

LESSON 6

When something goes wrong online

40 minutes

Understanding Myself When Engaging Online

Outcome 1.6

WHAT THIS LESSON DOES

Explore how to respond when something upsetting happens online. Practise choosing the best next steps for invented situations and identify who can provide support, including trusted adults and the school's own route.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
1.6	Outline appropriate responses to potentially harmful situations.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline appropriate responses to potentially harmful situations online (LO 1.6)
- Sequence response steps: do not engage, keep evidence, block and report, tell a trusted adult
- Name people and services that can help (trusted adult, platform tools, the school's own route)

BEFORE THE BELL

- Prepare the board with three headings: trusted adult, platform tools, the school's own route.
- Have the platform tools gloss ready for board reveal only: Block stops that account contacting or finding you. Report flags the content or account to the platform for review. Mute hides their posts without telling them. Restrict limits their comments and messages more quietly than a block. Extra line if asked: Mute/Restrict = quieter options if you are not ready to block. None of these wipe every copy already shared.
- Keep the Card run sheet in step 3 teacher notes to hand so every prompt, option set, feelings check and think-about can be run even if the interactive only shows the story text.
- Teacher device with the interactive activity ready on the board

When something goes wrong online

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
13 min	activity	Hands-on: what would you do?
10 min	activity	Who can help, and when to report
4 min	content	Make sense
2 min	content	Reflect
2 min	summary	What you covered

TEACHING MOVES

- Run the interactive activity in teacher-led mode, reading each story and collecting pair choices before revealing prompts. If panels do not show, use the Card run sheet in the hands-on teacher notes.
- Default to two scenarios so the help map and routine lock still land; dropping Scenario 2 is planned, not a cut under pressure.
- Step 4 is a fast match: one concrete action under each heading for the two default cards, then about 2 minutes on the reporting weigh-up with the Side A worry points already on the student slide.
- If time is gone in step 4, skip extending the debate and go straight to locking the routine in Make sense. Do not lose the ordered steps.
- If a student discloses a real incident or names a real person: thank them, return to the invented card, and follow school safeguarding after class.
- In Make sense, open with the blank sequence frame; do not pre-state the approved routine before the class locks it.
- Capture student ideas on the board under each help heading to build ownership.

WHAT TO WATCH FOR

- Choosing to reply or engage with the harmful content: redirect attention to the first step of do not engage.
- Assuming the situation must be handled without adult help: stress that telling a trusted adult is a sign of strength.
- Forgetting to use platform features like block or report: demonstrate these as quick and effective tools that still need evidence and adult support beside them.

DIFFERENTIATION

- Support: Provide sentence starters such as I feel... or A good next step would be... for discussions.
- Extension: Run Scenario 2 orally, or ask pairs to invent one additional situation and outline responses using the routine.
- Support: Stay with the two-card default and allow extra talk time on feelings checks.