

Be Internet Brave – When in Doubt, Discuss

Overall aims

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

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.

Children will know what to do when they encounter something unkind or that makes them feel unsafe online.

Objectives Pupils will learn

- ✓ **How** to recognise that seeking help for oneself or others is a sign of strength.
- ✓ **How** to 'think out loud' about situations where talking it out can really help.
- ✓ **Why** a trusted adult – not an AI chatbot – is the right person to go to for help.

Outcomes Pupils can

- ✓ **Identify** things online they do not like, know how to tackle them and how to report them.
- ✓ **Talk** about why and when to report the abuse – and the online spaces where they can report to.

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.
- Children differentiate between things they see that are unsettling/unkind and when to report them to a trusted adult or 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.

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Baseline activity

You'll need: pens and sticky notes



(10 mins)

Recap prior learning – what does it mean to be brave?

What do we do when we see something unkind online?

How about when we see something we don't like?

Children practise being brave and calling out the behaviours or what they have seen with roleplay.

Activity guide



Be Internet Brave – Activity 5: When to get help (20 mins)

One piece of advice that appears consistently throughout these lessons is: if pupils come across something that makes them feel uncomfortable or worse, encourage them to report it – be brave and talk to someone they trust who can help, including you, the headteacher, or their parent.

Children may feel that 'telling on' someone else is not a good thing and has been discouraged in the past. This is not the case when online and we need to be actively encouraging pupils to 'talk it out' when they come across things online that they do not like or makes them feel uncomfortable.

Work through the scenarios in the handout and discuss with children what they would do. This is a great lesson for assessment in all areas of the Be Internet Legends curriculum.

Teacher note: AI chatbots are not suitable for under-13s and should never be relied on for personal advice, emotional support or guidance. Emphasise to pupils that an AI tool is never a substitute for a human – if they need advice or feel unsafe, they must always turn to a trusted adult. (See Scenario 5 on the 7–9 handout.)

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

Recap this activity from the previous lesson focussing on the 'Let's Talk' section. Can children come up with any other phrases they can use to refuse an uncomfortable picture or video? Practise saying them to different members of the class.

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Activity guide



Be Internet Brave – Activity 6: Report it online, too (20 mins)

This activity teaches children what else they can do if they come across something upsetting or unkind online by reporting it online.

You will be showing where community guidelines can be found and how to report things on websites that children are familiar with.

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it and talks about why or why not.

This lesson teaches children what to look out for when online if they want to report something – and where the community rules are for a number of familiar websites.

Two of the scenarios involve AI – a fake account using an AI-edited image, and an AI-generated cartoon showing inappropriate content. When discussing screenshots, emphasise that pupils should never screenshot or save nude or sexual images – they should tell a trusted adult straight away.

It is also worth informing the children of reporting websites such as CEOP or NSPCC.

Plenary

If you have it, add to the flipchart list from Lesson 5 – the key things children can do or say when they see upsetting stuff online. If not, then create a new list with additional things learned in this lesson.

Extension

Children find the community guidelines for their favourite websites and learn how to report things on these websites.

They could make a poster of how to report things on these popular websites to be displayed in the classroom/school.

Lesson materials

Brave Activity 5: scenarios.
Brave Activity 3.1: 'Let's Talk' section.
Brave Activity 6: handout.