# Lesson Plan Guide

Introduction

In recent years, the Internet Watch Foundation (IWF) – a UK-based charity that works to remove child sexual abuse (CSA) material from the internet – has noticed an alarming increase in the amount of CSA material that they characterise as 'self-generated'. That is, a sharp rise in the number of children that are being groomed and coerced into producing sexual images or videos (pre-recorded or livestreamed) of themselves and sending them to adults. In 2021, 72% of the material that the IWF dealt with met this definition, and the majority (81% in 2021) of victims were girls aged 11-13 (though some were much younger).[1]

Evidence suggests that young people with special educational needs or disabilities (SEND) can be more vulnerable to this type of online abuse and are more likely to experience online harm, including CSA.[2] Perpetrators may use a 'scattergun approach', contacting hundreds of children at once across multiple online platforms. They often use tactics that quickly establish a sense of friendship or boost self-esteem, such as giving compliments, and quickly asking for sexually explicit images.

The perpetrator may make it seem like a game, something that is funny or silly, a way to 'fit in' with peers or to 'please' their new friend. Perpetrators may deliberately seek out young people with SEND as they may be more receptive to these requests and less able to identify and report this type of behaviour.

Whilst this can be a challenging topic to teach, it is essential that we recognise that more young people, including those with SEND, are likely to be engaging with online platforms from a younger age. Many young people gain huge benefits from interacting with peers and opportunities for learning new skills online.[3] We must therefore be careful not to disregard the importance of online communication to young people but support them to use it with care. Teachers do not need to be familiar with every type of app, social media platform, or game young people choose to use. Instead, we should teach the overarching knowledge and skills that will enable young people who do want to communicate online, do so with confidence; to understand the risks and be able to manage online relationships safely.
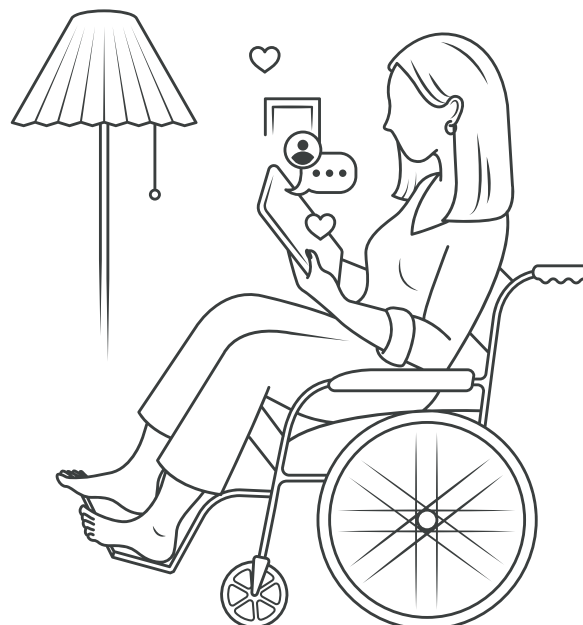
[1] IWF, Gurls out Loud, 2021

[2] Internet Matters & Youthworks, 2021 - Ofsted, 2021 and 2017 - Internet Matters, 2020

[3] Youthworks and Internet Matters, 2021

The resource

This resource is designed to be used within specialist schools for young people with SEND. It can also be used to engage young people with SEND in mainstream schools for KS2 and KS3 students. This lesson plan will enable teachers and educators to talk to students about how to stay safe online and what to do if approached by adults online and asked for sexual images or videos.

The lesson plan has been developed to be used flexibly in the classroom and includes a range of suggested activities. It is not expected that students would complete all the activities in one lesson, but that some are used to reinforce, deepen, or extend learning. Teachers should choose the most appropriate activities to meet the needs of their students. Approximate timings for each activity are shown on the lesson plan.

Before teaching the lesson, an appropriate classroom ethos should be established so that both the teacher and the students feel comfortable and confident to discuss the topic. Agreeing simple ground rules before teaching is an important part of this, some examples might include:

- We agree to be kind and respectful to everyone.

- We won't share private stories or gossip.

- We will take the lesson seriously.

