



Autumn 2 - How does the media influence me?

British Value Link: Individual Liberty

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p>Anti-Bullying Week – Standalone Lesson</p> <p>Objective: To identify bullying behaviours and reflect on what I can do to help stop bullying.</p> <p><u>Activate:</u> Share and discuss the Big Questions:</p> <p>Put the children into small groups and distribute a large piece of paper and set of coloured pens to each group. Ask each group to brainstorm what they consider bullying to be and to use the coloured pens to record their thoughts on the paper. Invite each group to share their thoughts. Share the information given in the Lesson Presentation to define bullying and identify its various forms and associated behaviours – verbal bullying, physical bullying, social bullying and cyberbullying. Using the Lesson Presentation, explain that bullying behaviours have serious consequences that can be long-lasting. Put children into pairs and give each pair a set of The Effects of Bullying Sorting Cards. Ask the children to sort the cards into those they think are possible effects of bullying behaviours and those that are not. Invite the children to share their conclusions and then, using the Lesson Presentation, reveal those cards which described effects of bullying behaviours. Invite the children to share how they feel about what they have learnt about the effects of bullying.</p> <p><u>Main Event:</u></p>	<p>Knowledge: Y5/Y6: Exploring the impact that bullying might have (friendships)</p> <p>Skills: Y5/Y6: To understand what might lead to someone bullying others. Y5/Y6:: To know what action a bystander can take when they see bullying. (friendships)</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p> <p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p> <p>Always set aside time to explore any questions that are raised, either with the</p>



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	<p>Share the information in the Lesson Presentation to explain that although bullying occurs, it has no place in our society and that it is our collective responsibility to act and make choices which help to stop it. Ask the children to share what they think we can do to tackle bullying. Share the solutions and strategies given in the Lesson Presentation. Extend the discussion to include what we can do if we experience or witness bullying and the importance of asking for help. Explain that no one should suffer in silence.</p> <p>Ask the children to think about what it feels like when someone is kind or respectful towards them. Invite them to share their thoughts. Highlight that every person, no matter who they are or where they are from has the right to a happy, safe, healthy and fulfilling life. Share the quote in the Lesson Presentation and ask the children to take a moment of quiet to reflect on this. Give each child an Anti-Bullying Pledge Card and ask them to write what kind and respectful act they pledge to do to help stop bullying. Invite the children to share their pledges if they feel happy to do so. These can be displayed and used throughout the school year. Display the final thought in the Lesson Presentation and then return to the Big Questions and assess children’s learning.</p> <p>Floorbook expectation: pupil voice and images.</p>		<p>whole class, or separately if more appropriate.</p>
2	<p>Objective: To learn about staying safe online.</p> <p>This lesson is following Kapow: Upper KS2 > Y5 Safety and the changing body > Lesson 2: Staying safe online</p> <p><u>Activate:</u></p>	<p>Knowledge: Y5/Y6: Developing an understanding of how to ensure</p>	<p>We have decided to include this in our curriculum due to issues surrounding children via online platforms arising. This has been present in</p>



