

LINH AND DANH'S ONLINE ADVENTURE

TEACHER GUIDANCE
AND LESSON PLANS



This educational resource has been developed in collaboration between



For any queries related to this resource, please contact
gpn@mariecollinsfoundation.org.uk



Tong Dai 111 is a toll-free 24/7 helpline providing counselling and support services for children and parents. Visit tongdai111.vn for further details.



Saigon Children's Charity and the Marie Collins Foundation wish to thank ChildFund Vietnam for their support in developing this resource. To find out more about ChildFund's Swipe Safe programme, please visit www.childfund.org.vn/programs or e-mail info@childfund.org.vn



This publication has been produced with financial support from the End Violence Fund. However, the opinions, findings, conclusions and recommendations expressed herein are those of the author and do not necessarily reflect those of the End Violence Fund.

INTRODUCTION

The aim of 'Linh and Danh's online adventure' story and lesson pack is to teach 6-8 year-olds about online safety awareness and the importance of keeping themselves and their friends safe both online and offline. The story centres around two children, Linh and Danh, who are playing an online game where they interact and play with different people using animal avatars. Linh and Danh's online adventure covers the following themes:

- What personal information is, and the importance of not sharing this with people whom you do not know and trust in real-life
- Some things you might see in videos online might not be safe and lead to harm if copied
- Being kind and respectfully online
- How to identify adults you trust and know that you can go to them and ask for help.



These safety messages are highlighted by 'Techie Tink', a superhero in the story who helps Linh and Danh understand and reinforce the risks they face.

The story and resources have been developed for young children aged 6-8 years. Whilst the story and accompanying resources have been designed with this age group in mind, teachers may choose to show them to other age groups if it is deemed appropriate and depending on the child's ability, understanding, online experience and use of technology.

The core resource is a storybook called Linh and Danh's online adventure. Whilst the book can be read as a standalone educational tool, it is recommended that the story is accompanied by the discussions and activities described in this guidance and lesson pack to provide context and reinforce the key online safety messages.

At the start of each lesson, there is a clear lesson focus and objective followed by a suggested lesson plan and resources, which can be used to support teachers in delivering lessons to classes of children.

Children will learn to spot the early signs of pressurising, manipulative and unkind behaviour, and knowing where to go to get help, will provide children with a foundation to help them stay safer from abuse, both online and off, and have a more positive online experience.



GROUND RULES



Due to the sensitive nature of the lesson content and the possibility of children sharing their personal stories, it is important to establish and follow a set of ground rules. At a minimum they should include:

- I will not ask other children personal questions.
- I know that I have the right to not answer if I do not feel comfortable.
- I will comment on what is said, not who has said it.
- I will keep the conversation in the room.*

*** LIMITS OF CONFIDENTIALITY:**

Explain to children that if something is said or a behaviour causes concern, that you will need to take this seriously. In some instances, it may be necessary to speak with parents about a concern or a question raised by a child, or seek guidance via the 111 helpline.

'Linh and Danh's online adventure' should not be used in very large groups e.g. a school assembly, as children will not have an opportunity to (or may not feel comfortable to) ask or answer questions about the story. It is also felt that in large groups, it would be much harder for the teacher to spot any concerning behaviour or reactions from individual children.





CONSIDERING CHILD PROTECTION ISSUES

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 lesson on this basis.

Avoid questions or activities which encourage children to consider their personal experiences of engaging in potentially risky activity online. Refrain from asking 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, creates discomfort, and/or lead children to disengage from the material.

More appropriate questions are 'How do you think Linh is feeling?' or 'How would you feel if Danh was your friend?' These focus learning on the group's shared experience of the story, and encourage the development of emotional literacy and empathy.

Familiarise yourself with your school's process and procedures in the event of any concerns or disclosures.



IF A DISCLOSURE IS MADE



If a child discloses a concern about sexual abuse or any child protection matter, support them by following any established procedures in your school. At a minimum, you should:

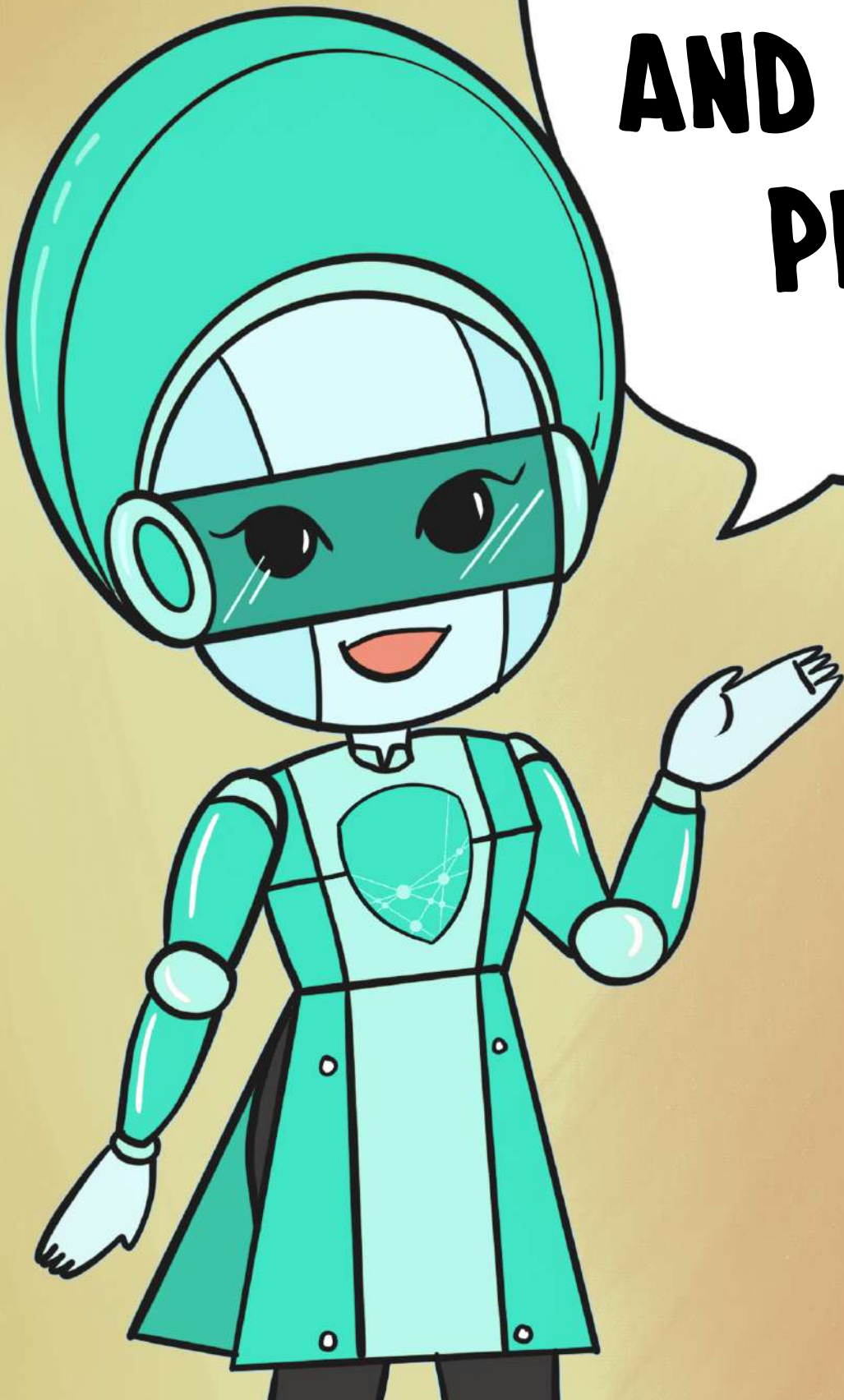
- Guide the child to somewhere private
- Listen to the child and allow them to describe their concerns. Do not ask probing questions or make judgments on what they are telling you. Instead, remain calm and avoid expressing emotions such as shock or disbelief.
- Reassure the child that they have done the right thing by telling someone.
- If age-appropriate, explain that you need to tell the appropriate authority so that they can help. Explain that they will still have privacy and that only people who need to know will be informed.
- If your setting has a designated person responsible for child protection, for example, the headteacher, you must make them aware of the disclosure.

