Be Internet Brave: Pillar 5

When in Doubt, Discuss

Be Internet Legends.

Activity pack

Welcome to your Be Internet Legends Brave pack

In this pack, you will find a range of activities that will teach pupils to define and encourage internet brave behaviour.

The activities cover topics such as what to say if you come across something that makes you feel uncomfortable online and what your options are – such as blocking and reporting.

The activities teach pupils that if they are in any doubt, to share their thoughts and feelings with someone who can help them. Pupils will learn how to show bravery and to discuss issues, concerns or questions with a trusted adult.

Three of the activities have a Social and Emotional Literacy focus – exploring the roles involved in a bullying incident and the options an upstander has, as well as practising and rehearsing what to do if they see something upsetting or mean online.

Getting Started

On the next page, you will find an in-depth guide to teaching these activities – including objectives, outcomes, assessment opportunities and plenary.

You will also find a vocabulary sheet, containing definitions of the words and phrases used in the activities.

You can use this pack alongside the curriculum lesson plans, which you can download separately.

If you have any questions, email **legends@parentzone.org.uk**.

When in Doubt, Discuss

Defining and encouraging Internet Brave behaviour

Detailed lesson plans	Ages 7-9: Lesson 5, Lesson 6 Ages 9-11: Lesson 11, Lesson 12

Pillar summary

It's important that children understand they're not on their own when they see content online that makes them feel uncomfortable – especially if it looks like they or somebody else could get hurt. First, they should never hesitate to get help from someone they trust. Second, it's good for them to know they have options. There are different ways to be brave and take action.

Objectives
Pupils will learn to

✓ **Understand** what types of situations call for getting help or talking things out with a trusted adult.

✓ **Consider** what options there are for being brave and why bringing adults into the conversation is important.

Outcomes
Pupils can

✓ **Demonstrate** what to say, and who to say it to, if they encounter something online that makes them feel uncomfortable.

✓ **Identify** ways to help if they witness a bullying incident.

Activity guide

Activity 1	**Upstanders have options.**	SEL	Ages **7-11**
Activity 2	**Upstander options**		Ages **7-11**
Activity 3.1	**Seeing upsetting stuff**	SEL	Ages **7-9**
Activity 3.2	**Seeing upsetting stuff**	SEL	Ages **9-11**
Activity 4.1	**What to do about mean stuff online**	SEL	Ages **7-9**
Activity 4.2	**Handling mean stuff online**	SEL	Ages **9-11**
Activity 5	**When to get help**		Ages **7-11**
Activity 6	**Report it online too**		Ages **7-11**

Assessment Opportunities

• Assess pupils' understanding of all previous pillars, in particular Secure.
• Class discussion and teacher circulation during activities.
• Traffic light assessment after each activity to check understanding and progression (red – not at all confident / amber – quite confident / green – very confident).

Plenary

Role-play different scenarios: e.g. someone trying to persuade their friend to watch an 18-rated film, group chat where someone is being mean about a friend, in-game chat being unkind about another player.

When in Doubt, Discuss
Vocabulary

Media: A tool for or means of communicating something (an idea, concept, message, information, etc.). Examples of media: TV, books, newspapers, the internet, the side of a lorry, a t-shirt – anything that has information on it, even just a logo.

Activity 1

Aggressor: The person doing the harassing or bullying; though sometimes called the 'bully,' bullying prevention experts advise never to label people as such.

Bullying: Mean or cruel behaviour that's repeated and meant to hurt someone (physically, emotionally and or socially) who's more vulnerable than the aggressor. Cyberbullying is the digital form of this behaviour.

Bystander: A witness to harassment or bullying who recognises the situation but chooses not to intervene.

Upstander: Someone who intervenes to stop and/or report inappropriate behaviour.

Harassment: A word for many kinds of aggressive or nasty behaviour. It's a more general term than 'bullying' and isn't necessarily repeated or aimed at someone more vulnerable.

Target: The person being bullied or victimised.

Activity 3

Refusal skills: Skills children are taught to help them avoid unsafe online content or behaviour and understand that choosing to refuse what makes them uncomfortable is one form of self-respect.

Activities 1 and 3

Trust: Strong belief that something or someone is reliable, truthful or able.

