

Stranger Danger Online (Red Flags)

40 minutes

Cyber Safety

WHAT THIS LESSON DOES

Learn to spot online strangers in games like Roblox and Minecraft. Identify safe chats with real-life friends versus unsafe ones from unknowns. Practise blocking, reporting, and telling trusted adults. Complete quizzes, sorting activities, and drawing tasks to build your safety plan. Stay private and have fun online.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify online strangers and recognise warning signs in chats and friend requests.
- Differentiate between safe and unsafe online interactions in games.
- Apply safety strategies like STOP-THINK-CHECK, blocking, reporting, and seeking adult help.
- Protect personal information and avoid sharing secrets with unknown individuals.
- Develop confidence in maintaining online safety while enjoying digital activities.

BEFORE THE LESSON

- Devices ready per pupil or per pair, with the lesson open and the two interactives (the quiz on step 4 and the sort activity on step 6) tested so drag and drop works on your devices.
- Decide in advance how you will handle any pupil who names a real, worrying online experience: agree who they can talk to privately afterwards.
- Have your school's own reporting or safeguarding channel in mind so the block, report, tell message connects to real help, not just the game buttons.

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HOW THE LESSON RUNS

Introduction

Spotting Strangers in Games

Safe vs Unsafe Chats

Quiz

Tricky Tricks from Strangers

Sorting Safe from Unsafe

No Sharing Secrets

Power Moves

Fake Famous People

Your Super Safety Plan

TEACHING MOVES

- 1. Introduction. Anchor the whole lesson in the street comparison: a stranger online is anyone you do not know in real life, no matter how friendly they sound. Say the secret-keeping line is always a warning sign.
- 2. Spotting Strangers in Games. Draw out that a cool avatar tells you nothing about who someone really is. Flag the move-to-another-app request as the clearest danger sign and stress that saying no is always allowed.
- 3. Safe vs Unsafe Chats. Give pupils the quick test out loud: safe chats are about the game and never ask for private details. Repeat that they can leave any chat without explaining themselves.
- 4. Quiz. Let pupils try each question before the feedback shows. Pause on the free Robux item and the school question to check they can say why each is unsafe, not just tap NO.
- 5. Tricky Tricks from Strangers. Name the too-good-to-be-true rule and give the fake-admin and secret-server tricks as concrete examples. Ask pupils to suggest what other free offers they have seen.
- 6. Sorting Safe from Unsafe. Have pupils read the feedback after each drop rather than racing to finish. Ask a few to explain aloud why a stranger's voice chat invite belongs in unsafe.
- 7. No Sharing Secrets. Frame personal information as secret stuff: name, school, address, contact details stay private. Stress that for a trade or for a prize is a trick, and no is a full answer.
- 8. Power Moves. Teach the three moves as one phrase: block stops them, report tells the app, tell gets help. Make clear pupils never owe a stranger an explanation before blocking.
- 9. Fake Famous People. Point out that a name and avatar can be copied, so they prove nothing. Give the durable rule: real creators do not message fans privately or ask for personal details.
- 10. Your Super Safety Plan. Close by having pupils recall the plan in their own words: strangers stay far away, no secrets, no private chats, use your safety moves. Confirm they know which adult to tell.

WHAT TO WATCH FOR

- Pupils believe someone is safe because their avatar or username looks like a friend or a famous creator they trust. Return to step 9: a name and skin can be copied by anyone. Ask how they could actually know who is behind an avatar. The answer is they cannot.
- Pupils think they must explain themselves or be polite before leaving a chat or blocking someone. Repeat the step 8 message that they are the boss of their own screen. Practise saying nothing and simply blocking, so it feels normal rather than rude.
- Pupils treat a friendly opening question about age or school as harmless small talk. Use the quiz and sort examples to show that any request for personal details from someone unknown is a warning sign, however casually it is asked.

DIFFERENTIATION

- Emerging: Read the quiz and sort card wording aloud with the pupil and let them decide before you reveal feedback, so reading load does not hide their safety thinking. Pair them with a partner for the interactives and ask them to say safe or unsafe out loud before dropping a card.
- Developing: Ask them to explain why after each quiz answer, not just whether it was right, so the reasoning becomes independent. Have them retell the block, report, tell plan back to you in their own words before moving on.
- Proficient: Ask them to invent one new tricky message a stranger might use and explain which safety move answers it. Have them coach a partner through the sort activity, giving the reason rather than the answer.