REPORTING A CONCERN

If you have a child protection concern about a child in your class or school, you should report any concerns to the headteacher and seek their guidance.

If you suspect that a child is in immediate danger and at risk of serious harm, you should still contact the headteacher and ensure the school makes contact with the appropriate authority with responsibility for child protection. You should also speak with the child's parents (unless the child discloses a concern related to the parent). You can also call the 111 helplines for advice.

**TEACHER
GUIDANCE
AND LESSON
PLANS**



LESSON 1

LESSON FOCUS AND OBJECTIVES:

- To be kind and respectful to others online and face-to-face;
 - To understand that some people I meet online can affect my feelings;
 - To understand the types of behaviour that other people value online and offline.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Respect
 - Connection
-

LESSON STRUCTURE:

STARTER:

Introduce the main characters. (Describe similarities and differences between characters and children in the class).

MAIN:

Read the story and discuss the characters' feelings.

CONCLUSION:

Question children on the characters' feelings. Children show their understanding by holding up relevant emotion fan.

DIFFERENTIATION - EXTENSION SUGGESTION:

Introduce more complex emotions experienced by main characters and ask students to identify which character experiences it e.g. Anxiety, pride.

LESSON 1

ASSESSMENT OPPORTUNITIES:

Teacher ask children questions about characters' emotions. Teacher look at emotion cards held up by children to assess whether children understand the emotions displayed by the characters. Note down children who misunderstand.

Questions to check children's understanding:

- Why did Linh and Danh think Panda was super helpful? (Because panda wanted to be friends and show Linh and Danh tips and tricks to be an elite gamer).
- Can you think of an example in the story where someone was rude online? (The snake when he called Danh a 'silly chicken').
- How did Thanh feel after attempting to do the front flip? (Embarrassed/ashamed).

SUGGESTED RESOURCES:

Starter: Character Poster

Main: Comic book or electronic copy presented

Conclusion: Emotion fans in pairs

(*Note, if printing facilities not available, draw faces on board for children to choose from).

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Literacy, understanding story characters, and events;
- Communicating, speaking, listening, and debating;
- Participating in lesson activities and making decisions.

LESSON 2

LESSON FOCUS AND OBJECTIVES:

- To understand that some people do not tell the truth online;
- To understand who strangers are online.

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Anonymity
- Sources of Information
- Connection

LESSON STRUCTURE:

STARTER:

Re-read comic if required. Identify the characters we know and what they look like when playing 'Happy Jungle Journey'.

MAIN:

Highlight some avatars are known and some are unknown or strangers.

Using resource 4 either individually or as a class, complete the activity sheet as fully as possible with known information. Note: Not all information is known and gaps could remain.

CONCLUSION:

Class discussion about what information is known and not known. Who is behind the unknown avatars? What do they look like? Emphasise that we do not know these people and they might not be trustworthy. Also emphasise that the avatars are not real animals, they are other people playing the game just like them.

DIFFERENTIATION - LESS ABLE:

Using SEN Avatar Resource, provide a picture of the snake or panda avatar, discuss the avatar's behaviour. Ask children to turn the paper over and draw who they think is the human behind this avatar. Discuss.

LESSON 2

ASSESSMENT OPPORTUNITIES:

The teacher review the children's responses on the avatar sheets. Can children infer information from the story? Or do they read the information literally? This will inform the teacher of the child's reading comprehension and inference skills.

Questions to check children's understanding:

- What animal was Danh's avatar in the game? (Parrot)
- Which animal avatar was unkind to Linh and Danh? (Snake)
- In the story, Linh and Danh interact and speak with lots of different animal avatars. Explain that when online, children should only speak with people they know and trust in the offline world. Even if people online are kind and polite, this does not mean that you should respond.
- Explain that when online, some people may pretend to be nice in order to gain your trust. In the story, Panda promised to help the children become elite gamers however, this was just a trick so that Panda could find out their personal information. Emphasise that people online may pretend and not everyone is who they say they are.

SUGGESTED RESOURCES:

Avatar resource. This can be completed individually, as a group, or as a class.

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Reading comprehension and inference
- Classifying

LESSON 3

LESSON FOCUS AND OBJECTIVES:

- To understand what personal information is;
 - To understand who strangers are online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Public
 - Connection
 - Anonymity
-

LESSON STRUCTURE:

STARTER:

Re-read the comic if required. Introduce the idea of a stranger and link back to the previous session. Make two columns on board, label one column with 'stranger' and the other with 'not a stranger'. As a class, discuss, agree and sort the characters into the appropriate column. Emphasise that strangers are:

- People you do not know personally
- People you have not met before
- People you may have seen somewhere, but have not had any interaction with (neighbours, shopkeepers etc.)
- People you may know of, but do not know too much information about (e.g. distant relatives, parents' friends/colleagues)

MAIN:

Ask 'Why did Linh say that something doesn't feel right?' Children can re-read the comic if needed. Discuss that Panda was asking lots of personal questions, and this made Linh feel worried. Read together and review Techie Tink's top tips – 'Never give strangers your personal information'. Emphasise how Linh recognised the risky situation when Panda asked too many personal questions. Provide each child with a copy of the Protector Shield resource (alternatively children can draw their own shield). Children are to write down their responses to the personal questions on the back of the shield.

LESSON 3

LESSON STRUCTURE:

CONCLUSION:

Teacher to emphasise that this information is personal to them and should not be shared with strangers. Teacher to consider where to keep the shields.

DIFFERENTIATION -EXTENSION CHALLENGE:

Independently re-read and review the story. Challenge children to obtain all of Danh's personal information from the story.

Less able: Sort character cards into stranger/not stranger using pictures of their friends and one other unknown person. Complete shield activity either verbally or through pictures.

ASSESSMENT OPPORTUNITIES:

Teacher read children's shields to ascertain who understands what personal information is. Are there any omissions? Do any children misunderstand what personal information is?

Questions to check children's understanding::

- Why did Linh say that something doesn't feel right?

