



Ages  
3-7

This lesson plan has been written for children **aged 5-7**. Check out our lesson plan for 3-5 year olds as well for more ideas for children aged 3-7.

## Target audience

Children aged 5-7

## Organisation

Whole class and small group activities

## Timing

Enough activities have been provided to be used across a week allowing you to select as many, or few activities, to use depending on the young people's understanding and time available.

## Lesson Outcomes

Learners will be able to:

- Describe what the internet is
- Name the things they can do online
- Explain different things they need to ask permission for
- Recognise how to make good choices online
- Explore ways to ask others for permission

## Key vocabulary

internet, online, question, answer, choices, check, ask, permission

## Resources

Will be listed per activity

## Activity



**Tell me a story**

60 minutes

## Resources

Assembly slides

Appendix 1

## Discussion/Instructions

### Discussion:

Asking questions is a really good way to check you are making the right choice. When we are online – maybe playing a game or watching a video – we might need to give others the chance to make their own choice or think carefully before we make a choice of our own.

We're now going to read about Zap and Zoom and the questions they need to ask while they are playing a game together online. We're going to go on a 'question hunt' together.

### Instructions:

Read the Zap and Zoom short story aloud. Ask the group to listen carefully for any questions they hear, and to do an action e.g. touch their nose when they hear a question being asked.

Afterwards, have each learner turn to a partner and tell them a question they remember from the story, and explain why it was important to ask that question.

Ask the group for a time they have needed to ask a question when they were using the internet.

Next, give each learner a copy of **Appendix 1** to work through. You may wish to read the story again while they do this – either to the whole group or to learners who need further support.




Finally, ask learners to retell the story, adding in their new section from **Appendix 1 part 4**. You might want to print out some assembly slides to help them to do this.



Alternatively, the children could draw the characters, cut them out and retell the story using their own characters/puppets, or take on the roles of the characters themselves.



### Extension:

At each point a question is asked, lead a discussion on what might have happened if the characters had not asked the question they did, or given a different answer to the one they gave.

For example, what might have happened if Zap had not asked his dad if it was okay to play on his tablet?

Activity	Discussion/Instructions
 <p><b>SID TV</b> 10-15 minutes</p> <p><b>Resources</b> SID TV video</p>	<p><b>Discussion:</b> Talk about the themes mentioned in the film about consent and sharing information online.</p> <p><b>Instructions:</b> Watch the SID TV video for 3-7 year olds available at <a href="http://www.saferinternet.org.uk/sid-tv">www.saferinternet.org.uk/sid-tv</a>.</p>
 <p><b>Act it out</b> 15 minutes</p> <p><b>Resources</b> Appendix 2 A bag or box per group</p>	<p><b>Instructions:</b> Cut out the cards from <a href="#">Appendix 2</a> and place all the cards in a bag or box. Learners take it in turn to pull out a card from the bag, and act it out, without speaking. The rest of the group must guess what the action is. Once everyone has had a turn at miming an action, ask the group to think about what these things have in common – they all use the internet! What else do they all have in common? E.g. the emotions they make them feel, they all use a device/technology, they all need to be switched on, they all use a screen.</p>
 <p><b>Is this the internet?</b> 30 minutes</p> <p><b>Resources</b> Appendix 3 Whiteboards and pens</p>	<p><b>Discussion:</b> We are going to think about what the internet is and what it can do. Ask the group what they can use the internet for, e.g. watching a video, playing a game, listening to music. Next, discuss with the group what they think the internet looks like. Give each learner a mini-whiteboard and pen. Ask them to draw what they think the internet looks like. Once the group have drawn their own ideas of the internet, ask for a few volunteers to explain their drawings to the rest of the group. Next, conclude their ideas with an explanation of what the internet is. Keep the explanation very <i>simple</i>: the internet is made up of wires and cables that can connect people's computers, televisions and games consoles, and it can also travel through the air and connect people's phones, tablets, computers and games consoles. It's a bit like all these things are having a big conversation across the world! Use <a href="#">Appendix 3</a> as a visual aid.</p> <p><b>Instructions:</b> Split into small groups of 5 or 6. With supervision, each group walks around the school/setting site, identifying every internet connected device they can see, for example, tablets, wi-fi routers, network sockets. What do they think they are used for?</p> <p><b>Extension:</b> Ask children to repeat the previous exercise at home, and report back to the group the next day.</p>

