APPYNESS
ONLINE

PEER TO PEER INTERNET SAFETY EDUCATION

MATERIALS

Primary 7 - NI and Scotland

Year 6 - England and Wales

5th Class - Ireland

ZEEKO

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LESSON 1 SELF-ESTEEM

LESSON 1 – SELF-ESTEEM

Teacher Overview

Materials required for the lesson:
- ❏ Lesson software loaded on the computer.
- ❏ One presenter sheet for each presenter (typically 2 presenters per lesson).
- ❏ One group leader sheet for each group leader (typically 8 group leaders per lesson).
- ❏ One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- ❏ One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:
- ● Load Lesson 1 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- ● Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- ● Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- ● Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Everyone is different and that's okay.	7 mins
2	Do not feel pressured to be like everyone else. Be yourself online!	7 mins
3	Comparing can make you feel sad. Remember the facts and focus on what makes you happy.	5 mins
4	Social media does not tell the full story. Sometimes the things we see online can be fake.	3 mins
Mr Self Doubt	When we have negative thoughts or doubts, we can focus on the positives instead.	5 mins
5	Recap and homework activity.	3 mins

APPYNESS ONLINE

LESSON 1 – SELF-ESTEEM

Presenter Sheets

This lesson is about **self-esteem. Self-esteem describes how someone thinks or feels about themselves**. For example, if you feel good about yourself that is good self-esteem.

Sometimes young people can **feel pressure to like what everyone else likes online**. For example, a young person might feel pressured to like a popular YouTuber or a new game if everyone else likes the YouTuber or new game.

The first part of the lesson is about **being yourself and feeling good about things that you like or enjoy**, as this is what makes you unique! It is also about being a **good friend and making sure that you help your friends** and other young people in your class to feel good about being themselves.

The second part of the lesson is about **comparison sadness**. Comparison sadness is when people become unhappy because they compare themselves to the people they see online, even though you cannot always trust what you see on the internet. The best way to beat comparison sadness is to **think of all the positive things about yourself and other things in your life.**
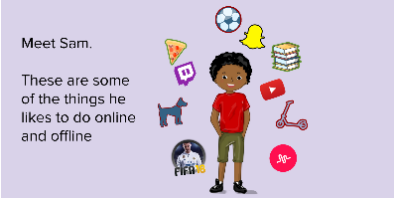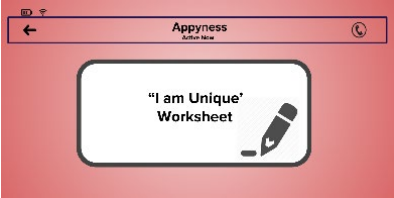
Here are the key messages:
1)   Everyone is different and that is okay.
2)   Do not feel pressured to be like everyone else. Be yourself online!
3)   Comparing can make you feel sad. Remember the facts and focus on what makes you happy and confident!
4)   Social media does not tell the full story. Sometimes the things you see online can be fake.
5)   When you have negative thoughts or doubts you can focus on the positives instead.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

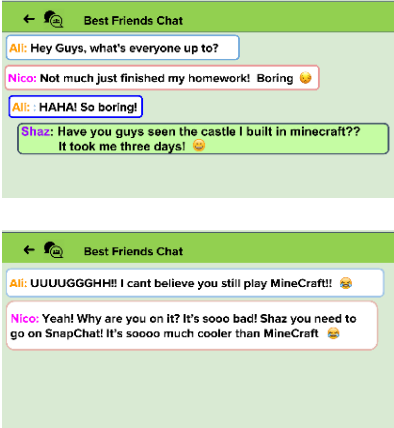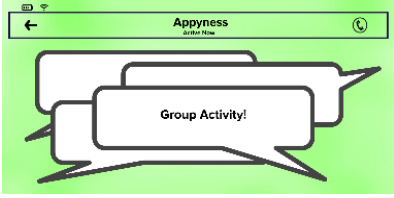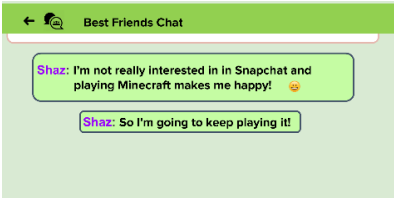**Reminder:** If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the self-esteem lesson.

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PHONE 1: Everyone is different and that's okay.
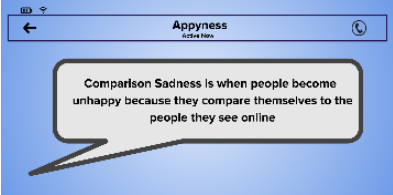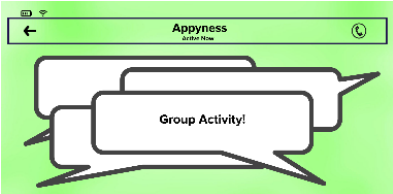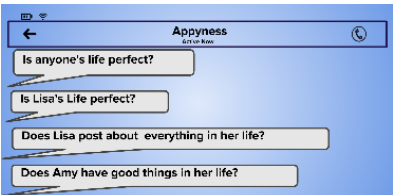
Presenters, to yourself, **read** the "Instructions" box for each screen. **Fill in** the blanks in the "Read Out and Discuss" box. **Read** to the class the completed text in the "Read Out and Discuss" box. **Discuss** with the class, what is on the screen and the text you have read out.

Screen	Instructions	Read Out and Discuss
Meet Sam. These are some of the things he likes to do online and offline	Introduce Sam! Explain what Sam likes to do online	Sam is aged _____ and he lives in _____ Sam likes to _____
This is Sam's friend Ava with some of the things she likes to do online and offline. Ava and Sam share some of the same interests, but also have their own interests.	Introduce Sam's friend Ava Ask the class	This is Ava. She is _____ Can anybody tell me what are some of the similarities and differences _____
Appyness. "I am Unique' Worksheet	Make sure each pupil completes a worksheet When everyone is finished ask them to compare worksheets	Group leaders, can you please hand out _____ In your groups, compare your worksheets _____

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PHONE 2: Don't feel pressured to be like everyone else. Be yourself online!

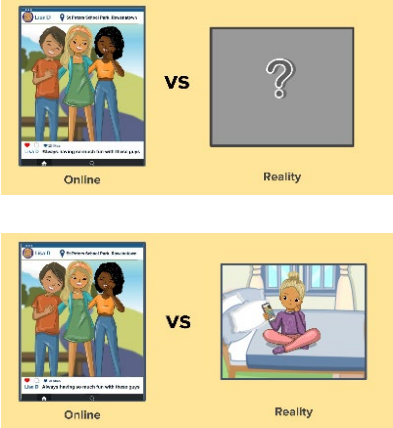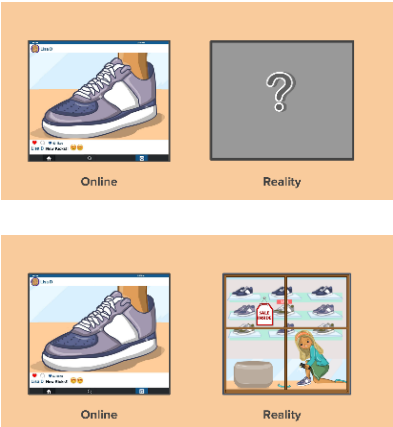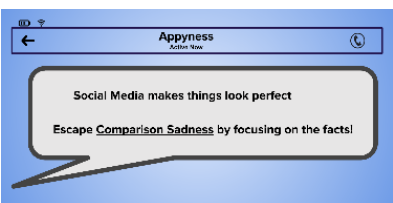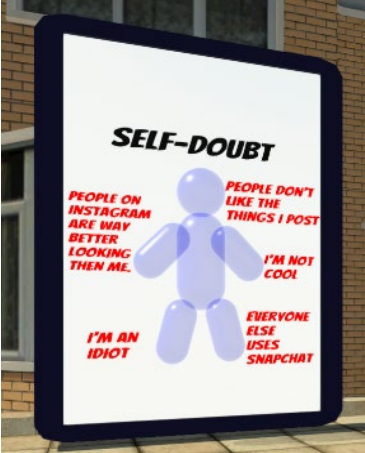| Screen	Instructions	Read Out and Discuss
	Introduce Shaz Explain what Shaz likes to do online	This is Shaz. She loves _____
Best Friends Chat Ali: Hey Guys, what's everyone up to? Nico: Not much just finished my homework! Boring 😔 Ali: : HAHA! So boring! Shaz: Have you guys seen the castle I built in minecraft?? It took me three days! 😊 **Best Friends Chat** Ali: UUUUGGGHH!! I cant believe you still play MineCraft!! 😆 Nico: Yeah! Why are you on it? It's sooo bad! Shaz you need to go on SnapChat! It's soooo much cooler than MineCraft 😆	Explain that Shaz's friends don't like Minecraft Get volunteers to read out each person in the conversation Make sure the class understand the situation	Shaz loves Minecraft, but her friends _____ Can I please have 3 volunteers to _____ So, as we just heard _____
Appyness Group Activity!	Ask the class to work in their groups Ask the class for some of their answers	Now our group leaders are going to do **classroom group activity 1** with you What were some of your answers for: **Q** How could this make Shaz feel? **Q** What could her friends have said differently?
Best Friends Chat Shaz: I'm not really interested in in Snapchat and playing Minecraft makes me happy! 😊 Shaz: So I'm going to keep playing it!	Ask a pupil to read Shaz' response Ask the class	Would someone like to _____ What do you think about how Shaz _____?
Appyness Everyone is different So be yourself online	Make sure the class understands the key message	From Shaz we learned _____ It is really important to remember _____

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Screen	Instructions	Read Out and Discuss
Amy follows Lisa on instagram Lisa is always posting the best pictures of all the cool things she gets up to	Explain how Amy compares herself to Lisa and sometimes she feels bad	Amy follows Lisa _____ Sometimes she sees the things Lisa is doing and _____
Appyness Comparison Sadness Is when people become unhappy because they compare themselves to the people they see online	Read the definition of comparison sadness on the screen	Comparison sadness is _____ Amy was experiencing comparison sadness because _____
Appyness Group Activity!	Ask the class to work in their groups	Now our group leaders are going to do **classroom group activity 2** with you
Appyness Is anyone's life perfect? Is Lisa's Life perfect? Does Lisa post about everything in her life? Does Amy have good things in her life?	Go through each question and ask the groups for their answers Ask the class for some advice for Amy	So the first one was _____ What advice would you give Amy when she is feeling comparison sadness?

