CYBER READY ✓ ↗ 😄

A class toolkit created by Ecclesiastical Insurance

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Introduction

This lesson plan gives educators the tools and methods they need to build cyber awareness amongst their students. Using the principles of Design Thinking, a process for creative problem solving, this lesson will teach students how to solve problems collaboratively and aims to leave them feeling empowered with greater creative confidence. This pack provides one lesson plan that can be used to teach up to five different topics.

Goal	This lesson is intended as an extension to your current activities around cyber safety and resilience. The primary outcome for pupils should be an awareness of cyber issues. The secondary outcome is exposure to new problem-solving techniques taken from Design Thinking.
Themes	The stories in this pack cover five themes that explore both cyber safety and resilience issues. Depending on the size and maturity of the class, you may choose to use as few as one or as many as five of the stories. This lesson is intended to work for classes that can be split into groups of 3-5 pupils. You can assign one story per group or assign the same story to the whole class. Once comfortable with the format, themes/stories can be replaced with your own. Themes include:

1. Online purchases
2. Sharing personal information
3. Isolating others
4. Cyber bullying
5. Spending too much time online.

Activity overview	The class is split into groups of 3–5 pupils. Each group is assigned one of the stories or one story is assigned to the entire class. Groups are given exercises that encourage them to look for a problem, build a picture of what the character in the story is doing and how they are feeling. Then, using the information they have collected, explore different ways of solving or approaching the problem resulting in a visualisation using the tools for communication.
Audience	The lesson is best suited to 8–12.

Introduction

Creators

Ecclesiastical is a specialist insurance company with over 55 years' experience providing education insurance and risk management advice to schools.

Through our research[1] and work with schools, we know that safeguarding, pupil wellbeing and children's mental health are all areas of great concern, but also challenging to address in an ever-changing world.

With this in mind, we have been working in conjunction with schools across the UK to develop a Cyber Ready class toolkit to help you deliver high-quality learning, that explores both cyber safety and resilience issues.

[1] Annual Education Tracking Survey 2017, FWD research for Ecclesiastical

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Lesson schedule

Timings are estimations to be used as a guide.

00: Introduction 5 mins	Introduce the class to the lesson and the topic of cyber safety. Get into groups.	No equipment
01: Read 10 mins	Students read a story about a fictitious character, trying to Identify moments where the character may have made the wrong decision or something went wrong.	Highlighters Stories
02: Discuss 10 mins	In their groups, pupils use the guiding questions to lead a discussion about what happened in the story and what the cause and effect of the conflict are.	Pens Discussion guide worksheet
03: Ideate 20 mins	Individually, the students will think of other ways of responding to the conflict in the story. They only need to come up with one way but should be encouraged to come up with more if possible.	Markers My Ideas worksheet Sticky dots
04: Create 25 mins	As a group or individually, the students will create a scene demonstrating how they think the character in the story should have responded.	Cutouts Scissors Blu Tack
05: Share 10 mins	In their groups, students will present their scene back to the class. They will summarise what the problem in their story was and how they chose to respond to it.	No equipment

Equipment

Essentials

Felt tip pens

Highlighters

Sticky dots

Worksheets

Optional

Scissors

Glue

Computer

Blu Tack

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Activities

Read

10 mins

Students read a story about a fictitious character, trying to identify moments or factors that contribute to the conflict.

Goals

✓ Learn about cyber safety by reading about somebody else's

✓ experience.

✓ Recognise what has gone wrong in the story.

Activity

1. Read the story all the way through.

2. Identify moments where the character made the wrong decision or something went wrong. Pay close attention to how the character feels and highlight any parts of the story you want to discuss with the group.

Outcome

The aim of this exercise is for every student to have a good understanding of the story they have been given. The next stage will be to analyse and discuss what they have read with the group, therefore, it is important that they have an understanding of the environment, actions and experiences in the story.

Discuss

⏳ 10 mins

In their groups, pupils use the guiding questions to lead a discussion about what happened in the story and what the cause and effect of the conflict are.

Goals

- ✓ Practice asking questions.
- ✓ Analyse how negative experiences online can make people feel.
- ✓ Identify red flags for cyber danger.

Activity

1. Use the guiding questions to prompt discussion. When answering the questions, try to put yourself into the shoes of the character and imagine what their thoughts and feelings may be.

2. One pupil from each group will summarise the discussion and present back to the class.

Outcome

The students will have discussed what went wrong in the story and how the character felt. Also, they will have practised empathising with another person to understand their actions. Putting yourself into someone else's shoes builds empathy and helps you put aside your own assumptions. This should result in a deeper understanding of the person and their needs. By the end of the exercise, there should be agreement within the group about what the problem was that led to the conflict or negative outcome.

Ideate

⏳ 20 mins

Individually, the students will think of other ways of responding to the conflict in the story. They only need to come up with one way but should be encouraged to come up with more if possible.

Goals

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✓ Analyse a scenario and reflect on their personal response.

✓ Practise coming up with ideas under time pressure.

✓ Learn a method for making a decision as a group.

Activity

🖌️

1. Using the 'My Ideas' worksheet, quietly and individually write or draw an idea for a solution in each box. It is more important to get an idea down than for it to be perfect. (15 mins)

2. Taking turns, share your ideas with the group. (10 mins)

3. As individuals, use the 3 sticky dots to vote on the ideas that are the best response to the conflict, that can include your own. (5 mins)

Outcome

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Having defined the problem in the previous exercise, this exercise gets pupils to use their creativity and 'think outside the box' to come up with new ideas to solve the problem. It is important at this stage to show the pupils that free thinking can lead to individual and unique ideas. Following this, the pupils will have learned how to take multiple good ideas and pick the one they want to move forward with.

Create

25 mins

As a group or individually, the students will create a scene demonstrating how they think the character in the story should have responded.

Goals

✓ Visualise an idea so that others can easily understand it.