Activities 1, 3, 5 and 6

Report abuse: Using a social media service's online tools or system to report harassment, bullying, threats and other harmful content that typically violates the service's Terms of Service or Community Standards.

Activity 5

Courageous: Brave; not necessarily fearless, though, because people are especially brave when they're scared or nervous but take positive action anyway.

Upstanders have options

Pupils practise identifying the four roles of a bullying incident (the person who bullies, the target of the bullying, the bystander and the help/upstander).

Activity

You'll need:

• Worksheet: 'From bystanders to upstanders' (one per pupil)

Answers for each scenario on the worksheet:

Scenario 1: B, U, B (because not helping the situation), U, U

Scenario 2: U, B, U, U

Scenario 3: U, U, B, B, U

Scenario 4: The answers are all yours!

Possible modification for ages 7-9: *There is a lot to take in on the worksheet so you might feel it is best to have a whole class discussion. See if the class comes up with the right answers (below) before reading them out.*

1. Bystander or Upstander?
After discussing the roles above, pass out the worksheet and give time to read the three scenarios and categorise each response (if there's time, have them create the fourth scenario together as a class).

2. Helpers at school and online
Discuss the answers above. Explore whether they can tell you why it can be nice to have helpers around, at school and online.

3. Discuss
Were any of the responses hard to categorise and why?

Let's talk

Why does kindness matter?
It's important to remember that behind every screen name and online character or avatar there's a real person with real feelings, and it's good for us, them and everybody if we treat them as we would want to be treated. When bullying happens, there are usually four labels that describe how the people involved handle the situation.

- There's the **aggressor**, or person(s) doing the bullying.
- There's also someone **being** bullied – the **target**.
- There are witnesses to what's going on, usually called **bystanders**.
- There are witnesses to what's going on who try to help the target or turn things around. These people are called **upstanders**.

If you find yourself the target of bullying or other bad behaviour online, here are some things you can do:

If I'm the target, I can...
- Not respond.
- Block the person.
- Stand up for myself (but not retaliate, which can keep the negativity going).
- Report them. Tell my parent, teacher, sibling or someone else I trust, and use the reporting tools in the app or service to report the post, comment or photo.

If you find yourself a bystander when harassment or bullying happens, you have the power to intervene and report cruel behaviour – online as well as offline. Sometimes

bystanders don't try to stop the bullying or help the target. You can choose to support the target and take a stand for kindness and positivity, privately or publicly.

If I'm the bystander, I can help by...
- Finding a way to be kind to or support the person being targeted privately, in a phone call, text or direct message.
- Publicly supporting the target by saying something nice about them in response to a mean comment or post.
- In another form of public support, getting a bunch of friends to create some kind comments about the person being targeted (but nothing mean about the aggressor, because you're setting an example, not retaliating).
- Calling out the mean behaviour in a comment or reply, like 'That's not cool' (remember to call out the behaviour, not the person if you feel comfortable and safe to do that).
- Deciding not to spread the drama by sharing, reposting or telling people about the mean post or comment.
- Reporting the harassment. Tell someone who can help, like a parent or teacher.

Summary

Whether standing up for others, reporting something hurtful or ignoring something to keep it from spreading even more, you have a variety of strategies to choose from, depending on the situation. With a little kindness, anyone can make a huge difference in turning bad situations around.

From bystanders to upstanders

A bystander can use their kindness superpowers and help someone out who is being bullied. Below are three examples of online bullying or harassment. Each has a list of responses. There isn't one right way to go (sometimes choosing to go with more than one can **really** help), but each choice below is about something either a **bystander** or an **upstander** would do. Read each one and decide which it is, then put a 'B' for 'bystander' or a 'U' for 'upstander' in the blank next to the response.

Scenario 1

A friend of yours dropped her phone on the way out of school. Someone found it and sent a really mean message about another pupil to a group of people on her football team, making it look like your friend sent the mean message! So, you know what 'impersonation' means, right? The person who found your friend's phone and sent the message was impersonating her, and the person they targeted told your friend she was a terrible person, even though she wasn't the one who sent the mean message. No-one knows who actually sent the mean message. You…

☐ feel sad for your friend but do nothing because no one knows who did that mean thing to her.

☐ go find the person the mean message was about, tell them it didn't come from your friend and ask them how they feel and whether you can help.