PHONE 4: Social media does not tell the full story. Sometimes things we see online can be fake.

Screen	Instructions	Read Out and Discuss
	Explain that we do not always see the full story Show the class that we only see the best parts online	On Instagram, Lisa looks like she is having fun but we don't know _____ Here we can see that Lisa _____
	Explain that not everything you see online is true Explain that Lisa 'staged' this photo	This post makes it look like Lisa _____ Lisa staged this photo which means _____ Why do you think people stage photos and videos?
	Make sure the class know how to escape comparison sadness Help the class learn how to think of the good things	When you see things on social media remember _____ If you feel comparison sadness you should _____ Everyone think of some things you are thankful for. What things are you thankful for?

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MR SELF DOUBT: When we have negative thoughts or doubts, we can focus on the positives instead.

Screen	Instructions	Read Out and Discuss
SELF-DOUBT PEOPLE ON INSTAGRAM ARE WAY BETTER LOOKING THEN ME. PEOPLE DON'T LIKE THE THINGS I POST I'M NOT COOL I'M AN IDIOT EVERYONE ELSE USES SNAPCHAT	Explain how negative thoughts can make us feel bad Take each negative thought and ask the class what they could think instead. Click on the thought to pop it Remind the class what they can do with negative thoughts	If you have confidence in yourself you have good self-esteem, but sometimes _____ Let us start with I am not cool. What could we challenge this thought with? Remember when you have negative thoughts about yourself _____

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PHONE 5: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
Recap What did you learn?	Find out what the class learned Tell the class what you think is important from the lesson	Can anyone tell me one thing they learned today? I think it is really important to _____
Take home activity: Bring the sheet home, complete it with a parent or guardian and make sure they sign it.	Ask the group leaders to hand out the **homework activity worksheet for self-esteem**	Group leaders, can you please _____

APPYNESS ONLINE

LESSON 1 – SELF-ESTEEM

Group Leader Sheets

This lesson is about **self-esteem**. **Self-esteem describes how someone thinks or feels about themselves**. For example, if you feel good about yourself that is good self-esteem.

Sometimes young people can **feel pressure to like what everyone else likes online**. For example, a young person might feel pressured to like a popular YouTuber or a new game if everyone else likes the YouTuber or new game.

The first part of the lesson is about **being yourself and feeling good about things that you like or enjoy**, as this is what makes you unique! It is also about being a **good friend and making sure that you help your friends** and other young people in your class to feel good about being themselves.

The second part of the lesson is about **comparison sadness**. Comparison sadness is when people become unhappy because they compare themselves to the people they see online, even though you cannot always trust what you see on the internet. The best way to beat comparison sadness is to **think of all the positive things about yourself and other things in your life.**

Here are the key messages:
1) Everyone is different and that is okay.
2) Do not feel pressured to be like everyone else. Be yourself online!
3) Comparing can make you feel sad. Remember the facts and focus on what makes you happy and confident!
4) Social media does not tell the full story. Sometimes the things you see online can be fake.
5) When you have negative thoughts or doubts you can focus on the positives instead.

Group Leaders: Read through your group activity sheets. Think about what kind of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the self-esteem lesson.

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LESSON 1 – SELF-ESTEEM

Classroom group activity for self-esteem

Classroom group activity 1:

Read:
Shaz loves to play Minecraft and she likes to talk about the things she has made. Her friends have told her that she should stop playing it and to use Snapchat instead.

Ask:
Q How could this make Shaz feel? Why?
Q What could her friends have said differently?

Any other questions:

Classroom group activity 2:

Read
Comparison Sadness is when people go online and see how other people's lives look and they can feel sad or bad about themselves. This is what happened to Amy. Amy is assuming that Lisa's life is perfect.

Ask:

Q Is anyone's life perfect?
Q Is Lisa's life perfect?
Q Does Lisa post about everything in her life?
Q Does Amy have good things in her life?

Any other questions:

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LESSON 1 – SELF-ESTEEM

Classroom activity worksheet for self-esteem

What makes you unique? Complete the sentences in the stars and describe what makes you unique.

I am most happy when…

What I like about me is…

My favourite thing to do is…

I am really good at…

I want to learn to get better at…

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LESSON 1 – SELF-ESTEEM

Homework activity worksheet for self-esteem

Everybody is unique and different. Sometimes people can feel like they need to like the same things as their friends or they need to act the same as other people.

Using what you learned about self-esteem in Appyness Online, <u>explain to a parent or guardian</u> why it is important to be yourself online.

Write/draw some of the things that you enjoy online and offline and some of the things that you like about yourself. Your parent/guardian can add some of theirs too!

Discuss: What are some things you can do if you feel pressure to be like other people?

Parent/Guardian **signature**: _____

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LESSON 2 DIGITAL FOOTPRINT

LESSON 2 – DIGITAL FOOTPRINT

Teacher Overview

Materials required for the lesson:
- ❏ Lesson software loaded on the computer.
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- ❏ One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:
- ● Load Lesson 2 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- ● Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- ● Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- ● Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Your digital footprint remembers everything you do online.	5 mins
2	Once you put something on the internet, you don't have control of it anymore.	4 mins
3	We must think about what we put online because we never know who will end up seeing our digital footprint.	7 mins
4	Everyone has a responsibility to think about what they are posting.	7 mins
5	You settings can help keep you safe online, especially keeping things private.	4 mins
6	Recap and homework activity.	3 mins

APPYNESS ONLINE

LESSON 2 – DIGITAL FOOTPRINT

Presenter Sheets

This lesson is all about your digital footprint. **A digital footprint is a track of everything that you do on the internet**. Things like your posts and pictures or videos you have watched are stored forever online.

Sometimes people can see parts of your digital footprint, like if you post a public comment or share a photograph for other people to see. Other parts of your digital footprint might be hidden from the public, like when you send a private message, but companies like Snapchat or Instagram can store the information on their servers. Also, even if you just send something to one person, they could send it on to others.

The first part of the lesson is where the **digital footprint will be explained. A digital footprint is not necessarily a bad thing**, but it can get people in trouble sometimes. For example, if you have mean things in your digital footprint, then other people might see it.

The second part of the lesson is about **why it is so important to think before you post** and why **it is important to keep things private online**. Sometimes people think that something like Snapchat is safer because messages disappear, but someone can still screenshot what you say. Once you post anything online, it is out of your control who can see it.

Here are the key messages:
1) Your digital footprint remembers everything you do online.
2) Once you put something on the internet, you do not have control of it anymore.
3) We must think about what we put online because we never know who will end up seeing our digital footprint.
4) Everyone has a responsibility to think about what they are posting online.
5) Your settings can help keep you safe online, especially keeping things private.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the digital footprint lesson.

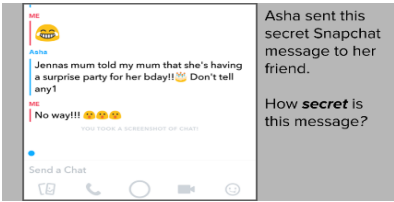## PHONE 1: Your digital footprint remembers everything you do online.

Presenters, to yourself, **read** the "Instructions" box for each screen. **Fill in** the blanks in the "Read Out and Discuss" box. **Read** to the class the completed text in the "Read Out and Discuss" box. **Discuss** with the class, what is on the screen and the text you have read out.

Screen	Instructions	Read Out and Discuss
	Ask the class some difficult questions about things from last week. What can they remember? Explain how the internet remembers everything	What colour socks did you wear on Saturday? What did you have for dinner _____ (Make up some of your own!) _____ You might forget things but everything you do on the internet _____ Your **digital footprint** is a record of everything you have done _____
	Ask the class Explain how your **digital footprint** can be used to find out about you Remind the class that **your digital footprint** has information about you	What things can you find out about this boy from _____ If someone sees your **digital footprint** they might _____ It is important to think about what you post because your **digital footprint** _____
	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **classroom group activity 1** with you What answers did you have for each question? 1. Thinking about your own digital footprint, what kind of information could people find out about you online? 2. What kind of websites or apps do

		you think add the most to someone's digital footprint and why?

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PHONE 2: Once you put something on the internet, you don't have control of it anymore.