- We will tell a trusted adult if there is something in the lesson we want to talk more about.

- We will tell our teacher if we feel uncomfortable during the lesson.

Reporting online abuse

In this lesson, students are advised that should they be approached by an adult for sexual images and videos; they should tell a trusted adult immediately. Their trusted adult should then help them to block and report the perpetrator. Online sexual abuse or suspected abuse should be reported to:

CEOP
A law enforcement agency which can be used by anyone to report a concern about online sexual abuse or communication online, either to themselves or others. It offers advice and guidance for parents and careers about what to do if they have concerns and how to report abuse.

NSPCC support line
Advice and guidance for parents and carers if they are worried about a child on **0808 800 5000** or by emailing **here.**

If a student discloses an incident of online abuse, or any concerns that arise during the lesson, should be reported to the school's Designated Safeguarding Lead.
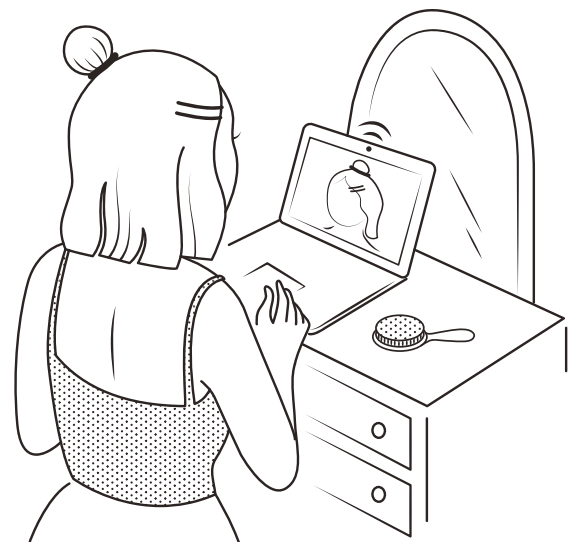
Lesson Plan

Lesson objective

- To learn how to safely manage relationships online.

Lesson outcomes

- To recognise there are risks of chatting to adults online.
- To remember key rules for safe online conversations.
- To identify acceptable and unacceptable requests from adults online.
- To demonstrate what to do if someone asks for (private or personal) images or videos.

Key words

The following definitions can be provided for students and useful to refer to throughout the lesson:

- **Block:** To block someone online means they cannot contact you or see your profile online anymore.
- **Online:** Using a computer, laptop, tablet, mobile phone, or other device to access the internet.
- **Private:** Things that are personal (belong to you) and should not be shared with others.
- **Profile:** An online profile is an image or written information about a person.
- **Report:** Telling someone (or an organisation) about a person, or incident and what happened.
- **Trusted adult:** A parent, carer or teacher, someone who helps you to stay safe.

Maya's Story

This lesson plan is accompanied by an animation called Maya's Story. There are four points in this film where you can **pause to reflect** with your students. Discussion notes are provided at each pause point, along with suggested activities to engage students. To help you keep on track captions to accompany the story are included in the lesson plan.

Starter

Begin the lesson by introducing the learning objective to the students. Explain that this lesson is about meeting and talking to people online. Whilst not everyone will want to, sometimes young people do chat to other people online, and it is important that if they do, they stay safe.

Remind the pupils of ground rules for the lesson, such as being kind and respectful to each other, even if they have different ideas to you.

**Discussion activity
(5 minutes)**

This activity will help you to gain a sense of where pupils are starting the lesson and draw out any previous learning.

Display an image of Maya from the video, 0.01-0.02. Introduce the character of Maya: *Maya is 13 years old. She goes to a school just like yours.* Explain that Maya has started talking to someone online, but not someone she knows from home or school.

Ask: What does Maya need to remember about doing this?