SUGGESTED RESOURCES:

- Comic
- Techie Tink/Linh Personal information activity sheet
- Protector Shield

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Classifying
- Speaking, listening and debating
- Reading comprehension, inference and deduction skills
- Writing

LESSON 4

LESSON FOCUS AND OBJECTIVES:

- To understand that some things I see online might not be real;
 - To understand that it might be dangerous to copy things I see online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Sources of Information
 - Connection
-

LESSON STRUCTURE:

STARTER:

Recap the key points of the comic if required. Ask children what they enjoy doing online, i.e. playing games, chatting to friends etc. and name associated positive emotions. Ask children what they think about when doing this activity and how it makes them feel.

MAIN:

In the story, older brother Thanh gets injured when he tries to copy a parkour flip. Using the 'thinking and feeling' activity sheet, ask children to write down what they think Thanh is thinking and how he is feeling immediately before performing the flip? And then afterward? What are the consequences of doing the flip?

Teacher to ask for feedback from children and ask the class why they think Thanh was unable to perform the move? Obtain thoughts of class and suggest that one reason may be that the clip was not real and therefore 'impossible' to perform. To emphasise the point, select 3 or 4 examples of 'real' and 'not real' scenarios. Ask students to determine which are 'real' and which are 'not real.'

LESSON 4

LESSON STRUCTURE:

CONCLUSION:

Take feedback and discuss responses.

Emphasise Techie Tink's key messages and explain that children should speak to an adult if they are worried about anything they see online and before copying anything.

DIFFERENTIATION - LESS ABLE:

Consider using emotion cards from lesson 1 to support the identification of feelings.

ASSESSMENT OPPORTUNITIES

During class discussion note which children understand real and not real. Which children misunderstand this? Which children are prepared to take part in risky behaviour even if they know it could be harmful?

Questions to check children's understanding:

- Why does Thanh get hurt?
 - What does Techie Tink say about copying things you see online?
-

SUGGESTED RESOURCES:

- Activity sheet 'thoughts and feelings'
 - Comic
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Understanding feelings
- Debating
- Managing risks
- Caring for self and others
- Classifying

LESSON 5

LESSON FOCUS AND OBJECTIVES:

- To identify how to get help;
 - To understand that some people do not tell the truth online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Connection
 - Sources of information
-

LESSON STRUCTURE:

STARTER:

Recap on key messages from the last lesson.

MAIN:

Recall the section of the story where Danh and Linh meet the snake encouraging them to click the link. Ask the class if they think that clicking the link will enable Linh and Danh to get 'awesome rewards'. Also what may be the consequences of clicking the link? (Class are likely to identify viruses, hacking, or similar).

Highlight that Linh and Danh decide to ignore the snake, but what other options could they take? (Speak to a parent, speak to a teacher, close down the game).

Highlight to the class that there is additional helpline support that can help them if they are worried about anything they experience online and do not feel able to speak to a parent or teacher. Can they find their name and contact number from the comic? (Tong Dai 111)

LESSON 5

LESSON STRUCTURE:

CONCLUSION:

Emphasise message of key contact points if worried about anything online:
Parent, Teacher, Tong Dai 111 helpline.

DIFFERENTIATION -- LESS ABLE:

adult support for reading, highlight the number to enable children to find it again easily.

ASSESSMENT OPPORTUNITIES:

Who understands where to get help from parent, teacher and when to seek help from 111?

During class discussion – who is aware of viruses, hacking or other? Who has no understanding of these?

Questions to check children's understanding:

- Where can you get help?
 - Who can help you?
-

SUGGESTED RESOURCES:

- Comic books
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Discussing, debating
- Reading comprehension, verbal reasoning

LESSON 6

LESSON FOCUS AND OBJECTIVES:

- To understand the key learning points from 'Linh and Danh's online adventure' and how to keep themselves safe online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Public
 - Permanent
 - Connection
 - Anonymity
 - Sources of Information
 - Respect
-

LESSON STRUCTURE:

STARTER:

Learn the song and sing and rap together

MAIN:

Design the Protector Badge including all key messages using pictures only.

CONCLUSION:

Present badges and repeat the key learning messages.

LESSON 6

ASSESSMENT OPPORTUNITIES:

Have the children understood the main learning points from each of the lessons?
Use the key messages they have drawn on the badge to assess their knowledge.

Questions to check children's understanding:

- What will you include on your protector badge?
-

SUGGESTED RESOURCES:

- Lời bài hát
 - Vật liệu vẽ và giấy
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Singing and performing together
- Reading, rhyme, rhythm, developing auditory and visual memory
- Art, creativity, being imaginative

LESSON 7

STANDALONE ACTIVITIES

LESSON FOCUS AND OBJECTIVES:

- To understand the key learning points from 'Linh and Danh's online adventure' and how to keep themselves safe online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Public
 - Permanent
 - Connection
 - Anonymity
 - Sources of Information
 - Respect
-

LESSON STRUCTURE:

STARTER:

Learn and perform the Techie Tink song – in English

MAIN:

Design a poster of Techie Tink's Top Tips

CONCLUSION:

Children show their posters to the rest of the class and describe the Top Tips they have included.

LESSON 7

ASSESSMENT OPPORTUNITIES:

Teacher to assess when children are showing their posters which top tips have the children remembered to include. Are there any children who cannot remember the top tips?

Questions to check children's understanding:

- Which top tips will you include?
-

SUGGESTED RESOURCES:

- A copy of the song in English
 - Drawing materials and paper
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Singing, performing together
- Reading English, rhyme, rhythm, developing auditory and visual memory
- Art, creativity, being imaginative
- Speaking to a large group of children

LESSON 8

STANDALONE ACTIVITIES

LESSON FOCUS AND OBJECTIVES:

- To understand the key learning points from 'Linh and Danh's online adventure' and how to keep themselves safe online.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Public
 - Permanent
 - Connection
 - Anonymity
 - Sources of Information
 - Respect
-

LESSON STRUCTURE:

STARTER:

Remind the children of the different avatars in the story and discuss which they liked and disliked. Remind the children that avatars are not real animals and that there are real people behind them playing the game and communicating with others online

MAIN:

Children to design their own animal avatar. This can be done in class or taken home to complete as homework.

CONCLUSION:

Show your avatar to the class or family and describe how to keep safe online.

LESSON 8

ASSESSMENT OPPORTUNITIES:

Teacher/parents to assess when children are showing their avatars and describing how to stay safe online whether they have understood and remembered the key points of staying safe online. Are there any children who cannot remember the key points about staying safe online?

Questions to check children's understanding:

- What have you learned about staying safe online?
- Can you tell me how to stay safe please?

SUGGESTED RESOURCES:

- Comic books
- Drawing materials or other art resources and paper

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Art, creativity, being imaginative
- Developing memory and recall

LESSON 9

STANDALONE ACTIVITIES

LESSON FOCUS AND OBJECTIVES:

- To scan and read words in English
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Public
 - Permanent
 - Connection
 - Anonymity
 - Sources of Information
 - Respect
-

LESSON STRUCTURE:

STARTER:

Start the word search (English/Vietnamese) together as a class. Teacher to say and write a word in Vietnamese and then write it in English on the board for the children to see. Together search for the English word, looking carefully for the sequence of letters. Circle the word once found. Repeat with two or three more words.

MAIN:

Children to complete the word search independently either in class or to take home as homework.

