



# peacemakers

## educating for peace

### **Circle time sessions to support discussion around online safety**

This pack contains five sessions to help you and your class explore staying safe online in a positive, relational way.

The sessions have been designed by teachers for teachers and assume a certain confidence in delivering circle time.

Please take the following in to account when using these plans:

- Adopt an inquiring and facilitative manner during the session. You must, of course, inform them of legal and safeguarding realities. However, you want to foster an atmosphere where children can feel safe to ask questions of you and others without recourse for punishment.

That being said, information that causes you concern may be disclosed as part of these sessions. You should be prepared for this and ready to act in a calm and measured way.

- These sessions are designed to open up discussion and explore thoughts and feelings relating to a topic.
- You might consider where else these sessions would fit and who might come along to them. Natural curriculum links include PSHE and ICT. You could think about inviting your Designated Safeguarding Lead and ICT lead along too.
- Following on from these sessions, you may be in a position to offer Parent sessions whereby the children teach their parents about how to stay safe online.

The circle time sessions broadly follow the same structure:



For more information on working in a circle, please visit [www.peacemakers.org.uk](http://www.peacemakers.org.uk)

**Year Group:** 5/6

**Aims:**

- To reflect on what we say about ourselves, to others

**Resources:** Koosh ball [talking piece]; social media profile templates; character descriptions, magic carpet

| Time    | Activity   | Notes   |
|---------|------------|---|
| 10 mins | Check In   | <ul style="list-style-type: none"> <li>• Go round the circle and pair everyone up.</li> <li>• Say ‘<i>Tell your partner something about yourself that they don’t already know. It may be an experience you have had, your ambition in life, something you like or don’t like. Make sure that whatever you tell them is something you are happy to share with the whole group.</i>’</li> <li>• Pass the talking piece around the circle. Each person introduces their partner and shares the information they have been given. E.g. ‘<i>this is Jake and one day he would like to learn how to....</i>’</li> </ul>   |
| 5 mins  | Reflection | <p>Use the ‘popcorning’ technique when reflecting [Ask people to put their hands out if they have something to say. Pass the talking piece to someone using their name. When they have spoken ask them to pass on to someone else, making an adventurous choice, i.e. someone they haven’t spoken to much today. The talking piece should popcorn across the circle].</p> <ul style="list-style-type: none"> <li>• How did it feel doing this activity?</li> <li>• How did it feel when I said you would be sharing information with the whole group?</li> <li>• What were your thought processes? Did you stop yourself from sharing something? What made you stop?</li> <li>• Make the point that often we filter what we share with people and how we share it.</li> </ul> |
| 5 mins  | Mixer Game | <p>The Sun Shines on You</p> <ul style="list-style-type: none"> <li>• Remove a chair from the circle.</li> <li>• Stand in the middle and say ‘<i>The sun shines on you if.....</i>’ and say something true about yourself e.g. ‘<i>...you have ever swam in the sea</i>’</li> <li>• Anyone who has also swam in the sea gets up and changes places with others. Someone else will be left in the middle and the game carries on.</li> <li>• Rules: you can’t go back to the seat you have just left or the seat next to you.</li> </ul>   |
| 3 mins  | Reflection | <p>Use ‘popcorning’ technique</p> <ul style="list-style-type: none"> <li>• Was it easy to think of something when you were in the middle?</li> <li>• What factors were you considering before you spoke?</li> <li>• How were you filtering your thoughts and words this time?</li> </ul>  |