Take some feedback from the class. *Students may say things like, to be polite; to tell her parent/s what she is doing; the other person may not be who they say they are; not to share private things; it is not safe; she should only talk online to people she knows from home or school, tell someone if something does not feel safe or is upsetting.*

Main activities

Part 1: Single Status

Introduce the video, explaining the students are going to watch and listen to Maya's Story. Watch the video from 0.00-0.10

1. Maya was 13.
2. Lots of Maya's friends had a boyfriend.
3. Maya didn't have a boyfriend.

Pause to reflect

Pause the video at 0.10 - *Maya didn't have a boyfriend.*

Discussion point

- How is Maya feeling about not having a boyfriend?
- Does everyone have a boyfriend or girlfriend?
- Is it ok for Maya not to have a boyfriend?

**Activity - Matching emotions
(5-10 minutes)**

Ask the students to choose an **Emotion Picture** to show how Maya is feeling. Ask students who are able to explain her feelings in a simple sentence: *Maya is feeling X because…*

Ask the students to choose another **Emotion Picture** to help Maya feel better about not having a boyfriend: *Maya should feel X about not having a boyfriend.* Ask students who are able to further explain their reasoning in a sentence, such as *Maya should feel X about not having a boyfriend, because…*

Part 2: Chatting to Liam

Continue watching the video, Maya's Story 0.11 - *Maya's friend told her about meeting people online* to 0.56 - *Liam made her feel good.*

4. Maya's friend told her about meeting people online.
5. She knew she had to be careful when talking to strangers online.
6. But Maya felt lonely.
7. She started talking to people on social media.
8. Maya didn't realise at first, but Tom was much, much older than her.
9. Tom sent pictures of his privates and asked to see Maya naked.
10. Maya blocked him and reported Tom.
11. Then came Liam.
12. Liam was older too. He was 23.
13. He asked questions about what Maya liked.
14. Liam made her feel good.

Pause to reflect

Pause the video at 0.56 – *Liam made her feel good.*

Discussion point

- Why did Maya block and report Tom?
- Are the things Liam and Maya are chatting about, ok?
- Can Maya be sure Liam is truthful?

Activity - Top three (5-10 minutes)

Read aloud the **Online safety chat rules** with the students. Explain that all these rules are important to keep safe and Maya should follow them all if chatting with someone online, but there are a lot to remember.

Ask the students to choose their top three rules to remember. Encourage them to explain why they have chosen their top three.
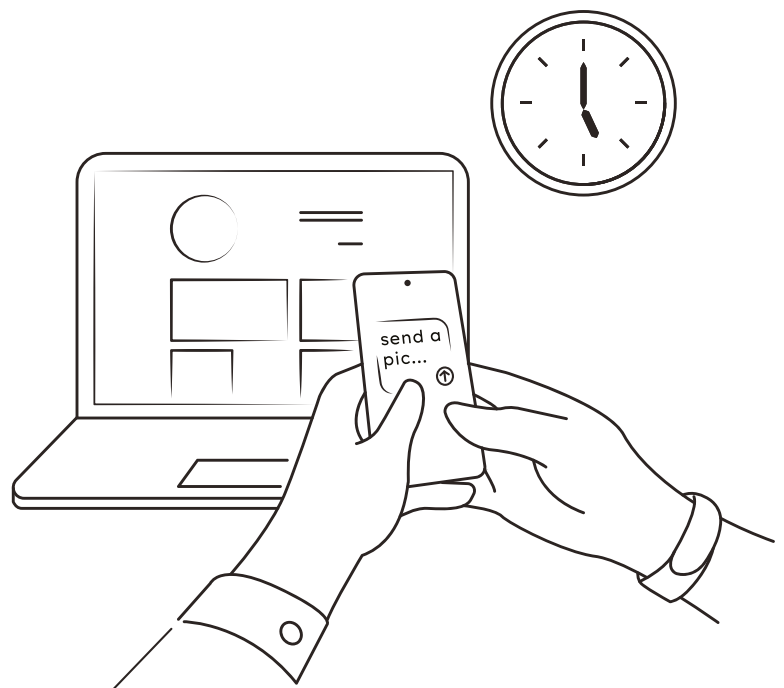
Part 3: No naked pics

Continue watching the video, Maya's Story, from 0.56 – *Liam made her feel good* to 1.22 – *He asked Maya to send him naked pics.*

15. He asked to be Maya's boyfriend and she said yes.
16. They talked every day about Maya's favourite things.
17. Liam wanted to take their relationship to the next level.
18. He asked Maya to send him naked pics.