CONCLUSION:

Children and adult read Vietnamese and corresponding English words.

BÀI HỌC 9

ASSESSMENT OPPORTUNITIES:

Adult says the word in Vietnamese, then show the child the word in English, scanning the letters left to right. This is what it looks like in English. Adult pronounces the word in English, the child repeats the word back.

Questions to check children's understanding:

- Which word means ... (say Vietnamese word) in English?
 - Can you say it?
 - Can you point to it?
-

SUGGESTED RESOURCES:

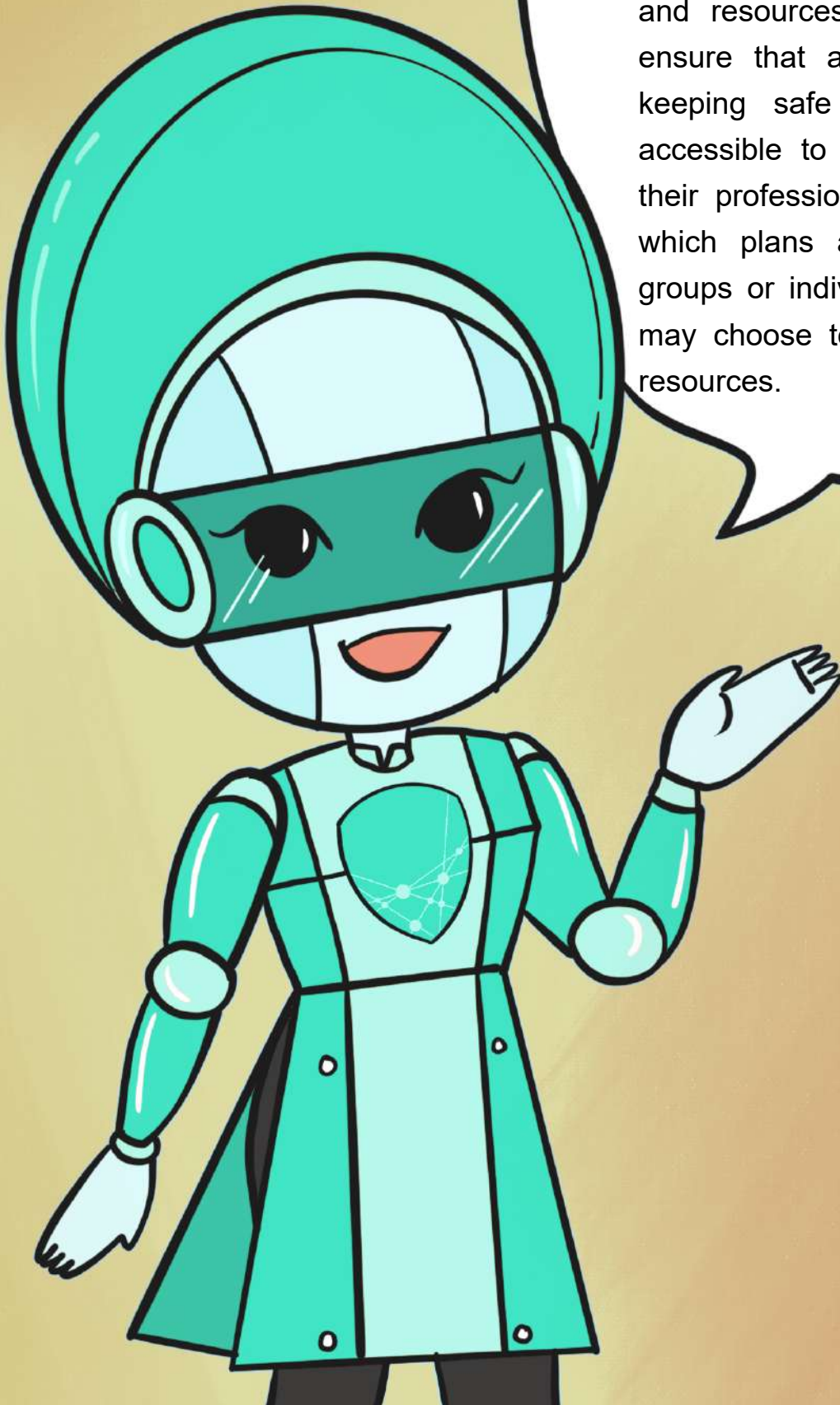
- Enlarged word search for whole class use
 - One copy of word search per child
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Scanning for reading
- Reading words in English

INCLUDING ALL CHILDREN

The following lesson plans have been designed specifically for teachers who have children in their classes with Special Educational Needs (SEN) in cognition and learning (CL), such as developmental delay, and/or communication and interaction (CI) disabilities. Teachers can use these lessons and resources alongside those above to ensure that all children can learn about keeping safe online in a way that is accessible to them. Teachers should use their professional judgment when deciding which plans and resources to use with groups or individuals they teach. Teachers may choose to use any of the plans and resources.



LESSON 1 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I can recognise the emotions happy and sad.
- I can say no if I don't like something.
- I feel happy
- I feel sad

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY

- Connection
- Respect

LESSON STRUCTURE:

STARTER:

Show children emotion fans happy, sad, okay. Talk about facial expression. Happy, how can we tell he is happy? Smile, mouth turning up at the edges.

Sad, how can we tell that he is sad? Corners of the mouth pulling down.

Can you make a happy face? A sad face? What about your face when you are okay? What does that look like?

MAIN:

Teacher to say different scenarios they know children will feel happy or sad in. Can children say/communicate happy, sad, pull the corresponding face? Can children find the happy, sad, okay face on the cards and show the teacher it by holding it up?

LESSON 1 CL AND CI

LESSON STRUCTURE:

CONCLUSION:

Teacher hold the sentence cards up and read one at a time. Children make the same facial expression and find the corresponding emotion card to hold up. Teacher emphasis the vocabulary happy, sad, okay.

DIFFERENTIATION:

Teacher to explain and name emotions further for less able children. Use sign language, pictures, or Picture Exchange Cards (PECS) if children are non-verbal.

ASSESSMENT OPPORTUNITIES:

Check who holds the correct corresponding emotion fan up, who is unable to recognise the emotions or find the correct fan to hold up.

SUGGESTED RESOURCES:

- Emotion fans happy, sad, okay
- Sentence cards: I am happy, I am okay, I am sad
- Provide a mirror so that children can see their own facial expressions.

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

LESSON 2 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I can recognise the emotions happy and sad.
 - I can say no if I don't like something.
 - I feel happy
 - I feel sad
 - I can say, No.
 - I can say, Yes.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY

- Connection
 - Respect
-

LESSON STRUCTURE:

STARTER:

Recap on the emotions happy, sad and okay, using the sentence cards, emotion fans and facial expressions.

MAIN ACTIVITY:

Talk to the children about times when they may feel sad, such as when it is not their turn to play; when mummy is cross with them; when another child is unkind to them; when someone is trying to make them do something they do not like.

Show the sentence cards, I can say No. I can say Yes. Teacher suggest different age appropriate scenarios, children decide would they say Yes or No to these.

LESSON 2 CL AND CI

LESSON STRUCTURE:

CONCLUSION:

Teacher emphasis children can say No to someone or something they do not like. Demonstrate the sign for No using sign language to help children to communicate No.

