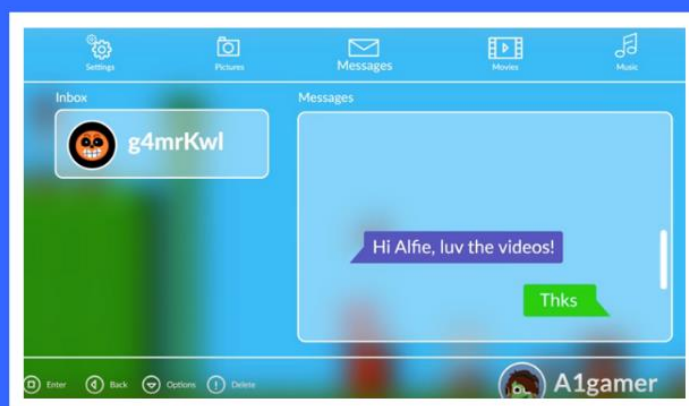
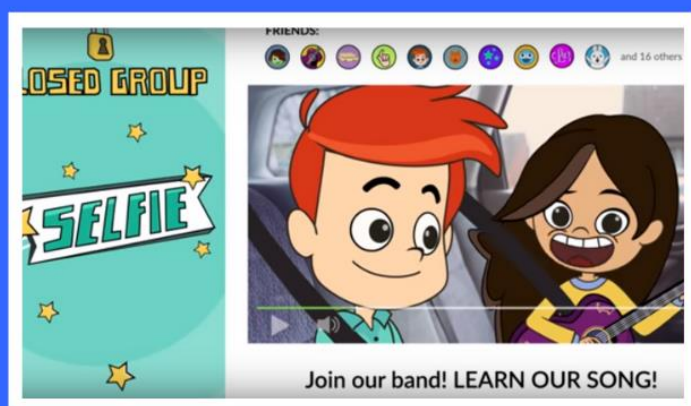




8 to 10s online safety toolkit

SIMPLE 15 MINUTE ACTIVITIES



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About the 8 to 10s online safety toolkit

The 8 to 10s online safety toolkit contains 11 short activities designed to be delivered by professionals across all education settings. The activities cover the following themes:

- Online friendships/being kind online
- Sharing pictures and videos
- Live streaming
- Gaming

The activities help children to:

- understand healthy and unhealthy behaviours within online and offline friendships and relationships
- understand the importance of permission and consent, in particular in relation to sharing images and videos
- identify signs of manipulative, pressurising or threatening behaviour and respond safely to it
- understand the importance of seeking help from a trusted adult when they need it

The Play Like Share 3-part animated series (our education resource for 8 to 10s) is used as the stimulus for each of the activities. Therefore we advise that children watch episodes 1 and 2 to understand the context of the activities. The corresponding episode is clearly highlighted in the guidance for each activity. Viewing episode 3 is not required but recommended.

Download the full Play Like Share resource pack with 1-hour session plans here:
www.thinkuknow.co.uk/professionals/resources/play-like-share

Delivering the activities safely and effectively

Establishing a safe, positive learning environment

The activities within the toolkit should be delivered to classroom-sized groups of children or smaller. They can also be used in one-to-one settings.

The activities require children work closely and respectfully together and may raise sensitive issues which a child in the group may have previously encountered.

Ground rules

Before delivering an activity, establish a shared set of 'ground rules' to help children to express their ideas and feelings while showing respect for others.

The 'ground rules' should be designed with the children and written in their own words, with a focus on confidentiality and anonymity.

As a minimum, they should include the following (adapting the language where appropriate):

- Choose your words carefully. Use language that will not offend or upset anyone.
- When you give an opinion, try to explain your reasons.
- Listen to the views of others and show respect.
- If you disagree, comment on what was said, not the person who said it.
- What is said in the room stays in the room. However explain that if something is said or a behaviour causes concerns, or in the event of a disclosure, you will need to speak to another member of staff.
- Although taking part is important, you can choose not to answer a question or take part in an activity
- If you're worried about something that has happened to you or a friend, don't share it with the whole group, but do make sure you talk to the session leader or an adult you trust after the session.
- If you feel upset or anxious at any point, raise your hand at any time and ask for 'time out'.

