



APPYNESS ONLINE

PEER TO PEER INTERNET
SAFETY EDUCATION

MATERIALS

Primary 6 - NI and Scotland

Year 5 - England and Wales

4th Class - Ireland



ZEEKO

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LESSON 1 SELF-ESTEEM

LESSON 1 – SELF-ESTEEM

Teacher Overview

Materials required for the lesson:

- Lesson software loaded on the computer.
- One presenter sheet for each presenter (typically 2 presenters per lesson).
- One group leader sheet for each group leader (typically 8 group leaders per lesson).
- One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:

- Load Lesson 1 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Everyone is different and that's okay.	7 mins
2	Do not feel pressured to be like everyone else. Be yourself online!	7 mins
3	Comparing can make you feel sad. Remember the facts and focus on what makes you happy.	5 mins
4	Social media does not tell the full story. Sometimes the things we see online can be fake.	3 mins
Mr Self Doubt	When we have negative thoughts or doubts, we can focus on the positives instead.	5 mins
5	Recap and homework activity.	3 mins

LESSON 1 – SELF-ESTEEM

Presenter Sheets

This lesson is about **self-esteem**. **Self-esteem describes how someone thinks or feels about themselves.** For example, if you feel good about yourself that is good self-esteem.

Sometimes young people can **feel pressure to like what everyone else likes online**. For example, a young person might feel pressured to like a popular YouTuber or a new game if everyone else likes the YouTuber or new game.

The first part of the lesson is about **being yourself and feeling good about things that you like or enjoy**, as this is what makes you unique! It is also about being a **good friend and making sure that you help your friends** and other young people in your class to feel good about being themselves.

The second part of the lesson is about **comparison sadness**. Comparison sadness is when people become unhappy because they compare themselves to the people they see online, even though you cannot always trust what you see on the internet. The best way to beat comparison sadness is to **think of all the positive things about yourself and other things in your life**.

Here are the key messages:

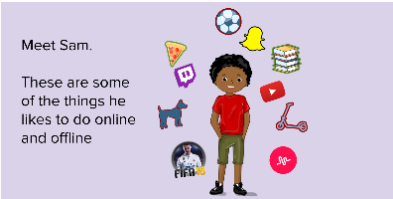

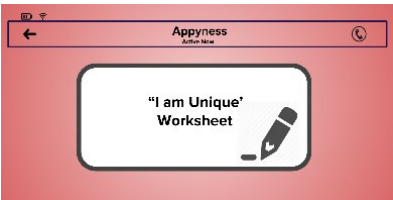
- 1) Everyone is different and that is okay.
- 2) Do not feel pressured to be like everyone else. Be yourself online!
- 3) Comparing can make you feel sad. Remember the facts and focus on what makes you happy and confident!
- 4) Social media does not tell the full story. Sometimes the things you see online can be fake.
- 5) When you have negative thoughts or doubts you can focus on the positives instead.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

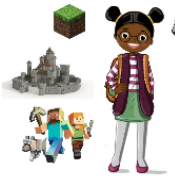
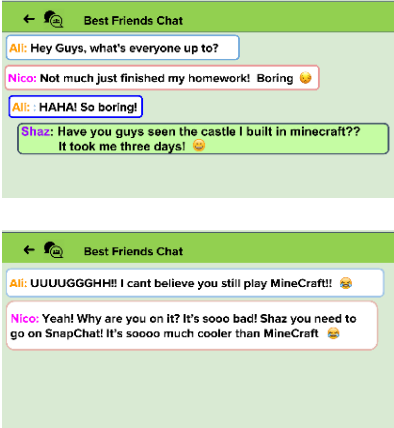
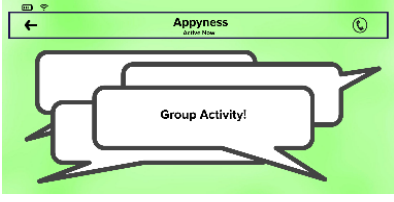
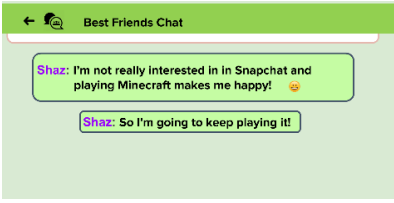

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the self-esteem lesson.

PHONE 1: Everyone is different and that's okay.


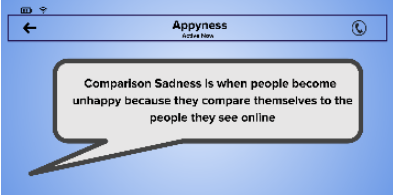
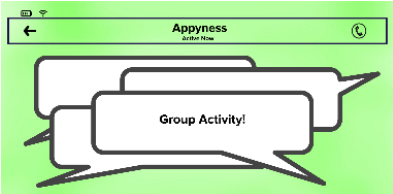
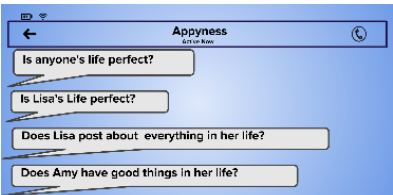
Presenters, to yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to the class the completed text in the “Read Out and Discuss” box. **Discuss** with the class, what is on the screen and the text you have read out.

Screen	Instructions	Read Out and Discuss
	<p>Introduce Sam!</p> <p>Explain what Sam likes to do online</p>	<p>Sam is aged _____ and he lives in _____</p> <p>Sam likes to _____</p>
	<p>Introduce Sam's friend Ava</p> <p>Ask the class</p>	<p>This is Ava. She is _____</p> <p>Can anybody tell me what are some of the similarities and differences</p> <p>_____</p>
	<p>Make sure each pupil completes a worksheet</p> <p>When everyone is finished ask them to compare</p>	<p>Group leaders, can you please hand out the classroom activity worksheet – “I am unique”</p> <p>In your groups, compare your sheets</p> <p>_____</p>

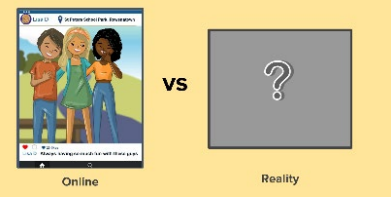
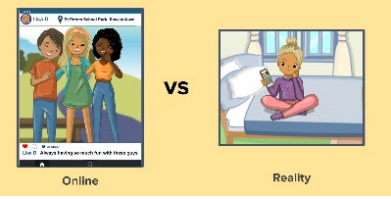

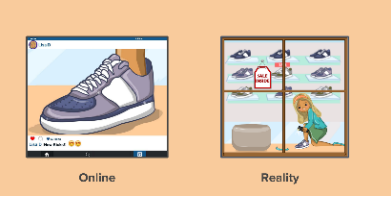
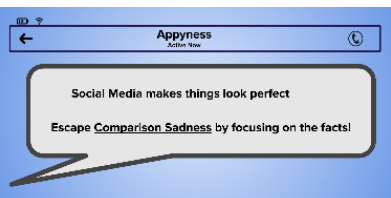
PHONE 2: Don't feel pressured to be like everyone else. Be yourself online!

Screen	Instructions	Read Out and Discuss
	<p>Introduce Shaz</p> <p>Explain what Shaz likes to do online</p>	<p>This is Shaz. She loves _____</p>
	<p>Explain that Shaz's friends don't like Minecraft</p> <p>Get volunteers to read out each person in the conversation</p> <p>Make sure the class understand the situation</p>	<p>Shaz loves Minecraft, but her friends _____</p> <p>Can I please have 3 volunteers to _____</p> <p>So, as we just heard _____</p>
	<p>Ask the class to work in their groups</p> <p>Ask the class for some of their answers</p>	<p>Now our group leaders are going to do classroom group activity 1 with you</p> <p>What were some of your answers for:</p> <ol style="list-style-type: none"> 1. How could this make Shaz feel? 2. What could her friends have said differently?
	<p>Ask a pupil to read Shaz's response</p> <p>Ask the class</p>	<p>Would someone like to _____</p> <p>What do you think about how Shaz _____?</p>
	<p>Make sure the class understands the key message</p>	<p>From Shaz we learned _____</p> <p>It's really important to remember _____</p>

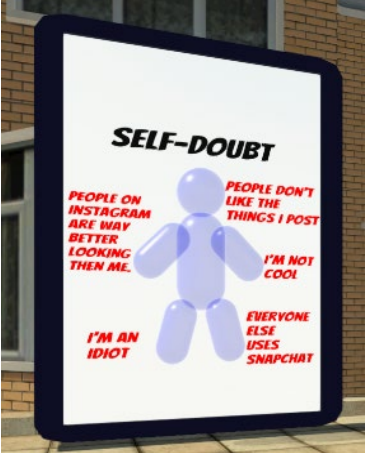
PHONE 3: Comparing can make you feel sad. Remember the facts and focus on what makes you happy.

Screen	Instructions	Read Out and Discuss
<p>Amy follows Lisa on Instagram</p> <p>Lisa is always posting the best pictures of all the cool things she gets up to</p> 	<p>Explain how Amy compares herself to Lisa and sometimes she feels bad</p>	<p>Amy follows Lisa _____</p> <p>Sometimes she sees the things Lisa is doing and _____</p>
 <p>Comparison Sadness is when people become unhappy because they compare themselves to the people they see online</p>	<p>Read the definition of comparison sadness on the screen</p>	<p>Comparison sadness is _____</p> <p>Amy was experiencing comparison sadness because _____</p>
 <p>Group Activity!</p>	<p>Ask the class to work in their groups</p>	<p>Now our group leaders are going to do classroom group activity 2 with you</p>
 <p>Is anyone's life perfect?</p> <p>Is Lisa's Life perfect?</p> <p>Does Lisa post about everything in her life?</p> <p>Does Amy have good things in her life?</p>	<p>Go through each question and ask the groups for their answers</p> <p>Ask the class for some advice for Amy</p>	<p>So the first one was _____</p> <p>What advice would you give Amy when she is feeling comparison sadness?</p>


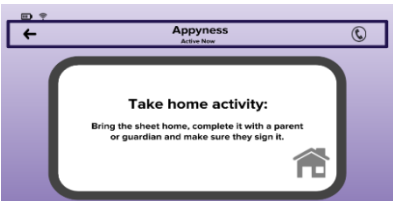
PHONE 4: Social media does not tell the full story. Sometimes things we see online can be fake.