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<p>Show the children the video: 'NSPCC Lucy and the boy' on VideoLink and ask them to write down any key messages as they watch. Ask pupils to share their thoughts from the video and their understanding of online dangers and how to avoid or overcome issues. Remind pupils that people can pretend to be anyone they want online and they can even copy someone else's information and pretend to be them.</p> <p>In this video, the man used someone else's picture to pretend to be a much younger boy. Ask pupils to think about another way someone could use a fake profile to cause problems online. Look out for anyone that was unsettled by the video and give them appropriate reassurance. As always, you know your class best, so if you feel that you want to spend a whole session just discussing the content of the video, then do. Create a mind-map of the issues raised by the video on the board for pupils to refer to in the lesson.</p> <p><u>Main Event</u></p> <p>Explain to the children that they will be working in groups to create a storyboard for an animation to help other children of their age learn about online safety issues and to give them advice about how to stay safe online. Today they will be doing the planning and they will do the actual animation in a separate lesson. It doesn't have to be one of the topics from today's video. It could be something the children have looked at in the past and think it would be important to discuss, such as keeping your password safe or ignoring phishing emails. The children will need to consider their audience and ensure that the content they are planning is appropriate. Also, explain how important it is that the information is clear and accurate. Stress that the animation should not scare people as this</p>	<p>relationships online are safe.</p> <p>Skills:</p> <p>Y5/Y6: To know some of the possible risks online.</p> <p>Y5/Y6: To know where to get help with online problems.</p>	<p>platforms such as Whatsapp, Snapchat, Roblox and TikTok.</p> <p>Living in the Wider World' is a themed area of PSHE content described by the PSHE Association Planning PSHE education (pshe-association.org.uk). It is an example of one way to structure your curriculum. Learning about living in the wider world is linked to some elements of the newly statutory areas of Relationships Education, RSE and Health Education (Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)).</p>
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	<p>doesn't help them to learn. Explain to the children that to ensure the information within their video is helpful and accurate, they will need first to do some research. Give them 15 minutes to do this research and make notes to use in their animation.</p> <p>You could have all pupils looking at the same websites at the same time, either on their own computers or as a class, and sharing their thoughts, or you may prefer for pupils to complete this aspect of the task independently.</p> <p>Some helpful websites include:</p> <ul style="list-style-type: none"> • Link: 'BBC - Newsround - Staying safe online'. <p>These websites are also helpful but may work better if looked at as a class.</p> <ul style="list-style-type: none"> • Link: 'NSPCC - Keeping children safe online'. • Link: 'Common Sense Education - Internet safety'. • <p>Give each child a copy of the Activity: Storyboard template for them to plan out their animations. Ask the children to leave the final box empty for the moment, so their story must finish with scene 5.</p> <p>Children needing additional support may find the Activity: Online safety questions useful to help focus their thinking. Possible answers are available for teachers in Activity: Online safety possible answers.</p> <p>Floorbook expectation: images and pupil voice.</p>		
3	<p>Objective: Is the media a positive or negative influence on our ideas?</p> <p>This lesson is following the pre-planned lesson on Teams.</p>	<p>Skills: Y5/Y6: Developing an</p>	<p>The National Library of Medicine have stated that 'The influence of the</p>



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Activate:

Watch the advert: <https://www.youtube.com/watch?v=Lylzcg06pKA> and answer the following questions (use large paper and ask the children to write their ideas down on post-it notes:

1. *How do they try to sell their product?*
2. *Do you think it is a good or bad influence? Why?*

After this, ask the children to write down in pairs list of as many types of mass media that they can think of.

The children will then be shown a range of adverts (named A-H) and they have to decide if this type of mass media is a positive or negative impact on individuals.

The children also need to write a brief explanation of why.

Advert	Good or bad influence?	Why?
A		
B		
C		
D		
E		
F		
G		
H		

Main Event:

The children will be set one of the adverts shown before in the Activate part of the lesson to produce a presentation

answering the following questions: *What is this advert trying to sell?*

How does it try to sell it?

What are its positive and negative influences?

What values (e.g. uncertainty, excitement) does it appeal to?

Do you share these values? Are these in conflict with any of your values?

Do you think it is a positive or negative influence? Why?

understanding about the reliability of online information.

Knowledge:
Y5/Y6: To know some of the possible risks online.

Y5/Y6: To know where to get help with online problems.

media on the psychosocial development of children is profound. Thus, it is important for professionals to discuss with parents their child's exposure to media and to provide guidance on age-appropriate use of all media, including television, radio, music, video games and the Internet.

The objectives of this statement are to explore the beneficial and harmful effects of media on children's mental and physical health, and to identify how professionals can counsel patients and their families and promote the healthy use of the media in their communities.'



