



Post presentation Year 5/6 Teacher resource pack

These are our suggested activities you can do with your class after our presentation to help consolidate their learning. You can pick and choose whatever suits your class best.

A message from the Breck Foundation to your class:

“

We hope you enjoyed our presentation at your school.
We know Breck's story is a difficult one to hear,
but it's an important one, to help us all understand the problems
that we might come across online and how to cope with them.

”

To help you understand the story a bit more, and discuss any ideas
you might have come up with since the presentation,
here are a few activities that you can do with your classmates.

Here are a few activities that you can do with your class:

Activity 1:

Bad behaviour online

Work in pairs and write down as many types of online bad behaviour as you can think of. The winning team is the one that comes up with the most. Engage the class in a discussion about some of the most common ones (common discussions revolve around 'scams' in Roblox/Minecraft, 'trust trades', people swearing/destroying stuff in games).

Word bank for teachers: Catfishing, grooming, scamming, hacking, swearing, identity theft, credit card fraud, pirating, homophobia, cracking, doxing, DDOS, stream sniping, inappropriate pictures, trolling, phishing, discrimination, stalking, peer pressure, cruel comments, cyberbullying, sexting

NB: Some of these are unlikely to come up at primary level but if they do, see Appendix 1 for glossary

Refer to: Appendix 1

Activity 2:

The three-minute challenge

The three-minute challenge, as done in-class during the presentation, was:

‘As a class or in smaller groups, discuss how YOU would have tried to convince Breck that Lewis was dangerous’. We asked them to think specifically about the point where Breck got into the taxi, and what they would have said to him if they were standing there.

For this longer exercise, go back to the challenge, and with a partner, write and act out a conversation that you and Breck might have at the door of the taxi. What could you say? Use the ideas we talked about in class. There should be three distinct ideas that you could use to try to persuade him not to go. Use persuasive arguments and facts that you’ve learnt about grooming.

The ideas could reference the signs of grooming (see Appendix 2), and reference tell-tale signs from the story that show Lewis was a person of suspicion (not turning on webcam, isolating Breck in the private chat room, giving gifts, flattering him). It might involve ‘common sense’ arguments such as Lewis being ‘too young’ for all the things he claimed to have done. It might include their own ideas too, such as offering to go with Breck to help keep him safe.

Extension activity: Get the students to act out their conversation and then reflect on how it went. Whose was most persuasive? Had anyone come up with anything you’d not thought of?

Refer to: Appendix 2

Activity 3:

Decision alley

This is similar in scope to Activity 2 but has a drama angle. Ask the class to come up with their best piece of advice for Breck, to encourage him not to go to meet Lewis. They need to use persuasive language, think about the signs of grooming or the tell-tale signs in Breck’s story that Lewis was lying, and write one full sentence that they need to be ready to say out loud. Choose one child to play Breck and then have the rest of the class form two lines facing each other. The child playing Breck walks between the lines as each member of the group speaks their advice. When the Breck character reaches the end of the alley she or he makes the decision and announces it to the class. You can do this in separate groups of six or seven children to give more children a chance to play Breck.

Activity 4:

Breck’s diary

Write a diary entry from Breck the night before he went to meet Lewis. How is he feeling? What does he think will happen when he goes to the flat? Try to get inside Breck’s head. Why does he want to go to meet Lewis?

Sentence starters:

‘I’m so excited about going to meet Lewis tomorrow, because...’

‘I’ve told mum and dad I’m going to Tom’s tomorrow but I’m really going to meet Lewis. I don’t feel bad because....’

'I can't believe it! Tomorrow Lewis is going to hand over his company, to me! Then I'll be able to...'

Key vocabulary they could use: grooming, Bitcoin, gaming, secret, taxi, friend, online, company, business, millionaire, FBI

Activity 5:

Signs of grooming

How many can you remember? What might you see if a friend was being groomed? Write them all down, make it a competition in the class – they can work in pairs to see who can remember the most.

Refer to: Appendix 2

Activity 6:

Who are trusted adults

What is a trusted adult? Who are your trusted adults that you would turn to if you had a problem online? Write down their names and draw a picture.

Refer to: Resource pack A

Activity 7:

Is there anything wrong with these posts?

Use Resource pack B to start a discussion or as a written task. The idea here is to be aware that what we post online may be seen or read by predators so we always need to be careful that we are not giving sensitive information away.

Possible answers

1. Naming their school
2. Giving away date of birth and age
3. Giving a location of the street; also anyone local may recognise the street even though he/she hasn't named it
4. School uniform and school in the background – may be recognisable to local people
5. Showing a name and possibly an age

Refer to: Resource pack B

Activity 8:

Online superhero design

Can you come up with your own online superhero? Draw a picture and label it, showing how he or she keeps us safe from harm.

Refer to: Resource pack C

Activity 9:

Comic strip or story

Our mascot, Padloc, is really good at keeping people safe online. What kinds of things might he tell a young person who is just starting out in the online world? How might he tell us to keep ourselves safe? Can you make a story or a comic strip that shows him helping in different tricky situations online?

Refer to: Resource pack D

Activity 10:

Making decisions

You can do this as partnerwork or as small groups. Use Resource page E and prepare a pack of cards for each group, or divide the cards among several groups. Get the children to decide what their advice is in each scenario and let them tell the class.

Refer to: Resource pack E

Video Resources:

Friend or Fake

An animation suitable for year 5/6 showing the need to be careful about who we are talking to online, using a storyline of an online romance as the hook.

https://youtu.be/Nb1zAY_cc8o

Additional information:

Useful activities here from ThinkUKnow for ages 8-10. These were 15 minute activities for parents to use during home learning but can easily be used in class.

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/8-10s/>