Screen	Instructions	Read Out and Discuss
 <p>Online vs Reality</p>  <p>Online vs Reality</p>	<p>Explain that we don't always see the full story</p> <p>Show the class that we only see the best parts online</p>	<p>On Instagram, Lisa looks like she is having fun but we don't know _____</p> <p>Here we can see that Lisa _____</p>
 <p>Online vs Reality</p>  <p>Online vs Reality</p>	<p>Explain that not everything you see online is true</p> <p>Explain that Lisa 'staged' this photo</p>	<p>This post makes it look like Lisa _____</p> <p>Lisa staged this photo which means _____</p> <p>Why do you think people stage photos and videos?</p>
	<p>Make sure the class know how to escape comparison sadness</p> <p>Help the class learn how to think of the good things</p>	<p>When you see things on social media remember _____</p> <p>If you feel comparison sadness you should _____</p> <p>Everyone think of some things you are thankful for.</p> <p>What things are you thankful for?</p>

MR SELF DOUBT: When we have negative thoughts or doubts, we can focus on the positives instead.

Screen	Instructions	Read Out and Discuss
	<p>Explain that how negative thoughts can make us feel bad</p> <p>Take each negative thought, ask the class what thought they could think instead. Click on the thought to pop it</p> <p>Remind the class what they can do with negative thoughts</p>	<p>If you have confidence in yourself you have good self-esteem, but sometimes _____</p> <p>Let's start with I'm not cool. What could we challenge this thought with?</p> <p>Remember when you have negative thoughts about yourself _____</p>

PHONE 5: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	<p>Find out what the class learned</p> <p>Tell the class what you think is important from the lesson</p>	<p>Can anyone tell me one thing you learned today?</p> <p>I think it's really important to _____</p>
	<p>Ask the group leaders to hand out the homework activity worksheet for self-esteem</p>	<p>Group leaders, can you please _____</p>

LESSON 1 – SELF-ESTEEM

Group Leader Sheets

This lesson is about **self-esteem**. **Self-esteem describes how someone thinks or feels about themselves.** For example, if you feel good about yourself that is good self-esteem.

Sometimes young people can **feel pressure to like what everyone else likes online**. For example, a young person might feel pressured to like a popular YouTuber or a new game if everyone else likes the YouTuber or new game.

The first part of the lesson is about **being yourself and feeling good about things that you like or enjoy**, as this is what makes you unique! It is also about being a **good friend and making sure that you help your friends** and other young people in your class to feel good about being themselves.

The second part of the lesson is about **comparison sadness**. Comparison sadness is when people become unhappy because they compare themselves to the people they see online, even though you cannot always trust what you see on the internet. The best way to beat comparison sadness is to **think of all the positive things about yourself and other things in your life**.

Here are the key messages:

- 1) Everyone is different and that is okay.
- 2) Do not feel pressured to be like everyone else. Be yourself online!
- 3) Comparing can make you feel sad. Remember the facts and focus on what makes you happy and confident!
- 4) Social media does not tell the full story. Sometimes the things you see online can be fake.
- 5) When you have negative thoughts or doubts you can focus on the positives instead.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the self-esteem lesson.

LESSON 1 – SELF-ESTEEM

Classroom group activity for self-esteem

Classroom group activity 1:

Read:

Shaz loves to play Minecraft and she likes to talk about the things she has made. Her friends have told her that she should stop playing it and to use Snapchat instead.

Ask:

Q How could this make Shaz feel? Why?

Q What could her friends have said differently?

Any other questions:

Classroom group activity 2:

Read:

Comparison Sadness is when people go online and see how other people's lives look and they can feel sad or bad about themselves. This is what happened to Amy. Amy is assuming that Lisa's life is perfect.

Ask:

Q Is anyone's life perfect?

Q Is Lisa's life perfect?

Q Does Lisa post about everything in her life?

Q Does Amy have good things in her life?

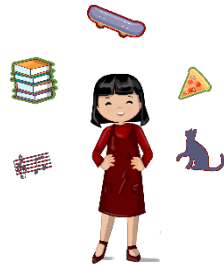
Any other questions:

LESSON 1 – SELF-ESTEEM

Classroom activity worksheet – “I am unique”

What makes you unique?
Complete the sentences in the stars and describe what makes you unique.

I am most happy when...



What I like about me is...

My favourite thing to do is...



I am really good at...

I want to learn to get better at...

LESSON 1 – SELF-ESTEEM

Homework activity worksheet - self-esteem

Everybody is unique and different. Sometimes people can feel like they need to like the same things as their friends or they need to act the same as other people.

Using what you learned about self-esteem in Appyness Online, explain to a parent or guardian why it is important to be yourself online.

Write/draw some of the things that you enjoy online and offline and some of the things that you like about yourself. Your parent/guardian can add some of theirs too!

Discuss: What are some things you can do if you feel pressure to be like other people?

Parent/Guardian signature: _____

LESSON 2 DIGITAL FOOTPRINT

LESSON 2 – DIGITAL FOOTPRINT

Teacher Overview

Materials required for the lesson:

- Lesson software loaded on the computer.
- One presenter sheet for each presenter (typically 2 presenters per lesson).
- One group leader sheet for each group leader (typically 8 group leaders per lesson).
- One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:

- Load Lesson 2 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Your digital footprint remembers everything you do online.	5 mins
2	Once you put something on the internet, you don't have control of it anymore.	4 mins
3	We must think about what we put online because we never know who will end up seeing our digital footprint.	7 mins
4	Everyone has a responsibility to think about what they are posting.	7 mins
5	You settings can help keep you safe online, especially keeping things private.	4 mins
6	Recap and homework activity.	3 mins

LESSON 2 – DIGITAL FOOTPRINT

Presenter Sheets

This lesson is all about your **digital footprint**. A **digital footprint is a track of everything that you do on the internet**. Things like your posts and pictures or videos you have watched are stored forever online.

Sometimes people can see parts of your digital footprint, like if you post a public comment or share a photograph for other people to see. Other parts of your digital footprint might be hidden from the public, like when you send a private message, but companies like Snapchat or Instagram can store the information on their servers. Also, even if you just send something to one person, they could send it on to others.

The first part of the lesson is where the **digital footprint will be explained**. A **digital footprint is not necessarily a bad thing**, but it can get people in trouble sometimes. For example, if you have mean things in your digital footprint, then other people might see it.

The second part of the lesson is about **why it is so important to think before you post** and why it is **important to keep things private online**. Sometimes people think that something like Snapchat is safer because messages disappear, but someone can still screenshot what you say. Once you post anything online, it is out of your control who can see it.

Here are the key messages:

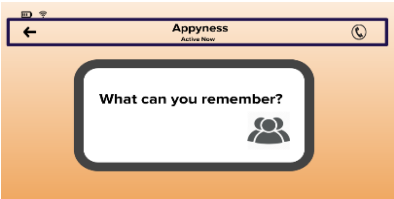
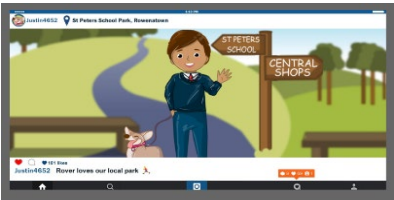
- 1) Your digital footprint remembers everything you do online.
- 2) Once you put something on the internet, you do not have control of it anymore.
- 3) We must think about what we put online because we never know who will end up seeing our digital footprint.
- 4) Everyone has a responsibility to think about what they are posting online.
- 5) Your settings can help keep you safe online, especially keeping things private.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.


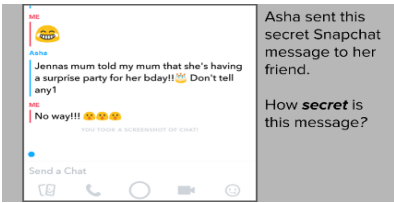
Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the digital footprint lesson.

PHONE 1: Your digital footprint remembers everything you do online.




Presenters, to yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to the class the completed text in the “Read Out and Discuss” box. **Discuss** with the class, what is on the screen and the text you have read out.

Screen	Instructions	Read Out and Discuss
	<p>Ask the class some difficult questions about things from last week. What can they remember?</p> <p>Explain how the internet remembers everything</p>	<p>What colour socks did you wear on Saturday? What did you have for dinner _____ (Make up some of your own!) _____</p> <p>You might forget things but everything you do on the internet _____</p> <p>Your digital footprint is a record of everything you have done _____</p>
	<p>Ask the class</p> <p>Explain how your digital footprint can be used to find out about you</p> <p>Remind the class that your digital footprint has information about you</p>	<p>What things can you find out about this boy from _____</p> <p>If someone sees your digital footprint they might _____</p> <p>It’s important to think about what you post because your digital footprint _____</p>



PHONE 2: Once you put something on the internet, you don't have control of it anymore.

