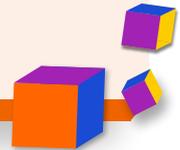


This lesson follows an alien who has come to Earth as a tourist because they've heard so much about our incredible internet, and especially the games you can play online. The alien wants to experience online gaming and your learners will be their guide.

Lesson Plan

Ages 7-11



Lesson outcomes

- I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).
- I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.
- I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups).
- I can demonstrate how to support others (including those who are having difficulties) online.

Taken from: [Education for a Connected World](#) *Online Relationships Strand, Ages 7-11*

Target audience: Ages 7-11

Timing: 1 hour

Resources:

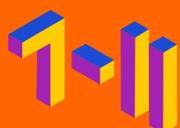
- Lesson Slides for Ages 7-11

Preparation

Print and cut out cards shown in Appendix 1 (if using)
Decide format for Activity 2 and print screenshots (if using)

Lesson plan

AGES



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Activity	Title	Timing	Grouping
Starter	Welcome to Planet Earth!	10 minutes	10 minutes
Activity 1	Getting to grips with gaming	15 minutes	15 minutes
Activity 2	Screenshot Scramble	15 minutes	15 minutes
Activity 3	Wish you were here...	15 minutes	15 minutes
Plenary	Alien pen pal	5 minutes	5 minutes



Starter: Welcome to Planet Earth!

🕒 10 mins

📄 Slides 3-4

Start the session by having learners pick a name for the alien and then use the slides to facilitate a discussion about their favourite things to do online, with a focus on games.

Follow-up questions could include:

- Why do you like that game?
- What's your favourite feature on that game/app?
- Do lots of other young people play that game?
- Do you play that game on your own or with other players?
- Can you describe that game to me in one sentence?



Note: these questions are provided on cards in Appendix 1. These could be printed, cut out and put in a bowl, to allow learners to choose a random question directly from the alien.

Lesson plan

AGES

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Activity 1: Getting to grips with gaming

15 mins

Slides 5-7

Use the slides to give learners an opportunity to share their existing understanding of different features of online/video games. This activity would work best as a group discussion.

Give learners a few minutes on Slide 6 to discuss what they can see. Then click to reveal each of the following questions in turn (the feature it relates to will be indicated by an arrow on the slide and is shown in brackets here):



Who can you play video games with? (Multiplayer game function)

Learners should be able to identify that some games allow you to play with friends or family you already know from offline spaces, whilst others have features that allow open or public play with other players from across the world you may never have met in person.



Why is there a shop on this game? (Store/shop)

Learners should be able to identify that some games include a shop or store where you can spend real money on items, skins (like costumes), features, passes, in-game currency etc. You may want to ask a follow-up question such as, "Do you need to spend money in a game in order to enjoy it?"



How do players choose their username?

Is there anything you shouldn't put in your username? (Username)

Learners should be able to explain that personal information (including full name, address, school, etc.) should not be included in a username. Nicknames, general information like favourite colours or foods, or random words and phrases are much safer to use.



How much time should I spend gaming?

How can I tell when it's time to stop?

Learners may identify signs they experience from their bodies and the world around them (e.g. headache, a device getting hot, etc.) which indicate it's time to stop playing. They may use examples from their own home lives about how much time is best to spend gaming. It's important to acknowledge that different players and families will have different limits and there is no 'perfect' amount of time to spend gaming or online.

Continued...



Activity 1: Getting to grips with gaming ...Continued

Then move onto Slide 7 which shows a public chat with other players. Read through the chat together and give learners an opportunity to comment on anything that stands out. Then click to reveal each of the following questions in turn and discuss further.

- **What do the symbols shown next to each username mean? When would you use each one?** *[Add as a friend, report, block.]*
- **What does whisper mean here? What's the difference between a whisper and the other messages?** *[A whisper is like a direct message – it is only visible to the player who sent it and the player it was sent directly to.]*
- **Where does this link go? Is it safe to click on links shared in a game chat?** *[It is best not to click on links in a game chat as they will take you out of the game and may lead to scams, viruses, or upsetting/inappropriate content. This link looks like it goes to a separate chat or community away from the game – remember you will not be able to report or block players using the in-game tools if you're chatting outside of the game. Not everyone online is who they say they are, so it's best to ask an adult you trust if someone you only know online suggests this.]*



Activity 2: Screenshot Scramble

🕒 15 mins

📄 Slides 8-12

In this activity the alien has taken some screenshots of moments when they've been playing, and something has happened that has made them feel worried or upset. Share the screenshots (slides 9-12) with learners and for each one, ask them to think of what advice they would give.