✓ Practice team working skills.

✓ Learn that a lot can be learnt by taking an idea from thought to reality.

Activity

1. Using the idea chosen in the previous exercise, discuss how to present the scene. Get creative! Create a classroom display, a slideshow in PowerPoint or an animated film.

2. Create the scene using the medium of your choice. Add your own facial expressions to the characters to help tell the story.

3. Give the scene a short description summarising what the problem was and how it's being solved. As an option, create a second scene depicting the problem.

Outcome

Pupils will have worked together to build a scene that demonstrates their ideas to the rest of the class. By visualising the solution, they are having to make decisions about the solution. It may bring to light problems or constraints they hadn't thought of during their discussion. Equally, it may lead to developments and improvements to the idea. By the end of the exercise, they should have experienced some of the difficulties in defining an idea in a way that allows others to understand it with little or no context.

Share

⌛ 10 mins

In their groups, students will present their scene back to the class. They will summarise what the problem in their story was and how they chose to respond to it.

Goals

✓ Practise presenting as a group.

✓ Hear feedback from others.

✓ Reflect on their work having received feedback.

Activity

1. Present your group's idea back to the class. Summarise what the problem in the story was and how you have responded to it.
(5 mins)

2. Listen to feedback from classmates and answer any questions they may have (5 mins).

Outcome

Each group will have presented their scene back to the group and received feedback from their peers. The pupils should use this as an opportunity to learn about sharing their ideas and thinking about how they might develop or improve their ideas based on feedback from others.

Worksheets

Read the story

Isaac gets home after football practice, and having no homework, he switches on the games console and joins his friend Edie in a match online. Whilst playing, Isaac stumbles across a rare skin and equipment set. Edie exclaims, "Isaac you have to buy that skin, no one at school has it - you will be the only one!" Isaac's immediate response is to move on without the skin as he has no money. However, feeling the pressure from his friend, and remembering that his mum's card details are saved on the account, Isaac takes a deep breath, presses the button and buys the skin.

A few weeks later, Isaac is sat at the kitchen table doing some work when his mum walks in rattling a piece of paper in his direction. She places it down in front of him, pointing to a line on her card statement billing her for £20. She doesn't say a word but looks at him with an annoyed look on her face. "It wasn't me mum! It must have been my brother... you know Joseph has done it before." Convinced by Isaac, his mum goes off to punish Joseph instead.

Finishing his homework, Isaac goes to play online, but feeling the guilt of lying, he doesn't enjoy the game - it isn't fun anymore.

Your notes

Story #1

Read the story

This is a story about Robert, he's always on his phone. Robert is always the first person to post a funny meme in a group chat. He loves sharing anything that's made him laugh, even if his friends don't think it is funny. Last week Robert got a message from his cousin, Annabelle. He thought it was hilarious - the funniest thing he had ever seen! He couldn't wait to share it with his friends so, without thinking, he took a screenshot and shared it with another group. Robert didn't notice that you could see Annabelle's phone number on the screenshot. He had accidentally sent it to a group which included all of his friends and other people he didn't know.

A few weeks later, Annabelle receives a nasty message sent to her from a number she doesn't know. She deletes it but then receives two more messages. Eventually, she finds out about the screenshot Robert shared and has it deleted. It is too late, Annabelle has already lost her confidence in sharing any of her personal information online. Robert felt sad that he had caused this upset to his cousin.

Your notes

Story #2

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Read the story

This is a story about Sevak. Sevak is a hard-working and very popular student. He has many friends in his year, too many to count! One day, some of Sevak's friends decide to make a fake profile on a social networking site using his information. They thought it would be funny to pretend to be him and because he had so much of his information online for people to see, it was very easy for them to make the profile seem real. Someone took the joke a little too far and decided to post mean comments about another person at school. A teacher found out and Sevak got into a lot of trouble. Sevak felt cheated by his friends. He also felt alone because none of them would say who it was.

Your notes

Story #3

Read the story

"Hey, Aysha! Do that dance you showed me earlier!" Being the performer she is, Aysha does her dance for a couple of classmates in the school hallway. The onlookers whip out their phones and record her performance. They giggle and cheer Aysha on, boosting her confidence.

During the last class of the day, Aysha catches glimpses of people looking in her direction and whispering amongst themselves. Finally, one of her classmates shouts; "Nice moves, Aysha" and impersonates one of her dance moves. "Where did you see that?" she asks, only to find out everyone had received it. Feeling guilty about the video, Aysha's friend Tory explained that someone had stuck a poop emoji on Aysha's head and sent it around to everyone except her.

Feeling betrayed, Aysha contemplates the possibility of never performing for people again. The idea makes her sad as she's always loved dancing for people, but she doesn't want to feel the same way she did today again.

Your notes

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Read the story

knock *knock* Simone's mum was asking her to come down for dinner again. Simone was in the middle of streaming a video on her tablet and wasn't feeling particularly hungry. She told her mum she would come down later on. An hour passed and her mum came up again. This time she didn't knock, she came straight in and demanded that Simone come down. Reluctantly she went downstairs.

By the time she got back upstairs, it was getting quite late. She'd put off doing her homework again. Whilst some feelings of worry started to bubble up inside of her as the work had to be finished by tomorrow, the draw of watching more videos was too strong for her to resist. She told herself she'd have time to do it in the morning or at break time before the lesson.

As usual, she was late getting up and ended up getting distracted by a bake sale at break time. Before she knew it, she was in class with none of her work done. The teacher kept her behind at the end of class and told her that she'd used her final chance and that her parents would be contacted.

Your notes

What happened in the story?

_____

_____

What clues made you think this?

_____

_____

How do you think the character felt?