|         |             |   |
|---------|-------------|---|
| 15 mins | Activity    | <p><b>Social Media Profiles</b></p> <p>Introduction: We often find ourselves in situations where we are choosing what we say about ourselves depending on the situation and who we are talking to. We might do that for a variety of reasons – to protect ourselves, to present ourselves in a particular way [to get a responsibility at school or to be invited into a group], to deepen a friendship or build up trust.</p> <p>When we are online, we also present a picture of ourselves to the world. A profile of ourselves is created [sometimes unintentionally]. We choose what we post and publish online, and every piece of information, tells the world something about ourselves.</p> <p>We are going to be looking at some information about an imaginary person. Imagine you are this person. Decide which information you would put on a social media profile and which you wouldn't. Use the template to build up your profile.</p> <p>NB. You could use characters from books. See appendix.</p> |
| 15 mins | Reflection  | <p>Hear back from the groups. You could 'post' the profiles onto a wall and invite the class to look at them, or lay them in the middle of the circle. Or just get verbal feedback from each group.</p> <ul style="list-style-type: none"> <li>• What information did you choose to share?</li> <li>• What information were you unsure about sharing?</li> <li>• What information did you decide definitely shouldn't be shared?</li> <li>• What would it be like if someone else who knew this person, made an online comment which shared something you had decided shouldn't be shared? Who would be affected by that? Whose rights are affected?</li> <li>• Is it easier making choices about what to share about yourself and what to say about others, online or offline? What's the difference?</li> </ul>   |
| 5 mins  | Affirmation | <p><b>Magic Carpet</b></p> <p>Focus on positive comments related to this session.<br/>e.g.: <i>[Name] I appreciated you in this session today because ....'</i></p>   |

## Extension activities

1. In another session, revisit the profiles. Give each group a different perspective on which to view the profiles:

- Parents: one group looks at the information as if they are a parent of the person who is profiled
- Best friend
- Teacher
- Police
- A classmate they don't get along with
- Employer

What is the profile saying about this person through the eyes of these people?

2. Discuss the difference between 'respect' and 'dignity'

Respect is a positive feeling or action shown towards someone or something considered important, or held in high esteem or regard; it conveys a sense of admiration for good or valuable qualities; and it is also the process of honouring someone by exhibiting care, concern, or consideration for their needs or feelings.

Dignity is the state or quality of being worthy of honour or respect. It often refers to being composed or having a serious manner or style. It's also a sense of pride in oneself and self-respect.

Dignity is one of the most important things to the human spirit. It means being valued and respected for what you are, what you believe in, and how you live your life. ... Having dignity means being treated with respect and treating others with respect.

Human dignity can be violated through humiliation, degradation and de-humanisation.

- Learning for Peace has activities called the Dignity Stance and the Dignity Walk which could be used to explore how we can behave with dignity when in difficult situations.
- Look again at the information that was chosen not to be shared on these profiles. If it had been shared, how would this have affected that person's dignity? Would you say that their dignity had been violated [or harmed]?

**Year Group:** 5/4

**Aims:** To explore the idea of modernity's shadow

To consider the qualities and skills to successfully campaign for something in online

**Resources:**

| Time    | Activity   | Notes  |
|---------|------------|--|
| 5 mins  | Check In   | Your favourite invention   |
| 5 mins  | Mixer Game | Cross the circle in different ways <ul style="list-style-type: none"><li>• Number everyone in the circle – 1-5</li><li>• 1s stand up – cross the circle and change places as if you are a pedestrian on your mobile phone</li></ul> When they are seated, <ul style="list-style-type: none"><li>• 2s stand up and cross the circle as if you are on the red carpet at a film premiere</li></ul> When they are seated, <ul style="list-style-type: none"><li>• 3s – as if you are a TV news reporter</li></ul> When they are seated, <ul style="list-style-type: none"><li>• 4s – as if you are driving a Tesla/ Porsche</li></ul> When they are seated, <ul style="list-style-type: none"><li>• 5s – as if you are a paparazzi photographer</li></ul>  |
| 20 mins | Activity   | <p>Quick discussion using popcorning technique. What are some of the best things about modern life?</p> <p>Sometimes people talk about modernity's shadow - that new ideas and inventions make our lives much better, but can also have a shadow, or make things more difficult if they are not used carefully. Think about the car for example. How do cars make life better? What is it about the way we use cars that can cast a shadow?</p> <p>In pairs spend a few minutes thinking about the mobile phone and the computer. How do they make our lives better? What are their shadows?</p> <p>Make the point that it isn't the technology necessarily that is flawed, but it is how people use it. In the right hands it can do amazing things.</p> <p>Get feedback from the whole group.</p> <ul style="list-style-type: none"><li>• Divide the class into groups of 4</li><li>• Give each group the profile of someone or a group who has used technology to make life better e.g... Crowdfunding campaign, someone who has invented a piece of technology that helps people with disabilities, a YouTube awareness raising campaign [bullying/mental health] etc.</li></ul> |