Distancing the learning

You can never be sure if a child in your group has experienced some of the negative circumstances related to the activities and you should approach each session on this basis.

Avoid questions or activities which encourage children to consider their personal experiences, or asks them to put themselves in a situation, such as "how would you feel if you were Alfie?". Doing so may make it harder for children to consider an issue objectively, raise traumatic feelings, create discomfort, and/or lead children to disengage from the material.

More appropriate questions are "how might Ellie be feeling?" or "how could a friend of Sam support them?". These anchor learning to the group's shared experience of the films and encourage the development of emotional literacy and empathy. It is also appropriate to ask children to imagine the response of "a child of about your age who goes to school round here."

Supporting children to ask questions

A 'question box' should be made available for use during and after the activity to allow pupils to ask anonymous questions. You can then follow up these questions later and discuss the answer with the group or class.

Before setting this up, be sure that you can identify any contributor by their handwriting or other means, in case a safeguarding issue should arise.

Safeguarding and disclosures

Be prepared for the possibility that the delivery of these activities will help a child you are working with gain the understanding and confidence to disclose abuse.

You should:

- make sure at least 2 members of staff are in the room at all times during an activity
- make sure that your setting's designated safeguarding lead (DSL) or equivalent is aware that you are delivering the activities
- remind yourself of your setting's safeguarding policies and procedures, and guidelines on how to respond in the event of a disclosure
- adopt a strong non-victim blaming approach throughout

One of the greatest barriers to a child seeking help is the feeling that they have done something they will be blamed for.

Make sure you do not appear to blame characters in the film for any risky activities they take part in – explain that everyone makes mistakes and the important thing is to learn from them.

If children make comments which criticise a character for taking a risk online, respond strongly with this point. Emphasise frequently that if something happens to a child which worries them, it is never their fault, and they should always seek help.

Remind children at the start of each activity that if anything worries them, the best thing to do is to talk to you or another adult they trust. Alternatively, if they do not feel ready to talk to someone they know, Childline can support them with any problem, at any time, at www.childline.org.uk or 0800 11 11.

Support them in the event of a disclosure.

If a child begins to give details of a personal experience which sounds as if it may lead to a disclosure, a member of staff who is not leading the session should approach them and immediately move the child to a safe space where they can continue the disclosure privately.

Reporting a concern

Police

If you are concerned that a child is in immediate danger, you should call 999.

Your safeguarding policy and procedures should set out clear guidelines on how to report sexual abuse or exploitation which has been disclosed in your setting and this should be taken forward by the DSL or equivalent.

NCA CEOP

Children of any age can report concerns about child abuse and exploitation to us at NCA CEOP by visiting www.ceop.police.uk/safety-centre/. We don't however, advise that NCA CEOP reporting is highlighted to those below the age of 8 . We ask that primary aged children aged are supported by an adult where possible. We therefore recommend, that you familiarise yourself with NCA CEOP's reporting process by visiting www.ceop.police.uk/safety-centre/.

All reports are assessed and responded to by NCA CEOP's specialist Child Protection Advisors. If a police response is necessary, this will be conducted in partnership with your local police force.

We also strongly recommend that your organisation adds the 'ClickCEOP' button to your website. This should be in a suitable area of the site, with supportive text outlining when someone should report to NCA CEOP. NCA CEOP only take reports related to concerns about online sexual abuse. Please email ceopeducation@nca.gov.uk for more information. If this is not possible, children aged 8+ should be referred to the ClickCEOP button at thinkuknow.co.uk.