Screen	Instructions	Read Out and Discuss
	Write a fake secret on a piece of paper Pass the secret to one person and ask them to read it and pass it on. Make sure the secret is passed around for a while Ask the class Explain that this is what happens when you post online	Write down: I am _____ (A millionaire? A famous footballer? Something else?) I am giving you a fake secret and I want you to _____ Each person who gets it should read it and then _____ If I get the piece of paper back will that mean nobody saw my secret? When you put something on the internet you cannot just take it back because people _____
	Describe why Asha shared a secret on Snapchat Ask the class Explain that even if things disappear people can take screenshots	Things disappear on Snapchat so Asha thought it would be okay to _____ What could Asha's friend do with this message? Asha's friend could take a _____ This is another reason to be careful about what you post because _____
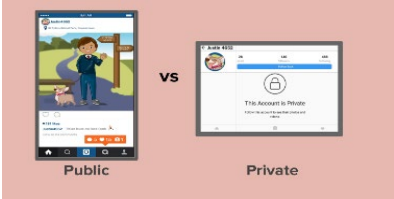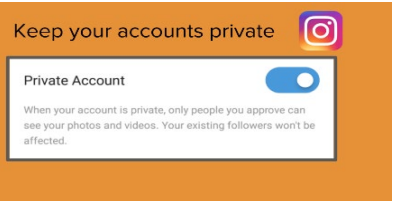
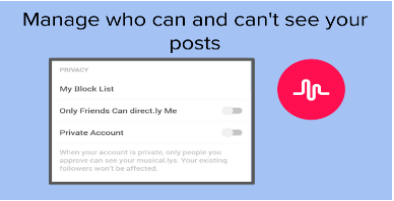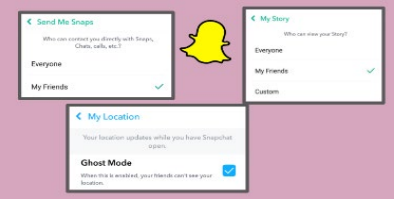| Screen	Instructions	Read Out and Discuss
This is Sam. He had trial with a top football club. Before the club signed him up, they looked online to see what they could find out about him.	Tell Sam's story. He lost a place on the team because of his digital footprint	Sam is a really good footballer and he had a trial with _____ The manager looked at his digital footprint and decided _____
Appyness Active Now ← Group Activity! Discuss what happened to Sam	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **class room group activity 2** with you What answers did you have for each question? 1. What do you think the club saw that made them not want him to join? Why? 2. Why would Sam have posted things which are damaging to his reputation? 3. What should he have done differently?
What impression do you get? Sam Won 4-0 against the Blues this week thanks to 2 goals from me. Wouldn't be hard though, my dog plays better than them! Sam Wasn't played on Saturday and we lost. No surprise. Coach = idiot! Sam @Cristiano You were useless in that match!!! Hated every minute you were on the pitch.	Ask someone to read out the posts Ask the class	Would someone like to _____ What impression do these posts give you about Sam? If you were the football coach and saw these posts, would you want Sam on the team?
Always ask yourself: Would you wear it on your t-shirt?	Ask the class Explain how Sam used the t-shirt rule to help him decide what he should post	If you wore something on your t-shirt who would see it? Sam realised when he put something on the internet it was like putting it _____ Anyone might end up seeing it! Before you post something you should ask yourself _____ You should only put things on the internet if you would be happy _____

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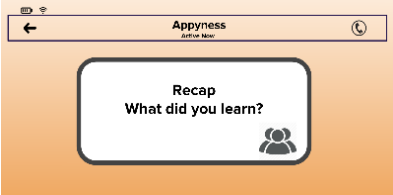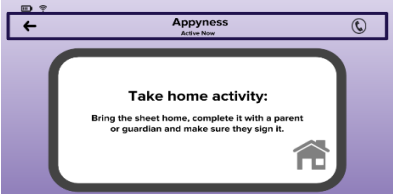**PHONE 4:** Everyone has a responsibility to think about what they are posting.

Screen	Instructions	Read Out and Discuss
 Appyness *Active Now* Your posts, your responsibility!	Explain that everyone is responsible for their own posts	Anytime you post something it is your responsibility to _____
Appyness *Active Now* Group Activity: Responsible Footprint	Ask the group leaders to do the worksheet with their groups Ask the class to make some rules about what you should and shouldn't **post online** Ask the class about their rules	Now our group leaders are going to give you a **classroom activity worksheet** which you will do in your groups In your groups I want you to decide _____ Can anybody tell me _____

Screen	Instructions	Read Out and Discuss
	Explain that settings help you control what people see	If you put your accounts on private it helps control _____ If you look at these two pictures you can see how different _____
	Explain that different apps will have **settings** to make your account private	Most apps will have settings that let you _____ This picture shows us how to _____ on Instagram
	Explain that you can use your settings to **control** who can sends you messages	You can also _____ This picture shows us how _____ on Musically
	Talk through **Snapchat's** settings, especially Ghost Mode which hides your location	Let us look at some of Snapchats settings. The first one _____ Ghost Mode is really important because it stops people from _____
	Explain to the class why private profiles are safer Remind the class that important information should never be shared publicly	It is a lot safer to put your profiles on private because _____ You should never share something important like your location in public, instead you can _____

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
Appyness Active Now — Recap What did you learn?	Find out what the class learned Tell the class what you think is important from the lesson	Can anyone tell me one thing you learned today? I think it is really important to _____
Appyness Active Now — Take home activity: Bring the sheet home, complete it with a parent or guardian and make sure they sign it.	Ask the group leaders to hand out the take **homework activity worksheet for digital footprint**	Group leaders, can you please _____

APPYNESS ONLINE

LESSON 2 – DIGITAL FOOTPRINT

Group Leader Sheets

This lesson is all about your **digital footprint. A digital footprint is a track of everything that you do on the internet**. Things like your posts and pictures or videos you have watched are stored forever online.

Sometimes people can see parts of your digital footprint, like if you post a public comment or share a photograph for other people to see. Other parts of your digital footprint might be hidden from the public, like when you send a private message, but companies like Snapchat or Instagram can store the information on their servers. Also, even if you just send something to one person, they could send it on to others.

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The second part of the lesson is about why **it is so important to think before you post** and why **it is important to keep things private online**. Sometimes people think that something like Snapchat is safer because messages disappear, but someone can still screenshot what you say. Once you post anything online, it is out of your control who can see it.

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Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the digital footprint lesson.

APPYNESS
ONLINE

LESSON 2 – DIGITAL FOOTPRINT

Classroom group activity for digital footprint

Classroom group activity 1:

Read:
All the things you do or post online become part of your digital footprint. People can find out information about you from looking at your digital footprint.

Ask:
Q Thinking about your own digital footprint, what kind of information could people find out about you online?
Q What kind of websites or apps do you think add the most to someone's digital footprint and why?

Any other questions:

Classroom group activity 2:

Read:
Sam has lost the chance to be signed to the club because of his digital footprint.

Ask:
Q What kind of information would make the club not want to sign him and why?
Q Why would Sam have posted things which are damaging to his reputation?
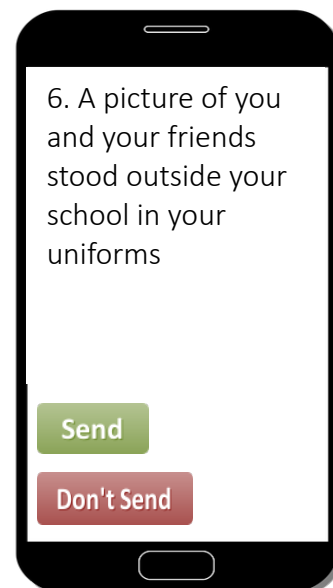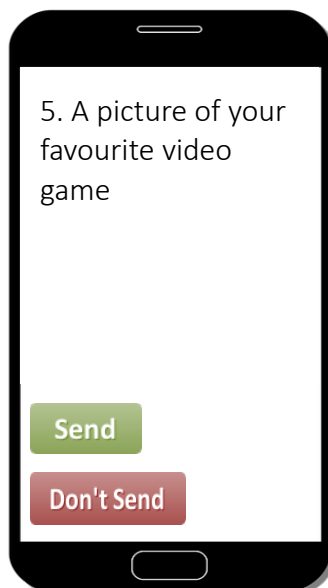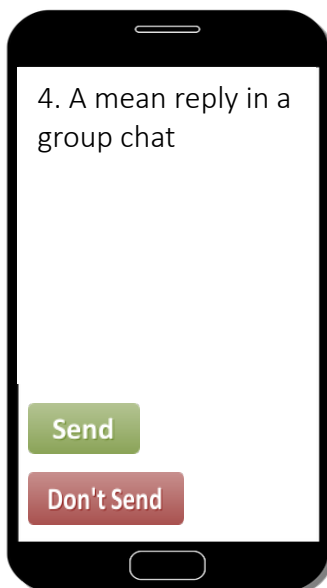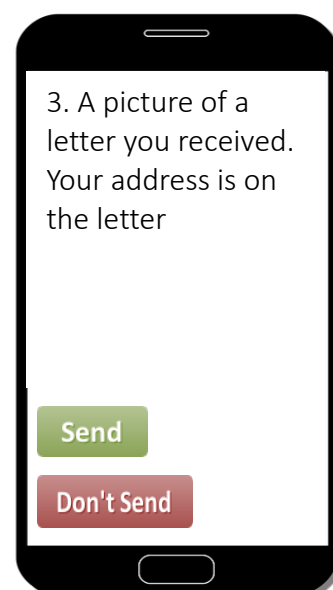Q What should Sam have done differently?

