

# Lesson Rationale:

This sequence of lessons is based around bullying and online safety. The overarching philosophy of these lessons is to raise an awareness of bullying and online safety, with the intention that every child will afterwards know exactly what to do in a scenario where they or someone they know may be being bullied, and that they are also able to stay safe online. Whilst the target audience of the lessons may, on the surface appear to be quite young for a course in online safety, I believe it is a topic that cannot be overstated. I believe that there is more and more ignorance from young people about online safety, and this is leading to a plethora of negative experiences, on a platform that can, if used correctly, be incredibly beneficial to children. I have opted to use PowerPoint to help me deliver these sessions as I believe it provides a good visual assist for the lesson in the way that I can have the information I am teaching also visible on screen for the children to read. However, I have opted against traditional methods of using lots of colour and pictures on my slides in the first 2 lessons, as I want the children to focus on the information being delivered, as opposed to the colour and pictures. In lesson 3, I did include pictures and other visual stimuli, as I felt it was beneficial for the delivery of the narrative I am using in the lesson.

The sequence begins with a lesson exploring bullying as a whole, and its different forms, before moving to consider each form of bullying. Due to the lessons being aimed at a year 2 class, there are few details, and I instead opted to keep the information that I wanted to be retained to the most important bits. Thus, the definitions are written in a way that they can be easily understood and remembered. One of the first activities I ask the children to complete in lesson 1 is designed so that I can assess their existing knowledge. I also repeated this activity at the end of each lesson, as I can then use this to make any adaptations or changes to my next lessons.

The scenario activity in lesson 1 is designed so that the children have some relatable contexts to apply their new knowledge to. I hope that this will help give them an understanding of what to do in the future, should they find

themselves in a position in which they are being bullied? By asking the children to discuss the saying 'sticks and stones may break my bones but words can never hurt me', I hope to promote the understanding that being kind to others is vitally important, and is something they should also try to do.

The second lesson begins with a recap of the previous lesson, as does the third. I place a heavy emphasis on recapping previously learned knowledge, as I believe it is the best way to retain information and ensure it is fully understood by all children. The second lesson focusses on cyberbullying more closely, and is a discussion-based lesson. Due to this, the timings for this lesson, and indeed lesson 3, are difficult to give, so I have opted not to include them in the planning. What I believe to be most important in this lesson, and lesson 3 is the knowledge of what to do if a child is being cyberbullied, and how to prevent it. These topics are further explored in lesson 3. The letter activity in lesson 2 is a cross-curricular activity. It allows me to assess the children's understanding of cyberbullying through a writing task that will allow me to assess their written skills.

For lesson 3, I am using a PowerPoint found online at <https://www.childnet.com/resources/smartie-the-penguin>. After considering and attempting to create many alternate resources, I came to the conclusion that this is the best resource to use. It pitches a difficult topic at an appropriate level, and gives me opportunities to ensure the children are getting the correct information out of the lesson, whilst also providing fun activities for the children to complete, thus fulfilling a lot of the elements of my personal philosophy of education. However, I have added in sections to put my own spin on it.

Finally, I have tried to promote a safe learning environment throughout, ensuring that all children always feel comfortable to engage in whatever the activity may be, even if it is out of their comfort zone. I also am promoting a 'no wrong answer' attitude, in the hope that the children are encouraged to offer their insights to whatever question I am asking.

## LEARNING PLAN – PRIMARY Phases 2&3

**SUBJECT:** Bullying      **POSITION IN SEQUENCE:** 1      **YEAR GROUP:** 2      **DATE:** -

What the rationale/purpose of this lesson is: This lesson will introduce children to the topic of bullying, and will also introduce the different sub-genres of bullying (e.g cyberbullying, physical bullying and verbal bullying).

How I am using information from previous trainee / class teacher assessments in this lesson including grouping of children according to their learning needs: Children will be working in ability partnerships, but will also have the opportunity to offer their own individual answers.

Learning Objective(s): I am learning about the different types of bullying.

**ASSESSMENT:** How I will recognise learning and progress of individuals and groups (success criteria) within this lesson:

By comparing the post it notes that the children write at the start and end of the session, I will be able to judge the progress they have made.

How I will share the learning with the children:

Learning objective will be written on a big whiteboard and will be displayed on the PowerPoint.