Online friendships/being kind online

Activity 1: watch Play Like Share, episode 1

1. Watch 'Episode 1: Block Him Right Good, Alfie' at www.thinkuknow.co.uk/8_10/watch/ with your group.
2. Use the following comprehension questions to explore the cartoon:
 - a. **What did you think? What did you like about Play Like Share?**
 - b. **What different things do Sam, Ellie and Alfie do online?** For example make videos, talk to people, learn to sing, share their songs.
 - c. **What problem did Alfie face at the beginning of the cartoon?** Another gamer messaged Alfie, asking to game with him. Alfie said no as he had to go to school.
 - d. **How did the gamer make Alfie feel?** Happy at first and then uncomfortable and worried when he started making threats.
 - e. **What did Alfie do when he realised something wasn't right?** Didn't reply. Told a trusted adult, his mum. Blocked the gamer. Reported to the website.
 - f. **What happened when Selfie's video was made public? How did it make them feel?** People they didn't know wrote nasty or strange comments. Received links to adverts. They felt worried and uncomfortable.
3. Explain that people should only chat to those who they know offline when they are not using apps or games. If someone who they do not know tries to chat to them, it is okay to ignore them, block them and tell a trusted adult.

Activity 2: being kind online

1. Ask the group/class what they remember about episode 1 of Play Like Share.
2. Ask:
 - a. **Who wrote a mean comment about Alfie?** The Popcorn Wizards.
 - b. **Who 'liked' the comment?** Sam.
 - c. **Why wasn't this a kind thing to do?** It might upset Alfie. Sam is meant to be Alfie's friend.
3. Explain when we write or post something online, we must always think about how we might make other people feel.
4. What positive words could Ellie, Alfie and Sam use to describe each other? Using [worksheet 1](#), ask the group to write as many positive words and phrases as they can think of next to each character, using any clues in the video to help. For those who need additional support, provide a word bank with a mix of positive and negative words to choose from.

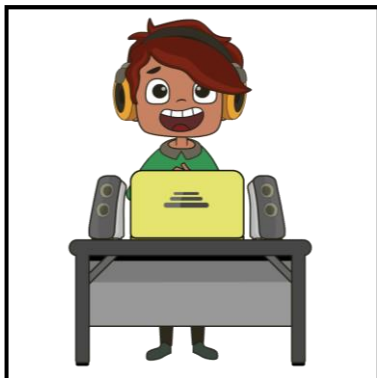
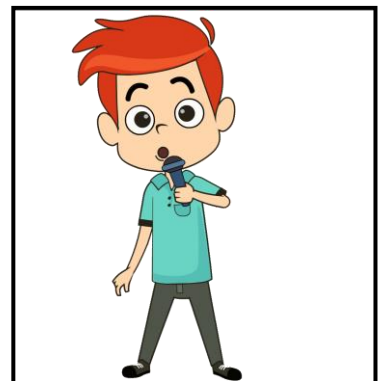
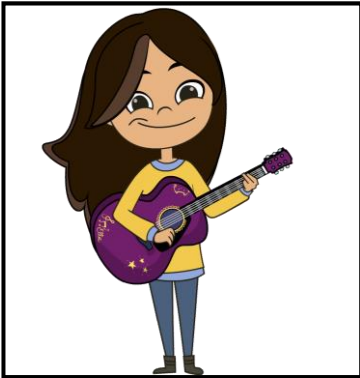
Activity 3: What should Sam and Alfie do?

1. As a whole group, discuss what makes a good friend. For example: kind, supportive, good listener, makes you feel happy. Encourage group to think about the positive words they used in activity 2
2. Ask:
 - a. **What would a good friend do if someone was being mean to their friend in school?** For example, not join in, tell a trusted adult e.g. a teacher or parent, tell the person to stop being mean, check that their friend is okay. Discourage any suggestions of retaliating and discuss why that would not be helpful.
3. Explain that a good friend should do these things if someone is being mean online too, for example making nasty comments in game or on a picture.
4. Read the conversation on [worksheet 2](#) and ask the group to write down three things that Sam and Alfie could do to be a good online friend to Ellie. For example tell a trusted adult, post a kind comment to Ellie, tell the Popcorn Wizards to stop being nasty, speak to Ellie and check that she is okay.