_____

_____

Idea #1

Idea #2

Idea #3

Idea #4

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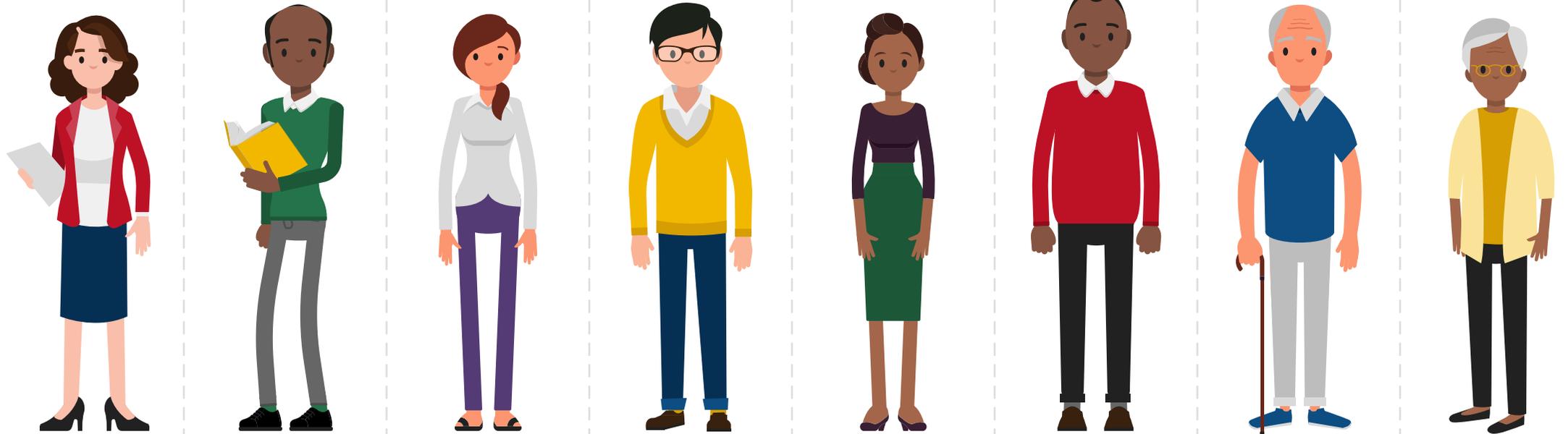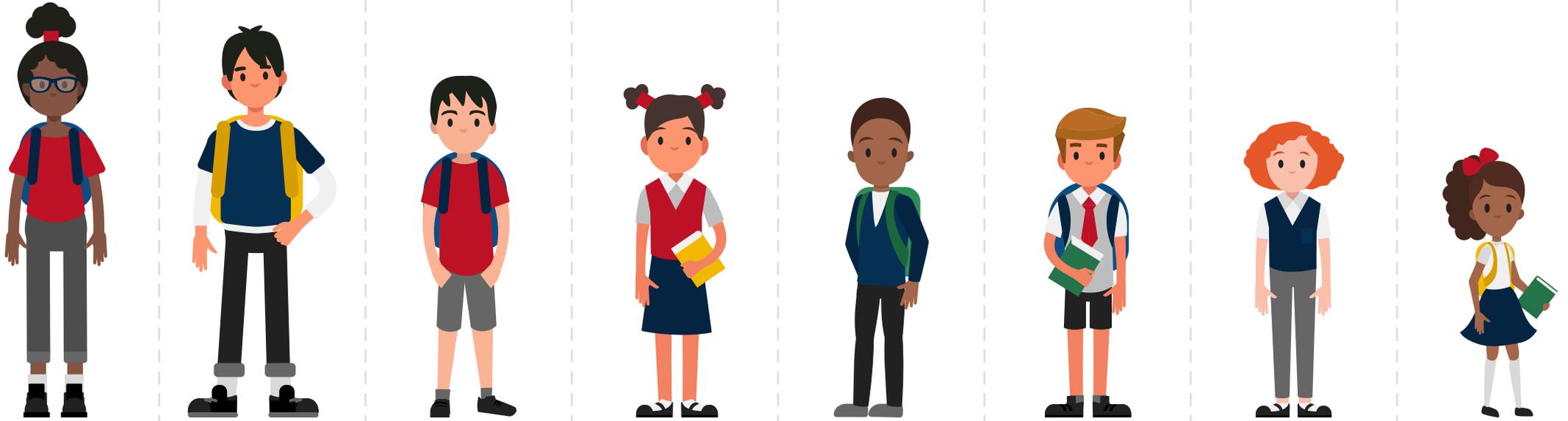
Children, teachers, parents, and other caregivers