**THE LESSON - Structure and Timings**

How I/we will organise the 'steps in learning' within this lesson, meet the needs of all individuals in this lesson and make use of resources to support learning. Timings provided in the format of time passed. E.g. – 5 mins = 5 minutes since lesson began, 10 minutes = 10 minutes since lesson began.

**THE LESSON - Assessment**

How I/we will check for **progress during** the lesson, use subject specific vocabulary and interweave Key Questions related to 'steps in learning'.

**THE LESSON – Role of Adults**

How I/we will meet the needs of individuals in this lesson using assessment information from previous learning, check for **progress during** the lesson and record **progress after** the lesson.

- i. Introductions
  1. Children discuss in partners what they think bullying is, and record their answers on post it notes.
  2. Children feedback answers and comparisons are made. (5 mins)
  3. Definition of bullying is provided through the PowerPoint.
  4. It is explained to the children how bullying can be categorised into cyberbullying, verbal bullying and physical bullying.
  5. Definitions and characteristics of each subgenre

These post it notes provide a good insight to the children's existing knowledge about the topic.

Any other adults in the session can listen in to the children's discussions in partners, prompting/refocussing if necessary. Any notable suggestions made should be recounted to the teacher after the lesson.

## LEARNING PLAN – PRIMARY Phases 2&3

**SUBJECT:** Bullying      **POSITION IN SEQUENCE:** 2      **YEAR GROUP:** 2      **DATE:**

What the rationale/purpose of this lesson is: To educate the children about the dangers of cyberbullying.

How I am using information from previous trainee / class teacher assessments in this lesson including grouping of children according to their learning needs:  
Children will be mainly working in the ability groups assigned to them by the class teacher.

Learning Objective(s): I am learning about cyberbullying.

**ASSESSMENT:** How I will recognise learning and progress of individuals and groups (success criteria) within this lesson:

How I will share the learning with the children:

Learning objective will be written on the Whiteboard and on the PowerPoint.

I can read the letters that the children write to gain an understanding of how well they have grasped the concept.

**THE LESSON - Structure and Timings**

How I/we will organise the 'steps in learning' within this lesson, meet the needs of all individuals in this lesson and make use of resources to support learning.

**THE LESSON - Assessment**

How I/we will check for **progress during** the lesson, use subject specific vocabulary and interweave Key Questions related to 'steps in learning'.

**THE LESSON – Role of Adults**

How I/we will meet the needs of individuals in this lesson using assessment information from previous learning, check for **progress during** the lesson and record **progress after** the lesson.

1. Children are asked to recap what they learned in the previous session.
2. The definition of cyberbullying is displayed on screen and is discussed further, with the children offering input into what they believe the importance of knowing about it to be.
3. Class discussion about how to prevent cyberbullying (touch on internet safety).
4. Discussion moves on to what to do if you are being cyberbullied.
5. The children read an account by a child who is being cyber bullied. They are asked to write a short letter to the child explaining what they should do and where they should go for help.
6. Recap of the definitions discussed in previous lesson.

This allows me to assess how well the children have retained the information they learned in the previous lesson.  
This allows me to gain an understanding of how the children think, and their existing knowledge of cyberbullying.

By doing a class discussion, I can pick and choose select children to ensure that they are engaged and are understanding the topic.

The letter task provides me with the opportunity to assess how well the children have grasped the concepts we have discussed in the lesson.

Any other adults in the session can listen in to the children's discussions in partners, prompting/refocussing if necessary.  
Any notable suggestions made should be recounted to the teacher after the lesson.

**FORMATIVE ASSESSMENT:** How I will move individuals on if they are reaching/exceeding expectations early/during the lesson.  
Children have freedom within the letter to provide as much detail as their skill allows.

How I am promoting a safe learning environment and ensure the children's behaviour is appropriate for learning to happen without disruption:  
A 'no wrong answer' community spirit is promoted – this is vital to the lesson as it is a discussion-based session.

## LEARNING PLAN – PRIMARY Phases 2&3

**SUBJECT:** Bullying and Online Safety      **POSITION IN SEQUENCE:** 3      **YEAR GROUP:** 2      **DATE:**

What the rationale/purpose of this lesson is: To teach the children about the importance of online safety, continuing the theme from the previous lesson.

How I am using information from previous trainee / class teacher assessments in this lesson including grouping of children according to their learning needs:  
Children will be working in the ability groups assigned to them by the class teacher.