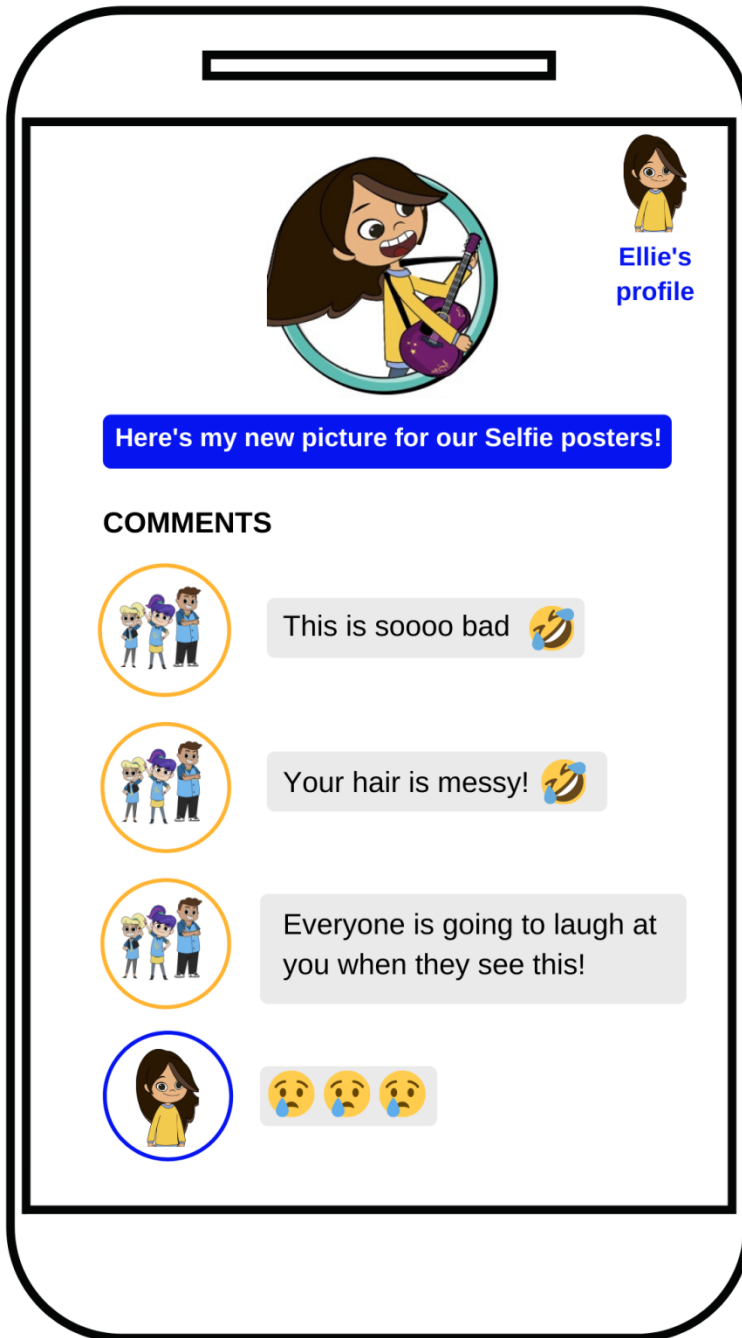
Worksheet 1

Being kind online

What positive words could Ellie, Alfie and Sam use to describe each other?



Worksheet 2



Write 3 things that Sam and Alfie could do to be a good friend to Ellie online?

1. _____

.

2. _____

.

3. _____

Sharing photos and videos

Activity 1: watch Play Like Share, episode 2

1. Watch 'Episode 2: Who's Magnus?' with your group at www.thinkuknow.co.uk/8_10/watch/.
2. Use the following questions to chat about the cartoon:
 - a. **What did you think? What did you like about this episode?**
 - b. **What does Sam do with Megan's baby photo?** Shares the photo and makes it public.
 - c. **How does Megan feel and what does she do in response?** She feels angry/upset. She uses Sam's account to write a mean comment about Ellie and Alfie.
 - d. **What upsets Ellie and who does she turn to?** She thinks that Sam is posting mean comments about her. Megan is unkind to her and she loses the guitar-off. She turns to Magnus, who she has met online.
 - e. **Is Magnus the best person to support Ellie? Who else could help?** Ellie has only just met Magnus online and doesn't know him 'in real life', so he is not a good source of support for her. It would be better to talk to a close friend, family member or another adult she trusts.

