Target audience

Children aged 3-5

Key vocabulary

Internet, online, app, player, device, email, myself, personality, unique.

Resources

- 'This is Me' assembly and script.
- Musical instruments.
- A range of story books celebrating difference. Suggestions have been provided in Activity 3.
- Thick card.
- Logos and Images Resource Sheet.
- Scissors and glue.
- Camera/tablet.

Timing

Open-ended, depending on group sizes, activities selected, and learners' abilities.

Suggestions have been provided.

Preparation

Familiarise yourself with the other documents included in this pack.

Activity 1: Review the 'This is Me' assembly in advance and read the assembly script.

Activity 3: Choose reading material.

Lesson aim

This lesson aims to help learners understand that the internet plays a central role in everyday life. They will think about how different people enjoy different things online and offline, and identify ways to keep themselves safe online.

Lesson outcomes

Learners will be able to:

- Identify activities that use the internet and name different ways that it can be accessed.
- Identify what they like to do online and offline.
- Understand the ways in which they are similar and different to others.
- Recognise when they need to ask for help with something online and offline, and how to do this.

Whole group activities

1. Ground Rules (15 min)

Run the Ground Rules activity from the **'Establishing a safe and supportive learning environment'** document to create a safe space in which to discuss the theme of online identity.

2. 'This is Me' assembly (15 mins)

Show the 'This is Me' assembly and use the assembly script to ask discussion questions. This will provide an initial assessment of the learners' current experiences of using technology.

3. Smartie & Digiduck Stories (15 mins each)

Read Smartie the Penguin and use musical instruments whilst singing the song. Work with the learners to make up a tune. This story has one simple safety message; if anything happens online that makes you feel sad, worried or uncomfortable then tell a trusted adult straight away.

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3. Smartie & Digiduck Stories (15 mins each) cont.

You could also read Digiduck's Big Decision. This story reinforces the need to be kind to others online. Use the discussion questions at the end of the story to ensure that learners have understood the messaging.

4. Sharing books (10 mins)

Read a range of picture books to the group that celebrate diversity, difference and being yourself. If you do not have a favourite, choose from the suggested website lists below. Talk about the theme of each book with the learners, to ensure they have understood the messaging.

- www.readbrightly.com/books-that-help-kids-know-and-love-themselves/
- www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/picture-books-about-being-unique.html
- www.thebookpeople.co.uk/webapp/wcs/stores/servlet/article?articleId=best-childrens-books-about-being-different
- https://selfsufficientkids.com/childrens-books-about-being-different/

5. 'This is Me' bunting (15 mins)

Provide learners with a copy of **Appendix 1a**. Ask them to decorate the bunting template with images of their favourite online activities and favourite emojis. In addition to the logos and pictures that have been provided in **Appendix 1b**, the learners could also draw pictures of any other favourite activities. Guide the learners to share and discuss their work with others, either as a group or in pairs. After learners have had time to discuss their own bunting flag, guide small group discussions to highlight everyone's similarities and differences.

Key questions

- Who likes or does similar things to you online?
- Who likes or does different things to you online? Why?
- Is it okay for us to like different things online? Why?
- How does what you do online represent who you are?

The bunting can be put up and linked with the other learners' bunting to form a wonderful display in your room or setting.

6. Group affirmation (open-ended)

Ask the learners to suggest some positive words about themselves, and create a short group affirmation that you can say at the beginning / end of each session. E.g. "We are [class/group name]. We are kind, helpful and caring. We are all special. We are all friends." Film the children in small groups saying different parts of your final chosen phrase and edit these to make a video that can be shared on your school/setting's social media channels, and with parents and carers. Ensure you seek appropriate permission from parents/carers and follow your school/setting guidance on use of social media.

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Small group activities

7. What do you do online? (10 mins)

Print the **Logos and Images Resource Sheet** onto thick card and cut out the images. Ask the learners if they recognise any. Can they tell you what they have used each one for? For example, they may be able to say that they watch a programme on CBeebies, or watch funny videos on YouTube. Learners within this age range could have little to no experience of using the internet, or be unaware that the apps and games that they use might use are part of 'going online.' Further images have also been provided for children who may use the internet to look up their hobbies or favourite activities, as well as examples of emojis they may use or recognise. The images could be used to play a simple memory game, or snap, in pairs.

8. Who is this? (15 mins)

This activity is designed to gently challenge stereotypes that may already exist amongst young learners. Use a range of the 'Who is this?' character slides from the **3-5 years Resources presentation** and talk about them one by one with the group, e.g. "this person likes to build towers with their bricks. They also like looking at pictures of cars online, watching videos of children playing with toys etc. Their favourite thing of all is to dance." You can talk about as many, or as few, as you have time for.

Ask the learners to choose their favourite 'character' and draw who they think that person is and then compare with the rest of the group. This activity may illustrate some stereotypes around gender online in particular. Use discussion time and the questions below to draw out the idea of stereotypes and look at how these can affect people online as well as offline. You may need to help learners understand that even though there may be some online activities or interests that appear to be 'for' particular people (e.g. particular genders, ages, physical appearance, backgrounds) this is something that can be challenged.

Key questions

- Why did you draw this particular person?
- Are you surprised by the different drawings? Why?
- Why did you choose for this person to be … (a particular gender, age, appearance etc.)?
- Is it okay for everyone to like the same things online and offline, and why?
- How would you feel if someone told you that you shouldn't like something because of the type of person you are? How can we help people who might get told this or feel this way?

9. Everyone together (open-ended)

Create a class book using the template provided in the **3-5 years Resources presentation**. Choose as many, or as few, of the pre-written statements as you wish, or create new ones. Ensure that each phrase addresses particular stereotypes you may have noticed have impacted your learners. Take photos to go with each statement to make your book, and ensure that lots of different learners are represented, and playing together, in each photo. If possible, attach a small thin mirror to the final page. Print onto thick card and bind together. Alternatively, create this digitally within the presentation. This can be referred back to with learners at later points to reinforce messages around challenging stereotypes and celebrating diversity.

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Individual activities

10. 'This is me!'(10 mins per child)

Take a series of 5-6 photos on a school/setting tablet of each learner enjoying their favourite activities individually within their setting, e.g. dressing up, painting, playing outside, enjoying specific toys, role-playing. Use a photo/collage app to make a collage of each learner's photos. Either print the collage and let your learners make their own frames, laminate the collages and make them into a class book for all the learners to enjoy, or share the collages on your school/setting's social media channels. Ensure you seek appropriate permission from parents/carers and follow your school/setting guidance on use of social media.

Home activity

11. What makes you... YOU? (20 mins)

Ask the learners to create their own photo collages at home of their favourite things or activities that use technology or the internet, e.g. favourite TV channels, YouTube channels, playing games, using certain devices. These can be discussed with parent/carers at home, or brought into class/your group and used to guide a 'show and tell' activity.

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Appendix 1a

Cut neatly along the dark line and then fold the dotted line.

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Appendix 1b

Play games	Watch videos	Search for things
Watch TV	Go on the tablet	Be creative
Listen to music	Read books	Do quizzes

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