Emojis and emotions, social platforms and devices

Speech and thought clouds
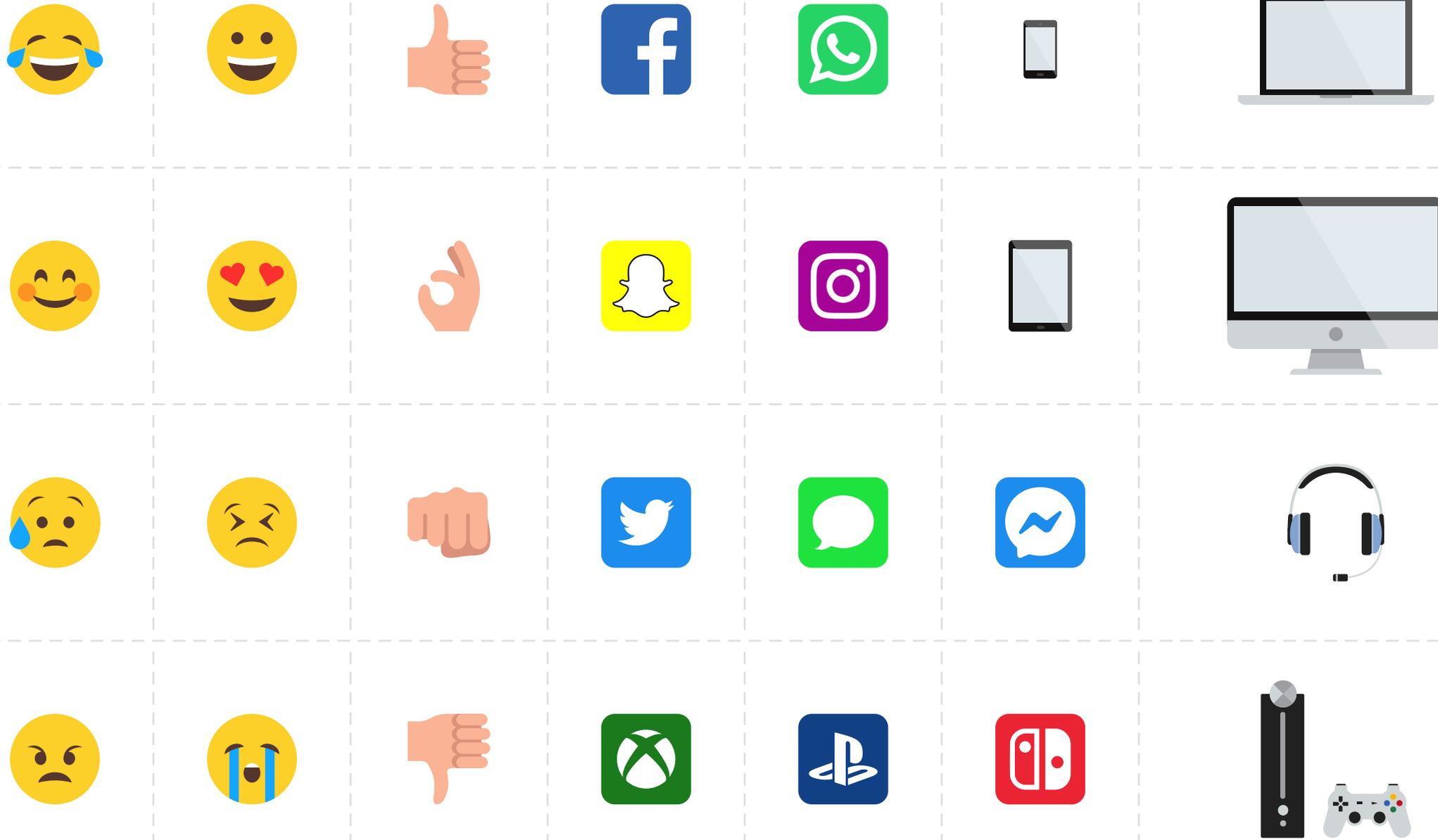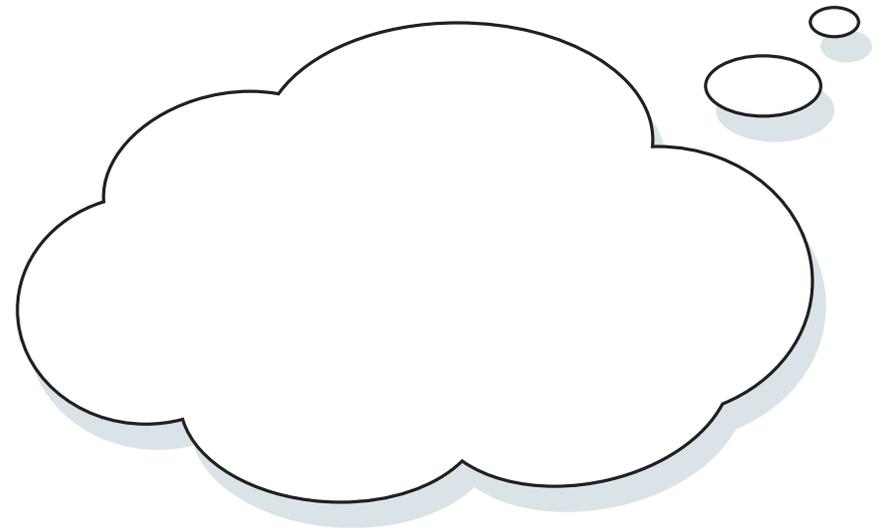