



# 5 to 7s online safety toolkit

SIMPLE 15 MINUTE ACTIVITIES



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## About the 5 to 7s online safety toolkit

The 5 to 7s online safety toolkit contains 10 short activities and 3 creative extension activities designed to be delivered by professionals across all education settings. The activities cover the following themes:

- sharing pictures and videos
- chatting online
- gaming
- friendships and socialising

The activities help children to:

- understand the importance of permission and consent, in particular in relation to sharing images and videos
- identify signs of manipulative behaviour and respond safely to it
- understand the difference between online and offline friendships and the importance of being kind online
- understand the importance of identifying and seeking help from a trusted adult when they need it and how to do this

The Jessie & Friends 3-part animated series (our education resource for 4 to 7s) is used as the stimulus for each of the activities. Therefore we advise that children watch episodes 2 and 3 to understand the context of the activities. The corresponding episode is clearly highlighted in the guidance for each activity. Viewing Episode 1 is not required but recommended.

Download the full Jessie & Friends resource pack with session plans here:

<https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/>

## **Delivering the activities safely and effectively**

### **Establishing a safe, positive learning environment**

The activities within the toolkit are designed to be delivered to classroom-sized groups of children or smaller. They can also be used in one-to-one settings.

The activities require children work closely and respectfully together and may raise sensitive issues which a child in the group may have previously encountered.

### **Ground rules**

Before delivering an activity, establish a shared set of 'ground rules' to help children to express their ideas and feelings while showing respect for others.

As a minimum, they should include the following (adapting the language where necessary):

- I will not ask anyone personal questions
- I will talk about 'someone I know...' rather than using a person's name
- I know that I have the right to 'pass'
- If I disagree, I will comment on what is said, not who has said it
- If I feel upset or anxious at any point, I will raise my hand and ask for 'time out'

### **Distancing the learning**

You can never be sure if a child in your group has experienced some of the negative circumstances related to the activities and you should approach each session on this basis.

Avoid questions or activities which encourage children to consider their personal experiences, or asks them to put themselves in a situation, such as "How would you feel if you were Jessie?" Doing so may make it harder for children to consider an issue objectively, raise traumatic feelings, create discomfort, and/or lead children to disengage from the material.

More appropriate questions are "How might Jessie be feeling?" or "How could a friend of Mo's support them?" These anchor learning to the group's shared experience of the films and encourage the development of emotional literacy and empathy. It is also appropriate to ask children to imagine the response of "a child of about your age who goes to school round here."

## Safeguarding and disclosures

Be prepared for the possibility that the delivery of these activities will help a child you are working with gain the understanding and confidence to disclose abuse. You should:

- make sure at least 2 members of staff are in the room at all times during an activity
- ensure that your setting's designated safeguarding lead (DSL) or equivalent is aware that you are delivering the activities
- remind yourself of your setting's safeguarding policies and procedures, and guidelines on how to respond in the event of a disclosure
- adopt a strong non-victim blaming approach throughout delivery of 'Jessie & Friends'

One of the greatest barriers to a child seeking help is the feeling that they have done something they will be blamed for. Make sure you do not appear to blame characters in the film for any risky activities they take part in – explain that everyone makes mistakes and the important thing is to learn from them. If children make comments which criticise a character for taking a risk online, respond strongly with this point. Emphasise frequently that if something happens to a child which worries them, it is never their fault, and they should always seek help.

Remind children at the start of each activity that if anything worries them, the best thing to do is to talk to you or another adult they trust. Alternatively, if they do not feel ready to talk to someone they know, Childline can support them with any problem, at any time, at [www.childline.org.uk](http://www.childline.org.uk) or 0800 11 11.

### **Support them in the event of a disclosure.**

If a child begins to give details of a personal experience which sounds as if it may lead to a disclosure, a member of staff who is not leading the session should approach them and immediately move the child to a safe space where they can continue the disclosure privately.

## Reporting a concern

### Police

If you are concerned that a child is in immediate danger, you should call 999. Your safeguarding policy and procedures should set out clear guidelines on how to report sexual abuse or exploitation which has been disclosed in your setting and this should be taken forward by the DSL or equivalent.