Learning Objective(s): I am learning about the importance of online safety.

**ASSESSMENT:** How I will recognise learning and progress of individuals and groups (success criteria) within this lesson:

How I will share the learning with the children:

Learning objective will be written on the Whiteboard and on the PowerPoint.

Through recapping at the beginning and end of the lesson, I am able to gain an understanding of how well the children have retained the information they have learned in this topic.

**THE LESSON** - Structure and Timings

How I/we will organise the 'steps in learning' within this lesson, meet the needs of all individuals in this lesson and make use of resources to support learning.

**THE LESSON** - Assessment

How I/we will check for **progress during** the lesson, use subject specific vocabulary and interweave Key Questions related to 'steps in learning'.

**THE LESSON** – Role of Adults

How I/we will meet the needs of individuals in this lesson using assessment information from previous learning, check for **progress during** the lesson and record **progress after** the lesson.

1. Children are asked to recap what they learned in the previous lesson.
2. They will discuss the dangers of cyberbullying that they discussed in the previous lesson. This will lead to a discussion about the importance of staying safe online – it is the best preventative for cyberbullying.
3. The children will read the story about Smartie the penguin, who will tell them how to stay safe online - <https://www.childnet.com/resources/smartie-the-penguin>
4. The story on the PowerPoint has a number of activities in it, such as singing, and recital of how to stay safe online

This recap allows me to see how well the children can remember what they learned in the previous lesson.

Any other adults in the session can listen in to the children's discussions in partners, prompting/refocussing if necessary. Any notable suggestions made should be recounted to the teacher after the lesson.

5. At the end of the lesson, each child should be able to say exactly how to stay safe online.
6. As an extra task, the children will be instructed to tell their parents/guardians what they have learned about online safety today.

The recap allows me to see how well the children have understood what they have learned in the lesson.

**FORMATIVE ASSESSMENT:** How I will move individuals on if they are reaching/exceeding expectations early/during the lesson.

Children telling their parents/guardians what they have learned is a good way of reinforcing the information in their heads, and also allows for peace of mind and confidence from the parents perspective about their children being safe online.

How I am promoting a safe learning environment and ensure the children's behaviour is appropriate for learning to happen without disruption:

An inclusive environment is promoted – all children can engage in all tasks free of worries. For the practical activities, any obstacles such as tables and chairs are moved safely out of the way.

# Bullying

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LEARNING OBJECTIVE(S):  
I AM LEARNING ABOUT  
THE DIFFERENT TYPES OF  
BULLYING.



# What is bullying?

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Bullying is usually defined as **repeated** behaviour with the intent to hurt someone either emotionally or physically.

Bullying can take many forms including:

*Physical Bullying*

*Verbal Bullying*

*Cyber-bullying*



## Physical Bullying

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*Physical bullying can be hitting, kicking, or doing anything that is damaging to another persons body.*

# Verbal Bullying

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*Verbal bullying is calling people nasty names, or making fun of them with words.*

# Cyberbullying

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*Cyberbullying is online bullying which happens on social networking sites, gaming sites, chat rooms or anywhere online.*

## Account 1: James

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My name is James. I am 8 years old. I think I am being bullied. A group of girls in my class have been calling me nasty names for a few weeks now. I am not sure what to do next.

Is this bullying? If so, what type of bullying is this?

## Account 2: Natalie

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My name is Natalie. I am 6 years old. I think I am being bullied. The other day a boy in my class said I was mean. I am not sure what to do. Can you help me?

Is this bullying? If so, what type of bullying is it?

## Account 3: Nathan

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My name is Nathan, I am 10 years old. My friend repeatedly calls me nasty names when we play football and I don't like it. I end up calling him nasty names back because I don't know what else to do. Am I doing the right thing? Can you help me?

Is this bullying? If so, what type of bullying is it?

## Account 4: Joe

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My name is Joe. I am 12 years old. A group of boys keep hitting me and kicking me. I am not sure what to do next.

Is this bullying? If so, what type of bullying is it?

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## Account 5: Danielle

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My name is Danielle. I am 14 years old. Some people have been messaging me nasty things on Instagram. What should I do next?

Is this bullying? If so, what type of bullying is it?

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“Sticks and stones may break my bones but words can never hurt me.”

