



**Title:** Friendships: Online/Offline

**Level:** SECOND

**Code:** 2.2.3

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a	<ul style="list-style-type: none"> <li>• Identifies different kinds of friendships and relationships.</li> <li>• Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>• Explains the impact of positive relationships on emotional wellbeing.</li> </ul>

**About this activity**

This series of activities is exploring friendships. It is likely that many of the children in your class/group will be connecting with others online who might be friends they know from school, their neighbourhoods or family – and they may also be engaging with people who they only know online. Children may well conceptualise these online engagements as friendships. This activity explores how to keep these relationships safe. There is a block of learning activities at SECOND LEVEL that explores how children behave online and how we use social media, this includes messages about safety. Activity 2.2.3 ends with an opportunity for children to explore a range of friendship situations which they may need to navigate, online or offline. There is a reminder for children about where/who to go to for support about friendship concerns.

**Resources to support this activity**

- Slides
- ‘I need your advice!’ Activity cards/scenarios
- CEOP information <https://www.ceop.police.uk/safety-centre/> The Child Exploitation and Online Protection Command, or CEOP Command, is a command of the UK's National Crime Agency, and is tasked to work both nationally and internationally to bring online child sex offenders, including those involved in the production, distribution and viewing of child abuse material, to the UK courts. The CEOP site has lots of safety information for children and young people, this is organised by age.

## Activity

1. Start with a reminder that this series of learning activities is about friendship. Share the first slide and review the text together. Ask the children what they remember so far about some of the things that they have been talking about and doing together.

**What is a friend?** A friend is a person who knows you well and that you like a lot. A friend is someone you can trust and will treat you well. You can be friendly with many people, but a friend is a special person to you.

2. Share this question on the whiteboard and read it out:

**Does a friend have to be someone you can see in real life? Can a friend be someone you only know online? What do you think?**

Ask the children what kinds of things they do online, acknowledge where they are interacting with others and support them to differentiate between those people they interact with that they know offline and those that are only met online. Be careful not to give a simple message that offline friends are best, or online friends are strangers or a danger.

3. **How do we meet and talk with friends online?** Share this slide, and affirm that when we have friends online then these are some of the things we might be using:

**We can have online friendships by:**

- Chatting online
- Using Instant Messenger (IM)
- In chatrooms and online forums
- Gaming

4. The next activity is supported by using the CEOP site to explore each kind of online engagement with others, the first link is to the explanation of what each is and what fun it is to use. View and read this page with the children. Ask how many children use the activity being talked about? Then click through to the 'keeping safe' tab - the link is below, but you can click through from the web page you will be looking at. Again, read and review the keeping-safe information together and check understanding, acknowledge where children state their good keeping-safe practices.

- a. **Chatting online: Using the internet has become a really fun way of keeping in touch with friends and family.** [https://www.thinkuknow.co.uk/8\\_10/fun/chat/](https://www.thinkuknow.co.uk/8_10/fun/chat/)  
Chatting online and keeping safe: [https://www.thinkuknow.co.uk/8\\_10/control/chat/](https://www.thinkuknow.co.uk/8_10/control/chat/)
- b. **Instant Messenger (IM) is a great way of chatting with friends and family. It's private, so only the people involved can see what's being said.** [https://www.thinkuknow.co.uk/8\\_10/fun/im/](https://www.thinkuknow.co.uk/8_10/fun/im/)  
IM and keeping safe: [https://www.thinkuknow.co.uk/8\\_10/control/im/](https://www.thinkuknow.co.uk/8_10/control/im/)
- c. **Chat rooms and online forums are a great place to meet other people, where you can talk about all the things you enjoy.** [https://www.thinkuknow.co.uk/8\\_10/fun/chatrooms/](https://www.thinkuknow.co.uk/8_10/fun/chatrooms/)

Chat rooms and online forums and keeping safe:

[https://www.thinkuknow.co.uk/8\\_10/control/chatrooms/](https://www.thinkuknow.co.uk/8_10/control/chatrooms/)

**d. Gaming is where you can play games online with lots of different people from all over the world.** [https://www.thinkuknow.co.uk/8\\_10/fun/gaming/](https://www.thinkuknow.co.uk/8_10/fun/gaming/)

Gaming and keeping safe: [https://www.thinkuknow.co.uk/8\\_10/control/gaming/](https://www.thinkuknow.co.uk/8_10/control/gaming/)

5. Having explored how they might be engaging with others online, pose this question again and discuss: *So, let's think about this again:*

**Does a friend have to be someone you see in real life? Can a friend be someone you only know online? What do you think?**

6. Take some time to review what the children have been talking about and learning over the past sessions. Remind them that it's been about friends and friendship.
7. **I need your advice! (Activity):** Explain that you now have some situations that, working in small groups, you would like them to think about. Have the scenarios on cards and share around the small groups. After some time, ask children to share their scenario and their approaches. An option would be to have the children think about all the options one at a time, either now or over the next couple of days. Get feedback about their suggestions.
8. To end, acknowledge how much work and great thinking and talking you have heard about friendships. Remind the children that it is a good thing that children can build their own friendships, and sort problems when they arise, but that if they are ever worried about a friendship, whether in the class/group or online, they should think about an adult to speak to. One of the adults that they can speak to is you.

#### **Additional ideas**

- Children can play the game Star Riders on the CEOP website, individually or as a larger group on the whiteboard: **Play Star Riders:** [https://www.thinkuknow.co.uk/8\\_10/Star-Rider/](https://www.thinkuknow.co.uk/8_10/Star-Rider/)
- Ask the children to develop the scenarios into short 30 second dramas/role plays, identifying the challenge faced and the possible solution.

#### **Further learning activities are available that connect to this RSHP curriculum content**

2.2.1 Friendships: What is a friend?

2.2.2 Friendships: Making and keeping friends

## Practitioner Notes