DIFFERENTIATION:

Children show their response verbally, through sign language or emotion fans or sentence cards.

ASSESSMENT OPPORTUNITIES:

Teacher to observe and note children who understand Yes and No and respond appropriately to the scenarios. Those children who do not understand these concepts are likely to be more vulnerable to risky behaviour.

SUGGESTED RESOURCES:

- Emotion fans happy, sad, okay
- Sentence cards I can say Yes, I can say No.

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

LESSON 3 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I can recognise when someone is happy.
 - I can recognise when someone is sad.
 - I can recognise when to ask for help.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY

- Connection
 - Respect
-

LESSON STRUCTURE:

STARTER:

Introduce the story characters Linh, Danh, Thanh, and Thu.

MAIN ACTIVITY:

The teacher tells a simplified version of The Happy Jungle Journey appropriate to the children's level of understanding and concentration. Use the emotion fans and facial expressions to emphasis the emotions of the characters in the simplified story. Children join in with the teacher showing the emotions of the characters as the story is told using facial expressions, emotion cards, or sentence cards.

LESSON 3 CL AND CI

LESSON STRUCTURE:

CONCLUSION:

Talk about Techie Tink's advice. Name some adults who children could ask for help from, for example, teachers and parents.

DIFFERENTIATION:

Children show their response verbally, through sign language or use of emotion fans or sentence cards.

ASSESSMENT OPPORTUNITIES:

Teacher to observe and note children who understand the emotions of the characters and who they can ask for help from.

SUGGESTED RESOURCES:

- Character posters
 - Happy Jungle Journey, simplified version
 - Emotion fans, happy, sad, okay
 - Sentence cards, I can say, No. I can ask for help.
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

LESSON 4 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I know who are my friends and family.
 - I know other people are strangers.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY

- Connection
 - Anonymity
 - Sources of Information
-

LESSON STRUCTURE:

STARTER:

Today we are going to talk about friends and strangers.

Friends are people we know well and we like.

Teacher names children that are friends with each other in the class. Children name friends in their class.

The teacher explains we can also have friends at home or near where we live.

Teacher asks, who do you like at home that you are friends with? (this can include close family members).

The teacher states, people we do not know well are strangers. Strangers are:

People you do not know personally

People you have not met before

People you may have seen somewhere, but have not had any interaction with (neighbours, shopkeepers).

People you may know of, but don't know too much information about (e.g. distant relatives, parents' friends/colleagues).

LESSON 4 CL AND CI

LESSON STRUCTURE:

MAIN ACTIVITY:

Use stranger/not stranger cards to explore children's own friends, family, and people they know well at school. Then identify and discuss people that are not known to them including people online. Label these as strangers.

CONCLUSION:

Children name friends and family. Children identify strangers in their own life or community. The teacher emphasises children must say No to strangers. Hold the sentence card up to emphasise, I can say No.

DIFFERENTIATION:

Children show their response verbally, through sign language or use of sentence cards.

ASSESSMENT OPPORTUNITIES:

Teacher note which children understand to say No to strangers they meet in person and online.

SUGGESTED RESOURCES:

- Friends and strangers boards.
 - Sentence card, I can say No.
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

LESSON 5 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I know people I meet online are strangers.
 - I can identify strangers in the online story.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Connection
 - Anonymity
 - Sources of Information
-

LESSON STRUCTURE:

STARTER:

Recap the concept of strangers and friends. Today we are going to think again about the story we have been reading, Happy Jungle Journey, and think about who are Danh's friends and family and who are strangers in the story.

MAIN:

The teacher tells the story again. Ensure to include Danh's mum and brother Thanh. Identify Linh and Thu as Danh's friends. Add pictures of the family and friends of Danh on the display under the heading Friends and Family.

Stop and pause when we meet Snake and Panda in the story. Emphasise that Danh does not know Snake and Panda, that he has never met them in person and we do not know who they are. Ask the children are they, friends or strangers?

Display pictures of Snake and Panda under the heading Strangers.

LESSON 5 CL AND CI

LESSON STRUCTURE:

CONCLUSION:

Look at the display together. Ask the children, who should Danh talk to? Should Danh talk to Panda? Should Danh talk to Thu? Etc. Children can answer Yes or No using picture cards showing Yes and No or show by holding thumbs up for yes and thumbs down for no. Emphasise people we meet on line are strangers, we should not talk to them.

DIFFERENTIATION:

Children show their response verbally, through sign language or use of Yes/No cards.

ASSESSMENT OPPORTUNITIES:

Teacher notes which children understand that Danh can talk to friends and family and that he should not talk to strangers.

SUGGESTED RESOURCES:

- Comic book story as a prompt for teachers.
 - Titles on the board 'Friends and Family' and 'Strangers'
 - Pictures of story characters
 - Yes/No cards for children
-

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

LESSON 6 CL AND CI

LESSON FOCUS AND OBJECTIVES:

- I know a stranger is hiding behind the Snake and the Panda avatars.
-

LINKS TO THE SWIPE SAFE 6 PRINCIPLES OF ONLINE SAFETY:

- Connection
 - Anonymity
 - Sources of Information
-

LESSON STRUCTURE:

STARTER:

Look at the display of Danh's 'Friends and Family' and 'Strangers'. Tell the children that Snake and Panda are not real animals. When we see pretend creatures in online games they are called avatars. Snake and Panda are avatars. Snake and Panda are strangers and avatars.

MAIN:

Emphasise we do not know Snake, we do not know Panda. We do not know who is hiding behind the Snake or Panda avatar.

Find in the comic story book the pictures which tell us that:

- Thu is pretending to be Monkey
- Danh is pretending to be Parrot
- Snake is introduced in the story
- Panda is introduced in the story.

Talk to the children about the characters of Snake and Panda. Ask, are they kind or unkind? What might they look like? Who might be behind them pretending to be them? Emphasise it could be anyone we do not know.

Children draw who is behind the snake and/or who is behind the Panda using Avatar resources.

LESSON 6 CL AND CI

LESSON STRUCTURE:

CONCLUSION:

Children tell the teacher about whom they have drawn. Teacher emphasis, Snake and Panda are strangers we do not know them so, we do not talk to them online or in person.

DIFFERENTIATION:

Using the SEN Avatar Resource, provide a picture of the snake or panda avatar. Discuss the avatar's behaviour. Ask children to turn the paper over and draw whom they think is the human behind this avatar. Discuss verbally, through sign language, or pictures.

ASSESSMENT OPPORTUNITIES:

Teacher notes which children understand that avatars are not real animals; which children understand that strangers are playing the game and communicating as the avatars.