|                |                    |   |
|----------------|--------------------|---|
|                |                    | <ul style="list-style-type: none"> <li>On flipchart draw the outline of a person. On the outside of the person write down the skills these people needed to be able to bring about this change using technology. On the inside write down their qualities.</li> </ul>   |
| <b>10mins</b>  | <b>Reflection</b>  | <ul style="list-style-type: none"> <li>Hear back from each group.</li> <li>Ask where do you think these people got their skills and qualities from?</li> </ul> <p>Draw out the idea that these have probably come from family, friendships, school, and university – offline places/relationships as well as online ones.</p> <p>Are these people you would want to know or meet in real-life? What is it about their online presence that makes them people you would want to know?</p> <p>Before giving you these profiles, what research do you think I might have done? How could you find out if these were real people and genuine groups? What research would you need to do if you were thinking about contacting them?</p> |
| <b>10 mins</b> | <b>Affirmation</b> | It's good to be me  |

**Year Group:** 4/3

**Aims:**

- To understand the impact of sharing photos/information - the impact it can cause others/themselves

**Resources:** Koosh ball [talking piece]; scenarios on board or on cards

| Time    | Activity           | Notes   |
|---------|--------------------|---|
| 5 mins  | <b>Check In</b>    | <ul style="list-style-type: none"><li>• What was the last device that you used?</li><li>• What did it use it for?</li></ul>   |
| 5 mins  | <b>Mixer Game</b>  | <p>Change Places If/Sun Shines on...related to internet use.</p> <p>Ask children to change places if:</p> <ul style="list-style-type: none"><li>- You went on the internet yesterday</li><li>- You have ever played Minecraft</li><li>- You enjoy playing computer games</li><li>- You have spoken to a friend online</li></ul> <p>Once the children have got the idea, remove a chair and join in the game. Someone else will be in the middle. See if they can think of something related to using technology.</p>  |
| 25 mins | <b>Activity</b>    | <p>Divide the class into small groups and ask them to role play different scenarios. Give them a choice to choose from:<br/>e.g...</p> <ul style="list-style-type: none"><li>- Someone has shared an embarrassing photo of someone else</li><li>- Someone has made an unkind comment online</li><li>- Someone has shared their holiday photos of their visit to the Bahamas and others think they are boasting</li></ul> <p>Ask each group to perform their role play. Ask the audience, how would parents respond to this scenario? How would teachers/police/strangers respond?<br/>Who is affected when we share information? What do we need to consider before pushing 'send'.</p> |
| 10 mins | <b>Reflection</b>  | <p>What advice would you give to other children?<br/>What else could go wrong online?</p>   |
| 5 mins  | <b>Affirmation</b> | <p>It's good to be me</p>   |
| 10      | <b>Check Out</b>   | <p>Go round the circle and share one positive experience of using the internet.</p>   |

