



APPYNESS ONLINE

PEER TO PEER INTERNET
SAFETY EDUCATION

MATERIALS

Secondary 1 - NI and Scotland

Year 7 - England and Wales

6th Class - Ireland



ZEEKO

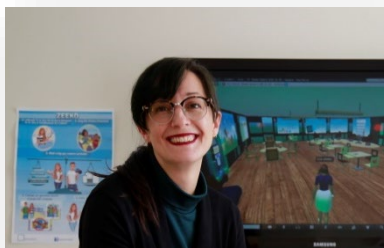
TABLE OF CONTENTS

INTRODUCTION	3
Foreword – Dr Marina Everri	4
Overview.....	4
Who is Zeeko?.....	5
Appyness Online	5
Peer Leaders	7
The Materials.....	8
Installation Guide.....	11
Trouble Shooting.....	19
LESSON 1 APPYNESS ONLINE OVERVIEW	21
Teacher Overview	22
Classroom activity worksheet for Appyness Online Overview	24
What topics do the Peer Leaders teach?	25
Homework activity worksheet for Appyness Online Overview	26
LESSON 2 CO-OPERATIVE & COLLABORATIVE LEARNING	27
Teacher Overview	28
LESSON 3 CRITICAL THINKING SKILLS	29
Teacher Overview	30
Classroom activity worksheet for critical thinking skills.....	31
Classroom activity worksheet for critical thinking skills.....	32
LESSON 4 PRESENTATION AND ORACY SKILLS	33
Teacher Overview	34
Classroom Group Activity: Role Play.....	38
Homework activity worksheet: Practice your skills	43
Homework activity worksheet: Feedback	44
APPENDIX.....	45
Schedule Template	46
Sample Quiz	47
Sample Presenter 2 Activity.....	48

INTRODUCTION

Foreword – Dr Marina Everri

Is it possible to harness the opportunities offered by the Internet while learning how to be safe online? Can teachers support their pupils to be safe with Internet risks using a peer-to-peer approach mediated by a research-based educational programme? Can children enjoy child-led and peer-to-peer learning using blended materials in their class as well as at home?



Yes, all this is possible thanks to Appyness Online, Zeeko's newest service on Internet safety that promotes the development of digital literacy skills in schools and at home.

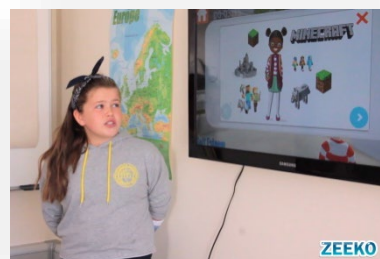
Over the last four years Zeeko have carried out research in primary and secondary schools all over Ireland to understand how children behave online (see Everri & Park, 2018)¹. More than 73,000 pupils, their teachers and parents have been reached and questioned about their experiences with the Internet. Zeeko found that children have experienced online aggressions and have talked to strangers online since an early age, for instance through online gaming. Also, children are aware of online risks, but do not know how to be safe with them. Appyness Online was developed with the aim to tackle these issues and to prepare children to be safe with the next digital challenges.

Appyness Online complements the SPHE (PSHE UK) curriculum addressing Internet safety and using a peer-to-peer/blended learning approach. It has been developed using a child-centred approach, children helped Zeeko's Research & Development team to develop the features of the programme, which was then tested in Irish and UK schools. The unique features of the programme make it a useful tool for class exercises and homework. Therefore, also parents can be involved in Appyness Online tasks and learn about Internet safety themselves.

Marina Everri is a researcher in social psychology and a family psychotherapist currently collaborating with Zeeko and working as a lecturer at University College Dublin. Over the last ten years her research has looked at how contemporary societal challenges are transforming parent-child relationships and communication. She led a Marie Curie European research project aimed at understanding the impact of technologies on children's and parents' health and wellbeing at the Department of Media and Communications at the London School of Economics and Political Sciences. In Zeeko, she has continued research in the field leading a transdisciplinary team which investigated children's online behaviour in schools all over Ireland. The findings of her research have informed Zeeko's content development for different projects including Appyness Online (e.g., Everri and Park, 2018).

Overview

Welcome to **Appyness Online**, a programme designed by Zeeko to help keep pupils safe online. Firstly, **'thank you'** in advance - Zeeko knows it is hard work being a teacher, and with any new programme comes a time commitment. Zeeko have worked hard to keep the time commitment low for Appyness Online, but Zeeko recognises and appreciates your contribution to making it a success. This simple guide will take you through the programme and how it works. There are **'top tips'** from teachers who have previously completed the programme in order to help teachers and pupils to get the most from it. Appyness Online provides **Internet safety lessons for 3rd Class, 4th Class and 5th Class**. The **6th Class pupils become Peer Leaders** who will teach the content to the other classes. Appyness



¹ <https://researchrepository.ucd.ie/handle/10197/9429>

Online uses a peer-to-peer pedagogy that **promotes co-operative and collaborative learning**, and **increases critical thinking skills**.

Who is Zeeko?

Zeeko is an Irish company based at Nova UCD, University College Dublin's Innovation Centre.

Zeeko's mission is to *teach Internet safety to children, parents, teachers and the wider community, creating a world where young people*

can safely benefit from technology and the Internet. Zeeko is number 1 in this field in Ireland,

having delivered seminars on Internet safety to over **143,000 children, 13,000 parents and 8,600 teachers** across 26 counties. Zeeko is an innovator with leading knowledge,

experience and expertise in children's Internet safety. Zeeko has **surveyed over 73,000 young people** to understand what young people are doing online and the associated risks and opportunities. Zeeko has used this research to create **evidence based content** for its education programmes.



Appyness Online

How it works

Appyness Online is a learning resource on Internet safety.

The lessons will be displayed on a projector screen at the front of the class.

There are two types of **Peer Leaders** selected from the class:

- **Presenters:** they control the software and lead/ present the lessons. Two presenters deliver one lesson.
- **Group Leaders:** they lead group discussions and activities with pupils from the class that are receiving the lesson.



The process

Material

Zeeko will send a seamless blend of digital and print resources to the school. Resources include:

- Link to the software
- Software licence key
- Highly structured lesson plans
- Training video
- Assessment link (optional)
- Posters to support the lessons
- Internet safety flyer to bring home

Training

A Zeeko Presenter will go through the programme with your assigned teachers on the day of the seminars.

Pre Assessment (Optional)

The Pupils complete a short online questionnaire to assess their current level of knowledge.

Download the Platform

Download the software following the Installation Guide included in this book.

Delivery and Preparation

In order to begin the programme you will need to assign and prepare the Peer Leaders. There is a lesson plan included in the programme to prepare the Peer Leaders in their role. The Peer Leaders help teachers to run the programme. Each week the teacher will run through the lesson with the Peer Leaders in advance of the lesson. Each lesson is delivered by the Peer Leaders and supported by the teacher.

Post Assessment

All Children fill out the post- assessment survey.

Support

Please contact Zeeko if you need any assistance.

- support@zeeko.ie
- 01-96 96 708
- www.zeeko.ie/support

How to set up Appyness Online in your school

Which classes does it cover?

Appyness Online employs a peer to peer pedagogy overseen by the teacher. There are resources in this programme for **3rd, 4th and 5th class (Northern Ireland and Scotland Primary 5 to Primary 7; England and Wales Year 4 to Year 6)** to learn with the **6th class (Northern Ireland and Scotland Secondary 1; England and Wales Year 7)** pupils learning by delivering the programme. The 6th class (Secondary 1; Year 7) resource is designed to train the peer leaders to have a:

- Understanding of the Appyness Online programme
- Knowledge of the Internet safety content
- Practical understanding of co-operative and collaborative learning
- Method to apply critical thinking skills
- Confidence in their presenter/group leader roles

Some schools may wish to use a different set of pupils to deliver the programme, for example pupil council members or existing peer mentors.

Which teachers are involved?

Appyness Online is a multi-class learning programme. **Participation will be required from different teachers from 3rd to 6th class (Primary 5 to Secondary 1; Year 4 to Year 7)**. Zeeko recommends for one teacher to act as the core facilitator for the programme. Ideally this would be the 6th class (Secondary 1; Year 7) teacher, since 6th class (Secondary 1; Year 7) pupils are going to be the Peer Leaders and the 6th class (Secondary 1; Year 7) teacher will deliver the peer leader training. Zeeko recommends making other staff members aware of the programme. Zeeko can assist with this if necessary.



What training does the package include?



The programme includes a **Peer Leader training video and the lessons included in this book**. The Peer Leader training video is shown to the Peer Leaders. This video will explain what Appyness Online is, Peer Leaders roles and what Peer Leaders need to do. The Peer Leaders will need guidance from a teacher as well, to help practice using the software and to prepare for the presentation. Teacher support will be needed mostly for the first lesson to ensure Peer Leaders are confident with the programme. A good idea is to let the Peer Leaders practice a lesson with their own class first.

What timelines?

Teachers/ schools can decide how frequently to run the Appyness Online lessons. **Each lesson takes around 30 – 45 minutes**. Zeeko recommends completing **one lesson each week for five weeks** as part of your Social Personal and Health Education (SPHE) (Northern Ireland, Scotland, England and Wales, Personal Social and Health Education, PSHE) curriculum. This will give the teacher and the Peer Leaders adequate time to prepare for each lesson.

What devices?

The optional pupil pre-assessment and post-assessment is completed online during school time. The pre and post-assessment takes approximately 15 minutes to complete (total 30 minutes). **Tablets or computers in the computer room** can be used for the assessment. Alternatively, pupils could use the **classroom computer** one at a time during class time. A **projector or an interactive whiteboard** is necessary to display Appyness Online to the class.

Peer Leaders

The 6th (Secondary 1, Year 7) class pupils will be the **Peer Leaders** and they will lead the programme. The Peer Leaders will complete the 6th Class training (i.e. this book). Each week, the **presenters** will receive the lesson for that week, to read in advance and prepare to deliver the class lesson. There will be two **presenters** for each lesson taking turns to control the software and to talk through the screens. **Classes are divided into groups of 3 or 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**.

Choosing Peer Leaders

Being a presenter might seem suited to pupils who are more outgoing and confident. However, teachers have reported that presenting has had a **positive impact on the self-confidence and self-esteem** of pupils who are more shy and reserved. The programme is designed so everyone in the class can get a turn at being a presenter.