### NCA CEOP

Children of any age can report concerns about child abuse and exploitation to NCA CEOP by visiting [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/). We don't however, advise that NCA CEOP reporting is highlighted to those below the age of 8. We ask that primary aged children aged are supported by an adult where possible.

All reports are assessed and responded to by NCA CEOP's specialist Child Protection Advisors. If a police response is necessary, this will be conducted in partnership with your local police force.

We also strongly recommend that your organisation adds the 'ClickCEOP' button to your website – if it includes content for children aged 8 and over. This should be in a suitable area of the site, with supportive text outlining when someone should report to NCA CEOP. NCA CEOP only take reports related to concerns about online sexual abuse. Please email [ceopeducation@nca.gov.uk](mailto:ceopeducation@nca.gov.uk) for more information. If this is not possible, children should be referred to the ClickCEOP button at [thinkuknow.co.uk](http://thinkuknow.co.uk).

## Sharing pictures and videos

### Activity 1: watch Jessie & Friends, episode 2

1. Find the Jessie & Friends animations and storybooks at [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/)
2. Watch Episode 2: Sharing Pictures or read the storybook with your group.  
**Note:** You can watch Episode 1 first. It's aimed at younger children, but is still fun to watch and can help introduce the Jessie & Friends characters.
3. Use the following questions to check children's understanding of the animation/story and its key themes:
  - **How did lots of people end up seeing the pictures of Jessie, Tia and Mo?** They sent them to people who sent them to more people
  - **How did Mo feel when the picture of him looking like a toad was shared with other people?** Sad
  - **How did the friends get help when they needed it?** They told their teacher
  - **What did Miss Humphrey say she would do to help?** She would ask all the children who had copies of the pictures to delete them
4. Explain that sometimes things happen online that makes us feel worried, scared or sad – just like Jessie, Tia and Mo in the story. Let them know that if anything ever happens online that worries or upsets them, they can always come to you or another trusted adult for help, no matter what. Doing this is called TAG. **TAG stands for Tell a grown-up.**

### Activity 2: sharing pictures

1. Split the group into two tables and give each table a copy of [Worksheet 1](#). Alternatively, display the quiz on screen and complete as a whole group. The quiz presents simple multiple-choice questions to remind the children of the key themes in the animation/storybook and will enable you to check understanding.
2. Discuss the answers together as a whole group and mark the quizzes.
3. Explain that when we share a picture or a video of someone, we must always think about how it might make others feel.

### Activity 3: asking for permission

1. As a whole group, explain to the children that before we do something that involves another person (for example, hugging them, playing with their toy, borrowing something that belongs to them), we should always

**ask for permission.** This means they should ask whether that person is happy for them to do it or not. Remind the children that it is always ok for someone to say 'No'.

2. Explain to the children that when they are online, if they are thinking of sharing a picture or video of someone else, they should always ask permission first. If the answer is 'Yes', it is ok to do it. If the answer is 'No', it is not ok to do it.
3. In pairs, ask the children to complete [Worksheet 2](#). The children should read the scenario and draw a line to connect each situation with the right response.
4. Come back together as a group and discuss the children's responses and why.
5. Encourage the children to think about some ways they could ask for permission. What sentences could you say?
6. Explain that there are lots of different ways to ask for permission. Give Jessie's questions as examples:  
Is it ok if I...? Can I...? Do you mind if I...?
7. Try to model these sentence starters in your activities. For example, 'Is it ok if I move you over here to sit?' 'Can I play with your toy?' Encourage the children to use them before doing something that involves someone else.

### **Extension activity: draw your favourite Jessie & Friends character**

1. Ask the children to draw a picture of their favourite character singing the Funny Tummy Song.
2. Ask them to include their favourite lyrics from the song on their drawing.

