

Stranger Danger Online

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

- Open the lesson and test both interactives ahead of time: the seven-question Safe or Unsafe quiz in step 4 and the drag-and-drop sorting activity in step 6.
- Devices ready for each pupil or pair, with sound available so quiz feedback can be heard.
- Decide who your pupils' trusted adults are and be ready to name school-relevant ones, as the lesson keeps returning to 'tell a trusted adult'.

Stranger Danger Online

HOW THE LESSON RUNS

Introduction
Spotting Strangers in Games
Safe vs Unsafe Chats
Quiz
Tricky Tricks from Strangers
Sort Safe and Unsafe!
No Sharing Secrets
Power Moves
Fake Famous People
Your Super Safety Plan

TEACHING MOVES

- 1. Introduction. Anchor the whole lesson on one line: a stranger online is anyone you don't know in real life, no matter how nice they sound. Read the warning-sign questions aloud and ask pupils to spot why 'this is our secret' is a red flag.
- 2. Spotting Strangers in Games. Name the games pupils actually play. Stress the key point: you never have to be polite to a stranger online, and 'let's chat on another app' is always a warning sign.
- 3. Safe vs Unsafe Chats. Draw the contrast plainly: safe chats stay about the game, unsafe chats ask for name, school, address or passwords. Remind pupils they are always allowed to leave a chat, no explanation needed.
- 4. Quiz. Let pupils work the seven questions and read the feedback after each. Pause on the fake-Robux and fake-ban questions to talk through why urgency and free prizes are the trick.
- 5. Tricky Tricks from Strangers. Teach the pattern, not just the examples: friendly, then pressure ('hurry'), then a risky ask. If pupils can spot the shape they will catch tricks the lesson never listed.
- 6. Sort Safe and Unsafe! Have pupils sort each card and read the feedback. Ask a few to say out loud why a card was unsafe before they drop the next one.
- 7. No Sharing Secrets. Call out the softening lines strangers use ('I need it to gift you something'). Fix the rule: safe people never pressure you for private details, so pressure itself is the signal to stop.
- 8. Power Moves. Make block and report feel like power, not fear. Rehearse the sequence out loud: block, report, exit, then tell a trusted adult. You are in control of your own screen.
- 9. Fake Famous People. Land the one rule that cuts through it: real creators do not message fans randomly and never ask for personal information. 'This is my secret account' is always a trick.
- 10. Your Super Safety Plan. Pull the rules together and have pupils say their own top safety steps aloud. Practise the calm response to 'Private server?': no arguing, just leave, block or report, and tell an adult.

WHAT TO WATCH FOR

- Pupils think someone is safe because they are friendly, use a cool avatar, or claim to be a famous creator. Return to the anchor line: a stranger is anyone you don't know in real life. Point out that tricks are designed to feel friendly, and real creators never message fans or ask for information.
- Pupils feel they have to be polite or explain themselves before leaving a chat. State clearly and repeatedly that you never owe a stranger politeness or an explanation. You can leave, block or report at any moment, no reason needed.
- Pupils treat sharing their school or first name as harmless because it feels small. Use the lesson's 'I need it to add you' examples to show how small shares add up. The rule is simple: personal information stays private, full stop.

DIFFERENTIATION

- Emerging: Pair with a partner for the quiz and sorting activity, and read each question aloud together before choosing. Give them just two rules to remember: strangers stay strangers, and personal information stays private.
- Developing: Ask them to say why a card or quiz answer is unsafe, not just whether it is, before moving on. Have them spot the pressure step ('hurry', 'don't tell anyone') in each stranger example.
- Proficient: Ask them to write or say their own extra warning-sign example the lesson did not use. Have them explain the full block, report, exit, tell-an-adult sequence back to you in order.