

Lesson 1: It's Your Choice (Rec – Year 3)

LEARNING OUTCOMES

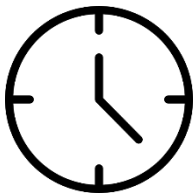
- ★ Students will discuss and understand good online choices.
- ★ Identify positive and appropriate online behaviours: Speaking to an adult if we are worried, keeping personal information safe and treating others with respect.

AIMS



- ★ To watch and discuss the '*It's Your Choice!*' video.
- ★ To talk about the choices that we make online.
- ★ To identify positive online behaviours.

TIME



60 minutes

RESOURCES



[Download the '*It's Your Choice!*' PowerPoint.](#)



['It's Your Choice' Video](#)

Starter: 10 minutes

Explain to your students that today is all about choices, and this lesson is about the choices we make when we are using the internet.

Ask your students if they can give examples of good online choices. These could include things such as:

- ★ Keeping personal information safe.
- ★ Speaking to a trusted adult if we are worried about something online.
- ★ Sending kind messages.

Explain to your students:

'Today, we will be watching a story about some different characters. Each of these characters has a different online choice to make, and it is up to you to help these characters make good online choices.'

Main: 40 minutes

Play the 'It's Your Choice!' video. Pause it when instructed to do so and have a discussion with your class.



Scenario One:

Claudia Cat is doing her homework, she needs to draw a picture of an animal she might find in the Rainforest. Claudia Cat decided to have a look online for help with her picture. She was really enjoying looking at all of the different animals, but then Claudia Cat saw something online that upset her.

But now Claudia Cat feels worried about using the Internet, and she doesn't want to go online at all anymore.

What good online choice could Claudia Cat make?

Discussion Points:

- ★ Is it Claudia Cat's fault that she saw something that upset her?
- ★ Who could Claudia Cat talk to about what she saw?
- ★ Who are some trusted adults you could talk to?
- ★ What could Claudia Cat do when she wants to use the Internet again? (Sit with a trusted adult.)

Scenario Two:

Tom Tiger really enjoys playing online games.

One day, when Tom Tiger was playing his online game, he received a message from someone on the game, they started to ask him a lot of questions. They asked him how old he was, and then they asked him which school he goes to.

Tom Tiger didn't know what to do. He didn't know what to say.

What good online choice could Tom Tiger make?

Discussion Points:

- ★ What type of information does Tom Tiger need to keep safe online?
- ★ Should Tom Tiger be talking to someone online that he doesn't know face to face?
- ★ The messages that Tom Tiger received made him feel worried, who could Tom Tiger speak to about this?
- ★ If Tom Tiger continues to get unwanted messages, what could he do?

Scenario Three:

Reggie Rabbit likes talking online with his friend from school, Percy Penguin. One day at school, Percy Penguin and Reggie Rabbit had an argument, they fell out.

When Reggie Rabbit got home from school, he felt upset about what had happened, so he thought he could use the internet to send unkind messages to Percy Penguin.

Reggie Rabbit wasn't sure if it was a good idea, but he felt upset and didn't know what to do.

What good online choice could Reggie Rabbit make?

Discussion Points:

- ★ What could Reggie Rabbit do instead of sending unkind messages to Percy Penguin?
- ★ Do unkind comments online still upset people?
- ★ If we get a message that upsets us, what can we do?
- ★ Why should we be kind to others online?

Tell your students they did a great job helping the characters to make good online choices.



Written Activity: My Online Advice

Play the video through again, and choose one of the characters that your students can write a letter of advice to.

Explain that your students are going to write a letter of advice to that character. The letter will tell the character what they could do differently.

Use your students' suggestions about what that character could do, write these ideas on the board in the form of a letter to that character.

To make this more accessible, write an example of the letter on the board so that your students can copy it.

The letter could look like this:

Dear Claudia Cat,

If you see something online that makes you feel upset, you can talk to a trusted adult.

From...

You can change the content of the letter so that it is suitable for your students.

You can choose any character from the video. If you feel it is appropriate for your class, you can allow your students to choose which character they want to write a letter to.

Once your students have written the letter, they can draw a picture of the character on their letter.

To Finish: 10 minutes

Review the good online choices that you helped the characters make in the videos.

Questions:

- ★ Who can we talk to if something worries or upsets us online?
 - ★ Why should we be kind online?
 - ★ When we're online, what information do we keep private?
 - ★ What have you learnt about your online choices?
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