## Worksheet 1

### Sharing pictures quiz

Read the questions and tick the correct answer

Question	Answer Choices	Tick the correct answer!
<b>Who did Tia want to send the pictures to at first?</b>	A. Her nan	<input type="checkbox"/>
	B. Her class at school	<input type="checkbox"/>
<b>Was Tia's nan the only person they sent them to?</b>	A. Yes	<input type="checkbox"/>
	B. No	<input type="checkbox"/>
<b>How did more people any up seeing the pictures?</b>	A. People who received them went on to send them to other people	<input type="checkbox"/>
	B. Mo decided to send them to lots more people	<input type="checkbox"/>
<b>What made Mo feel sad?</b>	A. People were laughing at the picture of him looking like a toad	<input type="checkbox"/>
	B. He had a tummy-ache	<input type="checkbox"/>
<b>What did the friends do when they found out their photo had been share with other people at school?</b>	A. They didn't do anything	<input type="checkbox"/>
	B. They told their teacher – Miss Humphrey	<input type="checkbox"/>

1. A 2. B 3. A 4. A 5. B

Answers

## Worksheet 2

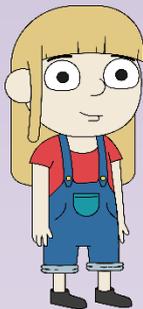
### Asking for permission

Connect the boxes by drawing a line from the situation to the correct response



Is it ok if I  
...share the funny  
video of you  
dancing with my  
family?

No



Do you  
mind if I...  
share this  
picture of us  
with my

Yes,  
that's  
fine!



Can  
I...change  
this picture of  
you so you  
look like a  
toad?

Sure! I  
don't  
mind!



Tia has said **YES**.  
Jessie can  
change the  
picture of her.

Mo has said **YES**.  
Jessie can share  
a picture of  
them with her  
family.

Tia has said **NO**.  
She has not  
given her  
permission so  
Jessie should  
not share the  
video of her  
dancing.

It's always ok to say  
**NO** if someone asks  
to do something  
that makes you feel  
worried, scared or  
sad.

## Chatting online

### Activity 1: what should Mo do?

1. Ask the group to raise their hand if they have ever chatted with a friend or family member online. Who have they spoken to? How did they do this? This can also include video-chatting.
2. Explain to the group that they should only video-chat or chat online with family and trusted friends they know offline, and an adult should always be with them when they do.
3. Ask the group if they remember what **TAG** stands for? **Tell a grown-up.**
4. Remind the group that they should always Tell a grown-up (TAG) if they see or hear anything whilst video chatting or chatting online that makes them feel worried, scared or sad.
5. Give each child a copy of [Worksheet 3](#) and have some crayons/coloured pens available. One by one, read out the speech-bubble scenarios involving the character Mo from Jessie & Friends. Each scenario depicts an issue that Mo has experienced whilst chatting online.
6. Ask the children to decide what they think Mo should do in each scenario. Is it OK? Or should he TAG? The children can then circle or colour in the correct response.

### Activity 2: the funny tummy song

1. Re-watch the Jessie & Friends song on Episode 2 at [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/).
2. Give each child a copy of the lyrics sheet ([Worksheet 4](#)) and present one on the screen. As a group, practice the lyrics and have a sing along!

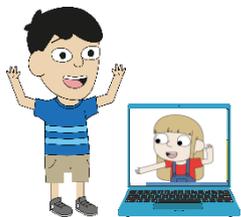
### Activity 3: acts of kindness

1. As a group, discuss what being kind to others means.
2. Ask them whether they thinking talking to friends and family offline is the same as talking to friends and family online?
3. Explain that you should always treat people kindly offline, and online and people should do the same for you. Let them know that it's never ok for anyone to say nasty things when chatting online or to make them do anything they don't want to do. It's always okay for the children to say 'No!' and to 'TAG' (Tell a grown-up) if they ever feel uncomfortable online.
4. As a group, ask the children to make an 'Acts of Kindness' jar. You can use any jar of pot you have. Ask the children to come up with one act of kindness each. Write these on a piece of paper, cut them out and put them in the jar. Here are some ideas to help them:

- say something nice to someone
  - help tidy up the room at the end of the day
  - hold the door open for someone
  - pay someone a compliment
5. Reinforce the message that even small, simple actions can have a really big impact on other's lives. This is the same when interacting and chatting with friends and family online. If anything ever makes them feel worried, scared or sad whilst chatting online they should tell you or another grown-up they trust (TAG).