**Year Group:** 2/3

**Aims:** To explore face to face vs Online communication

**Resources:** Koosh ball [talking piece]; cut out of various social media icons [see appendix for examples]

| <b>Time</b>    | <b>Activity</b>    | <b>Notes</b>   |
|----------------|--------------------|--|
| <b>5 mins</b>  | <b>Check In</b>    | Your favourite thing to collect  |
| <b>5 mins</b>  | <b>Mixer Game</b>  | Change Places If...<br>Give out social media reaction images randomly.<br>Ask children to change places if: <ul style="list-style-type: none"><li>- They have a heart/ love</li><li>- They have an angry face</li><li>- They have a thumbs up/like</li><li>- etc.</li></ul>  |
| <b>10 mins</b> | <b>Activity</b>    | We have no bananas today<br>Ask someone to leave the room. They are the 'guesser'<br>The circle then agrees a feeling to act out with the line 'we have no bananas today'<br>The guesser returns to the room and has three guesses to guess the feeling.   |
| <b>10 mins</b> | <b>Reflection</b>  | How can we tell what someone is feeling? <ul style="list-style-type: none"><li>- How did you guess what the person was feeling?</li><li>- What clues did their body and face give us they were feeling that way?</li><li>- When we are online, how can we share how we are feeling?</li><li>- What's missed out from the online reactions as feelings?</li></ul>   |
| <b>10 mins</b> | <b>Activity</b>    | Rapid response dramas [move quickly through the 'photos', not leaving too much time for discussion. The photos can then be played one after another in sequence].<br>In pairs, make a photograph of: <ul style="list-style-type: none"><li>- Two people saying hello to one another</li><li>- One person sharing something they are proud of</li><li>- The other person dissing or putting down the achievement</li><li>- Two people not speaking to one another</li><li>- Two people feeling lonely and sad</li></ul> |
| <b>10 mins</b> | <b>Reflection</b>  | Get some feedback on what people would do in this situation.<br>How does the person who was proud of their achievement feel when their friend reacted negatively?<br>Why might the friend have reacted like that?<br>Has anyone had an experience where they shared some information about themselves online and someone reacted negatively [prompt them not to use names].  |
| <b>5 mins</b>  | <b>Affirmation</b> | Magic Carpet   |

**Year Group:** KS1

**Aims:** To explore friendships and how friends behave online and offline.

**Resources:** Koosh ball [talking piece]; A3 outlines of a person, magic carpet

| Time    | Activity          | Notes  |
|---------|-------------------|--|
| 5 mins  | <b>Check In</b>   | What's your favourite ice cream flavour?   |
| 5 mins  | <b>Mixer Game</b> | Change Places If/Sun Shines on...related to internet use.<br><br>Ask children to change places if: <ul style="list-style-type: none"><li>- You play Roadblocks online</li><li>- You have ever played Minecraft</li><li>- You enjoy playing computer games</li><li>- You have spoken to a friend online</li><li>- You have your own tablet at home</li></ul>  |
| 10 mins | <b>Activity</b>   | What is a friend? <ul style="list-style-type: none"><li>• Divide the class into small groups.</li><li>• Give each group a piece of A3 paper with a clipart picture of a group of friends in the middle. Ask them to write down all the things that friends do together on the outside of the figure. [play together, help each other, talk to each other, go to each other's houses etc., disagree with each other]</li><li>• Bring the group back together and collate the main ideas onto flipchart</li></ul>  |
| 15 mins | <b>Reflection</b> | Look at the things that friends do. <ul style="list-style-type: none"><li>- When do they do these things?</li><li>- Which things can only be done when we are with our friends, and which things can also be done online [e.g. play together – can be online/offline; listen to me when I have a problem - can this be online as well as offline? How would you do this online? What would we need to be careful of?]</li><li>- Make a traffic light list:</li><li>- Green – things we can safely do online as well as offline</li><li>- Amber – things we can do with our friends online but we need to be extra careful</li><li>- Red – things that are not safe to do online.</li></ul> |
| 5 mins  | <b>Activity</b>   | In pairs discuss:<br>A friend has written something unkind about a person in your class, on a piece of paper. They have asked you to pass it on to someone else. What would you do? [Be prepared to acknowledge a range of responses].   |
| 5 mins  | <b>Reflection</b> | Get some feedback on what people would do in this situation. How would you feel about the person who had asked you to do this? How would you feel about the person who is being spoken about? Would this affect your friendship?   |

|  |                    |  |
|--|--------------------|--|
|  |                    | Could this kind of thing happen online? Would you remain connected to someone online who asked you to do this? Why? Why not? |
|  | <b>Affirmation</b> | Magic Carpet   |



