

PLAY • LIKE → SHARE



KEEPING 8-10 YEAR OLDS SAFE ONLINE RESOURCE PACK

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1 Welcome to Play Like Share

Play Like Share is a three-episode animated series which aims to help 8-10 year olds learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online.

Taught as a part of the PSHE curriculum, it is designed to be viewed by children in the context of at least three sessions, based on the plans in this resource pack.

The series follows the adventures of Alfie, Ellie and Sam as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help them in pursuit of their goal, they need to use it wisely and safely... and that ultimately, doing your best, including others, and nurturing genuine friendship is much more important than how popular you are.

The resource has been rigorously assessed and awarded the PSHE Association Quality Mark. This demonstrates that *Play Like Share* supports effective teaching practice, and meets the PSHE Association's ten principles of effective PSHE education.

Aim and Objectives

Play Like Share aims to give children the knowledge, skills and confidence they need to:

- Identify signs of manipulative, pressurising or threatening behaviour online.
- Respond safely if they think someone is trying to manipulate, pressure or threaten them.
- Understand their rights online, and respect those of others.
- Take measures to control their privacy and digital footprint.
- Get help from an appropriate source if they need it.

Our Approach

The aim of *Play Like Share* is to help keep children safe from sexual abuse and exploitation online, but you will notice that the films do not depict any scenario involving an adult sexual offender. This is crucial to our approach, for the following reason:

Play Like Share encourages children to focus on behaviours, not motivations. It helps them identify and respond safely to strategies which sexual offenders typically use to groom or threaten children. It does so without distracting them or by raising confusing, frightening or age-inappropriate questions about why an adult might behave in this way towards a child.

Being able to spot the early signs of manipulative, pressurising and threatening behaviour and developing the confidence and skills to respond safely, and get help, will provide children with a strong foundation for keeping themselves safe from sexual abuse, both online and off.

You will find guidance on safe and constructive ways to respond if *Play Like Share* triggers questions from children about stories they've heard about grooming and sexual abuse in Section 2 ([Page 8](#)) of this pack.

However, if you are working with children at the top end of this age range who you believe to be particularly vulnerable or risk-taking online, you might make the judgement that it is important to address the risk of inappropriate contact from adults more directly. On [page 44](#) you will find an age-appropriate extension activity which enables you to do so, either one-to-one or in a small group.

If you are interested in learning more about the evidence base for this and similar approaches, we recommend you read the research report 'Key Principles of Effective Preventative Education', downloadable from www.thinkuknow.co.uk/professionals.

An additional two documents can be downloaded alongside this resource pack that provide curriculum links:

- *Play Like Share* PSHE Association Programme of Study links
- *Play Like Share* UK Curriculum links - curriculum links have been provided for England, Scotland, Northern Ireland and Wales and include Relationships Education, Health Education and the Computing curriculum.

How to use this Resource Pack

1. Download and watch the films yourself. We hope you enjoy them!

Files are downloadable from the resource area of your account at www.thinkuknow.co.uk/professionals.

2. Conduct a simple baseline assessment.

See [page 9](#) for details.

3. Choose session plans at the right level for the children you work with.

Children aged eight to ten vary immensely in terms of maturity, development and the kind of online activities they are engaging in. For this reason there are two alternative sets of session plans for you to choose from. Each contains three sessions with identical learning outcomes, explored at different levels:

Level One: For children who are just beginning to engage with life online

[Pages 12-23](#)

Appropriate for those who play games and watch videos on tablets and other devices but are less likely to have their own phone. They might be beginning to take an interest in or use social media but are not especially active on it.

Level Two: For children engaged in more complex activities online

[Pages 24-37](#)

Appropriate for those who are actively engaged in more complex activity online playing multi-player games, setting up their own social media accounts, and uploading images or videos. They are more likely to use a phone and are likely to be less supervised online.

Based on the results of the baseline assessment, select appropriate session plans. If necessary, you can mix and match activities from each level to create a session that meets the specific interests or needs of your group.

Sessions at different levels can be run in parallel (so that for example, while you run Level Two activities with the majority, another adult could run Level One activities with a small group).

Each session runs for an estimated 60 – 90 minutes, and can be broken down and delivered in shorter segments if you wish.

Session plans have been scripted in detail to support those with less experience delivering content on this sensitive topic. Please feel free to use your professional judgement to make the sessions your own, and to tailor them to the specific needs of your group.

Extension Session Plans

[Pages 38-49](#)

These three optional sessions enable you to draw out further learning from the films:

- | | |
|---|-----------------------------------|
| 1. How can the internet make people feel? | Self-esteem |
| 2. What makes a good password? | Privacy and security |
| 3. Chatting to strangers online | Targeted session: online grooming |

Note that Extension Session 3 is designed to be delivered in smaller groups to particularly risk-taking or vulnerable children.

4. *Read guidance on how to deliver Play Like Share safely and effectively.*

[Pages 5-11](#)

5. *Make copies of the resources you need.*

[Pages 50-106](#)

Resources for sessions are arranged in workbooks (printable on A4 paper) for children to personalise, complete and keep. Alternatively, you can copy individual pages as worksheets.

You will find additional cut-out resources for group activities on [pages 98-106](#).

6. *Deliver Play Like Share over three or more sessions.*

Conduct a simple final assessment to identify what children have learned, as measured against the baseline activity.

See [page 9](#) for details.

Keep final assessments and workbooks as a record of progress over the sessions.

2 *How to deliver Play Like Share safely and effectively*

Establishing a safe, positive learning environment

Play Like Share is designed to be delivered to classroom-sized groups of children, but it can also be used in smaller groups or one-to-one.

The activities require children to work closely and respectfully together and are likely to raise sensitive issues – for example, if a child in the group has encountered a risky situation online.

Delivering to a group

Before you start the first session with a group, establish a clear set of shared PSHE education expectations or ‘ground rules’ in order to help children to express their ideas and feelings while showing respect for others. They should be designed with the children and written in their own words, with a focus on confidentiality and anonymity, and with the aim of preventing personal disclosure.

As a minimum, they should include the following:

- Keep the conversation in the room*
- Keep names and stories anonymous: you can talk about ‘someone I know’ rather than using someone’s name
- Listen to others, and show respect for their point of view
- Although taking part is important, you can choose not to answer a question or take part in an activity
- Ask an adult for help if you need it
- If you feel worried about anything, put your hand up and tell an adult

Display the ground rules in the room and remind children of them the start of each session. You can also refer back to them during activities if necessary to address any challenging behaviour and highlight positive contributions.

***Limits of confidentiality:** Explain to children that if something is said or a behaviour causes concerns, or in the event of a disclosure, that you will need to speak to another member of staff. In some instances it may also be necessary to speak with parents/carers about a concern or a question raised by a child. It is good practice to talk to the pupil(s) concerned before raising it with parents/carers.

Running role play activities

Before running the role play activities included in the sessions, make sure that:

- Children are not role playing themselves or people they know, or situations they may have been in.
- You set clear criteria (see details in session plans) that children watching role play can use to assess the content of the role play and skills shown. If you wish to assess children’s performance, share criteria with them before they take part.

- Children understand that they can opt out if they feel uncomfortable or dislike taking part in role play activities. Provide them with an alternative activity if necessary.
- You allocate time at the end of the role play to debrief children who have taken part, to help them come out of character.

Supporting children to ask questions

A 'question box' should be made available for use during and after the session to allow pupils to ask anonymous questions. You can then read the questions out in the next session and answer them. Before setting this up, be sure that you could identify any contributor by their handwriting or other means, in case a child protection issue should arise.

Delivering to individuals

Many of the activities in this pack can be useful when working with individual children. Some of the activities that require group working can be adapted to be used as individual tasks or one in which an adult can assist a child.

If you are working with a child on a one to one basis, usual safeguarding practices should be applied to ensure that the session is safe and appropriate. Follow your organisation's safeguarding policy on lone-working with young people and guidance around one to one contact and/or home visits.

The *Play Like Share* package is age-appropriate and the animations and activities do not directly address sexual offending against children. The resource does however address potentially sensitive issues, such as false identity online and concepts such as consent and the taking and sharing of images. When completing direct work with a child using this resource, it is recommended that you make yourself aware of any relevant safeguarding issues that may have affected or still be affecting the child you are working with. This process should be completed in accordance with your organisation's information-sharing and safeguarding policy. Information pertaining to an individual child's protection history should be sensitively considered when planning and delivering a session.

You should also:

- Inform parents/carers that the session is going to take place, adapting the letter on [page 107](#), as their child is likely to have further questions that evening. It can also be a good time for parents/carers to follow up the learning whilst it is fresh in their child's mind.
- If necessary discuss any child protection concerns with the lead safeguarding agency working with the child and/or their family. Adapt the session where you deem appropriate according to professional judgment and knowledge of the child's circumstances.
- If this work is being completed as part of a multi-agency plan around a child, inform the other professionals that this work is going to or has taken place. This will ensure that in the circumstance that a child may make a disclosure or express concerns or questions after the session, other professionals have an awareness of the context and are prepared to answer questions.

Distancing the learning

Although the films and activities do not directly address sexual offending against children, always remain aware that there may be a child in your group who has encountered inappropriate online contact by an adult or another form of abuse, and that they may or may not have previously told anyone about this. Approach each session on this basis.

Avoid questions or activities which encourage children to consider their personal experiences engaging in potentially risky activity online, or ask them to put themselves in a particular situation, such as 'How would you feel if ... ?' This may make it harder for children to consider an issue objectively, raise traumatic feelings, create discomfort, and/or lead children to disengage from the material.

More appropriate questions are 'How do you think Alfie is feeling?' or 'How would you feel if Ellie was your friend?' These anchor learning to the group's shared experience of the film, and encourage the development of emotional literacy and empathy. It is also appropriate to ask children to imagine the response of 'a child of about your age who goes to school round here.'

One exception is the Create your own Support Circle activity in Session 2 (both levels) which asks children to identify their own network of trusted individuals. As detailed in the session plans, this activity should be delivered sensitively and children asked to work independently. It should be made clear to them that they will not be expected to share what they produce with their peers or family members.

Safeguarding and disclosure

Be prepared for the possibility that accessing *Play Like Share* will help a child you are working with gain the understanding and confidence to disclose abuse:

- **There should be at least two members of staff in the room at all times during a session.**
- **Ensure that your setting's Designated Safeguarding Lead (DSL) or equivalent is aware that you are delivering *Play Like Share*.**
- **Remind yourself of your setting's Safeguarding Policies and Procedures, and guidelines on how to respond in the event of a disclosure.**
- **Adopt a strong non-victim blaming approach throughout delivery of *Play Like Share*.**
One of the greatest barriers to a child seeking help is the feeling that they have done something they will be blamed for. Make sure you do not appear to blame characters in the film for any risky activities they take part in – explain that everyone makes mistakes and the important thing is to learn from them. If children make comments which criticise a character for taking a risk online, respond strongly with this point. Emphasise frequently that if something happens to a child which worries them, it is never their fault, and they should always seek help.
- **Remind children at the start of each session that if anything worries them, the best thing to do is talk to you or another adult they trust. Alternatively, if they do not feel ready to talk to someone they know, Childline can support them with any problem, at any time, at www.childline.org.uk or 0800 11 11.**
- **Support them in the event of a disclosure.**
If a child begins to give details of a personal experience which sounds as if it may lead to a disclosure, a member of staff who is not leading the session should approach them and immediately move the child to a safe space where they can continue the disclosure privately.

In the event of a disclosure

If a child discloses a concern about sexual abuse or any child protection/safeguarding matter, support them by following your setting's Safeguarding Policy and Procedures. As a minimum, these should direct you to:

- Guide the individual to a private space.
- Advise the child that whilst you will respect their privacy, you cannot guarantee confidentiality. If you feel that they or somebody else is in danger, you will need to pass on the information to the appropriate authority.

- Listen to the child and allow them to describe their concerns. Do not ask probing questions or make judgements on what they are telling you.
- Inform the Designated Safeguarding Lead (DSL) or equivalent in your organisation.

Further advice on best practice managing disclosure is available from the NSPCC www.nspcc.org.uk.

Reporting a concern

Police

If you are concerned that a child is in immediate danger, you should call 999.

Your Safeguarding Policy and Procedures should set out clear guidelines on how to report sexual abuse or exploitation which has been disclosed in your setting and this should be taken forward by the DSL or equivalent.

CEOP Safety Centre

Any member of the public – whether a child, parent or professional - can report a concern about child sexual abuse or exploitation to CEOP by visiting www.ceop.police.uk/Safety-Centre. All reports are assessed and responded to by CEOP's specialist Child Protection Advisors. If a police response is necessary, this will be conducted in partnership with your local police force.

The CEOP Safety Centre is designed to be as accessible as possible by children, but we strongly recommend that children aged 8-10 seek the support of an adult they trust to help them make a report.

Managing children's questions and comments about online sexual abuse

During development of this resource, the films and activities were piloted extensively in schools across the UK.

We consistently found that although the resource does not directly raise issues around adults offending against children, any discussion of online risk still tended to trigger questions and comments linked to this topic.

Children were often confused about the possible motivations of adults who might seek to contact children online or to harm them, and the following were typical of things they said:

"I don't get it, why do they want to even find out your name or your age or whatever in the first place?"

"They want to get your personal details so they can find out where you live and burgle your house."

"I heard about a girl who talked to someone online and then he found out where she lived and murdered her."

"They try to chat to you and make friends and find out your passwords because they want to kidnap you or torture you or something."

The following are some suggestions about how you might consider anticipating and addressing such comments:

- **Steer discussion away from offenders' motivations and towards inappropriate behaviours.**
Avoid asking children questions like 'Why would someone want to find out a child's personal details?' Instead, focus on steps children can take to retain their privacy, and ask them how they might be able to tell if someone was trying to manipulate, pressure or threaten them into sharing information or doing something else they didn't want to do.
- **Keep discussion of harm general.**
Generally, if children ask questions about offenders' motivations or make suggestions like 'kidnap' or 'murder', steer them away from such specifics. Make it clear that while unfortunately bad things do happen sometimes, this is very rare indeed. You may wish to take a more direct approach to the topic of child sexual abuse online if you are working with a small group of particularly mature, risk-taking and/or vulnerable children. In this case, consider using Extension Session 3, on chatting to strangers online ([Page 44](#)).
- **Avoid leaving them with the impression that children can only be harmed if they meet up with a stranger.**
It is certainly important that children know that it is never safe to meet up in real life with someone they have only met online.

However, as a professional you should be aware that many offenders abuse children without ever meeting them in real life, by tricking or forcing them to share indecent images or perform sexual activities on webcam. **We do not advise** you attempt to explain this sexual motivation to children aged eight to ten. You can protect them against this risk by helping them learn to recognise and respond safely to any attempt to manipulate, pressure or threaten them online.

- **Help them learn to put media stories in context.**
Children tend to be highly alert to media stories involving harm to other children. If a child recounts a story they have been told or have read about, listen carefully and correct any factual misunderstanding – they may have heard an exaggerated version or be confused about what happened.

Then give the group the clear message that while unfortunately bad things do happen sometimes, this is very rare indeed. Explain that it can feel more common than it is because the media only reports the occasions when something bad happens: we don't get news stories when bad things don't happen, because of course that wouldn't be much of a story.

The above suggestions are not exhaustive and may be more appropriate for some children, in some contexts, than others. Use your own professional judgement and experience to anticipate issues and make the best decisions about how to discuss these issues with the children you work with.

The NSPCC's 'Talk PANTS' campaign provides excellent advice on how to talk to children about keeping themselves safe from sexual abuse. Find out more at www.nspcc.org.uk.

Assessing learning

Baseline assessment

Before planning your sessions, you should carry out a 'Draw and Write' activity to find out what the pupils' existing knowledge, skills and attitudes are in terms of staying safe online. Ensure this activity is completed before delivering the first session and use pupil responses to choose session plans for the right level of learning. Pupils should not be prompted in anyway, ensuring that the responses are their own.

Carry out the assessment as follows:

- On a piece of A4 paper, ask each pupil to draw a picture (stick figure is fine) of a child of around their age, who goes to a school similar to theirs.
- On the paper ask the pupils to write down or draw some of the things that the child they have drawn likes doing online.
- Next, ask them to write down or draw some of the ways that the child can keep themselves safe whilst online.
- When finished, pupils should write their name on the sheets.
- Collect in the sheets and check them, noting responses and any misconceptions to address within the lessons. These responses should also be used in determining which session plan level should be used.
- These response sheets should be kept safe as they will be used to assess the learning at the end of the sessions.