## Worksheet 3

### Chatting online: what should Mo do?



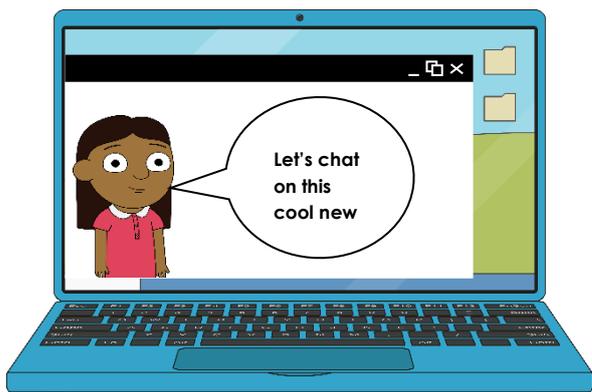
Mo loves video-chatting. Can you help him TAG (Tell a grown up) when he sees something that might make him feel worried, scared or sad? Colour in or point to 'OK' if you think Mo is OK, or 'TAG' if you think Mo should tell a grown up.



TAG / OK



TAG / OK



TAG / OK

## Worksheet 4

### The funny tummy song

It's fun to share a picture  
With friends and family  
If someone else is in it, check they're happy for others to see  
If somebody shares something  
That makes you go 'Uh-oh'  
You're not alone  
Put down the phone  
Here's what you need to know...



If it makes you feel funny  
In your tummy  
Worried, scared or sad  
Then you must  
Tell a grown up you trust  
Like a teacher or a mum or dad



If it makes you feel funny  
In your tummy  
That something's no OK  
It's not your fault  
Just tell an adult  
They'll help to make it go away,  
they'll help to make it go away



## Gaming

### Activity 1: watch Jessie & Friends episode 3

1. Find the Jessie & Friends animations and storybooks at [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/).
2. Watch Episode 3: Playing Games or read the storybook with your group.
3. Use the following questions to chat about the animation and check the children's understanding of the story:
  - **What were Jessie, Tia and Mo's power words in the Alvelzon game?**  
Wise, Fearless, Strong
  - **How did the 'stranger' trick Jessie and her friends into telling her their power words?** Hid her identity; pretended to be friendly; lied about wanting to help them; said they had things in common and promised them something they really wanted – to beat Dr.Yekl
  - **What did Jessie do when the 'stranger' tricked them in the game?**  
She told her dad
  - **Did Jessie know that the 'stranger' was really her sister Amber?** No, it could have been anyone
  - **What did Dad tell Jessie, Tia and Mo to do with their power words after they were shared and no longer private?** He told them to change their power words and only keep them between the three friends