Pause to reflect

Pause the video at 1.22 – *He asked Maya to send him naked pics.*

Discussion point

• How might Maya feel about this?
• Why is it not ok for Liam to ask Maya for naked pictures and videos?
• What should Maya do next?

Explain that it is not acceptable for Liam to ask Maya for naked pics. Maya should tell an adult she trusts straight away. She should not continue their conversation.

**Activities - Sort cards
(10 minutes)**

Ask the students to decide which of the **Chat Cards** are safe topics for Maya and Liam to chat about. Some of the questions and comments are acceptable, and some are unacceptable.

• Students can sort the cards into two groups: green (go) or red (stop) coloured boxes or hoops.

• Mark out two circles on the classroom floor labelled 'ok' / 'not ok', or label either side of the classroom. Read aloud each card in turn and ask students to move to the corresponding section.

• Read aloud each card in turn. Ask the students to show with a 'thumbs up' or 'thumbs down' symbol, as to whether the request is acceptable or not.

Diamond 4
(5-10 minutes)

Ask the students to help advise Maya on the right thing to do next by choosing the best next step from the **Diamond 4**. Remind them there is no right or wrong answers but some of the actions might be better advice than others.

Cut out the diamond 4 cards. Ask the students to prioritise the cards in a diamond 4, with the most helpful action at the top, then the next two most helpful actions, and the least helpful at the bottom.

Encourage students to explain their thinking and some of the consequences of the choices:

- *Tell a trusted adult – They can help Maya to block Liam and report what happened which means he won't be able to do this again to other girls or contact Maya again.*

- *Reply no to Liam – Liam might get cross, it might cause an argument, he might pressure Maya to send the pic and make her feel bad.*

- *Delete the message and block Liam – Liam won't be able to contact Maya again but not reporting the message can mean he can still do this to other girls.*

- *Ignore Liam's message – Liam might still ask for a naked pic and make Maya feel pressured to send one.*

Social story
(5-10 minutes)

Give the students copies of the **Storyboards**. Ask them to help explain the correct action for Maya to take, choosing the best outcome for the story. Discuss the consequences of the different actions.
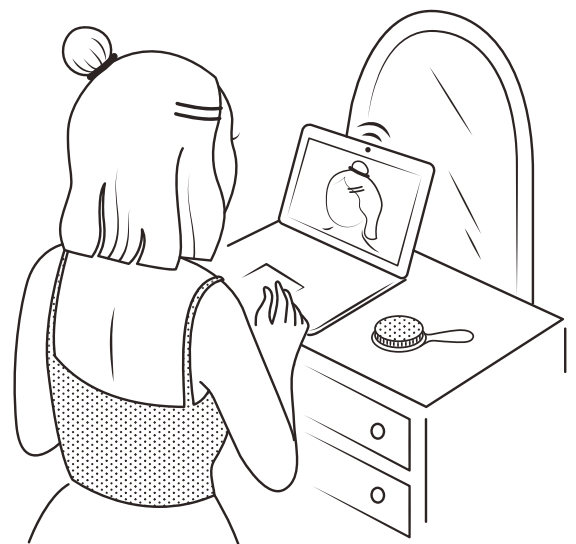
Part 4: Telling a trusted adult

Continue watching the video, Maya's Story, from *1.23 Maya sent them to make him happy to 1.50 - They helped Maya block Liam's accounts and to report Liam.*

19. Maya sent them to make him happy.
20. Maya didn't hear from Liam again.
21. This made her sad.
22. She was worried about where her pics could end up.
23. Maya told her parents.
24. They helped Maya block Liam's accounts and to report Liam.
25. Thinking of sending naked pics?
26. Remember what happened to Maya.

Pause to reflect

Pause the video at *1.50 - They helped Maya block Liam's accounts and to report Liam.*

• Why is it important that Maya tells someone what happened?
• What words could Maya use to explain?