☐ spread the drama by sharing the mean message with other friends..

☐ and your friend get everybody on the football team to post compliments about the person who was targeted.

☐ and your friend anonymously report the incident to an adult at school, letting them know that everybody needs to be talking about good phone security and locking their phones – maybe even include it in morning announcements.

Scenario 2

Your teacher created a class blog for your French lessons, giving the class the ability to write, edit and post comments. The next day your teacher is off sick and the supply teacher doesn't notice that things are going wrong in the class blog – one person is posting really mean comments about someone in the class. You…

☐ comment on the comments by saying things like, 'This is so not cool' and 'I am _____'s friend, and this is not true.'

☐ ignore it until your teacher gets back.

☐ get other pupils to call out the mean comments or post compliments about the pupil being targeted.

☐ tell the supply teacher that mean behaviour is happening in the class blog and they might want to let the teacher know.

Scenario 3

There's an online game that a group of your friends play a lot. Usually, game chat is mostly about what's happening in the game. Sometimes it gets a little nasty, though that's usually more like friendly rivalry than anything really bad. But today, one player starts saying really nasty stuff about one of your friends who's playing and they just won't stop. They even keep it up the next day. You…

☐ call up your friend and tell them you don't like this any more than they do and ask them what they think you two should do.

☐ call everybody you know who plays with you guys (making sure your friend knows you're doing this) to see if you can get everybody's agreement that it's time to call out the nastiness.

☐ decide to wait and see if the person stops, then maybe do something.

☐ walk away from the game for a while.

☐ look for the game's community rules and if bullying isn't allowed, report the mean behaviour in the game's reporting system.

Scenario 4

Create a real-life scenario as a class, based on a situation one of you has heard about, then come up with both bystander and upstander responses to show you definitely know what we're talking about now!

Be Internet Brave: Activity 2

Upstander options

Often children want to help out a target of bullying but don't know what to do. This activity shows them that they have choices, offers examples and gives them an opportunity to create positive responses of their own.

Activity

You'll need:
- A whiteboard or flipchart
- Handout: 'Upstander options'
- Sticky notes for each group

Possible modification for ages 7-9: *There is a lot to take in on the worksheet so you might feel it is best to have a whole class discussion. After sharing the situations, let the groups create their responses.*

In this activity, we're going to try out what it's like to be an upstander, so let's assume our whole class has made the choice to help out the target.

1. Divide into groups of five pupils per group
Each group should pick a reader and a writer.

2. Groups read and discuss the situations together
The three situations are provided in the worksheet on the next page.

While groups are discussing, divide the whiteboard or flipchart into two sections with the headlines 'Public Support' and 'Private Support'.

3. Groups choose or create their two kinds of responses for each
Pupils can work with the sample responses in "Let's talk" or create their own.

4. Record the choices to the board
Facilitate a class discussion based on the choices the pupils made.

Let's talk

When you see someone being mean to another person online – making them feel embarrassed or left out, making fun of them, disrespecting them, hurting their feelings, etc. – you always have choices. First, you can choose to be an upstander instead of a bystander by helping the target. Second, if you choose to be an upstander you have options for what kind of action you take.

The most important thing to know is that it can really help someone being targeted just to be heard if they feel bad – and to know that someone cares.

Now, not everybody feels comfortable standing up for others **publicly**, whether online or in the school canteen. If you do, then go for it! You can...
- Call out the mean behaviour (not the person) right when it happens, saying it's not cool.
- Say something nice about the target later, in a post or comment.
- Get friends to compliment the target online too.
- Offline, you can invite the person to hang out with you on the playground or sit with you at lunch time.

If you don't feel comfortable helping out publicly, that's fine. You can also support the target **privately**. You can…

- Ask how they're doing in a text or direct message.
- Say something kind or complimentary in an anonymous post, comment or direct message (if you're using media that lets you stay anonymous).
- Talk to them quietly in the hall and tell them you're there for them if they want to talk after school or on the phone.
- Tell them you thought the nasty behaviour was wrong and ask if they feel like talking about what happened.

No matter how you choose to be a helper, you also have both public and private options for **reporting** what you saw. This could mean reporting bullying behaviour via a website or app, or it could mean reporting what's going on to an adult who you know will make the situation better, especially for the target.

