

## Lesson Plan: Gooseberry Street (ages 8-9)

### Scenario 1: People Online – Friend of a friend

Scenario	Someone Taff doesn't know tries to make friends with him online. He knows a friend of Taff's and asks if they can be friends too. Taff isn't sure. Q1. What makes a good friend? They make us feel happy/ They are kind/ We are sure of who they are/ They make us worried. Q2. It's easy for people to change their identity online. They can lie about ... Their name and age/ What they look like/ Their hobbies/ Nothing, it's always true Q3, Complete the sentences: The safest friends to have online are ... real life friends./ Real life friends are safe because ... we know who they are – people online can lie./ Even if a person says they know Taff's real life friend... - he should not accept them. He should ask a trusted adult. Q4. A new person online asks to be friends with Taff. They say they are 8 and they love gaming. What should he do? Think, that might not be true/ Don't accept them/ Ask a trusted adult/ Reply and chat.
Game Q & A	
Teacher notes	This lesson provides opportunities for children to learn about interacting with people online. The internet provides many ways of communicating with others, cheaply and easily. Contact can take place on computers, tablets, games consoles or mobile phones. Many online games allow players to message each other with a request to be friends and it is in this environment that children of this age are most likely to encounter a friend request like this. It's important to note that children may not automatically see new people they meet online as strangers as they might be introduced to them through popular games and friends. For this reason, we use the terminology "new person" rather than "stranger".  Due to the physical distance, children may not be as cautious interacting with new people as they would be in real-life. They need to understand the risks of talking to new people online: they may not be who they say they are, they may lie, and they may try to trick. This lesson provides an ideal context to talk with children about friendships (both in the real-world, and whilst online), who to trust, how to make informed judgements and who to ask for support and advice. Avoid scaring children away from meeting new people online completely; instead, encourage them to think critically, to be aware of warning signs and seek advice from trusted adults.
Links	<b>Computing curriculum:</b> identify where to go for help about online contact, recognise acceptable/unacceptable behaviour <b>PSHE/RSE curriculum:</b> Online relationships; caring friendships; being safe; internet safety and harms; <b>UKCCIS Framework:</b> self-image and identity, online relationships, privacy and security
Key words	online, real-life, friend, identity, trust, trusted adult, accept, decline, ignore, risk, privacy settings
Learning objective	To know how to respond to new people online
Success points	Children will be able to: <ul style="list-style-type: none"> <li>Understand the differences between real-life friends and people they meet online</li> <li>Know what to consider and who to ask before accepting people as online friends</li> <li>Know the risks that new people online may pose</li> </ul>
<b>Lesson sequence:</b> <b>Slide 1:</b> Share the learning objective with the children.  <b>Slide 2: What makes a good friend?</b> Have the children talk in their pairs/groups/tables to come up with a list of attributes. Brainstorm a list of friend attributes. When complete, pick some children to share their thinking with the rest of the class. <b>Why don't we always get on with everyone?</b> ( <i>We are all different, we have different interests, we have different personalities etc.</i> ) <b>Workbook Activity 1:</b> What makes a good friend?  <b>Slide 3:</b> Share the scenario: 'Someone Taff doesn't know tries to make friends with him online. He knows a friend of Taff's and asks if they can be friends too. Taff isn't sure'. Ask whether any of the children have come across this scenario before whilst online or playing a game. Have a discussion with the children about what they already know about meeting new people online. <b>What is a new person? Where do they come from? How are new people different from friends? How are we introduced to them? Why do we need to think carefully about interacting with new people online?</b> Explore in small groups or as a class the	

differences between real-life friends and people they might meet online? (e.g. You can talk to real-life friends face-to-face, you've never met new people in person before, real-life friends are who they say they are, new people may not always be who they say they are, you can play real-world games with real-life friends).

**Slide 4:** Recap on the scenario. **How well does Taff really know that person? What is an identity? How do we recognise people in real life?** Discuss the concept of identity and how it is possible to create fake profiles which alter or disguise our identity online. Discuss some ways of changing the way we appear online – (it may be by digitally altering an image or using someone else's image; it could be with makeup/hair/accessories; it could be by using different styles of language or expressing different views or interests).

**Why do people change their online identity?** Sometimes this is for good reasons (such as using an avatar on a gaming profile, so we don't reveal our real name or photo; or to create an appealing/dramatic image – think about bloggers who want a big audience). Sometimes it is to appear older in order to play games for older children – this can be risky because others may treat you differently). Sometimes it is done to trick (eg. an adult pretending to be a child in order to befriend them).

**How could Taff make a decision? What does Taff need to consider?** (That the new person may not be who they say they are, that they may lie about things, that they may not be very nice, that they may want to trick Taff). Children to discuss questions in pairs/ groups/ tables. Then play devil's advocate: tell the children that Taff should trust the new person as he's already a friend of one of Taff's friends – this makes him trustworthy. Ask the children to respond to that statement. (They should give answers that challenge the statement; just because he's a friend of a friend, he still could be lying or pose a risk).

**Workbook Activity 2:** Comparing real life friends and people online

**Slide 5: What options does Taff have?** Explore and discuss Taff's different options. Have a class vote to see which option is the most popular. (Ideally, they should choose not to communicate with them and to 'Tell a trusted adult'; they are still at the stage of needing support when it comes to making decisions about online friendships). Recap on who their trusted adults might be.

**Slide 6: What is the difference between 'knowing' someone online and knowing someone in real life?** (Online we might only see a name or photo and text communications; we can't be sure who they are. In real life we can speak face to face, see people with their friends, share real-world experiences with them, introduce them to our friends and families).

**What else can Taff do if he's not sure about who the new person really is?** (He could: chat to his real life friend to see if he really knows the new person and if so, what he's like; ask an adult to sit with him and see what they think of the new person)

**Workbook Activity 3:** Comparing real friends and people online/ What should Taff do? /Who is a trusted adult?

**Plenary:** Children to play the **Gooseberry Planet Street Scenario 1: People Online** game. All results are recorded online for teacher tracking purposes; use the results as an assessment for learning tool and address any misconceptions before moving on.

**Slide 7:** Facilitate a discussion about the consequences of accepting unknown people as friends.

**Why might Taff be tempted to accept someone he doesn't know as a friend?** Talk about the temptation of 'collecting friends' online to appear popular. Encourage the view that quality is more important than quantity.

**What could happen to Taff if he became friends with someone who he didn't really know and he hadn't asked an adult about?** (It may be the new person was lying to Taff and he's actually someone else, the person may turn out to be not very nice, they may want to find out lots of personal information about him, they may send him things that aren't nice).

Be clear with the children at this point: whilst most people online are who they say they are, sometimes they're not and we need to be careful about who we accept as our friends due to this. Both online and offline, there are people who are not very nice and it's easy to pretend to be someone else online. Talk about **privacy settings** and how by using the 'privacy settings' function on devices, apps and gaming accounts we can restrict the people who can make contact with us, to reduce the risk of being contacted by people we don't know. If possible, demonstrate how to do this.

**Slide 8:** Run through the 'Something's not right' warning signs with the children on the PowerPoint – these are signs that someone they are talking to might be risky. Reaffirm that children should always speak to their trusted adults if they're ever worried about who they're chatting to online, or if anyone makes them feel scared/upset/uncomfortable. They should not give up if the person they ask is busy but try again or try someone else and keep asking until they get the help they need.