario for pupils who need more support. For each scenario ask: 'Is this OK to share?' For pupils who need a challenge, ask how each scenario could damage someone's online reputation, both now and in the future, and how it might leave a negative digital footprint.</p> <p>Plenary: <u>3-2-1</u> Ask pupils to spend a few minutes reflecting on the activities in the lesson and ask them to write down or draw the following: 3. Three ways in which they can create a positive digital footprint</p>		
--	--	--	--

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>2. Two ways in which someone can ask for help if they regret posting something online</p> <p>1. One question they have – they should be given the opportunity to provide this anonymously</p> <p>Invite pupils to go to the Be Internet Legends website and play the Interland: Mindful Mountain game (may be set as homework)</p>		
6	LO: To understand the Stop, Look, Listen, Think sequence	<p>Revisit Ground Rules</p> <p>Starter: Ask pupils about their behaviour when they are travelling from place to place with an adult. Does anyone know the four things you can do to help stay safer?</p> <p>Tell the class the words are Stop, Look, Listen, Think Ask the whole class why they should follow these steps before crossing a road? Help pupils explore the consequences of taking risks that might result in an accident, for them or a friend, without scaring them e.g. you could get injured and not be able to play sports, or your friend could get hurt.</p> <p>Explain that a really good way of avoiding any of these things is to Stop, Look, Listen, Think.</p> <p>Main: Ask if any pupils can come to the front of the classroom to model the steps? They should show that they Stop, Look, Listen, Think before crossing a road.</p> <p>Tell pupils that they are about to watch a film about staying safe on journeys. Ask them to watch closely and to see how many hazards they can spot (check for understanding of a 'hazard'), as you will be testing their road safety skills at the end. Watch the Road ready? Expect the unexpected film.</p> <p>Once the film has finished, you can choose to use the questions on the slides (answers below), as a class or use the Kahoot quiz.</p> <p>1. Why was the girl about to run across the road without looking?</p>	<p>Ask It Basket</p> <p>THINK! KS2: https://www.think.gov.uk/resource/lesson-1-do-you-stop-look-listen-think/</p> <p>Road ready? Expect the unexpected film: https://www.think.gov.uk/resource/expect-the-unexpected/</p> <p>Interactive Kahoot quiz (or you can simply use the same questions listed): https://create.kahoot.it/share/e297ae0a-44ef-434d-9d65-178f274fe27f</p> <p>Take the lead interactive: https://www.think.gov.uk/resource/take-the-lead-game/</p> <p>Think Map:</p>	<p>I know the Stop, Look, Listen, Think sequence and safer places to cross the road</p> <p>I know my responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport</p> <p>I understand the risks and the effects of risky behaviour and can develop strategies to cope with dangerous situations caused by others</p>

Edward Peake C of E VC Middle School



PSHCE Planning

		<p>a. She was in a rush and being pressured by her friends on the other side of the road to hurry up.</p> <p>2. What was Sam's advice?</p> <p>a. Before crossing the road, you should Stop, Look, Listen, Think. When nothing is coming you walk straight across the road, while continuing to look both ways, as you do so.</p> <p>3. Why is it dangerous to cross the road in front of a bus?</p> <p>a. The bus may start moving; you won't be able to see vehicles on the road coming towards you because the bus blocks your view; you are also hidden by the bus, so drivers cannot see you.</p> <p>4. Can you think of a top tip for someone trying to cross the road after getting off the bus?</p> <p>a. Wait for the bus to leave so you have a clear view of the road from both directions and you can also be seen by other road users</p> <p>5. Can you spot the hazard in this scene?</p> <p>a. The girl is using her phone while approaching the zebra crossing. It is distracting her from concentrating near the road.</p> <p>b. The girl should put the phone in her pocket or bag when near roads.</p> <p>c. She should wait to make sure the traffic has stopped before using the Zebra crossing.</p> <p>6. What is the main potential hazard in this scene?</p> <p>a. Kicking the ball along the pavement, as it could go into the road.</p> <p>7. How could the group have avoided the hazard?</p> <p>a. When walking near the road, carry the ball under their arm or in a bag. Play in a park away from roads.</p> <p>8. Bonus 1: Did you spot the items everyone was wearing in the film to make sure they are seen more easily, even in the dark?</p> <p>a. A fluorescent armband, to help drivers see you. It is important to wear something light coloured, bright or fluorescent in poor daylight conditions and reflective materials when it's dark. This can be clothing or accessories such as hats or bags.</p> <p>9. Bonus 2: Did anyone spot the man in the background during the bus scene, and if he did anything wrong?</p>	<p>https://www.think.gov.uk/thinkmap/</p>	
--	--	--	--	--



Edward Peake C of E VC Middle School

PSHCE Planning

- a. He doesn't stop before he crosses the road, he looks only to his right and he crosses diagonally.

Pupil-led activity: Are you road ready?

There are two different road safety scenarios.

Ask pupils to work in groups to discuss what three bits of advice they would give to the people in each scenario.

You and your friend are walking home from school with your parents/guardians. You find yourself quite a long way ahead of everyone and you reach a really busy road. Your friend is keen to cross the road. What would you do to stay safer?

- *Stay calm. It's a good idea to tell your friend just to wait until the parent/guardian catches up.*
- *While you wait, make sure you are well away from the edge of the pavement.*
- *If your friend still wants to cross, remind them that it would be dangerous to do so, and could cause the parent/guardian to panic.*

It's the school holidays and you have been playing with your friends in a front garden. Someone suggests kicking the ball over the road from one side of the street to the other. Your road isn't that busy. What's the best thing to do?

- *Suggest a different game that doesn't involve playing with a ball near the road.*
- *You could walk to the nearest park (with an adult), carrying the ball under your arm or in a bag.*
- *Put the Stop, Look, Listen, Think sequence into action before you cross any roads on the way to the park.*

Subject to timing, you may choose to get pupils to create their own scenario to test each other. Once pupils have finished discussing and have suggested potential solutions to the problems in the scenarios, check once again how many pupils remember the Stop, Look, Listen, Think sequence.

Plenary:

Edward Peake C of E VC Middle School



PSHCE Planning

	<p><u>How will you become even more road ready from today?</u> To finish the lesson, ask if there are any spots locally that are particularly challenging when crossing the road? Where are the local places that may put them in danger of being squashed melon heads? If there is an internet connection in your classroom, you could use the THINK! Map to search your local area to point out roads that pupils encounter on their way to school. Ask pupils to role play Sam at a local crossing outside school to offer road safety advice.</p>		
--	---	--	--

Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time