Summary

Lots of times when you see somebody being hurt or harassed, you want to help, but you don't always know what to do. You now know many ways to help the target and that you definitely have options for supporting them in ways that you're comfortable with. You have the power to help people in a way that works for you!

Upstander options

Each group needs a reader and a writer. The reader reads each situation out loud and then the group spends time discussing them to decide how you'd support the target publicly and how you'd support them privately. The writer makes notes of the group's decisions on two sticky notes and sticks one note in the Public column and one note in the Private column on the whiteboard. OR make up your own way to help the target. Repeat that process for Situation 2 and Situation 3.

Note: There isn't only one right way to support a target because each person (whether target or bystander) is different and each situation is different. We're just trying out different helper options.

Situation 1

Someone in another class posts a video of themselves singing a cover to a famous pop artist's song. People at your school start posting mean comments under the video. What do you do to support the pupil who posted the video? Work with some of the ideas on the previous page or agree on your group's own response.

Situation 2

Someone in your class sends another pupil a screenshot of a comment your friend posted and makes a nasty joke about it. The screenshot gets reposted and goes viral at school. What will you do to support the pupil whose comment was screenshotted and shared? Choose one of the ideas we just discussed as a class – or decide on your own response.

Scenario 3

You find out that someone at your school created a fake social media account using another pupil's name and posts photos and memes that say mean things about other pupils, teachers and the school. What do you decide to do to support the pupil who's being impersonated in this mean way? Consider the ideas on the previous page or come up with your own response.

Be Internet Brave: Activity 3.1

Seeing upsetting stuff

Pupils learn that if they see pictures or videos that they find upsetting they should trust their feelings, refuse to watch more and talk about what they saw with an adult they trust.

If a younger child runs into upsetting content or communication online and reports this to you privately later, follow these steps, which are reflective of safeguarding procedures:

1. *Thank them for telling you and reassure them that they did the right thing in coming to you.*
2. *Listen to their report and make a note of what they say. In this situation, your job is to listen, not be an investigator.*
3. *If the child indicates the content has been shared by an adult or that any inappropriate contact is involved, report what you've heard to a designated safeguarding lead, understanding the sensitivity of this information and the primary importance of caring for the child.*
4. *Follow your school's safeguarding procedure with reporting.*

Activity

You'll need:
• Calm music
• Scenarios

Musical reporting

1. **Explain the rules to the class, you may wish to model this first:**
   A. 'I'll read a scenario.'
   B. 'I'll play music for 30 seconds.'
   C. 'While the music is playing, walk around and think about what you'd say while reporting the scenario to an adult.'
   D. 'When the music stops, find a partner and practise reporting with them.'

2. **Choose a scenario and start the music.**

3. **Stop the music.**

4. **Listen to pupils as they practise.** Choose one pair to demonstrate what they said to the class.

5. **Call on a few other pupils** at random to tell the class what they'd do in this situation.

6. **Repeat steps 2–5** for other scenarios, as time allows.

Let's talk

Looking at pictures or watching videos on a phone, tablet or computer can be a lot of fun.
   • Who do you look at these things with?
   • What are some of your favourite things to watch?
   • How do you feel when you watch these?

Sometimes, pictures and videos aren't **always** fun to watch. Have you ever looked at something that was boring? Or confusing? Or scary?

Think about a time you felt really upset – **any** time you felt upset. You don't need to say what happened. I'll give you some examples of how bodies can feel when people are upset. Hot face. Racing heart. Sweaty palms. Sick stomach. Fast breathing. We've all experienced these feelings at some point.

When in Doubt, Discuss

Have you ever seen a picture or video that made you feel upset? This activity will help you know what to do if you see pictures or videos that make you feel upset.

If someone shows you a picture or video that makes you feel upset, you can refuse to watch. That's called growing your refusal skills, and that's important.

Discuss some words that can be used to refuse an uncomfortable picture or video. For example: "Please stop." "I don't like that." "I don't want to watch this." (*Record ideas on the board.*)
- Practise saying some of these phrases. Say them to your partner.
- What can make it hard to refuse? ('If the other person won't listen.' 'If they keep showing you similar things.' 'If you're afraid or embarrassed to refuse.' 'If the other person is older.')

