



Lesson Outcomes

Pupils will be able to:

- Describe ways in which they can be kind to others offline and online
- Name the important people and places to whom/which they are connected
- Explain different ways to keep themselves safe offline and online
- Recognise a range of emotions and what these might look like
- Discuss ways in which they are similar / different to their peers in terms of interests

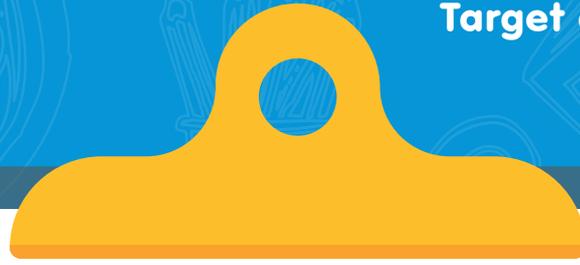
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| <p>Timing: Enough activities have been provided to be used across a week and so specified timings are only suggested – allowing you to select as many, or few activities, to use depending on the young people's understanding and time available.</p> | <p>Key Vocabulary: Internet, online, create, connect, respect, kindness, compliment, safety, emotions, similar, different.</p> |
| <p>Resource: Will be listed per activity.</p> | <p>Organisation: Whole class and small group activities.</p> |

| Activities & Timings | SID Theme covered | Resources | Discussion / Instructions |
|--|---|--|---|
| <p>Main Activity</p> <p>Three Little Monsters Story</p> <p>1 - 1.5 hours</p> | <p>Create</p> <p>Connect</p> <p>Respect</p> | <p>Audio File</p> <p>Assembly and story transcript</p> <p>FS & KS1 PowerPoint assembly</p> | <p>Listen to the story 'The Three Little Monsters' and play the PowerPoint at the same time. Ensure you have watched the presentation in advance so you know when to advance the slides.</p> <p>Discussion: After the story, talk about why the monsters were sad – what was said to them online? Who helped them and what did they do?</p> <p>Instructions: Recreate the activity that Mr Brush set and ask the children to create pictures showing what they love about their school/ group. This could be individually or in small groups.</p> <p>You may wish to take photos of the children's art work and display them on your website. This does not have to be a competition, unless you would like to make it so.</p> <p>Follow up discussion: Ask some of the children to share their pictures and allow other children to comment on them. You could do this verbally or by using post it notes. Use this as an opportunity to discuss positive commenting and what to do if something worries or upsets you online:</p> |



Lesson Plan

Target audience: 5-7 year olds



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| <p>My Relationships</p> <p>30 mins</p> | Connect | At least one large ball of wool | <p>Discussion: We are going to think about who / what we connected to? What does being connected mean? I.e. joined. We are connected to the important people and places in our lives – e.g. our family and friends, our school and home town.</p> <p>Take examples from the children if they are able to contribute.</p> <p>Explore the explanation further of all the different ways that we are connected to each other, and the relationships we have – e.g. our friends may attend the same clubs as us, we are in the same class at school, we live in the same village, we like the same TV shows, sports or computer games.</p> <p>Explain that the children will need to say how / why they are connected to someone else in the group. Assist the children who may find thinking on the spot a little more difficult, and provide prompts if needed. Ideally a different connection could be stated each time, but repetition is also fine.</p> <p>Instructions: Children sit in a big circle. One child starts off holding on to the end of the wool. Begin by telling them who to pass the wool to (with the other hand), and get them to explain how they are connected to the child they've passed it too. Or they could choose another child in the class themselves and explain how they are connected.</p> <p>Ensure that every child is passed to, and passes to someone else. You may need to help pass the ball of wool across the circle if the children aren't able to throw reliably! You'll end up with a huge physical web of connections. Remember to take a photo!</p> |
| <p>Digital Footprints</p> <p>30 mins</p> | <p>Create</p> <p>Connect</p> <p>Share respect</p> | <p>Coloured card</p> <p>White A4 card</p> <p>Pencils</p> <p>Scissors</p> <p>Pens, (paint optional!)</p> <p>Pictures of different devices</p> <p>Popular sites and services sheet</p> | <p>Discussion: We are going to think about what we like to do when we use technology. Use the example pictures of technology so that the children understand which devices are being talked about, and what technology is. Show the example PowerPoint slide with popular images and see if the children are able to recognise any of them.</p> <p>In a very simple way, introduce the concept of a Digital Footprint – i.e. the fact that what you do on the internet can leave a trace, and builds up a picture of your likes and interests.</p> <p>Instructions: Get the children to draw around their foot on different coloured card and cut it out, then stick the footprint on to a white A4 sheet of card. Give the children the popular icons sheet, plus some blank squares for their own ideas, to cut out and stick around their footprint, to demonstrate their current experience of technology, their online interests and their emerging digital footprints.</p> |