Activity 2: what is okay to share?

1. Ask your group what they remember about episode 2 of Play Like Share.
2. Explain it is important to think about how someone else might feel if you share a photo or video of them. Sometimes people share photos or videos that might be unkind, or upset or embarrass other people.
3. Ask your group:
 - a. **When does this happen in Play Like Share?** Sam shares a baby photo of Megan.
4. With your group, read each scenario on [worksheet 3](#) and ask them to circle the appropriate thumb. If you can't print it, read the scenario and ask them to answer with thumbs up, down and sideways.
5. Discuss their answers, using the answer sheet to help you.

Activity 3: sharing Sam's silly photo

1. Recap episode 2 of Play Like Share by asking the group:
 - a. **What did Sam do that annoyed Megan?** He made a baby photo of Megan public on the Popcorn Wizard's page so everyone could see.
 - b. **What did Megan do next?** Megan posted mean comments about Ellie pretending to be Sam. This made Ellie upset.
2. Explain that Sam should have asked for Megan's permission before sharing the photo. Discuss the meaning of the word 'permission' (asking someone if it is OK to do something). Ask children to think of situations where they might need to ask for permission.
 - a. For example: if they want to borrow something, if they want to hug a friend, if they want to go to a friend's house. It is always important to ask permission before sharing another person's photo.
3. Ask the group to read the scenario on [worksheet 4](#) and complete the activity. For those that require additional support, consider using question prompts such as:
 - a. How do you think Sam will feel if his photo is shared?
 - b. Does Alfie know if Sam wants his photo shared?
 - c. Has Alfie asked permission?

Activity 4: making and sharing photos and videos

1. Explain that Alfie loves making and sharing videos about gaming online. Ask the group to look at the picture on [worksheet 5](#) and discuss which features they can see that help Alfie stay safe online. Some children may need additional support in spotting these signs.

For example: profile picture is not a real picture, user name does not feature his name, privacy set to friends only.
2. Explain that there are safe and unsafe things that someone can do when they are making and sharing photos and videos online. When making and sharing photos and videos it is important for the person to think about what they are sharing and who they are sharing with.
3. Ask children to read each statement on [worksheet 5](#) and decide if this is a safe or unsafe thing for Alfie to do.
4. Discuss their answers using the answer sheet to help you. Explain the importance of asking a trusted adult before sharing photos or videos online.

Worksheet 3

Read each example and decide if it's:



OK to share



It depends...



Not OK to share

Ellie shares a photo of her new pet rabbit.



OK to share



It depends...



Not OK to share

Megan shares a video of Ellie crying.



OK to share



It depends...



Not OK to share

Sam shares a photo of his brother who has just got out the bath.



OK to share



It depends...



Not OK to share

Sam shares a video of himself pretending to be his pet dog.



OK to share



It depends...



Not OK to share

Alfie shares a photo of his friends at his birthday party.



OK to share



It depends...



Not OK to share

Answers

Okay to share

Ellie shares a photo of her new pet rabbit

Ellie doesn't need to ask permission from her rabbit!

Not okay to share

Megan shares a video of Ellie crying

You should never share or post a photo of someone else that could upset them.

Sam shares a photo of his brother who has just got out the bath

This should never be shared as Sam's brother might not be wearing clothes, or only wearing a towel.

It depends

Sam shares a video of himself pretending to be his pet dog

At the time Sam may think this is funny to share but in the future he may find it embarrassing. Even if Sam deletes the video, other people might have taken a copy of it or shared it on other sites.

Alfie shares a photo of his friends at his birthday party

If Alfie has asked his friends for permission and they have agreed then this is probably okay to share this in a closed group. If any details gives away personal information about Alfie or his friends, it is better not to share it.

