



ActiveBYTE Year 3: Spring Term B 'I am Safe and Secure'

Privacy / Relationships

<p>Timing</p> <p>45 minutes – 1 hour depending on optional activities you may include</p>	<p>Children will</p> <ul style="list-style-type: none"> • Create a digital web of the people who can help and support them if something happens to them online • Identify who is a trusted adult • Explore their responses to online incidents, and who in their digital web they would ask for help • Watch Jessie and Friends episode 2 and consider what younger children need to learn from this. • Use a Padlet as a class online community to share important knowledge about online safety • Use two stars and a wish to self-assess their online safety knowledge from this session
<p>PSHE link</p> <p>How they can help the people who are responsible for helping them stay healthy and safe</p>	<p>Active Outcomes (Objectives)</p> <ul style="list-style-type: none"> • I participate safely and responsibly in a secure online community
<p>Resources</p> <p>PowerPoint presentation for this session</p> <p>Jessie and Friends Episode 2</p> <p>(Animal Magic Lee and Kim cartoon)</p> <p>Padlet https://padlet.com</p>	<p>Preparation</p> <ul style="list-style-type: none"> • Check that you are confident in the answers to the 'Who would I tell?' scenarios • Download Jessie and Friends resource from ThinkuKnow. Read safe learning environment guidance on pages 5 – 8 and the activity notes referenced in this planning. • Check access to 'Jessie and Friends playing games' in animation folder of the download • Create a Padlet with a title such as 'Class online safety community'. Make a hyperlink or QR code for children to access. You can create two Padlets without cost at https://padlet.com. • Download Animal Magic Lee and Kim cartoon from ThinkuKnow website as an optional additional resource to support children's review of what children need to know as they grow up. They may have watched some or all of this in KS1. <p>Follow up</p> <ul style="list-style-type: none"> • Reinforce in a different contexts with the Security or Talk break cards from Game break cards • Play Angry Birds to reinforce the messages of this session <p>Partnership with parents</p> <ul style="list-style-type: none"> • Share the Padlet created by the children. First change the privacy so that no further changes can be made to the Padlet. Click on Share and then select private. Ask parents to talk through the things children have added to this 'community'. Export the Padlet as a PDF (look for the 3 dots top right), if you would rather print it out to send home. You may need to do a bit of 'tidying up' first.



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Introduction - Build a digital web (10 mins)

- Talk about who helps us if we need it – Who would we speak to if we had a nightmare? Fell over in the playground? Had something stolen? (slides 2 – 6)
- Establish that there are people around us who can help us – family, friends, teachers, police etc – draw up a diagram of concentric circles with 'Me' in the middle, then family, friends, school, community. (Slide 7 or draw up your own class circles).
- Talk about the routes for support within their network. Who can help me when I am stuck at school? Who can I go to if I need help at home?

Trusted adults in the circles

- 'Sometimes we get help from our friends but sometimes we need to tell or ask help from a trusted adult'
- Page 18 of teacher resources for Jessie and Friends lists how to identify an adult you can trust. You may choose to follow the activity here to get children to make a help hand or ask children to highlight the trusted adults in their own circle. (Slide 8)
 - This adult makes you feel better when you are feeling sad or hurt.
 - This adult doesn't scare you.
 - This adult is someone you can talk to about anything without feeling worried.
 - This is an adult you may feel close to.
 - This adult may have helped you with something before.
- But what if something happens in the digital world?

What should I do? (15 mins)

- Give the children these scenarios and ask them to agree, in pairs or small groups, who they will tell in their digital web: (slides 9 – 19)

Gold: I can explain who I would ask for help if something happened to me online or on a device, and I can give advice to my friends

Silver: I can talk about the people who will help me when I need support for online incidents, and I can give advice to my friends

Bronze: I know who I can talk to if something happens online that upsets or worries me



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- I was playing a game online with my friend, and we got into a really bad argument. He said that he was going to tell everyone at school that I was a baby and he was going to tell everyone to pick on me. Who should I tell?
- I was at school during Homework Club and doing some research for our class topic. When I searched for a picture for my presentation, I saw some photos that I didn't like. Who should I tell?
- I helped my little sister create an account for Club Penguin Island and showed her how to play. After a few days, she said to me that another penguin had come up to her in the game and asked her questions that made her feel uncomfortable. Who should I tell?
- I was on the iPad with my little brother. He wanted to watch a Paw Patrol video, so we searched for one and found a playlist. The first few videos were okay, but then we saw a video with some swearing in, and it really upset my brother. Who should I tell?
- I was playing Minecraft and went on a forum to get some tips for building a skyscraper. I clicked on a link, and I think I downloaded something to my mum's laptop. Who should I tell?

What advice would you give? (20 mins)

Two resources made for KS1 learners are suggested to prompt discussion which will then be related to activities the class may be doing. **Jessie and Friends Episode 2** (most of the questions and answers below are taken from CEOP, ThinkuKnow and PSHE Association resource) and **Animal Magic** as an optional additional resource.

- Tell the children you are going to watch a video for KS1 children. You want their help to decide what their teacher should make sure they learn from it.
- Watch the Photos video, Jessie and Friends Episode 2
- How many people ended up seeing the photos? *[Take guestimates based on the diagram the teacher drew at 4:25 in the video.]*
- How many of those people did the children know? *[Make sure the children realise you cannot know how many people could end up with the photos.]*
- What did Kyle say about the friends sharing a picture with him in it? *[That they should have asked his permission.]*
- What did the friends do when they found out that their photos had been shared with other people at school? *[They told their teacher.]*
- What did Miss Humphrey say she would do to help? *[She would ask all of the children in the school who have copies of the photos to delete them.]*



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- What else should Kyle do? Remind the class that all the photos are on his phone. *[He should delete them all.]*

Add to class community Padlet

- Tell the class they are part of an online community. Show them the Padlet you have started and the hyperlink/QR code they can use to access. Show them how you have shared it in a way that only someone with the link is part of the community for this Padlet.
- Ask the children to work in pairs to put together a list of the things the year 1 / 2 children could learn from this video.
- What other things do the children need to learn to be safe online? *Use this to assess the knowledge children have and how prepared they are for uses of technology they may meet as they get older or may have already met, depending on what their families have allowed them to do.*

Optional (15 minutes)

- [Animal Magic Lee and Kim cartoon](#) can be used as an activity to help the class think about what children will need to know. This includes the idea of someone not being who they say they are online. Ask children to take notes as they watch the video and identify important things for young children to learn. You may need to pause at points in the video.
- Add further things to the Padlet.
- Discuss whether the 'super hero' is a useful idea for younger children, or for them. Guide them to consider that it is important for children to be ready to ask for help from a trusted adult, not an imaginary super hero.
- Review the final Padlet with the class and change security so that it can be shared with parents and carers without further changes being made. Explain to the children that you change the settings to 'keep it safe'.

What else do we know? (5 mins)

- Two stars and a wish:
 - Write two things that you are already doing online to keep yourself safe
 - Set one additional target for yourself (a 'wish' in the cloud) that you can put into place to improve your experience online.