

### 1 About this unit

#### UNIT SUMMARY

In this unit, children will begin to understand that behaviour online can affect people in the same way that it does in real life. They will carry out an experiment with two apples to see the impact of unkind behaviour and recall their online safety rules to discuss their responses to it. Finally, they will create a mini worry box to share with family at home.

#### REPORTING ROUTES

In Year 1, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult.

This point should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

#### ONLINE SAFETY FOCUS

In this unit, children will:

- understand that unkind behaviour online can affect other people, even though we can't see them
- understand that the rules created in *Unit 1.1* can be applied to any concerns they may have about their online activities.

#### ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned from this session and share it with parents by making a mini worry box for home.
- Consider discussing online behaviour as part of a parent session about online safety.

#### TEACHER KNOWLEDGE

- This lesson builds on *Unit 1.1* by asking the children to think about their online behaviour. Online behaviour is then further examined in *Unit 2.2*.

#### CROSS-CURRICULAR LINKS

##### Computing

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## 2 Getting ready

### ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area)
- Twitter tweets. For example: 'This half term our Year 1 pupils are learning how our behaviour online can affect people in the same way that it does in real life.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see editable *Newsletter text* on My Rising Stars): 'This half term, Year 1 pupils have been learning how our behaviour online can affect people in the same way that it does in real life. All children will be sent home with a mini worry box to encourage them to share any worries (on or offline) they have with you.'

### THINGS YOU NEED

- Interactive whiteboard or large sheet of paper
- 2 apples
- Knife for slicing apples
- Empty cardboard box
- Blank cube nets for cutting out (available on *My worry box* photocopiable master or see *Useful links*)
- Scissors and glue or sticky tape
- *Online safety rules* from *Unit 1.1* (see page 16)

### THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Drop one of the apples several times the day before the session so that it bruises on the inside (try to ensure the bruises are not obvious from the outside).
- Refresh your memory of the online safety rules created in *Unit 1.1*.
- Cut a thin rectangle out of a cardboard box to act as a post box.
- Print and photocopy *My worry box* photocopiable master – one per child.



### MY RISING STARS RESOURCES

- *My worry box* (.pdf)



### OTHER RISING STARS RESOURCES

- *Switched on Computing Unit 1.6 – We are celebrating* can be used to exemplify positive behaviour surrounding communication via the internet.



### INCLUSION/THINGS TO CONSIDER

- Some children may find using scissors and glue or sticky tape tricky. Support them to complete the task.
- Ensure all knives are stored safely during the session and children do not have access to these.

- Be aware that some children may have already had a negative experience online. Any disclosures should be dealt with in a sensitive manner. Ensure you follow your current safeguarding procedures.



### USEFUL LINKS

- Minecraft block nets for printing and cutting out: [www.pixelpapercraft.com/tags/block](http://www.pixelpapercraft.com/tags/block)

### 3 Running the lesson

#### Resources

- 2 prepared apples
- Knife
- Online safety rules from *Unit 1.1*
- Empty cardboard box to use as a post box (see Step 3)
- *My worry box* photocopiable master (or other cube net) – one per child.
- Scissors and glue or sticky tape



#### Possible outcomes

- The children will use their online safety rules to discuss what to do if they feel uncomfortable online.
- They will create a worry box to prompt them to share this information with their family.

#### Step 1: Introducing the session

**Before starting the session, and without the children's knowledge, make sure that one of the apples is bruised inside by dropping it a few times (see Things to do).**

- Explain to the children that in this online safety session they are going to think about how things we say can affect other people online.
- Refer back to the *Online safety rules* developed in *Unit 1.1* (see page 16) to remind the children about the rules they created and explain that as well as keeping ourselves safe, we need to be kind and considerate online.

#### Step 2: Running a 'feelings' experiment

- Explain to the children that they are going to do a 'feelings' experiment to show what it looks like when we say unkind things. Show them the two prepared apples. Ask the children to describe their appearance (they should essentially look the same). You may wish to add a sticky label to each of the apples to help you remember which is which.
- Split the class into two groups. Explain that the first group will be kind to their apple but the second group will be unkind to their apple. Ask for ideas about the kinds of things the children might say and hand out the apples (ensure you give the previously bruised apple to the unkind group). For the children being unkind, ask them to think about things that might hurt their feelings and make some suggestions, e.g. 'I don't like you.' Try to manage the type of comments here: children should not think that bad language is acceptable at this point.
- After a short time, ask for the apples to be returned and point out which was which – kind and unkind.
- Describe their appearance, noting that they look no different on the outside. Now slice the apples in half and show the children their insides.
- Show the children that the apple spoken to kindly looks fresh and healthy. The apple spoken to unkindly is bruised and unhealthy inside.
- Explain that when people's feelings are hurt, we can't always tell because they will look the same on the outside but inside they will be feeling bruised and unhealthy. It is the same when we are online. Even though we can't see or hear other people, they are still affected by our behaviour and so we should always be kind both on or offline.

### Step 3: Introducing a worry box

- Ask the children what sort of things might upset them when they are online, e.g. unkind words, swearing, scary films, etc. Scribe their responses on the interactive whiteboard/large sheet of paper.
- Referring back to the rules created in *Unit 1.1*, ask them to discuss what they can do if they are upset by something they've seen or heard, in real life or online. Suggest that sometimes people find it difficult to say they are worried. How can we help those people? Listen to the children's ideas.
- Show the children the prepared post box and say that some people put their worries in a box. They draw a picture, write words, use a post-it or any old piece of paper. Doing this can make it easier to talk to a trusted adult.
- Explain that the prepared box is going to be for all the class. It can be used by anyone to post worries, at home or at school, online or in real life.

### Step 4: Creating a mini worry box to take home

- Now tell the children they are going to make their own mini worry box to take home.
- Hand out the cube nets on the *My worry box* photocopiable master – one per child. Suggest the children decorate them before cutting. Show the children how to put the nets together to make a box. Remind them to take the mini worry boxes home.

### Step 5: Summing up

- Reinforce that, just like in real life, the way we behave online can affect people's feelings, even though we can't see or hear them. If we see or hear something online that upsets us, we should tell a trusted adult. If that is difficult, we can draw a picture or some words to show the way we feel and put this in the worry box.

## 4 Taking it further

- Ask the children to take their worry box home and share it with their family. Suggest they put it in a prominent place, just like their online safety rules. Encourage them to use the box whenever they are worried about something (either on or offline).
- Encourage children to continue to use the class worry box throughout the rest of the year to share any worries they have either off or online.