

Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Be aware of friendship issues within the class and if appropriate consider how these could be explored within the lesson, for example: by adding to the online and offline cards; but in a way which appropriately distances the issues.
- Remind pupils not to name names, but to discuss things in general. Ensure all pupils know where to go if they need help with on or offline friendships.
- Reward pupils who work well in pairs or groups as being examples of using good relationship skills.
- Be aware of pupils who do not have internet access at home and ensure they feel included. This can be done by acknowledging this at the beginning of the **Venn diagram activity** and saying for those pupils who do not have access, they can 'imagine' what they think positives and negatives are of online friendships.
- This lesson will be building on previous work pupils have done on online safety and friendships, bringing the two issues together. This lesson could be split into two parts to give more time to explore the issues raised and to provide further e-safety messages, or could be used to revise these, depending on prior learning and understanding.



Resources required

- Video or other stimulus material to discuss how healthy relationships or friendships make us feel.
- Interactive whiteboard resource: Online bullying.
- Interactive whiteboard resource: People who can help me.
- Worksheet O: Venn diagram. Online and offline friendship sorting cards.
- Who can help me cards (see template) or card for pupils to design their own.



Aim of lesson

- To explore the challenges of on and offline friendships.



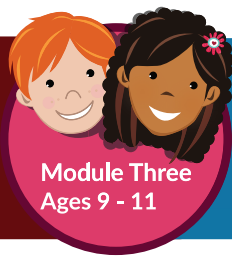
Learning outcomes

- I can explain how healthy friendships and relationships make me feel.
- I can explain what online bullying is.
- I can tell someone what to do if they see something that is upsetting or shocking online.



Key questions

- When do friendships feel positive online and face to face?
- What is online bullying?
- How can I stay safe online?



Differentiation

- Think about how to group or pair pupils so they can support each other and extend their learning.



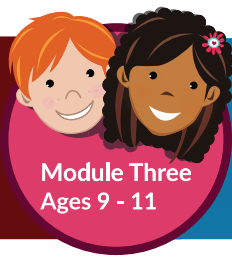
Introduction to lesson and baseline assessment activity

1. Remind the group of their *ground rules* and about treating each other with respect.
2. Begin the lesson by exploring the concept of a healthy friendship or relationship. Use a stimulus piece of material to encourage discussion about how people in positive relationships feel. For example, teachers could use: *Love has no labels*
https://www.youtube.com/watch?v=PnDgZuGhHs*
Ask the children to tell their *talk partner* three words to describe how the people in these relationships appear to feel.
3. Establish pupils' starting point for this work. What do they already know about relationships? Ask pupils to respond and finish these sentences:
 - a. A healthy friendship makes you feel ...
 - b. an unhealthy friendship makes you feel ...
 - c. if someone is worried about offline friendships, they can get help from ...
 - d. if someone is worried about online friendships, they can get help from ...Children could feedback orally and/or record their ideas individually. Retain these so that they can be revisited at the end of the lesson. This activity can be used to assess understanding at the beginning of the lesson and to inform planning.



Activities

4. Explain that you are now going to explore on and offline friendships. Explain these terms. Begin by asking pupils to work with a partner and ask them if they can come up with or identify:
 - a. a positive of face to face friendships?
 - b. a negative?
 - c. a positive of online friendships?
 - d. a negative?Take some brief feedback.
5. Activity 1: Worksheet O: Venn diagram. Ask pairs or small groups to sort cards about friendship onto a Venn diagram with sorting criteria of *face to face friendships* and *online friendships* or *both* (in the middle of the Venn diagram. When the activity is completed reflect with the class on the following questions:
 - a. what have you noticed?
 - b. any surprises?
 - c. which activities are in the middle section?
6. Next ask pairs or small groups to change the headings of their Venn diagrams to Positive and Negative and Not sure (with Both being in the middle). Ask groups or pairs to re-sort the cards into negative and positive aspects of friendship. Use the middle section for aspects of friendship that could be both negative and positive.



Activities Continued

Then reflect again:

- a. what do you notice?

The aim of this activity is to show pupils that the same rules of friendship should apply on and offline.

Also point out that people can have friends who are friends both on and offline but also friends who are just offline or just online.

7. Explain you are now going to focus on online bullying as an example of an online negative or unhealthy friendship. Show the class the animation with Tom coming up to Yasmine and showing her a mobile phone with some horrible messages on. Tom asks her what she thinks he should do, and they decide to go and find a teacher. Online bullying is explained as:
 - a. bad as in the playground;
 - b. repetitive unkind comments or actions using digital technologies;
 - c. lots of unkind comments or actions from several different people;
 - d. making people very unhappy;
 - e. being very vicious;
 - f. being carried out by people who would not bully in 'real life' or to someone's face;
 - g. being carried out by people you don't know.
8. Ask class to reflect on how Tom felt when he read that message. Discuss the best response at the time (before reporting it.) For example, should he respond, ignore, stop playing the game and/or take a picture of the unkindness? This is an opportunity to revisit prior learning on this subject and to reinforce key messages. If pupils are not sure of these skills, then plan a further lesson using the resources signposted below.
9. The animation ends with the teacher telling Tom he will help him with this.
10. Follow this up with Interactive whiteboard: People who can help me. Remind pupils of the importance of reporting any forms of bullying, including online bullying and of talking to people about friendship issues. Revisit the school policy on reporting bullying.



Plenary and endpoint assessment

- Use the template or ask pupils to make an individual wallet sized list of people who they can talk to, including Childline. This could be kept in their pocket or in their drawer at school. Discuss with pupils how they might talk to different people about different things.
- Show the Contacting Childline video clip from www.childline.org.uk
- Ask pupils to return to the baseline assessment activity from the start of the lesson and add or adapt any information to sentences. They can also add anything new they have learnt in thought bubbles.



Embedding learning

- The Yasmine and Tom lessons about Secrets and Pressure provide further opportunities to explore healthy and unhealthy friendships and relationships.
- Embed the messages about who to go to for help in all lessons and ask pupils to revisit their 'cards'.



Additional resources to support learning

- Learning about online safety and online bullying can be developed through web-based resources, such as those on CEOP <https://www.thinkuknow.co.uk/> , Childnet and NSPCC websites.*

* FPA referral does not mean external resources and links are approved by the PSHE Association.