Target audience
Children aged 5-7

Key vocabulary
Internet, online, app, player, device, email, identity, personality, unique.

Resources
- 'This is Me' assembly and script.
- 5-7 years Resources presentation.
- Green and red sticker dots.
- Hula hoops.
- Logos and Images Resource Sheet.
- A range of story books celebrating difference. Suggestions have been provided in Activity 4.
- Scissors and glue.
- Photos and images collected at home (optional).

Timing
Open-ended, depending on number of activities selected and group sizes.

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 4: Choose your 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.
- Explain what is meant by the term 'identity' in an online and offline context.
- Recognise that identity online can be copied, changed or altered.
- Recognise when they need to ask for help with something online and offline, and how to do this.

	Activity	Timing (suggested)	Grouping
Optional Starter	Ground Rules (see 'Establishing a safe and supportive learning environment' document)	15 minutes	Whole group
Starter	Your life online	15 minutes	Whole group
Activity 1	This is me!	45 minutes	Whole group/ individual
Activity 2	Staying safe online	35 minutes	Whole group
Activity 3	Everyone can...	20 minutes	Whole group
Activity 4	Sharing books	10 minutes	Whole group/ small group/pairs
Plenary	Class affirmation	20 minutes	Pairs and whole group

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Optional Starter: Ground Rules

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.

Starter: Your life online

Guide a group discussion about what your learners like to do online. You could use selected slides from the 'This is Me' assembly as prompts, if they have not already seen it, or as a refresher.

Activity 1: This is Me!

Explain that in this lesson you are going to be focussing on your learners' **identity**. I.e. the things that make you… YOU.

Begin with a group discussion. Ask the question, "What does the word **identity** mean?" Give your learners time to think in pairs. Answers could include; it's the things you enjoy, it's your talents and strengths, it's your personality traits on the inside, it's how you look on the outside, it's your words and actions, it's your family and friends, it's what you love and care about. Explain to learners they may be similar to others in lots of ways but their identity is unique to them.

Explain that what you do online forms part of your identity too. Learners will be thinking about the things they enjoy most, offline and online, and the types of things that are suitable to share online and offline.

Show the blank 'This is me!' template from the **5-7 years Resource presentation** (slide 2) and explain what they will be doing. Every learner will make an A3 poster. They can stick a photo of themselves in the designated box, then fill the poster with images that represent their online and offline interests and hobbies. The **5-7 years Resource presentation** (slide 3) has an example. Encourage learners to create an avatar or use a cartoon image for their online profile picture.

Show learners the completed poster example from the **5-7 years Resource presentation** (slide 3) and explain that once they have finished their posters, they will decide which parts of their identity should be kept safe, and not shared online. Reinforce that this doesn't mean that they're a different person online, but it's important to keep personal information safe to protect yourself. Use coloured sticker dots to show which pieces of information will be kept offline. E.g. stick a green dot on the corner of everything that is okay to share, and a red dot on everything to be kept safe as in slide 4.

This part could be explained and completed once all learners have finished their posters, as a further activity.

Learners can draw pictures on the blank template, or use the images in the **Logos and Images Resource**. Learners can then label the pictures and logos with further written details, e.g. if they choose the Netflix logo they can also write the names of their favourite shows alongside it, or who they watch it with. Images could also be collected in advance at home, e.g. family photos, screenshots from apps and games, cut-outs from magazines and toy catalogues etc.

The finished posters could be displayed, or laminated and made into a class/group book, that everyone can enjoy reading, to get to know each other better.

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Activity 2: Staying safe online

Read Digiduck's Famous Friend as a group, and ask the discussion questions at the end. This story demonstrates, in a safe and age-appropriate way, that people online may not always be who they say they are, and that 'friends' made solely online are still strangers. It also reinforces the importance of keeping personal information safe.

Ask learners to create a Family Farmyard online profile for their favourite Digiduck character using the template in the **5-7 years Resource presentation** (slide 5). Encourage the children to think about the kind of information that the character could share or shouldn't share, based on their coloured stickers from Activity 1. See slide 6 for an example profile.

Activity 3: Everyone can...

The theme of this lesson is "Free to be me." It's important that everyone has the right, and confidence, to be themselves and express themselves offline and online, and take part in the activities that make them happy. However, this is not always possible for everyone, and some people may feel that they are prevented from being themselves, or they are excluded by others from enjoying certain things.

Set up a number of hula hoops around the room, labelled with pictures of online activities or services that you know are popular with your learners, e.g. popular websites, particular online games, funny videos, devices or apps etc. Randomly assign each learner a hoop. They can share one if needed.

Whilst in their hoops, ask the group to look around the room and spot a hoop that they would prefer to be in. Ask them to raise their hands if they would like to move hoops. The catch is, they can't! The hoop they are in is now the thing that they have to enjoy.

Ask the learners, "how does it feel to be told that you can't move out of your circle?" Unfair? Annoying? Disappointing? Ridiculous? Ask, "how does it feel being told that you should like or do the thing that you've been given?"

Use this exercise to illustrate that unfortunately, some people feel that they cannot freely choose what to do, show what they really love, or express themselves properly online or offline and that can be really unfair. Let the group know that they can now go and move to the hoop they want. Let them move several times around the room.

Follow up questions could include, "Can you name two/three friends who liked the same things as you, and two/three friends who liked something different?", "Is it okay for everyone to like the same things online?" and "How would you feel if someone told you that you shouldn't like something because of who you are?" These further discussions can be used to gently challenge stereotypes that may already exist amongst young learners around characteristics such as gender, age or physical appearance.

Activity 4: Sharing books

Read a book, (or several!), to celebrate diversity/difference/being who you are. If you don't already have a favourite, choose one from the suggested lists on the website list below. Fully explore the theme of each book with the group to ensure that they have understood the key messages and can relate to, and learn from, them.

- 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
- selfsufficientkids.com/childrens-books-about-being-different/

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Activity 4: Sharing books cont.

Learners could read a range of these books together in pairs or small groups. This activity is designed to challenge gender and other stereotypes, and demonstrate that everyone can do anything!

Plenary: Class affirmation

As a result of all the activities that your learners have completed, create a group 'Positive affirmation,' that you can repeat aloud at the beginning and end of each day. Learners can use the template in the **5-7 years Resource presentation** (slide 7) to record their ideas. Put it together as a whole group, e.g. by voting on the most popular phrases to include.

E.g. "We are [class/group name]. We can enjoy all sports, play all games, wear all colours and share how we feel. We are all unique. We are all kind. 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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