Sometimes, you might accidentally see something upsetting when you're using a phone, tablet or computer by yourself.
- What should you do if you accidentally see something like this?
- What if somebody showed it to you?

If you can't or don't want to refuse, you can report what happened to an adult you trust. Adults will help take care of you and keep you safe. Who are some adults you trust?

Now we're going to practise reporting to an adult.

Scenarios

Scenario 1: Someone shows you clips from a comedy show she thinks is funny, but it makes you uncomfortable.

Scenario 2: Your sibling shows you videos of car crashes. They think it's funny when you say 'stop'.

Scenario 3: One of your family members is always playing games with lots of shooting in them. You liked it at first, but it's starting to bother you.

Scenario 4: You're playing a game with a couple of other people and you see one of them being really hurtful to the other player.

Scenario 5: Your cousin is hanging out at your house and you're watching videos together. They start watching a video that has naked people in it.

Summary

You might see things in your life offline and online that make you uncomfortable. If you do not feel good about something you see, try and use your words to refuse them. Also, always report what you saw to an adult so they can help everyone stay safe.

Seeing upsetting stuff

Pupils learn to identify inappropriate online content and strategies for refusing it. They also learn about reporting any content that suggests someone has or is about to hurt themselves or others.

A special note for educators: *If during or after this activity a pupil tells you about an instance of bullying, harassment, abuse, threats of violence or even suicidal ideation, that is usually a sign of trust and it's very important that you honour that trust. Research suggests that pupils will often report sensitive information to an adult* **only one time***. If that first report doesn't result in them feeling helped, pupils will not try again.*

Activity

You'll need:
- Scenarios
- One piece of paper with the word 'Refuse'on it
- Another piece of paper with the word 'Report' on it.

1. Place the two signs on opposite sides of the room.

2. Choose a scenario from the list and read it to the class or create a relevant scenario of your own.

3. Ask pupils to think about whether they'd refuse the scenario themselves or report what happened to an adult and ask for help.

4. Pupils move to the side of the room corresponding to what they'd do.

5. Each group discusses what they'd say or do when refusing or reporting and why.

6. Have some pupils demonstrate reporting and refusing.

7. Repeat with another scenario, as time allows.

Let's talk

This activity will help you handle situations where people do, say or show you things online that make you upset or scared.

Have you ever seen content, comments or behaviour online that made you upset? It could be texts, photos or videos.

Discuss the following: 'Something that upset me online was _____.' On a piece of paper, write some examples that fill in the blank in this sentence on the board.

As pupils are writing, walk around and look at their answers. Ask a few pupils if they're willing to share their answers with the class.

You have the same right to feel as safe and comfortable online as you do here at school. You get to decide what you watch and who you talk with online. You can refuse to see anything that makes you upset. This activity is all about growing your refusal skills – skills everybody needs to have.

So what are some ways you can refuse upsetting things?
Pupils might come up with the following examples: "Turn off your device." "Delete things people send you." "Block or remove senders." "Tell them you don't like whatever it is." Make sure they hear all of these options. Encourage pupils to share specifics of how they can refuse content on different platforms. This will also be a chance for you to learn more, for future discussions, about your pupils' experiences online. To maximise trust and communication, try to remain judgement-free.

Sometimes you might not know how to handle a situation – which is just fine. What could you do in this situation? *A good response is: "Get help from an adult I trust."*

Remember, just because you refuse doesn't mean you can't also report the content or the behaviour. You can definitely do both.

If you need help and report what happened to an adult, but they can't help you, what should you do? ("Find another adult to report to.") Reporting isn't always easy, keep reporting until you find an adult who really helps you.

Think of some adults here at school you trust to help you.

Scenarios

Scenario 1: A friend of yours keeps using bad language in chats.

Scenario 2: You keep seeing sexist statements in a comment thread.

Scenario 3: Someone makes fun of a photo you're in.

Scenario 4: Someone says something really racist about you.

Scenario 5: Someone asks you to send them a picture of you naked.

Scenario 6: You see a post saying someone is going to bring a gun to school.

Summary

You might see things online that are just plain scary, like someone saying they're going to do something that might hurt themselves or someone else. In these situations, tell an adult right away so they can help everyone stay safe.