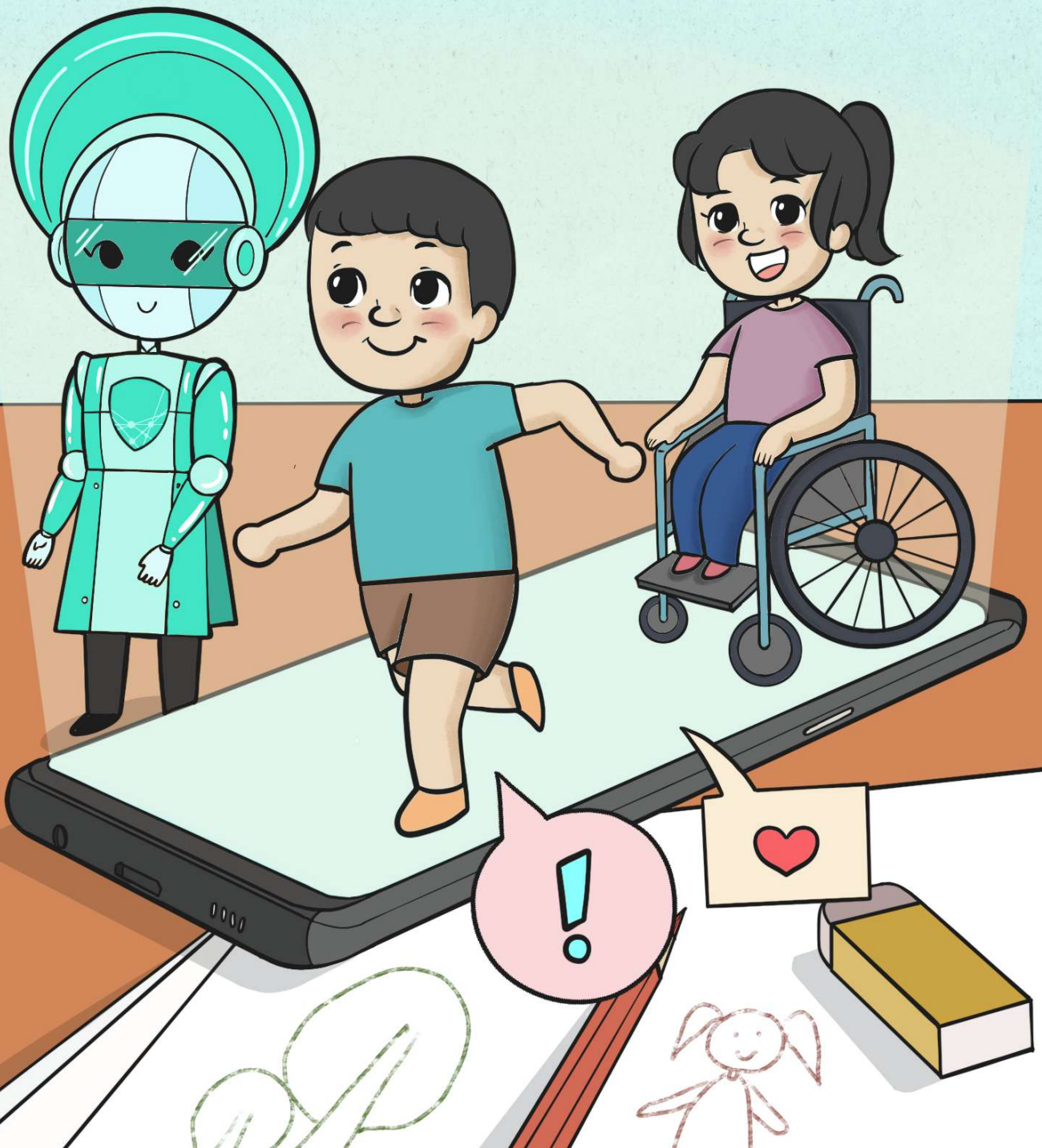
SUGGESTED RESOURCES:

- Display of Danh's 'Friends and Family' and 'Strangers' created in the previous lesson
- Avatar resource (SEN)
- Comic book
- Drawing materials

LINKS TO OTHER AREAS OF THE CURRICULUM:

- Participating in lesson activities and making decisions.
- Communicating

RESOURCES



1. CHARACTER CARDS



Linh



Danh



Thu



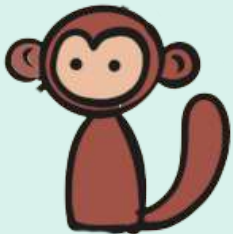
Thanh



Cô Mai



Tiki



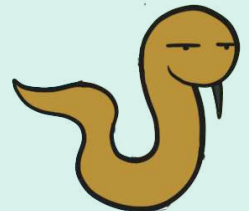
Monkey



Panda



Parrot



Snake

2. EMOTION FANS



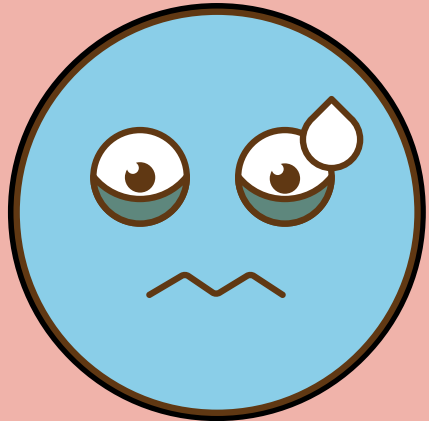
HAPPY



OKAY



SILLY



NERVOUS

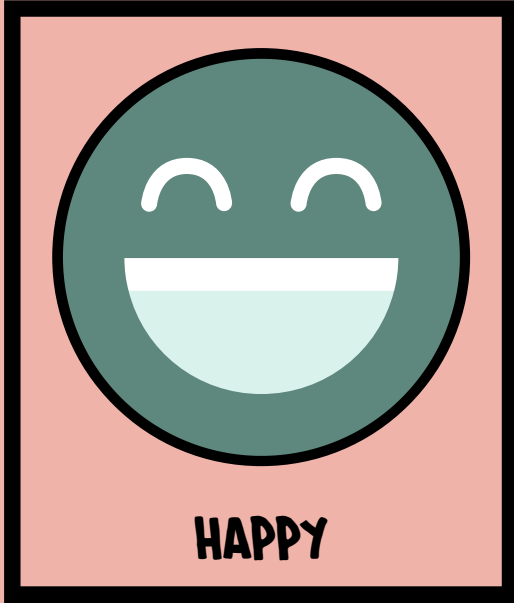


WORRIED









SAD

3. DIFFERENTIATED EMOTION FANS










4A. AVATAR RESOURCE

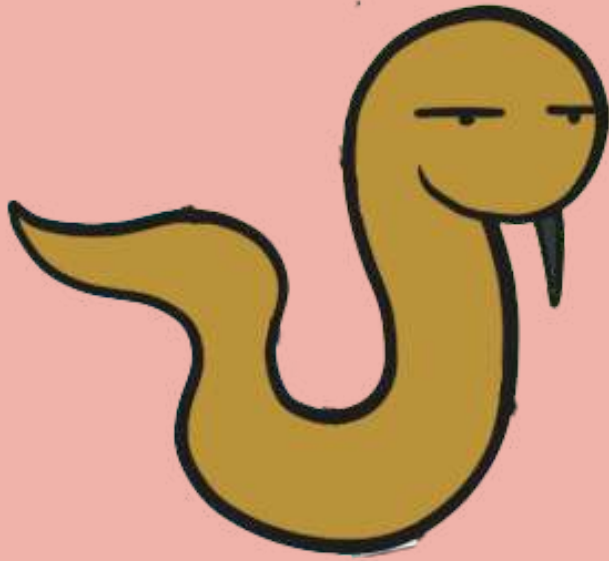
CHILD COPY

<p>HUMAN</p>	<p>LINH</p> 	<p>DANH</p> 	<p>THU</p> 	<p>WHAT MIGHT THE PERSON LOOK LIKE?</p>	<p>WHAT MIGHT THE PERSON LOOK LIKE?</p>
<p>AVATAR</p>	<p>WHAT AVATAR DO YOU THINK LINH WOULD CHOOSE?</p>		<p>MONKEY</p> 	<p>SNAKE</p> 	<p>PANDA</p> 
<p>DESCRIPTION OF THEIR CHARACTER'S PERSONALITY</p>			<p>KIND, HELPFUL</p>		