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	<p>Use the Media Investigation Task Sheet to support children.</p> <p>Floorbook expectation: QR videos of the presentations and pupil voice.</p>		
<p>4</p>	<p>Objective: To know what wellbeing and social media means.</p> <p>This lesson is following a Public Health England Year 6 Social Media lesson. Use the lesson presentation uploaded on Teams.</p> <p><u>Activate:</u> (Slide 6) – share the slide with the children and explain that there are 3 icons that a Year 6 pupil may enjoy doing and allow the children to guess what these icons represent (whiteboards). Children are then to draw their own doodles on whiteboards of 3 activities that they enjoy. Use the remaining slides to guide this part of the lesson.</p> <p><u>Main Event</u> Discuss with students the influence of social media on self-perception and self-esteem. Explain the concept of a selfie and its prevalence on social media platforms. Challenge students to draw a selfie of themselves that reflects their personal strengths, interests, or achievements. Instruct students to write a short caption explaining what wellbeing means to them in the context of the selfie. Create a class campaign by encouraging students to post their selfies and captions on a designated platform (we will be creating a 5/6 ‘Instabook’).</p>	<p>Knowledge: Y5/Y6: Developing an understanding of how to ensure relationships online are safe.</p> <p>Skills: Y5/Y6: To know some of the possible risks online. Y5/Y6: To know where to get help with online problems.</p>	<p>Ofcom research (2022) Their latest study into children's media and online habits shows that four in 10 children aged 8-17 (39%) have experienced bullying, either on or offline. Among these children, the bullying was more likely to happen on a device (84%) than face-to-face (61%).</p> <p>The NSPCC have stated that there are many risks to children being exposed to social media: Social media and online safety NSPCC Learning</p>



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	<p>Discuss the positive impact of seeing classmates' wellbeing-focused selfies and captions on social media, fostering a supportive and uplifting online community.</p>		
<p>5</p>	<p>Objective: To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>This lesson is following Kapow: Upper KS2 > Y6 Safety and the changing body > Lesson 3: Social media</p> <p><u>Activate:</u> Ask the children if everything we read online is completely true. Spark a class discussion about this and record ideas on post-it notes and create a class mind-map. Remind pupils that people can also put a positive spin on themselves and their lives online, so making out that things are 'better' than they are in reality. Ask why people might do this, (to feel better about themselves; they don't want to share bad things). Explain that in most cases people sharing their good side isn't a bad thing as we all want to show ourselves in the best light. However, the downside can be that the viewer can feel bad if they are comparing themselves to the person who is sharing their good side. Remind pupils that if they are ever sharing anything online that features others' then they always need to seek permission or consent to post this, and remove images when requested. People are allowed to change their minds about whether they are happy for content to be shared. If they are ever unsure whether a person has given their consent, they are to check with them.</p>	<p>Knowledge: Y5 /Y6: Exploring online relationships including dealing with problems.</p> <p>Skills: Y5/Y6: To understand that online relationships should be treated in the same way as face to face relationships.</p>	<p>Pupils should know: The importance of permission-seeking and giving in relationships with friends, peers and adults. That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance</p>