Shy pupils may need more support and preparation beforehand so they do not feel overwhelmed or uncomfortable. Presenters have told us, the first lesson is the scariest, but it gets easier after seeing other pupils present. Teachers might want to give more confident pupils the opportunity to be presenters in the first week. This allows less confident pupils to experience Appyness Online as group leaders first, before moving into the presenter role.

Top Tips

Zeeko has some advice about what has worked well in other schools, but feel free to adapt the programme to best fit your class and their needs.



Software Installation: First install the software. Allow for 10 minutes per class for the software installation. If you have any problems there is a troubleshooting guide on page 19 or you can get in touch with our support team, contact details are on page 6.

Planning: Plan the schedule of lessons in advance, there is a template supplied with this programme and instructions in the appendix for your reference. Also, plan the time allocated for the lesson in advance. Each lesson includes recommended timings for a 30 minute class which you can adjust as necessary.

Practice: The key to an effective class is practice. Presenters should complete the “Read Out and Discuss” section of their lesson in advance. The group leaders should prepare questions for the classroom group activity from the lesson for the week, in advance of that lesson.

Facilitation: The temptation for teachers is to jump in, if a pupil is not running the lesson as per the lesson plan or programme instructions. This may negatively impact on the child’s confidence. To promote critical thinking skills, the teacher can reflect after the lesson with the class on what went good and why, and; what can be improved and why.

The Materials

Overview

There are 4 books for Appyness Online. One book for each class from 3rd- 6th (Primary 5 – Secondary 1, Year 4 – Year 7) class. Each book contains 4-5 lessons. The lessons encourage the development of **co-operative/ collaborative learning, critical thinking skills and emotional intelligence**. Each book contains the following 5 topics:

- Self Esteem
- Digital Footprint (Not included in 3rd Class, Primary 5, Year 4)
- Screen time
- Friends Online
- Cyberbullying

Each lesson includes the following:

- **Teacher Overview:** with materials required list, preparation list, key messages and lesson timings
- **Presenter Sheets:** with key messages, explanations and lesson instructions
- **Group Leader Sheets:** with key messages and explanations
- **Classroom Activity Sheets:** can be photocopied for each lesson, 3 activities per lesson
- **Homework Activity Worksheet:** one per lesson to reinforce the message and to inform parents of the key Internet safety message

Figure 1: Lesson Example

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

Alignment with the SPHE/ PSHE Curriculum

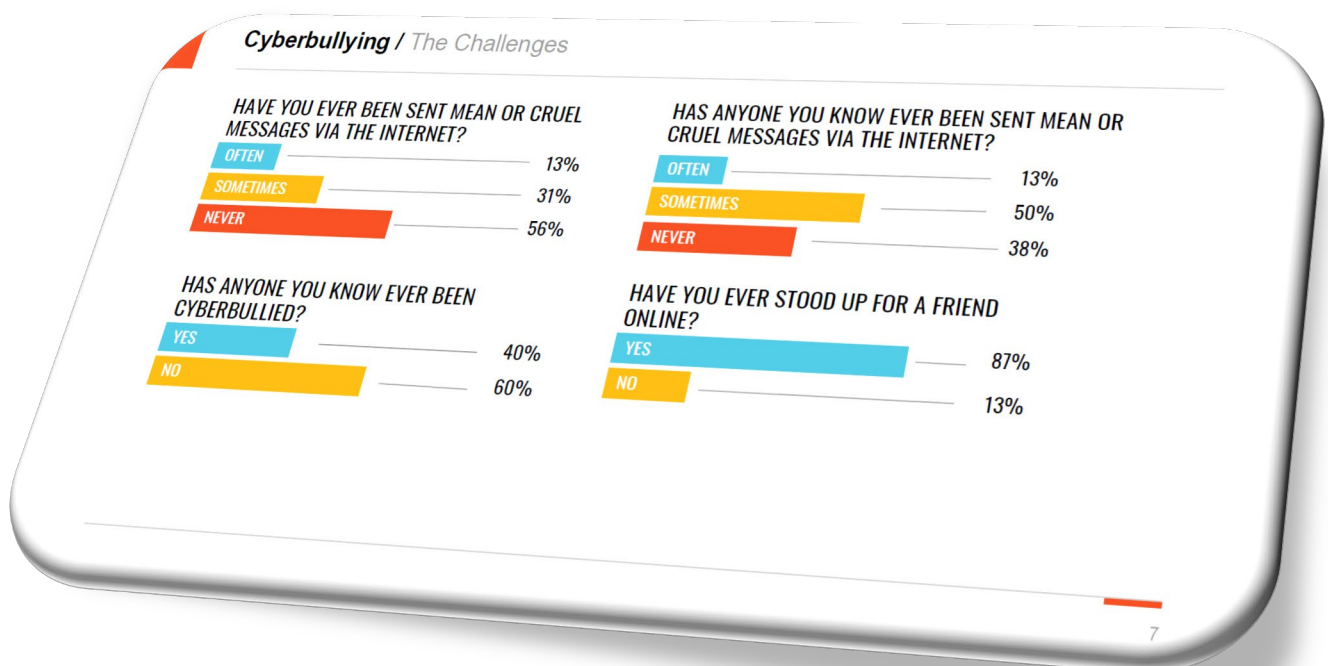
The lessons in Appyness Online are aligned with the following elements of the SPHE/ PSHE curriculum:

- self-identity
- safety and protection
- making decisions
- relating to others

Digital Wellbeing Survey (Optional)

The Zeeko Digital Wellbeing Survey was developed to provide you with an insight into the online behaviour and safety of your class. The assessment is split into a pre-assessment filled out before the beginning of the programme and a post assessment on completion of all the lessons. The assessment is delivered through a web based questionnaire. Links to the questionnaires are sent by email. The assessment takes approximately **15 minutes per pupil** to complete and each pupil will need access to a computer to complete the questionnaire. To get the most out of the assessment, emphasise to pupils that their answers are anonymous, to ensure they are truthful. To get started with the assessment each pupil needs the online questionnaire link.

Figure 2: Example Page Digital Wellbeing Report



Installation Guide

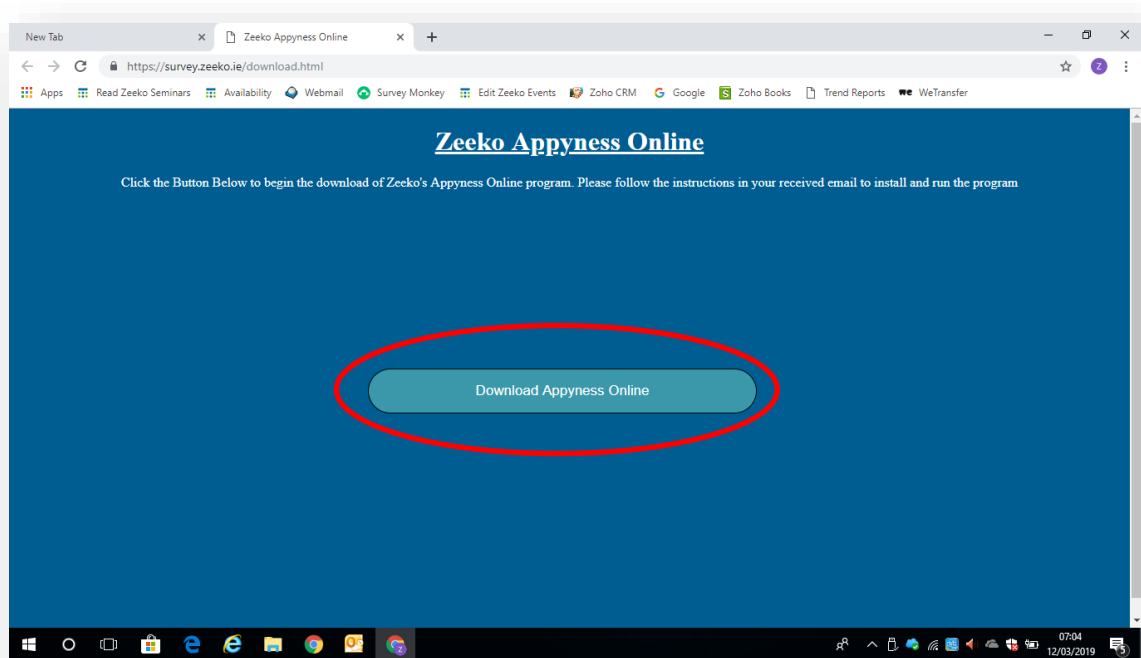
Minimum System Requirements

- Windows 7
- 4 GB System Ram
- Intel HD 4000 (integrated graphics)
- 1 GB of free hard-drive space
- Mouse (optional)

STEP 1 – Downloading the Link from your Welcome E-mail

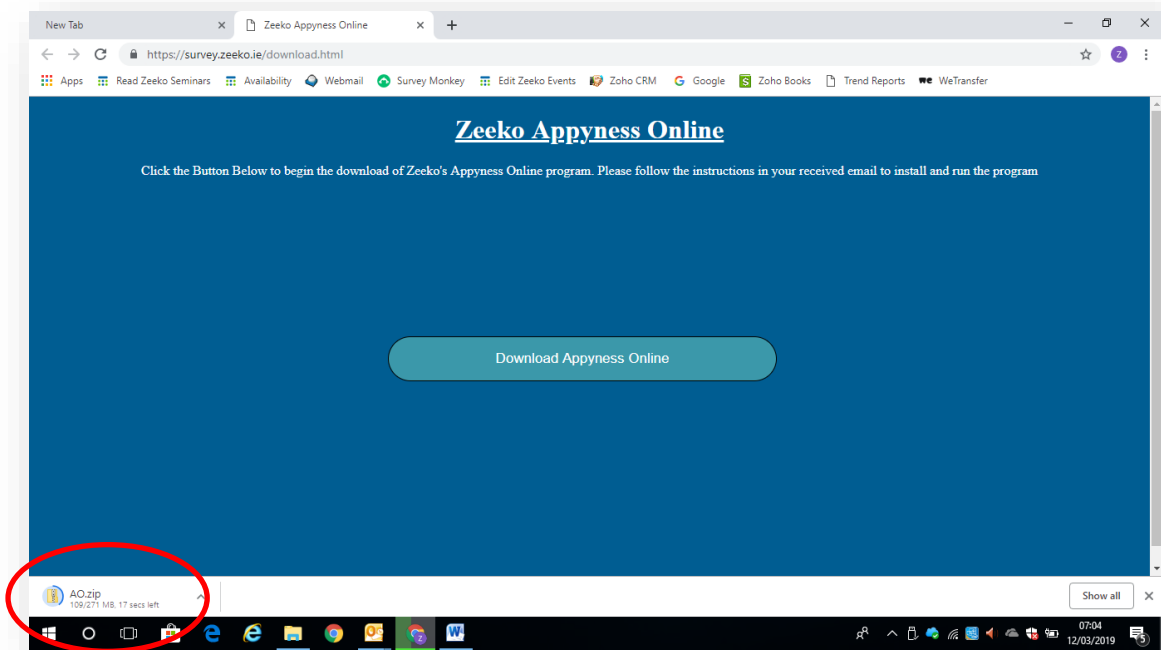
Click on the download link included in the Welcome Email, <https://survey.zeeko.ie/download.html>