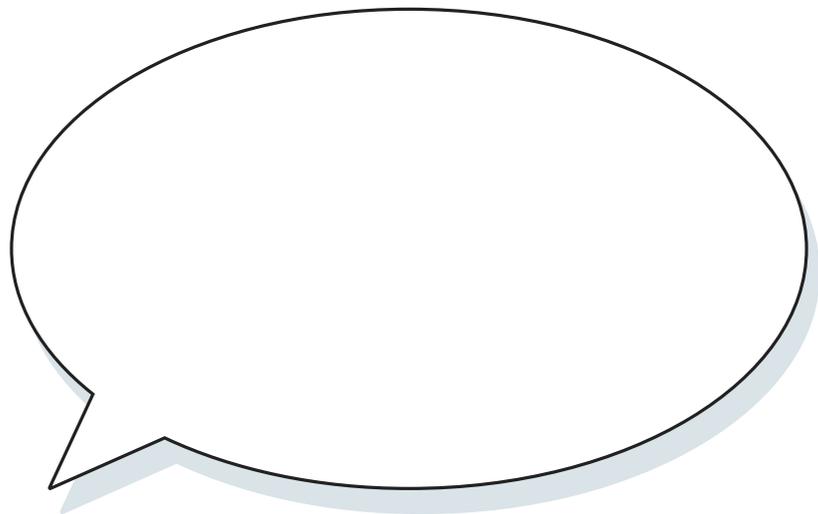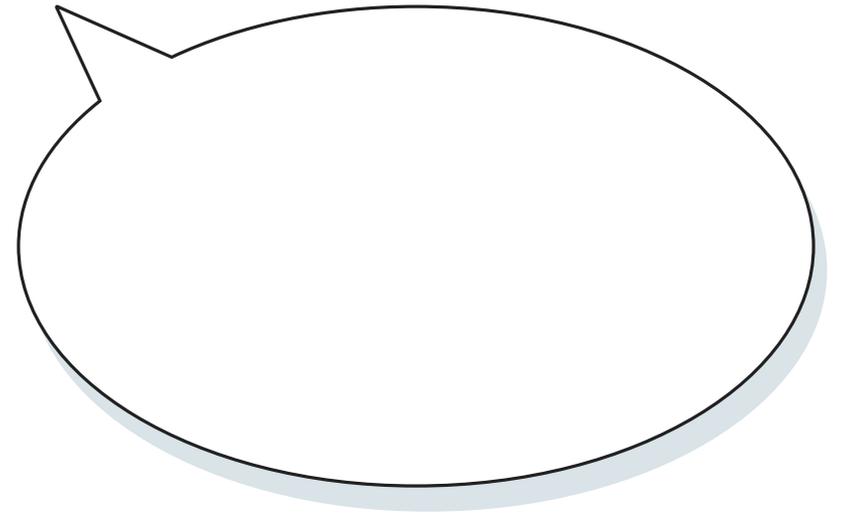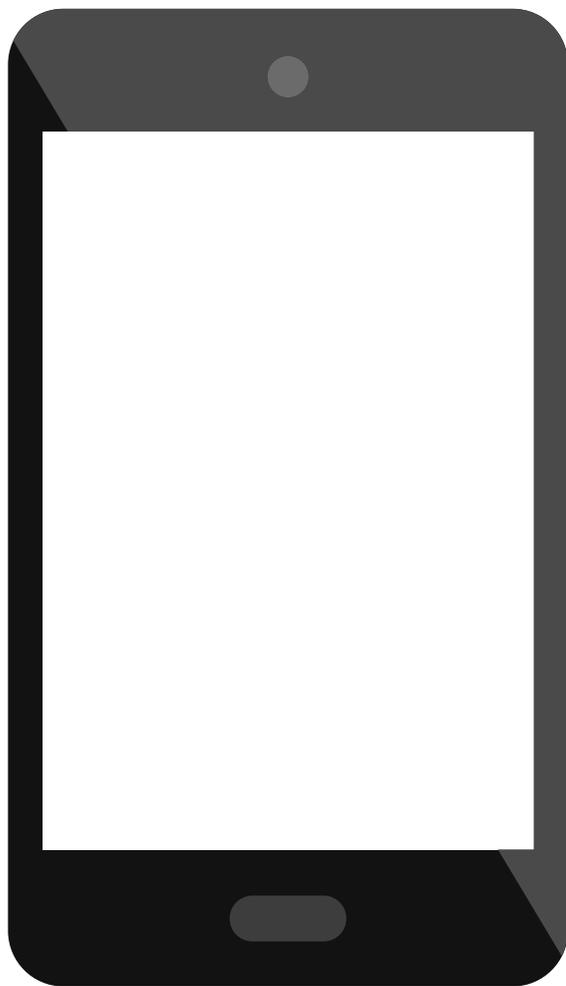
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