Screen	Instructions	Read Out and Discuss
	<p>Write a fake secret on a piece of paper</p> <p>Pass the secret to one person and ask them to read it and pass it on. Make sure the secret is passed around for a while</p> <p>Ask the class</p> <p>Explain that this is what happens when you post online</p>	<p>Write down: I am _____ (A millionaire? A famous footballer? Something else?)</p> <p>I'm giving you a fake secret and I want you to _____</p> <p>Each person who gets it should read it and then _____</p> <p>If I get the piece of paper back will that mean nobody saw my secret?</p> <p>When you put something on the internet you can't just take it back because people _____</p>
	<p>Describe why Asha shared a secret on Snapchat</p> <p>Ask the class</p> <p>Explain that even if things disappear people can take screenshots</p>	<p>Things disappear on Snapchat so Asha thought it would be okay to _____</p> <p>What could Asha's friend do with this message?</p> <p>Asha's friend could take a _____</p> <p>This is another reason to be careful about what you post because _____</p>

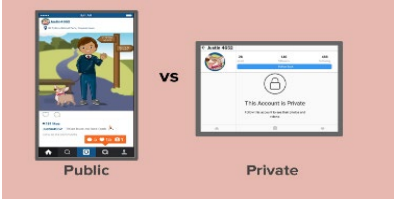
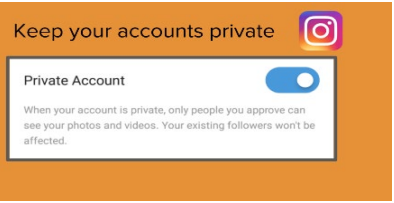

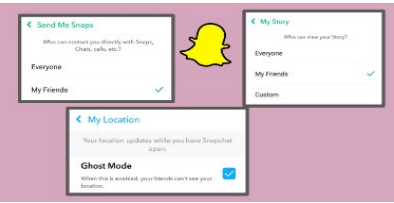
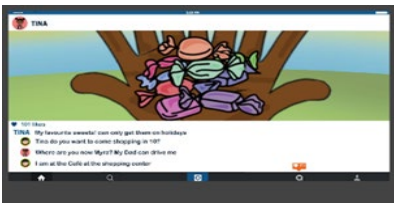
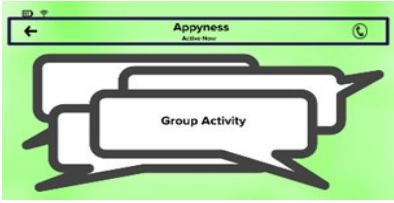
PHONE 3: We must think about what we put online because we never know who will end up seeing our digital footprint.


Screen	Instructions	Read Out and Discuss
	<p>Tell Sam’s story. He lost a place on the team because of his digital footprint</p>	<p>Sam is a really good footballer and he had a trial with _____</p> <p>The manager looked at his digital footprint and decided _____</p>
	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 1 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> 1. What do you think the club saw that made them not want him to join? Why? 2. Why would Sam have posted things which are damaging to his reputation? 3. What should he have done differently?
<p>Always ask yourself:</p> <p>Would you wear it on your t-shirt?</p> 	<p>Ask the class</p> <p>Explain how Sam used the t-shirt rule to help him decide what he should post</p>	<p>If you wore something on your t-shirt who would see it?</p> <p>Sam realised when he put something on the internet it was like putting it _____</p> <p>Anyone might end up seeing it! Before you post something you should ask yourself _____</p> <p>You should only put things on the internet if you would be happy _____</p>

PHONE 4: Everyone has a responsibility to think about what they are posting.

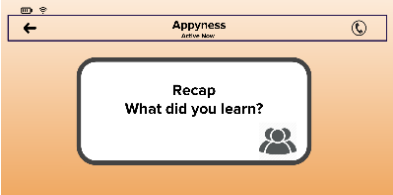
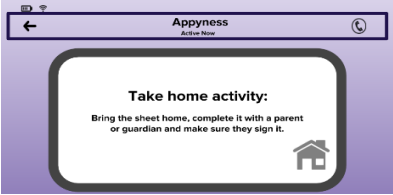
Screen	Instructions	Read Out and Discuss
	<p>Explain that everyone is responsible for their own posts</p>	<p>Anytime you post something it is your responsibility to _____</p>
	<p>Ask the group leaders to do the worksheet with their groups</p> <p>Ask the class to make some rules about what you should and shouldn't post online</p> <p>Ask the class about their rules</p>	<p>Now our group leaders are going to give you a classroom activity worksheet – responsible footprint which you will do in your groups</p> <p>In your groups I want you to decide _____</p> <p>Can anybody tell me _____</p>

PHONE 5: Your settings can help keep you safe online, especially keeping things private.

Screen	Instructions	Read Out and Discuss
 <p>The image shows two side-by-side social media profile screens. The left screen is labeled 'Public' and shows a profile with a public lock icon. The right screen is labeled 'Private' and shows a profile with a private lock icon. A 'vs' symbol is between them.</p>	<p>Explain that settings help you control what people see</p>	<p>If you put your accounts on private it helps control _____</p> <p>If you look at these two pictures you can see how different _____</p>
 <p>The image shows the Instagram 'Private Account' settings screen. It has a title 'Keep your accounts private' with the Instagram logo. Below is a toggle switch for 'Private Account' which is turned on. Text below the toggle says: 'When your account is private, only people you approve can see your photos and videos. Your existing followers won't be affected.'</p>	<p>Explain that different apps will have settings to make your account private</p>	<p>Most apps will have settings that let you _____</p> <p>This picture shows us how to _____ on Instagram</p>
 <p>The image shows the Snapchat 'Manage who can and can't see your posts' settings screen. It has a title 'Manage who can and can't see your posts' and the Snapchat logo. It shows three settings: 'Privacy' (set to 'My Block List'), 'Only Friends Can Directly Message Me' (toggle off), and 'Private Account' (toggle off). Text below says: 'When your account is private, only people you approve can see your messages too. Your existing followers won't be affected.'</p>	<p>Explain that you can use your settings to control who can send you messages</p>	<p>You can also _____</p> <p>This picture shows us how _____ on Musically</p>
 <p>The image shows three Snapchat settings screens. The first is 'Send Me Snaps' with options 'Everyone' and 'My Friends' (checked). The second is 'My Story' with options 'Everyone', 'My Friends', and 'Custom' (checked). The third is 'My Location' with 'Ghost Mode' turned on. Text for Ghost Mode says: 'When this is enabled, your friends can't see your location.'</p>	<p>Talk through Snapchat's settings, especially Ghost Mode which hides your location</p>	<p>Let's look at some of Snapchats settings. The first one _____</p> <p>Ghost Mode is really important because it stops people from _____</p>
 <p>The image shows a social media post from a user named 'TINA'. The post features a picture of a hand holding several colorful candies. Below the picture are several comments from other users.</p>	<p>Explain how Tina has a public profile and asked her friend Myra where she is</p>	<p>Tina has a _____</p> <p>Myra wants Tina to come shopping with her and so Tina has asked Myra _____ so her Dad can drive her there</p>
 <p>The image shows the Appyness 'Group Activity' screen. It has a title 'Appyness' and 'Group Activity' in a speech bubble. There are icons for back, home, and search.</p>	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 2 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> Who would be able to see it if you wrote the address of where you are

Screen	Instructions	Read Out and Discuss
		<p>in the comments?</p> <p>2. What would be a safer way for Myra to share her location?</p>
	<p>Explain to the class why private profiles are safer</p> <p>Remind the class that important information should never be shared publicly</p>	<p>It's a lot safer to put your profiles on private because _____</p> <p>You should never share something important like your location in public, instead you can _____</p>

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	<p>Find out what the class learned</p> <p>Tell the class what you think is important from the lesson</p>	<p>Can anyone tell me one thing you learned today?</p> <p>I think it's really important to _____</p>
	<p>Ask the group leaders to hand out the take homework activity worksheet for digital footprint</p>	<p>Group leaders, can you please _____</p>

LESSON 2 – DIGITAL FOOTPRINT

Group Leader Sheets

This lesson is all about **your digital footprint**. A **digital footprint is a track of everything that you do on the internet**. Things like your posts and pictures or videos you have watched are stored forever online.

Sometimes people can see parts of your digital footprint, like if you post a public comment or share a photograph for other people to see. Other parts of your digital footprint might be hidden from the public, like when you send a private message, but companies like Snapchat or Instagram can store the information on their servers. Also, even if you just send something to one person, they could send it on to others.

The first part of the lesson is where the **digital footprint will be explained**. A **digital footprint is not necessarily a bad thing**, but it can get people in trouble sometimes. For example, if you have mean things in your digital footprint, then other people might see it.

The second part of the lesson is about why **it is so important to think before you post** and why **it is important to keep things private online**. Sometimes people think that something like Snapchat is safer because messages disappear, but someone can still screenshot what you say. Once you post anything online, it is out of your control who can see it.

Here are the key messages:

- 1) Your digital footprint remembers everything you do online.
- 2) Once you put something on the internet, you don't have control of it anymore.
- 3) We must think about what we put online because we never know who will end up seeing our digital footprint.
- 4) Everyone has a responsibility to think about what they are posting.
- 5) Your settings can help keep you safe online, especially keeping things private.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the digital footprint lesson.

LESSON 2 – DIGITAL FOOTPRINT

Classroom group activity for digital footprint

Classroom group activity 1:

Read:

Sam has lost the chance to be signed to the club because of his digital footprint.

Ask:

- Q What kind of information would make the club not want to sign him and why?
- Q Why would Sam have posted things which are damaging to his reputation?
- Q What should Sam have done differently?

Any other questions:

Classroom group activity 2:

Read:

Tina has a public profile. Tina has used a public comment to ask Myra where she is right now so that they can go shopping.

Ask:

- Q Who would be able to see it if Myra wrote the address of where she is in the comments?
- Q What would be a safer way for Myra to share her location?