Click the **Download Appyness Online** button on the page to begin the download

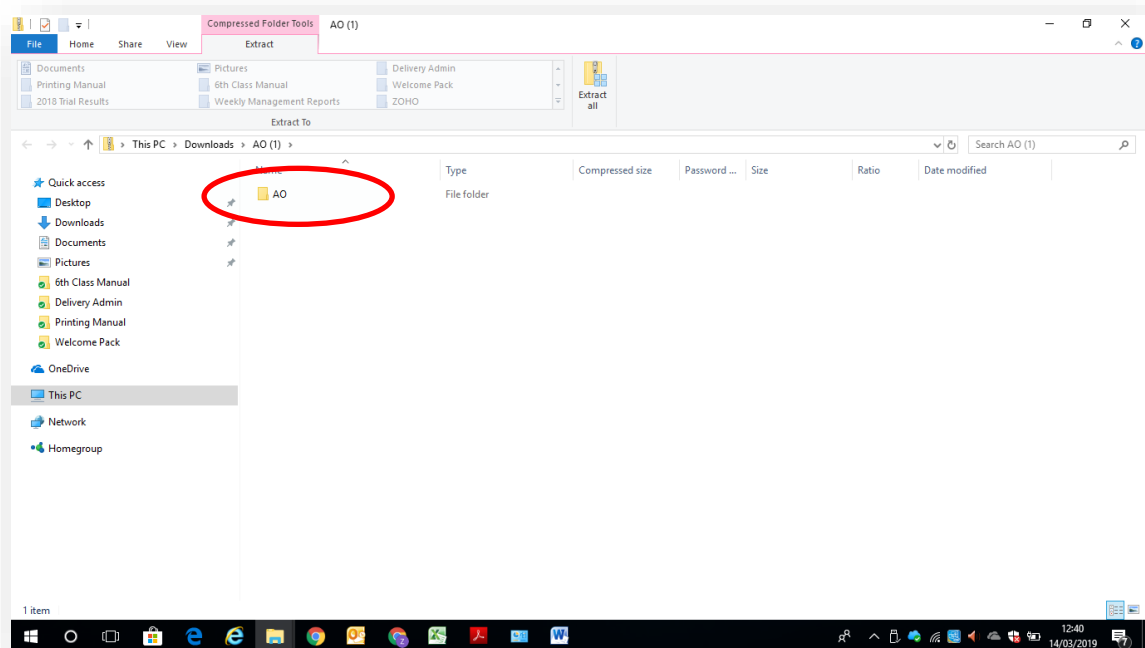


STEP 2 – Extracting the ZIP File

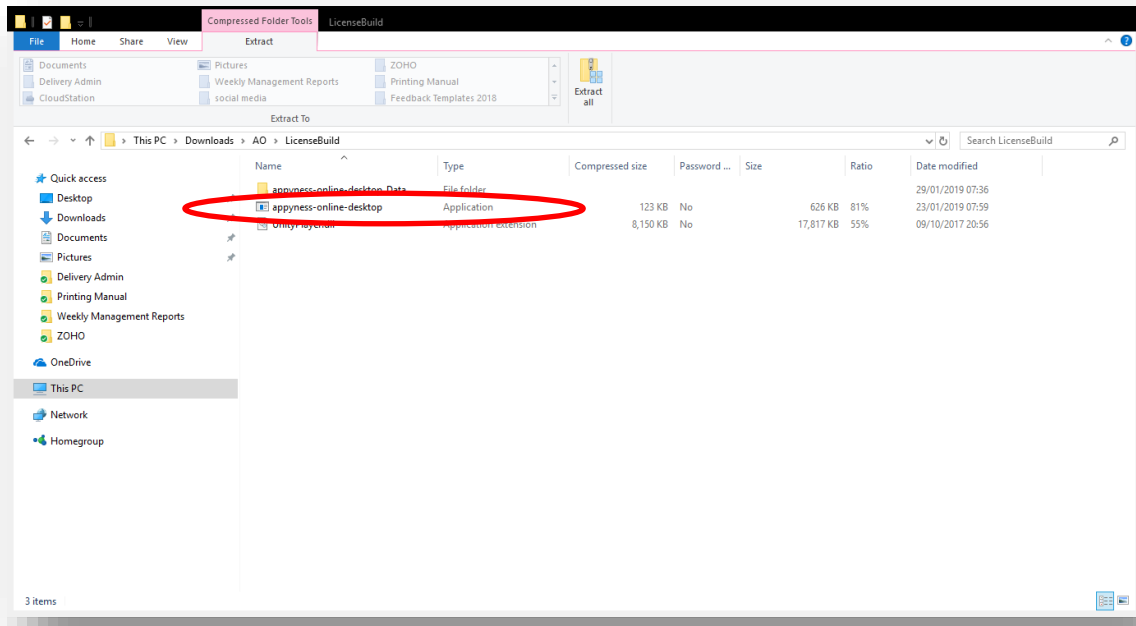
A **Zip File** will download onto your computer. This may take 2 to 3 minutes. Open the **Zip File** by double clicking on the icon at the bottom left hand side of the screen.



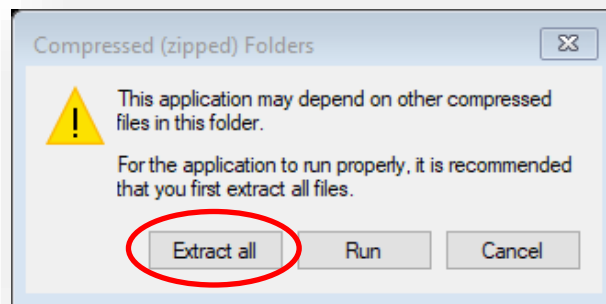
You will see a folder titled **AO**. Open the **AO** folder.



Click on the Application file titled 'Appyness-online-desktop'



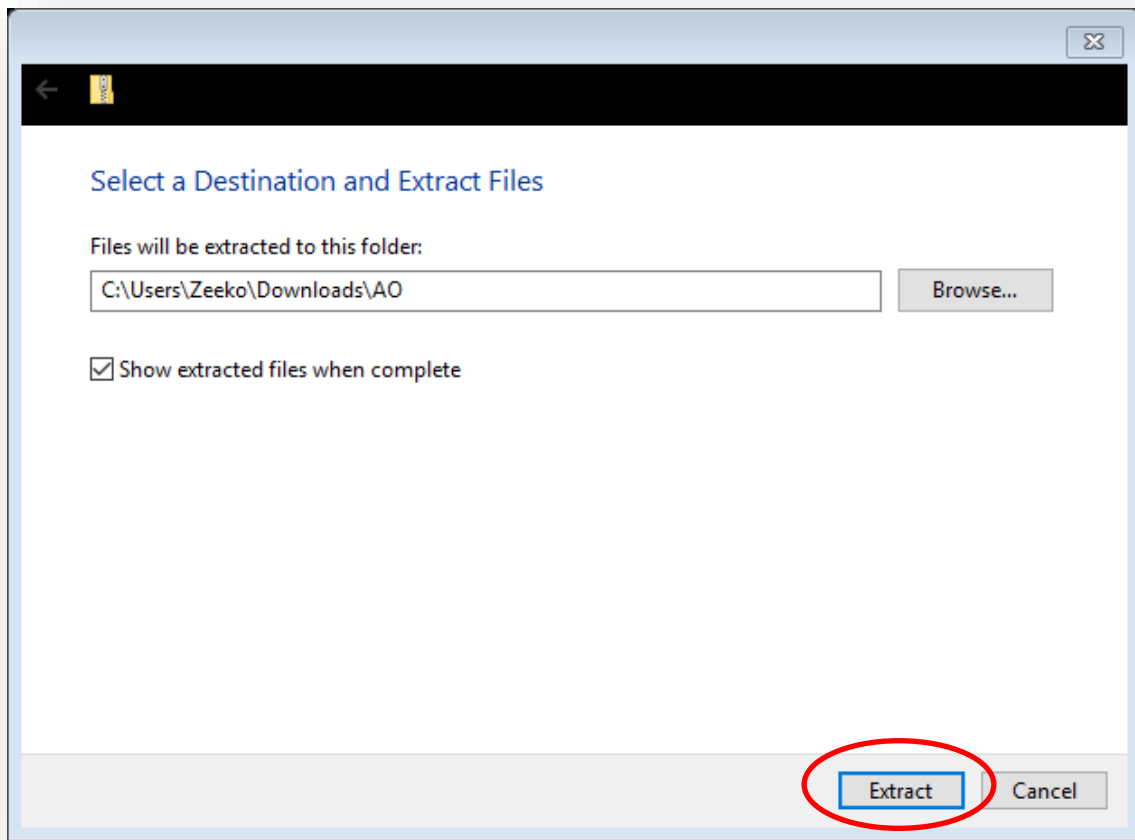
Click **Extract all** on the **Compress (zipped) Folders** dialogue box



