

LESSON 6

When something goes wrong online

40 minutes

Understanding Myself When Engaging Online

Outcome 1.6

WHAT THIS LESSON DOES

Take the sixty-second response desk: a situation is read out and your pair has one minute to say what happens next and in what order. The class scores every response against four criteria, then scores the desk as a whole and locks the order it will use.

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)
- Respond to a real situation against a clock, in an order that holds: 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

- Put a timer where the whole room can see it. Sixty seconds a turn, ten seconds of pair talk before the clock starts.
- Write the four scoring criteria on the board before the class and leave them up for the whole period: did not engage, evidence before blocking, used the tools, told someone who can act. The desk cannot be scored without them in view.
- Score the response, never the pair. Say that rule out loud in the first minute and hold it. No pair is named in the review step.
- Do not tell the class in advance which move is order-dependent. Let the desk expose it: most pairs will block before they keep evidence, and that is the moment the lesson turns.
- Nine cards ship with the desk, ordered easiest first. Take them in order; there is no expectation of finishing them.
- Board-only help routes for the review step, not to be read as a list: a trusted adult, who can do what an app cannot; Block stops that account reaching you and Report flags it for review, with Mute and Restrict as quieter options; the school's own route. None of these wipe copies already shared. Name no outside organisation and invent no numbers or powers.
- No pupil devices needed for any part of this lesson.
- Timer visible to the room; the four scoring criteria written on the board
- Four criteria written on the board where they will stay all lesson
- Timer on the board; the four criteria in view; the nine cards ready on the interactive activity
- Teacher device with the review interactive on the board

When something goes wrong online

HOW THE LESSON RUNS

4 min	introduction	Start
5 min	content	Examine and discuss
16 min	activity	Hands-on: the 60-second response desk
8 min	activity	Score the desk
4 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Run the desk fast: eight to ten turns in sixteen minutes. One sentence of acknowledgement, next card. Do not teach between responses.
- Every pair takes a turn before any pair takes a second.
- Do not rescue a weak response. Let it stand and let the scoring catch it; the pattern the class needs to see is the room blocking before it keeps evidence.
- Keep the scorers working: four ticks or crosses per response in their notes, and one show of hands on one criterion between cards.
- In the review, push past 'we forgot' to what was actually missing, pointing at something that happened at the desk.
- Protect the order lock. It is the outcome of the period; cut the who-would-you-tell question first if time is short.
- If a pupil discloses a real incident or names a real person: thank them, take no detail, return to the card, and follow school safeguarding after class.

WHAT TO WATCH FOR

- Blocking before keeping evidence: the single defect this lesson exists to catch. Let the desk show it, then name it in the review.
- Scoring pairs instead of responses: redirect at once or the room stops volunteering.
- Listing the moves without an order: at the desk, ask 'in what order?' and keep the clock running.
- Treating deleting a post as dealing with it: nothing about the copies already shared changes.
- Assuming it has to be handled alone: telling someone who can act is part of the routine, not a last resort.

DIFFERENTIATION

- Support: sentence starters at the desk, such as 'First I would not' and 'Before I block, I would'.
- Support: a pair that freezes can start with what they would NOT do; that is a real answer and it usually unlocks the rest.
- Support: run the desk in writing at the same speed for a class that will not speak aloud; the scoring works identically.
- Extension: a pair on a second turn takes a card and must respond as the bystander rather than the person it happened to.