Final assessment

At the end of the final session, carry out a final assessment to help you identify progress by each child as follows:

- Return 'draw and write' baseline assessment sheets to children.
- Ask them to add to and amend them to show anything new that they have learned in the *Play Like Share* sessions, using a different coloured pen or pencil. Children can draw or write their response.
- Collect sheets and use a simple reporting method to assess and record progress for each child; collate results in order to demonstrate progress made by the group as a whole. A suggested scale is as follows: 0 = no reported progress; 1 = some reported progress; 2 = progress made at expected level; 3 = progress exceeds expected level.
- Use qualitative analysis to identify areas of strength for individuals and the whole group, and at areas which require further support and development. Use findings to inform further planning of interventions in this area.

Assessment questioning

Each session plan includes examples of open questions designed to help you assess learning against the session outcomes. These could be used and adapted to question individuals throughout the session and/or to question the group during the plenary.

Engaging with parents and carers

Children learn best when what they are learning is developed with consistency across different aspects of their lives.

We strongly recommend that you engage parents and carers in the work you are doing with their child on *Play Like Share* and encourage them to talk to their child about what they are learning.

Several resources will help you to do so:

- **Letter to parents and carers**

[Page 107](#)

This can be sent home, emailed out or published on your school website.

Due to the sensitive content, if you choose to send a letter, please ensure that they are sent directly home in envelopes addressed to parents/carers.

- **Parents' and carers' helpsheet**

[Page 109-110](#)

This resource provides a brief, accessible introduction to *Play Like Share*, explains its approach, gives parents useful tips on how to talk to their child about the films, and provides links to further support for parents on internet safety.

- **Parents' and carers' trailer**

You can upload this short video clip to your website or direct parents to it at:

www.thinkuknow.co.uk/parents.

Find it in the resources area of your account at:

www.thinkuknow.co.uk/professionals.

Advise parents to seek out and view the three films themselves at:

www.thinkuknow.co.uk/parents.

Delivering *Play Like Share* also provides an excellent opportunity to invite parents and carers in for a session on child online safety. You will find a range of resources to help you deliver such a session in the resources area of your account at www.thinkuknow.co.uk/professionals.

Parents can access a wealth of support on keeping their child safe at www.thinkuknow.co.uk/parents.

Your school or other organisation could also consider signing up to Parent Info, a free newsfeed with up- to-date, expert advice and guidance for parents and carers, which can be embedded on your own website. Find out more at www.parentinfo.org.

3 Session Plans

Level 1 Session 1: 'Block him right good, Alfie!'

Outcomes

By the end of the session children will be able to:

- Recognise when something encountered online 'doesn't feel right'
- Identify and resist pressurising and manipulative behaviour
- Identify some risks of sharing photos, videos and comments publicly
- Explain what privacy settings are used for and how they can help
- Give examples of how a child's online actions can affect others

Resources

- ★ **Character social profiles** – 1 x Ellie, 1 x Alfie, 1 x Sam ([Pages 51-53](#)) Printed on A3 paper.
- ★ **Episode 1 of *Play Like Share***
- ★ **'Warning signs' cards** (optional – for differentiation) ([Page 54](#))
- ★ **Level 1 Workbook** – 1 per child ([Page 76](#))
- ★ **Character profiles** to be read by teacher ([Page 56](#))
- ★ Pair of boy's shoes. Alternatively use **Alfie's shoes** picture ([Page 55](#))
- ★ Display board paper (large enough to draw round child), pens and sticky tack
- ★ A means to choose names randomly e.g. out of a hat/lolly sticks
- ★ Sticky notes

Ground rules

- ➔ With children, develop a set of clear ground rules in order to establish a safe learning environment, based on the guidance on [page 5](#).

Starter: Predictions

- ➔ Explain you will be watching a film called ***Play Like Share***. What could the film be about?
- ➔ Organise the class into three groups and allocate each group a character. Hand out **Character social profiles**. Ask children to predict character's responses.
- ➔ Representatives from each group present their predictions to class.

Film Viewing

- ➔ Show **Episode 1: 'Block him right good Alfie'**
- ➔ Did you like the film? Were your predictions about the characters right?
[Use this opportunity to challenge gender stereotyping – e.g. that Ellie would be the singer and Sam play guitar.]

DISCUSSION: Alfie and the gamer

What was Alfie doing at the start of the film?

[Making a video. Alfie makes videos about the games he plays and posts them online.]

What problem did Alfie face?

[Another gamer messaged Alfie, asking to game with him. Alfie said no as he had to go to school.]

How might Alfie have felt when the gamer said to him 'Don't leave'?

[Uncomfortable, worried, scared.]

Why did the gamer offer Alfie some gaming reward points if he played with him?

[To try to convince Alfie to game with him and miss school.]

Introduce the notion of pressure.

[Explain that Alfie might have felt pressured to stay and play with the gamer, especially as the gamer offered him some reward points. However, he knew that missing school would be wrong.]

ACTIVITY: Warning signs

- ➔ Remind children that when Alfie got home from school, he had lots of messages from the gamer. Suggest Alfie might have felt some '*warning signs*' in his body.
- ➔ Explain that when we feel that something isn't right, our body tells us by giving us some signs. E.g. heart beating fast, feeling hot, knees feeling like jelly.
- ➔ Organise class into small groups. Give each group a large sheet of display paper and a pen. Nominate a 'model' and 'artist' for each group.
- ➔ Instruct the model to lie on the backing paper while the artist draws around their outline.
- ➔ Ask each group to think of as many '*warning signs*' as possible and label the body part it applies to. E.g. write 'butterflies in tummy' on stomach. [Activity could be differentiated by giving children the '*warning signs*' cards].
- ➔ Ask each group to stick their outline at the front of the room. Summarise the main warning signs. [Quick breathing, feel like crying, shivers/shakes, goosebumps, throat feels tight, jelly legs, butterflies in tummy, feel hot, heart beating fast, sweaty hands, ringing in ears, cold hands.]
- ➔ Stress that warning signs are very important as this can be our bodies way of telling us when something isn't right, and when we might be feeling nervous or uncomfortable.

ACTIVITY: Alfie's feelings

- ➔ Sometimes we might not feel any '*warning signs*', so we need to also be able to spot when something isn't right. Ask children to open **Workbooks** to **page 1**.
- ➔ Explain *Alfie's Feelings Scale* which uses faces to represent different feelings.
- ➔ Instruct them to pick a face from *Alfie's Feelings Scale* to show how Alfie is feeling when he receives each of the messages from the gamer.

- ➔ Draw the face in the box next to each message.
- ➔ Take feedback and talk through each message with the class, questioning why Alfie would have felt like that. [Alfie might start off feeling 'great', flattered the gamer likes the videos. With every message his concern should increase.]
- ➔ **What did Alfie do when he realised something wasn't right?**
[Didn't reply. Told a trusted adult, his mum. Blocked the gamer. Reported to the website.]
- ➔ Stress that if someone is trying to get you to do something that doesn't seem right, you should not reply, and tell an adult you trust straight away so that they can help you.

DISCUSSION: Privacy Settings

What did Selfie do at the very end of the film?

[Broadcasted their song online.]

At first, who could see the broadcast and comment on their video?

[Their friends and family, it was a closed group.]

Why do you think Selfie chose to make their video public?

[Get more views, get more fans.]

What happened when Selfie made their group public?

[People they didn't know wrote nasty or strange comments. Received links to adverts.]

Explain that when we share something online we can choose who to share it with. Stress that it's only safe to share things such as photos, videos and personal information with friends you know in real life.

ACTIVITY: Understanding the Privacy Settings

- ➔ Ask children to look at cartoon strip on **Workbook page 3**. Explain that we can make sure we only share things with our friends by always using privacy settings. Stress that privacy settings are different for different apps or sites, but they often follow the same steps.
 - Walk children through typical steps to change privacy settings.
 - Click on Settings symbol. A cog symbol is often used.
 - Then click on Privacy. Usually a padlock.
 - Choose who can see your posts and photos. Make sure this is set to only friends.
- ➔ Encourage children to talk to a parent or carer to help them use privacy settings.

ACTIVITY: Being kind to others online

- ➔ Find a large room or space to use.
- ➔ Explain your expectations for the safe running of the role play activity (refer to [page 5](#) for further guidance.)
- ➔ Explain to children that we are going to explore the part in the film where the Popcorn Wizards write a mean comment about Alfie. Ask the following questions:
 - Who 'liked' the comment?** [Sam]
 - Why wasn't this a kind thing to do?** [It might upset Alfie. Sam is meant to be Alfie's friend.]

- Show children the shoes or **Alfie's shoes** picture. **Which character could they belong to?** [Alfie]
- **Have you ever heard the expression 'put yourself in someone else's shoes'? What do you think this means?** [To imagine and understand how someone else feels.] Emphasise that it is always important to think about how your words and actions could make someone else feel.
- Tell children that you want them to "put themselves in someone else's shoes." Explain that they will walk around the room as different characters, imagining how it would feel to be them. Encourage children to use actions and movements to 'act out' the character. They must look for free space to walk in and not touch anyone else.

Character profile: Popcorn Wizard

- Start by asking the children to walk around the room as one of the Popcorn Wizards. As they walk around the room, read aloud **Character profile: Popcorn Wizards**.
- When you call 'freeze' children hold their pose at the moment the Popcorn Wizards decide to write a comment about Alfie.
- Ask class to think, not say aloud:
What made you write the unkind comment about Alfie?
Did you think about how it would make Alfie feel?
- Ask for volunteers to give their responses.

Character profile: Sam

- Instruct children to walk around room as Sam. Read aloud **Character profile: Sam**.
- Freeze at Sam liking the mean comment. Shoulder tap questions as before.
- **Sam, you are meant to be Alfie's friend. Why did you 'like' the comment?**
- **Did you think about how it would make Alfie feel?**

Character profile: Alfie

- Children now walk around as Alfie. Read aloud **Character profile: Alfie**.
- Freeze at Alfie seeing the mean comment. Pick five children to continue holding their poses as Alfie.
- Gather the rest of children to stand in front of the statues.
- Ask the 'Alfie' statues to shout one word to describe how they are feeling [embarrassed, upset, sad, angry, etc.].
- Ask the rest of the class to imagine they are Sam or one of the Popcorn Wizards. Now they can see how upset Alfie is, would they still write or like the comment?
- Explain that when we post something about someone else we are not able to see how it makes them feel. Before you post anything, it's important to put yourself in their shoes.

Plenary

- Ask children to reflect on one thing they have learned that they didn't know before.
- Hand out sticky notes and ask them to record their answers.
- Sticky notes could be displayed in the classroom or added to children's workbooks.

Useful assessment questions

- What kind of feelings can be 'warning signs' that something isn't quite right? Can you give me some examples?
- What happened when Selfie's video was made public so that anyone could see it? How did it make them feel?
- What are privacy settings and how can they help someone your age to stay safe online?

Level 1 Session 2: 'Who's Magnus?'

Outcomes

By the end of the session children will be able to:

- Give examples of content which may be appropriate or inappropriate to share online
- Explain the possible consequences of sharing without consent
- Identify appropriate people to turn to for help

Resources

- ★ Episode 2 of *Play Like Share*
- ★ Level 1 Workbooks
- ★ Single set of 'Someone who...' signs ([Page 57-66](#))
- ★ Yes and No signs ([Page 67-68](#)). Sticky tack
- ★ Create your own Support Circle sheets – 1 per child ([Page 69](#))
- ★ Small ball/beanbag to be passed between children

Safeguarding note

As part of this session, children are asked to draw their own 'Support Circle', depicting trusted individuals they could talk to if they were worried about something. Be aware that this is a personal and sensitive task and emphasise that their work will not be shared with peers or any one at home.

Keep children's Support Circles in a secure place - for example, in a class file.

Make time to review each child's 'Support Circle' carefully. If it raises any concern – for example, if a child does not include close family members or if they include an adult you have a concern about – follow this up urgently with your DSL or equivalent.

Starter: Recap Episode 1

- ➞ Revisit the ground rules developed at the beginning of session 1
- ➞ **Why was Alfie upset with Sam?**
[Sam 'liked' a mean comment the Popcorn Wizards wrote about him.]
- ➞ **What advice would you give to Sam or the Popcorn Wizards?**
[To think about how someone else might feel if you write or 'like' a message about them.]
- ➞ **What risky thing did Selfie do at the end of Episode 1?**
[They made their group public and received mean/strange comments about their video.]
- ➞ **What advice would you give to Selfie?**
[To change their privacy settings and make their group private, so only their family and friends can view it and comment.]

Film Viewing

- ➔ Show **Episode 2: 'Who's Magnus?'**

DISCUSSION: Sharing

Explain it is important to think about how someone else might feel if you share a photo or video of them, just like if you write or 'like' a comment about them. Sometimes people share photos or videos that might be unkind, or upset or embarrass other people.

When did this happen in the film? [Sam shared a photo of Megan as a baby].

Stress that Sam should not have shared the photo. He did not have Megan's permission. [Clarify concept of permission if needed].

Explain you should never share a photo or video of someone else without their permission. If you would like to post a photo or video of someone else, you should first ask them if this is OK. Sometimes, they might say no. You should always listen to them and respect their wishes.

ACTIVITY: What is it OK to share?

- ➔ Organise children into pairs.
- ➔ Children should read each scenario on **Workbook page 4** and circle the appropriate thumb:
 - It's okay to share (thumbs up)
 - It's not okay to share (thumbs down)
 - It depends (thumbs sideways)
- ➔ Tell children in their pairs they should give reasons for their answers.
- ➔ Children feed back answers as a class displaying thumbs up, thumbs down or thumbs sideways. Discuss each scenario, asking children to give reasons for answers. Ensure main learning points below are covered.

OK to share

Ellie shares a photo of her new pet rabbit. Ellie doesn't need to ask permission from her rabbit!

Not okay to share

Megan shares a video of Ellie crying. You should never share or post a photo of someone else that could upset them.

Sam shares a photo of his brother who had just got out the bath. This should never be shared as Sam's brother might not be wearing clothes, or only wearing a towel.

It depends

Alfie shares a photo of his friends at his birthday party. If Alfie has asked his friends for permission and they have agreed then this is probably OK to share this in a closed group. If any detail in the photo gives away personal information about Alfie or his friends, it is better not to share it.

Sam shares a video of himself pretending to be his pet dog. At the time Sam may think this is funny to share, but in the future he may find it embarrassing. Even if Sam deletes the video, other people might have taken a copy of it or shared it on other sites.

Ellie shares a photo of Sam pulling a silly face. If Ellie has asked Sam's permission and he has agreed, and if there is no detail in the photo which gives away personal information about Sam, then this should be OK to share in a closed group.

DISCUSSION: Ellie's Support Circle

Explain that you are going to explore the point in the film where Ellie is very upset.

Why is Ellie upset?

[She thinks that Sam is posting mean comments about her, Megan is unkind to her and she loses the guitar-off against Max.]

Tell the children Ellie really needs someone to talk to.

As a class consider **Ellie's Support Circle. (Page 6 of Workbook)**

Who could Ellie have talked to when she was upset?

[Anyone from her support circle is correct.]

ACTIVITY: Who to turn to for help

- ➔ Ask for eight volunteers to come to the front of the classroom. Give each a **'Someone who...'** sign to hold up. Stick the **Yes and No signs** at opposite sides of room.
- ➔ Explain that in turn, each of the children holding a **'Someone who...'** sign will step forward and read their card aloud. The class will decide if the person described would be someone who is a good person for Ellie to go to for help. 'Yes' is represented by thumbs up, and 'No', thumbs down. When a decision is made, the cardholder should stand by the 'Yes' or 'No' sign.

Yes

Someone who listens to Ellie
Someone who wants the best for Ellie
Someone who gives Ellie good advice
Someone who Ellie knows well in her offline life
Someone who helps Ellie solve her problems
Someone who respects Ellie
Someone who makes Ellie feel safe and does not put her in danger

No

Someone who Ellie has never met
Someone who Ellie keeps secret from friends and family
Someone who says nice things to Ellie who doesn't really know her

- ➔ Explain that someone that would meet the description of a good person that Ellie could go to for help would be a trusted adult or friend. Recall how Alfie went to his mum when the gamer was pressuring him.

