



D.A.R.E. Primary Programme

‘Web Warriors’

Online Safety

Module

Lesson Guide

January 2020

Web Warriors

Lesson 1

Learning intentions

Students will be able to:

- State the meaning of 'online'
- Describe their own online activity
- Work through the DARE DECISION MAKING MODEL
- Identify the risks of being online

Preparation

- Review the lesson plan
- Check out the schools policy as it relates to online safety in school
- Review class/school rules
- Review resources

Resources

- Web Warriors worksheet
- Presentation and videos
- Access to class/school rules
- Access to school online safety policy
- www.thinkuknow.co.uk

Lesson Structure and Activity

Activity 1	Introduction to DARE and DARE rules
Activity 2	What is a 'Web Warrior'?
Activity 3	DARE DECISION MAKING MODEL
Activity 4	Video – Michael's dilemma
Activity 7	Review and homework

Web Warriors

Lesson 1

Activity One

Introduction to DARE and DARE rules

Introduce yourself and the Web Warriors programme to the class. Explain that this is a 2 lesson programme based around keeping safe online but covering other issues which will be helpful.

(If appropriate link here to the DARE primary programme and explain that this programme can be taught as part of a longer course which includes a number of other risky behaviours including drugs, alcohol and knife crime).

Display PP – Learning Intentions - ask a volunteer to read these out

Introduce the concept of the DARE crew, Michael and how the class can help him over the two lessons.

Display PP – DARE rules

Briefly cover the DARE rules and link these to the class rules; get the students to identify any similarities and differences (if any); emphasise confidentiality with the use of 'someone I know'.

Activity Two

What is 'Online Safety'?

Activity

Ask the students to look at the front sheet of the worksheet and direct them to work in pairs to explore the questions. They should fill in the sections as they go.

'What is online?'

'What is online safety?'

'What might make young people feel unsafe online?'

Ask the students why they think that this topic might be important.

Facilitate a discussion and ask the class to think about their own 'online life' and what they use the internet for and why, and for how long.

Explain that there are many risks to being online and becoming a Web Warrior will enable them to shield themselves from any dangers that they may encounter. Ask for any examples they may know of

Suggested answers

- People wanting to develop inappropriate relationships
- Sharing inappropriate pictures or videos
- Bullying
- Being targeted for selling things/spending money
- Seeing violence and sexualised imagery

Explain that the students are going to learn about becoming a Web Warrior and one way to do this is by learning to make better decisions.

Activity Three

The DARE DECISION MAKING MODEL

Lead a discussion about how we make decisions and why are some more difficult than others? Why might this be? Instruct the class to give some examples and to discuss in pairs and then take feedback and discuss with the whole class.

Choose one simple example from the class and write this on the board. Refer the students to the DDMM in the worksheet.

Take the students briefly through the DARE DECISION MAKING MODEL together step by step through a whole class discussion.

Activity Four

Video – Michael's dilemma

Play the opening video 'Michael's dilemma'.

Facilitate a discussion afterwards about what was happening in the video.

- What was happening in the video?
- What was Sean trying to do?
- Is Michael in any danger? What?
- How might Michael be feeling? Why?

Ensure that the discussion includes brief references to pressure, peer pressure, responsibility and risks and consequences. These will be discussed in more detail later.

Direct the students to P2 of the worksheet and ask them to work in pairs to complete the exercise.

Facilitate a discussion around the issues raised by this scenario as you take feedback from the class on helping Michael to become a Web Warrior and to make a good decision.

Activity 5

Review and Homework

Display PP – Review and Homework

- Ask the students what they learned in this lesson that they will find useful in the future? Ask for examples of how they will use this
- How would they tell their parent/carer what they had learned today in three sentences?
- What will the students do before the next lesson which will help them to become a Web Warrior?

Direct the student to the Homework section on P3 of the worksheet and ask them to complete this section of the workbook before the next lesson.

Web Warriors

Lesson 2

Students will be able to:

- State when it is legal and illegal to use the internet
- Describe the consequences of not taking care online
- Identify ways to reduce the risk when online
- List sources of support

Preparation

- Review the lesson plan
- Check out the schools policy as it relates to online safety in school
- Review suggested resources

Resources

- Online safety worksheet
- Presentation and videos
- www.thinkuknow.co.uk
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Lesson Structure and Activity

Activity 1	DARE Review and Homework
Activity 2	Online safety: What the Law says
Activity 3	Risks and consequences, pressure and peer pressure
Activity 7	The Web Warriors shield – Online Resistance Strategies
Activity 8	Lesson review

Activity One

DARE Review and Homework

Facilitate a review of the previous lesson as appropriate – ask what the class remember and allow any questions that they may have.

Display PP – Learning Intentions - ask a volunteer to read these out

Ask the students about their homework and use this to lead into activity 2.

Activity Two

Online safety: What the Law says

Task: ask the students if they are aware that some online activity can be illegal and ask for examples of what this might be.

Suggested answers

- Sending naked pictures
- Watching adult content – sex and violence
- Playing 18 games
- Bullying

Direct the students to P3 in the worksheet and ask them to work in pairs or groups to answer the questions. At the end of the quiz facilitate a discussion by asking those who think the answer is TRUE/FALSE on alternate questions to stand and explain their reasoning.

Display PP – Online safety – what the Law says

Facilitate a discussion based on the student’s responses and emphasise –

- It is illegal for naked selfies of or by children to be sent online
- It is not safe for children to play adult games. Content is not suitable and may contain sex and violence
- The age of criminal responsibility in the UK is 10
- Grooming of children online is illegal
- It can be illegal for people to make threats online e.g. -bullying

Activity Three

Risks and Consequences, Pressure and Peer Pressure

Explain that you are now going to look in more detail at some important words and their meaning in relation to risky behaviour and also making better decisions.

Display PP – Risks and Consequences

Ask the class to define the words and to explain what they mean, encourage them to give examples of this. Facilitate a discussion around risk and consequences. Ask for examples from online behaviour. Ensure that the discussion includes the fact that risks can have positive as well as negative consequences.

Suggested answer

- You are taking a risk if you chat to someone you don't know

Display PP – Pressure and Peer Pressure

Ask the class to define the words and to explain what they mean, encourage them to give examples of this as it might relate to the online world. Facilitate a discussion around pressure and peer pressure. Ensure that the discussion includes negative and positive pressure and that pressure can be exerted onto students by a number of different sources including themselves.

Suggested answer

- Someone pressurising you to send bullying messages online

At the end of the discussions direct the students to complete the exercise on P3 of their worksheet

Activity Four

The Web Warriors shield

Ask the students why it might be a good idea to resist getting involved in some online situations and ask how they might be able to shield themselves from risky situations.

Display PP – The Web Warriors shield

Talk through each strategy as it appears on the board.

Facilitate a discussion about which resistance strategy would be most appropriate for Michael to use in this situation. Display each part of the Shield in different parts of the room and instruct the students to go to which strategy they think will help Michael the most. Get them to share their thoughts. Emphasise that there is no right answer and it may be that a combination of responses will be required.

- Trusted adult – talking about things you are not sure about
- Being in control – there is no need to respond immediately
- Taking a break – think about how to respond
- Check it out – ask others for advice

Ask the students where they may go to get help if they have worries about being online. Make a list on the board and invite them to make their own list with these ideas and their own.

Suggested answers

- Trusted adult
- Childline

Activity Five

Lesson Review

Facilitate a final discussion and ask how they feel now that they have completed the course and have become Web Warriors – what advice will they give to their friends about keeping safe online? Ask for an example from each table.

Display PP – play closing video