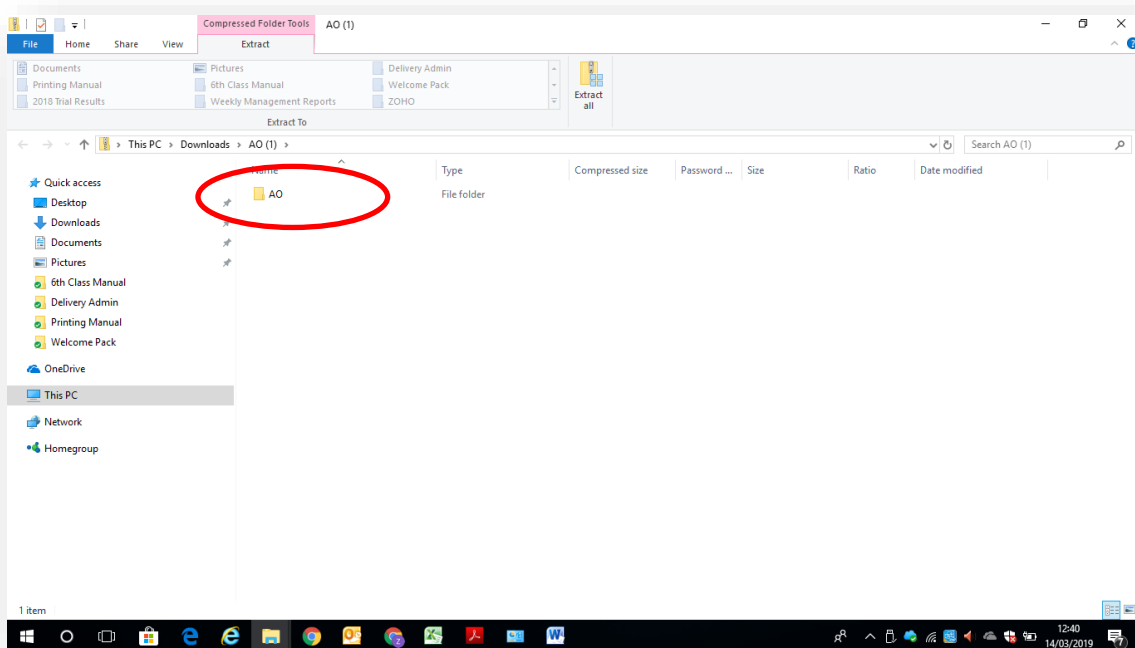
(There will be over 2000 files – but that is normal.)

This will download all files to your **Download** Folder. You can select an alternative location for the download by typing the file path into the search bar. The default will be the **Download** Folder on your hard drive.

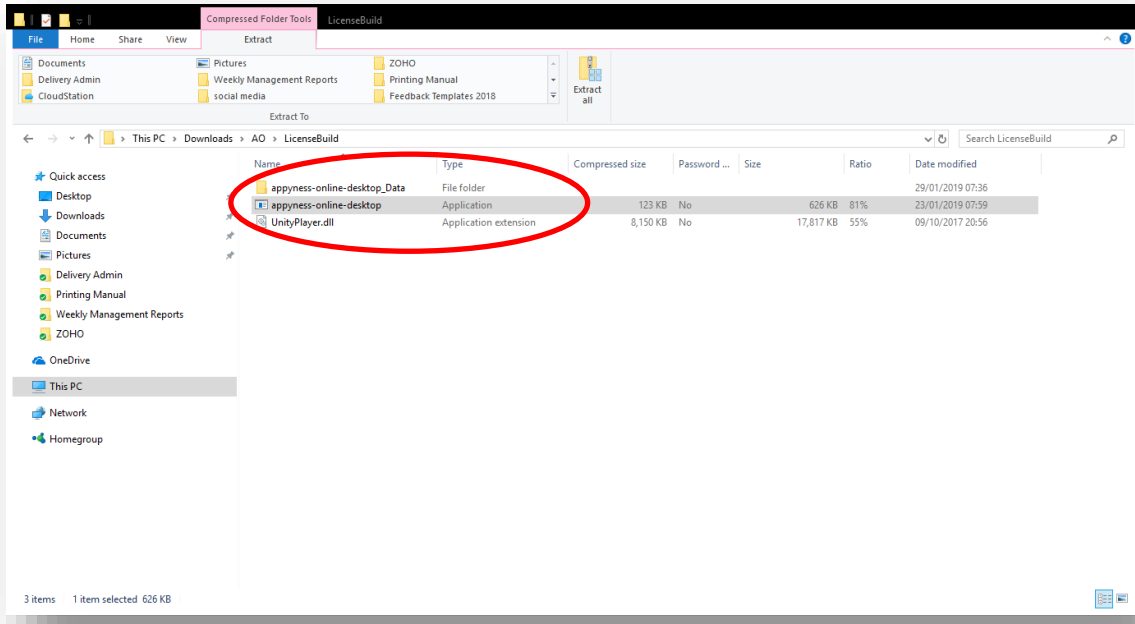
Click on the **Extract** button.



When the extraction has completed, the **AO** Directory will be in the **Download** Folder
Open the **AO** Directory

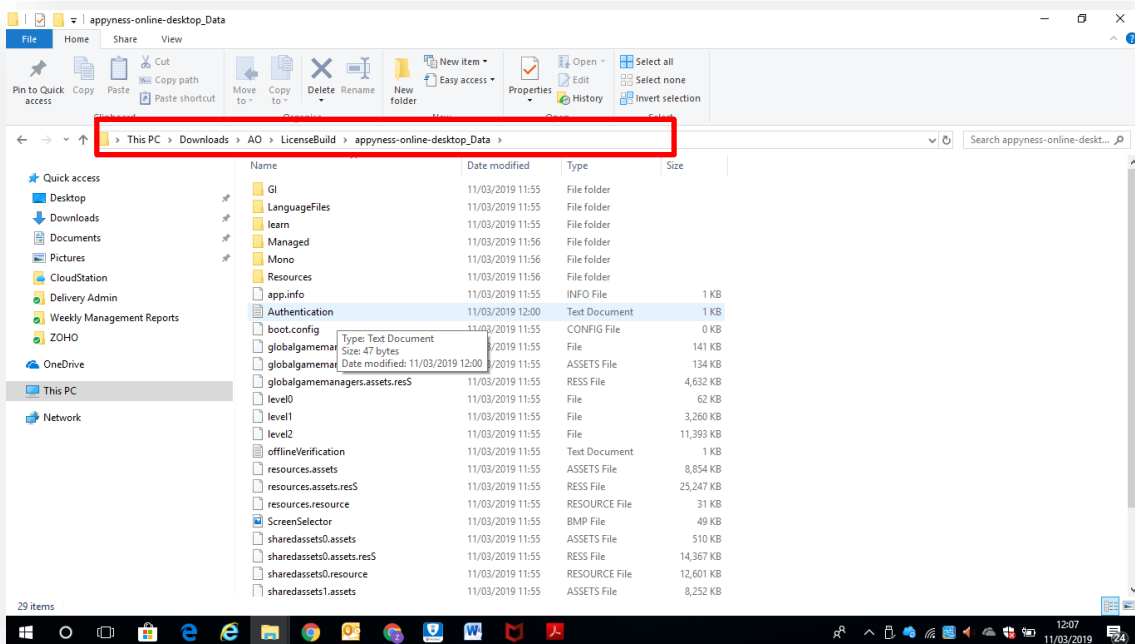


You will notice the folder contains 2 Files and 1 Directory.



STEP 3 Adding the Licence Key

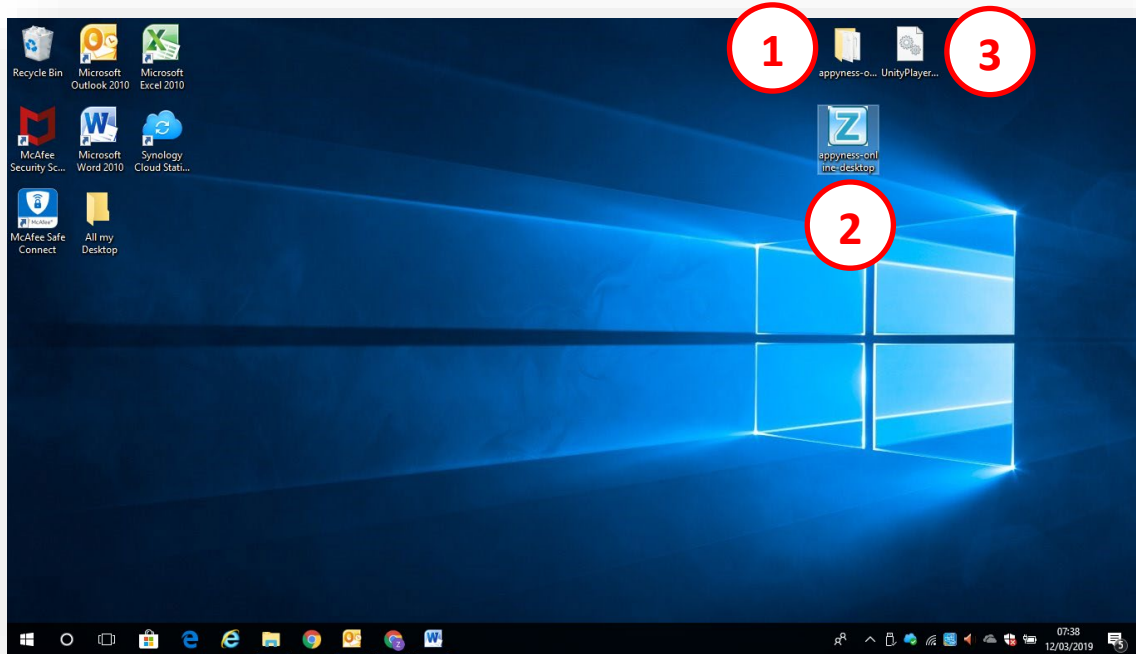
In your **Welcome E-Mail** sent to you by Zeeko you will have received an **Authentication.txt** file. This is your licence key. You will need to save the **Authentication.txt** file into the **AO/ LicenseBuild/ appyness-online-desktop_Data** folder.