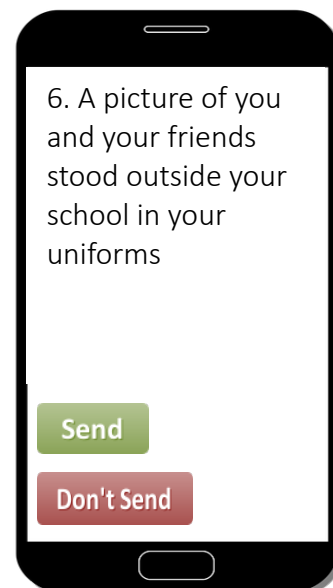
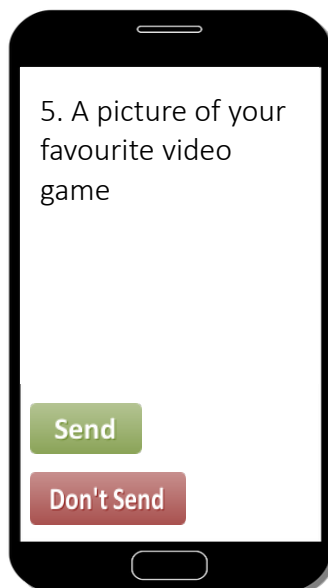
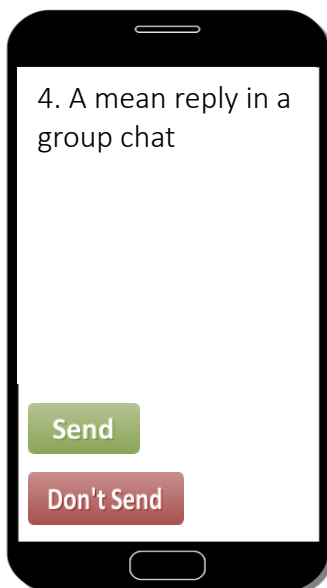
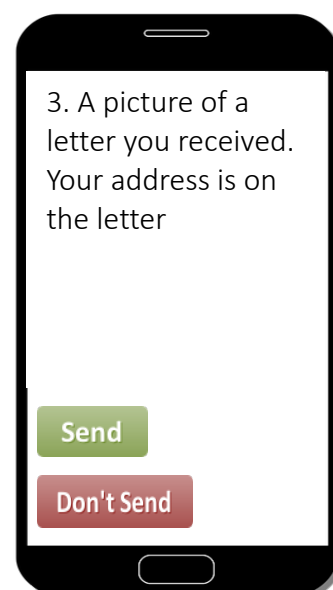
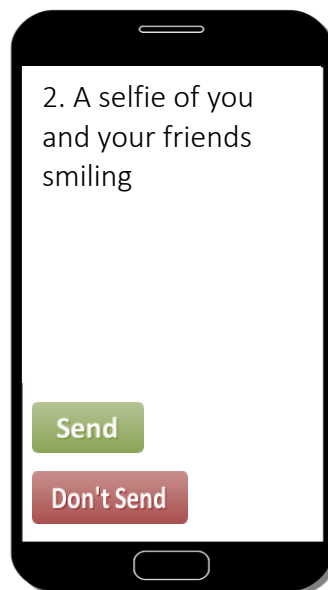
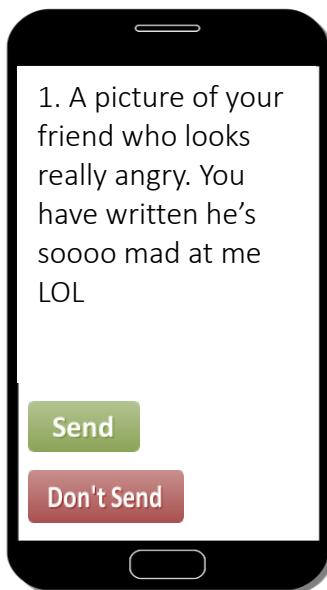
Any other questions:

LESSON 2 – DIGITAL FOOTPRINT

Classroom activity worksheet – responsible footprint



Decide whether you would send the texts below



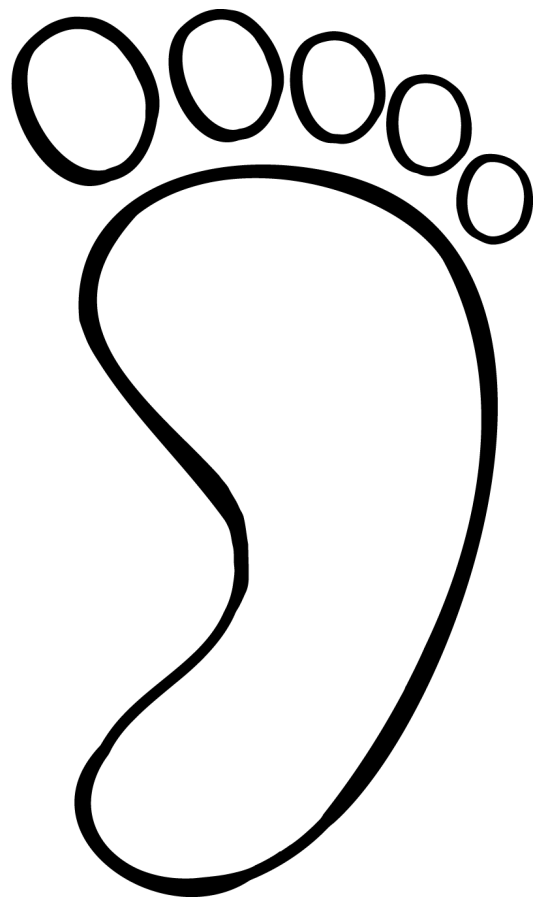
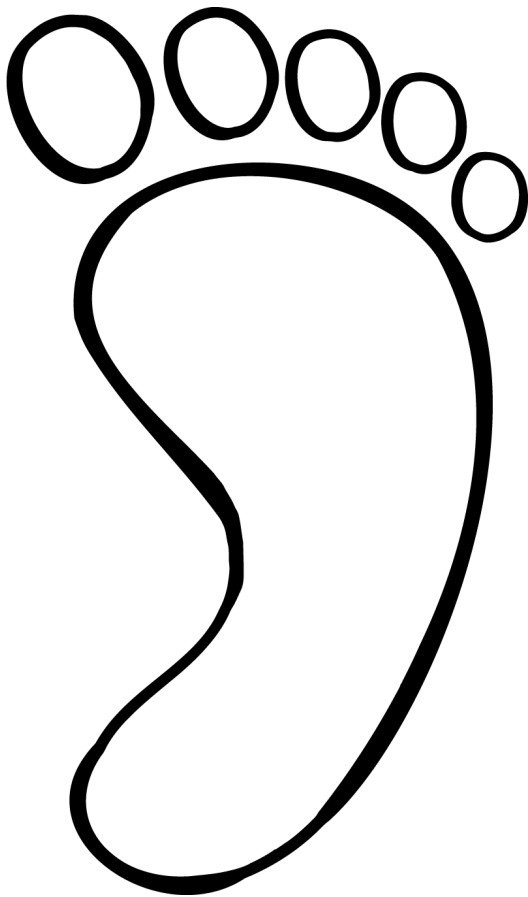
LESSON 2 – DIGITAL FOOTPRINT

Homework activity worksheet - digital footprint

Every time you do something on the internet it leaves a trace called your digital footprint.

Using what you learned about digital footprints in Appyness Online, explain to a parent/guardian why it is important to be careful about what you do on the internet.

Talk to your parent/guardian about some of the activities that you both like to do online. Draw some of these activities in the footprints.



Discuss: What are some things you would not want in your digital footprint?

Parent/Guardian signature: _____

LESSON 3 SCREEN TIME

LESSON 3 – SCREEN TIME

Teacher Overview

Materials required for the lesson:

- Lesson software loaded on the computer.
- One presenter sheet for each presenter (typically 2 presenters per lesson).
- One group leader sheet for each group leader (typically 8 group leaders per lesson).
- One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:

- Load Lesson 3 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Any time you spend on screens counts as screen time.	4 mins
2	Screens can be fun, but too much time on them is not good for you.	8 mins
3	You have to make good decisions about your screen time.	4 mins
4	Screens are not good for sleep so take a break from screens before bed.	4 mins
5	We have to think about ways to have healthier screen time habits.	7 mins
6	Recap and homework activity.	3 mins

LESSON 3 – SCREEN TIME

Presenter Sheets

This lesson is about **screen time**. **The amount of time you spend on screens is called screen time.**

Sometimes it can be hard to spend less time on screens because apps and games are made to keep you on them for as long as possible. While it can be really fun to spend time playing games or being online, **too much screen time can affect your health and your happiness**. It can also take time away from things you like to do in the real world.

The first part of this lesson is about screen time and it will explain **why it is important to have balance** with your screen time and **think about some ways that you can have healthier habits** with your screen time.

The second part of this lesson will teach the class about blue light and why they should **take a break from screens before bed**. Screen time can also affect your sleep. All screens give off something called **blue light**. This blue light **makes your brain think it is daytime** and so it doesn't make the hormone melatonin which helps you have a good night's sleep.

Here are the key messages:



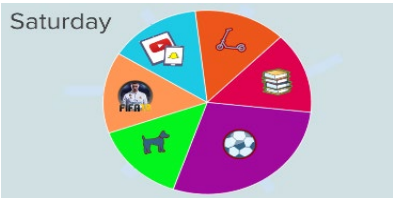
- 1) Screen time can take away from other time.
- 2) Too much screen time can affect your health, feelings and relationships.
- 3) Apps and games are designed to keep you on as long as possible.
- 4) Screens aren't good for sleep so take a break from screens before bed.
- 5) Think about ways you can have better screen time habits.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the screen time lesson.