Explain the importance of Maya telling a trusted adult. *They can help to sort out the problem. They can help Maya feel better about what has happened and talk to her about online safety rules so it doesn't happen again.* Reiterate that Liam's behaviour was not acceptable. *Even if Maya thought it was ok at the time, it wasn't.* To stop him doing it again, to her or someone else they must block him and report him.

Activities - Signposting support (5 minutes)

Ask the students to think of three trusted adults they can talk to.
Show the pupils the **CEOP website** where their trusted adult can report the incident. Explain that CEOP are like the police but for online incidents. They help to make sure everyone stays safe online.

Role play (10-15 minutes)

Ask the students to role play asking a trusted adult for help. It may be helpful to provide sentence starters such as:

• I feel...
• What happened was…
• Can you help me to…?

Ensure that role play is optional – not all students will want to participate in role play. Provide a clear signal to show when students are 'in role', such as "when you stand in the purple hoop, you are acting as Maya, when standing outside the purple hoop you are no longer acting as Maya."

Think, Say, Do (10-15 minutes)

Students think about the situation Maya is in. They complete the **Think, Say, Do** worksheet by writing on it or by using it as a prompt sheet to discuss the situation.

• Thought bubble – What is Maya thinking?
• Speech bubble - What could Maya say to her mum and dad?
• Hand outline – What should Maya and her mum and dad do next?

Conclusion

Watch the rest of the video from *2.00 - When you are online be extra careful talking to people that you don't really know to the end.*

27. When you are online be extra careful talking to people that you don't really know.
28. If anyone asks for naked pics or videos, don't send them, don't reply.
29. Tell a trusted adult – your parents, or carer, or a teacher – any trusted adult, like a police officer or doctor.
30. They will help you to block that person and to report them.
31. Your privates are private.
32. TELL SOMEONE YOU TRUST. BLOCK THEM. REPORT THEM.

Ask the students to recap the steps they should take if they are asked for naked pics by someone online.

- Should you send the pics? (*No, you don't know if they will be shared.*)
- Should you reply? (*No, the person asking, might keep asking.*)
- Should you tell someone straight away if someone asks for naked pics? Who should you tell? (*Yes - a trusted adult – parent, carer, or teacher.*)
- Should your trusted adult help you to block the person? (*Yes, so that they can't ask you again.*)
- Should your trusted adult help you to report the person? (*Yes, so they can't do it to someone else.*)

Sequencing activity:
(5 minutes)

This activity will help to reinforce the key messages to students about how to respond if someone asks them to send naked pics or videos.

Ask the students to organise the actions on the **Sequencing Cards** into the correct order.

If anyone asks for naked pics or videos:

1. Do not send the pics.
2. Do not reply.
3. Tell a **trusted adult** what has happened.
4. Ask a trusted adult to help **block** the person.
5. Ask a trusted adult to help **report** the person.
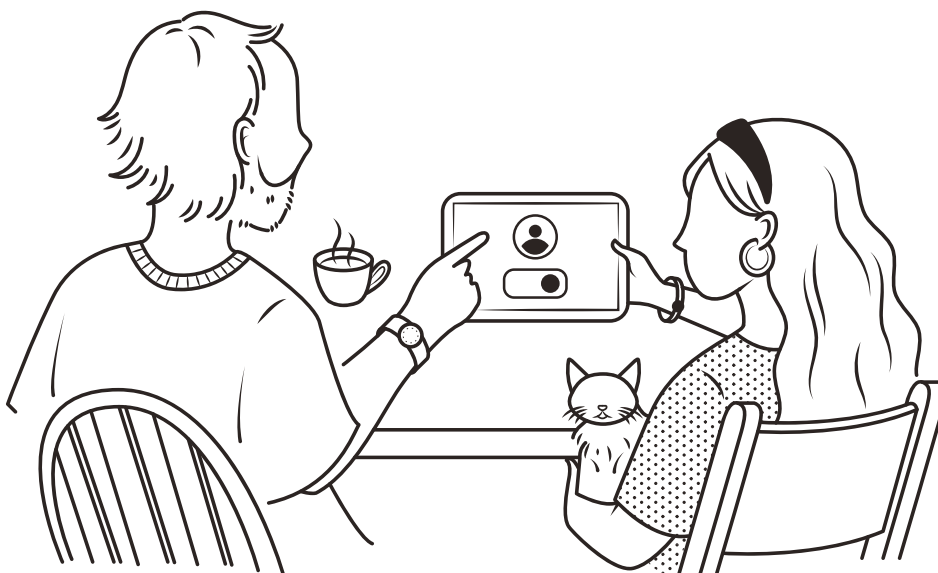
Emotional Pictures