Any other questions:

APPYNESS ONLINE

LESSON 2 – DIGITAL FOOTPRINT

Classroom activity worksheet for digital footprint

Decide whether you would send the texts below

1. A picture of your friend who looks really angry. You have written he's soooo mad at me LOL

Send

Don't Send

2. A selfie of you and your friends smiling

Send

Don't Send

3. A picture of a letter you received. Your address is on the letter

Send

Don't Send

4. A mean reply in a group chat

Send

Don't Send

5. A picture of your favourite video game

Send

Don't Send

6. A picture of you and your friends stood outside your school in your uniforms

Send

Don't Send

APPYNESS ONLINE
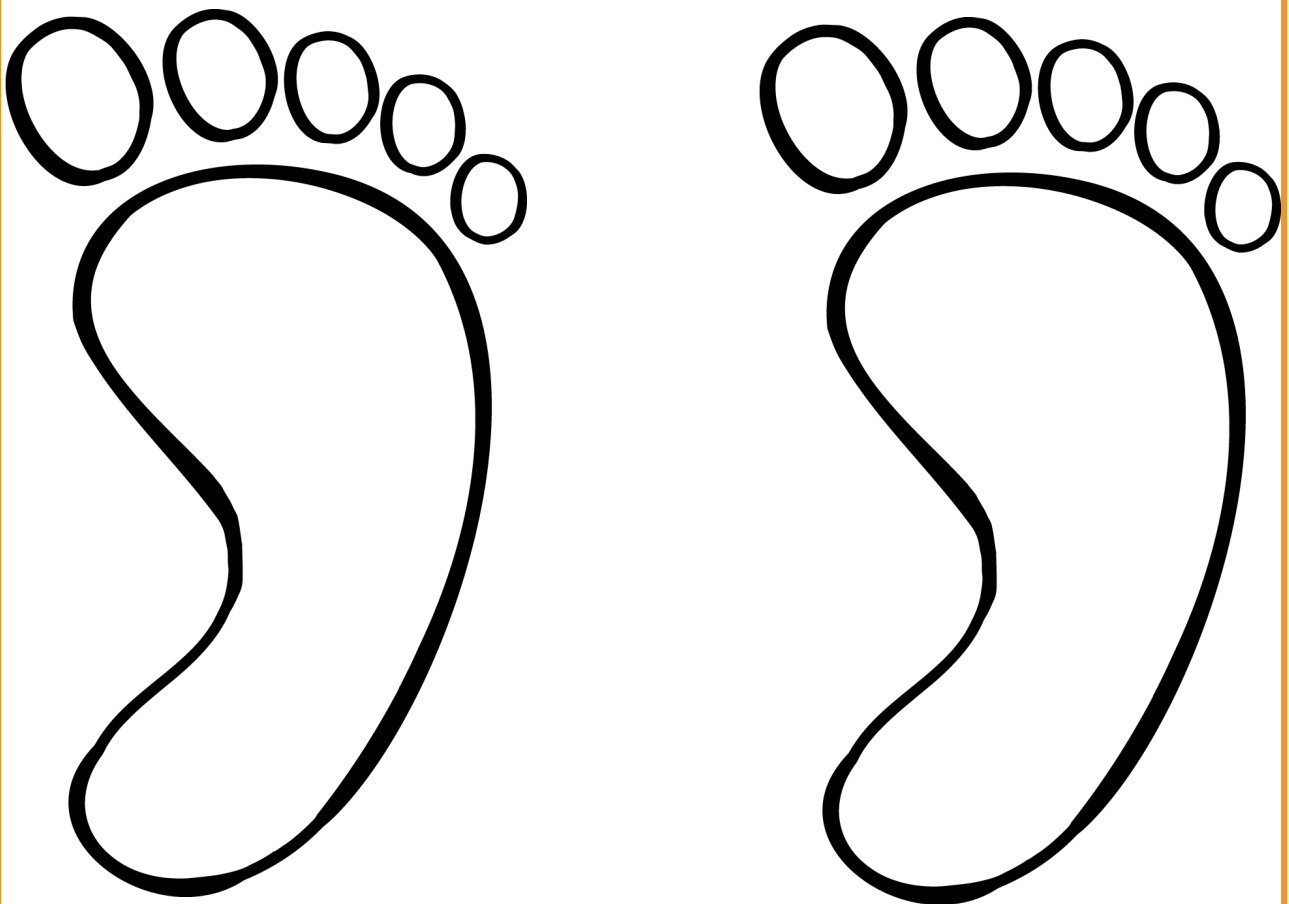
LESSON 2 – DIGITAL FOOTPRINT

Homework activity worksheet for digital footprint

Every time you do something on the internet it leaves a trace called your digital footprint.

Using what you learned about digital footprints in Appyness Online, explain to a parent/guardian why it is important to be careful about what you do on the internet.

Talk to your parent/guardian about some of the activities that you both like to do online. Draw some of these activities in the footprints.

Discuss: What are some things you would not want in your digital footprint?

Parent/Guardian signature: _____

APPYNESS ONLINE

LESSON 3 SCREEN TIME

LESSON 3 – SCREEN TIME

Teacher Overview

Materials required for the lesson:
- ❏ Lesson software loaded on the computer.
- ❏ One presenter sheet for each presenter (typically 2 presenters per lesson).
- ❏ One group leader sheet for each group leader (typically 8 group leaders per lesson).
- ❏ One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
- ❏ One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:
- ● Load Lesson 3 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
- ● Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
- ● Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
- ● Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Screen time can take away from other time.	3 mins
2	Too much screen time can affect your health, feelings and relationships.	9 mins
3	Apps and games are designed to keep you on as long as possible.	7 mins
4	Screens aren't good for sleep so take a break from screens before bed.	4 mins
5	Think about ways you can have better screen time habits.	4 mins
6	Recap and homework activity.	3 mins

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ONLINE

LESSON 3 – SCREEN TIME

Presenter Sheets

This lesson is about **screen time**. **Screen time is about the amount of time you spend on screens.**

Sometimes it can be hard to spend less time on screens because apps and games are made to keep you on them for as long as possible. While it can be really fun to spend time playing games or being online, **too much screen time can affect your health and your happiness.** It can also take time away from things you like to do in the real world.

The first part of this lesson is about screen time and it will explain **why it is important to have balance** with your screen time and **think about some ways that you can have healthier habits** with your screen time.

The second part of this lesson will teach the class about blue light and why they should **take a break from screens before bed**. Screen time can also affect your sleep. All screens give off something called blue light. This **blue light makes your brain think it is daytime** and so it doesn't make the hormone melatonin which helps you have a good night's sleep.

Here are the key messages:
1)   Screen time can take away from other time.
2)   Too much screen time can affect your health, feelings and relationships.
3)   Apps and games are designed to keep you on as long as possible.
4)   Screens aren't good for sleep so take a break from screens before bed.
5)   Think about ways you can have better screen time habits.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.
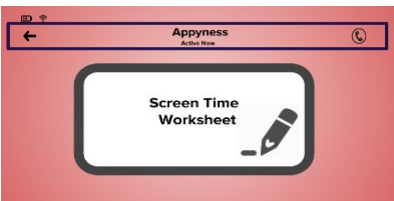
Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the screen time lesson.
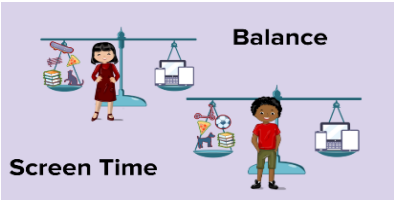
PHONE 1: Screen time can take away from other time.

Presenters, to yourself, **read** the "Instructions" box for each screen. **Fill in** the blanks in the "Read Out and Discuss" box. **Read** to the class the completed text in the "Read Out and Discuss" box. **Discuss** with the class, what is on the screen and the text you have read out.

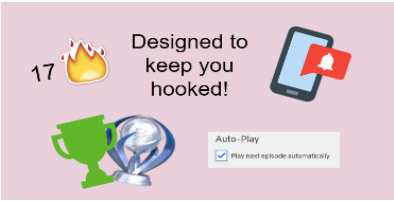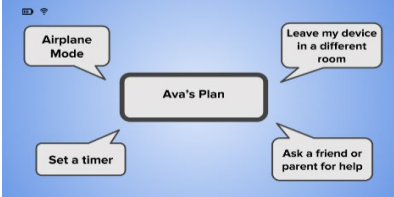| Screen	Instructions	Read Out and Discuss
	Ask the class Explain what screen time is Ask some questions about Sam's screen time Explain that time on screens is taken away from other activities	What is screen time? Any time that you spend on a screen, including TV is called screen time, for example _____ Sam had 7 hours of free time on Saturday <u>How much</u> screen time did he have? <u>How much</u> time did he spend in the real world? <u>If</u> Sam wanted to spend 4 hours on screens what would he have to give up? If Sam wanted more time on screens he would have to _____

Screen	Instructions	Read Out and Discuss
	Describe how Ava is always on her phone and her friend thinks this is a problem Ava decides to think about it	Ava spends most of her free time on screens, even during _____ Ava's friend Sam tells her that she thinks Ava _____ Ava felt a bit annoyed, but _____
	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **classroom group activity 1** with you What answers did you have for each question? 1. Can you have too much screen time? 2. Do you know anyone who spends too much time online? Why do you think it is too much? 3. When is screen time good and when is it bad?
	Ask the group leaders to do the worksheet with their groups Ask the class about their answers	Now our group leaders are going to give you a **classroom activity worksheet** which you will do in your groups What did people have for: 1. How could too much screen time affect you physically? 2. How could too much screen time affect your feelings and emotions? 3. How could too much screen time affect your relationships?