STEP 4 – Running the Application

For quick access, copy the following to the **Desktop**

1. Appyness Online Folder
2. Appyness Online Application
3. Utility Player File

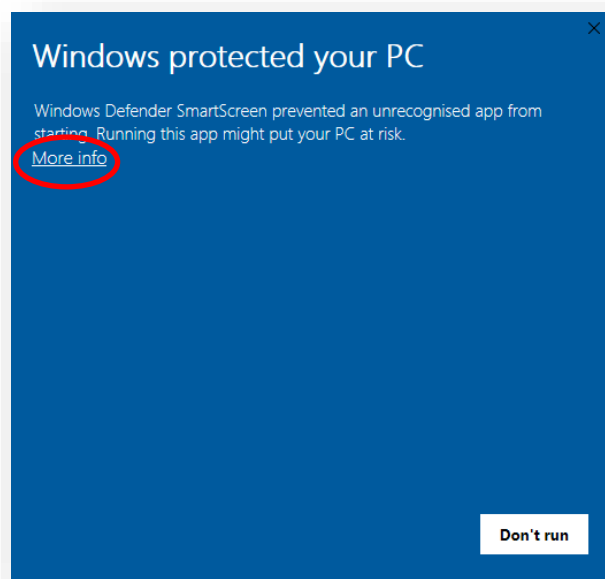


Double click on the **Z, Appyness Online** Icon to begin

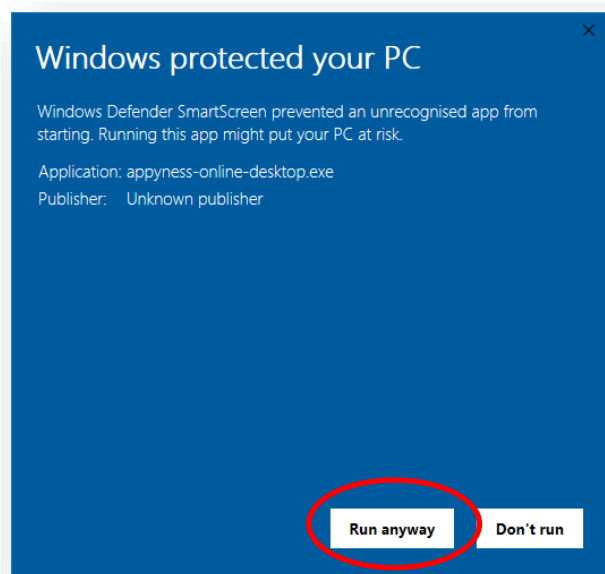


Sometimes Windows defender can be overzealous in stopping programs it does not recognise and you may get the following warning

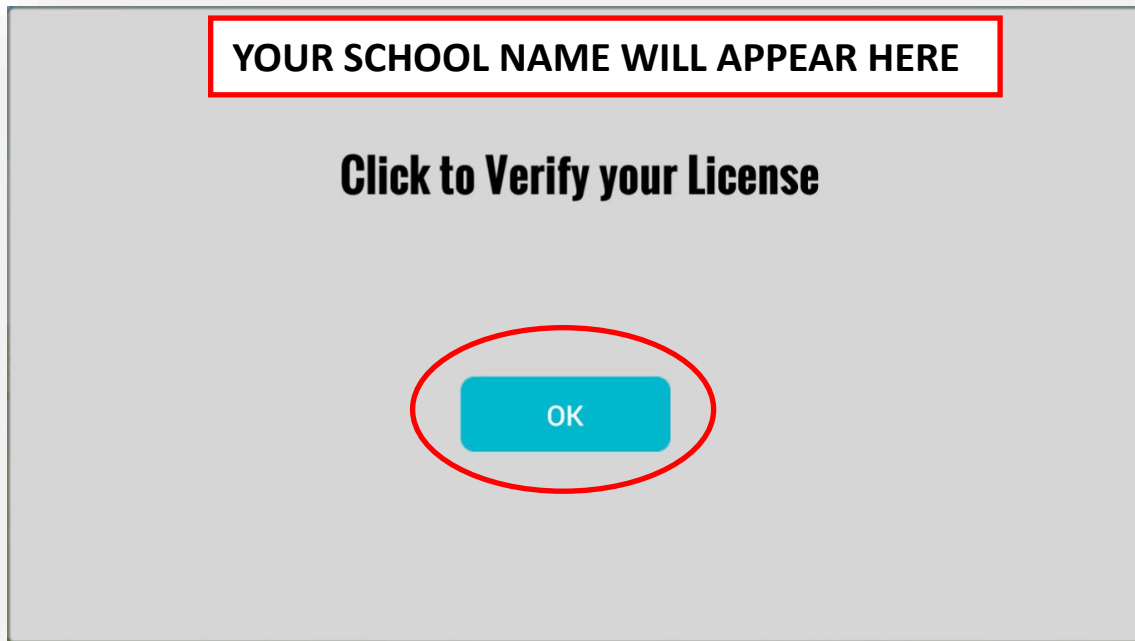
To continue, click **More info**



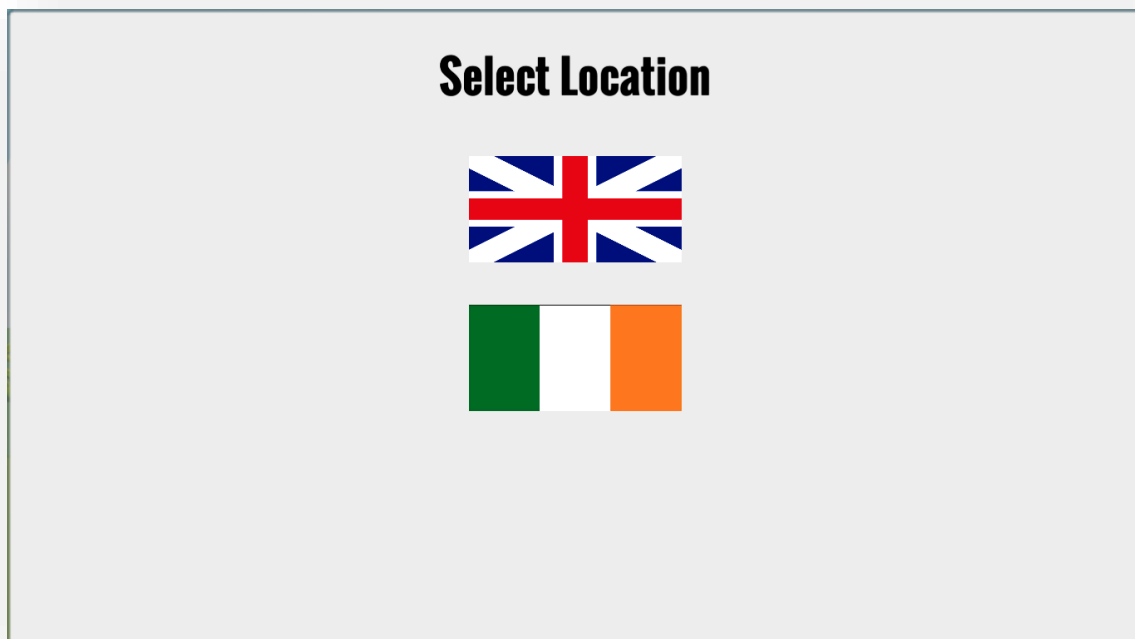
Click **Run Anyway** as you know the software is from Zeeko and will not cause an issues with your computer



Click on **OK** to verify your Licence



Select your location



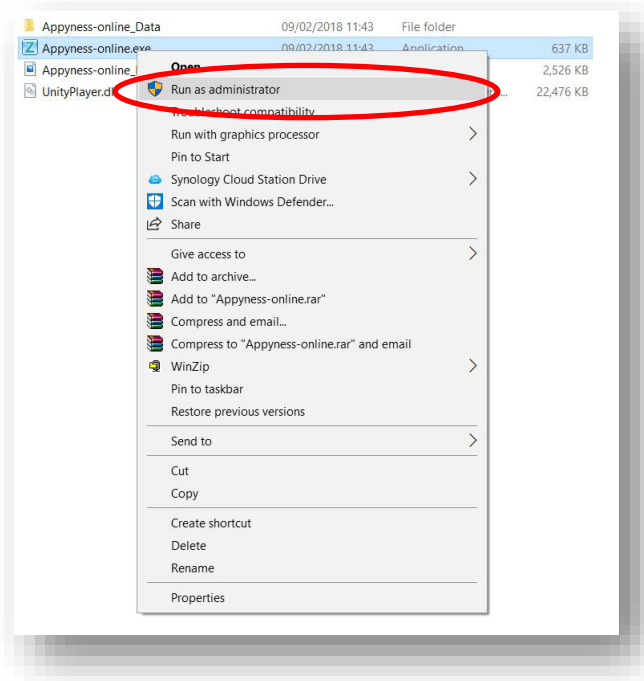
You are now ready to begin using Appyness Online.

Trouble Shooting

Platform does not start

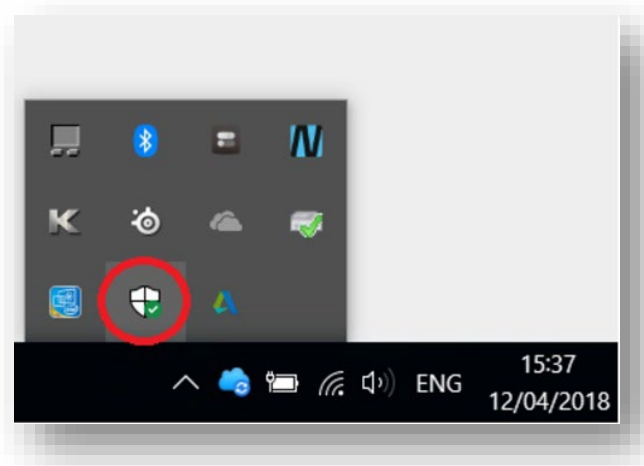
If the Platform does not start, you can try to run with administrator privileges.

Right click on **Appyness-online.exe** file and choose **Run as administrator**.

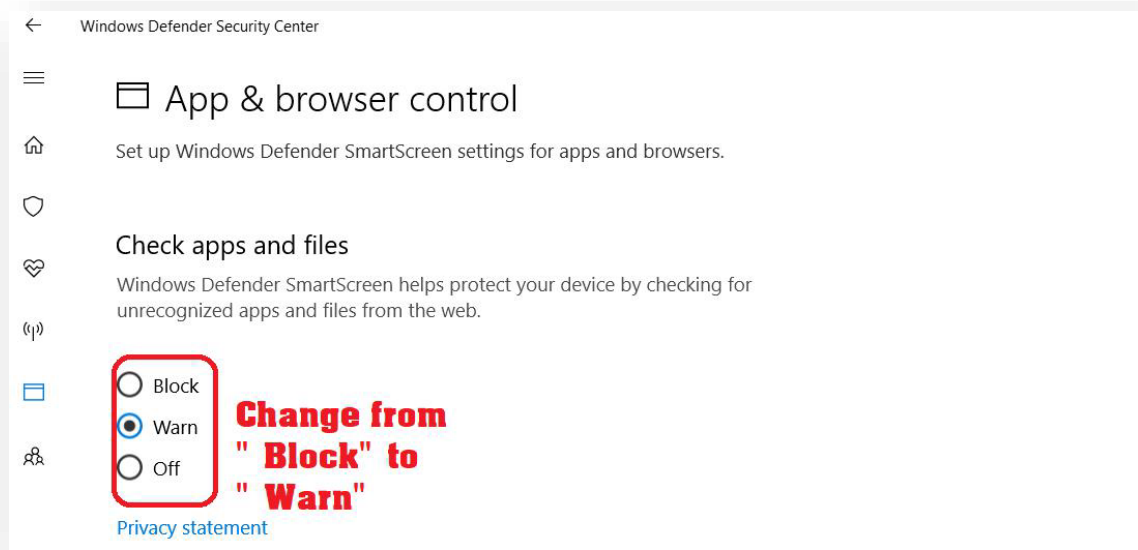


If Appyness Online does not start and gives no error or indication as to why it does not start, it may be Windows Defender SmartScreen filter may be set to block any unknown applications.