Worried	**Confident**
Angry	**Relaxed**
Upset	**Pleased**
Embarrassed	**Surprised**
Disappointed	**OK**

Online Safety Chat Rules

1	Be polite and kind.
2	Keep the conversation about everyday things (such as the weather, food, favourite things).
3	Tell a trusted adult who you are talking to.
4	Do not share personal or private information.
5	Do not share anything you could not show or tell your parents or teachers.
6	Remember that people online are not always trustworthy.
7	Remember that you cannot tell whether to trust someone from what they say or do online.
8	If something feels wrong don't join in.
9	Tell a trusted adult if something upsetting or worrying happens.
10	Block the person if they do something that is upsetting or unsafe.

Chat Cards

Do you like pizza?

What is your home address?

What is your favourite film?

Tell me your password so I can join in too.

Do you have any pets?

I want to see a picture of you with no clothes on.

Chat Cards

I love swimming.
I've even tried surfing
and snorkelling!

Do a silly dance for me.
It will be funnier if
you do it naked.
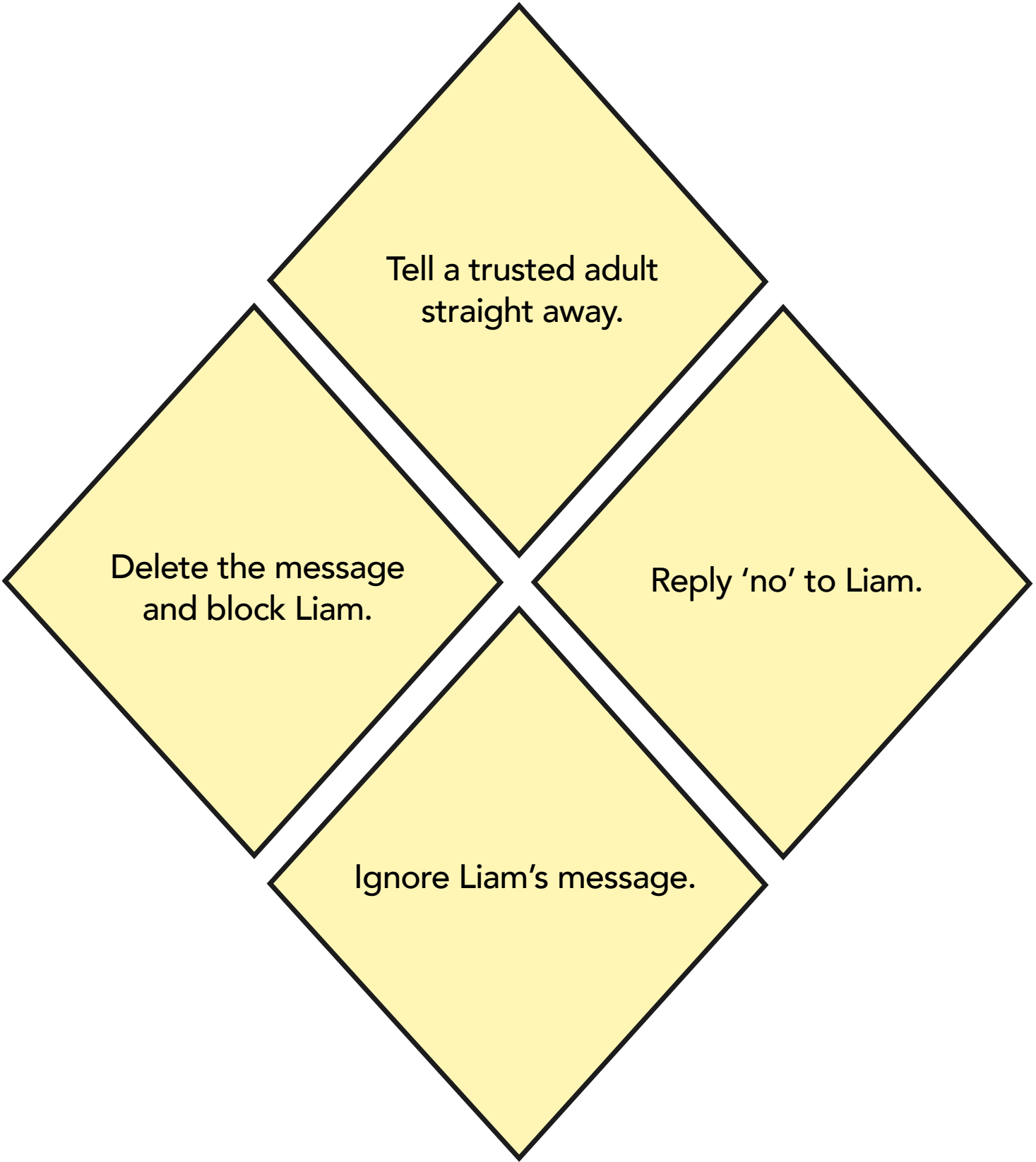
I like unicorns.
Do you like unicorns?