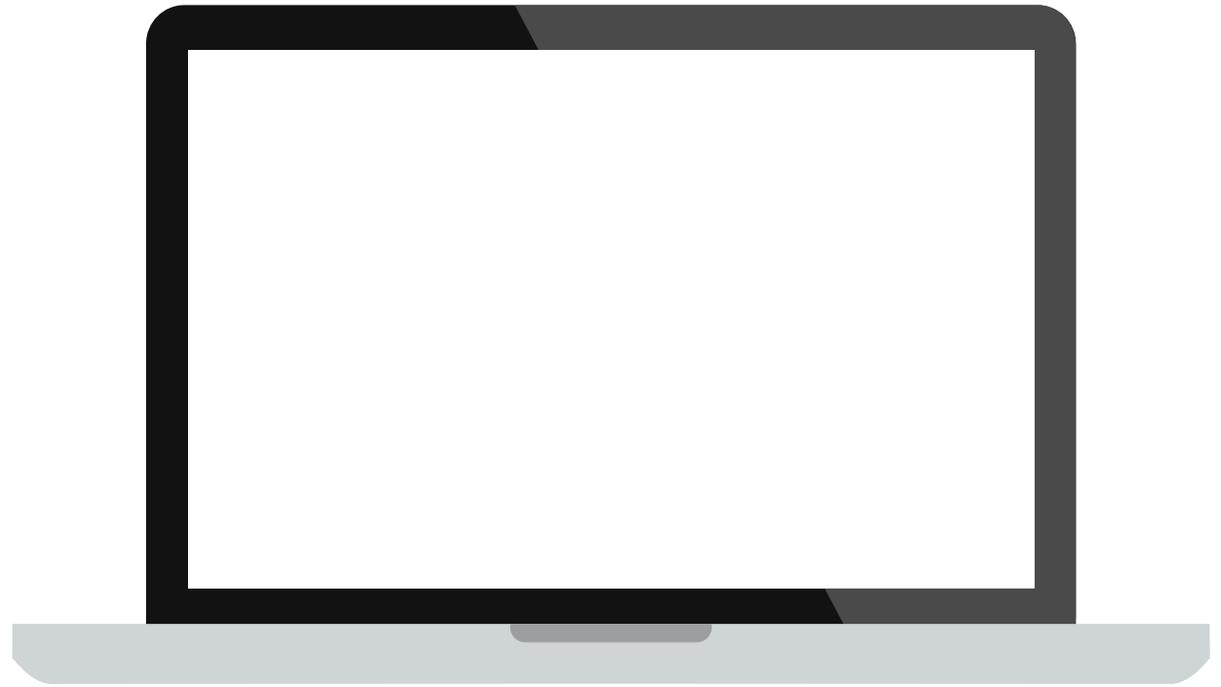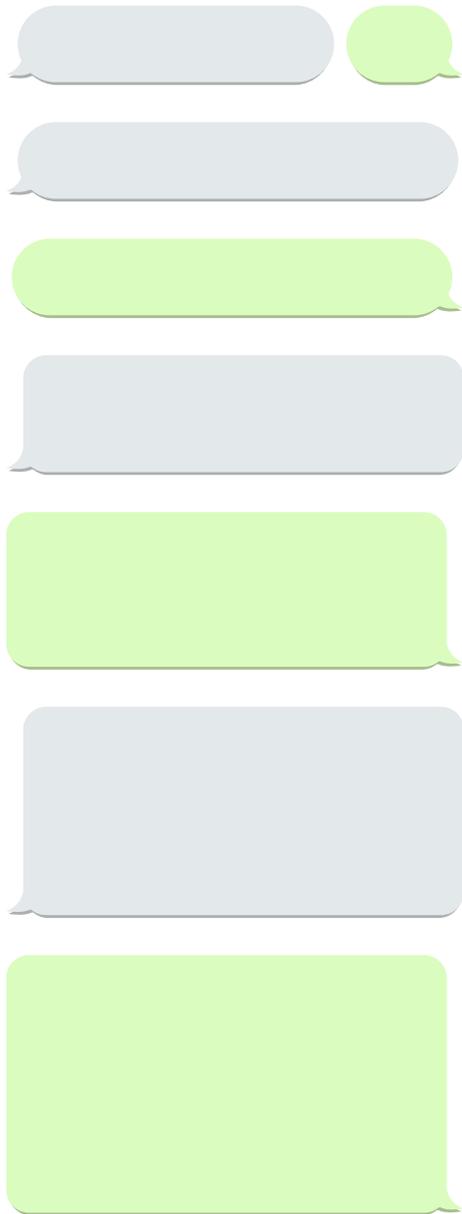
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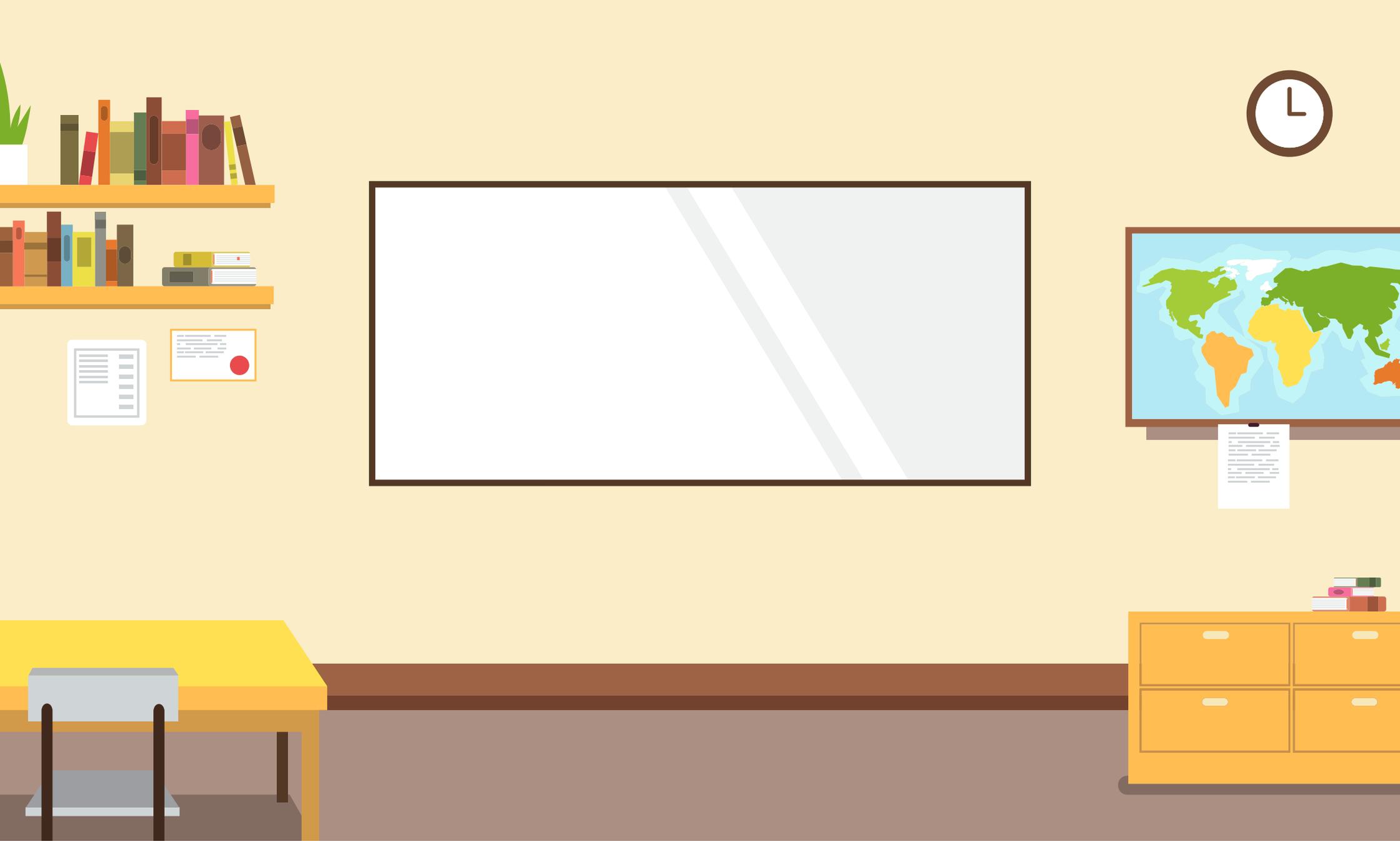
SCHOOL