4B. EXEMPLAR TEACHER AVATAR RESOURCE

HUMAN	<p>LINH</p> 	<p>DANH</p> 	<p>THU</p> 	<p>WHAT MIGHT THE PERSON LOOK LIKE?</p>	<p>WHAT MIGHT THE PERSON LOOK LIKE?</p>
AVATAR	<p>WHAT AVATAR DO YOU THINK LINH WOULD CHOOSE?</p> <p>We know from the story that Linh says her character is a 'Dove'.</p>	<p>Parrot</p> 	<p>MONKEY</p> 	<p>SNAKE</p> 	<p>PANDA</p> 
DESCRIPTION OF THEIR CHARACTER'S PERSONALITY	<p>Thoughtful, Kind, Worried</p>	<p>Danh gets excited by games, his friends are Linh and Thu</p>	<p>KIND, HELPFUL</p>	<p>Unkind, Mean, Untrustworthy, Stranger</p>	<p>Nosy, Untrustworthy , Stranger</p>

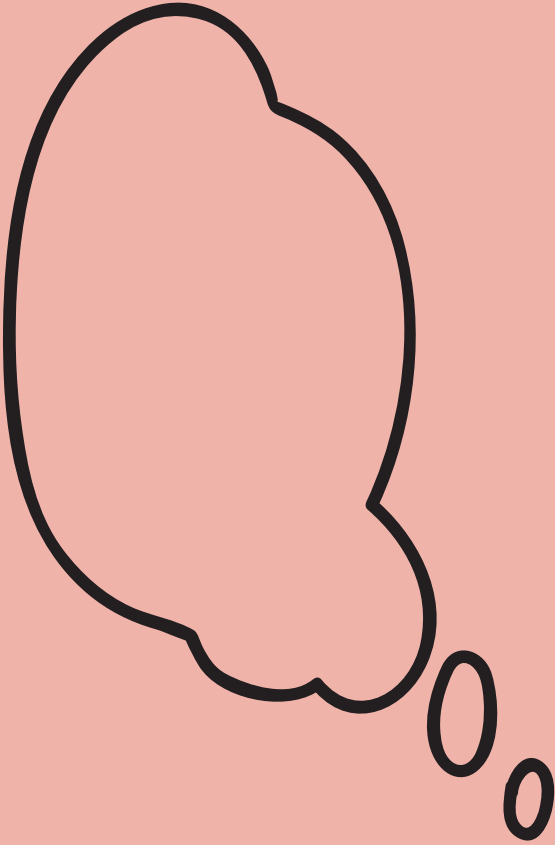
5. DIFFERENTIATED AVATAR RESOURCE



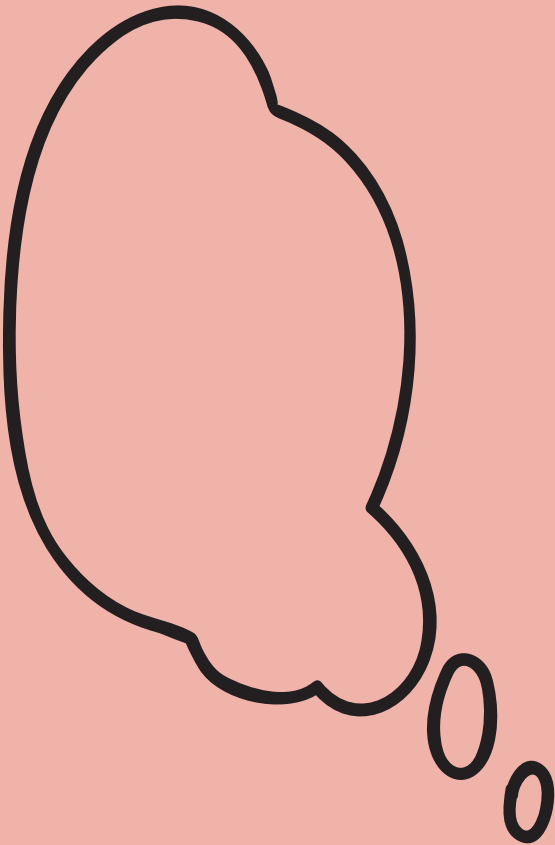
6. PROTECTOR SHIELD



7. THOUGHTS AND FEELINGS ACTIVITY SHEET



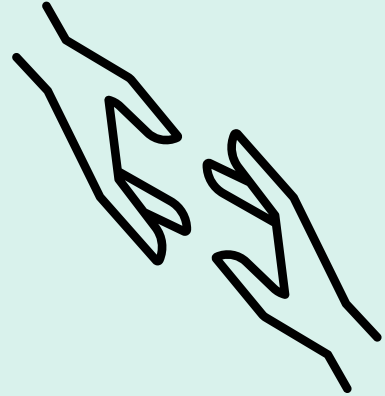
THANH'S FEELINGS AFTER DOING THE FLIP



THANH'S FEELINGS BEFORE DOING THE FLIP

8. SENTENCE CARDS

I can ask for help



I can say YES



I can say NO



TECHIE TINK'S SONG --

LEARN THE SONG IN ENGLISH!

Going online can be a world of fun,
Remember to always ask your Dad or Mom.
Never copy things that you see online,
Just sit and enjoy and you'll be fine!



Be kind to others online that you meet,
Just like if you met them in the street.
Never click links sent from strangers,
As it could lead to online dangers!

Don't share your secrets with others online,
Keep them to yourself and stay safe all the time.
Always remember if you feel worried or sad,
It's good to talk to Mom and Dad.