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Do you agree with this old saying? Why?

# Recap:

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What is bullying?

What are the different types of bullying?



# Cyberbullying

Learning Objective(s): I am learning about Cyberbullying



What did you learn about last lesson?


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## What is Cyberbullying?

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- *Cyberbullying is online bullying which happens on social networking sites, gaming sites, chat rooms or anywhere online.*



## What should you do if you are being Cyberbullied?

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- Tell somebody!
- Your teachers or family are all there to help you.
- They will be able to report the person who is bullying you, and stop it from happening again.
- You should can also choose to not see any messages from the person you think is bullying you by 'blocking them'
- This stops them from being able to send nasty things to you.

# Superheroes!

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- You are all superheroes!
- A young boy called Daniel has written to your superhero hideout asking for your help.
- He is being cyberbullied and does not know what to do about it.
- Your job is to write a letter to Daniel explaining what he can do to stop cyberbullying from happening, and who he should go to for help.



## Recap!

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- What is verbal bullying?
  - What is physical bullying?
  - What is cyberbullying?
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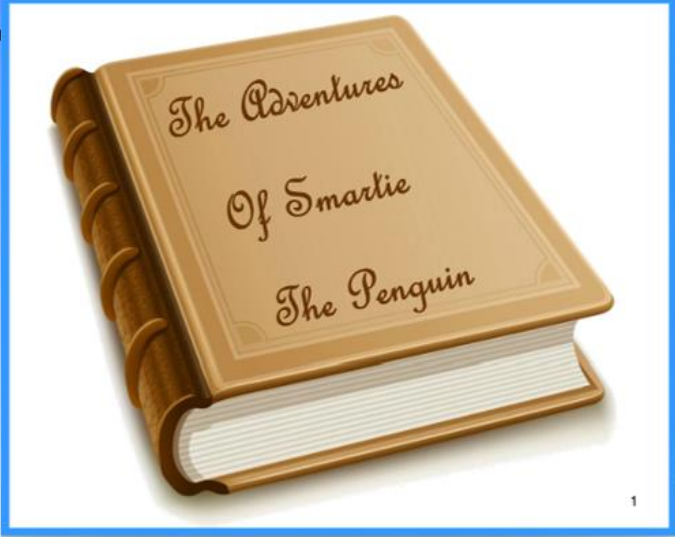


# The Adventures of Smartie the Penguin

Learning Objective(s) I am learning about the importance of online safety.







It was late at night and Smartie the penguin was WIDE awake... He was too excited to sleep because tomorrow was his birthday. He was really hoping to be given a new tablet!



The big day came and Smartie had really enjoyed his birthday party. He had saved his most exciting looking present until the end.

“Oh I really hope this is a tablet of my own!” he thought as he began to open it.



Smartie tore off the wrapping paper in a hurry! Mummy and Daddy Penguin had bought him a brand new tablet. Just what he wanted!



"Oh! Thank you,  
thank you,  
thank you!"



Smartie's parents enjoy using the internet and are always there to help Smartie.

Smartie was allowed to play a game on his tablet once in the morning and once in the afternoon.

Mummy Penguin helped Smartie to find his favourite game and he was off!





Everything was going well and Smartie was having a super time when all of a sudden... something very strange happened.

A picture popped up on to the screen. It was colourful and Smartie didn't know what to do.



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“How annoying!” said Smartie. “I’m in the middle of my game. I know, I’ll get rid of the picture by tapping on the red cross.”