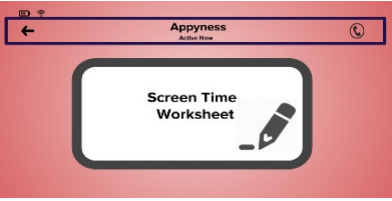
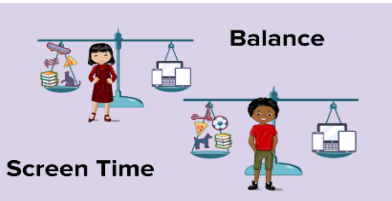
PHONE 1: Any time you spend on screens counts as screen time.

Presenters, to yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to the class the completed text in the “Read Out and Discuss” box. **Discuss** with the class, what is on the screen and the text you have read out.


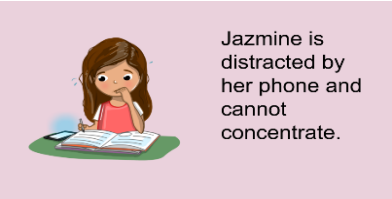

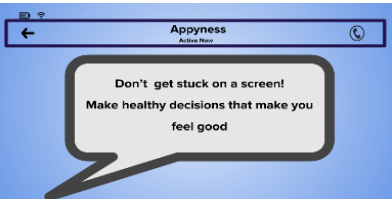
Screen	Instructions	Read Out and Discuss
	<p>Remind the class about Sam and Ava</p> <p>Ask the class</p>	<p>Remember in lesson 1 we met Sam and Ava? They like to do things on the internet but also _____</p> <p>What things do you like to do on screens?</p> <p>What things do you like to do in the real world?</p>
	<p>Explain what screen time is</p> <p>Ask some questions about Sam’s screen time</p>	<p>Any time that you spend on a screen is called screen time, for example _____</p> <p>Sam had 7 hours of free time on Saturday.</p> <ol style="list-style-type: none"> 1. <u>How much</u> screen time did he have? 2. <u>How much</u> time did he spend in the real world? <p>If Sam wanted to spend 4 hours on screens what would he have to give up</p>
	<p>Explain that time on screens is taken away from other things</p>	<p>Here we can see how Sam’s day is divided up. If he wanted more screen time, he would have to _____</p>

PHONE 2: Screens can be fun, but too much time on them is not good for you

Screen	Instructions	Read Out and Discuss
	<p>Explain that apps and games are designed to keep you on them as long as possible</p>	<p>When companies make apps or games they _____</p>
	<p>Describe how Ava decided to watch a quick video before doing her homework</p> <p>Describe how Ava spent too long on a screen</p>	<p>Ava discovered apps can keep you on a long time when she decided to _____</p> <p>At the end of the video another one started playing and Ava ended up watching _____</p> <p>Ava realised that she _____</p>
	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 1 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> 1. Do you feel like you ever spent too long on screens? 2. How did you know you had spent too long on a screen?
	<p>Explain how screen time is like sweets and chocolate</p>	<p>Screen time is like sweets and chocolate because even though you might really enjoy it _____</p>

Screen	Instructions	Read Out and Discuss
	<p>Ask the group leaders to do the worksheet with their groups</p> <p>Ask the class about their answers</p>	<p>Now our group leaders are going to give you a classroom activity worksheet – screen time, which you will do in your groups</p> <p>What did people have for:</p> <ol style="list-style-type: none"> 1. How could too much screen time affect you physically? 2. How could too much screen time affect your feelings and emotions? 3. How could too much screen time affect your relationships?
	<p>Ask the class</p> <p>Explain to the class that it is all about balance</p>	<p>What are some things you enjoy in the real world?</p> <p>If Sam and Ava want to be happy and healthy they have to find the right balance between _____</p>


PHONE 3: You have to make good decisions about your screen time

Screen	Instructions	Read Out and Discuss
	<p>Explain that Max and Jazmine have different rules about screen time at home but they want our help to have healthier habits</p>	<p>At home, Max and Jazmine have _____</p> <p>We are going to come up with some advice to see if we can _____</p>
	<p>Explain that Jazmine gets distracted when doing her homework</p> <p>Ask the class</p>	<p>Jazmine’s homework always takes a long time because she _____</p> <p>She finds it hard to stop using her phone. What are some things she could do that might help?</p>
	<p>Explain that Max gets grumpy because he spends too long playing game</p> <p>Ask the class</p>	<p>Sometimes Max spends so long _____</p> <p>Max finds it hard to stop playing and he doesn’t want to be grumpy. What are some things he could do?</p>
	<p>Explain to the class that if they are spending too long on screens they should think of what healthy decisions they could make</p>	<p>If you feel like you are spending too long on screens then you _____</p> <p>Maybe you could ask a parent or a friend to _____</p>

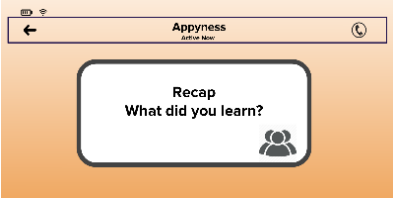
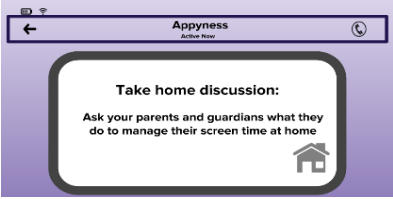
PHONE 4: Screens are not good for sleep so take a break from screens before bed.

Screen	Instructions	Read Out and Discuss
	<p>Explain that screens can affect your sleep and our bodies need sleep to be healthy</p>	<p>Screens can affect your sleep. Your body needs sleep so that you can grow and _____</p> <p>Your brain needs sleep so that you can _____</p>
	<p>Explain that Max uses his phone at night and he is having issues with his sleep</p> <p>Ask the class</p>	<p>Max doesn't get enough sleep because he _____</p> <p>What are some things Max could do?</p>
	<p>Explain how screens give off blue light which tricks your brain into staying awake</p>	<p>All screens give off something called _____</p> <p>When your brain sees blue light at night it thinks it is still daytime. This tricks _____</p> <p>Using your screen before you go to bed means you won't sleep as well and so _____</p>
	<p>Explain that the best solution to blue light is to take a one hour break before bed</p>	<p>Some apps can make blue light a bit better but they don't get rid of it. The best thing you can do about blue light is _____</p>

PHONE 5: We have to think about ways to have healthier screen time habits.

Screen	Instructions	Read Out and Discuss
	<p>Classroom group activity 2. Ask the class to imagine their group has been chosen to teach the school about having healthy screen time habits</p> <p>Ask the groups for some of their top tips</p>	<p>I want you to imagine that _____</p> <p>Now our group leaders are going to help you come up with some top tips that you would give the school</p> <p>Can anyone tell me _____</p>

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	<p>Find out what the class learned</p> <p>Tell the class what you think is important from the lesson</p>	<p>Can anyone tell me one thing you learned today?</p> <p>I think it's really important to _____</p>
	<p>Ask the group leaders to hand out the take homework activity worksheet for screen time</p>	

LESSON 3 – SCREEN TIME

Group Leader Sheets

This lesson is about **screen time**. **Screen time is about the amount of time you spend on screens.**

Sometimes it can be hard to spend less time on screens because apps and games are made to keep you on them for as long as possible. While it can be really fun to spend time playing games or being online, **too much screen time can affect your health and your happiness.** It can also take time away from things you like to do in the real world.

The first part of this lesson is about screen time and it will explain **why it is important to have balance** with your screen time and **think about some ways we can have healthier habits** with our screen time.

The second part of this lesson will teach the class about blue light and why they should **take a break from screens before bed**. Screen time can also affect your sleep. All screens give off something called **blue light**. This blue light **makes your brain think it is daytime** and so it doesn't make the hormone melatonin which helps you have a good night's sleep.

Here are the key messages:

- 1) Screen time can take away from other time.
- 2) Too much screen time can affect your health, feelings and relationships.
- 3) Apps and games are designed to keep you on as long as possible.
- 4) Screens aren't good for sleep so take a break from screens before bed.
- 5) Think about ways you can have better screen time habits.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the screen time lesson.

LESSON 3 – SCREEN TIME

Classroom group activity for screen time

Classroom group activity 1:

Ava was only going to watch one video but she watched 15. Ava felt like she had spent too long online.

Ask each group member:

Q Do you feel like you ever spent too long on screens?

Q How did you know you had spent too long on a screen?

Any other questions:

Classroom group activity 2:

Imagine that our group is going to teach the whole school about screen time and staying healthy online. We need to come up with some top tips! Everyone, **write down your 3 top tips** for screen time and staying healthy online.

Ask each group member:

Q What are your top 3 tips?

Any other questions:

LESSON 3 – SCREEN TIME

Classroom activity worksheet - screen time

How could too much screen time affect you **physically**?
(How could it affect your eyes, head, etc...?)



How could too much screen time affect your **feelings** and **emotions**?



How could too much screen time affect your **relationships**?
(With your parents, friends, siblings, etc...)



LESSON 3 – SCREEN TIME

Homework activity worksheet - screen time

Screen time can be a lot of fun, but too much screen time can affect your health.

Using what you learned about screen time in Appyness Online. Write down or draw some of the positives and negatives about screen time with a parent/guardian.

Positives of Screen Time	Negatives of Screen Time

Discuss: What rules do you have in your house about screen time and how do they keep you healthy?