Click **Windows Defender** button on windows task bar



Change the **Check apps and files** setting from **Block** to **Warn**



LESSON 1 APPYNESS ONLINE OVERVIEW

LESSON 1 - APPYNESS ONLINE OVERVIEW

Teacher Overview

Materials required for the lesson:

- PowerPoint slides “Appyness Online_Peer to Peer Internet Safety Education_Secundary 1 – Year 7 – 6th Class.pptx”
- Peer Leader Training video, which can be found in the welcome email you received or [here](#) or go to www.youtube.com and search for “Appyness Online”.
- 1 copy of each of the following activity sheets for each pupil:
 - Classroom activity worksheet: Peer Leader contract.
 - Internet safety breakdown sheet.
 - Homework activity worksheet: Issues in your school.

Before beginning the lesson:

- **Read** through this lesson plan and familiarise yourself with the content and activities.
- Have the Peer Leader Training **video ready to go** on a projector screen/interactive whiteboard.
- Have the **activity sheets printed out** with one copy for each pupil.
- 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.

Learning Outcomes

Pupils will be able to **recognise** what Appyness Online is and define the role of Peer Leaders.

Pupils will be able to **identify** the role and responsibilities of Peer Leaders.

Peer Leaders will **understand** the key learning outcomes from all 5 lessons for the other classes.

What is Appyness Online

Welcome to Appyness Online – an educational and interactive programme for teaching Internet safety. Most people understand how important it is to be safe and responsible when using the Internet, but some of the younger pupils in this school may not! Therefore, as the older pupils in the school, it is your job to educate them and set a good example! You have more experience with using the Internet than they do and you may have even had a negative experience online before. During this programme, you will need to think about your online experiences and use your knowledge to help the other pupils in the school learn how to navigate the Internet safely.

The Peer Leader – Presenter is the teacher!

Ever wondered what it is like to be a teacher? Well now is your chance! Research has shown that people can sometimes learn better if they are being taught by a “peer.” A peer is a person of a similar age that you identify with, or you see a bit of yourself in them. For example, the other pupils in this school are your peers, and they might feel more comfortable talking with you about the stuff they do on the Internet because they relate to you more. As part of Appyness Online, you will all be trained to be the peer leaders.

What is a Peer Leader?

You are all going to be peer leaders and the job of a peer leader is to teach other pupil’s, lessons about using the Internet and helping them to fully understand what they are learning. As a peer leader, you will be given one of these roles:

- **Presenter 1:** Standing up at the top of the class and presenting the lesson to the class.
- **Presenter 2:** Working the software and moving the character through the virtual world. Also, supporting Presenter 1.
- **Group leader:** Sitting at the tables with the younger pupils in groups and leading discussions about the lesson topics.

Video

- ☐ Now it is time to watch the Peer Leader Training video that shows Appyness Online in action. The Peer Leader Training video, which can be found in the welcome email you received or [here](#) or go to www.youtube.com and search for “Appyness Online”.

LESSON 1 - APPYNESS ONLINE OVERVIEW

Classroom activity worksheet for Appyness Online Overview

By writing up a classroom contract it allows the class to agree on what kind of peer leaders they want to be. Make sure to sign the contract when you are done!

As a Peer Leader, I promise that I will...

Signed: _____

LESSON 1 - APPYNESS ONLINE OVERVIEW

What topics do the Peer Leaders teach?

Below is a quick run through of the 5 key themes of Internet safety that will be thought through the lessons.

Internet Safety Breakdown Sheet

Lesson	Class being taught	Key points to know
LESSON 1: SELF-ESTEEM	3 rd , 4 th , 5 th	<ul style="list-style-type: none">Using the Internet can affect how you feel about yourself.Sometimes friends put pressure on us to use certain apps and play certain games, even though we may not want to.Social media can make us compare our lives with others.Number 1 thing is to be yourself when using the Internet!
LESSON 2: DIGITAL FOOTPRINT	4 th , 5 th	<ul style="list-style-type: none">Your digital footprint is a record of everything you do online.It's hard to control the information we put on the Internet as it can be copied or shared.Don't share personal information on the Internet e.g. phone number, home address or your school name.
LESSON 3: SCREEN TIME	3 rd , 4 th , 5 th	<ul style="list-style-type: none">Screen time is the amount of time spent looking at screens each day.Too much time spent looking at screens can distract us from homework or make us tired.It's really important to balance online activities with offline activities.
LESSON 4: FRIENDS ONLINE	3 rd , 4 th , 5 th	<ul style="list-style-type: none">It's easy to lie about who you really are on the Internet.Friends online should be friends we know in real life.Don't trust people who you only know through the Internet.
LESSON 5: CYBERBULLYING	3 rd , 4 th , 5 th	<ul style="list-style-type: none">Cyberbullying is bullying that happens through digital devices and on the Internet.The Bystander Effect occurs when people see cyberbullying happening but don't help because they think someone else will do it.Be an upstander, not a bystander and take action if you see cyberbullying happen.Talk to an adult you trust.

LESSON 1 - APPYNESS ONLINE OVERVIEW

Homework activity worksheet for Appyness Online Overview

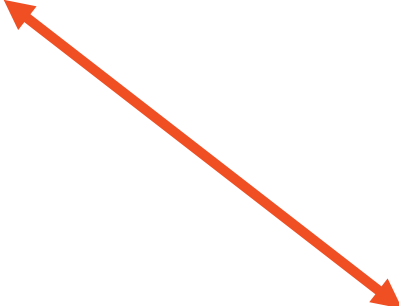
Have a think about some specific issues that are affecting your school or your classmates at the moment, or some issues that happened recently. These issues should be related to the Internet or technology in some way.

Ask yourself the following questions:

- 1) Are there any particular issues related to the Internet happening in your school right now?
- 2) What do you wish you knew about using the Internet when you were in 3rd, 4th or 5th class?

Think about these questions and write down any school or other important issues you can come up with in the boxes below. Match the issues with the Appyness Online lesson topics. Refer back to this sheet when you are doing the lessons and make sure you address the issues mentioned here in the lessons. An example has been done for you.

SCHOOL/ IMPORTANT ISSUES	LESSON TITLE
Using phones late at night	LESSON 1: SELF ESTEEM
	LESSON 2: DIGITAL FOOTPRINT
	LESSON 3: SCREEN TIME
	LESSON 4: FRIENDS ONLINE
	LESSON 5: CYBERBULLYING



LESSON 2 CO-OPERATIVE & COLLABORATIVE LEARNING

LESSON 2 - CO-OPERATIVE & COLLABORATIVE LEARNING

Teacher Overview

Materials required for the lesson:

- ❑ PowerPoint slides “Appyness Online_Peer to Peer Internet Safety Education_Secundary 1 – Year 7 – 6th Class.pptx”

Before beginning the lesson:

- Read through this lesson plan and familiarise yourself with the content and activities.
- Have the PowerPoint slides open and projected onto a whiteboard/screen.
- 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.

Learning Outcome

Peer leaders can **define** what co-operative and collaborative learning is.

Peer leaders can **list** the benefits of collaborative learning.

Peer leaders can **recognise** what makes good Group Leaders.

What is Collaborative Learning

Ever heard of a “Collab” video on YouTube? It is when 2 or more YouTubers work together on the same video to create something really special! Collab is short for collaboration. Collaboration is when different people **work together**. So, collaborative learning is when different people learn together. There are many benefits to learning together.

Benefits of Collaborative Learning for Me

- See things from other people’s **point of view**.
- **Understand** other people’s opinions and feelings.
- Describe your point of view to someone who may **feel differently**.
- **Solve problems** faster.
- **Improve communication** between the class members.

The role of the group leader is to facilitate collaborative learning during the lesson. It is up to the group leader to ask questions and get their group thinking more about what they just did/ heard/ learned. Group leaders should prepare their questions in advance of the lessons.

Top Tips for Group Leaders

- Ask your questions **slowly and carefully**.
- **Listen** to what the pupils in the group have to say. Only one voice at a time.
- Do not be afraid to **ask why** when a member of the group gives their answer. This will help them think more about the topic at hand.
- **Involve** every member of the group and make sure everyone has had a chance to speak.

LESSON 3 CRITICAL THINKING SKILLS

LESSON 3 - CRITICAL THINKING SKILLS

Teacher Overview

Materials required for the lesson:

- PowerPoint slides “Appyness Online_Peer to Peer Internet Safety Education_Secondary 1 – Year 7 – 6th Class.pptx”
- 1 copy of each of the following activity sheets for each pupil: Classroom activity worksheet: Critical thinking skills.

Before beginning the lesson:

- Read through this lesson plan and familiarise yourself with the content and activities.
- Have the activity sheets printed out with one copy for each pupil.
- Have the PowerPoint slides open and projected onto a whiteboard/screen.
- 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.

Learning Outcome

Peer leaders can **define** what is critical thinking skills are.

Peer leaders can **list** the benefits of critical thinking.

Peer Leaders will **understand** that there are positives and negatives to technology and the Internet.

Peer Leaders will be able to **recognise** co-operative and collaborative learning.

What is Critical Thinking?

Have you ever seen an interview? The interviewer will ask a person different questions. Have you noticed that the person answering the questions will never be saying just “yes” or “no?” They always give lots more information than that. This is because the interviewer asks “**why?**” Why is a really powerful word because it gets people thinking more deeply about their actions.

Quick activity:

Ask a pupil in your group a simple question like, what did you have for breakfast this morning? Then ask them ‘why?’ Then ask them ‘why’ a few more times, getting them to think deeper about the question until you come to a natural conclusion.