Worksheet 4



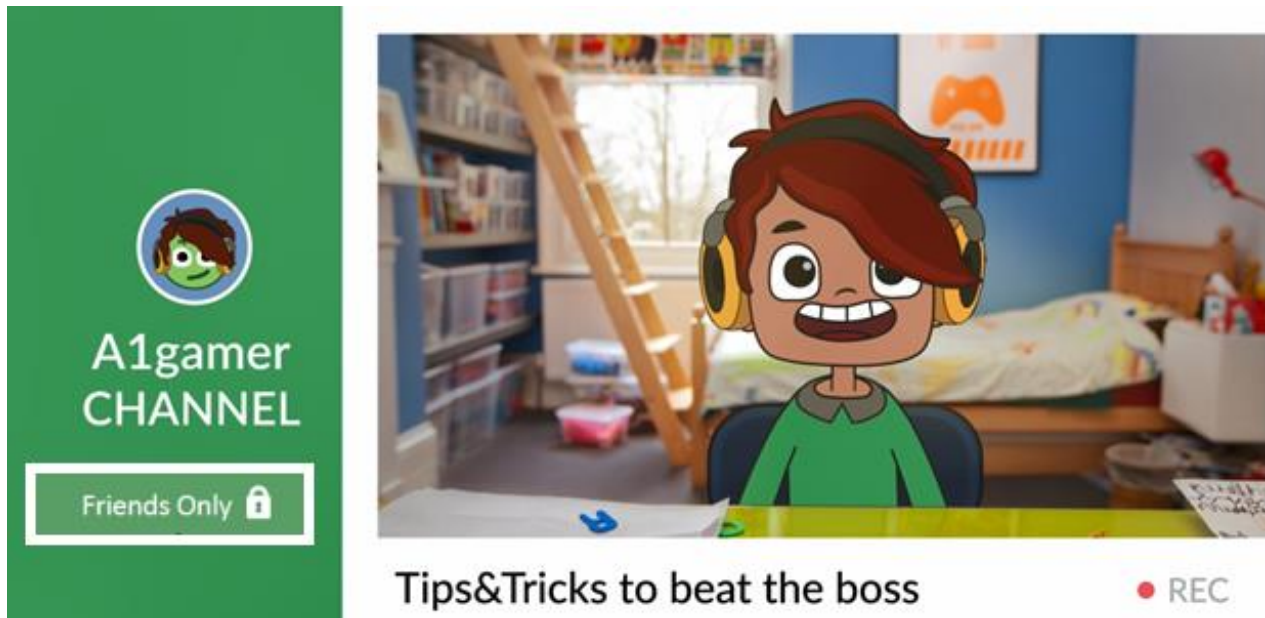
Alfie thinks it will be funny to share Sam's silly photo with his friends without asking him first.

Write a message to Alfie to tell him what you think he should do:

Hi Alfie! I heard you're about to send
that silly photo of Sam...

Worksheet 5

Can you remember what important steps Alfie takes to make sure he is safe when making videos and posting them online?



Can you help Alfie to decide whether he should do these things online:

Alfie wants to...	Safe/unsafe
Take a selfie in his bedroom, in front of a wall with family photos on it, as well as a certificate with his name and school on.	
Take a silly and embarrassing photo and share it with his friends on an app which says it will delete it once it has been viewed.	
Share a video of Selfie playing a song. He wants to share it on Selfie's page. Only people they know offline, like friends at school and family, will be able to see it.	
Take a photo of himself and Sam in their school uniform. He wants to share it on an app where anyone can see it.	

Answers

Alfie wants to...	Safe/unsafe
Take a selfie in his bedroom, in front of a wall with family photos on it, as well as a certificate with his name and school on.	Unsafe If Alfie takes a photo or video, he should make sure that in the background there are no personal belongings like family photos, hints about where he lives or personal information like his school or address.
Take a silly and embarrassing photo and share it with his friends on an app which says it will delete it once it has been viewed.	Unsafe Even if his photo is deleted quickly, other people can still share it and make copies. If that happens, he should tell a trusted adult as they will be able to help him.
Share a video of Selfie playing a song. He wants to share it on Selfie's page. Only people they know offline, like friends at school and family, will be able to see it.	Safe This can be a fun thing to do as it is only with people they know and trust offline. Alfie should ask Sam and Ellie's permission first to check that they are happy with him sharing the video.
Take a photo of himself and Sam in their school uniform. He wants to share it on an app where anyone can see it.	Unsafe If someone takes a photo or video, they should make sure that in the background there are no personal belongings like family photos, hints about where they live or personal information like their school or address.