Parent/Guardian signature: _____

LESSON 4 FRIENDS ONLINE

LESSON 4 – FRIENDS ONLINE

Teacher Overview

Materials required for the lesson:

- Lesson software loaded on the computer.
- One presenter sheet for each presenter (typically 2 presenters per lesson).
- One group leader sheet for each group leader (typically 8 group leaders per lesson).
- One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:

- Load Lesson 4 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	If you haven't met someone in real life then be careful what you share.	7 mins
2	People can pretend to be someone else on the internet.	3 mins
3	You can't trust who someone is if you only know them from the internet.	4 mins
4	If you feel uncomfortable or concerned about a message you receive online then take action.	4 mins
5	Look out for signs of trouble.	7 mins
6	Recap and homework activity.	3 mins

LESSON 4 – FRIENDS ONLINE

Presenter Sheets

This lesson is all about your **friends online**.

The first part of this lesson will teach you about the risks of talking to people you don't know online. It can be a lot of fun to play with or talk to your friends online. Lots of apps and games let you talk to other people too, but this can be dangerous. It is very **easy for people to lie about who they really are online**. When someone pretends to be someone else online it is called **catfishing**.

The second part of the lesson will teach why you should only trust people you know from real life, and what to do if you feel worried or suspicious of someone online. Sometimes **people might pretend to be nice or try and pressure someone** to get information about them or because they want to meet them in person.

Here are the key messages:

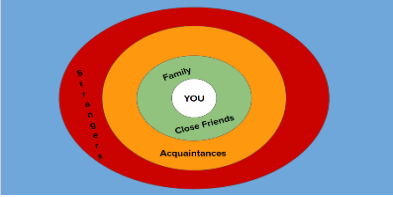
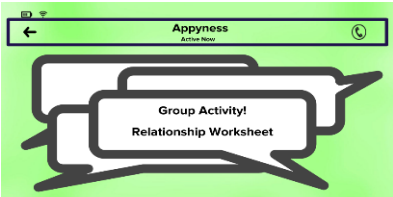

- 1) If you haven't met someone in real life then be careful what you share.
- 2) People can pretend to be someone else on the internet.
- 3) You can't trust who someone is if you only know them from the internet.
- 4) If you feel uncomfortable or concerned about a message you receive online then take action.
- 5) Look out for signs of trouble.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.




Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the friends online lesson.

PHONE 1: If you haven't met someone in real life then be careful what you share.


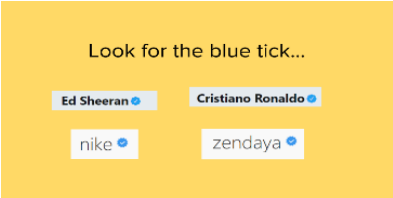


Presenters, to yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to the class the completed text in the “Read Out and Discuss” box. **Discuss** with the class, what is on the screen and the text you have read out.

Screen	Instructions	Read Out and Discuss
	<p>Explain that we have different types of relationships in our lives</p>	<p>We have different types of relationships in our lives like _____</p> <p>I would tell a friend _____, but I wouldn't tell a stranger</p>
	<p>Ask the group leaders to do the worksheet with their groups</p> <p>Ask the class about their answers</p>	<p>Now our group leaders are going to give the classroom activity worksheet – friends online, which you will do in your groups</p> <p>Can anyone tell me what things you wrote for each type of relationship?</p>
	<p>Explain how Justin plays online with his friend Ali and Ali's friend Tom</p> <p>Ask the class</p> <p>Read the screen and explain why it would not be safe to answer Tom's question</p>	<p>Justin plays _____</p> <p>He knows Ali from school, but he has never met Tom. Justin finds out Ali has never met Tom either</p> <p>Justin feels like Tom is his friend online, but should he share things with Tom like he would with a friend? Why?</p> <p>Let's look at what Tom said in the group *read the screen*</p> <p>If you don't know someone in real life then you should be careful about _____</p>

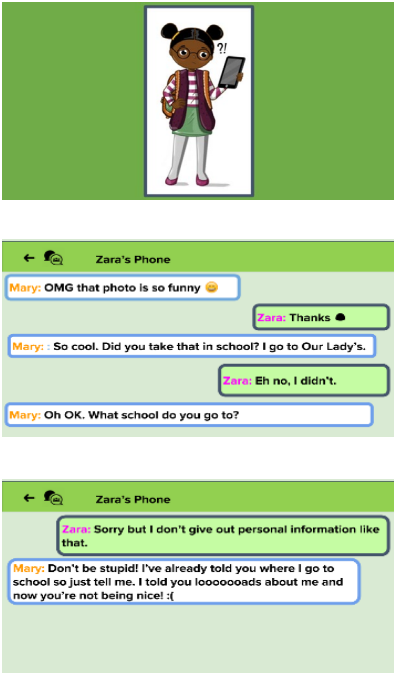
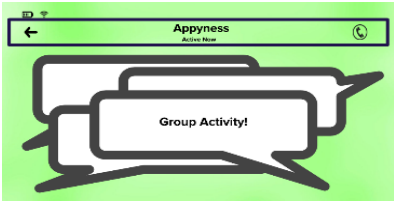
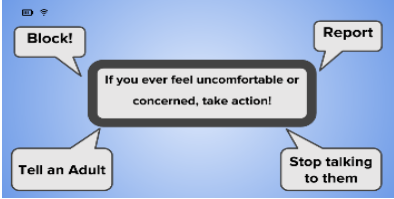
PHONE 2: People can pretend to be someone else on the internet.

Screen	Instructions	Read Out and Discuss
	<p>Describe how Molly and Jack are friends in real life and online</p>	<p>Molly knows Jack in real life from _____</p> <p>She likes to go online and _____</p> <p>This is safe because they know each other in real life</p>
	<p>Describe how Molly would not know who she is really talking to if Jack was a stranger</p>	<p>What if Molly had never met Jack before? She would not know _____</p> <p>If she was talking to a stranger, they could be anybody. Let's see in the next picture who she is talking to</p>
	<p>Ask the class</p> <p>Explain to the class how it can be risky to talk to strangers</p> <p>Ask the class</p> <p>Explain to the class why you need to be just as careful online</p>	<p>What is happening in this picture?</p> <p>It is very easy to lie on the internet and some people might want to steal your information or hurt you</p> <p>If a stranger on the street asked you for your name, age and address would you tell them?</p> <p>If Molly thinks this person is her friend then when he tells her things she might _____</p> <p>It's really important to _____</p>

PHONE 3: You can't trust who someone is if you only know them from the internet.

Screen	Instructions	Read Out and Discuss
	<p>Ask the class</p> <p>Explain to the class that a catfish is someone who pretends to be someone else online</p>	<p>Does anyone know what a catfish is on the internet?</p> <p>A catfish is _____</p> <p>The random hacker on the last phone was catfishing Molly because _____</p>
	<p>Ask the class</p> <p>Explain what the blue tick is for</p>	<p>Does anyone know what a blue tick means on a celebrity's profile?</p> <p>The blue tick means that the app has made sure that person really is a celebrity. So if Ronaldo is tweeting you but he doesn't have a blue tick, then _____</p>
	<p>Ask the class</p> <p>Explain that there is no way to know for sure</p>	<p>Do you remember at the beginning we talked about Justin, his friend Ali, and Tom who nobody knew in real life?</p> <p>Could Tom's profile be fake?</p> <p>Is there anyway Justin could know?</p> <p>Tom isn't a celebrity so he won't have a tick. There is no way we can know if Tom's profile is fake because _____</p>
	<p>Explain that you can never trust people if you only know them on the internet</p>	<p>If you don't know someone in real life then _____</p>



PHONE 4: If you feel uncomfortable or concerned about a message you receive online then take action.

Screen	Instructions	Read Out and Discuss
	<p>Introduce Zara</p> <p>Read through the two screens showing the conversation</p> <p>Describe how Zara explained she didn't want to say what school she goes to and now Mary is putting pressure on her</p>	<p>This is Zara. She likes to post pictures with funny filters on but one day a girl called Mary messages her</p> <p>*Read through the screens*</p> <p>Zara decided she didn't want to tell Mary, but now Mary is putting pressure on her by _____</p>
	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 1 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> 1. How do you think Zara might be feeling? 2. Why might Zara want to tell her? 3. What are some things that Zara could do next? 4. What did your group think Zara should do next?
	<p>Tell the class what they can do</p>	<p>If you ever feel uncomfortable or concerned about something you see online, take action!</p> <p>Some things you can do are _____</p>

PHONE 5: Look out for signs of trouble!

Screen	Instructions	Read Out and Discuss
	<p>Explain that you should always look out for anything suspicious</p> <p>Give some examples of what might be suspicious</p>	<p>You might not know who is telling the truth online but you should always _____</p> <p>When Mary was being mean to Zara and pressuring her that was a sign _____</p> <p>If Tom asked Justin to meet up with him that would be a sign too</p>
	<p>Ask the class to work in their groups</p> <p>Ask the groups for some things they found</p>	<p>Now our group leaders are going to do classroom group activity 2 with you</p> <p>Can anyone tell me _____</p>
	<p>Read out the message on the screen and make sure everyone knows how important it is</p>	<p>*Read the message on the screen*</p> <p>Remember that _____</p>

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	<p>Find out what the class learned</p> <p>Tell the class what you think is important from the lesson</p>	<p>Can anyone tell me one thing you learned today?</p> <p>I think it's really important to _____</p>
	<p>Ask the group leaders to hand out the homework activity worksheet for friends online</p>	<p>Group leaders, can you please _____</p>

LESSON 4 – FRIENDS ONLINE

Group Leader Sheets

This lesson is all about your **friends online**.

The first part of this lesson will teach you about the risks of talking to people you don't know online. It can be a lot of fun to play with or talk to your friends online. Lots of apps and games let you talk to other people too, but this can be dangerous. It is very **easy for people to lie about who they really are online**. When someone pretends to be someone else online it is called **catfishing**.