- Ask the children who Ellie turned to. [Magnus]. **Was he the best person for Ellie to go to? Why?** [No, Ellie has never met Magnus, he says nice things but doesn't really know her, and she doesn't tell Alfie and Sam about him. Magnus isn't a friend].
- Return to the image of **Ellie's Support Circle**. Stress that all of these people would have been a better person to turn to for help.

ACTIVITY: Create your own Support Circle

- Hand out **Create your own Support Circle** sheets.
- Explain that they will draw themselves in the centre of the circle. They should identify a person or people who they would turn to for help and support. They should write the qualities each person has next to their name. [E.g. good listener, good problem solver.]

Encourage children to consider people from different parts of their life – e.g. immediate family, extended family, school, youth clubs, key workers.
- It is important to emphasise that their support circles:
 - Can include as few or as many people as they want.
 - Are personal and completed individually.
 - Will not be shared with their peers or at home.
 - Will be taken in at the end of the session.
- Stress that children can talk to any of the adults in the classroom whilst completing the activity, or after the session.
- Remind children that they can always turn to their support network if they are upset like Ellie, or if they get an uncomfortable feeling, like Alfie did with the gamer.
- Collect in support circles at the end of the activity and keep in a secure place e.g. locked cupboard or drawer.

Plenary

- Give children 30 seconds to think about what advice they could give a friend after today's lesson.
- Ask children to share advice by throwing beanbag/ball to each other. If child can't answer, they throw to someone else.

Useful assessment questions

- When is it okay to share a photo or video online?
- When is not okay to do it?
- What should Alfie and Sam think about before deciding who to turn to if they find something worrying online?

Level 1 Session 3: 'They have fans, but we have friends!'

Outcomes

By the end of the session children will be able to:

- Identify different tactics someone might use to manipulate another person online
- Explain what to do if someone tries to pressure or manipulate them
- Share ideas about how technology can be used positively

Resources

- ★ Episode 3 of *Play Like Share*
- ★ Level 1 Workbooks
- ★ Chat Worksheet 1 and Chat Worksheet 2 ([Page 70 and 71](#)) – one per pair
- ★ One set per pair of 4 different coloured pens or pencils
- ★ A3 paper
- ★ Small ball/beanbag to be passed between children

Starter: Recap 'Warning signs'

- ➡ Revisit the ground rules developed at the beginning of session 1.
- ➡ Ask children to recall 'feelings in body' when something isn't right. Brainstorm on board.
- ➡ Tell children to stand up. We are now going to play Simon says. If Simon tells you to do something, do the action. If Simon doesn't tell you to do it, then do nothing.
- ➡ Run through all the feelings and ask the children to act them out – "Simon says..." (knots in tummy, butterflies in tummy, sweaty hands, hot hands, cold hands, knees like jelly, heart beating, ringing in ears, shivers, shaking.)
- ➡ Ask children, when they are watching the film, to think if the characters might have felt a warning sign that something wasn't right.

Film Viewing

- ➡ Show Episode 3: 'They have fans, but we have friends!'

DISCUSSION: Recognising manipulative tactics

In this episode, when might one of the characters have felt a warning sign or thought something wasn't right?

[Alfie when he realised that nobody really knew Magnus; Alfie when he realised that Magnus had sent his friends to a chicken shop, not a recording studio; Ellie and Sam when they realised the recording studio was a trick.]

Who was pretending to be Magnus? Why?

[Megan pretended to be Magnus, so that Selfie would miss the band competition.]

Explain that in the films we see Magnus and the gamer use different tactics to make Ellie and Alfie do something that might not be good for them. Write the following list of tactics on the board, and give verbal definitions:

Flattery – When someone says really, really nice things about you.

Bribery – When someone offers you something in return for doing something.

Too Good To Be True Offers – When someone says they will do or give you something so good that it doesn't seem possible.

Threats – When someone says something bad will happen if you don't do what they say.

ACTIVITY: Spot the tactic

- Tell children to turn to **Workbook page 7**. Ask them to match each tactic to a message. Take feedback.
- Explain that some of these tactics can be hard to spot, because it can sometimes involve someone being really nice to you. For example, Magnus flattered Ellie and offered her something that was too good to be true: time in a recording studio.
- Emphasise that this means we have to be really good at spotting when someone is trying to get us to do something that might not be good for us.
- Stress that if someone is trying to get you to do something that gives you a 'warning sign' or makes you feel worried or uncomfortable you should tell an adult you trust straight away.

ACTIVITY: Help them stay safe

- Put children in pairs and hand out **Chat Worksheet 1**.
- Read chat text aloud to class (do not ask children to read out loud).
- Now return to the list of tactics you have put on the board, and write a colour next to each tactic (to correspond with coloured pens/pencils).
- Explain that in pairs, children should identify examples of the tactics in the chat log, and underline/highlight them in the appropriate colour. Emphasise this chat only features:
Bribery, too good to be true offers, and threats.
- When they have finished, they should complete the worksheet with advice to the character about what they should do.
- Take feedback on tactics and use this as an opportunity to clarify concepts and correct misunderstandings. Examples are as follows:

Tactic	Example of tactic in chat text
Bribery	• Send me your number and I'll message it 2 u. • Give me your number and I'll send u the cheat!!
Too good to be true offers	• This cheat will give you FIVE SPELLLLBOOKS AND A WAND!!!!!!!!!!
Threats	• If you don't give me your number, I'll tell all the other players to cast spells on your wizard.

- Take feedback on advice. The core advice should always be to tell an adult you trust.
- They can also: not reply; walk away from computer; block the person; report to the site or service.
- Repeat same steps for **Chat Worksheet 2**.
Emphasise this chat only features: **flattery, bribery, and too good to be true offers**.
Examples are as follows:

Tactic	Example of tactic in chat text
Flattery	• <i>Ohhhh she's sooooo sweet!!!</i> • <i>She is the cutest hamster I have ever seen!!!!!!</i>
Bribery	• <i>Add me and I'll send you the video!!!</i>
Too good to be true offers	• <i>I've seen it!!!!!! I'll send it 2 u!</i>

- Collect chat logs and dispose. The children should not keep them.

ACTIVITY: Positive use of technology

- **How did Selfie use technology to help them take part in the band competition?**
[Broadcast their song to friends, put a poster on their group profile page, asked all their friends to learn the words to their song, Ellie and Sam appeared via video.]
- Explain that Sam's Grandpa George needs their help. He has just bought himself a new computer. He wants to know how he can best use technology to help solve some problems.
- Tell children to turn to **Workbook page 8**. Read text aloud.
- Explain that working in small groups they must come up with a plan for Grandpa George, giving examples of how he can best use technology to solve his problems. Encourage children to be as inventive as possible.
- Assign children into small groups and hand out A3 paper and pens. Children can write initial ideas in their **Workbook** before displaying their plan on paper.
- Groups present to class and the adult leading the session chooses overall winner.

Plenary

- Give children their baseline assessment sheets (see [page 9](#) for further details) and ask them to add or amend anything new that they have learned or found out during the sessions. They should use a different colour pen or pencil to do this.

Useful assessment questions

- Can you give me some examples of tactics a person could use to try and get someone to do something?
- What is a safe way for a child to respond if someone tries to get them to do something they are uncomfortable with?
- How can technology be used to solve problems?

Level 2 Session 1: 'Block him right good, Alfie!'

Outcomes

By the end of the session children will be able to:

- Identify and explain some risks in sharing videos publicly
- Explain what privacy settings are used for and how they can help
- Recognise when something encountered online 'doesn't feel right'
- Identify and resist pressurising and manipulative behaviour
- Give examples of how a child's online actions can affect others

Resources

- ★ **Character social profiles** – 1 x Ellie, 1 x Alfie, 1 x Sam ([Pages 51-53](#)) Printed on A3 paper.
- ★ **Episode 1 of *Play Like Share***
- ★ **Level 2 Workbooks** – 1 per child ([Page 86](#))
- ★ One set of **character profile cards** ([Page 56](#)), cut up
- ★ A means to choose names randomly e.g. out of a hat/lolly sticks
- ★ Sticky notes

Starter: Predictions

- ➔ Explain you will be watching a film called ***Play Like Share***. What could the film be about?
- ➔ Organise the class into three groups and allocate each group a character. Hand out **Character social profiles**. Ask children to predict character's responses.
- ➔ Representatives from each group present their predictions to class.

Ground rules

- ➔ With children, develop a set of clear ground rules in order to establish a safe learning environment, based on the guidance on [page 5](#).

Film Viewing

- ➔ Show **Episode 1: 'Block him right good Alfie'**
- ➔ Did you like the film? Were your predictions about the characters right?
[Use this opportunity to challenge gender stereotyping – e.g. that Ellie would be the singer and Sam play guitar.]

ACTIVITY: Making and sharing videos

- ➔ **What was Alfie doing at the start of the film?**
[Making a gaming video blog, or 'vlog'. Alfie makes videos about the games he plays and uploads them to his online channel.]

➤ **Why do people make and share videos?**

[Fun, share information, show talents, share skills.]

- Explain that there are safe and unsafe things that someone can do when they are making and sharing videos online.
- Draw a smiley face and a sad face on two pieces of paper and stick them on opposite sides of the room.
- Tell children that you will read out some statements and the children should decide if they are safe or unsafe to do. If they think they are safe they should walk to the smiley face side of the room. If they think they are unsafe they walk to the sad face side of the room.
- For each statement, take ideas from children on each side of the room, then deliver clear messages about whether it is safe or not, based on the following:

(Read aloud to children)

Someone your age...	Explanation
Makes a video in their bedroom, in front of a wall with family photos on it, as well as a certificate with their name and school on. They share this on a video sharing website.	Unsafe If someone makes a film, they should make sure that in the background there are personal belongings like family photos, hints about where they live or personal information like their school or address.
Makes a video outside their house. They share this on a video sharing website.	Unsafe This could make it easy for someone to find out where they live.
Makes a silly and embarrassing video. They share this with ten friends on an app which says it will delete it once it has been viewed.	Unsafe Even if the videos are deleted quickly, other people can still share them and make copies.
Makes a video showing off their talents. They share it with three of their best friends, and some family members.	Safe This can be a fun thing to do if they have a hobby or talent as long as it is only with people they know and trust in real life. Remember, they can make the film and show it to friends and family on their own phone or tablet – this is always safer than sharing it online.

Activity: Alfie's videos

- Emphasise that Alfie has taken some important steps to make sure that he is safe when he is making videos and posting them online. Ask children to turn to **Workbook page 1**, and label the picture to show what steps Alfie has taken.
- Take feedback. [Profile picture is an avatar, rather than a personal picture. Username does not feature real or full name. Privacy set to friends. Wears clothes that are not his school uniform or something personal like his pyjamas.]

DISCUSSION: Privacy Settings

What did Selfie do at the very end of the film?

[Broadcasted their song online.]

At first, who could see the broadcast and comment on their video?

[Their friends and family, it was a closed group.]

Why do you think Selfie chose to make their video public?

[Get more views, get more fans.]

What happened when Selfie made their group public?

[People they didn't know wrote nasty or strange comments. Received links to adverts.]

Explain that when we share something online we can choose who to share it with. Stress that it's only safe to share things such as photos, videos and personal information with friends you know in real life.

ACTIVITY: Understanding Privacy Settings

- ➔ Ask children to look at cartoon strip in **Workbook page 2**. Explain that we can make sure we only share things with our friends by always using privacy settings. Stress that privacy settings are different for different apps or sites, but they often follow the same steps.
- ➔ Walk children through typical steps to change privacy settings.
 - Click on Settings symbol - a cog symbol is often used.
 - Then click on Privacy - usually a padlock.
 - Choose who can see your posts and photos - make sure this is set to only friends.
- ➔ Encourage children to talk to a parent or carer to help them use privacy settings.

DISCUSSION: Alfie and the gamer

Explain that at the beginning of the film, someone was messaging Alfie asking to game with him.

Why did Alfie say he couldn't play with him?

[Alfie said he had to go to school.]

Do you think Alfie wanted to play with him?

[Perhaps Alfie did want to play, but knew he had to go to school. Also consider that maybe Alfie didn't want to game with him as he didn't know him.]

How do you think Alfie might have felt when the gamer said, "Don't leave"?

[Scared, worried, uncomfortable.]

What warning feelings might Alfie have got in his body suggesting that something wasn't right?

Give all of these examples, e.g. sweaty hands, hot or cold hands, knees like jelly, heart beating, ringing in ears, shivers, shaking.

Stress these 'warning feelings' are important. We should always try to listen to our bodies. However, sometimes you might not get one of these feelings, so you also need to also be able to spot when something isn't right.

ACTIVITY: Alfie's videos

- Ask children to turn to **Workbook page 3**. Explain that they should look at each of the messages and think about how the gamer tries to get Alfie to play with him.
- Take feedback and discuss. [Gamer bribes/puts pressure on Alfie by offering him some reward points, gamer repeatedly messages Alfie, gamer threatens Alfie.] Ask children to write notes in their **Workbooks** next to each message.
- **What did Alfie do when he realised something wasn't right?**
[Didn't reply. Told a trusted adult: his mum. Blocked the gamer. Reported to the website.] Stress that if someone is trying to get you to do something, always ask yourself – **how do I feel about this?** If it makes you feel uncomfortable, worried or you know it's wrong then you should not reply, and you should tell a trusted adult straight away.

ACTIVITY: Being kind to others online

- Explain your expectations for the safe running of the role play activity (refer to [page 5](#) for further guidance).
- Explain to children that we are going to explore the part in the film where the Popcorn Wizards write a mean comment about Alfie.
Who 'liked' the comment? [Sam]
Why wasn't this a kind thing to do? [It might upset Alfie. Sam is meant to be Alfie's friend.]
- Ask for four volunteers to play the roles of Megan, Alfie, Ellie and Sam. Characters sit on chairs facing the rest of the children.
- Hand each volunteer a **character profile card**. Ask them to read the information to the class.
- In pairs, the rest of the children have two minutes to come up with a question for each of the characters.
- Children then interview the characters. Steer them towards the following areas:
 - Popcorn Wizards' motivation for writing the comment.
 - Did the Popcorn Wizards consider how Alfie would feel?
 - Sam's motivation for liking the comment. Did he do it without thinking?
 - Did Sam think how Alfie would feel?
 - What should Ellie have done when she saw the mean comment? Who should she have told?
 - How did Alfie feel when he saw that the Popcorn Wizards had written the comment?
 - How did Alfie feel knowing Sam had liked the comment?
- Finish by asking children what they think Sam could do to make things better.
- Explain when we write or post something online, we must always think about how we might make other people feel. Children should always put themselves in the shoes of others and ask themselves how they would feel if an unkind or embarrassing comment was posted.

Plenary

- Ask children to reflect on one thing they found out from the lesson that they didn't know before.
- Hand out sticky notes and ask them to record their answers.
- Sticky notes could be displayed in the classroom or added to children's workbooks.

Assessment questions

- What advice would you give a child your age about how to make and share a video safely online?
- What happened when Selfie made their video public online? What do you think they learned from this experience?
- What are privacy settings and how are they helpful?

Level 2 Session 2: 'Who's Magnus?'

Outcomes

By the end of the session children will be able to:

- Give examples of content which may be appropriate or inappropriate to share online
- Explain the possible consequences of sharing without consent
- Identify appropriate people to turn to for help

Resources

- ★ Episode 2 of *Play Like Share*
- ★ Level 2 Workbooks
- ★ Single set of 'Someone who...' signs ([Pages 57-66](#))
- ★ Yes and No signs ([Pages 67-68](#)). Sticky tack
- ★ Create your own Support Circle sheets – 1 per child ([Page 69](#))
- ★ Small ball/beanbag to be passed between children

Starter: Recap Episode 1

- Revisit the ground rules developed at the beginning of session 1.
- **Why was Alfie upset with Sam?**
[Sam 'liked' a mean comment the Popcorn Wizards wrote about him.]
- **What advice would you give to Sam or the Popcorn Wizards?**
[To think about how someone else might feel if you write or 'like' a message about them.]
- **What risky thing did Selfie do at the end of Episode 1?**
[They made their group public and received mean/strange comments about their video.]
- **What advice would you give to Selfie?**
[To change their privacy settings and make their group private, so only their family and friends can view it and comment.]

Film Viewing

- Show Episode 2: 'Who's Magnus?'

DISCUSSION: Sharing

Explain it is important to think about how someone else might feel if you share a photo or video of them, just like if you write or 'like' a comment about them. Sometimes people share photos or videos that might be unkind, or upset or embarrass other people.