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| <p>Compliments Circle</p> <p>15 mins</p> | <p>Share respect</p> | <p>Compliment starters list</p> | <p>Discussion: We are going to be paying each other compliments. A compliment is when you say something nice to someone else e.g. I like you because you are kind to me, or you were a good friend when you shared your toy with me.</p> <p>Instructions: Either as a whole group, or in small groups of 4 or 5 sit in a circle with legs outstretched. Take it in turns to go around the group and for each child to say something kind to the child next to them. They can either begin with 'You were a good friend when... ' or let the children choose from the compliment starters list.</p> |
| <p>Respecting our Differences</p> <p>15 mins</p> | <p>Share respect</p> | <p>Brown paper bags per child</p> <p>Instruction sheet</p> <p>Address labels with childrens names on (for the bags)</p> | <p>Discussion: Give each child a named paper bag to take home with the printed instructions on. They need to put in 4 things (that fit into the bag) that represent themselves and their different likes and interests and bring them back to school.</p> <p>Instructions: This is a speaking and listening activity. Children volunteer to stand in front of the group and talk about the 4 things they have chosen. Encourage the children to ask meaningful and interesting questions to find out more about their friends. Model this with your own paper bag and 4 items first.</p> |



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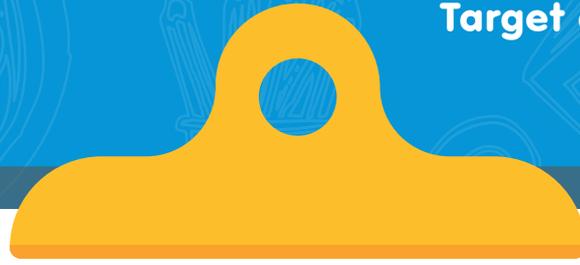


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| <p>Kindness Tree</p> <p>1 hour to create, then ongoing</p> | <p>Create</p> <p>Connect</p> <p>Share respect</p> | <p>Large sheets of brown paper</p> <p>Varying shades of green paint</p> <p>Green card for leaf templates</p> <p>Pencils</p> <p>Scissors</p> <p>Camera</p> | <p>Discussion: Explain that we are going to be keeping track of all the times that each of us are kind to each other! Get the children to give examples of what they could do that's kind. E.g. share toys or resources, let someone else go first, help someone to tidy up, include someone in a game, help a friend solve a problem etc</p> <p>Instructions: Draw and cut out your large tree outline for display from the brown paper. Ensure that your tree is big enough to be decorated with painted handprints from every child in the group.</p> <p>Get every child in the class to do a green handprint that can be cut out and stuck on the tree.</p> <p>Explain to the children that every time someone is kind to them, they can take a blank leaf and either just write the kind child's name on it, or a description of what they did. If you can add photos too, of the children being kind to each other, even better! Ensure that every child is represented on the tree.</p> |
| <p>Safety Sorting</p> <p>30 mins , or 1 hour including Smartie / Digiduck afterwards</p> | <p>Personal safety offline and online</p> <p>Connect</p> | <p>Laminated safety picture cards</p> <p>"How do we..." question sheet</p> <p>Sorting hoops</p> | <p>Discussion: Explain that the children will be given some pictures and they need to decide with their partner if they can group them together in any way. There is no right or wrong answer here! Let the children know that they will need to explain their ideas.</p> <p>Instructions: Once the children have sorted their pictures, and you've taken a few example answers, put them all in to one big hoop and ask what do they ALL have in common? If no one is able to answer, explain that these are all to do with keeping safe. E.g. we need to stay safe in the sun, safe on the roads, and also safe on the internet.</p> <p>Ask the "How do we" questions to see what their levels of understanding are towards safety in general.</p> <p>For further online stories giving a range of safety advice, use The Adventures of Smartie the Penguin for Year 1, or Year 2 – www.childnet.com/smartie, and Digiduck's Big Decision – www.childnet.com/Digiduck which is all about being a good friend online.</p> |



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| The Emoji Compass 30 mins | Share respect | Emotion images Emoji compass points Scenarios | <p>Discussion: Ask the children in pairs (or as a whole group) to describe the emotions in the compass point images, can they also think of synonyms for them? E.g. angry, mad, cross, scared, afraid, terrified, worried, concerned...</p> <p>Place the emoji compass points, spaced out, around the room in advance.</p> <p>Instructions: After the describing activity, explain that you will be reading a series of scenarios and you want to see how the children react. When each scenario is read out, children go and stand by the compass point that best reflects their feelings towards the situation. Each time, ask one or two children to explain why they have chosen that specific emotion.</p> <p>The activity could be lengthened or altered by adding to the scenarios yourself, based on the experiences of the children and what you know they are doing online.</p> |

Notes