The format of this activity can be adapted to best suit the needs of your learners, for example:

- Show each slide on a big screen and discuss together as a group
- Print the slides and distribute amongst pairs or small groups who can discuss and then feedback to other learners
- Print multiple slides on one page by selecting the 'handouts' feature in the print settings and ask learners to individually write their advice for the alien.

See notes below for support and guidance on the best responses for each scenario:



Screenshot 1: Offer of a trust trade

Trading in games should always be done through the official game trading system. Trust trades are risky because the other player may not send what they promised or anything at all. It's okay to say no to a trade if you feel like it is too much of a risk or an unfair deal.

Speak to an adult if you're not sure, or if a trade goes wrong. You may also be able to report it if the other player has broken the rules.

Screenshot 2: Identity-based bullying

It's never okay to bully someone, especially because of who they are. This kind of behaviour should always be reported – even if you see it happening to someone else. You may also be able to block the players being unkind and should always tell an adult about what has happened.

Note – this is an opportunity to ask learners if they have ever witnessed behaviour such as racism, disablism, or gender-based bullying on the games they play. For some learners this could be an emotional or triggering conversation to participate in. For more guidance on creating a safe and supportive learning environment see the '*Establishing a safe learning environment and responding to disclosures*' document provided with these resources.



Screenshot 3: Bullying by exclusion

This is another kind of bullying, which is never okay. Even if it's meant as a joke, the person being targeted is clearly upset so it is no longer funny. This kind of behaviour should always be reported – even if you see it happening to someone else. You may also be able to block the players being unkind and should always tell an adult about what has happened.



Screenshot 4: Swearing

The stars in this chat show where someone has sent swear words. Some games will replace swear words in this way as a safety feature, but not all do. Some players are used to or comfortable with swearing, but others may be upset by it, even if they cannot see the words. Some games allow audio chat and some players may swear here too. Depending on the rules of the game, you may be able to report this behaviour. You can also block or mute players who say or do anything that upsets you. It's also always helpful to talk to an adult if anything in a game worries you. They may be able to help you find another game or server.



Activity 3: Wish you were here...

15 mins

Slides 13-15

In this activity the alien has written a postcard to their parents (displayed on Slide 14). Read the postcard with learners and then discuss the following key questions:

- Do you enjoy games where you work together as part of a team? Why? Why not?
- What makes it easier or more challenging to play as part of a team online?
- Is it fair to put pressure on another player to do well?
- Do you think putting pressure on someone else will improve their performance?



Split learners into two groups. Ask one group to decide what advice they would give to a player who was being put under pressure to do well. Ask the other group to decide what advice they would give to the player who was putting others under pressure. Key questions to support each group are given on Slide 15. When they are ready, allow each group to feedback to each other.

Finish with the following key questions:

- Is winning the only way to have a good experience in a game?
- How can everyone support players who are struggling or being put under pressure?
- Do you have any tips for staying calm and having fun when gaming?



Plenary: Alien pen pal

15 mins

Slides 16-17

The alien visit to Earth is over and they have now returned to Planet Gnimag. To finish the session, share with learners the email on Slide 17 (you may wish to personalise the email e.g., with your class name).

Write some suggestions to help. This could be done individually or in pairs and then compiled, or as a whole group. You may like to record learners' ideas for future reference or to create a *Respectful Gaming Guide* for your setting.



► Extension

Tell learners that Planet Gnimag has some special rules. They only allow instructions that are positive e.g. "Do this" or "do that". They will not accept instructions that start "don't" or "do not". Ask learners to rephrase any rules which do not follow this pattern.

► Optional follow-up

Why not return to this task after a week or so to consolidate learning? Learners could draft an email response to the alien, reflecting on their experiences together and sharing their suggested guidelines.

Appendix 1



Why do you like that game?

What's your favourite feature on that game/app?

Do lots of other young people play that game?

Do you play that game on your own or with other players?

Can you describe that game to me in one sentence?

How does using that game/app make you feel? Give three words.