The second part of the lesson will teach why you should only trust people you know from real life, and what to do if you feel worried or suspicious of someone online. Sometimes **people might pretend to be nice or try and pressure someone** to get information about them or because they want to meet in person.

Here are the key messages:

- 1) If you haven't met someone in real life then be careful what you share.
- 2) People can pretend to be someone else on the internet.
- 3) You can't trust who someone is if you only know them from the internet.
- 4) If you feel uncomfortable or concerned about a message you receive online then take action.
- 5) Look out for signs of trouble.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the friends online lesson.

LESSON 4 – FRIENDS ONLINE

Classroom group activity for friends online

Classroom group activity 1:

Zara told Mary she did not want to tell her where she goes to school and Mary is annoyed at her now.

Ask each group member:

Q How do you think Zara might be feeling?

Q Why do you think Zara might change her mind and tell Mary?

Q What are some things that Zara **could** do next?

Decide as a group, what are the best options for what she **should** do next?

Any other questions:

Classroom group activity 2:

We have to be like detectives and watch out for any signs of trouble.

Ask each group member:

Q What would be some clues or some warning signs that we can see online that might lead to trouble?

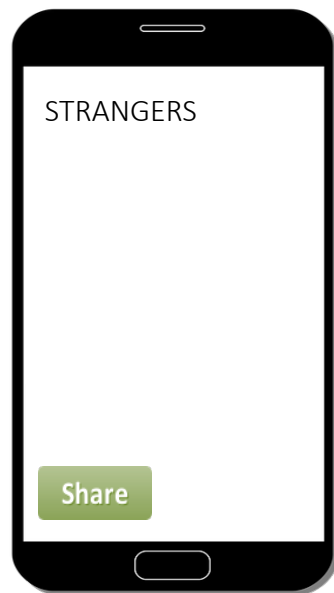
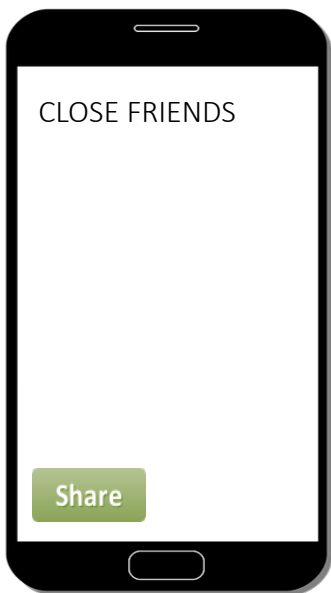
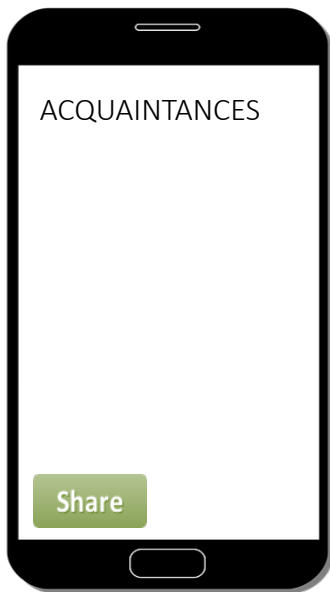
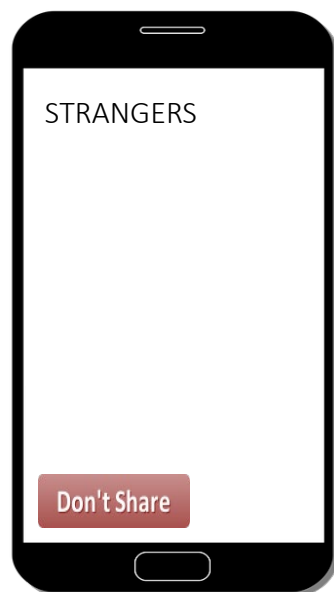
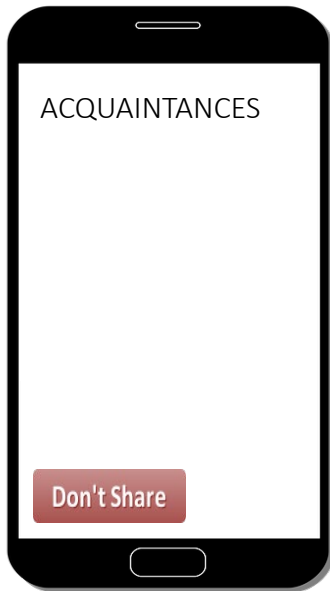
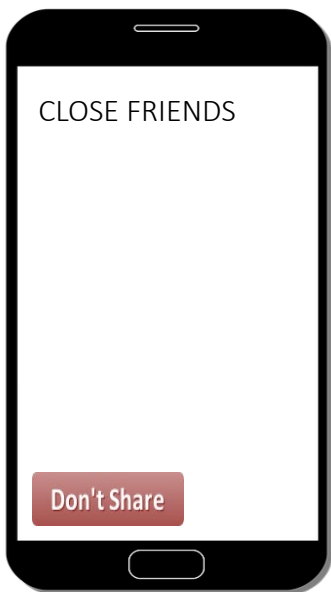
Any other questions:

LESSON 4 – FRIENDS ONLINE

Classroom activity worksheet - friends online



Write down what you would share and not share for each of these relationships.



LESSON 4 – FRIENDS ONLINE

Homework activity worksheet - friends online

A boy called Lucas was playing a game on his Dad's phone and someone he didn't know sent him a message. He replied and now this person has sent him more messages.

Using what you learned about fake friends and real friends in Appyness Online, explain to a parent/guardian why this situation could be dangerous.

The Messages

Randomer77: Hey your profile picture is really cool!!

Lucas: Thanks

Randomer77: My name is Todd, what's your name?

Randomer77: Hey you still there? I've got free credits for this game, I can send you some if you want?

Decide together, what should Lucas do next?

Discuss: Do you have any rules about talking to people you don't know online? What should you do if someone is sending you messages?

Parent/Guardian signature: _____

LESSON 5

CYBERBULLYING

LESSON 5 – CYBERBULLYING

Teacher Overview

Materials required for the lesson:

- Lesson software loaded on the computer.
- One presenter sheet for each presenter (typically 2 presenters per lesson).
- One group leader sheet for each group leader (typically 8 group leaders per lesson).
- One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:

- Load Lesson 5 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Cyberbullying comes in many different forms.	7 mins
2	We have to think about how other people might feel when we are doing things online.	7 mins
3	Be an upstander not a bystander.	3 mins
4	Take action if you see or experience bullying.	4 mins
5	If you are worried or upset, ask an adult that you trust for help.	6 mins
6	Recap and homework activity.	3 mins

LESSON 5 – CYBERBULLYING

Presenter Sheets

This lesson is all about **cyberbullying**. Cyberbullying is **bullying that happens through the internet**. Cyberbullying can come in lots of different forms like leaving mean comments or sending hurtful messages, harassing someone in a game so that they cannot enjoy it or posting things to embarrass other people.

An example of cyberbullying is the bystander effect. The **bystander effect** is when lots of people see something bad happening, like cyberbullying, they often wait for someone else to do something. Bystanders might see things happening but they don't do anything to help. Being an **upstander means standing up for other people**, making sure they are okay and taking action when you see cyberbullying happening to someone else.

The first part of this lesson teaches you the impact that cyberbullying can have on a person.

The second part of this lesson teaches you how to be an upstander and not a bystander. I will show you ways where you can take action if you see or experience cyberbullying.

There are some tips about dealing with cyberbullying in this lesson like using **Stop, Block and Tell** or **taking screenshots**. The most important thing is that all children know they can get help if they are being cyberbullied. **If you are ever feeling upset or worried** about cyberbullying that is happening to your or that you see happening to other people, the best thing to do is **talk to an adult who you trust**.

Here are the key messages:


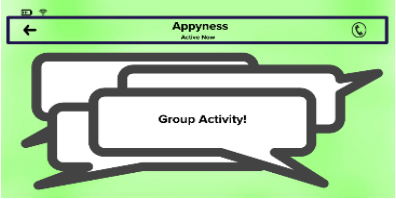
- 1) Cyberbullying comes in many different forms.
- 2) We have to think about how other people might feel when we're doing things online.
- 3) Be an upstander not a bystander.
- 4) Take action if you see or experience cyberbullying.
- 5) If you are worried or upset, ask an adult you trust for help.

Presenters: Read through each screen and think about what you might say for each one. Remember, you are the storyteller.



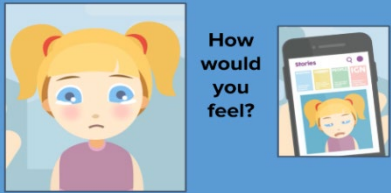

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the cyberbullying lesson.

PHONE 1: Cyberbullying comes in many different forms.

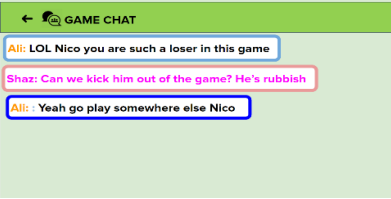




Presenters, to yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to the class the completed text in the “Read Out and Discuss” box. **Discuss** with the class, what is on the screen and the text you have read out.