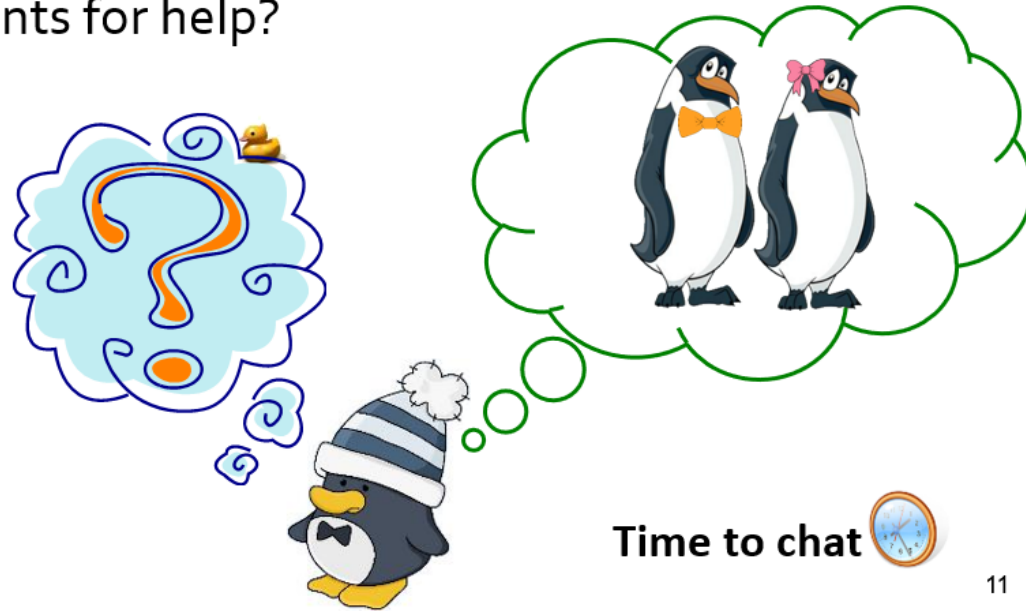
Smartie tapped the red cross, but an even bigger picture appeared.

"Hold on," said Smartie. "I don't remember entering any competitions. Did I spend some money by accident? I know that can happen sometimes. I hope mummy and daddy won't be upset."



Can you help Smartie make the right decision?

Should he try to fix the problem by himself and get rid of the picture again, or should he ask his parents for help?



Time to chat





"Help!" cried Smartie. "Daddy, mummy, please help me! Something has gone terribly wrong. I pressed a button and now there's a funny picture on my screen and I don't know what it means."



“Well done Smartie,”  
said Daddy Penguin.

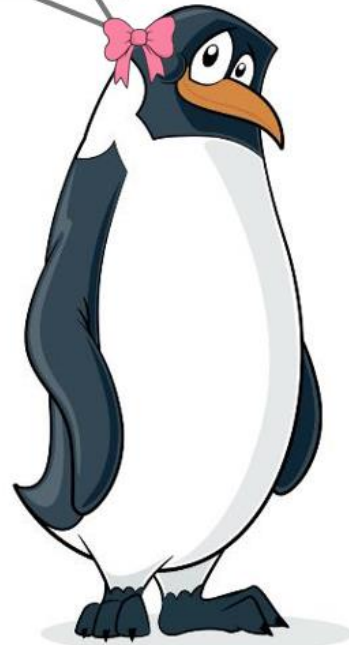
“What a SENSIBLE  
little penguin you  
are!

Well done for  
coming to tell us and  
not trying to fix it by  
yourself again.”



Mummy Penguin was so pleased with what Smartie had done, she taught him a song to help him make sensible choices on the internet in the future...

Sing with  
me!



Before you  
tap and click...



You need to  
stop and  
think...



And TELL  
someone!



Mummy Penguin **deleted** the picture that had popped up and Smartie continued to play on his tablet.





The next morning, Smartie rushed downstairs to play a game online. Daddy Penguin was already up and about, reading his newspaper in the kitchen.

Smartie went on to the internet but something had changed..



This wasn't right! Smartie was very confused...  
"Hang on a minute," he thought to himself, "I  
know what has happened! My big brother Bertie  
has been using my tablet without asking me!"



Smartie knew that this was a website for much older children and wasn't sure what he might see. He thought that he *might* know what to do to find his favourite game, and which buttons to press, but on the other hand he wasn't too sure.



What should Smartie do?

Should he try to find the right website by himself  
or should he ask for help?





Let's help Smartie to make the right decision by singing Mummy Penguin's song! One, two, three...

All sing  
together!



Before you  
tap and  
click...

You need to  
stop and  
think...

And TELL  
someone!



"Help!" shouted Smartie. "Mummy, daddy, please help me. I'm trying to find my game but Bertie changed it! "



"Smartie," replied Mummy Penguin, "you are a SUPERSTAR! You did just the right thing by asking for help and not trying to find the website by yourself." 🐥



Mummy Penguin helped Smartie get back to his game and everything was fine again.

Later on that afternoon...

Can you guess what Smartie was doing?



That's right! Smartie was back playing online with his friends, trying to get to the top of the leader board. He was getting better and better at his favourite game.