Live streaming

Activity 1: positive and negative attention

1. Explain to the group that this activity is going to explore different types of attention. Discuss the meaning of the word 'attention' (where someone takes notice of you).
2. Explain that sometimes people get attention for doing positive things (for example, helping a friend or putting effort into a piece of work) but sometimes people might do negative things to get attention. As a group, generate additional examples of positive and negative things people may do for attention.
3. Now point out that when someone gives somebody else attention, this can also be positive (for example, saying well done) or negative (for example: making a mean comment, or trying to put pressure or persuade them to do something they might not want to do).
4. Read the task on [worksheet 6](#) with your group, and ask them to complete the activity. Discuss their answers using the answer sheet to help you. Explain the importance of telling a trusted adult if they experience negative attention online or if anything worries or upsets them.

Activity 2: Battle of the Bands: Selfie's livestreamed show

1. This activity recaps the learning from '[Sharing images and videos: activity 4](#)' and '[Live streaming: activity 1](#)'. Those activities should be completed first as well as watching episodes 1 and 2 of Play Like Share.
2. With your group, you may want to recap the key messages from the activities, asking questions like:
 - a. **What features did Alfie use to help keep himself safe when sharing videos?** Privacy set to friends only, doesn't use a real profile picture, his username doesn't include his real name.
 - b. **What examples of negative attention may someone receive online?** Pressure to do certain things. For example: being mean to someone, to share an image or video they don't want to share.
 - c. **What should someone do if they receive negative attention online?** Tell a trusted adult.

3. Read the scenario on [worksheet 7](#) with the group and ask them to write a message to Selfie to advise them on what they can do to make their live stream safer (for example, privacy settings, understanding the difference between positive and negative attention).

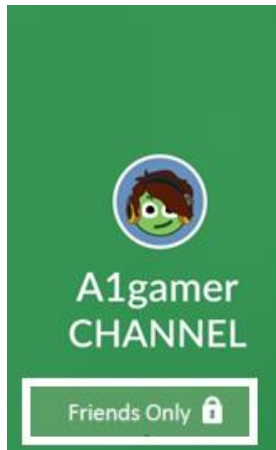
They can also use the 8 to 10s website to help them:

www.thinkuknow.co.uk/8_10/stay-safe/

Worksheet 6

Making and sharing photos

Alfie is live streaming while playing his favourite game. He notices some comments on his stream. Can you help him decide if these are examples of positive attention or negative attention?



	Positive attention	Negative attention
Ellie comments saying that Alfie is really funny and she likes watching him gaming		
Someone has sent Alfie 20 messages saying he has to live stream and play games with him		
One of Alfie's friends comments to tell people how Alfie helpful was when he was trying to get to the next level in the game		
Someone in Alfie's class keeps offering him lots of gifts in return for his password		
One of the Popcorn Wizards comments asking him to make fun of their teacher on his live stream. They tell him it will get more people to watch him		
Alfie's mum comments to say how confident he is when live streaming		

Answers

	Positive/negative attention?
Ellie comments saying that Alfie is really funny and she likes watching him gaming	Positive Ellie is a trusted friend, and is paying him a positive compliment.
Someone has sent Alfie 20 messages saying he has to live stream and play games with him	Negative Someone is putting Alfie under pressure to do something he doesn't want to do. It is best for Alfie to ignore this person and block them, and to tell a trusted adult.
One of Alfie's friends comments to tell people how helpful Alfie was when he was trying to get to the next level in the game	Positive Alfie's friend is doing something kind: telling people that Alfie is a good friend.
Someone in Alfie's class keeps offering him lots of emojis and gifts in return for his password	Negative This is an example of someone putting Alfie under pressure to do something. Alfie should never share his password with anyone. Alfie should ignore this person or say no, and tell a trusted adult.
One of the Popcorn Wizards comments asking him to make fun of their teacher on his live stream. They tell him it will get more people to watch him.	Negative This is an example of someone putting Alfie under pressure to do something mean. Alfie should ignore this person or say no, and tell a trusted adult.
Alfie's mum comments to say how confident he is when live streaming	Positive Alfie's mum is saying something positive - how good he is at doing something.