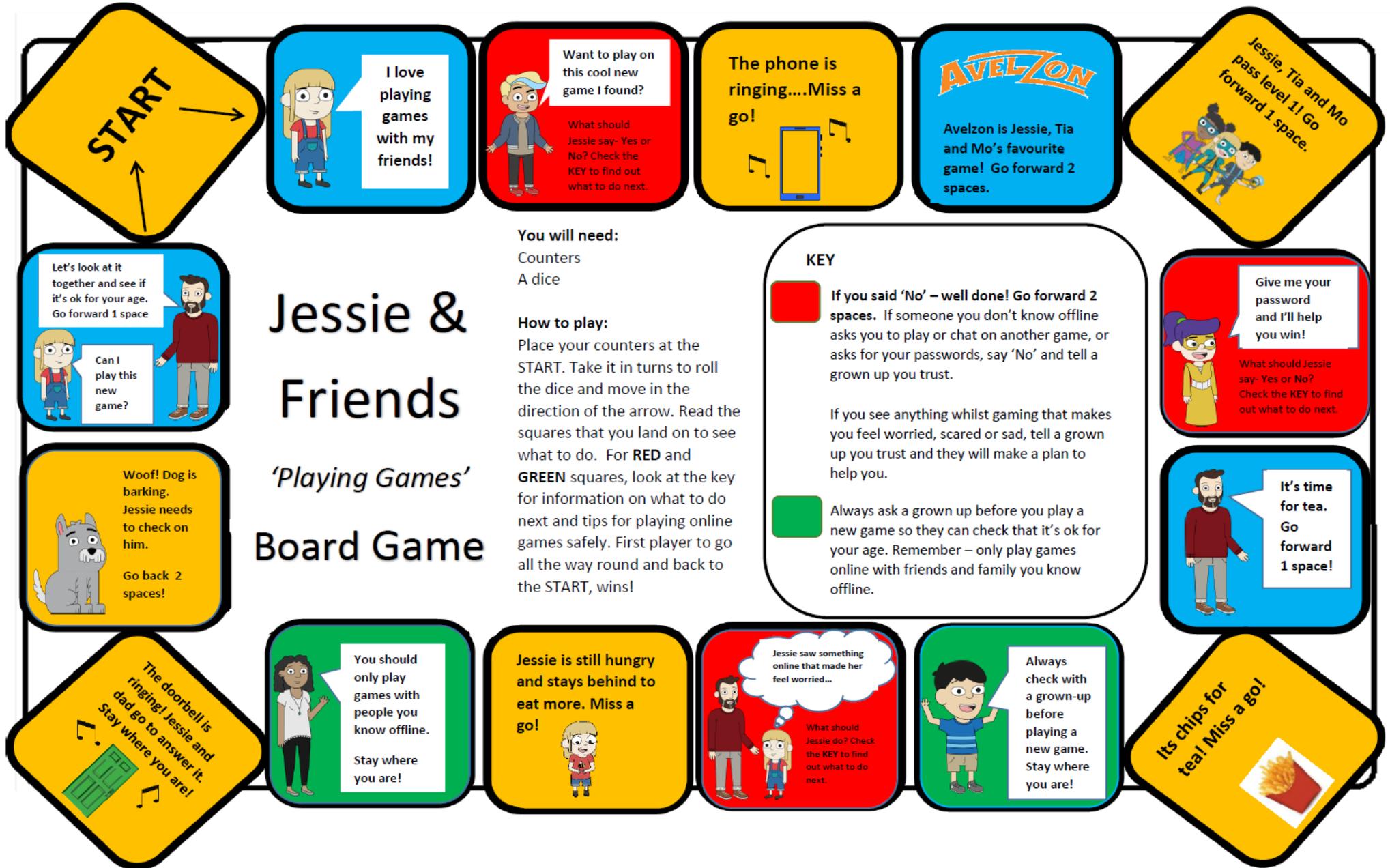
### Activity 2: playing games

1. Playing games online can be an enjoyable activity for children. Ask the group if they like to play games online – what are the favourites? Are there any they don't like?
2. Let the children know that they should only play online games with people they know offline, should never tell anyone their passwords (unless it's a parent or carer) and always ask an adult if it's ok to play a game, as some are meant for older children and grown-ups.
3. Reinforce the message that if anything makes them feel worried, scared or sad whilst playing games online, they should tell a grown-up they trust like a teacher or a mum or dad.
4. Play the '**Playing Games' Board Game (Worksheet 5)** with the group. You can print this in colour and A3 to play as a whole group, or print A4 and complete in table groups if you think the children will require more individual support. You will need dice and counters to play.

## Creative extension activity: design a super-hero

1. Split the group into two. Ask each group to work together to design their own super-hero avatar – like Jessie, Tia and Mo's in the Alvelzon game. Ask them to decide:
  - What is their super-hero called?
  - What are their super powers?
  - What do they look like/what do they wear?
2. Jessie, Tia and Mo's power words in the game are 'Strong', 'Fearless' and 'Wise'. Ask the groups to think about the positive qualities they would like their superhero to have, and then ask them to choose a power word.
3. Have the groups present their super-hero to you and the other group. For those who need additional support, provide a list of 'power words' they can choose from.

# Worksheet 5



## Jessie & Friends 'Playing Games' Board Game

**You will need:**  
Counters  
A dice

**How to play:**  
Place your counters at the START. Take it in turns to roll the dice and move in the direction of the arrow. Read the squares that you land on to see what to do. For **RED** and **GREEN** squares, look at the key for information on what to do next and tips for playing online games safely. First player to go all the way round and back to the START, wins!

**KEY**

 **If you said 'No' – well done! Go forward 2 spaces.** If someone you don't know offline asks you to play or chat on another game, or asks for your passwords, say 'No' and tell a grown up you trust.

 Always ask a grown up before you play a new game so they can check that it's ok for your age. Remember – only play games online with friends and family you know offline.

 Give me your password and I'll help you win!

What should Jessie say- Yes or No? Check the KEY to find out what to do next.

 It's time for tea. Go forward 1 space!

 Its chips for tea! Miss a GO!