‘**Why**’ gets us to think more deeply about things. This is known as **critical thinking**. A critic is someone that judges the positive and negative aspects of something. For example, a movie critic will watch the movie and then decide what were the good things and bad things about that film, and **WHY** they were good or bad. By asking why, it is possible to understand more about the **good and bad sides** of situations.

Benefits of learning Critical Thinking Skills

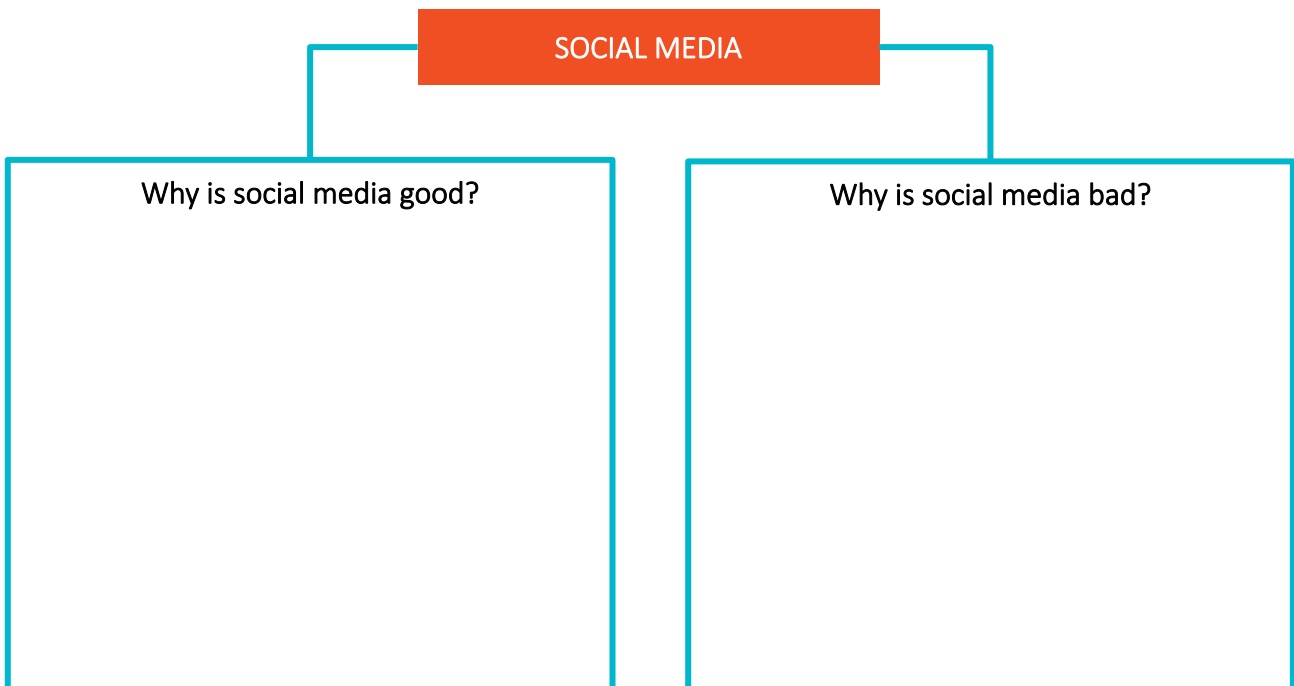
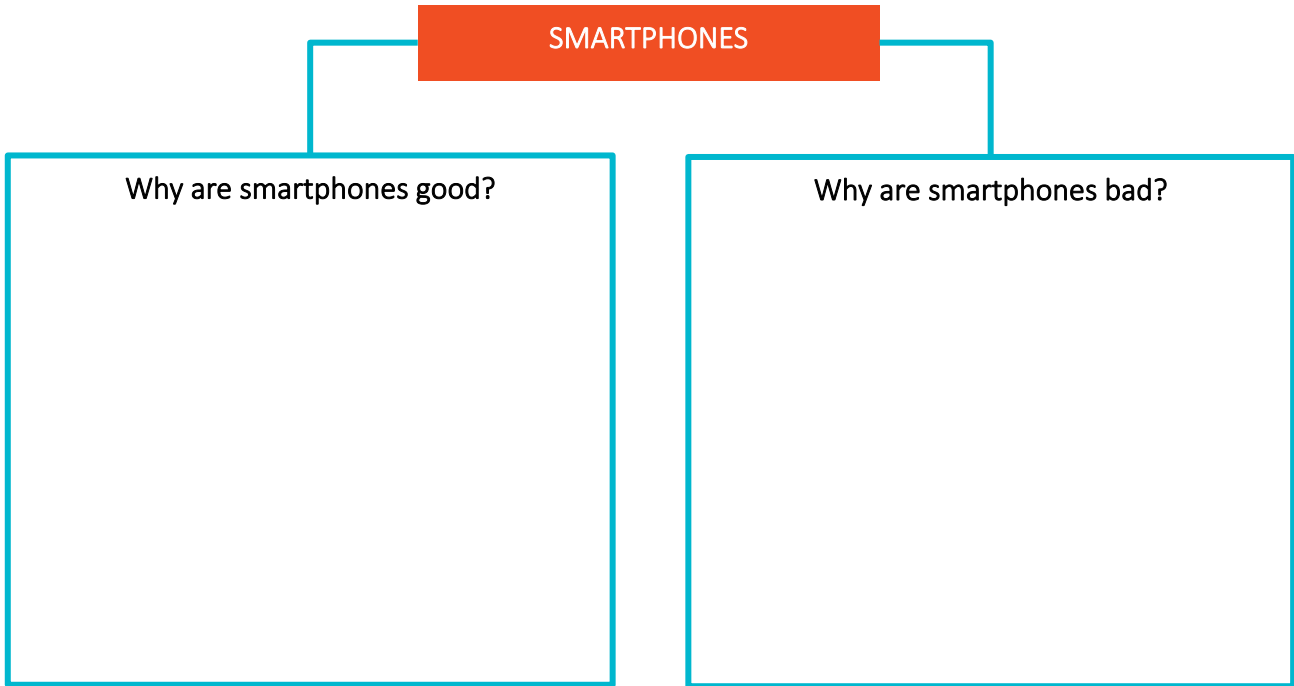
- Ability to identify the **positive and negative** qualities in different situations.
- Necessary in secondary school, particularly when **writing essays and reports** for the leaving cert.
- Improves your **problem-solving** skills.
- Helps you make better, more **informed decisions**.

LESSON 3 - CRITICAL THINKING SKILLS

Classroom activity worksheet for critical thinking skills

What are the good and bad features of technology?

For the following Internet-related topics, give reasons for why they are good and why they are bad.



LESSON 3 - CRITICAL THINKING SKILLS

Classroom activity worksheet for critical thinking skills

For the following Internet-related topics, give reasons for why they are good and why they are bad.

POSTING PICTURES

Why is posting pictures good?

Why is posting pictures bad?

GROUP CHATS

Why are group chats good?

Why are group chats bad?

LESSON 4
PRESENTATION AND
ORACY SKILLS

LESSON 4 - PRESENTATION AND ORACY SKILLS

Teacher Overview

Materials required for the lesson:

- PowerPoint slides “Appyness Online_Peer to Peer Internet Safety Education_Secondary 1 – Year 7 – 6th Class.pptx”
- 1 copy of each of the following activity sheets for each pupil: Classroom group activity - Role Play.

Before beginning the lesson:

- Read through this lesson plan and familiarise yourself with the content and activities.
- Have the activity sheets printed out with one copy for each pupil.
- 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.

Learning Outcome

Peer leaders can define the role of Presenter 1 and 2.
Peer leaders can list the benefits of presenting skills.
Peer leaders can recognise what makes a good presenter.
Peer leaders will be able to explain (to their parent/ guardian) the roles of presenters in Appyness Online.
Peer Leaders will be able to effectively present a lesson from the Appyness Online programme.

What are the Roles of the Presenters?

As part of Appyness Online, some or maybe even all of you will need to present an Internet safety lesson to a class. This might sound a bit scary, as speaking in front of people can be hard. But, if you do a little bit of **preparation** the night before and **practice** your lesson material, you will be totally fine.



If you are **Presenter 1**, you will be given presenter sheets that guide you through the lesson and tell you what you need to say. They also give you space to add your own content into the lesson, if that is what you want to do.

If you are **Presenter 2**, you will be navigating the character through the computer program. There are floating phones positioned around the computer program that contain picture slides which correspond with the lesson. You will need a presenter sheet as well to make sure that the appropriate slide is being shown while Presenter 1 talks through the lesson.

Benefits of learning Presenting Skills:

- Improve ability to **speak in public** and in front of an audience.
- Necessary in secondary school when presenting a **Junior Certificate project** to a class.
- Helpful if you want to join a **debating team** in secondary school.
- Increases your **self-confidence**.
- Improves your **communication skills**.

Top Tips for Presenters:

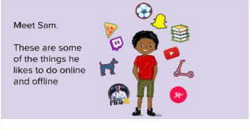

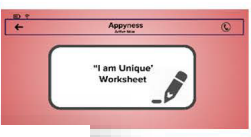
- Make sure you have **read** through your lesson the night before and know what you will talk about.
- **Practice** presenting the lesson at home in front of your family.
- **Speak slowly** and take your time.
- Try to make **eye contact** with some people in the class when you are speaking.
- If you stumble on your words or make a mistake, **there is no problem, just carry on.**

What do the Presenter and Group Leaders need to do?

Screens will be displayed on the whiteboard.

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

LESSON 1 – SELF-ESTEEM
Classroom activity worksheet – "I am unique"

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

I am most happy when...


My favourite thing to do is...

I want to learn to get better at...

What I like about me is...

I am really good at...


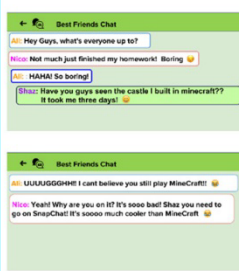
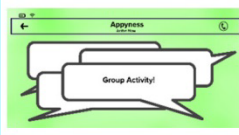
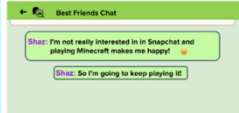

Primary 5 / Year 4 / 3rd Class



This screen refers to a classroom activity worksheet. Make sure each pupil completes a worksheet.

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

This screen refers to classroom group activity 1. Ask the pupils to work in their groups. After 2 minutes, ask the pupils for some of their answers.

