LIFE SKILLS EDUCATION

Primary

Drug, Alcohol and Resilience Training

'Web Warriors'

Online Safety Module

Lesson Guide

March 2023

Web Warriors

Lesson 1

Learning intentions

Students will be able to:

- State the meaning of 'online'
- Describe their own online activity
- Work through the SKILL DECISION MAKING MODEL
- Identify the risks of being online

Preparation

- Review the lesson plan
- Check out the school's policy as it relates to online safety in school
- Review class/school rules
- Review resources

Resources

- Web Warriors worksheet
- Presentation and videos
- Access to class/school rules
- Dry-wipe board and pens
- Student individual dry-wipe boards/pens (Quiz)
- Access to school online safety policy
- www.thinkuknow.co.uk

Lesson Structure and Activity		
Activity 1	Introduction to the programme and our rules	4 mins
Activity 2	App's activity	10 mins
Activity 3	What is 'Online Safety'?	11 mins
Activity 4	SKILL DECISION MAKING MODEL	5 mins
Activity 5	Video – Michael's dilemma	13 mins
Activity 6	Recommended Ages Quiz	12 mins
Activity 7	Review and Homework	5 mins

Activity 1

Introduction to the course and our rules (4 mins)

Introduce yourself and the Web Warriors programme to the class. Explain that this is a 2-lesson programme based around keeping safe online but covering other issues which will be helpful.

(If appropriate link here to the Lifeskills Primary programme and explain that this programme can be taught as part of a longer course which includes a number of other risky behaviours including drugs, alcohol and knife crime).

Display PP WW 1.1 – Learning Intentions - ask a volunteer to read these out

Introduce the concept of the DAaRT crew (if appropriate), Michael and how the class can help him over the two lessons.

Display PP WW1.2 – OUR rules

Briefly cover the rules and link these to the class rules; get the students to identify any similarities and differences (if any); emphasise confidentiality with the use of 'someone I know'.
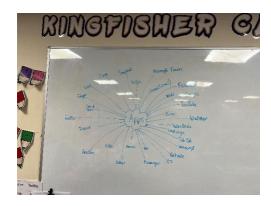
Activity 2

App's activity (10 mins)

Activity

Ask students to think of applications (Apps) that they use on their electronic devices (computers, tablets, phones) that could be used to communicate with one another (via the internet). Draw a circle in the middle of the dry-wipe board – write 'Apps' in it. Ask students <u>not to repeat</u> an answer that is already on the board.

Then record student answers around the outside of the circle. The result could look something like this:

Ask students if they have heard/encountered some of / all of the Apps mentioned.

Every 3 or 4 Apps ask a child to confirm it has functionality which allows online communication. Every 3 or 4 ask for a show of hands as to who has heard of it. Every 5 or 6 ask a child to explain briefly what App is/does. (This should maintain pupil interest across the full 10 minutes even if they have their go early on – need to keep it pacey)

Note – the trainer does not have to know about how each app works! (the children will)

Display PP WW1.3 – Apps we thought of…

The emphasis is that there are many different applications around that can be used to communicate, and therefore could be open to misuse. Highlight that students will not know the settings and functions of every App, and this can create dangers which will be covered later. Explain we will come back to some of the Apps shown later during our lesson.

Activity 3

What is 'Online Safety'? (11 mins)

Activity

Ask the students to look at the front page of the worksheet and direct them to work in pairs to explore the questions. They should fill in the sections as they go.

'What is online?'

'What is online safety?'

'What might make young people feel unsafe online'?

Ask the students why they think that this topic might be important.

Facilitate a discussion and ask the class to think about their own 'online life' and what they use the internet for and why, and for how long.

Explain that there are many risks to being online and becoming a Web Warrior will enable them to shield themselves from any dangers that they may encounter. Ask for any examples of risk they may know of.

Suggested answers

• People wanting to develop inappropriate relationships

• Sharing inappropriate pictures or videos

• Bullying

• Being targeted for selling things / spending money or scams

• Seeing violence and sexualised imagery

Explain that the students are going to learn about becoming a Web Warrior and one way to do this is by learning to make better decisions.

Activity 4

The SKILL DECISION MAKING MODEL (5 mins)

Lead a discussion about how we make decisions and why are some more difficult than others?

Why might this be? Ask the class to give some examples and to discuss in pairs and then

take feedback and discuss with the whole class.

Choose one simple example from the class and write this on the board. Refer the students to the SDMM in the worksheet.

