







<p><b>Learning Objective:</b> To consider the risk associated with being online</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To understand how to stay safe online</li> <li>To understand how online experience can affect individuals</li> <li>To understand how media can manipulate images</li> <li>To address any questions about online safety</li> <li>To understand what peer pressure is</li> </ul> <p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Show an interest in the progress of an enquiry</li> <li>Show that they have extended their thinking beyond the PSHE session</li> <li>Evaluate a range of reasoned conclusions</li> <li>Identify assumptions and evaluate their impact</li> <li>Summarise the progress of an enquiry</li> <li>Suggest ways in which an enquiry might move to make progress</li> <li>Suggest and explain new and novel ideas that build on the ideas of others</li> </ul>	
<p><b>Vocabulary:</b></p> <p>hacking Manipulate pop ups</p>		
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>
	<p><b>Recap of prior learning:</b></p>	
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns.</li> </ul>	<p>L.O. To understand how to stay safe online</p> <p>Skills Focus: Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Recap previous learning about E-safety. What can they remember? What technology do you use? How does it impact their daily lives? What safety issues have you come across when online (inappropriate comments, hacking, inappropriate pictures, pop ups etc)</p> <p>Sort acceptable and unacceptable content and online behaviour cards.</p>  <p>Discuss with the class: If you were teaching a year 3 child about how to be safe online, what would you say to them? Create a mind map of everyone's ideas.</p> <p>Children to create a poster or video for year 3 pupils encouraging them to be safe online.</p>
<p><b>2</b></p>	<ul style="list-style-type: none"> <li>How people's online actions can impact on other people</li> </ul>	<p>L.O. To understand how online experience can affect individuals</p> <p>Skills Focus: Show an interest in the progress of an enquiry Show that they have extended their thinking beyond the PSHE session Evaluate a range of reasoned conclusions</p> <p>Get the children to share their own experiences of online pop ups/ adverts.</p>

		<p>Discuss how did it make you feel? What did they do? What is the purpose of the pop up and adverts? (Buy or participate) Why do some celebrities promote certain products?</p> <p>( Use thinking hats to collect ideas in groups)</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Benefits</p> <p>What are the positive aspects of the current situation, issue or problem?</p> </div> <div style="text-align: center;">  <p>Creativity</p> <p>What is the current information on issue or problem?</p> </div> <div style="text-align: center;">  <p>Cautions</p> <p>What are the negative aspects of the current situation, issue or problem?</p> </div> <div style="text-align: center;">  <p>Feelings</p> <p>How does everyone feel about the current situation, issue or problem?</p> </div> <div style="text-align: center;">  <p>Facts</p> <p>What is the current information on the issue or problem?</p> </div> </div> <p>Present ideas to the class at the end of the lesson.</p>
<p>3</p>	<ul style="list-style-type: none"> <li>Understand that you can be influenced by peers' behaviour and by a desire for peer approval</li> <li>Recognise that not everything they see online is true or trustworthy</li> </ul>	<p>L.O. To understand how media can manipulate images</p> <p>Skills Focus: Suggest ways in which an enquiry might move to make progress Suggest and explain new and novel ideas that build on the ideas of others</p> <p>Look around at all the people in the world and all the different types of bodies they have. What a wonderful variety! Everybody has a unique body and it is important that we look after the body we have, as best we can. Every day we see images of 'ideal' bodies. With your partner, list some places you see images of 'ideal' or 'perfect' bodies. Discuss with the class that some images will get changed. Discuss why would the media <b>manipulate</b> images? What does this word mean? Discuss how the <b>reliability</b> of images is then questioned. Children create a news report/ script or write a letter about why the media should not be allowed to alter images.</p>
<p>4</p>	<ul style="list-style-type: none"> <li>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>Understand that you can be influenced by peers' behaviour and by a desire for peer approval</li> </ul>	<p>L.O. To understand what peer pressure is</p> <p>Skills Focus: Identify assumptions and evaluate their impact Summarise the progress of an enquiry</p> <p>Read the children a scenario where a character is asked to do something that they are not comfortable with. Discuss how it would make them feel. Recap on the term peer pressure. What does it mean? How can they avoid losing self-respect and their own self-esteem? Refer to a clip from Jessie Nelson's document- odd one out. Ask the class to write down any questions that they have about risks online. Explain that these will be addressed in the next lesson.</p>

<p>5</p>	<ul style="list-style-type: none"> <li>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns</li> </ul>	<p>L.O. To address any questions about online safety</p> <p>Skills Focus: Show an interest in the progress of an enquiry Show that they have extended their thinking beyond the PSHE session</p> <p>Reflecting on all the lessons in this unit. Address some of the questions that the children have. Hold an open discussion where teachers can give advice on topics like:</p> <ul style="list-style-type: none"> <li>What would happen when people troll</li> <li>How to report- <a href="https://www.ceop.police.uk/safety-centre">https://www.ceop.police.uk/safety-centre</a></li> <li>What do I do if asked to upload an image etc.?</li> <li>What do I do if a friend is doing something inappropriate online?</li> <li>What to do if something viewed online is upsetting?</li> </ul>
<p><b>Evidence for assessment will be from:</b></p>	<p>How the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented as well as strategies to recognise this</p> <p>To evaluate the reliability of how different types of online content and media</p> <p>To recognise and respond to unsafe or suspicious content online</p> <p>How information is tailored to meet the interests of individuals and groups, and how it can be used to influence them</p> <p>How to recognise whether content they view online is age appropriate and make decision based on this</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p>	
<p><b>Resources needed for project:</b></p>	<p><a href="https://www.ceop.police.uk/safety-centre">https://www.ceop.police.uk/safety-centre</a></p>	
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>	<p>Challenge through questioning and provide own links between lessons and own experiences.</p> <p>Scaffolds and in class support</p>	