

## Lesson Plan

# Choose your online friends carefully

### Overview

A lesson to help children understand the importance of being selective with who we are friends with online. Identifying which information is safe to share and which information would not be safe to share if we are talking with someone we don't know in real life.

*The five dimensions of learning about online safety are:*

- *Values, rights and responsibilities*
- *Wellbeing*
- *Respectful relationships*
- *Digital media literacy*
- *Informed and safe use of information and devices.*

### Learning Intention

To understand the importance of choosing online friends carefully.

To understand the importance of not disclosing personal information online.

### Curriculum Links

[ACPPS053](#)

[ACPPS055](#)

[ACPPS056](#)

[ACTDIP022](#)

### Resources

DiGii Tutorial- [Friend Requests- some could be very dangerous](#)

PowerPoint with resources to display

Printable Lesson Resource PDF

Lesson Resource 2

1) **Ask:** How do you keep online friendships safe? What information is it safe to share online?  
(Allow children to offer any responses and note them on the board. Continue with the lesson without discussing answers at this stage).

2) **Watch:** [DiGii tutorial- Friend Requests- Some could be very dangerous.](#)

3) **Discuss:** Do you think we should only be friends with people online that we know in real life?

If you receive a message or a request to connect online, do you accept them if you don't physically know the person?

Are you sure that the message/request you have received is from that person?

If you are receiving a request to connect, do you already have a connection with that person on that social media platform? If so, is there a genuine reason you would be receiving another one? Could this in fact be a scam copy of your friends' profile?

**If you don't know them in person don't give away any personal information about yourself.**

If you do receive a communication from someone you don't know- maybe on a public forum or gaming platform, do not give out any information that would give them details about you personally, where you are, the things you do, or the people you associate with.

In the wrong hands, this information can be used in ways that are both illegal and potentially harmful.

4) **Game:** *A printable Lesson Resource is attached so that each child has their own piece of information to represent. If you are unable to print, use the PowerPoint slides 1-5 to display the information and run the activity as a whole class.*

There is a Red zone for 'Do Not Share, an Amber Zone for 'Proceed With Caution' and a Green Zone for 'Ok To Share'.

Display the posters (Printable Lesson Resource PDF) in separate places around the room and ask:

*If you are speaking online with someone **you do not know**, what information should go in each category?*

If you think your information **can be shared** stand in the **green zone**, if it **shouldn't be shared** stand in the **red zone** and if you think it **might be ok to share** stand in the **amber zone**.

Ask some children to rationale why they are standing in each zone.

Ask the group if they think any information is in the wrong zone. There may be some debate around the right and wrong answers.

We want children to know that if it is a stranger, they should not share ANY personal information about themselves.

*PowerPoint slide 12 gives the answers for you to refer to. Please note, if the child is talking to a stranger online then all of these answers should be in the RED ZONE- some change to Amber if they are talking to a friend of a friend online.*

Tell the children that we are going to play the game again. This time, we are talking online with **someone who we do not know but is a friend of a friend**.

*Does this change where you stand and what information you would be willing to share? Move now if it does.*

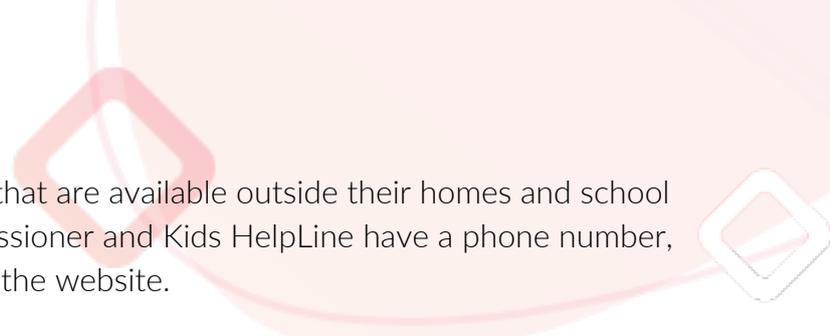
*Ask: why did you decide to move?*

It may be ok to share some more general information about yourself if your friend knows them but clarify that you would need to also be aware of **how your friend knows them**. A friend from their sport team for example, is very different to a friend they have only met gaming online. **If your friend doesn't know them personally, or very well, then it is safer not to share any personal information.**

- 5) **Show** the children the 4 friend requests (option to display as PowerPoint slide 10 or printable via lesson resource 2)

Children to discuss with a partner if they would or wouldn't accept each request and talk about why they have made that decision.

- 6) **Discuss** as a whole class. *Who would/wouldn't accept this person's request? Why? Why not? Why would it not be a good idea to add someone that you don't know in real life?* (We don't know if someone is who they say they are which can be very dangerous, there can be scammers and people trying to steal your personal information)
- 7) **Consider:** *would you be more likely to accept a request from another child rather than an adult?* (Discuss that since we don't know the person in real life, we really don't know they are who they say they are. It is possible for anyone to create a fake profile and use fake pictures to make it seem like they are a child the same age.)
- 8) **Ask:** *What happens if something goes wrong? Who can we turn to for help and support?* (Teachers, trusted adult, parent, report unwanted contact to the platform)



Talk to the children about resources that are available outside their homes and school if they need support: e-safety commissioner and Kids HelpLine have a phone number, email address and a chat function on the website.

- 9) **Create** a poster or a 'helping hand' by drawing around their own hand and labelling it with who they could go to for help- both inside and outside of the school.

Emphasise how important it is to **ask for help** and that if the first person they speak to hasn't be able to help they should always speak to someone else and keep trying until they get the support that they need.