Activity	Discussion/Instructions
 <p>Our school/ group website</p> <p>15 minutes</p>	<p><b>Instructions:</b></p> <p>Show your school/setting website. If you do not have one, you could use photos you have of the children from a previous event (e.g. sports day) and pose the questions below as a future possibility.</p> <p><b>Discussion:</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• How did the photos of children at this school/in this group get on to the website?</li> <li>• What do you think we asked before we put these photos on the internet?</li> </ul> <p>This could be a point to mention how your school/setting asks for parents'/carers' permission for photos to go online.</p>
 <p>What does the internet know about me?</p> <p>30 minutes</p>	<p><b>Discussion:</b></p> <p>Explain that we all make choices every day. Give a short story of the choices you have made so far today, including an online example, e.g.:</p> <ul style="list-style-type: none"> <li>- what you ate for breakfast</li> <li>- did you read the news?</li> <li>- did you look at your phone?</li> <li>- did you take public transport?</li> <li>- what did you do when you got to school/your setting?</li> </ul> <p>Give statements to the group, using actions for their responses. Start with general statements, and move onto internet related statements, e.g.:</p> <ul style="list-style-type: none"> <li>• Touch your head if you chose to eat breakfast cereal today</li> <li>• Jump 3 times if you watched something on your tablet this morning or last night</li> <li>• Wiggle your fingers if you have signed up to 2 or more online games</li> <li>• Rub your tummy if you have accepted a friend request online</li> <li>• Hop on one leg if you have ever chosen a profile picture for yourself</li> </ul> <p>Explain that when we make choices online, it might affect what other people know about us. Give a short, simple definition of <b>personal information</b>: information which is identifiable to us and can tell other people things like our names, address, school etc. For this reason, we need to keep personal information private online and not share with people we do not know.</p> <p><b>Instructions:</b></p> <p>Using the following list, play 'Keep it safe or give it away'. For each example, children must either cross their arms (if it's something to keep safe and not share) or open their arms wide (if it's something that is okay to share if they want to.)</p> <ul style="list-style-type: none"> <li>• Full name</li> <li>• School address</li> <li>• Favourite band</li> <li>• Photo of your new pencil case</li> <li>• Telephone numbers</li> <li>• Passwords</li> <li>• What you had for breakfast today</li> </ul>

Activity	Discussion/Instructions
 <p><b>Asking and answering</b></p> <p>30 minutes</p>	<p><b>Discussion:</b></p> <p>We are going to guess what other people like to do online and what they don't like to do online and think about why it's important to find out.</p> <p><b>Instructions:</b></p> <p>Model the activity by being the first volunteer. Think of something you like to do online e.g. 'find new recipes to make for my dinner', and something you don't like to do online e.g. 'order my food shopping because it takes a long time to decide!'</p> <p>Invite the group to guess your two answers. After a few guesses, ask the group how they could find out what you like and what you don't like without guessing. The answer is - to ask you a question. You could either ask an adult colleague to model this with you, or a child.</p> <p>Give each learner a clipboard, paper and a pen. Explain they will be asking each other 2 questions - what they like to do online and what they don't like to do online. The group then spends 5-10 minutes doing this mingle activity, trying to get as many answers as possible. Encourage the group to use fully formed questions each time they ask someone new that explain what they are asking, e.g. "Can I ask you what you like to do online? What about what you don't like to do?"</p> <p>Lead a discussion on why it is good to ask what people like and don't like, e.g. 'so you don't upset them, so you can find the same things you like to do and do them together, so you can be a good friend.'</p> <p>Explore the emotions the group might feel if they were made to do some of things they said they didn't like online, without being asked and compare with the emotions they would have if they had been asked for their permission first.</p>
<p><b>Resources</b></p> <p>Clipboards</p> <p>Paper</p> <p>Pens</p>	
 <p><b>Is it okay?</b></p> <p>30 minutes</p>	<p><b>Discussion:</b></p> <p>When we are using the internet, it's important we make good choices, so we can look after ourselves and other people. We need to ask if something is okay to do, or not okay to do.</p> <p>In a very simple way, introduce the concept of permission - i.e. the fact that very often we have to get permission before we do something, and that if someone else asks us for permission we have the right to say yes or no, depending on how we feel.</p> <p>Together, mind map some ideas of things you might need to get permission for when you are online, and things other people might ask for your permission to do online. For example:</p> <ul style="list-style-type: none"> <li>• Is it okay to take a photo of someone without asking?</li> <li>• Is it okay to borrow your parents' phone without asking?</li> <li>• Is it okay to play an online game after you've done all your homework?</li> <li>• Is it okay to play online games with your school friends?</li> <li>• Is it okay to play online games with someone you don't know?</li> <li>• Is it okay to use a school computer/tablet without checking with a teacher?</li> </ul> <p><b>Instructions:</b></p> <p>Get each learner to draw around both hands, one on green paper, one on red paper. Cut these out and stick both on one sheet of white paper.</p> <p>On each finger of the green hand print, ask the group to record things they think are okay to do online, and on the fingers on the red handprint, record the things that they think you need to ask permission for beforehand.</p>
<p><b>Resources</b></p> <p>Red paper</p> <p>Green paper</p> <p>White paper</p> <p>Scissors</p> <p>Glue</p>	