The playground

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The classroom
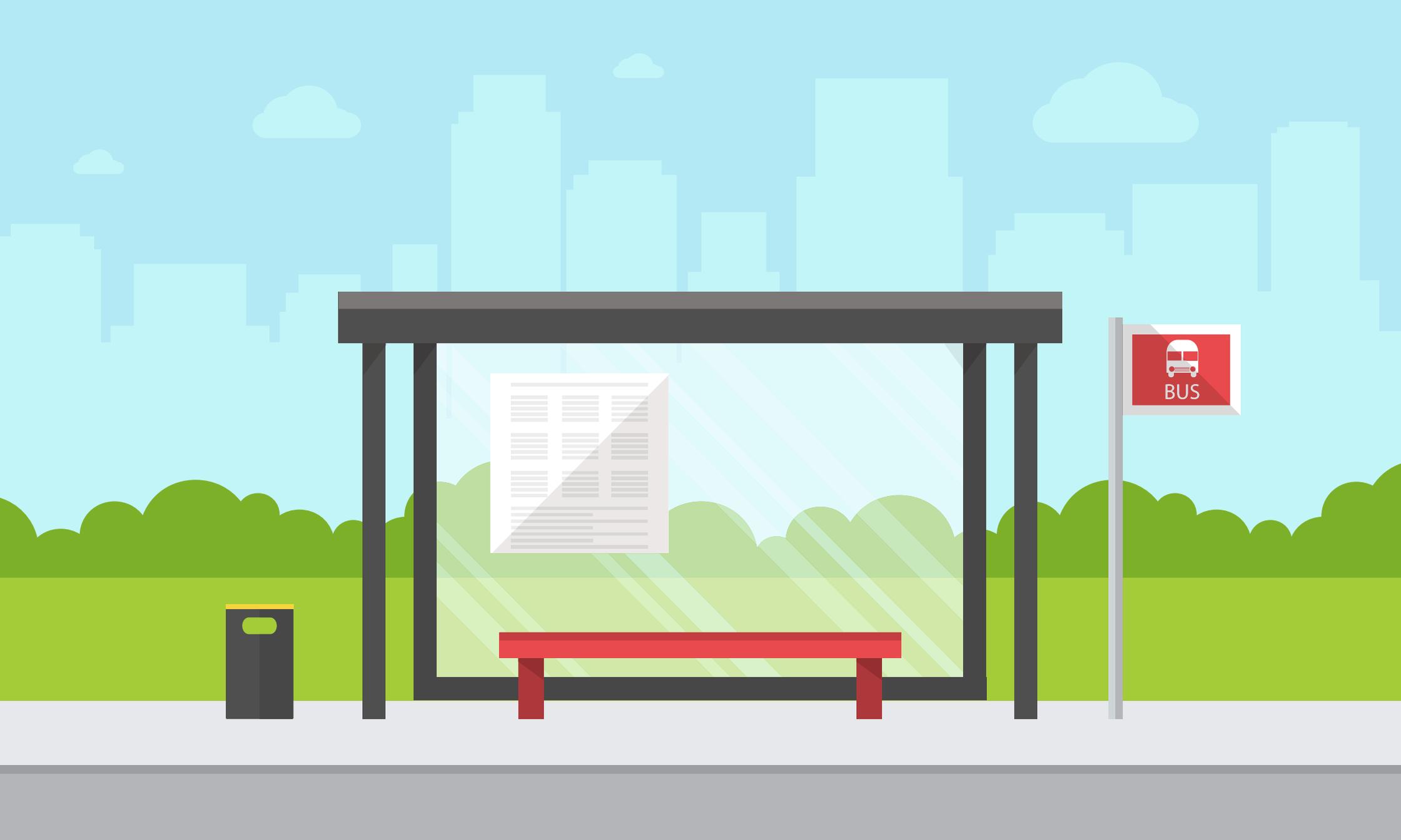
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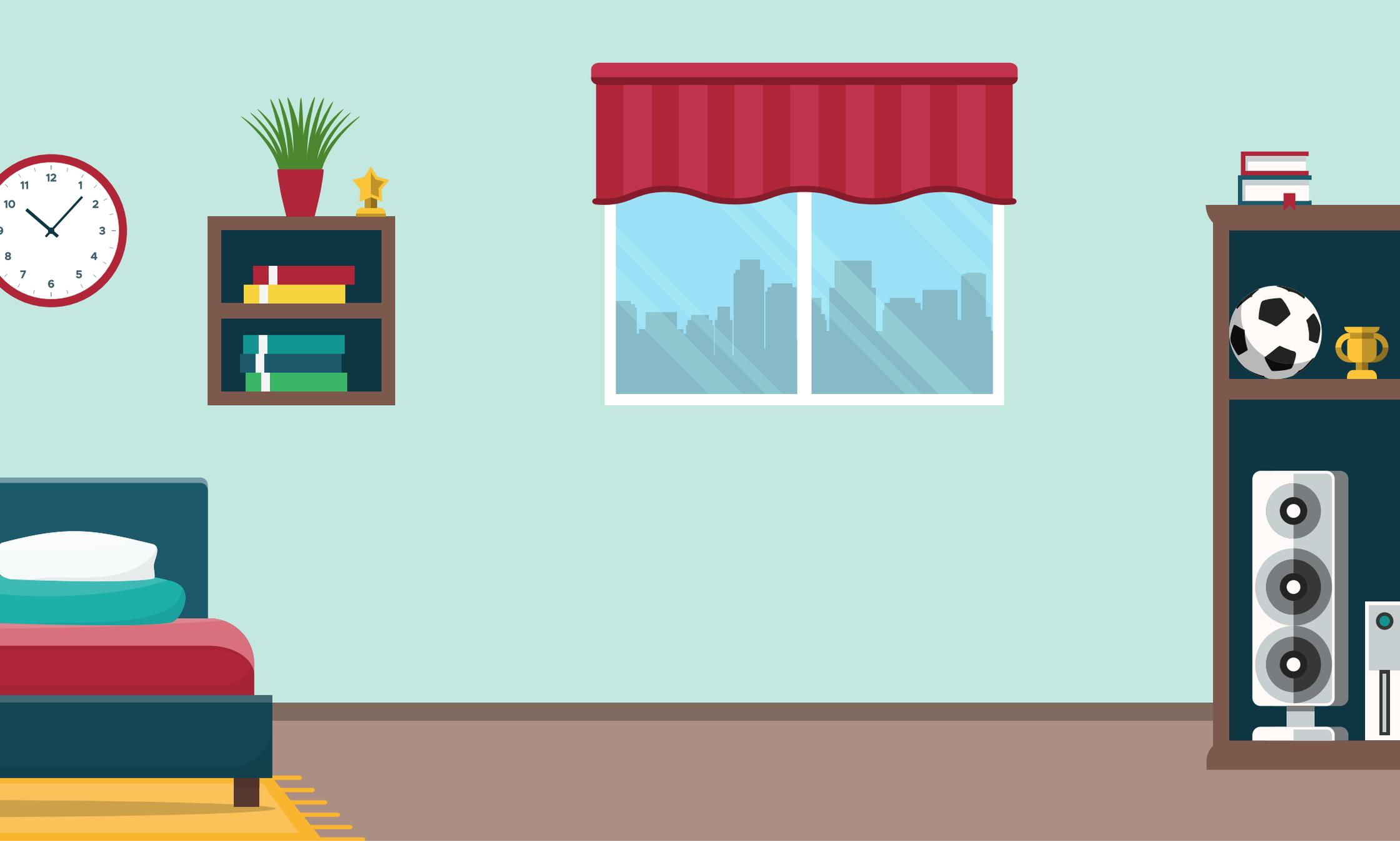
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