APPYNESS ONLINE

Screen	Instructions	Read Out and Discuss
	Describe how Ava decided to cut down her screen time, to have healthy habits	Lisa is not going to stop using screens, but _____ She realised it is a bit like healthy eating and you need to have balance so that _____

PHONE 3: Apps and games are designed to keep you on as long as possible.

Screen	Instructions	Read Out and Discuss
'One video' — Reality	Explain that Ava is finding it hard to stop using her phone Ask the class	Ava has been trying to spend less _____ Ava decided to watch one quick video on YouTube. What do you think happened next?
'One video' — Many videos	Describe how Ava ended up watching many videos Ask the class	Ava only wanted to watch one video, but _____ After each video ended another one loaded and she found it hard to stop Why do you think it can be difficult to stop sometimes?

APPYNESS ONLINE

Screen	Instructions	Read Out and Discuss
	Explain that companies make apps and games to keep you on as long as possible	When companies are making apps and games they _____
	Ask the class	Can you think of any examples? There are some on the screen
	Describe some of the examples	Auto playing the next video on Netflix or YouTube makes you want to keep watching – this is what happened to Ava
		Streaks show how long you have been sending a message to the same person so you will keep sending them messages
		Notifications make you want to check the app again
		Trophies and achievements in games make you want to spend more time playing

APPYNESS ONLINE

Screen	Instructions	Read Out and Discuss
	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **classroom group activity 2** with you What answers did you have for each question? If I start getting angry after playing a game for a while I could _____ If I keep getting distracted by screens when doing my homework I could _____ If I am spending time with friends but getting distracted by my phone or tablet I could _____ If I keep saying "just one more" but I do not stop I could _____
	Explain that Ava made a plan of things to help her Describe the examples on the screen	Just like you did in that group activity, Ava _____ Here are some of the things she decided to do. First is setting a timer _____

PHONE 4: Screens aren't good for sleep so take a break from screens before bed.
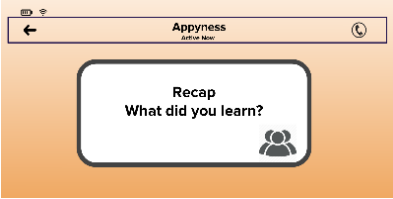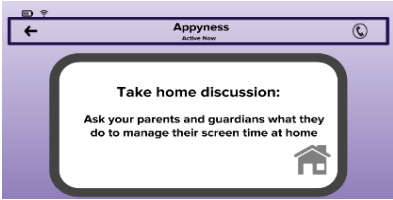
Screen	Instructions	Read Out and Discuss
	Ask the class Explain why sleep is important	Do you think screens affect your sleep? Why? Your body needs sleep so that you can grow and _____ Your brain needs sleep so that you can _____
	Explain that Max uses his phone at night and he is having issues with his sleep Ask the class	Max does not get enough sleep because he _____ What are some things Max could do?
	Explain how screens give off blue light which tricks your brain into staying awake	All screens give off something called _____ When your brain sees blue light at night it thinks it is still daytime. This tricks _____ Using your screen before you go to bed means you won't sleep as well and so _____
	Explain that the best solution to blue light is to take a one hour break before bed	Some apps can make blue light a bit better but they do not get rid of it. The best thing you can do about blue light is _____

PHONE 5: Think about ways you can have better screen time habits.

Screen	Instructions	Read Out and Discuss
	Explain that like Sam, Ava's parents felt she had too much screen time Tell the class Ask the class for some of their answers	Just like Sam, Ava's parents _____ They sometimes worried that her screen time was affecting _____ For one minute in your group, discuss: If you were Ava's parents, how would you help her to have better screen time habits?
	Explain that Ava made some changes like using her phone around friends Ask the class to think if there are any changes they could make to their own screen time Ask the class for some of their answers	Ava decided to _____ Now when she spends time with Sam _____ Can you think of any changes _____ Would anyone like to tell me _____

APPYNESS ONLINE

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
Appyness — Active Now — Recap What did you learn?	Find out what the class learned Tell the class what you think is important from the lesson	Can anyone tell me one thing they learned today? I think it's really important to _____
Appyness — Active Now — Take home discussion: Ask your parents and guardians what they do to manage their screen time at home	Ask the group leaders to hand out the take **homework activity worksheet for screen time**	Group leaders, can you please _____

APPYNESS ONLINE

LESSON 3 – SCREEN TIME

Group Leader Sheets

This lesson is about **screen time. Screen time is about the amount of time you spend on screens.**

Sometimes it can be hard to spend less time on screens because apps and games are made to keep you on them for as long as possible. While it can be really fun to spend time playing games or being online, **too much screen time can affect your health and your happiness.** It can also take time away from things you like to do in the real world.

The first part of this lesson is about screen time and it will explain **why it is important to have balance** with your screen time and **think about some ways we can have healthier habits** with our screen time.

The second part of this lesson will teach the class about blue light and why they should **take a break from screens before bed**. Screen time can also affect your sleep. All screens give off something called **blue light**. This blue light **makes your brain think it is daytime** and so it doesn't make the hormone melatonin which helps you have a good night's sleep.

Here are the key messages:
1)   Screen time can take away from other time.
2)   Too much screen time can affect your health, feelings and relationships.
3)   Apps and games are designed to keep you on as long as possible.
4)   Screens aren't good for sleep so take a break from screens before bed.
5)   Think about ways you can have better screen time habits.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the screen time lesson.

APPYNESS ONLINE

LESSON 3 – SCREEN TIME

Classroom group activity for screen time

Classroom group activity 1:

Read:
Ava's friends think she spends too much time on screens. This has made Ava think about her own screen time.

Ask each group member:
Q Can you have too much screen time?
Q Do you know anyone who spends too much time online? Why do you think it's too much?
Q When is screen time good and when is it bad?

Any other questions:

Classroom group activity 2:

Read:
Ava has found it hard to cut down her screen time.

Ask each group member:
Why do you think it can be hard to cut down your screen time?

Ask each group member to help the group finish each sentence:
Q If I start getting angry after playing a game for a while I could _____

Q If I keep getting distracted by screens when doing my homework I could _____

Q If I am spending time with friends but getting distracted by my phone or tablet I could _____

Q If I keep saying "just one more" but I don't stop I could _____

Any other questions:

APPYNESS ONLINE

LESSON 3 – SCREEN TIME

Classroom activity worksheet for screen time

How could too much screen time affect you **physically**?
(How could it affect your eyes, head, etc.?)

?!

How could too much screen time affect your **feelings** and **emotions**?

How could too much screen time affect your **relationships**?
(With your parents, friends, siblings, etc.?)

APPYNESS
ONLINE

LESSON 3 – SCREEN TIME

Homework activity worksheet for screen time

Screen time can be a lot of fun, but too much screen time can affect your health.

Using what you learned about screen time in Appyness Online. Write down or draw some of the positives and negatives about screen time with a parent/guardian.

Positives of Screen Time	Negatives of Screen Time

Discuss: What rules do you have in your house about screen time and how do they keep you healthy?

Parent/Guardian signature: _____

APPYNESS ONLINE

LESSON 4 FRIENDS ONLINE

LESSON 4 – FRIENDS ONLINE

Teacher Overview

Materials required for the lesson:
❏   Lesson software loaded on the computer.
❏   One presenter sheet for each presenter (typically 2 presenters per lesson).
❏   One group leader sheet for each group leader (typically 8 group leaders per lesson).
❏   One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
❏   One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:
●   Load Lesson 4 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
●   Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
●   Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
●   Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	If you haven't met someone in real life then be careful what you share.	7 mins
2	People can pretend to be someone else on the internet.	3 mins
3	You can't trust who someone is if you only know them from the internet.	4 mins
4	If you feel uncomfortable or concerned about a message you receive online then take action.	4 mins
5	Look out for signs of trouble.	7 mins
6	Recap and homework activity.	3 mins

APPYNESS ONLINE

LESSON 4 – FRIENDS ONLINE

Presenter Sheets

This lesson is all about your **friends online.**

The first part of this lesson will teach you about the risks of talking to people you do not know online. It can be a lot of fun to play with or talk to your friends online. Lots of apps and games let you talk to other people too, but this can be dangerous. It is very **easy for people to lie about who they really are online**. When someone pretends to be someone else online it is called **catfishing.**

The second part of the lesson will teach why you should only trust people you know from real life, and what to do if you feel worried or suspicious of someone online. Sometimes **people might pretend to be nice** or **try and pressure someone** to get information about them or because they want to meet in person.