All of a sudden, the other players started saying unkind things and being mean to Smartie's friend Percy. One player said "you're not very good at this game, are you?"





Time to cha 

The other player continued to talk. "I don't want you playing our game anymore" they teased. Percy quickly left the game and Smartie felt sad. He didn't understand why they were being mean to Percy. <sup>27</sup>

What should Smartie do?

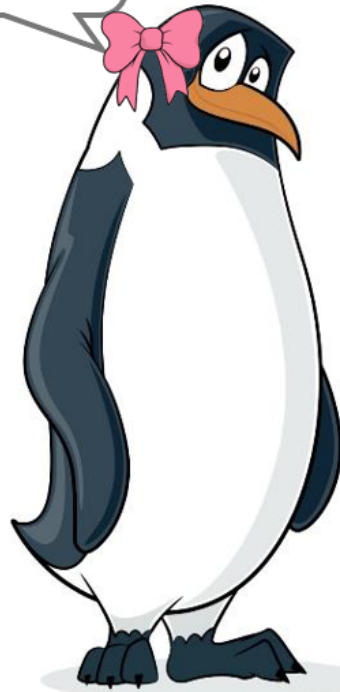
Should he just ignore the messages and do nothing or should he tell mummy and daddy instead?





Let's help Smartie to make the right decision by singing his special song! One, two, three...

Let's sing  
together!



Before you  
tap and  
click...

You need to  
stop and  
think...

And TELL  
someone!



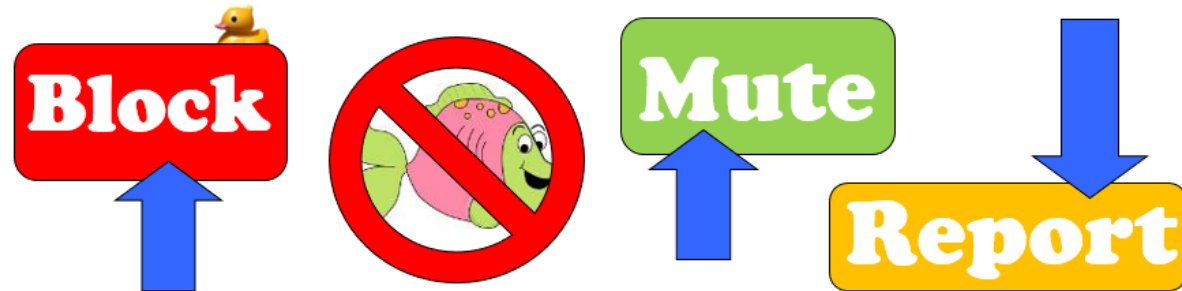
"Daddy Penguin!  
Mummy Penguin!"  
called Smartie.

"The other players  
are being mean to  
Percy and not  
letting him join  
our game. What  
shall I do?"



"Oh Smartie,  
you have been  
so SENSIBLE,"  
said Daddy  
Penguin.

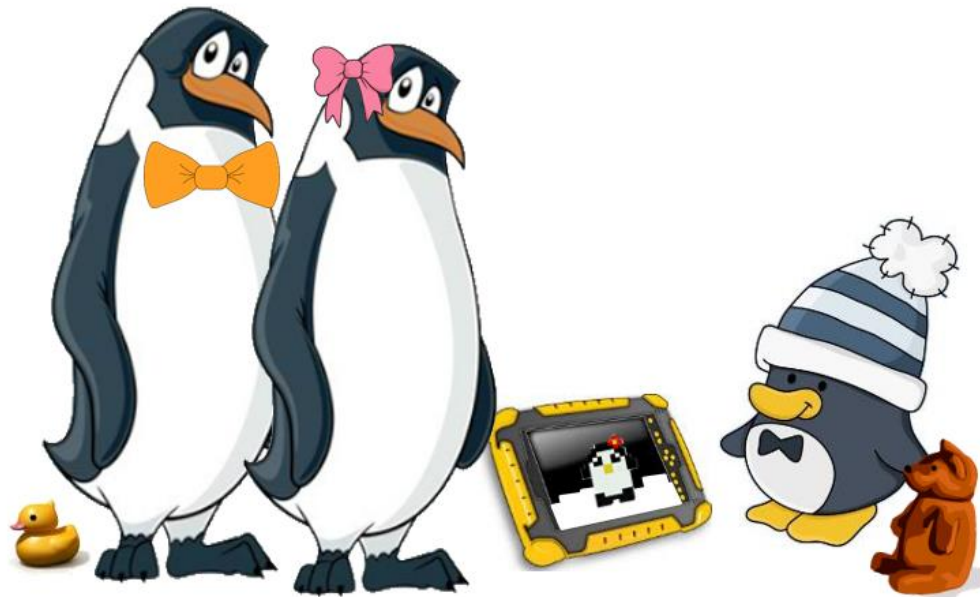
“Unfortunately not everyone is nice on the internet and sometimes other players can say mean things. If this happens to you or one of your friends then you should always tell us as there are lots of buttons to help you; block, report and mute.