Take the students briefly through the SKILL DECISION MAKING MODEL together step by step

through a whole class discussion.

(Be aware that the level of input required for the SDMM will vary depending on whether the class has previously completed the DAaRT programme)

Activity 5

Video – Michael's dilemma (13 mins)

Display PP WW1.4 – Michael's dilemma

Play the video' Michael's dilemma.

TRANSCRIPT

(short musical intro)

Michael: I was playing a game online the other day after school in my bedroom. I used to like it but now I'm a bit bored with it. You know how it is sometimes.

All of a sudden, I got a message from someone I didn't know called Sean. I was a bit unsure about it at first but he told me he knows my friend Amy and that she told him I like football. I thought Wow that's great I love getting to know new people, especially if they have the same hobbies as me. I love football and if I can't be playing then the next best thing is talking about it to friends. This looks good.

Facilitate a discussion afterwards about what was happening in the video. Suggested questions -

• What was happening in the video?

• What was Sean trying to do?

• Is Michael in any danger? What could this be? From where?

• How might Michael be feeling? Why?

Ensure that the discussion includes brief references to pressure, peer pressure, responsibility, risks and consequences. These will be discussed in more detail later.

Direct the students to P2 of the worksheet and ask them to work in pairs to complete the

exercise.

Facilitate a discussion around the issues raised by this scenario, as you take feedback from the class on helping Michael to become a Web Warrior and to make a good decision.

Activity 6

Recommended Ages Quiz (12 mins)

Activity

Students will need access to individual dry-wipe boards, or a piece of paper and a pen/pencil.

Display PP WW1.5 – Apps questions.

Earlier students mentioned several Apps, which should still be displayed on the main dry-wipe board. The slide now highlights 6 of those Apps.

Briefly check student know names of the 6 Apps. – (In order - YouTube, WhatsApp, Tick Tok, Twitter, Instagram and Facebook

In pairs/small groups, ask students to discuss what the recommended age limits are for each of the highlighted(numbered) Apps.

Ask them either to mentally make a note of their answers, or write answers on their individual whiteboards for each one in turn, to generate a discussion. Identify differences in answers from different students. Try to elicit suggested answers below before revealing Slide WW1.5

Display PP WW1.5 – Apps answers.

Facilitate a further discussion regarding why the ages are what they are.

Suggested answers;
- Content unsuitable for persons below the age given,
- Settings for a given App can be confusing and awkward – open to abuse,
- WhatsApp is encrypted, hence 16 – you have to know a person's mobile number to use it, (does this mean it is more secretive because others can't see it what's going on ?)
- You could be linked to a group or chat without being asked if you want to join that group – (peer pressure, bullying, other negative/harmful consequences) - mention here the importance of not giving out your mobile phone number – one strategy to keep ourselves safe – next week we'll look into this and other strategies in more detail.

Activity 7

Review and homework (5 mins)

- Ask the students what they learned in this lesson that they will find useful in the future? Ask for examples of how they will use this
- How would they tell their parent/carer what they had learned today in three sentences?
- What will the students do before the next lesson which will help them to become a Web Warrior?

Direct the student to the Homework section on P3 of the worksheet and ask them to complete this section of the workbook before the next lesson.

Web Warriors
Lesson 2

Students will be able to:

- State when it is legal and illegal to use the internet
- Describe the consequences of not taking care online
- Identify ways to reduce the risk when online
- List sources of support

Preparation

- Review the lesson plan
- Check out the school's policy as it relates to online safety in school
- Review suggested resources
- Display the Web Warriors shield parts (Appendix 1) around the room
- Check with class teachers/teaching assistants regarding preferred examples to be used in Activity 4

Resources

- Online safety worksheet
- Presentation and videos
- www.thinkuknow.co.uk

Lesson Structure and Activity		
Activity 1	Lesson Review and Homework	5 mins
Activity 2	Online safety: What the Law says	15 mins
Activity 3	Risks and consequences, pressure and peer pressure	10 mins
Activity 4	The Web Warriors shield – Online Resistance Strategies	20 mins
Activity 5	Lesson review	5 mins

Activity 1

Lesson Review and homework (5 mins)

Facilitate a review of the previous lesson as appropriate – ask what the class remember and allow any questions that they may have.

Display PP 2.1 – Learning Intentions

Ask a volunteer to read these out

Ask the students about their homework and use this to lead into activity 2.

Activity 2

Online safety; What the Law says (15 mins)

Task: ask the students if they are aware that some online activity can be illegal and ask for examples of what this might be.