Screen	Instructions	Read Out and Discuss
	<p>Ask the class</p> <p>Make sure the class know what cyberbullying is</p>	<p>What is cyberbullying?</p> <p>Cyberbullying is _____</p>
	<p>Ask the group leaders to do the worksheet with their groups</p> <p>Take a copy of the worksheet and ask the class about their answers</p> <p>Ask the class</p>	<p>Now our group leaders are going to give you the classroom activity worksheet - cyberbullying which you will do in your groups</p> <p>The first one was ‘tagging a friend in a photo’, did anyone tick that?</p> <p>Next was _____</p> <p>Can anyone think of any other things that count as cyberbullying?</p>

PHONE 2: We have to think about how other people might feel when we're doing things online.

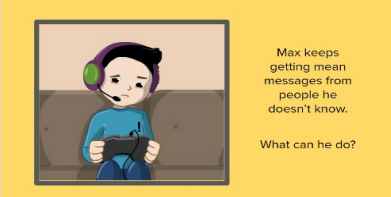

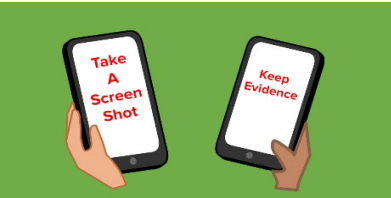

Screen	Instructions	Read Out and Discuss
<p>Go to the phone and choose the "Mark and Ava" video</p> 	<p>Click on the phone and select the "Mark and Ava" video</p>	<p>We're going to watch a video</p>
	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 1 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> 1. Why did Mark put the pictures on his story? 2. Do you think Mark was trying to hurt Ava's feelings? 3. What should Mark do next?
 <p>How would you feel?</p>	<p>Explain to the class how Mark could have done things differently</p>	<p>Mark might not have meant to hurt Ava, but he should have thought about _____</p>
	<p>Explain to the class that it is a good idea to check with a friend before posting things about them online</p>	<p>Before you post something about a friend online it's a good idea to _____</p>

PHONE 3 Be an upstander not a bystander.

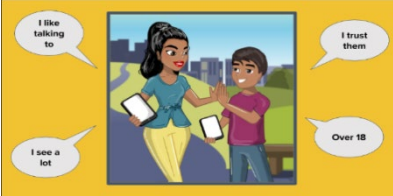

Screen	Instructions	Read Out and Discuss
	<p>Ask someone to read out the messages</p> <p>Make sure the class understand the messages</p>	<p>Would anyone like to read _____</p> <p>Ali and Shaz are being _____</p>
	<p>Explain that David feels uncomfortable when he sees the messages</p>	<p>David feels like _____</p> <p>He learned before that you have to think about how other _____</p>
	<p>Ask the class to work in their groups</p> <p>Take some answers from the groups</p>	<p>Now our group leaders are going to do classroom group activity 2 with you</p> <p>What answers did you have for each question?</p> <ol style="list-style-type: none"> 1. Do you think the messages are okay? Why? 2. How could the messages make Nico feel? 3. What could David do?
	<p>Explain to the class that bystanders are people who see bullying happen</p>	<p>In this picture there is a person being bullied, a person _____</p> <p>Bystanders are _____</p>
	<p>Explain that the bystanders can stand up for other people and be upstanders. This lets bullies know that their behaviour is not okay</p>	<p>Instead of saying or doing nothing you can be an upstander by _____</p> <p>When an upstander says something it sends a message to the bullies that _____</p>

Screen	Instructions	Read Out and Discuss
 <p>The screenshot shows a game chat window titled 'GAME CHAT'. It contains four messages: <ul style="list-style-type: none"> Ali: HA Nico you are such a loser Shaz: Can we kick him out of the game? He's rubbish Ali: Yeah go play somewhere else Nico David: Leave him alone. It's not okay to talk to someone like that. </p>	<p>Explain that David decided to be an upstander</p>	<p>David decided to be an upstander. His reply said _____</p> <p>I think it's really important to _____</p>

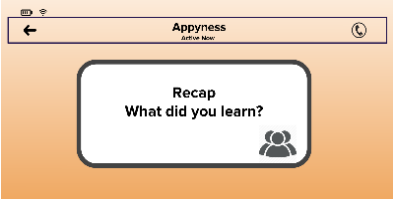
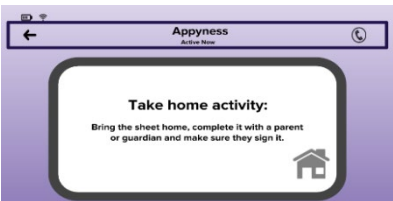
PHONE 4: Take action if you see or experience cyberbullying.

Screen	Instructions	Read Out and Discuss
	<p>Explain to the class that Max should not reply because it will just make things worse</p>	<p>Max should not reply because _____</p> <p>If you get a mean message _____</p>
	<p>Explain to the class that they can use stop, block and tell if a stranger gives them hassle in an app or game</p>	<p>Don't let random people ruin your fun. If you're in an app or game and _____</p> <p>First, Stop – This means don't write back just _____</p> <p>Then Block, in most apps and games there's an option to _____</p> <p>And then Tell an adult you trust _____</p>
	<p>Explain that you can take screenshots when you see cyberbullying so you have evidence</p>	<p>If you see cyberbullying happening, you can take screenshots or take a picture of it. This is good because _____</p>
	<p>Remind the class how important it is to take action if you see or experience cyberbullying</p>	<p>It's really important to remember _____</p>

PHONE 5: If you are worried or upset ask an adult you trust for help.

Screen	Instructions	Read Out and Discuss
	<p>Explain that if you are worried about cyberbullying you have seen or experienced it's a good idea to talk to an adult</p> <p>Go through the qualities you should look for in an adult to talk to</p> <p>Ask the class to discuss who they would talk to</p> <p>Ask the class for some of their answers</p>	<p>If you're ever feeling _____</p> <p>You should get some help by _____</p> <p>This screen has some tips to help you know who you should talk to. It should be someone you like _____</p> <p>In your groups I want you to discuss which adults in your life you would ask for help if you were upset or worried about cyberbullying. Group leaders make sure everyone gets a chance to speak</p> <p>Can some people tell me which adults in your life you would ask for help?</p>
	<p>Make sure all the class know it is good to talk and ask for help if you need it</p>	<p>It's really important to remember that _____</p>

PHONE 6: Homework and recap activity.

Screen	Instructions	Read Out and Discuss
	<p>Find out what the class learned</p> <p>Tell the class what you think is important from the lesson</p>	<p>Can anyone tell me one thing you learned today?</p> <p>I think it's really important to _____</p>
	<p>Ask the group leaders to hand out the homework activity worksheet for cyberbullying</p>	<p>Group leaders, can you please _____</p>

LESSON 5 – CYBERBULLYING

Group Leader Sheets

This lesson is all about **cyberbullying**. Cyberbullying is **bullying that happens through the internet**. Cyberbullying can come in lots of different forms like leaving mean comments or sending hurtful messages, harassing someone in a game so that they can't enjoy it or posting things to embarrass other people.

An example of cyberbullying is the Bystander effect. The **bystander effect** is when lots of people see something bad happening, like cyberbullying, they often wait for someone else to do something. Bystanders might see things happening but they don't do anything to help.

Being an **upstander means standing up for other people**, making sure they are okay and taking action when you see cyberbullying happening to someone else.

The first part of this lesson teaches you the impact that cyberbullying can have on a person.

The second part of this lesson teaches you how to be an upstander and not a bystander. I will show you ways where you can take action if you see or experience cyberbullying.

There are some tips about dealing with cyberbullying in this lesson like using **Stop, Block and Tell** or **taking screenshots**. The most important thing is that all children know they can get help if they are being cyberbullied. **If you are ever feeling upset or worried** about cyberbullying that is happening to your or that you see happening to other people, the best thing to do is **talk to an adult who you trust**.

Here are the key messages:

- 1) Cyberbullying comes in many different forms.
- 2) We have to think about how other people might feel when we're doing things online.
- 3) Be an upstander not a bystander.
- 4) Take action if you see or experience cyberbullying.
- 5) If you are worried or upset, ask an adult you trust for help.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the cyberbullying lesson.

LESSON 5 – CYBERBULLYING

Classroom group activity for cyberbullying

Classroom group activity 1:

Mark posted funny photos of Ava online. She found them funny at first, but the joke hasn't gone away and now she is getting concerned about who is seeing the photos.

Ask each group member:

Q Why did Mark put the pictures on his story?

Q Mark is Ava's friend. Why do you think he is doing something that upsets her?

Q What should Mark do next?

Any other questions:

Classroom group activity 2:

Miss Conroy's class have a group chat that the whole class are a part of. One evening, one member of the group (Ali) starts to say nasty things to some of the other members of the group (Nico).

Ask each group member:

Q Do you think the messages are okay? Why?

Q How could the messages make Nico feel?

Q What could David do?

Any other questions:

LESSON 5 – CYBERBULLYING

Classroom activity worksheet - cyberbullying

Q: Tick which of these statements count as cyberbullying.

Tagging a friend in a photo.

Posting videos of a person without their permission.

Beating someone up.

Deliberately leaving someone out of a group chat.

Posting mean comments on a person's profile picture.

Teasing someone about their appearance to their face.

Making fun of a person's religion on Facebook.

Sending a person a friend request.

Spreading hurtful pictures of a person on Snapchat.



LESSON 5 – CYBERBULLYING

Homework activity worksheet - cyberbullying

A girl called Aisha has been having a tough time at school. Some of the people in her class have started to send her mean messages in some of the apps and games that she uses. It has been happening for 2 weeks now and she is feeling upset about it.

Using what you learned about cyberbullying in Appyness Online, explain to a parent/guardian why this is cyberbullying.

Discuss these questions together:

Q If you were Aisha's friend what advice would you give her?

Q Can you think of any reasons why Aisha might be scared to ask for help?

Q If you are being cyberbullied, what would be the best thing to do?

Parent/Guardian signature: _____

ZEEKO



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