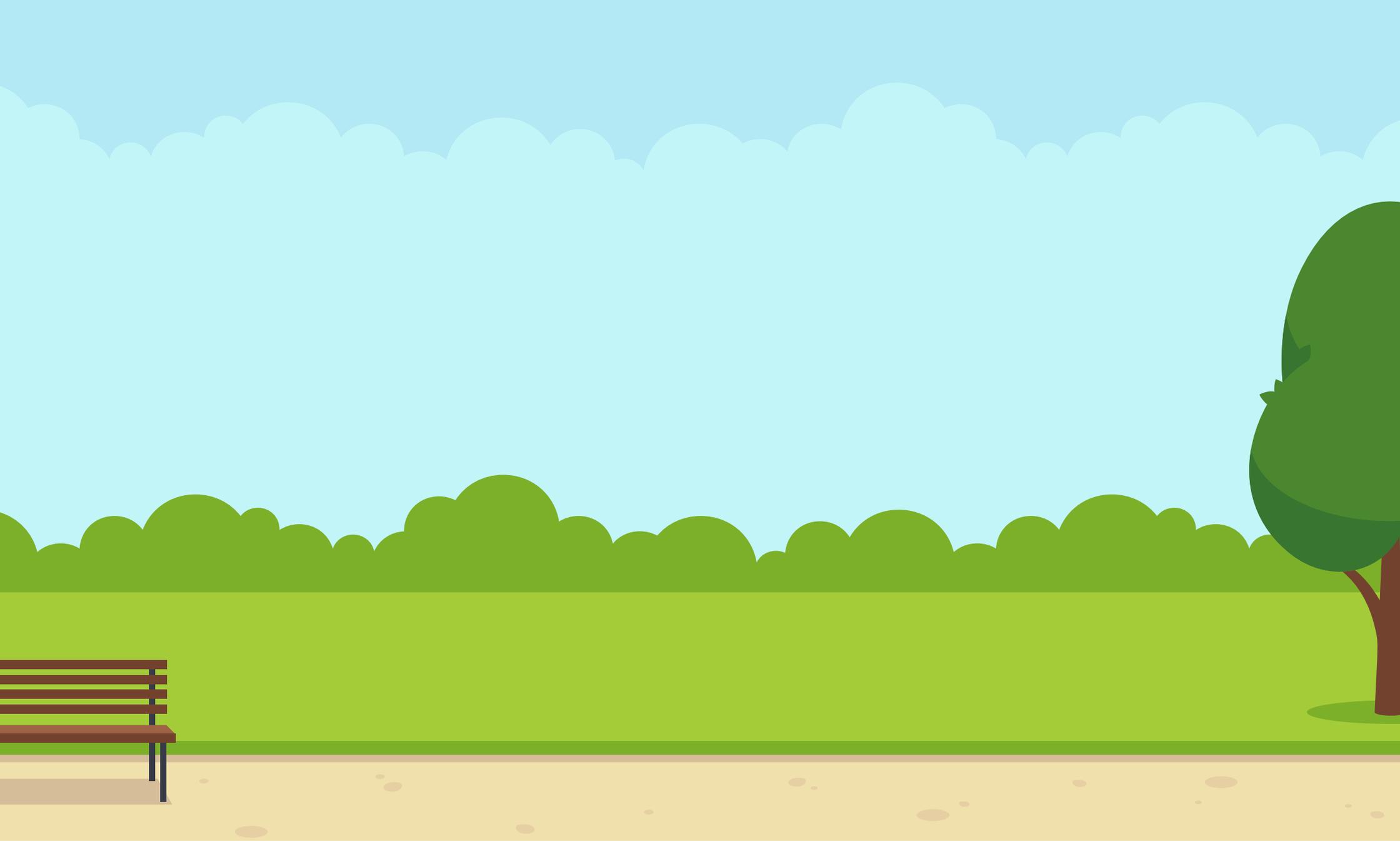
The park

Notes

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To download or find out further information about the Cyber Ready class toolkit visit:

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