Be Internet Brave: Activity 4.1

What to do about mean stuff online

Pupils practise what to do the next time they see or hear something upsetting in a video, online game or TV show.

Activity

It's best that pupils work in trusted partners for this activity.

Let's practise speaking up when you see or hear something upsetting on TV or in a game or video and talking to an adult you trust.

Read a scenario to the pupils and encourage them to take turns in practising how they would respond in that situation. Model the first one together. Work through the scenarios, encouraging pupils to work together and discuss responses.

Let's talk

Share some favourite TV programmes, streamers or YouTubers.

Discuss why they like these shows and the emotions they feel when they watch them.

Discuss that we usually like to watch TV shows or videos because they're entertaining. What does 'entertaining' mean?

When a show is entertaining, it makes you feel good and you enjoy watching it. Maybe it makes you laugh or you just chill out whilst watching, or you're learning something new, or it's super exciting and you can't wait to see what happens next.

Sometimes a show might **not** be entertaining because people or animals are really getting hurt, someone's really mean or scary or something's making you feel nervous or sad.

Discuss videos or shows that they didn't think were entertaining and discuss why.

Today we're going to practice what you can do the next time you see or hear something upsetting on TV or the internet. Record these key ideas on a whiteboard or flipchart:
  • If you're watching a TV show or video by yourself and you see or hear something upsetting, you can turn it off.
  • If you're still upset after you turn it off, **find an adult you trust to talk to** about what you saw and how it made you feel.
  • Who is a **trusted adult** you could talk to?
  • If you're watching a TV show or online video with friends or family and you see or hear something upsetting, you can speak up and say how you feel.
  • Discuss what things you could do and record on the board under 'speak up'.

If you speak up and someone keeps showing you things you don't like, you can always leave the room and tell a trusted adult.

Scenarios

Scenario 1: You're watching an online video with a family member. The person in the video is using swear words and saying mean things that upset you. You decide to speak up. What do you say?

Scenario 2: You're watching a new TV show alone. You're halfway through the first episode when something super scary happens. Argh! You can't get it out of your mind and now you're convinced it could happen to you. You decide to turn off the show and tell a trusted adult.

Scenario 3: You're watching online videos with your friends. One friend shows a video with naked people in it. You feel upset. You don't know how your friends feel, but you don't want to watch the video anymore. You decide to speak up.

Scenario 4: You're playing a multiplayer game online when you see one player intentionally messing up what other players are doing. Someone asks him to stop and he just laughs.

Scenario 5: Your cousins are playing video games with lots of shooting in them. There are lots of people getting hurt. You ask them to play something else, but they ignore you.

Scenario 6: You're at a friend's house and you overhear a news story on TV that makes you feel really sad. When you get home, you decide to talk to a an adult you trust.

Be Internet Brave: Activity 4.2

Handling mean stuff online

Pupils learn that behaviour, kind or mean, is just behaviour – whether online or offline. They explore ways to handle the mean kind of behaviour so they can avoid contributing to the drama and escalating conflict.

Activity

You'll need:

• Worksheet: 'Handling mean behaviour online' (one per group of 3-4 pupils)

1. Have pupils get in groups of 3–4 and give each group a worksheet.

2. Have each group complete Section A.

3. Collect sheets in and redistribute so that each group has a different sheet.

4. Each group completes Section B of their new worksheet.

5. Each group shares with the class what they came up with.

Let's talk

With the class, discuss the following: *What are some reasons people act mean to each other online?*

People can get into conflicts online for a lot of different reasons. We can avoid a lot of nastiness just by trying to show kindness to others or just not getting involved. Sometimes it continues from something that happened at school. Other times, though, people just say or do mean things out of the blue. Have you ever seen or heard of someone doing any of these mean things:

• *Posting disrespectful comments on photos or videos*
• *Spreading gossip or lies about someone else*
• *Pretending to be someone else in order to get them in trouble*
• *Name-calling*
• *Using racist or homophobic language*

Has anyone ever been mean to you online? *If pupils feel able to, they can raise their hand.*

• Discuss how we might feel if someone said or did something mean online.
• Would you ever be tempted to get back at them? Why?

It's natural to feel angry when you think someone's done something mean. The urge to get back at them can be very strong. What might the consequences be for trying to get back at someone?