Activity	Discussion/Instructions
<div data-bbox="146 398 236 488"></div> <div data-bbox="108 510 271 622"> <p><b>Practising permission</b></p> <p>15 minutes</p> </div> <div data-bbox="111 712 268 750"> <p><b>Resources</b></p> </div> <div data-bbox="114 761 263 799"> <p>A beanbag</p> </div>	<p><b>Discussion:</b></p> <p>Ask the group to think of some activities they need to ask for permission to do:</p> <ul style="list-style-type: none"> <li>-at home?</li> <li>-at school?</li> </ul> <p>Explore what 'permission' means - can the group think of a definition?</p> <p>(Permission is the fact that very often we have to ask before we do something, and that if someone else asks us for permission we have the right to say yes or no, depending on how we feel.)</p> <p><b>Instructions:</b></p> <p>Ask learners to stand in a large circle and provide them with a small handheld beanbag or ball. Explain that they're going to practise asking permission and find out how many different ways of doing it there are!</p> <p>The group must take turns throwing the beanbag to each other but must ask permission from the person they want to throw it to. Demonstrate by asking a learner, "Please may I throw you this beanbag?" If they respond 'yes', throw them the beanbag. Highlight the importance of waiting for the response before throwing the beanbag and choosing someone new if they say no.</p> <p>Tell the learners that each time they ask for permission they must do so in a different way. Challenge the group to make as many throws as possible using different ways of asking permission each time. Remind learners that there's no time limit and they can work as a team and help each other with ideas.</p> <p>You could drop hints e.g.</p> <ul style="list-style-type: none"> <li>• Do you always have to speak to ask permission? (Mime with actions/written questions)</li> <li>• What other ways could you check someone is happy for you to throw them the beanbag?</li> <li>• How could you make a question someone else has asked shorter? ("Beanbag?")</li> </ul> <p>At the end of the activity discuss with the learners the different ways of asking permission they found. Which ones would work best online? Would any not work? Could they use emojis to ask permission? Finish by reminding them that it doesn't matter how they ask permission, what's important is that they do.</p>

## Match the words

online  
question

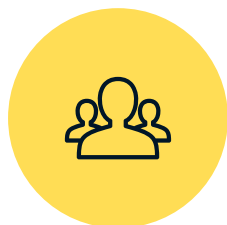
tablet  
personal information

players  
pause

message  
delete



question



## True or false?

Listen to the story. Circle true or false for these sentences.

Zap's Dad gives his permission to play on Space Race

True

False

Zap met Zoom while playing on the game

True

False

Zap asked Zoom for her permission to play on Level 3

True

False

Personal information includes your address and your school

True

False

The game took Zap's personal information without asking

True

False

Zoom thought Zap should have ignored the message from the game

True

False

Zap's Dad was angry that Zap asked him to check the message from the game

True

False

Space Race is Zap's favourite game, so it is okay for him to give away his personal information







True

False

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## What's the question?

These are some of the answers you heard in the story. What was the question?

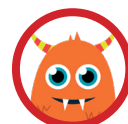
- a.  Question:
- Answer:  "Hey Zap! I don't like Level 3 that much."
- b.  Question:
- Answer:  Zap wasn't sure about this question.
- c.  Question:
- Answer:  "It's good you asked me to check Zap, this game is asking for your personal information."

## Write and draw!

Imagine that Zap and Zoom carry on playing on Space Race.

This time, Zoom gets a message from a different player that says:

Hi, you seem really good! Can you tell me your phone number so I can ask you how you complete Level 4?



Whizz

What should Zoom do?

Draw a picture and write the next part of the story. Remember what Zap did when he wasn't sure what to do.




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Logging in to a game on a tablet

Looking up a funny video then watching it

Taking a selfie on a phone

Playing on a difficult level on a game using a games console

Making a video call to your grandparents

Looking up what the weather will be tomorrow

Searching for pictures of your favourite animal online and finding a really cute one!

Looking up a question online and finding the answer

Finding your favourite TV show and choosing an episode

Taking a picture of your brother or sister at the park and sending it to your family

Unlocking a new level on your favourite game

Using a tablet at school to find a website