When did this happen in the film? [Sam shared a photo of Megan as a baby.]

Stress that Sam should not have shared the photo. He did not have Megan's permission. [Clarify concept of permission if needed.]

Explain you should never share a photo or video of someone else without their permission. If you would like to post a photo or video of someone else, you should first ask them if this is OK. Sometimes, they might say no. You should always listen to them and respect their wishes.

ACTIVITY: What is it OK to share?

- Organise children into pairs.
- Children should read each scenario on **Workbook page 4** and circle the appropriate thumb:
 - It's okay to share (thumbs up)
 - It's not okay to share (thumbs down)
 - It depends (thumbs sideways)
- Tell children in their pairs they should give reasons for their answers.
- Children feed back answers as a class displaying thumbs up, thumbs down or thumbs sideways. Discuss each scenario, asking children to give reasons for answers. Ensure main learning points below are covered.

OK to share

Alfie shares a video of his cat looking grumpy. Alfie doesn't need to ask permission from his cat!

Ellie shares a picture of her new guitar. This picture doesn't show any people.

Not OK to share

Sam shares a photo of his brother who had just got out the bath. This should never be shared as Sam's brother could not be wearing clothes, or only wearing a towel.

Megan secretly films her big brother singing in his bedroom and shares it with all her friends. You should never share or post a photo of someone else that makes them look silly or might upset them. Megan has not asked her brother's permission to share the video. You should always think about how sharing or posting something might make the other person feel.

Megan shares a photo and tags her location. You shouldn't share your location because you might not always want people you don't know to know where you are. Some apps automatically share your location. This can be turned off in the settings of the app. Ask a parent or carer to help.

It depends

Ellie shares a silly selfie only with Sam. Sam sends it to other friends in his class. If Sam asked Ellie for permission and she agreed that it was OK for Sam to share with his friends then this should be OK, as long as it doesn't contain details which give away personal information about Ellie. However, if Sam didn't ask Ellie's permission, he should not share the photo as it belongs to Ellie. Ellie should remember that when you send a picture or photo to someone else, you can never be sure that they won't share it with others.

Alfie shares a photo of Sam and Ellie playing music in his room, and tags them both. If Alfie has asked Ellie and Sam for permission and they have agreed, then this is okay. However, he should not tag them in a photo if she hasn't asked them if it is OK. Also, he shouldn't share it if it contains any details which give away personal information about Sam or Ellie.

Sam shares a video of himself pretending to be his pet dog. At the time Sam may think this is funny to share, but in the future he may find this video embarrassing. Even if Sam deletes the video, other people might have taken a copy of it or shared it on other sites.

DISCUSSION: Ellie's Support Circle

Explain that you are going to explore the point in the film where Ellie is very upset.

Why is Ellie upset?

[She thinks that Sam is posting mean comments about her, Megan is unkind to her and she loses the guitar-off against Max.]

Tell the children Ellie really needs someone to talk to.

As a class consider **Ellie's Support Circle (Page 7 of Workbook)**.

Who could Ellie have talked to when she was upset?

[Anyone from her support network is correct.]

ACTIVITY: Who to turn to for help

- Ask for eight volunteers to come to the front of the classroom. Give each a **'Someone who...'** sign to hold up. Stick the **Yes and No signs** at opposite sides of room.
- Explain that in turn, each of the children holding a **'Someone who...'** sign will step forward and read their card aloud. The class will decide if the person described would be someone who is a good person for Ellie to go to for help. 'Yes' is represented by thumbs up, and 'No', thumbs down. When a decision is made, the cardholder should stand by the 'Yes' or 'No' sign.

Yes	No
Someone who listens to Ellie	Someone who Ellie has never met
Someone who wants the best for Ellie	Someone who Ellie keeps secret from friends and family
Someone who gives Ellie good advice	Someone who says nice things to Ellie who doesn't really know her
Someone who Ellie knows well in her offline life	
Someone who helps Ellie solve her problems	
Someone who respects Ellie	
Someone who makes Ellie feel safe and does not put Ellie in danger	

- Explain that someone who would meet the description of a good person that Ellie could go to for help would be a trusted adult or friend. Recall how Alfie went to his mum when the gamer was pressuring him.

- Ask the children who Ellie turned to? [Magnus]. **Was he the best person for Ellie to go to? Why?**[No, Ellie has never met Magnus, he says nice things but doesn't really know her, and she doesn't tell Alfie and Sam about him. Magnus isn't a friend].
- Return to the image of **Ellie's Support Circle**. Stress that all of these people would have been a better person to turn to for help.

ACTIVITY: Create your own Support Circle

- Hand out **Create your own Support Circle** sheets.
- Explain that they will draw themselves in the centre of the circle. They should identify a person or people who they would turn to for help and support. They should write the qualities each person has next to their name. [E.g. good listener, good problem solver].
- Encourage children to consider people from different parts of their life – e.g. immediate family, extended family, school, youth clubs, key workers.
- It is important to emphasise that their support circles:
 - Can include as few or as many people as they want.
 - Are personal and completed individually.
 - Will not be shared with their peers or at home.
 - Will be taken in at the end of the session.
- Stress that children can talk to any of the adults in the classroom whilst completing the activity, or after the session.
- Remind children that they can always turn to their support network if they are upset like Ellie, or if they get an uncomfortable feeling, like Alfie did with the gamer.
- Collect in support circles at the end of the activity and keep in a secure place e.g. locked cupboard or drawer.

Plenary

- Ask children to write a message/text to Ellie advising her what to do after she has seen the mean comments that she thinks Sam has posted. This can be put on a sticky note and displayed on the wall.

Assessment questions

- When is it okay to share a photo or video online? When is not okay to do it?
- What should Alfie and Sam think about before deciding who they should turn to if they find something worrying online?
- What is the difference between a friend and a follower?

Level 2 Session 3: 'They have fans, but we have friends'

Outcomes

By the end of the session children will be able to:

- Identify different tactics someone might use to manipulate another person online
- Explain what to do if someone tries to pressure or manipulate them
- Share ideas about how technology can be used positively

Resources

- ★ Episode 3 of *Play Like Share*
- ★ Level 2 Workbooks
- ★ Chat Worksheet 3 and Chat Worksheet 4 ([Page 73 and 74](#)) – one per pair
- ★ One set per pair of 4 different coloured pens or pencils
- ★ A3 paper
- ★ Small ball/beanbag to be passed between children

Starter: Recap Episode 2

- ➡ Revisit the ground rules developed at the beginning of session 1.
- ➡ Remind them that the episode was called 'Who's Magnus?'. Ask them what they can remember about Magnus.

Film Viewing

- ➡ Show Episode 3: 'They have fans, but we have friends!'

Activity: Who's Magnus?

- ➡ **Who was pretending to be Magnus? Why?**
[Megan pretended to be Magnus, so that Selfie wouldn't be able to take part in the band competition.]
- ➡ Point out that Ellie was really excited by Magnus' offer of time in a recording studio. However, Alfie was suspicious.
- ➡ Put children in pairs and give them one minute to think of reasons why Alfie was more suspicious of Magnus than Ellie or Sam.
Had something happened to him before?
[Perhaps Alfie was suspicious as he'd experienced the situation with the gamer, where the gamer had put pressure on Alfie to game with him. Alfie was able to spot that something about Magnus didn't feel right.]
- ➡ Ask children to look at **Workbook page 8** and complete the **Who's Magnus?** activity, identifying the clues that made Alfie suspicious of Magnus. Take feedback. [Magnus looked overly cool, his offer was too good to be true, he sent Ellie overly nice messages – even though Ellie didn't really

know him.] Stress that these are all ways that Magnus tried to get Ellie to do something that wasn't good for her.

DISCUSSION: Recognising manipulative tactics

Explain that in the films we see Magnus and the gamer use different tactics to make Ellie and Alfie to do something that might not be good for them.

Write the following list of tactics on the board, and give verbal definitions:

Threats – When someone says something bad will happen if you don't do what they say.

Flattery – When someone says really, really nice things about you.

Bribery – When someone offers you something in return for doing something.

Too good to be true offers – When someone says they will do or give you something so good that it doesn't seem possible.

ACTIVITY: Spot the manipulative tactic

- Tell children you will now play a game, where you will be in role. They will know when you are in role as you'll be wearing a hat! You will clap your hands three times to start and stop the activity.
- The object of the game is for the children to identify which of the four tactics for getting them to do something you are demonstrating.

Threats

- Put on hat and clap hands three times.
- In role, bark orders at children. Use a loud and demanding voice.
- Start with this threat "Do what I say or you will miss playtime for the next week."
- For one minute, instruct children to complete a range of movements. With each instruction increase the speed. Instructions could include: Stand up, sit down, jump, touch toes, touch ears, touch elbows, hop on one leg, hands in air, pat head, rub stomach.
- Now tell children "You are not doing it quick enough. If you don't do it quicker this time, you miss your playtime for two weeks." Repeat instructions for 30 seconds.
- Clap hands three times and take off hat.
- Ask children to look at mind map and identify tactic that was demonstrated.
Threats – when someone says something bad will happen if you don't do what they say.
- Ask children for an example of a threat in *Play Like Share* [Gamer threatening to change Alfie's videos so that he has a chicken's head.]

Flattery

- Put on hat and clap hands three times. In role, smile lots and use a sweet, soft, kind voice. Use over-the-top examples: "You are the best class I have ever taught. I wish I could teach you every

single year. I have never met a group of such clever children. You are the also the best class at sports, you are so much better than all of the other classes.”

- Clap hands three times and take off hat.
- Ask children to look at mind map and identify the tactic that was demonstrated.
Flattery – when someone says really, really nice things about you, which might sometimes seem over the top.
- Ask children for an example of this from *Play Like Share* [Ellie receiving messages from Magnus telling her how great she is.]
- Stress that flattery is sometimes hard to spot, because it involves someone being really nice to you. Always consider if it seems over the top, or if they don’t know you well enough to say such nice things.

Bribery

- Put on hat and clap hands three times. In role, using a firm and kind voice.
- “It’s really important that you sing loudly in assembly. The head teacher is expecting it. If you sing well, I’ll give you all extra playtime. If you leave the classroom really tidy today, I’ll let you use the tablet tomorrow.”
- Clap hands three times and take off hat.
- Ask children to look at mind-map and identify tactic that was demonstrated.
Bribery – when someone offers you something in return for doing something. Ask children for an example of this in the films [Gamer offering Alfie reward points if he stayed and played.]

Too good to be true offers

- Put on hat and clap hands three times. In role, be over-excited and lively in making unrealistic offers e.g. “I’ve just heard from the head teacher that we won’t be setting homework ever again. We have also decided that the school holidays will last for six months. We will also be having cake every day for lunch.”
- Clap hands three times and take off hat.
- Ask children to look at mind map and identify tactic that was demonstrated.
Too good to be true offers – when someone says they will do or give you something so good, that it doesn’t seem likely.
- Ask children for an example of this in the films [Magnus offering Ellie time in a recording studio.]
- Now ask children to turn to **Workbook page 8** and write the tactic used by the gamer or Magnus next to each of the messages. Take feedback, clarify concepts and correct misunderstandings.
- Emphasise:
 - Some tactics such as flattery and too good to be true offers are difficult to spot as they involve people being nice to you.
 - Sometimes, someone might use several of these tactics together, just like Magnus did.
 - If we can spot tactics being used it might help us to avoid a risky situation.
 - If someone is trying to make you do something that makes you feel uncomfortable or worried, then you should tell an adult you trust.

ACTIVITY: Help them stay safe

- Put children in pairs and hand out **Chat Worksheet 3 (Page 68)**.
- Read chat text aloud to class (do not ask children to read it.)
- Now return to the list of tactics you have put on the board, and write a colour next to each tactic (to correspond with coloured pens/pencils.)
- Explain that in pairs, children should identify examples of the tactics in the chat log, and underline/highlight them in the appropriate colour.
Emphasise this chat only features: Bribery, Too good to be true offers and Threats.
- When they have finished, they should complete the worksheet with advice to the character about what they should do.
- Take feedback on tactics and use this as an opportunity to clarify concepts and correct misunderstandings.

Tactic	Example of tactic in chat text
Threats	• THEN U WILL NEVER EVER GET ON 2 LEVEL 14!!! HAHAH.
Bribery	• Give me 100 coins and I will tell u.
Too good to be true offers	• I'll help you get more coins later... • I know this cool cheat for Level 14, it gives you a bonus of 2000 coins!!!

- Take feedback on advice. The core advice should always be to tell an adult you trust. They can also: not reply; walk away from computer; block the person; report to the site or service.
- Repeat same steps for **Chat Worksheet 4**. Emphasise this chat only features: Flattery and Threats.

Tactic	Example of tactic in chat text
Flattery	• You are such an amazing dancer. • Never seen anyone dance like that! • Nah... I think you are the best. Give me 100 coins and I will tell u.
Threats	• Send me one now or I'll tell Jay you really like him.

- Collect chat logs and dispose. The children should not keep them.

ACTIVITY: Positive use of technology

- **How did Selfie use technology to help them take part in the band competition?**
[Broadcast their song to friends, put a poster on their group profile page, asked all their friends to learn the words to their song, Ellie and Sam appeared via video.]

- Explain that Sam's Grandpa George needs their help. He has just bought himself a new computer. He wants to know how he can best use technology to help solve some problems.
- Tell children to turn to **Workbook page 10**. Read text aloud.
- Explain that working in small groups they must come up with a plan for Grandpa George, giving examples of how he can best use technology to solve his problems. Encourage children to be as inventive as possible.
- Assign children into small groups and hand out A3 paper and pens. Children can write initial ideas in their Workbook before displaying their plan on paper.
- Groups present to class and teacher chooses overall winner.

Final assessment activity

- Return 'draw and write' baseline activity papers to children.
- Ask them to update their sheet with any additional ways that the child can make themselves feel better in the situations they have given. They can respond by drawing or writing (see pages 9-10 for more details).

Useful assessment questions

- Can you give me some examples of tactics a person may use to try to get someone to do something?
- What is a safe way for a child to respond if someone tries to get them to do something they are uncomfortable with?

Extension Sessions

Extension 1: How can the internet make people feel?

Outcomes

By the end of the session children will be able to:

- Identify a range of ways the internet can make children feel about themselves
- Explain how some specific factors can influence self-esteem: worrying about what others think; comparing to others; body image; feeling left out
- Identify ways to boost self-esteem

Resources

- ★ **Sam's Feelings Worksheet** ([Page 99](#))
- ★ Paper/White board
- ★ Pens

Initial assessment

- Revisit the ground rules developed at the beginning of session 1.
- On a sheet of paper, ask children to draw a picture of a child who is the same age as them.
- Around the picture, ask them to write down examples of situations where the child may feel upset online e.g. someone makes a mean comment, won't let them join in a game, shares a silly picture of them.
- For each situation, tell children to write down one way that the child could make them feel better.
- Check whether children have referred to bullying in their responses. If so, ask them to think about the appropriate response a child take if they are being bullied.
- Collect papers.

Starter: Valuing what really matters

- Ask children to think about someone they know, who they really like, love or admire. It might be a friend or someone in their family.
- Working independently, ask them to write down three things which make that person special. [If helpful, display prompt words like: kind, funny, helpful, has good ideas, good at music/sport/games, fun, good to talk to, trustworthy, makes me feel...; always has time for me.]
- Ask: **What would that person say if I asked them to write down three things that are special about you?** Ask them to write the three things down.

ACTIVITY: Valuing Sam

- Ask: **What positive words would Ellie and Alfie use to describe Sam?** Hand out **Sam's Feelings Worksheet** and ask them to complete activity 1: **Valuing Sam** by circling as many phrases as appropriate. Take feedback and discuss.

ACTIVITY: How being online sometimes makes Sam feel

- Sam wants to be cool and popular. **Can you remember any times in *Play Like Share* where this influences what he says or does?**
 - He was excited about being in a band and said they should have a 'cooliform'.
 - He liked a mean comment just because he wanted the Popcorn Wizards to like him.
 - He made a video public because he wanted to have lots of fans.
 - He worried about looking weird in a photo, and didn't want it to go on Selfie's page.
- Tell children that some other things used to make Sam feel bad when he was online too, but of course there were also things that he did online that made him feel good. Ask children to complete **Sam's Feelings Worksheet**, activity 2: **Sam's Online Activities** by circling an emoji next to each activity to show how it might make Sam feel.
- Discuss responses and encourage discussion by asking them to justify and explore their responses. If necessary, introduce themes including: worrying about appearance/body image; comparing himself to others; worrying about what others think; feeling left out; feeling bored and aimless.