Responding to unkind behaviour with more unkind behaviour is a common way conflicts start or spread online. How could you respond to unkind behaviour that wouldn't cause a conflict?

When in Doubt, Discuss

When you're angry or upset, it can be easy to say or do something nasty to the other person. It's important to calm down before you do anything else. One strategy for calming down is taking a few slow, deep breaths.

Practise taking a few slow, deep breaths together.

Discuss and share other strategies you've used to calm down when you're angry or upset.

Discuss the following as a class:
- How would you feel if you saw someone being mean to someone else online?
- When people who see nasty behaviour don't say anything or they laugh or join in, what happens?

Have you ever helped someone who was being treated meanly? Share some examples.

What should you do if you don't feel comfortable or safe standing up to nasty behaviour you see?

Summary

When you come across unkind behaviour online, it's important to respond appropriately. If you try to get back by responding with nasty behaviour of your own, you can start a conflict or make something that started at school even worse – online or at school. If you take a moment to calm down and then respond in another way, you can avoid conflict.

If someone ever **keeps** being mean to you and you don't know how to make them stop, you should get help from an adult.

Handling mean stuff online

Section A

Write down one situation you might encounter where someone is being nasty online.

_____

_____

_____

Section B

How would you respond if this happened to you?

_____

_____

_____

Why would you respond this way?

_____

_____

_____

How would you respond if you saw this happening to someone else?

_____

_____

_____

Why would you respond this way?

_____

_____

_____

Be Internet Brave: Activity 5

When to get help

One piece of advice that appears consistently throughout these lessons is: if pupils come across something that makes them feel uncomfortable or worse, encourage them to report it. Be brave and talk to someone they trust who can help, including you, the headteacher or a parent. Pupils should pick this up from any one of the lessons, but – just to be sure – here's a class discussion focused specifically on the 'when in doubt, discuss' principle. Below you'll find a list of situations in which talking it out can really help.

Important notes for educators:

1. *Children have been taught or conditioned not to 'tell tales' for so many generations that it has become a social norm and bullying prevention experts have been working hard to help children understand the difference between 'telling' and getting help. Help pupils see that seeking support when hurtful things happen online is not 'telling', it's about getting help for themselves or peers when people are getting hurt.*
2. *Fostering open communication in your classroom and reminding pupils that you're always there for backup, supports pupils' agency and appropriate reporting.*
3. *In the discussion below, any time a pupil shares about times they sought adult help, be sure the tone of the conversation is one that makes them feel proud and brave to have taken action, especially since they're speaking up in front of peers.*

Activity

You'll need:

• Handout (select based on year group, one per pupil):
• Scenarios for ages 7-9
• Scenarios for ages 9-11

Please take a look at the scenarios below to complete the activity.

Note to school leaders: *Having a student council or group of pupil leaders in your school that mentor younger pupils about online situations like these can be a very effective way to teach, engage and empower younger children. If you already have one of these pupil groups at your school, have them walk through the scenarios with younger pupils and share their own experiences in navigating them.*

Summary

It may not always **seem** like it, but being able to ask for help when you're not sure what to do is a brave thing. If it's to help you or someone heal from something hurtful or to stop harm from happening, it's both smart and courageous.

When in Doubt, Discuss

Scenarios for Ages 7-9

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1. **Read the list of scenarios to yourselves.** While you do, think about whether any of those situations happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.
2. **Raise your hand** if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.
3. **Let's discuss those situations.**

Scenarios

Scenario 1: You need help remembering a password.

Scenario 2: Another gamer really likes your skin and offers to pay you game money for it. How do you decide?

Scenario 3: You see some really mean behaviour in a video and aren't sure what to do about it.

Scenario 4: Another gamer asks you how old you are and where you live. Do you tell them?

Scenario 5: A friend shows you a video that's really violent – someone gets hurt in it. What do you do?

Scenario 6: You want to do something about a comment you see online that's really mean. What do you do?

Scenario 7: Someone on the playground starts making fun of another child because they don't have a phone, and they are really sad. What do you do about that?

Scenario 8: You're watching a video of cartoon characters and all of a sudden something really scary pops up in the middle of it.

