

Dealing with the difficult aspects of life online

Theme two: Risks and harms

Lesson one: Recognising online risks (45 minutes)

Learning objectives:

- Pupils will be able to recognise online risk and think about how to moderate their behaviour accordingly.

This lesson is split into four parts:

1. Introduction
2. Group activity
3. Class discussion
4. Optional homework activity

Preparation:

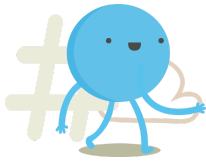
You will need to prepare and hand out sheets with the following words on them:

- Anonymity
- Live streaming
- Private messaging
- Group chat

Introduction (five to 10 minutes):

Explain to your class that during this lesson they will be thinking about the risks associated with some online functionality. The Digiworld library (bit.ly/2FwRZxG) is there to help them.

You may want to discuss what functionality means as a class before you start the activity.



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Class discussion (10 minutes):

Explain that pupils will work in groups for the next activity, but the class will go through an example together first. Choose one of the sheets with a word written on it and ask pupils to come up with potential risks associated with that functionality. Discuss these as a class and write them down where everyone can see them.

Activity (20 minutes):

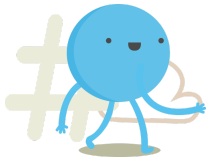
Now divide the class into groups and give each of them one of the other sheets. Each group should start by writing a risk associated with the functionality they have been given. They should only write one risk on the sheet and then pass their sheet to the next group. As the sheets are passed around the class, each group should add a further risk to the page. This should continue until the groups can no longer think of any risks (**10 minutes**). Once the groups run out of ideas for risks, bring the whole class together to review the pages. Taking each page at a time discuss the risks they have written down.

Next, ask the class to return to their groups and give each group one of the words. Ask them to identify five things they could do to minimise the risks that are associated with the word they have been given.

Ask them to come up with some ideas (**10 minutes**) and ask them to nominate someone to feedback to the rest of the class.

Homework (five minutes):

Ask the class to review the Digiworld library (bit.ly/2FwRZxG) to read about other online risks. Get them to create a list of all of the risks they can find that weren't covered in today's lesson and to suggest an action they could take to reduce the risk.



Dealing with the difficult aspects of life online

Theme two: Risks and harms

Lesson two: When a risk turns into a harm (45 minutes)

Learning objective:

- Pupils will understand the difference between risks and harms.
- Pupils will know how to get help if they need it.
- Pupils will understand that it is always possible to recover, even when something bad has happened.

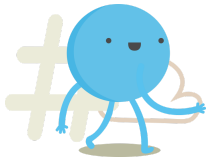
This lesson is split into four parts:

1. Introduction
2. Class discussion
3. Team activity
4. Optional stretch activity

Preparation:

You will need to review local sources of support and prepare a handout for pupils. This could take the form of a simple list or a statement explaining how they can raise a concern with you if they have one.

You may feel they already know how to raise an issue with you but it is always worth restating it. Young people can often feel concerned that they will get into trouble if they have experienced harm as a result of something that started online. This is particularly the case if they feel they have broken a rule or ignored advice.



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Introduction (five minutes):

Explain to your class that during this lesson they will be talking about harm and how to get support if they need it.

Class discussion (10 to 15 minutes):

Write the following statement somewhere all your pupils can see it.

“Harm is when something has had a negative impact on you”

Ask your class what they think this statement means and what sort of things it could include. Encourage them to think about the range of things that can have a negative impact online. For example:

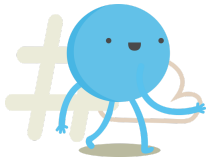
- Bad information about health and wellbeing.
- Hateful content about individuals or groups of people.
- Hurtful sharing of images or non-consensual sharing of images.
- Behaviour that leads to physical harm.

Activity (15 minutes + five for recap):

Divide the class into small groups - making sure that you are sensitive to any issues you know about in your class. Give each group a piece of paper folded in half down the middle. Ask them to write on one half of the paper the things that might make it difficult for someone to ask for help when they have experienced harm, and in the other column an idea for what could help someone to recover.

Encourage pupils to be general rather than using specific examples, and to think about an imaginary person rather than themselves. This will help to create a safe teaching environment by putting distance between a pupil's personal experiences and the topics you are discussing.

Give pupils time to complete the activity (**15 minutes**) and then ask them to feedback to the whole class (**five minutes**).



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Stretch Activity (five minutes):

Ask your class to work together to research peer-to-peer support and design a plan to offer support to each other. They should present their proposal to you and if you think it is a good proposal, you could allow them to implement it. Make sure they have considered:

- Rules for peer support - what a peer could offer support with and what they couldn't.
- How they would get help with difficult issues.
- How they would handle confidentiality.