ACTIVITY: Help Sam to feel better

- What could Sam do to improve his self-esteem? If children do not understand the term, explain this (what can he do to feel better about himself?) Take suggestions and discuss. See prompts below for ideas, and feed these into the discussion if children do not suggest them. Note suggestions on the board.

Spend time with friends.

Focus on his hobbies and things he loves doing.

Use the internet to get better at the things he loves doing – e.g. singing.

Not spend so much time online.

Write down the positive things that people he cares about would say about him.

Tell someone about what he is worried about.

- In pairs or small groups, ask children to write Sam a short email giving him advice about how to feel better.
- Ask volunteers to read out their emails to Sam. Pick out and reinforce key pieces of advice.

Plenary

- **What positive and negative emotions did Sam feel while online and why?** Ask for suggestions and discuss as a class.

- **What do you think Sam learnt from being in Selfie with Alfie and Ellie?** Ask for suggestions and discuss answers.
- Ask children to think about the different pieces of advice they have considered and decide which they think is the best. Organise a vote and agree to a group Top Three.

Final assessment activity

- Return baseline assessment activity papers to children.
- Ask them to update their sheet with any additional ways that the child can make themselves feel better in the situations they have given. They can respond by drawing or writing.

Further reading for you

If you wish to build on the topic of self-esteem, we recommend the following education resources:

<u>Childline</u>	Building confidence and self esteem	Web page with advice and fun activities
<u>BBC Headroom</u>	Fabulous Four Activity Scheduler	Children log activities which build their happiness and well-being
<u>CBBC</u>	Lifebabble Guide to Feeling Good	Website with advice, videos, quizzes
<u>PSHE Association</u>	Key standards in teaching about body image	Guidance on teaching about body image

Extension 2: What makes a good password?

Outcomes

By the end of the session children will be able to:

- Explain why it is important to keep your password safe
- Identify what makes a strong password
- Give examples of strong and safe passwords

Resources

- ★ Paper and pens
- ★ Sticky tack

Initial assessment

- Show children a picture of Alfie.
- Ask for examples of situations where Alfie might need a password.
- Ask children to write down on a sticky note one way that Alfie could keep his password safe.
- Children to keep their sticky note with them.

Starter: Sam's password

- Revisit the ground rules developed at the beginning of session 1.
- **Who saw Sam's password and used it to log into his account?**
[Megan]
- **How might Megan have found out Sam's password?**
[Sam might have written it down somewhere, Megan might have seen Sam entering it into his phone, computer, tablet etc.]
- **Why are passwords important?**
[To keep personal information and content private.]
- **Ask children to imagine that Megan told them that she has seen Sam's password. What advice would they give to Megan?**
[Tell Sam that she has seen his password and suggest that he changes it. If Megan has seen it, other people may have also seen it.]

ACTIVITY: Strong and safe passwords

- Explain to the children that a password needs to be strong and safe. They are going to consider some ways people make their password safe, and some things people may do which make their passwords less safe.
- Draw a smiley face and a sad face on two pieces of paper and stick them on opposite sides of the room.

- Tell children that you will read out some statements and the children should decide if they are safe or unsafe to do. If they think they are safe they should walk to the 'smiley face' side of the room; if they think they are unsafe they should walk to the 'sad face' side of the room.
- For each statement, take ideas from children on each side of the room, then deliver clear messages about whether it is safe or not, based on the following:

Read aloud	Explain
Write down your passwords so that you remember them.	Unsafe. Other people see your password and use it to access your account.
Tell your best friend your passwords.	Unsafe. You should never give your passwords to your friends.
Use numbers, letters and symbols in your passwords.	Safe. Using a range of numbers, letters and symbols makes it difficult for other people to guess.
Use personal information such as your name or year of birth in your password.	Unsafe. This makes it easy for other people to guess.
Easy for you to remember.	Safe. Password to be easy for you to remember but difficult for other people to guess!
Use different passwords for all your accounts.	Safe. Having different passwords for all your accounts means that if someone does know one of your passwords they won't be able to access all of your accounts.

ACTIVITY: How to choose a safe and strong password

- Reiterate that a password should:
 - Use upper and lowercase letters
 - Include symbols such as ! £ \$
 - Include numbers
 - Not be obvious like PASSWORD12345
- Explain to children that they could use a mnemonic. Give the example of remembering the order of planets. **My Very Excellent Mother Just Served Us Nachos.**
- Write other examples on board e.g.:
 - Ellie could use MbfiA!20 (My Best Friend Is Alfie ! 20)
 - Sam could use mFFIP16! (My Favourite Food Is Pasta 16!)
- Explain that swapping letters for numbers like **i-1 e-3** and **s-5** can also be a good way to make passwords stronger.
- Give children time to think (without sharing ideas) of examples of passwords they could use.

- Suggest to children that after the session, they should change any passwords that they think are not safe or strong.

Plenary

- Ask children to write a 'top tips list' for someone their age on how to keep their passwords safe.

Final assessment

- Tell children to read what they wrote on their sticky note during the baseline assessment activity.
- Considering what they have learnt, ask them to decide whether this is an effective way of keeping a password safe.
- Children to draw a happy or sad face and explain their decision.

Further reading for you

To learn more about internet security, visit www.getsafeonline.org

Extension 3: Chatting to strangers online

Important Safeguarding Note

This session has been designed for use with children who might be particularly risk-taking or vulnerable online, in smaller groups or individually. Please spend time assessing the suitability of the material for the children you feel might benefit from it before running the session.

To determine who your vulnerable or risk-taking children are, you should:

- Analyse their baseline assessments for signs of risky behaviour or vulnerabilities
- Consider any concerning responses given during the main sessions
- Use your prior knowledge of the children e.g. any child protection concerns

Before running this session, you should deliver the **NSPCC's PANTS Underwear Rule session** (downloadable at www.nspcc.org.uk) to children. This essential prerequisite will ensure they understand concepts including: which body parts are private, their right to say no, and forming positive relationships.

It is essential that when starting you remind children that if anything makes them feel worried they should put their hand up and ask to speak to you or another trusted adult in private.

Outcomes

By the end of the session children will be able to:

- Identify a range of 'warning signs' that an individual might be seeking to harm them
- Identify several things it is risky to do when chatting online
- Give examples of how to avoid taking risks online
- Explain what to do if anything ever happens that worries them, including how to report to CEOP

Resources

- ★ **Spot the Tactics (Level 1 Workbook, Page 7)** - enough for pairs. Children should have already completed this activity in Session 3 – this is a repeat/recap.
- ★ **Jennycat Worksheet (Pages 102-103)** or **Alexgamester Worksheet (Pages 104-105)** – enough for pairs. Read both and choose which is most relevant for the children you work with. Make enough copies for individuals or pairs. (Note that you could decide to run a follow up session based on the other chatlog, if you feel children would benefit.)
- ★ **CEOP Reporting Button** image ([Page 106](#)) – one copy
- ★ Coloured pencils

Baseline assessment

- ➡ Use children's baseline assessments from the main set of sessions as an indicator of starting points.

Starter

- Revisit the ground rules developed at the beginning of session 1.
- **Can you remember two characters in *Play Like Share* who tried to get someone to do something that wasn't good for them?**
[The gamer tried to get Alfie to stay off school and play games; Megan pretended to be Magnus and tried to trick Ellie into missing the band competition.]
- **What did you think when this happened?**

ACTIVITY: Recap and developing understanding

- Hand out the **Spot the Tactics** activity and remind them that they have three minutes to match each behaviour with an example.
- Discuss answers, and check understanding of the concepts of flattery, bribery, too good to be true offers, and threats. Write these on the board.
- Add the word 'pressure' to the list on the board. Remind children about the point in Episode 1 when Alfie got home from school and found that the gamer had sent lots of messages, even though Alfie had not replied. Explain that by sending all those messages, the gamer was trying to put pressure on Alfie.
- Add that sometimes, someone might pretend to be someone they are not, like Megan pretending to be Magnus.
- Take feedback and correct any misunderstandings.

Chat log Option 1: Jennycat

ACTIVITY: Recognising manipulative tactics

- Explain that you are going to read and talk about a chat between two people online.
- Introduce Jenny - she is 10 and has her own video channel where she posts dance videos.
- Hand out **Jennycat Worksheet** and read out loud (do not ask children to read out loud.)
- **Do you think Jenny was right to block DanMC? What were the signs that he wasn't nice?** Ask them to expand on their answers.
- Give out coloured pencils. Ask them to underline all the times DanMC flattered Jenny in BLUE. Check answers using table below as your guide. Repeat with other colours for bribery, made 'too good to be true' offers, threatened and pressured.

Tactic	Example of tactic in chat text
Flattery	• Love the vid, you r a great dancer EMOJI • U r pretty I bet the other vids are good too I'll watch later • Jenny ur other vids were amazing best dancer eva. • Bet they are so cute. What colour?
Bribery	• Aw I can send you loads of cute pics and vids instead • Go on I'll send you a pic of me in mine with Sparks

Made 'too good to be true' offers	I've got new black n white kittens. You can choose one I will give it to you
Threatened	Send me pic or I will write bad comments on your channel
Pressured	- put them on- send me a pic - Please....? - Ignore her. So boring. We are having fun chattin. It's no fun if you don't send me anything of you :(Your pretty dancing videos are already online, why are you shy now??

➤ **Do we know who DanMC is? Do we know how old he really is?**

[No. Jenny lied about her age so he might have done too].

➤ **Was there anything about the way he talked to her that might have made her feel uncomfortable?**

[He asked personal questions. He kept talking about her appearance and asking for pictures in her pyjamas.]

ACTIVITY: Thoughts and feelings

- Ask children to complete the thought bubbles for Jenny. When they have finished, discuss responses and ask them to consider what she might be feeling at those points.

DISCUSSION: Identifying risky actions

DanMC started by commenting on Jenny's channel but then asked her to go on private chat.

Why might that not be safe?

[Because in private chat she is on her own with him; because she has given him personal details.]

Explain that it would be OK for Jenny to say no to going on private chat, or to ignore DanMC. If someone you don't know comments on a post, photo or video, you don't have to reply.

Why would it not be safe for Jenny to send DanMC a selfie in her pyjamas?

[Because she doesn't know who he is or why he wants it.]

- He could post it anywhere or send it to anyone.
- He might use it to bully her e.g. posting it where her friends will see it with a comment saying she looks ugly or stupid.
- He might use it to threaten her to send him more personal pics e.g. "If you don't send me more pictures I will send it to your nan and tell her you sent it."

If children speculate about or ask why DanMC wants a picture of Jenny in her pyjamas you could consider explaining that:

- He might want personal pictures because he wants to get close to Jenny.
- He might want to pretend she is his girlfriend.
- He might want to use it to bully, embarrass or scare her.

Chat log Option 2: Alexgamester

ACTIVITY: Recognising manipulative tactics

- Explain that you are going to read and talk about a chat between two people online.
- Introduce Alex - he is 12 and has a video channel where he shares tips with other gamers.
- Hand out **Alexgamester Worksheet** and read out loud (do not ask children to read out loud.)
- **Was Alex right to block Megagamez? What were the warning signs that he wasn't nice?** Ask them to expand on their answers.
- Give out coloured pencils. Ask them to underline all the times Megagamez flattered Alex in BLUE. Check answers using table below as your guide. Repeat with other colours for bribery, made 'too good to be true' offers, threatened and pressured.

Tactic	Example of tactic in chat text
Flattery	• U r awesome this is best gaming vid eva. U got more? • 18. Woah pretty good for 12!
Bribery	• She gave me cheats for level 8. U want them • What did you think of the first cheat? Got anything for me? • If you send 1 now I will send u all cheats so u can finish level 8
Made 'too good to be true' offers	• Yeh we r best mates. She gave me cheats for level 8. U want? • U on Chatmate? I'll get LilMagic to add u too
Threatened	• If you don't send it I will send a virus to yr computer-u will lose EVERYTHING on it, so will ur dad. U will get so much trouble
Pressured	• Anyway I don't believe u r 12- send me a bed selfie • U can't get something for nothing. • Send pic for cheats, • Waiting ... • Alex how can u just take the cheat??

- **Do we know who Megagamez is?**
[No. Megagamez could be anyone.]
- Ask: **Was there anything about the way he talked to Alex that might have made him feel uncomfortable?**
[He teased/bullied Alex, asked personal questions, and made him feel like he owed him something.]

ACTIVITY: Thoughts and feelings

- Ask children to complete the thought bubbles for Alex. When they have finished, discuss responses and ask them to consider what he might be feeling at key points.

DISCUSSION: Identifying risky actions

Megagamez started by commenting on Alex's video but then asked him to go on private chat with him.

Why might that not be safe?

[Because in private chat he is on his own with him; because he has given him personal details.]

Why would it not be safe for Alex to send Megagamez a picture of himself in bed?

[Because he doesn't know who he is.]

- He could post it anywhere or send it to anyone.
- He might use it to bully him e.g. posting it where his friends will see it with a comment saying he looks stupid or uncool.
- He might use the bed selfie to threaten Alex to send him more personal pics e.g. 'if you don't send me more pics I will send it to your nan and tell her you sent it.'

If children speculate about or ask why Megagamez wants a picture of Alex in bed you could consider explaining that:

- He might want personal pictures because he wants to get close to Alex.
- He might want to pretend they have a relationship.
- He might want to use it to bully, embarrass or scare him.

DISCUSSION: Choosing a safer username

Why did Jenny/Alex choose the username 'Jennycat'/'Alexgamester'?

[So people can tell that her name is Jenny and she loves cats/Alex and he loves games.]

Explain that some people like DanMC/Megagamez might use this information to try to get close to someone. Ask for suggestions of a different username for Jenny/Alex that doesn't tell people so much about them.

DISCUSSION: How to get help if you are worried

Explain that Jenny/Alex did the right thing by blocking DanMC/Megagamez.

What else should they do?

Tell a parent or carer, or another trusted adult straight away. An adult they trust can help them feel safe again. Explain that it is wrong and a crime for someone to ask, force or trick a child to send them a personal picture or video, or to go on webcam: for example, in pyjamas, or underwear or nude.

Explain that Jenny/Alex should ask an adult to help them report DanMC/Megagamez.

Explain that they can report them to the app/game/website and to CEOP - an organisation which helps keep children safe.

Make it clear to children that it is important to report someone who is making you feel uncomfortable, and that they will never be blamed or get in trouble for doing so.

Give children an opportunity to ask questions, or ask them to write questions down anonymously. Collect in and answer as safe and appropriate.

DISCUSSION: How to get help if you are worried

Show children picture of the **CEOP reporting button** and tell them that they can find it at www.thinkuknow.co.uk. Explain that if anyone ever makes them feel uncomfortable or tries to get them to do something like send a personal picture, video or go on webcam, they should report it to CEOP with the help of an adult they trust.

Explain that CEOP will make sure that the child is safe. They will stop bad people like DanMC/Megagamez from trying to get children to do things that are not safe. If they don't feel ready to tell someone they know, they can talk to Childline ([0800 1111](tel:08001111) or www.childline.org.uk). Childline will listen no matter what they are worried about, and can keep the call or online chat private.

Give children an opportunity to ask questions, or ask them to write questions down anonymously. Collect in and answer as safe and appropriate.

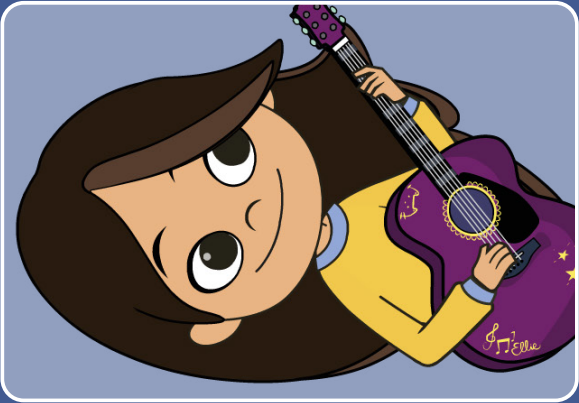
Plenary

- Ask children to talk to a partner, identifying examples of ways someone might try to get another person to do something. Ask volunteers for suggestions.
- Ask them to identify, in pairs, the safest thing a child can do if they think someone is trying to get them to do something that doesn't feel right. Ask volunteers to share their response.
- Now ask them to think of someone they like chatting to face to face this could be a friend, a family member or another trusted adult. Take a few responses and for each, ask why they like chatting to them. Draw out positives to close the session on a positive and supportive note.
- Consider playing a fun, unrelated game, e.g. Heads Down Thumbs Up, or Scissors Paper Stone, to help children move on from the sensitive topic you have been discussing.
- Before ending the session remind children that if they have any more questions or feel worried about anything at all, they should talk to you or another adult they trust.