Worksheet 7



Hey! We're going to live stream our show at the Battle of the Bands so everyone can see it! We need your help though! What can we do to make our live stream safer?

Hi Selfie!

Gaming

Activity 1: what's great about gaming?

1. This activity is about encouraging your group to talk about gaming and what to do if something worries them or makes them feel uncomfortable.
2. Ask children to create a poster to celebrate the games they enjoy playing online. It should include information on what the games are about and the different things that gamers might be able to do in them. For example, talk to others, make purchases.
3. Allow them to explain the games to you and tell you what they enjoy about playing them. If a child does not play any online games, ask them to talk you about games they have heard about or video games they enjoy playing that don't link to the internet.
4. Once the activity is complete, explain the importance of telling a trusted adult if they experience anything that makes them worried, uncomfortable or upset while playing a game online.

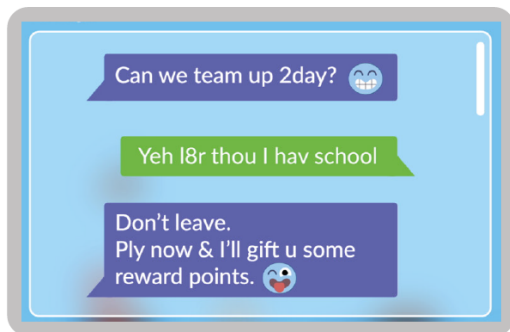
Activity 2: Alfie and the Gamer

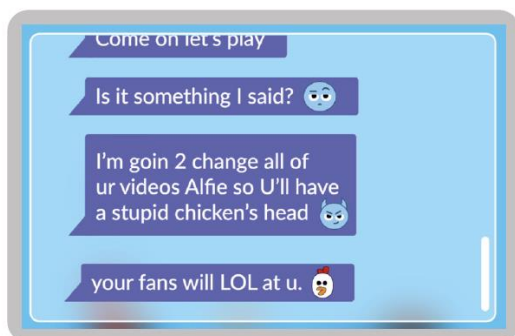
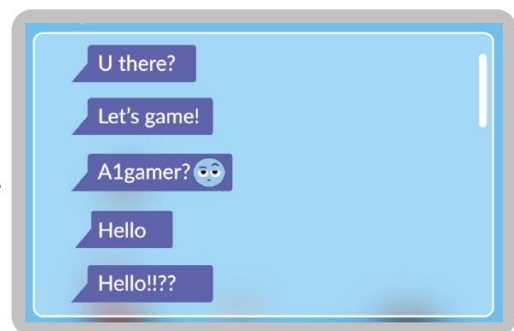
1. With the group, explore the 'Play' section of the 8 to 10s website and read the advice on how to play games safely: www.thinkuknow.co.uk/8_10/stay-safe/play
2. Explain that sometimes in games, someone might try to pressure another gamer into playing with them, chatting to them or going to another game or app. Read the scenario on [worksheet 8](#) with the group and ask them to discuss the different ways the gamer tries to make Alfie play with them (for example: offer gifts/rewards, sends lots of messages, makes threats).
3. Thinking about what they learned on the website, discuss what Alfie should do next (for example, don't reply, tell an adult he trusts and block the gamer).

Worksheet 8

Someone Alfie doesn't know has messaged him asking him to play a game. The gamer keeps saying things to try to make him play and Alfie is feeling uncomfortable. Can you help Alfie by writing down the different ways the gamer is trying to get him to play?

Making threats	Offering rewards/gifts	Sending lots of messages
----------------	------------------------	--------------------------





What do you think Alfie should do next?