Wall Info Photos +

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### Likes

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### Groups followed

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Friends

Events

## Social Media reactions



## Character lists for workshop on social media profiles [Y6]

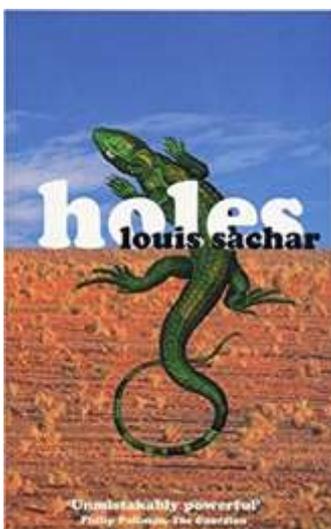
### Social Media Profiles

Introduction: We often find ourselves in situations where we are choosing what we say about ourselves depending on the situation and who we are talking to. We might do that for a variety of reasons – to protect ourselves, to present ourselves in a particular way [to get a responsibility at school or to be invited into a group], to deepen a friendship or build up trust.

When we are online, we also present a picture of ourselves to the world. A profile of ourselves is created [sometimes unintentionally]. We choose what we post and publish online, and every piece of information, tells the world something about ourselves.

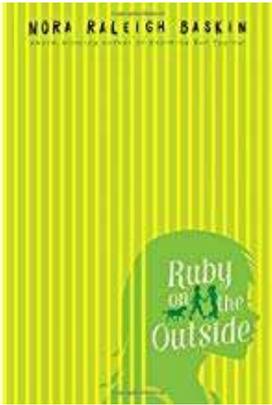
We are going to be looking at some information about an imaginary person. Imagine you are this person. Decide which information you would put on a social media profile and which you wouldn't. Use the template to build up your profile.

You could use the characters from these popular children's books. As with any fiction, please read these before deciding if they are suitable for your class.



**Holes:** Stanley Yelnats' family has a history of bad luck going back generations, so he is not too surprised when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre. Nor is he very surprised when he is told that his daily labour at the camp is to dig a hole, five foot wide by five foot deep, and report anything that he finds in that hole. The warden claims that it is character building, but this is a lie and Stanley must dig up the truth. In this wonderfully inventive, compelling novel that is both serious and funny, Louis Sachar has created a masterpiece that will leave all readers amazed and delighted by the author's narrative flair and brilliantly handled plot.

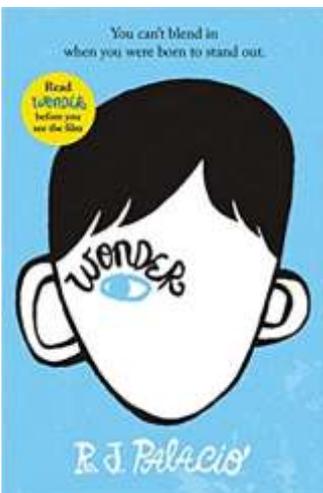
Put together a social media profile for Stanley, The Warden, Stanley's father



***Ruby on the Outside:*** Ruby's mom is in prison, and to tell anyone the truth is to risk true friendship in this novel that accurately and sensitively addresses a subject too often overlooked. Eleven-year-old Ruby Danes is about to start middle school, and only her aunt knows her deepest, darkest, secret: her mother is in prison.

Then Margalit Tipps moves into Ruby's condo complex, and the two immediately hit it off. Ruby thinks she's found her first true-blue friend--but can she tell Margalit the truth about her mom? Maybe not. Because it turns out that Margalit's family history seems closely connected to the very event that put her mother in prison, and if Ruby comes clean, she could lose everything she cares about most.

