

Be Internet Brave – When in Doubt, Discuss

Overall aims

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

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

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.

Objectives

Pupils will learn

- ✓ **How** mean behaviour online can lead to conflicts at school.
- ✓ **How** to identify ways to avoid escalating conflicts online.
- ✓ **To think** out loud together about situations where talking it out can really help.
- ✓ **To know** about apps' and services' community standards, or terms of service.
- ✓ **Be aware** of online tools for reporting abuse.
- ✓ **To consider** when to use them.
- ✓ **To talk** about why and when to report the abuse.

Outcomes

Pupils can

- ✓ **Be brave** when identifying things online they do not like, knowing how to tackle them and how to report them.

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.

Baseline activity



(5 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 role play.

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Activity guide



Be Internet Brave - Activity 4.2: Handling mean stuff online (15 mins)

Pupils learn that behaviour, kind or mean, is just behaviour – whether online or offline. They explore ways to handle the mean kind so they can avoid contributing to the drama and escalating conflict.

People can get into conflicts online for a lot of different reasons. We can avoid a lot of nastiness just by trying to show kindness to others – or just not getting involved. Sometimes it continues from something that happened at school. Other times, though, people just say or do mean things out of the blue.

Discuss what happens to our bodies when we feel angry or upset and what strategies we use to overcome them.

In groups, pupils work together to complete the worksheet to come up with a situation they may come across where someone is being mean online (e.g. in-game chat). This sheet is then swapped with another group and they have to respond to a new situation, considering how and why they would respond in a certain way.

Be Internet Brave – Activity 5: When to get help (15 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 an adult they trust who can help, including you, the headteacher, or a 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 make 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.

Note for educators: AI chatbots are not suitable for under-13s and should never be relied on for personal advice, emotional support or guidance. Chatbots can be unreliable, give misleading information and lack true understanding. Emphasise to pupils that an AI tool is never a substitute for a human – if they ever need advice or feel unsafe, they must always turn to a trusted adult.

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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 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 online – it shows children where the community rules are for a number of familiar websites. It is also worth informing the children of websites such as CEOP or NSPCC.

Note: Two of the scenarios involve AI – a fake account using an AI-edited image to make a pupil look embarrassing, and an AI-generated cartoon that suddenly shows inappropriate content. Discuss how AI can be used to create fake or upsetting content, and that it can be reported in the same way as anything else.

When discussing screenshots as evidence, emphasise that pupils should never screenshot or save nude or sexual images – they should tell a trusted adult straight away.

Plenary

(10 mins)

Using flipchart paper, jot down ideas from the class on the key things they can do or say when they see upsetting stuff online.

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/around the school.

Lesson materials

Brave Activity 4.2 Worksheet: Handling mean stuff online.
Brave Activity 5 Handout: scenarios for ages 9-11.
Brave Activity 6 Worksheet: Report it online, too.