

STREET 8-9 years	Scenario Details	Brief Summary of Lesson
<b>Introduction: Rapid Fire Quiz</b>	List of quiz questions	This lesson introduces the character Taff and the terms “online” and “internet”. It explores the benefits of the internet and the types of activity that children are familiar with online. It introduces the concept of personal information. Children are encouraged to consider who their trusted adults are and how to ask them for help, including ways to ensure that they are heard if they do not, at first, receive the help they need.
<b>Scenario 1: People Online</b>	<i>Someone Taff doesn't know tries to make friends with him online. He knows a friend of Taff's and asks if they can be friends too. Taff isn't sure.</i>	This scenario explores friendship and how real-life friends are different from people we may meet online. It looks at the concept of identity and how this can be manipulated online. In light of this and the potential consequences, children are encouraged to activate privacy settings and not to accept friend requests from people they don't know. It acknowledges the pressure to collect online friends to appear popular. The warning signs that something is not right are introduced and children are encouraged to speak to their trusted adults and keep asking until they get help.
<b>Scenario 2: Perfect Passwords</b>	<i>Taff's best friend has asked him for his password.</i>	This lesson looks at what passwords are used for, the types of information they protect, who they should be shared with and how to create and remember a strong password. It explores the concept of peer pressure and encourages a role play to help children politely refuse a friend's request for their password. It discusses using confident body language and teaches that it is right and acceptable to say “no” if someone asks them to do something, they are uncomfortable with.
<b>Scenario 3: Staying Private Online</b>	<i>Taff has downloaded a free quiz app to his phone. It asks for permission to access his camera, contacts and calendar.</i>	Scenario 3 reviews the concept of personal information and the importance of protecting it online particularly in the context of app permissions. Children are encouraged to think about how free apps might be funded and to look critically at the types of permission requested and whether they make sense in the context of particular types of apps. They are taught that they have a choice and are encouraged to deny permissions in the knowledge that they can be changed in their device settings later, if approved by a trusted adult. An extension activity introduces the contents of social media privacy policies.
<b>Scenario 4: Safe Sharing</b>	<i>Taff is feeling very pleased with himself after following the rules from his 'Safe Selfie' lesson and is</i>	Children will be introduced to the idea of sharing (posting) things online and the consequences of doing so. The ease of onward sharing, the risk of revealing personal information and the difficulty of removing things online all reinforce the loss of control once

	<i>thinking of posting his photo online.</i>	something has been shared and the need to think carefully before doing so. Children should be aware that inappropriate photos can affect their reputation now and in the future. The lesson introduces the terms tagging and geo-tagging. It also reminds them to ask the permission of others in a photo before sharing.
<b>Scenario 5: Location Sharing</b>	<i>Taff has a new phone. He needs to decide whether to allow the camera access to his location.</i>	The concepts of location and co-ordinates are introduced and discussed in the context of geo-tagging in photos. The benefits and risks are explored via the different apps that use geo-tagging. Ways of keeping private by controlling app permissions for geo-tagging and other privacy settings are discussed.
<b>Scenario 6: Online Gaming</b>	<i>Taff has been tempted to play a multi-player game that is not for his age. Some of the players are spoiling the game by stirring up trouble and not playing fairly.</i>	This lesson explores the benefits and risks of online gaming including how behaviour during gaming can affect our reputations. Safe responses to poor gaming behaviour including blocking, reporting and leaving the game are discussed. The importance of following PEGI age ratings and resisting peer pressure to play age inappropriate games is also covered.
<b>Scenario 7: Online Bullying</b>	<i>Taff's friend has shared an embarrassing video of him online and it has been seen by other children in his school. Taff has been getting unkind text messages.</i>	Scenario 7 focusses on online bullying and its potential impact on both the bully (reputation damage) and the victim. It explores why people might bully and the best ways to respond to online bullying including advice on blocking the bully, keeping a copy or screenshot of the messages and seeking confidential advice. How a friend or onlooker can help is also addressed. Although it refers to embarrassing images, the nature of the video is left open and there is no direct reference to nudity in the child facing materials.
<b>Scenario 8: Chatting Online</b>	<i>Taff has been chatting to an online friend for a while. She suggests they meet up in person</i>	Both the advantages and disadvantages of online communication, including video chat are considered in this scenario. It addresses the risks associated with new people online, that we don't know who they really are, and the warning signs that someone might be risky. It helps children recognise that it is not right for anyone to put pressure on them in a relationship and empowers them to resist with confidence. It explores how to seek help, particularly in the context of being asked to meet up in person.
<b>Scenario 9: Keeping Healthy</b>	<i>Taff loves playing computer games and watching videos online. He has been on his device until late each night and is finding it hard to get up in the morning</i>	This scenario addresses the addictive nature of some technology and the challenges of controlling screen time. It considers some of the ways that developers design products to keep us engaged. It introduces the recommended hours of sleep and activity and explains the importance of these as well as the risks of excessive screen time on health and wellbeing. Ways of limiting screen time are also discussed.

<p><b>Scenario 10: Phishing</b></p>	<p><i>Taff gets a message from an unknown number that he has won 10,000 Robux. It tells him to click on a link to claim his prize</i></p>	<p>Scenario 10 explores phishing messages and encourages children to be sceptical of offers that appear too good to be true. It introduces the idea of spam, scams and hoaxes and the risk of clicking on links which could result in viruses or other malware. Children are encouraged to identify signs that a message might not be genuine and to know how to respond safely, particularly not clicking on links, giving out personal information or forwarding messages to others.</p>
<p><b>End Rapid Fire Quiz</b></p>	<p><i>List of quiz questions</i></p>	<p>The End rapid fire quiz will provide teachers with an assessment tool to compare children's performance at the beginning of the Street level and on completion of all scenarios.</p>