Send a naked pic
of yourself.

Which football team
do you support?

Can I see your
underwear?

Diamond 4

Tell a trusted adult straight away.

Delete the message and block Liam.

Reply 'no' to Liam.

Ignore Liam's message.

Storyboards

Story ending 1

| Maya told her Mum straight away.	Her mum helped her to block and report Liam.	Maya felt a bit sad but knew she was safe.

Story ending 2

Maya said 'No' to Liam.	Liam said he felt sad but would feel better if she sent the pic.	Maya felt under pressure to send the pic.

Story ending 3

Maya ignored the message.	The next day, Liam asked her to send a naked pic again.	Maya felt worried and under pressure to send the pic.

Think, Say, Do
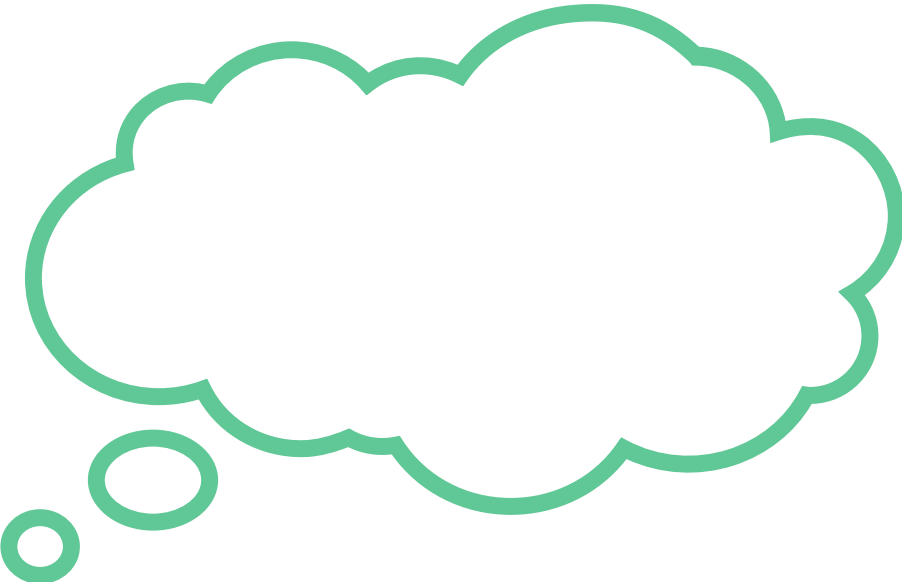
Sequencing Cards

Do not send the pics.

Do not reply.

Tell a **trusted adult** what has happened.

Ask a trusted adult to help **block** the person.

Ask a trusted adult to help **report** the person.