Here are the key messages:
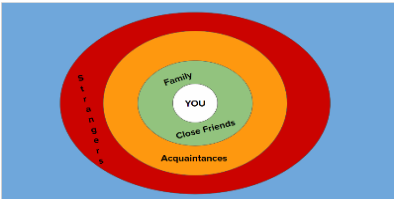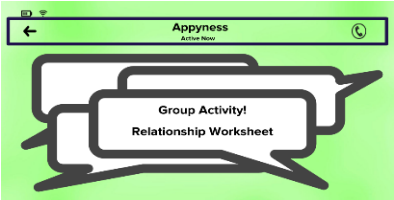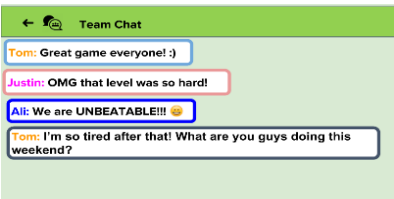1)   If you haven't met someone in real life then be careful what you share.
2)   People can pretend to be someone else on the internet.
3)   You can't trust who someone is if you only know them from the internet.
4)   If you feel uncomfortable or concerned about a message you receive online then take action.
5)   Look out for signs of trouble.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the friends online lesson.

APPYNESS
ONLINE

PHONE 1: If you haven't met someone in real life then be careful what you share
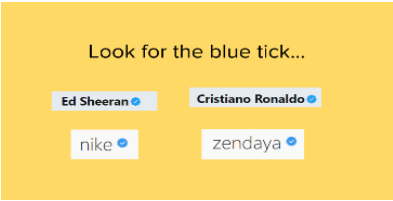
Presenters, to yourself, **read** the "Instructions" box for each screen. **Fill in** the blanks in the "Read Out and Discuss" box. **Read** to the class the completed text in the "Read Out and Discuss" box. **Discuss** with the class, what is on the screen and the text you have read out.

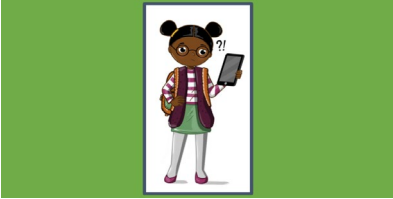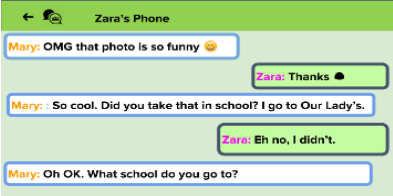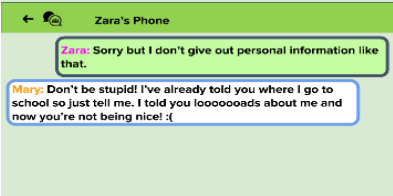| Screen	Instructions	Read Out and Discuss
	Explain that we have different types of relationships in our lives	We have different types of relationships in our lives like _____ I would tell a friend _____, but I would not tell a stranger.
	Ask the group leaders to do the worksheet with their groups Ask the class about their answers	Now our group leaders are going to give you a **worksheet** which you will do in your groups Can anyone tell me what things you wrote for each type of relationship?
	Explain how Justin plays online with his friend Ali and Ali's friend Tom Ask the class Read the screen and explain why it would not be safe to answer Tom's question	Justin plays _____ He knows Ali from school, but he has never met Tom. Justin finds out Ali has never met Tom either Justin feels like Tom is his friend online, but should he share things with Tom like he would with a friend? Why? Let us look at what Tom said in the group *read the screen* If you do not know someone in real life then you should be careful about _____
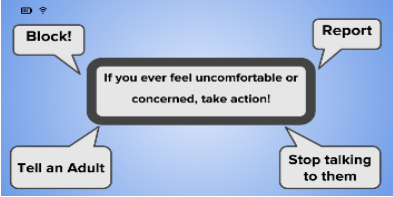
PHONE 2: People can pretend to be someone else on the internet

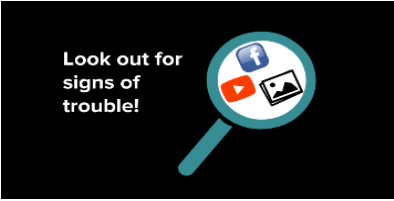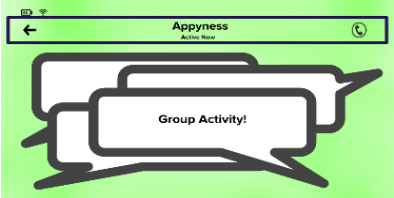| Screen	Instructions	Read Out and Discuss
	Describe how Molly and Jack are friends in real life and online	Molly knows Jack in real life from _____ She likes to go online and _____ This is safe because they know each other in real life.
	Describe how Molly would not know who she is really talking to if Jack was a stranger	What if Molly had never met Jack before? She would not know _____ If she was talking to a stranger, they could be anybody. Let us see in the next picture who she is talking to
	Ask the class Explain to the class how it can be risky to talk to strangers Ask the class Explain to the class why you need to be just as careful online	What is happening in this picture? It is very easy to lie on the internet and some people might want to steal your information or hurt you If a stranger on the street asked you for your name, age and address would you tell them? If Molly thinks this person is her friend then when he tells her things she might _____ It is really important to _____

PHONE 3: You can't trust who someone is if you only know them from the internet.

Screen	Instructions	Read Out and Discuss
What is catfishing?	Ask the class Explain to the class that a catfish is someone who pretends to be someone else online	Does anyone know what a catfish is on the internet? A catfish is _____ The random hacker on the last phone was catfishing Molly because _____
Look for the blue tick… Ed Sheeran Cristiano Ronaldo nike zendaya	Ask the class Explain what the blue tick is for	Does anyone know what a blue tick means on a celebrity's profile? The blue tick means that the app has made sure that person really is a celebrity. So if Ronaldo is tweeting you but he does not have a blue tick, then _____
Could Tom's profile be fake?	Ask the class Explain that there is no way to know for sure	Do you remember at the beginning we talked about Justin, his friend Ali, and Tom who nobody knew in real life? Could Tom's profile be fake? Is there anyway Justin could know? Tom is not a celebrity so he won't have a tick. There is no way we can know if Tom's profile is fake because _____
Appyness You can't trust someone if you only know them on the internet	Explain that you can never trust people if you only know them on the internet	If you do not know someone in real life then _____

Primary 7 / Year 6 / 5th Class

APPYNESS ONLINE

PHONE 4: If you feel uncomfortable or concerned about a message you receive online then take action.

Screen	Instructions	Read Out and Discuss
	Introduce Zara	This is Zara. She likes to post pictures with funny filters on but one day a girl called Mary messages her
	Read through the two screens showing the conversation	*Read through the screens*
	Describe how Zara explained she did not want to say what school she goes to and now Mary is putting pressure on her	Zara decided she did not want to tell Mary, but now Mary is putting pressure on her by _____
	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **classroom group activity 1** with you What answers did you have for each question? 1. How do you think Zara might be feeling? 2. Why might Zara want to tell her? 3. What are some things that Zara could do next? 4. What did your group think Zara should do next?
	Tell the class what they can do	If you ever feel uncomfortable or concerned about something you see online, **take action!** Some things you can do are _____

Screen	Instructions	Read Out and Discuss
	Explain that you should always look out for anything suspicious Give some examples of what might be suspicious	You might not know who is telling the truth online but you should always _____ When Mary was being mean to Zara and pressuring her that was a sign _____ If Tom asked Justin to meet up with him that would be a sign too
	Ask the class to work in their groups Ask the groups for some things they found	Now our group leaders are going to do **classroom group activity 2** with you Can anyone tell me _____
	Read out the message on the screen and make sure everyone knows how important it is	*Read the message on the screen* Remember that _____

PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	Find out what the class learned Tell the class what you think is important from the lesson	Can anyone tell me one thing they learned today? I think it's really important to _____
	Ask the group leaders to hand out the **homework activity worksheet for friends online**	Group leaders, can you please _____

APPYNESS ONLINE

LESSON 4 – FRIENDS ONLINE

Group Leader Sheets

This lesson is all about your **friends online**.

The first part of this lesson will teach you about the risks of talking to people you do not know online. It can be a lot of fun to play with or talk to your friends online. Lots of apps and games let you talk to other people too, but this can be dangerous. It is very **easy for people to lie about who they really are online**. When someone pretends to be someone else online it is called **catfishing.**

The second part of the lesson will teach why you should only trust people you know from real life, and what to do if you feel worried or suspicious of someone online. Sometimes **people might pretend to be nice** or **try and pressure someone** to get information about them or because they want to meet in person.

<u>**Here are the key messages:**</u>
1)   If you haven't met someone in real life then be careful what you share.
2)   People can pretend to be someone else on the internet.
3)   You can't trust who someone is if you only know them from the internet.
4)   If you feel uncomfortable or concerned about a message you receive online then take action.
5)   Look out for signs of trouble.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the friends online lesson.

LESSON 4 – FRIENDS ONLINE

Classroom group activity for friends online

Classroom group activity 1:

Read:
Zara told Mary she did not want to tell her where she goes to school and Mary is annoyed at her now.

Ask each group member:
Q. How do you think Zara might be feeling?
Q Why do you think Zara might change her mind and tell Mary?
Q What are some things that Zara **could** do next?

Decide as a group, what are the best options for what she **should** do next?

Any other questions:

Classroom group activity 2:

Read:
We have to be like detectives and watch out for any signs of trouble.