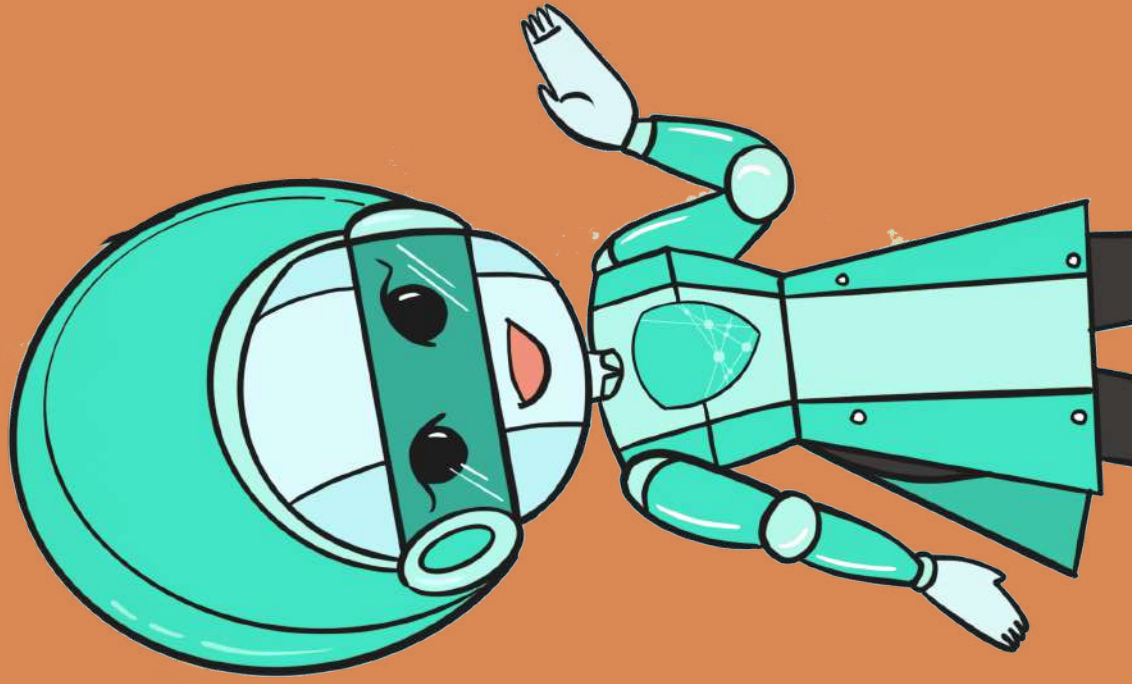
Du hành online thật là vui,
Nếu bạn xin phép mẹ cha rồi.
Đừng bắt chước theo video clip
Chỉ ngồi yên một chỗ và xem thôi.



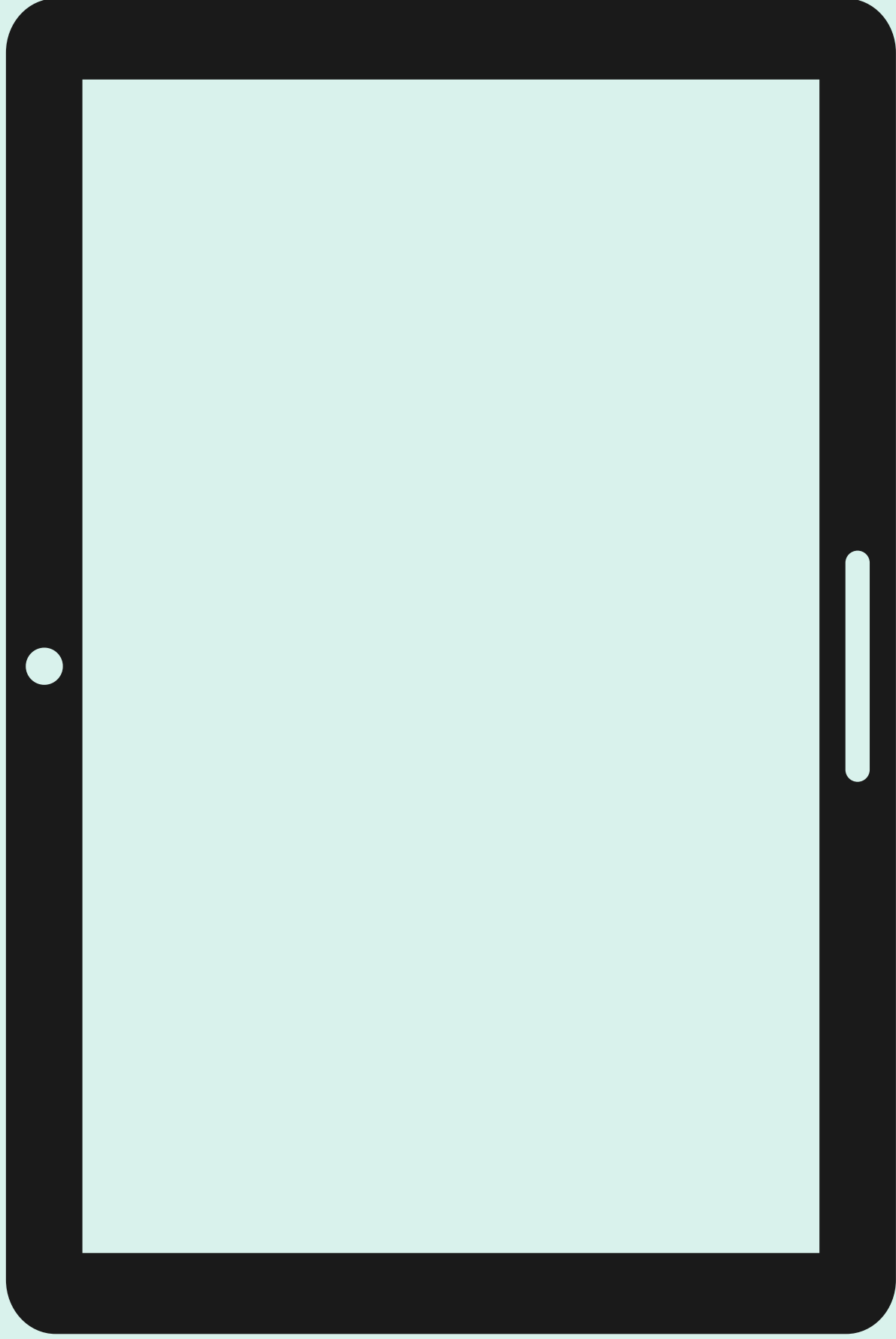
Ứng xử văn minh khi online,
Như cách mà bạn giao tiếp hàng ngày.
Đừng bao giờ nhấp vào link lạ
Thông tin của bạn sẽ được an toàn nha.

Bảo mật thông tin của chính mình
Đó là một sự lựa chọn thông minh
Nếu Internet làm bạn lo lắng
Đừng quên chia sẻ cùng với gia đình.

DESIGN TECHIE TINK'S TOP TIPS POSTER



DESIGN YOUR AVATAR



WORDSEARCH

C	E	T	P	G	U	I	O	K	U
F	I	A	R	E	N	W	U	H	J
T	K	T	I	E	A	Q	I	F	K
E	O	Y	V	N	T	B	H	S	K
A	L	G	A	U	U	U	J	A	L
R	A	B	T	O	I	M	E	A	R
P	A	R	E	N	T	I	T	T	E
Y	T	W	P	A	S	D	R	U	G
H	O	E	L	A	K	D	A	J	N
C	I	E	M	E	J	W	U	K	A
V	Y	T	N	B	H	G	O	S	R
K	N	I	T	E	I	C	H	E	T
H	E	F	G	R	T	Y	H	Q	S
J	S	B	N	J	G	Y	T	X	Z
T	Y	U	A	D	G	V	W	U	O
M	A	N	U	K	L	S	C	E	R

Clues:

- Somebody not known to you (Stranger)
- The superhero who helps Linh and Danh (Techie Tink)
- Personal information should be kept ... (Private)
- If somebody worries you online, you should speak to... (Parent)