

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> <li>• To understand that online relationships should be treated in the same way as face to face relationships</li> <li>• I understand respect is as important online as it is offline</li> <li>• I can explain how nasty comments can affect people</li> <li>• I know who can help with online problems</li> </ul>	Have ready <ul style="list-style-type: none"> <li>• <i>Activity: Attitude continuum scenarios</i> (See Classroom resources) – one per pupil</li> <li>• Space for conscience alley activity</li> <li>• Link: ‘BBC – Supporting your friends online’</li> </ul>
Attention grabber	
<p>Recap the previous lesson looking at the fact that not everything we read online is completely true. Remind pupils that people can also put a positive spin on themselves and their lives online, so making out that things are ‘better’ than they are in reality.</p> <p>Recap why people might do this? e.g. to feel better about themselves, don’t want to share bad things. Explain that in most cases people sharing their good side isn’t a bad thing as we all want to show ourselves in the best light. However, the downside can be that the viewer can feel bad if they are comparing themselves.</p> <p>Move on to discuss that sometimes people will pretend to be someone else online for bad reasons – ask the children what they might be e.g. bullying, sharing fake information and not wanting anyone to know who it is, trying to get to know other people, tricking people.</p> <p>If someone is hiding their identity online we say they are anonymous. Ask the children what they should do if they are worried about someone online? (Talk to an adult they trust, block the person, report them on the site they are using).</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Why do people pretend to be someone they are not online?</li> </ul>	
Main event	

Use an attitude continuum to discuss some online scenarios, using the *Activity: Attitude continuum scenarios*. Explain to the children that they are to move to one side of the room if they think that the action is acceptable, the other side if they think it's unacceptable and in the middle if it depends.

Discuss each one, covering the points given on the sheets.

After the activity, discuss that people will often say things online they would never say to someone's face. Why might this be – might be someone they don't know, not seeing how the person reacts makes it easier.

Explain that bullying can happen online as well as face to face and that wherever it happens it isn't right. Check that children understand the word bullying i.e. can be physical and verbal abuse and repeated. Introduce the phrase internet trolling and explain that it means when someone makes uninvited comments, often not very nice comments on social areas on the internet with the intention of getting a reaction from the person.

Read the conscience alley scenario:

*Aahan has always been part of a group of four friends. Recently a couple of the group, Zac and Edward have decided they no longer like Dexter and have started to say nasty things about him online. They have also been leaving him out and ignoring him when he tries to talk to them at school. Aahan doesn't feel very good about this but Zac and Edward have said he will be next if he doesn't do the same.*

Ask if one of the children would like to pretend to be Aahan for the next activity. Once you have a volunteer get the children to stand in two lines facing each other. Ask one line to think of reasons why Aahan should do what Zac and Edward say and then the other line to give reasons why Aahan shouldn't.

Make sure that the children understand that they may need to say or express something that they don't necessarily agree with. Give the children time to think and then ask the child playing Aahan to walk slowly between the two lines. As Aahan moves, the children on each side should say what they think he should do. When he gets to the end of the line ask him/her what they think Aahan would do.

Move the children back to their chairs and as they move, say they can let go of the ideas they have just suggested especially if they do not match their real feelings on the situation. Reinforce that you know they might have expressed ideas which they didn't believe and now you would like them to think as themselves. What do they think Aahan should do? Who else might be able to help?

### **Key questions**

- Why do people say things online they wouldn't in real life?
- What can we do about bullying online?

## **Wrapping up**

Finish the session by showing the video on link: 'BBC – Supporting your friends online'. Discuss what children can do to support their friends. Include who they can go to for help at school and at home. Also, make sure they know about reporting to specific websites and online support from organisations such as Childline. You might also want to introduce them to the BBC Own It app which helps them decide if comments are appropriate or not.

### **Key questions**

- How can we deal with negativity online?

## **Glossary**

- Internet trolling
- Bullying
- Cyberbullying
- Negative
- Anonymous
- Identity
- Respect

### Assessing pupils' understanding and progress

### Next steps

#### **Pupils with secure understanding indicated**

**by:** Understanding how they should behave online and the impact negativity can have.

#### **Pupils working at greater depth indicated**

**by:** Understanding that online relationships should include the same considerations for others as face to face relationships.

#### **Pupils needing extra support:**

Would benefit from support with ideas for the statements for the conscience alley. Also, place them on the correct side rather than asking them to talk from an opposite point of view to their own.

#### **Pupils working at greater depth:**

Should be on the opposite side to their own beliefs for the conscience alley to get them to think from someone else's point of view.