Ask each group member:
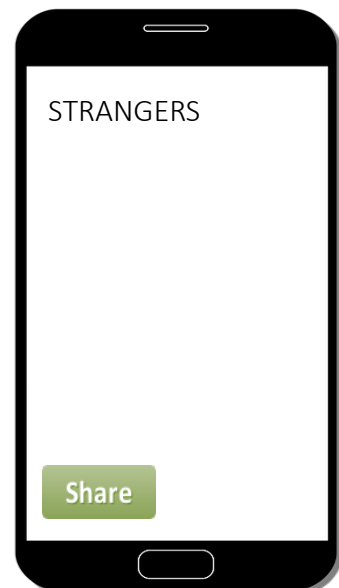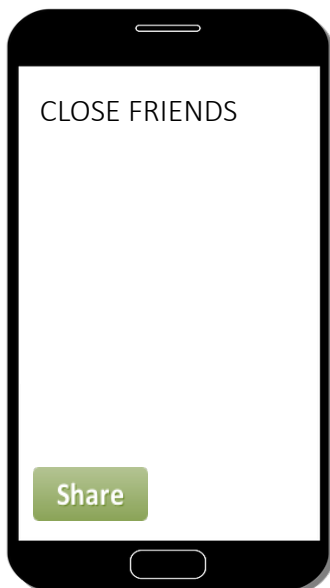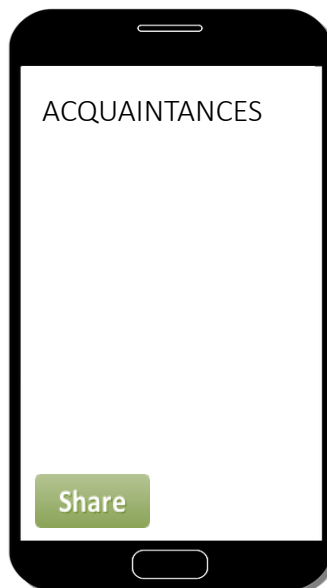**Q** What would be some clues or some warning signs that we can see online that might lead to trouble?
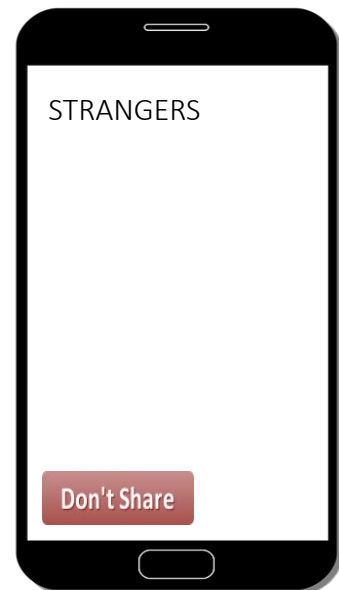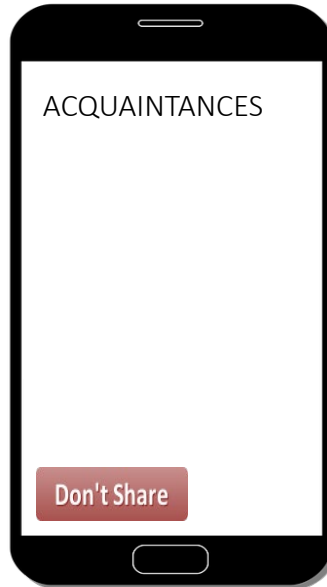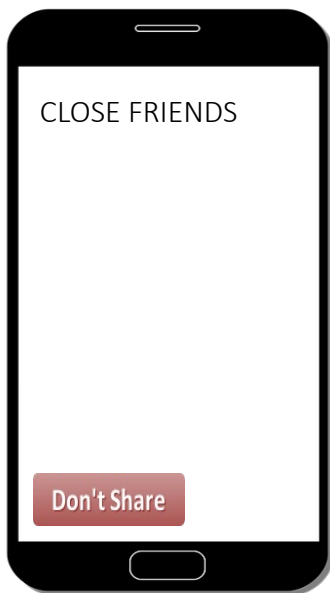
Any other questions:

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LESSON 4 – FRIENDS ONLINE

Classroom activity worksheet for friends online

Write down what you would share and not share for each of these relationships.

ACQUAINTANCES

Don't Share

CLOSE FRIENDS

STRANGERS

Don't Share

ACQUAINTANCES

Don't Share

CLOSE FRIENDS

Share

STRANGERS

Share

Share

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LESSON 4 – FRIENDS ONLINE

Homework activity worksheet for friends online

A boy called Lucas was playing a game on his Dad's phone and someone he did not know sent him a message. He replied and now this person has sent him more messages.

Using what you learned about fake friends and real friends in Appyness Online, explain to a parent/guardian why this situation could be dangerous.

The Messages
Randomer77: Hey your profile picture is really cool!!   **Lucas**: Thanks   **Randomer77**: My name is Bradley, what's your name?   **Randomer77**: Hey you still there? I have got free credits for this game, I can send you some if you want?

Decide together: What should Lucas do next?

Discuss: Do you have any rules about talking to people you don't know online? What should you do if someone is sending you messages?

Parent/Guardian signature: _____

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LESSON 5
CYBERBULLYING

LESSON 5 – CYBERBULLYING

Teacher Overview

Materials required for the lesson:
❏ Lesson software loaded on the computer.
❏ One presenter sheet for each presenter (typically 2 presenters per lesson).
❏ One group leader sheet for each group leader (typically 8 group leaders per lesson).
❏ One classroom activity worksheet for each pupil (typically 30 pupils per lesson).
❏ One homework activity worksheet for each pupil (typically 30 pupils per lesson).

Before beginning the lesson:
● Load Lesson 5 on the Appyness Online software. Check the lesson is displayed on the whiteboard.
● Confirm all the presenters have their materials ready and feel comfortable to proceed with the lesson plan.
● Ensure that the class has been divided into groups of 3 to 4 pupils. A typical class of 30 pupils will have 6 groups of 4 pupils and 2 groups of 3 pupils. Assign one group leader to each group, 8 group leaders in total.
● Remind the class of any rules you have for the lesson plan and classroom activities.

Phone	Key Message	Timing for 30 min class
1	Cyberbullying comes in many different forms.	7 mins
2	We have to think about how other people might feel when we are doing things online.	7 mins
3	Be an upstander not a bystander.	3 mins
4	Take action if you see or experience bullying.	4 mins
5	If you are worried or upset, ask an adult that you trust for help.	6 mins
6	Recap and homework activity.	3 mins

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LESSON 5 – CYBERBULLYING

Presenter Sheets

This lesson is all about cyberbullying. **Cyberbullying is bullying that happens through the internet**. Cyberbullying can come in lots of different forms like leaving mean comments or sending hurtful messages, harassing someone in a game so that they can't enjoy it or posting things to embarrass other people.

An example of cyberbullying is the Bystander effect. The **Bystander Effect** is when lots of people see something bad happening, like cyberbullying, they often wait for someone else to do something. Bystanders might see things happening but they don't do anything to help. Being an **upstander means standing up for other people**, making sure they are okay and taking action when you see cyberbullying happening to someone else.

The first part of this lesson teaches you the impact that cyberbullying can have on a person.

The second part of this lesson teaches you how to be an upstander and not a bystander. I will show you ways where you can take action if you see or experience cyberbullying.

There are some tips about dealing with cyberbullying in this lesson like using **Stop, Block and Tell** or **taking screenshots**. The most important thing is that all children know they can get help if they are being cyberbullied. **If you are ever feeling upset or worried** about cyberbullying that is happening to your or that you see happening to other people, the best thing to do is **talk to an adult who you trust**.

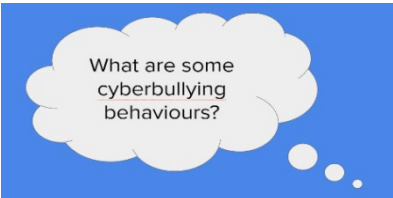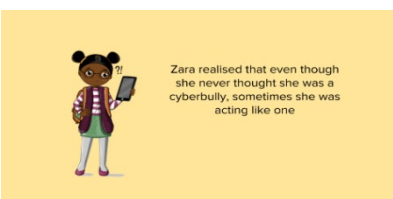### Here are the key messages:
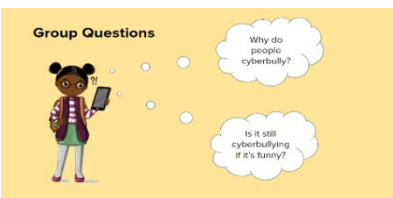1)   Cyberbullying comes in many different forms.
2)   We have to think about how other people might feel when we're doing things online.
3)   Be an upstander not a Bystander.
4)   Take action if you see or experience cyberbullying.
5)   If you are worried or upset, ask an adult you trust for help.

Presenters: Read through each screen and think about what you might say for each screen. Remember, you are the storyteller.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the cyberbullying lesson.
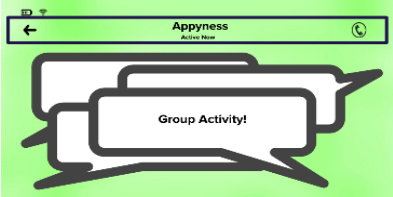
PHONE 1: Cyberbullying comes in many different forms.