Final assessment

- Hand children their final assessment sheets from the end of session 3 ([page 23](#)).
- Children to add anything new that they have learnt during the session using a different colour pen/pencil.
- Keep sheets as evidence of progress.

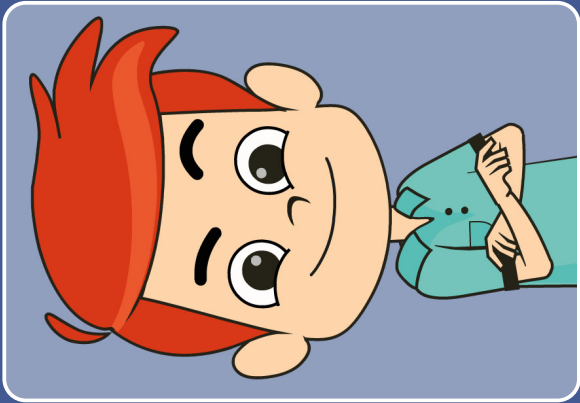
4 *Photocopiable Resources*



ELLIE

Likes

Favourite thing to do online

	<u>Likes</u>
SAM	<u>Favourite thing to do online</u>



ALFIE

Likes

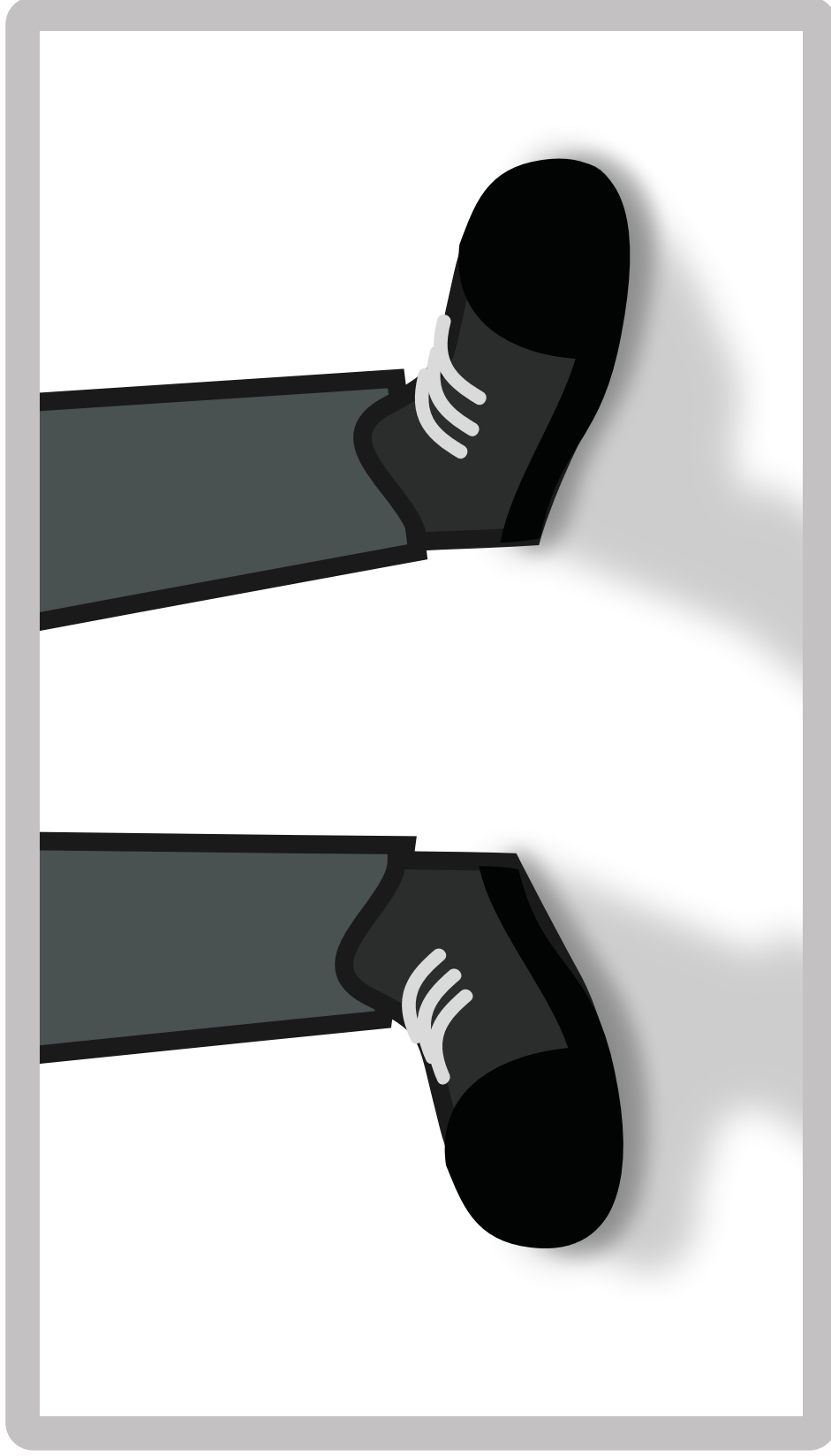
Favourite thing to do online

Levels 1 and 2, Session 1 'Block him right good, Alfie!'

'Warning Signs' (optional, for differentiation)



Quick breathing	Feel like crying
Shivers / Shakes	Goosebumps
Throat feels tight	Jelly legs
Butterflies in tummy	Feel hot
Heart beating fast	Sweaty hands
Ringling in ears	Cold hands



Level 1, Session 1 'Block him right good, Alfie!'

Character Profiles

As the children walk around the room, read each character profile to them in turn, as follows:

Imagine you are one of the Popcorn Wizards.

- Everyone at school thinks you are so cool.
- You win the battle of the bands contest every year.
- You walk around school, standing tall, shoulders back with a big smile on your face.
- Everyone wants to be your friend and be as cool as you. You feel like a rockstar!
- But suddenly, the Popcorn Wizards are old news. Everyone's talking about Alfie's amazing new gaming vlog. His videos are getting so many views!
- You feel annoyed. How did Alfie take your place as the coolest kid in school? Why does everyone think he's so great?
- You have an idea. You post a mean message about Alfie, for everyone to see.

Imagine you are Sam.

- You are confident, friendly and always know how to make your classmates laugh.
- You have always wanted to be friends with the Popcorn Wizards, they are so cool.
- But every time you try to talk to them, they ignore you.
- You check your phone and see the Popcorn Wizards have written a mean comment about Alfie. You quickly press 'like', even though Alfie is one of your best friends.

Imagine you are Alfie.

- You are the best gamer in the whole school.
- You are feeling really happy and excited; your new vlogs are the talk of your class.
- You check your phone and see a mean message from the Popcorn Wizards. You shrug your shoulders, you're not bothered, you know they are just jealous.
- But then you see that Sam has 'liked' the Popcorn Wizards comment. He is meant to be one of your best friends. How could he?

*Someone who
listens to Ellie*

**Someone Ellie's
never met**

*Someone who
gives Ellie good
advice*

Someone Ellie
knows well in
her offline life

**Someone who
will respect**

**Someone who makes
Ellie feel safe and
does not put her
in danger**

*Someone who Ellie
keeps secret from
herself and family
friends*

Someone who
helps Ellie solve
her problems

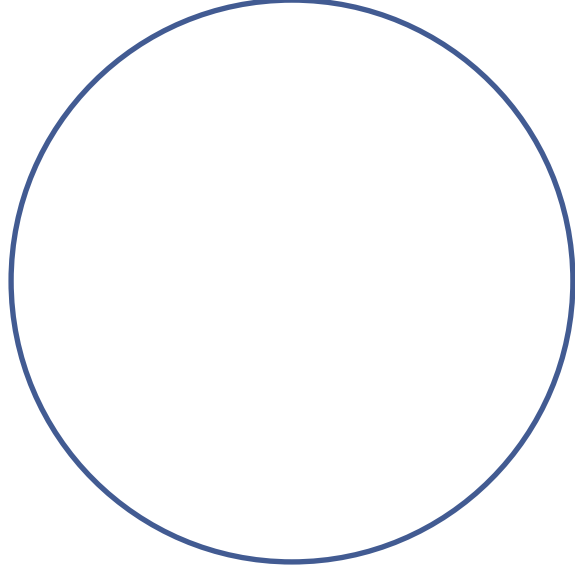
*Someone who
wants the best
for Ellie*

*Someone who says
nice things to Ellie but
doesn't really know her*





Create your own Support Circle



Help them stay safe

IN-GAME PLAYER CHAT_

[KING_OF_THE_CASTLE]: You're new to this game, right?
[PurplePanda]: Yeah, just started playing today
[KING_OF_THE_CASTLE]: How r u getting along?
[PurplePanda]: I can't work out how 2 get my first spell book 😊
[KING_OF_THE_CASTLE]: Wanna know a cheat? 😊
[KING_OF_THE_CASTLE]: This cheat will give you FIVE SPELLLBOOKS
AND A WAND!!!!!!!!!!
[PurplePanda]: No way!?!?!? What's the cheat?
[KING_OF_THE_CASTLE]: Send me your number and I'll message it 2 u
[PurplePanda]: Umm.. Can't you just tell me now?
[KING_OF_THE_CASTLE]: No. I only message cheats. Otherwise
everyone will know. LOL!! 😊😊😊
[KING_OF_THE_CASTLE]: Give me your number and I'll send u the
cheat!! 😊
[PurplePanda]: Not sure I want 2
[KING_OF_THE_CASTLE]: If you don't give me your number, I'll tell all
the other players to cast spells on your wizard 😊

|

SUBMIT

Your advice for PurplePanda:

Help them stay safe

Millie_F
Meet my new hamster Pebbles! ❤️ her

Harry_Hamster
Ohhhh she's sooooo sweet!!!

Millie_F
❤️ ❤️ ❤️

Harry_Hamster
She is the cutest hamster I have ever seen!!!

Millie_F
Awwwww thanks ❤️ U got a hamster 2?

Harry_Hamster
Yeh, his name is Harry! How old r u you?

Millie_F
13

Harry_Hamster
Me 2 😊 Who's your favourite band?

Millie_F
The Summers

Harry_Hamster
No waaaay. Me 2. I love them

Millie_F
We are so alike. Its spooky!!!

Harry_Hamster
Have u seen their new video?

Millie_F
Nooo. I thought it wasn't out till next week!?!

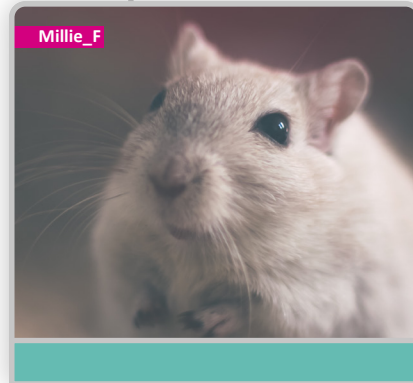
Harry_Hamster
I've seen it!!!!!! I'll send it 2 u! U got messenger?

Millie_F
Yeh, but I don't add people I don't know

Harry_Hamster
Add me and I'll send you the video!!!

Type a message here

SEND



Your advice for Millie_F:

Level 2, Session 1 'Block him right good, Alfie!'

Being kind to others online

Character profile cards to be cut up and given to child taking on role.



I'm Megan, I'm in the Popcorn Wizards.

We win the band competition every year.

Normally, everyone at school talks about how great the Popcorn Wizards are. But now everyone is talking about Alfie's new vlog, they think it's amazing.



I'm Alfie, I've just started this new gaming vlog.

All my friends keep telling me how good it is!

The Popcorn Wizards posted a mean comment about my vlog. I don't care, they're just jealous because I am getting more views than them!

But it made me feel really sad when Sam liked the comment. I thought he was my friend.



I'm Sam.

I really want to be friends with the Popcorn Wizards, they are so cool and popular.

I saw the Popcorn Wizards mean comment about Alfie. I pressed 'like' even though Alfie is one of my best friends.



I'm Ellie.

I saw that the Popcorn Wizards had written a mean comment about Alfie.

I thought I should tell my mum, but I didn't want to get anyone in trouble, so I didn't say anything.

Help them stay safe

IN-GAME PLAYER CHAT_

[Eddie11]: Anyone know how 2 get onto level 14?

[Jojo!!!]: Yehhhh

[Eddie11]: Please tell me... I've been stuck for ages 😞

[Jojo!!!]: Give me 100 coins and I will tell u

[Eddie11]: But then I won't have any left 😞

[Jojo!!!]: THEN U WILL NEVER EVER GET ON 2 LEVEL 14!!!

HAHAH

[Eddie11]: 😞😞😞

[Jojo!!!]: Trust me, it's worth 60 coins.

[Jojo!!!]: I'll help you get more coins later...

[Jojo!!!]: I know this cool cheat for Level 14, it gives you a bonus of 2000 coins!!!

[Eddie11]: WOAHHH!! Okay sending now...

Eddie11 just sent 60 coins to Jojo!!!

[Eddie11]: So how do u get on level 14?

[Eddie11]: Hello??????

[Eddie11]: Tell me, I just gave you all my coins. 😞

Jojo!!! Has left the conversation.

|

SUBMIT

Your advice for Eddie11:

Help them stay safe

DancingBeth13

Hey everyone, please like my video!!!

Hiphopkid

You are such an amazing dancer. Never seen anyone dance like that! Will share with all my friends.

DancingBeth13

 How did u find my video?

Hiphopkid

Jay from my dance group shared it!

DancingBeth13

Oh, okay cool! He's the best dancer.

Hiphopkid

Nah... I think you are the best.

DancingBeth13

  How old r u?

Hiphopkid

14. U?

DancingBeth13

13.

Hiphopkid

Send me a selfie please.

DancingBeth13

Why????

Hiphopkid

Prove its you in the video you posted. I don't believe u!

DancingBeth13

It is me!!!! I made that video at my dance class today!

Hiphopkid

Just send me a selfie please 

DancingBeth13

Nooo.

Hiphopkid

Send me one now or I'll tell Jay you really like him.

Type a message here

SEND

Your advice for DancingBeth13:

Blank Page

PLAY • LIKE → SHARE



Workbook Level 1

Name _____

Class _____

1 Block him right good, Alfie!

Alfie's Feelings

Draw a face to show how Alfie might feel when he gets sent these messages from g4mrKwl.



**Feeling
Great**



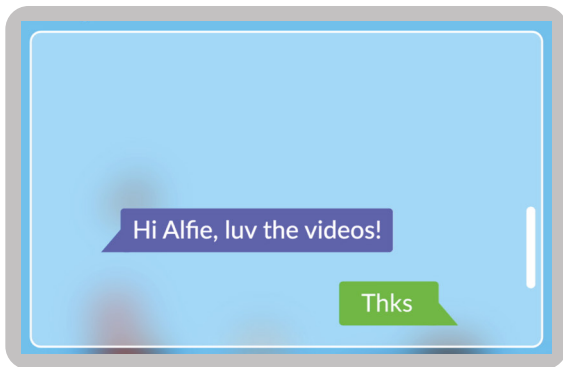
**Feeling
Fine**



**Feeling
Unsure**



**Feeling
Worried**





**Feeling
Great**



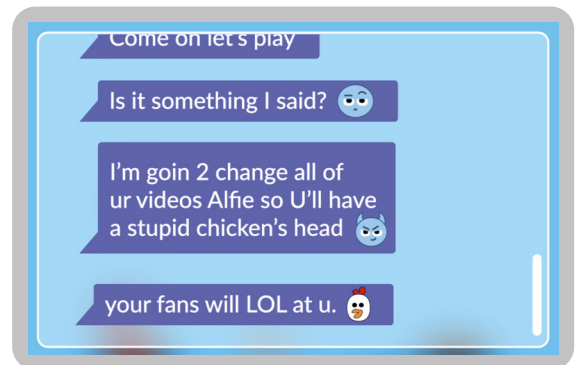
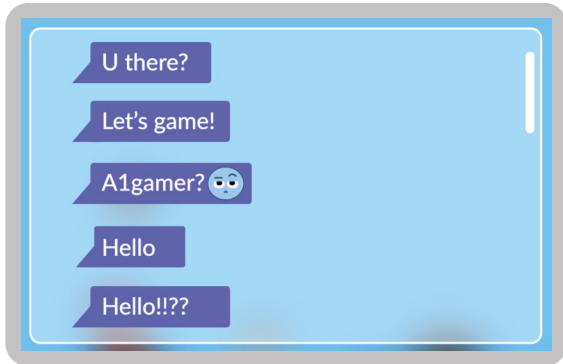
**Feeling
Fine**



**Feeling
Unsure**



**Feeling
Worried**

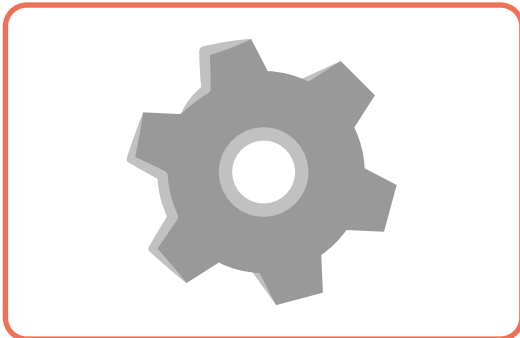


Privacy settings

Privacy settings help you stay in control of who you share things with online.