Put together a social media profile for Ruby and Margalit.



*'My name is August. I won't describe what I look like. Whatever you're thinking, it's probably worse.'*

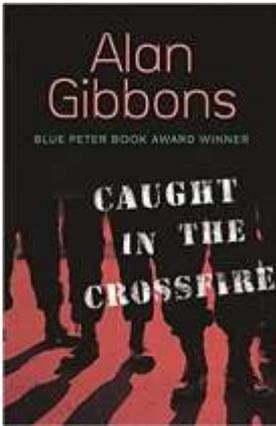
***Wonder:*** Auggie wants to be an ordinary ten-year-old. He does ordinary things - eating ice cream, playing on his Xbox. He feels ordinary - inside. But ordinary kids don't make other ordinary kids run away screaming in playgrounds. Ordinary kids aren't stared at wherever they go.

Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school - and he's dreading it. All he wants is to be accepted - but can he convince his new classmates that he's just like them, underneath it all?

*Wonder* is a funny, frank, astonishingly moving debut to read in one sitting, pass on to others, and remember long after the final page.

Put together a social media profile for August, Olivia, Jack, Julian

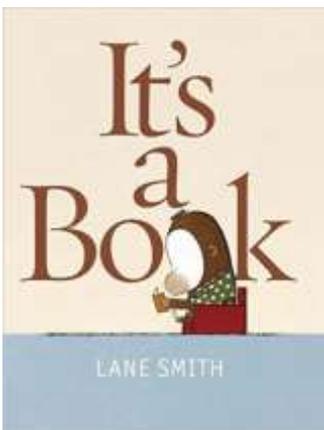
NB Pages 160-167 of the book contain the chapter called Letters, Email, Facebook, Texts. It shares communication between the main characters. In the film version of the book, there is a scene where Auggie and Jack are messaging each other online. The screen is split and you see Auggie in his bedroom and Jack in his. The two friends have fallen out and Jack has found out why Auggie is upset with him. You see Jack typing 'sorry....' and hesitating before pressing Send. Once he does send it, you see him waiting anxiously for the reply. This section of the book and/or the film clip could be used to look at how messaging has replaced letters/cards in the re-building of friendships. The scenario could be acted out in the circle with children offering suggestions on whiteboards of what Auggie and Jack may say to each other in reply. Interestingly once the two boys become friends again, they then start to joke about Julian. Is this OK?



### **Caught in the Crossfire [Yr 6+ - read it first]**

*Set in a Northern town, where right-wingers are determined to stir up hatred and racial prejudice, CAUGHT IN THE CROSSFIRE is about six teenagers whose lives are woven together by a series of shocking and tragic events. A British Muslim brother and sister, two Irish brothers who take different sides, and two lads out looking for trouble: all of them get caught in the crossfire. Inspired by the Oldham riots and the events of September 11th, this is a book that needed to be written. It is a chilling account of what is happening in Britain today, but as always Alan Gibbons writes with humour and understanding and is utterly on the wavelength of his many readers "Hatred can be ordinary and evil can be commonplace. They have a way of strolling in by the back door."*

Put together a social media profile for Rabia, Creed and Liam.



### **And a light-hearted picture book to end with:**

A wry exchange between an IT-savvy donkey, a book-loving ape and a mouse forms this playful and light-hearted look at the role of books in our digital age. With a subversive and signature Lane Smith twist, this satisfying and perfectly executed picture book has something to say to children and adults alike about the importance and joy of reading.

This pack was created by the Peacemakers Restorative Schools Network 2018. Special thanks to Bells Farm Primary, George Dixon Primary, Fairway Primary Academy and Kings Norton Primary schools for their input.

For more information about the Peacemakers Restorative Schools Network, contact Peacemakers [www.peacemakers.co.uk](http://www.peacemakers.co.uk)