Presenters, to yourself, **read** the "Instructions" box for each screen. **Fill in** the blanks in the "Read Out and Discuss" box. **Read** to the class the completed text in the "Read Out and Discuss" box. **Discuss** with the class, what is on the screen and the text you have read out.
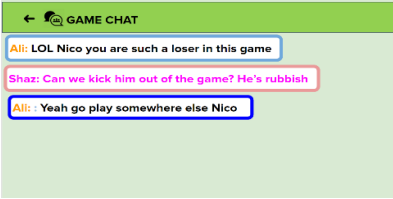
Screen	Instructions	Read Out and Discuss
What is Cyberbullying?	Ask the class Make sure the class knows what cyberbullying is	What is cyberbullying? Cyberbullying is _____
What are some cyberbullying behaviours?	Ask the class	What things can be described as cyberbullying
Cyberbullying behaviours Mean or rude comments Posting things to hurt or upset someone Making threats Leaving people out Posting things to embarrass someone	Talk through the cyberbullying behaviours shown on the screen	Let us look at some examples of cyberbullying behaviours _____
Zara realised that even though she never thought she was a cyberbully, sometimes she was acting like one	Explain how Zara realised she sometimes does cyberbullying behaviours Ask the class	Zara never thought she was a cyberbully, but _____ What advice would you give Zara?
Group Questions Why do people cyberbully? Is it still cyberbullying if it's funny?	Ask the class to work in their groups to answer the two questions Ask the groups for some of their answers	Zara has some questions. Now our group leaders are going to do **classroom group activity 1** with you What answers did you have for _____

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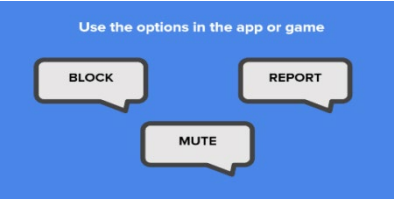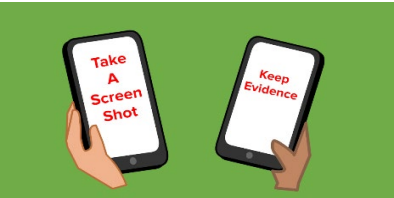**PHONE 2: We have to think about how other people might feel when we're doing things online.**

Screen	Instructions	Read Out and Discuss
Go to the phone and choose the "Mark and Ava" video	Click on the phone and select the "Mark and Ava" video	We are going to watch a video
Appyness Active Now Group Activity!	Ask the class to work in their groups Take some answers from the groups	Now our group leaders are going to do **classroom group activity 2** with you What answers did you have for each question? 1. Why did Mark put the pictures on his story? 2. Do you think Mark was trying to hurt Ava's feelings? 3. What should Mark do next?
How would you feel?	Explain to the class how Mark could have done things differently	Mark might not have meant to hurt Ava, but he should have thought about _____
I find this funny, but how might it make someone else feel? Be a good friend: Think before you post!	Explain to the class how important it is to think about other people's feelings	Before you post something is a good idea to think about how it might make _____

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PHONE 3: Be an upstander not a bystander.

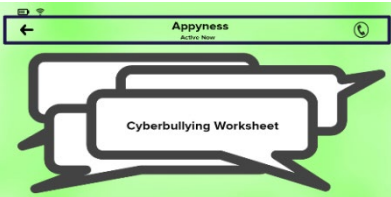| Screen	Instructions	Read Out and Discuss
← GAME CHAT **Ali:** LOL Nico you are such a loser in this game **Shaz:** Can we kick him out of the game? He's rubbish **Ali: :** Yeah go play somewhere else Nico	Ask someone to read out the messages Make sure the class understand the messages	Would anyone like to read _____ Ali and Shaz are being _____
This does not seem right. David sees the messages in the chat. He thinks the others are being too mean. He is worried about how Nico will feel.	Explain that David feels uncomfortable when he sees the messages	David feels like _____ He learned before that you have to think about how other _____
Bystanders Person bullying Person being bullied	Explain to the class that bystanders are people who see bullying happen	In this picture there is a person being bullied, a person _____ Bystanders are _____
Be an Upstander! Don't be a Bystander	Explain that the bystanders can stand up for other people and be upstanders. This lets bullies know that their behaviour is not okay	Instead of saying or doing nothing you can be an upstander by _____ When an upstander says something it sends a message to the bullies that _____
← GAME CHAT **Ali:** HA Nico you are such a loser **Shaz:** Can we kick him out of the game? He's rubbish **Ali: :** Yeah go play somewhere else Nico **David:** Leave him alone. It's not okay to talk to someone like that.	Explain that David decided to be an upstander	David decided to be an upstander. His reply said _____ I think it is really important to _____

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PHONE 4: Take action if you see or experience cyberbullying.

Screen	Instructions	Read Out and Discuss
Max keeps getting mean messages from people he doesn't know. What can he do? / DONT REPLY — It just makes it worse!	Explain to the class that Max should not reply because it will just make things worse	Max should not reply because _____ If you get a mean message _____
Use the options in the app or game — BLOCK, REPORT, MUTE	Explain that most apps and games have options to Block, Mute or Report people	You can use some of the options in the app or game like _____ Block means the person cannot play or talk to you at all Mute means you cannot hear what they are saying in a game Report means the app or game will look at their account and ban them if they broke any rules
Take A Screen Shot / Keep Evidence	Explain that you can take screenshots or pictures so you have evidence	If you see cyberbullying you can take screenshots or take a picture of the screen with another phone. This is good because _____
Appyness — Active Now — Take action if you or someone you know is being cyberbullied.	Remind the class how important it is to take action if you see or experience cyberbullying	It is really important to remember _____

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PHONE 5: If you are worried or upset ask an adult you trust for help.

Screen	Instructions	Read Out and Discuss
	Explain that if you are worried about cyberbullying you have seen or experienced it is really important to talk to an adult who you trust Ask the class to discuss who they would talk to Ask the class for some of their answers	If you are ever feeling _____ You should get some help by _____ In your groups I want you to discuss which adults in your life you would ask for help if you were upset or worried about cyberbullying. Group leaders, make sure everyone gets a chance to speak Can some people tell me which adults in your life you would ask for help?
	Ask the group leaders to hand out the cyberbullying worksheet Ask the class about their answers	Now our group leaders are going to give a **classroom activity worksheet** which you will each complete individually Would anyone like to tell me some of the things you wrote for each question?

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PHONE 6: Recap and homework activity.

Screen	Instructions	Read Out and Discuss
	Find out what the class learned Tell the class what you think is important from the lesson	Can anyone tell me one thing they learned today? I think it's really important to _____
	Ask the group leaders to hand out the **homework activity worksheet for cyberbullying**	Group leaders, can you please _____

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LESSON 5 – CYBERBULLYING

Group Leader Sheets

This lesson is all about cyberbullying. **Cyberbullying is bullying that happens through the internet**. Cyberbullying can come in lots of different forms like leaving mean comments or sending hurtful messages, harassing someone in a game so that they can't enjoy it or posting things to embarrass other people.

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<u>**Here are the key messages:**</u>
1)   Cyberbullying comes in many different forms.
2)   We have to think about how other people might feel when we're doing things online.
3)   Be an upstander not a Bystander.
4)   Take action if you see or experience cyberbullying.
5)   If you are worried or upset, ask an adult you trust for help.

Group Leaders: Read through your group activity sheets. Think about what kinds of answers people might give and what questions you could ask to get everyone thinking.

Reminder: If you have any questions about the lesson make sure you ask your teacher beforehand. You can also practice at home by getting your friends and family to play the role of the pupils that you will be helping during the cyberbullying lesson.

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LESSON 5 – CYBERBULLYING

Classroom group activity for cyberbullying

Classroom group activity 1:

Read:
Zara has realised that sometimes she does things which would count as cyberbullying. Now she has some questions about cyberbullying.

Ask each group member:
Q Why do people cyberbully?
Q Is it still cyberbullying if it's funny?

Any other questions:

Classroom group activity 2:

Read:
Mark posted funny photos of Ava online. She found them funny at first, but the joke hasn't gone away and now she is getting concerned about who is seeing the photos.

Ask each group member:
Q Why did Mark put the pictures on his story?
Q Mark is Ava's friend. Why do you think he is doing something that upsets her?
Q What should Mark do next?

Any other questions:

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LESSON 5 – CYBERBULLYING

Classroom activity worksheet for cyberbullying

Q Tick which of these counts as cyberbullying.

☐   Tagging a friend in a photo.

☐   Posting videos of a person without their permission.

☐   Beating someone up.

☐   Deliberately leaving someone out of a group chat.

☐   Posting mean comments on a person's profile picture.

☐   Teasing someone about their appearance to their face.

☐   Making fun of a person's religion on Facebook.

☐   Sending a person a friend request.

☐   Spreading hurtful pictures of a person on Snapchat.

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LESSON 5 – CYBERBULLYING

Homework activity worksheet for cyberbullying

A girl called Aisha has been having a tough time at school. Some of the people in her class have started to send her mean messages in some of the apps and games that she uses. It has been happening for 2 weeks now and she is feeling upset about it.

Using what you learned about cyberbullying in Appyness Online, explain to a parent/guardian why this is cyberbullying.

Discuss: The questions below together:

Q If you were Aisha's friend what advice would you give her?

Q Can you think of any reasons why Aisha might be scared to ask for help?

Q If you are being cyberbullied, what would be the best thing to do?

Parent/Guardian signature: _____

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