

Be Internet Brave – When in Doubt, Discuss

Overall aims

This lesson plan highlights the age-appropriate activities within Be Internet Brave.

You will find all the activities within the Brave activity pack. Some of these activities have been adapted for this age group. Please see the lesson overviews within the activity booklet for a full description of the overall aims of each pillar.

This lesson tackles what to do if pupils witness unkind behaviour online, if they see something upsetting and how to let others know that they don't like what they are seeing.

Objectives

Pupils will learn

- ✓ **How** to identify situations of harassment or bullying online.
- ✓ **How** to evaluate what it means to be a bystander or helper.
- ✓ **Specific** ways to respond to bullying when you see it.
- ✓ **How** to behave if you experience harassment.

Outcomes

Pupils can

- ✓ **Recognise upsetting content** – including AI-generated content – and understand what to do when they encounter it.
- ✓ **Identify** who they can talk to about upsetting content – and how to approach a conversation.
- ✓ **Understand** it's OK to feel scared or sad when you see something upsetting on (or off) a screen.

Reminder

Ensure you are familiar with and are following the school's safeguarding policy in case any pupil shares something which may trigger safeguarding procedures.

Assessment opportunities

- Knowledge of the appropriateness of what children are doing online.
- Strategies that children use when seeing upsetting things online.

Timing

This lesson takes approximately one hour, with timings given to allow you to select activities as you feel appropriate to meet the needs of your pupils.

Plenary

Pupils reflect on what to do if they see something unkind or upsetting online.

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Baseline activity

You'll need: pens and sticky notes



(10 mins)

On sticky notes, children write down what they do online. (E.g. watch videos, play online games or chat.)

Stick the notes on the whiteboard/flipchart and use them to guide your teaching and discussion points throughout the lesson.

As the notes are collated and stuck up, discuss how doing these things makes the children feel and if they share these experiences of watching or playing games with anyone.

Activity guide



Be Internet Brave – Activity 1: Upstanders have options (15 mins)

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander, and the helper, or upstander) and things to do if they witness bullying.

Discuss the importance of being kind – share examples when pupils have been kind or received kindness (e.g. having doors held open, being invited to a friend's house).

Choose a popular figure that children know (this could be a streamer, singer or actor) – discuss how much we know about them. Is it a lot or not much? Why is that? These people are human and need to be treated with kindness and respect.

Sometimes others are unkind and we can choose whether we want to be a bystander or an upstander (helper).

Be Internet Brave – Activity 3.1: Seeing upsetting stuff (15 mins)

This activity explores the highs and potential lows of being online. Discuss with the class what children their age like doing online and how much fun they have when they're online. Go on to discuss the positive feelings they may have when they're doing these things.

There is, however, a flip side to this as sometimes we may see some upsetting things online. Talk about the feelings that children their age may experience when they see something upsetting.

Work through the activity and ensure you are following your setting's safeguarding procedure for any potential disclosures.

Encourage children to be brave and assertive when practising what to say or do when they see something upsetting online.

Scenario 1 features an AI video. Discuss how AI videos can look real but still be fake – and that it's OK to say you don't want to watch.

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Be Internet Brave – Activity 4.1: What to do about mean stuff online (15 mins)

Pupils practise what to do the next time they see or hear something upsetting in a video, online game or TV show.

This activity is a development from practising different ways to speak up when pupils see something upsetting online to actually framing what to do and say with a trusted partner – trying different things out and settling on one or two strategies they feel comfortable with.

Pairs work through the six scenarios (in their own time or together as a class) and take turns to practise what to do in each situation.

Scenario 1 involves a fake AI video of a celebrity. Discuss how to speak up even if the video looks real.

Plenary

(10 mins)

Start a flipchart list of what to say or do when you see something upsetting online.

Lesson materials

Be Internet Brave – Activity 1: handout.

Be Internet Brave – Activity 3.1: scenarios.

Be Internet Brave – Activity 4.1: scenarios.