Remember it is just as important to be nice to someone online as it is in the real world. We want everyone to feel welcome and happy when using the internet.”



From that day on, Smartie the penguin always knew how to be safe when using his tablet and playing on the internet!



If anything happened that made him feel worried, upset or confused he didn't try to fix things by himself...



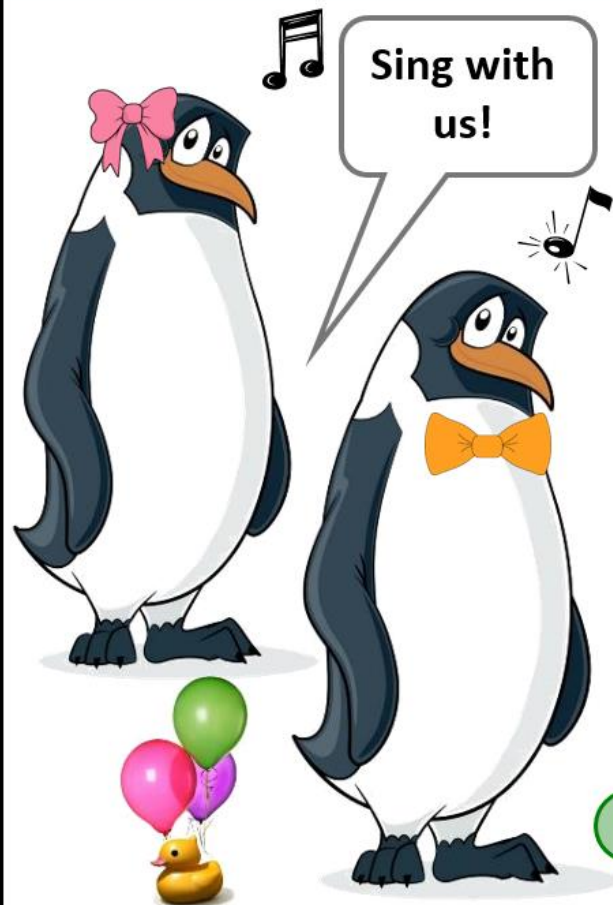
Time to chat



He stopped...

thought about what to do...

and always asked an adult  
for help.

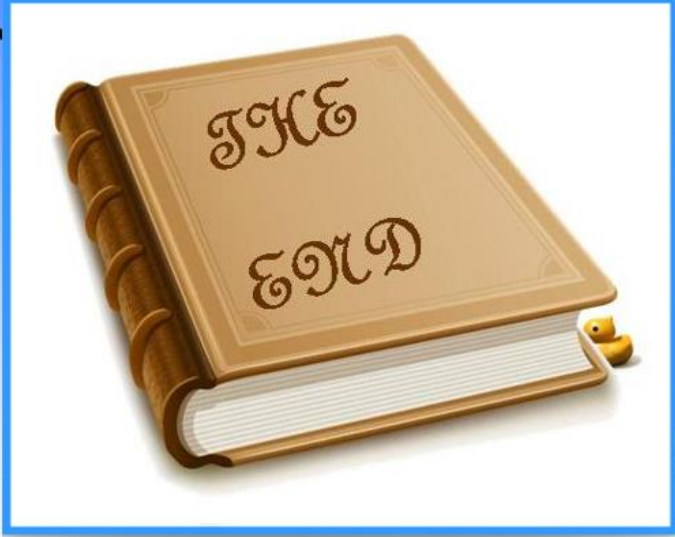


Before you  
tap and  
click...

You need to  
stop and  
think...

And TELL  
someone!







# Recap!