Screen	Instructions	Read Out and Discuss
	Introduce Shaz Explain what Shaz likes to do online	This is Shaz. She loves _____
	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 _____
	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?
	Ask a pupil to read Shaz' response Ask the class	Would someone like to _____ What do you think about how Shaz _____?
	Make sure the class understands the key message	From Shaz we learned _____ It's really important to remember _____


LESSON 1 – SELF-ESTEEM
Classroom group activity for self-esteem

Classroom group activity 1:
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:
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:

13 Primary 5 / Year 4 / 3rd Class 

Group Leaders: Read through the group activity sheet. Think about the kind of answers pupils might give and what questions you could ask to get every pupil thinking.



LESSON 4 - PRESENTATION AND ORACY SKILLS

Classroom Group Activity: Role Play

Each person in the group will take turns playing the role of the presenter, the group leader and the pupil. The examples are taken from the 3rd (Primary 5, Year 4) class, first lesson, self-esteem. Every member should practice each role at least once.

Presenter instructions: 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.

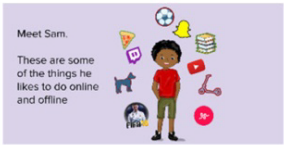
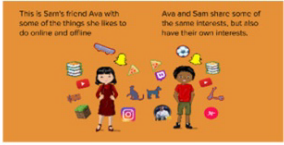

Group Leader instructions: Prepare some questions for the classroom group activity. Wait for the presenter to instruct you to start the classroom group activity. Then read the script and ask the questions to the pupil(s) in your group.

Pupil(s) instructions: Listen to what the presenter is talking about. Listen to the group leaders questions. Think of your answer, discuss your answer with your peers and figure out are your answers ‘good’ or ‘bad’ and ‘why’ they are ‘good’ or ‘bad’.

Presenters: 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.

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
	<p>Introduce Sam!</p> <p>Explain what Sam likes to do online</p>	<p>Sam is aged _____ and he lives in _____</p> <p>Sam likes to _____</p>
	<p>Introduce Sam's friend Ava</p> <p>Ask the class</p>	<p>This is Ava. She is _____</p> <p>Can anybody tell me what are some of the similarities and differences</p> <p>_____</p>
	<p>Make sure each pupil completes a worksheet</p> <p>When everyone is finished ask them to compare</p>	<p>Group leaders, can you please hand out _____</p> <p>In your groups, compare your sheets</p> <p>_____</p>

Presenters: Make sure each pupil completes a classroom activity worksheet.

LESSON 1 – SELF-ESTEEM


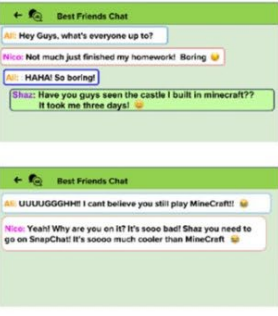
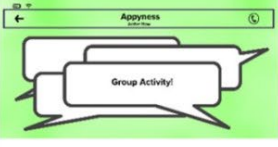


Classroom activity worksheet – “I am unique”

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



Presenters: Continue to 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. When you get to the classroom group activity 1, ask the pupils to work in their groups. After ca. 2 minutes ask the class for some of their answers.

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 _____
	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 _____
	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?
	Ask a pupil to read Shaz' response Ask the class	Would someone like to _____ What do you think about how Shaz _____?
	Make sure the class understands the key message	From Shaz we learned _____ It's really important to remember _____

Group Leaders: Prepare some additional questions you can ask the pupils in your group. When asked by the lesson presenter, read the text on the classroom group activity to the pupils. Ask the pupils the questions. Remember! Ask the pupils if they think their answer is 'good ' or 'bad' and 'why' they came up with this answer.

LESSON 1 – SELF-ESTEEM

Classroom group activity for self-esteem

Classroom group activity 1:

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:

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:

LESSON 4 - PRESENTATION AND ORACY SKILLS

Homework activity worksheet: Practice your skills

Practice your skills! Practice presenting **Lesson 1 – Self Esteem – Phone 3**, when you get home.

To yourself, **read** the “Instructions” box for each screen. **Fill in** the blanks in the “Read Out and Discuss” box. **Read** to someone at home the completed text in the “Read Out and Discuss” box. **Discuss** with this person, what is on the screen and the text you have read out.

PHONE 3: Comparing can make you feel sad. Remember the facts and focus on what makes you happy.

Screen	Instructions	Read Out and Discuss
	<p>Explain how Amy compares herself to Lisa and sometimes she feels bad</p>	<p>Amy follows Lisa _____</p> <p>Sometimes she sees the things Lisa is doing and _____</p>
<p>Comparison Sadness is when people become unhappy because they compare themselves to the people they see online</p>	<p>Read the definition of comparison sadness on the screen</p>	<p>Comparison sadness is _____</p> <p>Amy was experiencing comparison sadness because _____</p>
	<p>Ask the class to work in their groups</p>	<p>Now our group leaders are going to do classroom group activity 2 with you.</p>
<p>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?</p>	<p>Go through each question and ask the groups for their answers</p> <p>Ask the class for some advice for Amy</p>	<p>So the first one was _____</p> <p>What advice would you give Amy when she is feeling comparison sadness?</p>

PRESENTATION AND ORACY SKILLS

Homework activity worksheet: Feedback

Now, get some feedback on how you did.

Ask for feedback from the person you presented to. Write down 2 things they said:

- 1) Write down one thing that you enjoyed about presenting and why you enjoyed it.
- 2) Write down one thing you did not enjoy about presenting and think of a way that you could overcome this obstacle.

APPENDIX

Schedule Template

Fill in the teacher's name and number of pupils from the class who will deliver the lessons

Fill in one sheet/ template for each class per year. If there are two classes in each year fill out two schedules etc.

APPYNESS ONLINE SCHEDULE

NOTE: Fill in one sheet for each class per year. If you have two classes in each year fill out two schedules i.e. 6 schedules in total etc.

6th Class Teachers Name _____

Number of Pupils in 6th Class _____

Assigned Class to Teach (Circle as appropriate)

Primary 5 Year 4 3rd Class

Primary 6 Year 5 4th Class

Primary 7 Year 6 5th Class

Class Assigned Teachers Name _____

LESSON 1: SELF ESTEEM

Start Time (Allow 30 - 45 minutes) _____

Date _____

Day (Circle as appropriate) _____

Presenter No. 1 Name _____

Presenter No. 2 Name _____

Group Leaders Names

1.	Photocopying
2.	Photocopying
3.	
4.	
5.	
6.	
7.	
8.	

Fill in the details of the class to which the lessons will be delivered

Group Leaders 1&2 photocopy the activity sheets for the lesson

LESSON 2: DIGITAL FOOTPRINT

Start Time (Allow 30 - 45 minutes for each lesson) _____

Date ____/____/____

Day (Circle as appropriate) _____

Presenter No. 1 Name _____

Presenter No. 2 Name _____

Fill in the time, date and day of each lesson

LESSON 3: SCREEN TIME

Start Time (Allow 30 - 45 minutes for each lesson) _____

Date ____/____/____

Day (Circle as appropriate) _____

Presenter No. 1 Name _____

Presenter No. 2 Name _____

A typical class of 30 pupils can be divided into 3 groups of 10. Each of these groups can deliver 5 lessons to one class. 2 of the 10 pupils can be presenters. The remaining 8 pupils can be group leaders. The pupils can be rotated so each pupil gets a turn to be a presenter.

LESSON 4: FRIENDS ONLINE

Start Time (Allow 30 - 45 minutes for each lesson) _____

Date ____/____/____

Day (Circle as appropriate) _____

Presenter No. 1 Name _____

Presenter No. 2 Name _____

LESSON 5: CYBERBULLYING

Start Time (Allow 30 - 45 minutes for each lesson) _____

Date ____/____/____

Day (Circle as appropriate) _____

Presenter No. 1 Name _____

Presenter No. 2 Name _____



For queries go to www.zeeko.ie/support - +353 (0) 1 906 0291 - support@zeeko.ie

Co-funded by the Horizon 2020 programme of the European Union



Sample Quiz

Use the Quiz below to re-inforce the key points from the content to be delivered.

Please circle the correct answer for the following questions. If you get stuck, check your Internet Safety Breakdown Sheet.

- 1) What is cyberbullying?
 - a. Bullying that occurs between robots.
 - b. Bullying that occurs over digital devices.
 - c. Bullying that happens in space.

- 2) Which of the following statements is NOT true?
 - a. Too much screen time can make you tired.
 - b. Too much screen time can distract you from other things you have to get done.
 - c. Too much screen time makes you smarter.

- 3) What is the bystander effect?
 - a. Letting someone pass you by on the street.
 - b. Not taking action when you see someone being bullied because you think someone else will help them.
 - c. Not responding to messages in a group chat.

- 4) What is your digital footprint?
 - a. It is a record of everything you do online.
 - b. It is when a stranger talks to you online.
 - c. It is a foot print on your device's screen.

- 5) What should you do if you are being bullied online or contacted by a stranger?
 - a. Ignore them.
 - b. Bully them back.
 - c. Talk to an adult who you trust.

- 6) Which of these statements is NOT true?
 - a. Everyone you speak to online can be trusted.
 - b. The friends you have online should be your friends in real life also.
 - c. It is easy to lie about who you are on the Internet.

- 7) Which of the following is a negative effect of social media?
 - a. It is easy to chat with friends over social media.
 - b. Social media allows you to express your creative side.
 - c. Social media can make us compare our lives with others.

- 8) Which of these statements IS true?
 - a. It is a good idea to share personal information online.
 - b. Everyone should have a balance of online and offline activities.
 - c. The Internet does not affect how we feel about ourselves.

Sample Presenter 2 Activity

This activity is designed to help pupils become familiar with the software and understand the role of presenters. Have the pupils practice navigating around the Appyness Online software. The software should be loaded onto the teacher's computer and pupils should take it in turns to steer the character around the different levels. Use the checklist below to make sure the pupils can perform the following functions and find the different lesson slides.

Presenter 2 Practice Check-list

Can you find...

- 3rd Class – Lesson 1 Self Esteem – Phone 1
- 3rd Class – Lesson 2 Screen Time – Phone 3
- The Mr. Self-Esteem Mini-Game
- 4th Class – Lesson 3 Screen Time – Phone 4
- 4th Class – Lesson 5 Cyberbullying – Phone 3
- 5th Class – Lesson 4 Friends Online – Phone 5
- The selfie camera

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