Here are three steps you can take to change your privacy settings so that you only share things with people you know and trust.

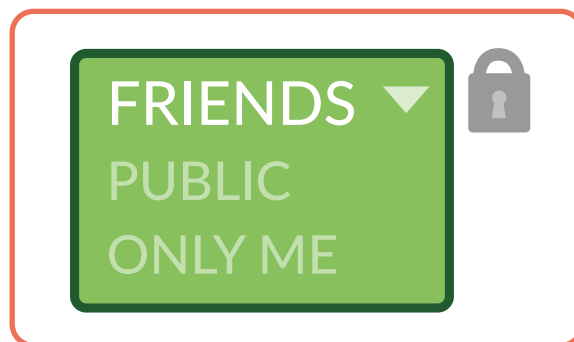
1 Find 'settings'



2 Find 'privacy'



3 Click on who you want to share with



2 *Who's Magnus?*

What is OK to share?

Read each example and decide if it's:



OK to share



It depends...



Not OK to share

Ellie shares a photo of her new pet rabbit.



Megan shares a video of Ellie crying.



Sam shares a photo of his brother who has just got out the bath.



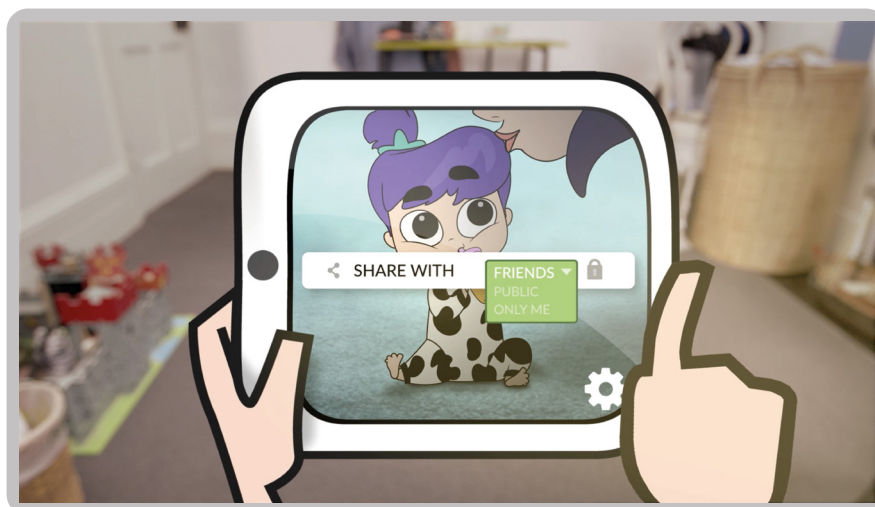
Sam shares a video of himself pretending to be his pet dog.



Alfie shares a photo of his friends at his birthday party.

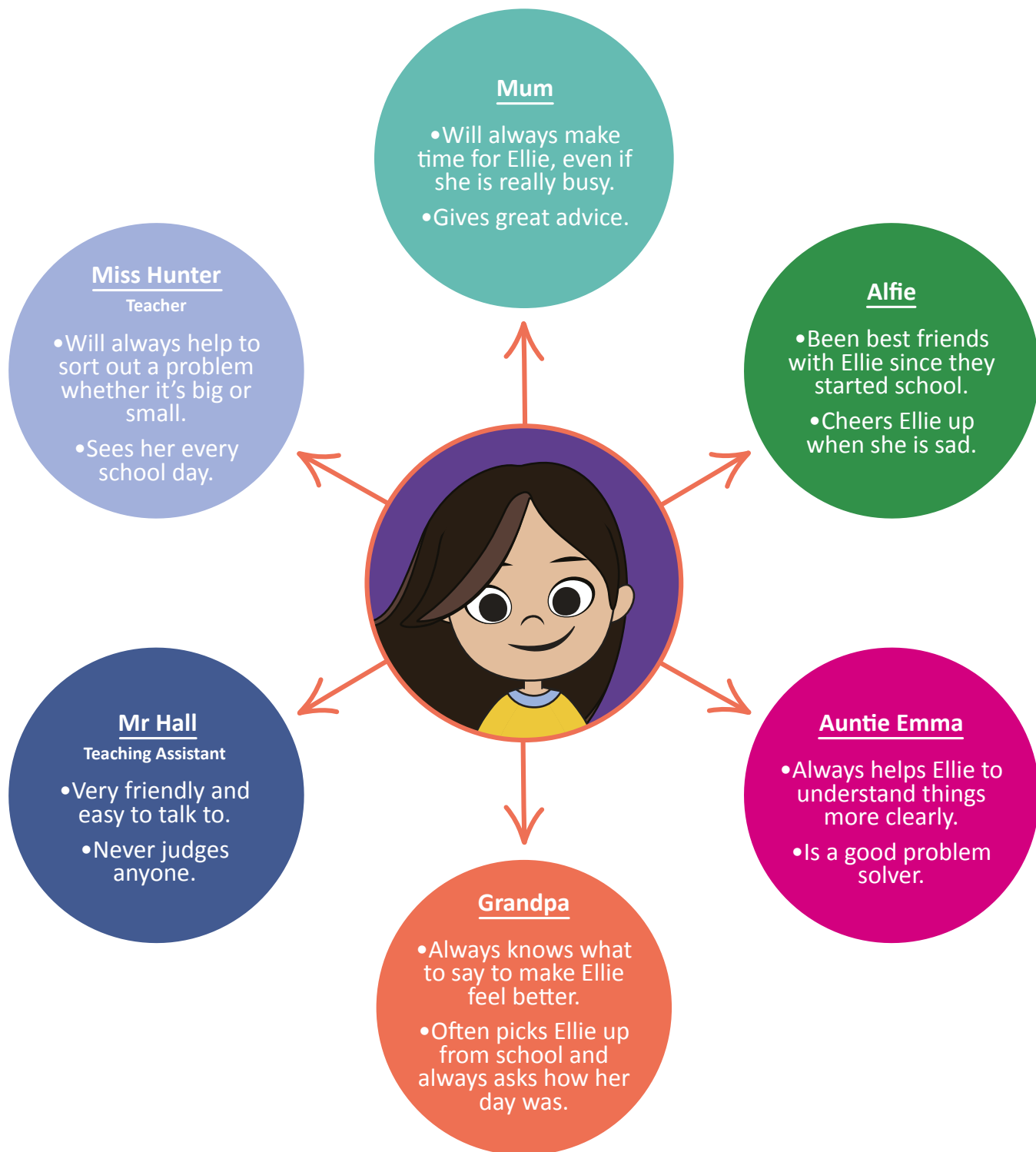


Ellie shares a photo of Sam pulling a silly face.



Ellie's Support Circle

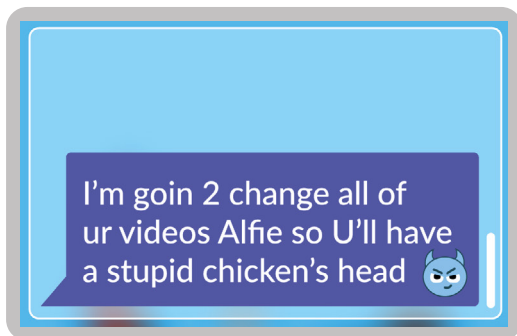
These are the people who are there to help Ellie when she needs it.



3 *They have fans, but we have friends!*

Spot the Tactics

Match the tactic to each of these messages.



**Too Good
To Be True**

Bribery

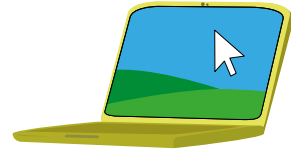
Threats

Flattery

Can you help Grandpa George?

Sam's Grandpa George has just got a brand new laptop. He hopes that having it will help him solve the following problems:

- He doesn't live near a supermarket.
- He misses his son Alex who lives in Australia.
- Sometimes he feels a bit lonely.



What ideas can you give Grandpa George about how going online could help him?

My Ideas

A large, rounded rectangular area with a thick orange border, designed for writing ideas. It contains ten horizontal dashed lines for writing.



PLAY • LIKE → SHARE



Workbook Level 2

Name _____

Class _____

1 *Block him right good, Alfie!*

Making and sharing videos

Look at Alfie's profile.

What steps has he taken to stay safe when he posts videos online?

Write your answers in each box.

Alfies profile picture:

Alfies username:



Privacy settings:

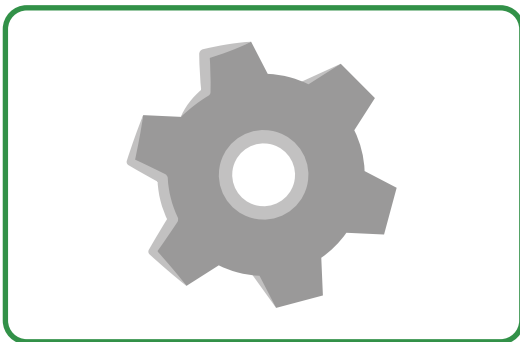
Clothes Alfie wears:

Privacy settings

Privacy settings help you stay in control of who you share things with online.

Here are three steps you can take to change your privacy settings so that you only share things with people you know and trust.

1 Find 'settings'



2 Find 'privacy'

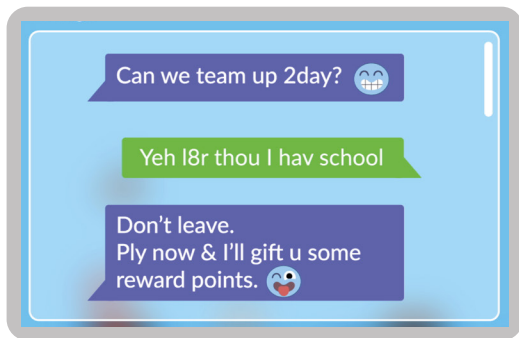


3 Click on who you want to share with



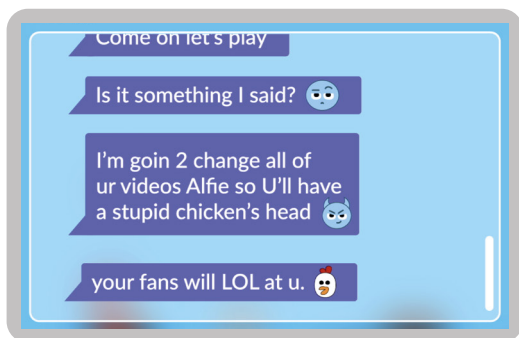
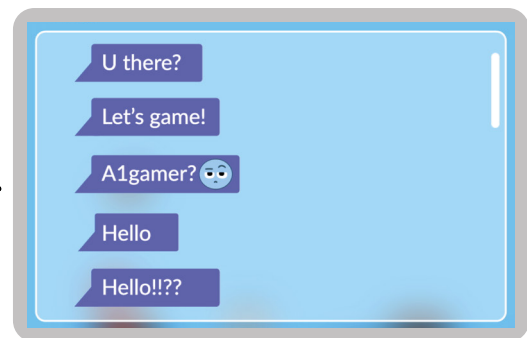
Alfie and the Gamer

Look at the messages the gamer sent to Alfie.
In the box next to each message, write how the gamer tries to get Alfie to play with him.



Four horizontal dashed lines for writing a response.

Four horizontal dashed lines for writing a response.



Four horizontal dashed lines for writing a response.

2 *Who's Magnus?*

What is OK to share?

Read each example and decide if it's:



OK to share



It depends...



Not OK to share

Alfie shares a video of his cat looking grumpy.



Megan shares a photo and tags location.



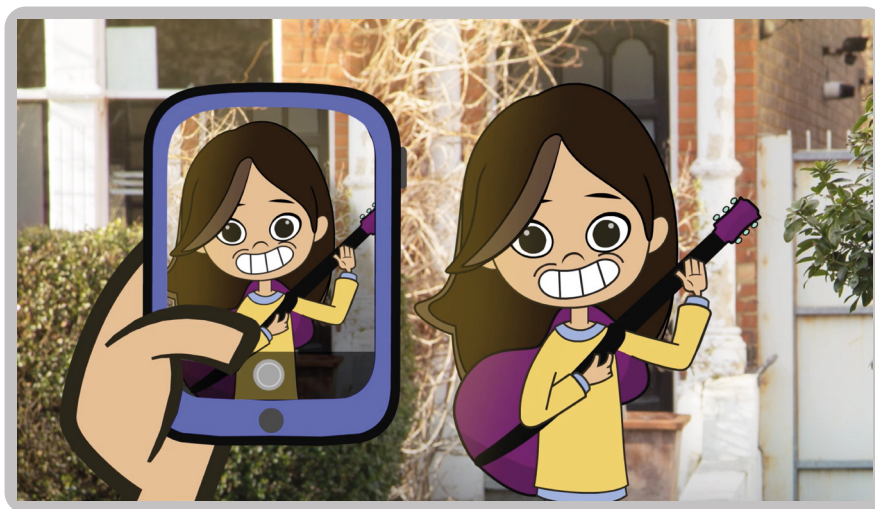
Megan secretly films her big brother singing in his bedroom and shares it with all her friends.



Ellie shares a silly selfie only with Sam. Sam sends it to other friends in his class.



Sam shares a photo of his brother who had just got out the bath.



Alfie takes a photo of Sam and Ellie playing music in his room, and tags them both.



Ellie shares a picture of her new guitar.



Sam shares a video of himself pretending to be his pet dog.



Ellie's Support Circle

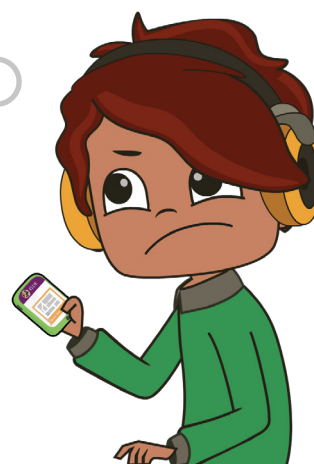
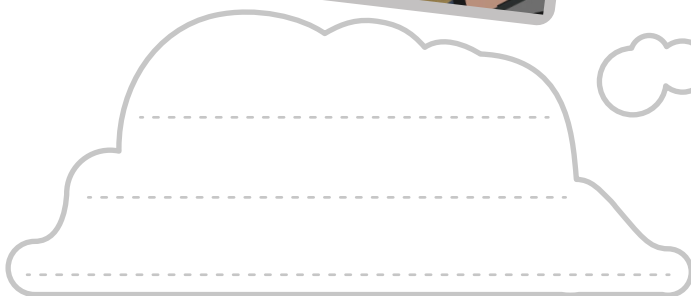
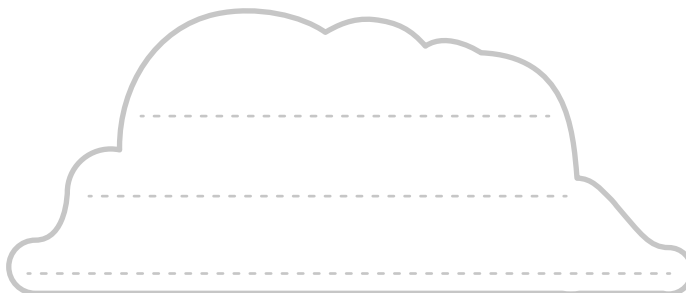
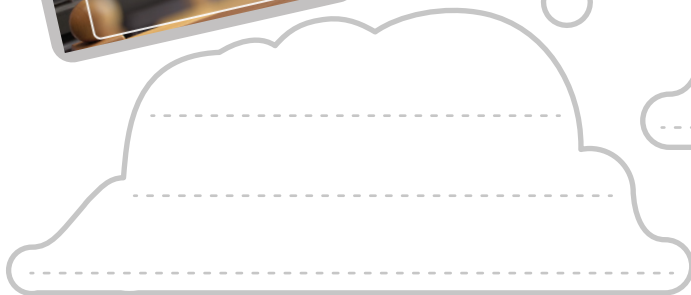
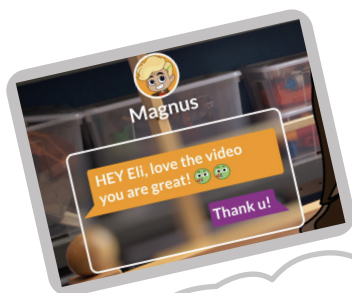
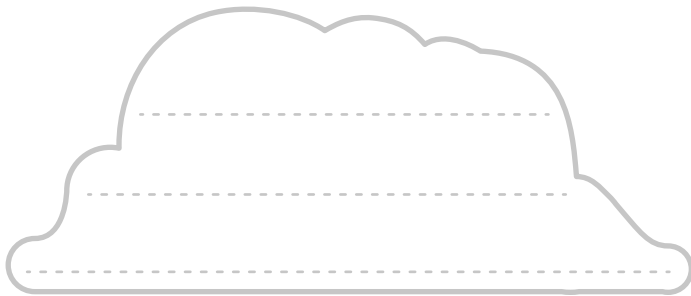
These are the people who are there to help Ellie when she needs it.