Suggested answers
- Sending naked pictures
- Watching adult content – sex and violence
- Playing 18 games
- Bullying

Direct the students to P3 in the worksheet and ask them to work in pairs or groups to answer the questions. At the end of the quiz facilitate a discussion by asking those who think the answer is TRUE/FALSE on alternate questions to stand and explain their reasoning.

Display PP 2.2 – Online safety – what the Law says

Facilitate a discussion based on the student's responses and emphasise –

- It is illegal for naked selfies of or by children to be sent online
- It is not safe for children to play adult games. Content is not suitable and may contain sex and violence
- The age of criminal responsibility in the UK is 10
- Grooming of children online is illegal
- It can be illegal for people to make threats online e.g. -bullying

Activity 3

Risks and Consequences, Pressure and Peer Pressure (10 mins)

Explain that you are now going to look in more detail at some important words and their meaning in relation to risky behaviour, and also at making better decisions.

Display PP 2.3 – Risks and Consequences

Ask the class to define the words and to explain what they mean, encourage them to give examples of this. Facilitate a discussion around risk and consequences. Ask for examples from online behaviour. Ensure that the discussion includes the fact that risks can have positive as well as negative consequences.

Suggested answer

- You are taking a risk if you chat to someone you don't know

Display PP 2.4 – Pressure and Peer Pressure

Ask the class to define the words and to explain what they mean, encourage them to give examples of this as it might relate to the online world. Facilitate a discussion around pressure and peer pressure. Ensure that the discussion includes negative and positive pressure and that pressure can be exerted onto students by a number of different sources including themselves.

Suggested answer

- Someone pressurising you to send bullying messages online

At the end of the discussions direct the students to complete the exercise on P3 of their worksheet.

Activity 4

The Web Warriors shield (20 mins)

Ask the students why it might be a good idea to resist getting involved in some online situations and ask how they might be able to shield themselves from risky situations.

Display PP 2.5 – The Web Warriors shield

Talk through each strategy as it appears on the board.

Facilitate a discussion about which resistance strategy would be most appropriate for Michael to use in this situation.

Display each part of the Shield in different parts of the room and instruct the students to go to which strategy they think will help Michael the most.

Get them to share their thoughts and reference the discussion and their advice to Michael in the previous lesson. Emphasise that there is no right answer, and it may be that a combination of responses will be required.

- **Trusted adult** – talking about things you are not sure about
- **Being in control** – there is no need to respond immediately
- **Taking a break** – think about how to respond
- **Check it out** – ask others for advice

If time, repeat the above for some/any of the following scenarios;

- Bullying within a game/App
- Sending a written chat to a fellow gamer saying 'I'm going to tell everyone your rubbish'
- A distant family member of a classmate starts to be offensive towards you within a game/App
- Within a WhatsApp private chat group, a school friend says 'all foreigners should go home', and asks you to forward this on to other school friends
- 4 or 5 Friends from school suddenly block you in a group game
- You receive a text message asking you to confirm your name, address and telephone number i.e. provide personal details – (Scamming)
- Someone you know contacts you, and asks you for the phone number of someone you know?
- A school friend sends you a photo image of a teacher, that has clearly been taken without the teacher's knowledge. They then ask you to share it with other classmates.

Ask the students where they may go to get help if they have worries about being online. Make a list on the board and invite them to make their own list with these ideas and their own.

Suggested answers

- Trusted adult
- Childline
- Teacher
- Police (if serious enough)

Activity 5

Lesson Review (5 mins)

Facilitate a final discussion and ask how they feel now that they have completed the course and have become Web Warriors – what advice will they give to their friends about keeping safe online? Ask for an example from each table.

Display PP 2.6 – play closing video

Amy: Well, that was certainly an interesting discussion and I learned a lot. I wished you had asked me if I knew Shaun before talking to him. That would have saved a lot of problems. I never realised there was so much to think about just by going online.

Michael: Yes, I realise now that I should have asked you, but he seemed so nice, and he liked football. I guess in the future I'll think twice, be responsible, and put my own safety first. I know what to do, and where to go for help, now. Telling my teacher was definitely the right thing to do, and I wish that I had thought of that before. Thanks for helping, everyone. Shaun is out of the picture now. Bye!

NB - At the end of the lesson the DAaRT Officer (or teacher) should sign each student's worksheet which certifies that they are a WEB Warrior and have learned the skills to keep safe and healthy online.