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<p>Discuss the fact that people sometimes pretend to be someone else online for bad reasons. Ask the children what these bad reasons might be (for example, bullying, sharing fake information and not wanting anyone to know who it is, trying to get to know other people, tricking people).</p> <p>If someone is hiding their identity online we say they are, 'anonymous'. Ask the children what they should do if they are worried about someone online. If they or someone they know feels their personal boundaries have been crossed or they are made to feel uncomfortable, reinforce that they should talk to an adult whom they trust so the adult can then report to the correct authorities and make sure the situation is investigated. They could also block the person and report them on the site they are using. If they report it through an online service or report button, this will also be investigated and measures put in place to prevent it from happening again to your or others using the site.</p> <p><u>Main Event</u></p> <p>The following exercise is an attitude continuum. Explain to the children that you will read out some scenarios and they will stand on one side of the room (e.g. left side) if they think that the action is acceptable, stand on the other side (e.g. right) if they think the action is unacceptable and in the middle if the answer is that it depends.</p> <p>Read out each of the scenarios from the Activity: Attitude continuum scenarios, discussing each scenario in turn once the children have made their moves. Cover each of the points made on the sheet.</p> <p>Discuss that people will often say things online they would never say to someone's face. Ask the children why this might be.</p>		<p>of keeping personal information private</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>
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<p>Explain that bullying can happen online as well as face to face but wherever it happens it is not right. Check that children understand the meaning of the word bullying: bullying can be physical and/or verbal abuse and is repeated. Introduce the phrase, 'internet trolling' and explain that it means when someone makes uninvited comments, often not very nice comments, on social areas on the internet with the intention of getting a reaction from the person about whom they are commenting.</p> <p>The next activity is a conscience alley. Read the scenario: <i>Aahan has always been part of a group of four friends. Recently two of the group, Zac and Edward, have decided they no longer like Dexter and have started to say nasty things about him online. They have also been leaving him out and ignoring him when he tries to talk to them at school. Aahan doesn't feel very good about this but Zac and Edward have said that he will be next if he doesn't do the same.</i> Ask if one of the children would like to pretend to be Aahan for the next activity. Once you have a volunteer, get the rest of the children to stand in two lines facing each other.</p> <p>Ask one line to think of reasons why Aahan should do what Zac and Edward say, and then the other line to give reasons why Aahan shouldn't.</p> <p>Make sure that the children understand that they may need to say or express something that they don't necessarily agree with.</p> <p>Give the children time to think. You may want to use the Activity: Conscience alley for the whole class to record some ideas before this activity or just for those who may need support.</p> <p>Ask the child playing Aahan to walk slowly between the two lines (the conscience alley). As the child playing Aahan moves, the children on each side say what they</p>		
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	<p>think he should do. When the child playing Aahan gets to the end of the line, ask them what they think Aahan would do.</p> <p>Move the children back to their chairs, telling them to let go of the ideas they have just suggested, especially if their suggestions did not match their real feelings on the situation. Reinforce that you know they might have expressed ideas that they didn't believe and now you would like them to think as themselves.</p> <p>Ask them what they think Aahan should do and who else might be able to help.</p> <p>Finish the session by playing the video on link: 'BBC - Own it - Supporting your friends online'.</p> <p>Discuss what the children can do to support their friends. Include who they can go to for help both at school and at home. Also, make sure they know about reporting specific websites and online support from organisations such as 'Childline'.</p> <p>You might also want to introduce them to the 'BBC Own It App', which can help them decide if comments are appropriate or not.</p> <p>Floorbook expectations: QR video evidence of the conscience alley activity and pupil voice.</p>		
6	<p>Assessment</p> <p>Objective: Big Finish – How does the media influence me?</p> <p>Today the children will have their Big Finish – answering the Big Question from this term - How does the media influence me?</p> <p><u>Activate:</u></p>	<p>All of above knowledge and skills are relevant for today's lesson.</p>	<p>Assess the children's learning to see what they have learnt and if the lessons have been useful to their outlook on how we treat others with respect.</p>



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<p>Start the lesson with a class discussion of the previous learning they have covered throughout the term. Ensure that the children are discussing the objectives:</p> <p>To learn about staying safe online.</p> <p>Is the media a positive or negative influence on our ideas?</p> <p>To know what wellbeing and social media means.</p> <p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p><u>Main Event</u></p> <p>The children are going to use current newspapers (ensure that the reports are screened by the teacher before hand, ensuring that they are age appropriate for the children) to produce a news report in their table groups. Whilst reporting on the news, the children can take opposing sides, some children agreeing that the news should have been shared for the greater good of the nation and the other children explaining why this news should not have been shared as it may influence others.</p> <p>Floorbook expectation: pupil voice and QRs from the main event</p>		
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