3 *They have fans, but we have friends!*

Who's Magnus?

In each thought bubble, write one thing which made Alfie feel suspicious of Magnus.

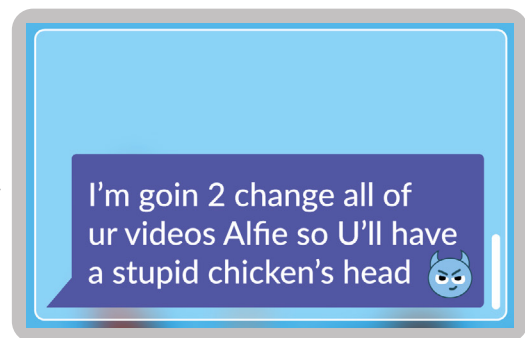


Spot the Tactics

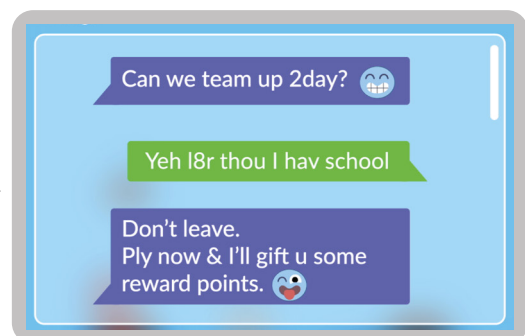
Write the tactic used by the Gamer or Magnus next to each of these messages.



A large green-bordered box with four horizontal dashed lines for writing.



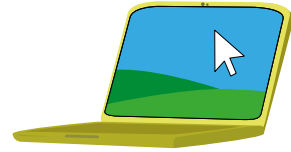
A large green-bordered box with four horizontal dashed lines for writing.



Can you help Grandpa George?

Sam's Grandpa George has just got a brand new laptop. He hopes that having it will help him solve the following problems:

- He doesn't live near a supermarket.
- He misses his son Alex who lives in Australia.
- Sometimes he feels a bit lonely.



What ideas can you give Grandpa George about how going online could help him?

My Ideas

A series of ten horizontal dashed lines for writing ideas.

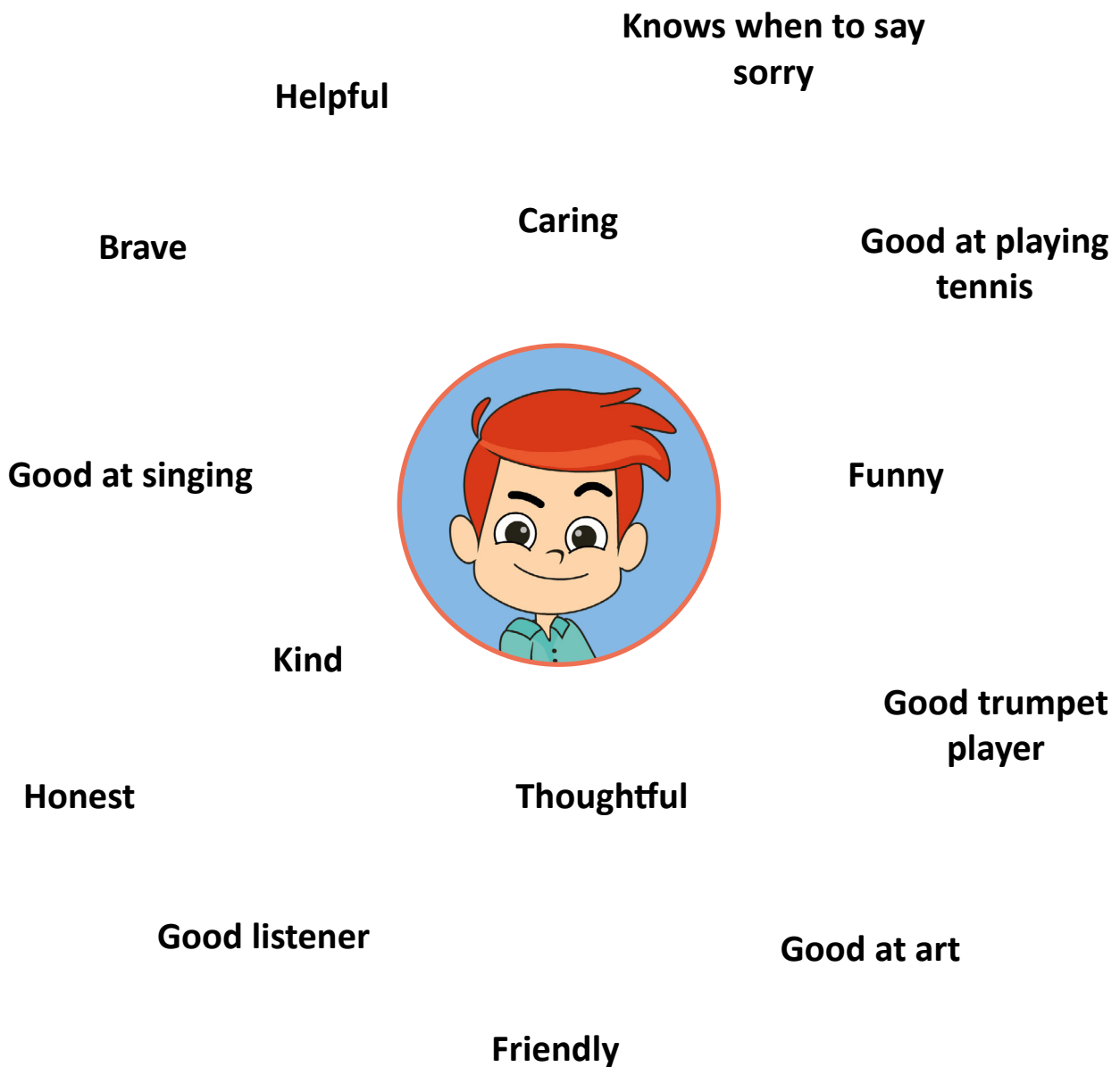


Extension Resources

Sam's Feelings

Sam's Online Activities

What positive words and phrases would Ellie and Alfie use to describe Sam?
Circle as many as you like.



Sam's Online Activities

Circle an emoji next to each activity to show how that activity might make Sam feel.

Watching a video
about how to be
a good singer.



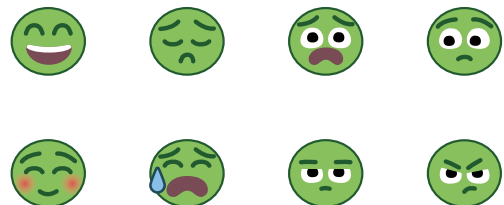
Spending lots of time
trying to take the
'perfect selfie'.



Watching a video
his friend Alfie has
shared online.



Playing a fun
game online for
15 minutes.



Noticing he didn't get many 'likes' for one of his photos.



Looking up song lyrics by his favourite bands, to get ideas for a new song he is writing.



Going online because he doesn't know what else to do.



Spending lots of time looking at other people's profiles and photos.



"It's not about being popular, it's about being good. Our fans love our music, not our poses."

Chatting to strangers online

Jennycat

Users In Chat

D DanMC

J Jennycat

D Love the vid, you r a great dancer 😊

J Thanx! 😊 More on my channel

D U r pretty, I bet the other vids are good too I'll watch later

J You love cats?

D I've got new black n white kittens. You can choose one I will give it to you

J 😊😊😊 I'm not allowed a cat but I love them

D Aw. I can send you loads of cute pics n vids instead

J How old r u?

D 14. U?

J 12.

D U on Chatmate?

J Yeh

D What's yr number?

J 07740 123 123

Jennycat is feeling...

Later, on Chatmate

 DanMC Jenny ur other vids were amazing best dancer eva.

 DanMC Check out Sparks chasing her tail [SENDS VIDEO]

 Jennycat SO CUTE! 🐱

 DanMC U really love cats. I bet you've got cat pyjamas right Jen?

 Jennycat Yeh haha how did u guess?

 DanMC Bet they are so cute. What colour?

 Jennycat Purple

 DanMC put them on. send me a pic! →

 Jennycat Not yet

 DanMC Please....?

 Jennycat Maybe later

 DanMC Go on I'll send you a pic of me in mine with Sparks

 Jennycat Can't now my mum is calling

 DanMC Ignore her. So boring. We are having fun chattin.

 DanMC It's no fun if you don't send me anything of you 😞

 DanMC Your pretty dancing videos are already online. why are you shy now??

 DanMC Send me pic or I will write bad comments on your channel →

'DanMC' BLOCKED

Jennycat is feeling...

Jennycat is feeling...

Chatting to strangers online

Alexgamester

Users In Chat

M Megagamez

A Alexgamester

M

U r awesome this is best gaming vid eva. U got more?

A

Thanx. Yeh more on my channel

M

Will check it out. How long u been playin this game? How old r u 15?

A

No 12. How old r u?

M

18. Woah pretty good for 12!- but I can teach you more! I'm mates with LilMagic

A

Woah!! U know LilMagic? She's so famous, her channel is the best

M

Yeh we are best mates. She gave me cheats for level 8. U want them?

A

YEH!! can u send?

M

U on Chatmate? I'll get LilMagic to add u too

A

YESSSSS THANKS!!!!
My phone no is

M

Cool. see u there ;-)

Alexgamester is feeling...

.....

.....

.....

.....

.....

.....

Later, on Chatmate

Megagamez: What did you think of the first cheat? Got anything for me?

Alexgamester: Good- but stuck on next bit of lvl 8

Megagamez: Its late no one telling you to go to bed? 😊

Alexgamester: Dad thinks I am asleep 😊

Megagamez: Haha. So u tucked up in bed cool gamer?

Alexgamester: NO!

Megagamez: I can do whatever I want here- u can stay up late with me

Alexgamester: Yeah maybe

Megagamez: Anyway I don't believe u r 12- send me a bed selfie

Alexgamester: ???

Megagamez: Go on I dare u to take a selfie. If you send one now I will send u all cheats so u can finish level 8

Alexgamester: Errr can u just send cheats?

Megagamez: U can't get something for nothing. Send pic for cheats

Alexgamester: Waiting ...

Megagamez: Alex how can u just take the cheat??

Alexgamester: If you don't send it I will send a virus to yr computer-u will lose EVERYTHING on it, so will ur dad. U will get so much trouble.

'Megagamez' BLOCKED

Alexgamester is feeling...

Alexgamester is feeling...



S Parents' and Carers' Resources

Text for email or letter to parents and carers

Dear Parent/Carer,

Your child's online safety education this term

This term your child's class will be studying a unit of work based on *Play Like Share*, an animated series about online safety produced by Thinkuknow.

Thinkuknow is an award-winning education programme from the National Crime Agency's child protection command, CEOP. It aims to keep children safe from abuse, both online and off.

Thinkuknow education resources are age-appropriate, non-scaremongering, and give children the skills, knowledge and confidence they need to stay safe online. They are used by over three and a half million children across the UK each year.

About *Play Like Share*

Play Like Share follows the adventures of Alfie, Ellie and Sam as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help, they need to use it wisely and safely.

The aim of the films is to help 8-10 year olds learn how to stay safe online. In particular, the films and activities teach them to spot the early signs of manipulative, pressurising and threatening behaviour by people they might meet online, and develops their confidence to respond safely and get help.

The resource has been awarded the PSHE Association Quality Mark. This demonstrates that *Play Like Share* supports effective teaching practice, and meets the PSHE Association's ten principles of effective PSHE education.

How you can get involved

You can watch a short trailer and all three brief episodes of *Play Like Share* at www.thinkuknow.co.uk/parents/playlikeshare.

It is a great idea for you to watch each episode with your child after they have viewed it in class (to avoid spoiling any surprises!) and to have conversations with them about the subjects covered. To help you do so, I attach the ***Play Like Share* Parents and Carers Helpsheet**, with:

- Ideas for starting conversations about online safety with your child
- Links to more advice and support on how to keep your child safe online
- Information about how to get help if you are worried about your child

You will also find plenty of advice and support about keeping your child safe online at the Thinkuknow **Parents and Carers Website**: www.thinkuknow.co.uk/parents.

Please do not hesitate to get in touch if you would like further information or if you have any concerns about your child and online safety.

Best wishes,

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Parents' and Carers' Helpsheet



Play Like Share is a series of three animated films for 8-10 year olds about staying safe online, produced by **Thinkuknow**, the National Crime Agency's CEOP Command's online safety education programme.

Watch the films at: www.thinkuknow.co.uk/parents/playlikeshare

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How you can use Play Like Share to help keep your child safe online

Watch *Play Like Share* with your child, and start a conversation about the internet and staying safe. There are three episodes so you could do this over a few days.

Start with positives, finding out as much as you can about what your child does online and what it means to them.

You could:

- Ask your child to show you their favourite websites, apps and social media services and what they do on them. Listen and show interest. You could also encourage them to teach you the basics of the site or app.
- Ask them if anything ever bothers or worries them about going online. You could use examples of events from the films and ask if they've ever heard of something similar happening. Talk in general about what children can do to stay safe online.
- Use examples from *Play Like Share* to start a conversation about online 'friends' or 'followers'. Ask them about who they chat to online, and whether they know and trust them 'in real life'.
- Talk about the importance of privacy settings and how they can help your child stay in control of what they share with others. Together, look at the privacy settings for the services they use, encourage them to only share things with people they know and trust in real life.
- Using examples from *Play Like Share*, talk to your child about what it might be appropriate or inappropriate to share online – this includes photos, videos, comments and personal information.
- Talk to your child about how their online actions can affect others. Remind them to consider how someone else might feel before they post or share something.
- Ensure your child understands that if anything ever happens online which worries or upsets them, they should always tell you.
- Explain that you would never blame them for anything that might happen online, and you will always give them calm and non-judgemental support.
- Make online safety an on-going conversation in your house and involve the rest of the family in the conversation too.

Further information:

- Thinkuknow's parents/carers website has practical information and advice to help keep your children safe online: www.thinkuknow.co.uk/parents
- Thinkuknow's 8-10 website has information for your child to help keep them safe online: www.thinkuknow.co.uk/8_10

If you or your child have any concerns:

- If you are concerned with about something that has happened to your child or another child online, you can report this directly to CEOP: www.ceop.police.uk/Safety-Centre
- The NSPCC helpline is available to any adult who has a concern about a child and would like to talk anonymously to trained professional: www.nspcc.org.uk/services-and-resources/nspcc-helpline or call on 0808 800 5000.
- Childline is a free, private and confidential service for any child who feels worried about anything and would like to talk to someone: www.childline.org.uk or call on 0800 1111.

If you believe that any child is at immediate risk from harm, please call the police on 999 straight away.



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