Scenarios for ages 9–11

1. **Read the list of scenarios to yourselves.** While you do, think about whether any of those situations happened to you, whether you wanted to ask an adult for help in any of them, and if you did or not.
2. **Raise your hand** if you want to tell us what you did (or didn't do) and why. If someone already picked one, see if you have a different one we can talk about.
3. **Let's discuss those situations.**

Scenarios

Scenario 1: You have this feeling someone hacked into your account. What can you do to take back control?

Scenario 2: You're unsure if something was a scam and think you might have fallen for one.

Scenario 3: Another gamer starts asking you stuff that has nothing to do with the game and it's kind of cringey. Do you answer them?

Scenario 4: You hear someone being really racist in game chat.

Scenario 5: You're concerned you may have shared something online you shouldn't have.

Scenario 6: You saw someone threatening to start a fight or harm someone.

Scenario 7: Someone is posting really bad stuff about themselves online, and it makes you worry about them.

Report it online, too

Using a school device to demonstrate where to go to report inappropriate content and behaviour in apps, the class considers various types of content, decides whether to report it and talks about why or why not.

Activity

You'll need:

- Worksheet: 'Report it online, too' (one per pupil)

Grab as many devices as your class has access to – children can work on their own or in groups with a device.

1. Look for community rules. Together, find the terms of service in at least three school-related accounts and look for a rule about harassment or bullying.

2. Figure out how to report a problem. Find the apps' or sites' tools for reporting inappropriate content or behaviour. (If there's only one device or computer in the room, have groups of pupils take turns at that screen.)

3. Go through the scenarios. Everyone sits down and, as a class, goes through the situations on the worksheet on the next page.

4. Would you report it? Ask pupils to raise their hands if they would report the content; then ask them to raise their hands if they wouldn't report it.

5. If so, why? Encourage explanations for their choices.

Note: Seldom is there just one right answer or approach. Make sure everybody knows this before class discussion begins.

Let's talk

When meanness and other inappropriate content turns up online, people have options for taking action. In the last activity we talked about the most important one: talking it out with someone you trust. That can help you figure out the best ways to help. Another option is to report it to the app or service where you find it, which can help get the content deleted. It's important to get used to checking apps' terms of service or community rules and using their reporting tools.

Pupils should get in the habit of taking a screenshot of a conversation or activity that's harmful or suspicious **before** using blocking and reporting tools (which could make a record of the activity go away). This ensures that trusted adults can **see** what happened and help resolve this situation.

Summary

Most apps and services have tools for reporting and/or blocking inappropriate content. It can help the people involved, their community and the platforms themselves if we use those tools. Before blocking or reporting inappropriate content, it's always wise to take a screenshot so that you have a record of the situation.

Report it online, too

Read each scenario below and raise your hand if you'd report it in the app or service where you found it.

Explain why you would or wouldn't report it.

(Remember that there is seldom one right choice to make, which is why discussion is helpful. No one should feel bad about what they chose to do. Even adults don't always know when or how to report.)

Scenario 1	Another pupil posts a group photo in a public account and you hate the way you look in it. Would you report that photo or not? If you know who posted it, would you talk with the person and ask them to take it down? How can you respond?
Scenario 2	Someone creates an account of a pupil you know using their name and photo. They turned the photo into a meme and drew a moustache and other weird facial features on it, turning the photo into a joke. Would you report the account?
Scenario 3	Someone posts lots of mean comments about a pupil in your school without using their name, but you have a feeling you know who it is. Would you report those comments or not and, if you would, how?
Scenario 4	A pupil creates an account with your school's name in the screen name and posts other pupils' photos with comments that everybody hears about. Some of the comments are hurtful to pupils, some are compliments. Do you report the hurtful comments, the whole account or both?
Scenario 5	One night, you notice that a pupil has made a comment online saying they're going to fight with another pupil in the dinner hall the next day. Do you report that comment online or not? Do you report it to a teacher or headteacher the next morning or not? Both?
Scenario 6	You're watching a cartoon video and all of a sudden there's some weird content in it that's definitely not appropriate for children and makes you feel uncomfortable. Do you report it or not?
Scenario 7	You're playing an online game with friends and someone none of the players know starts chatting with you. They're not being nasty or anything, but you don't know them. Do you ignore them or report them?