## Friendships and socialising

### Activity 1: being kind to your friends

1. As a group, ask the children if they can remember the names of Jessie's best friends from the Jessie & Friends animations (Tia & Mo). If the children have not yet watched the animations, or would like to re-cap episodes 2 or 3, you can find them here: [www.thinkuknow.co.uk/parents/jessie-and-friends-videos/](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/).
2. Jessie, Tia and Mo are good friends. Ask the children to tell you what they think it means to be a good friend and how good friends should always treat each other.  
  
Possible answers – always be kind, listen to each other.
3. Let the children know that these are behaviours and qualities that they should expect from their friends. Remind them that they should only play or chat with friends online that they know offline, and should always treat each other kindly whether it's online (playing a game online) or offline (in the playground).
4. Remind the children that if they see or hear anything online that makes them feel worried, sad or scared then they should tell you or another grown-up they trust.
5. Give the children some time to make two A4 signs. One that says TAG (TAG stands for Tell a grown-up) and one that says 'OK'.
6. Display [Worksheet 6](#) on screen and read out the scenarios to the group.
7. Ask the children to hold up which sign they think best fits the scenario. For example, they should hold up the TAG sign if they think Jessie, Tia or Mo should tell a grown-up or the 'OK' sign if they think what has happened is ok. If one or more of the group gets it wrong, explain to them the right answer then continue with the next scenario.
8. When finished, reinforce the message that if they ever feel worried, scared or sad whilst chatting or playing with friends online then they should tell you or another grown-up they trust.

## Activity 2: sign-along: the funny tummy song

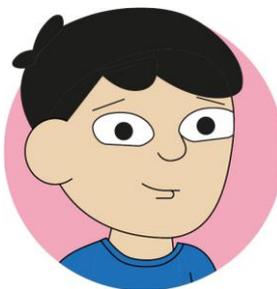
1. Re-watch the song on the Jessie & Friends animation, Episode 2: Sharing Pictures.
2. Give each child a copy of the 'Actions sheet' ([Worksheet 7](#)) and display one on the screen.
3. As a group, learn the actions to the chorus of the Funny Tummy song.

## Creative extension activity: friendship flower

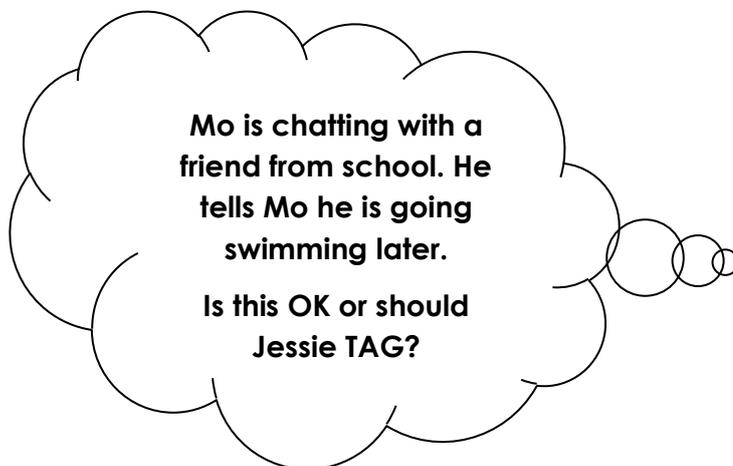
1. Split the group into two tables. Provide each table with a print out of the 'Friendship Flower' template ([Worksheet 8](#)) below and stick it on card. Ask the children to colour in and cut out the pieces with support. On each petal support the children to each write (or draw) the qualities that they think a good friend online has. They might come up with:
  - being kind
  - not saying nasty things
  - having fun
  - sharing
  - listening
  - make you feel happy
2. For each table, help the children glue, sticky tack (or simply place) the petals on the back of the flower face to make their very own Online Friendship Flower which can be displayed in the classroom.

## Worksheet 6

### Being kind online



Mo is playing a game online with someone from his class. He tells Mo he is rubbish at the game!  
Is this OK or should Mo TAG?



Mo is chatting with a friend from school. He tells Mo he is going swimming later.  
Is this OK or should Jessie TAG?



Tia is chatting with a friend online. She show Tia a video of their friend doing a silly dance.  
Is this OK or should Tia TAG?



Jessie is chatting to a school friend online. He tells Jessie that she looks funny.  
Is this OK or should Jessie TAG?

## Worksheet 7

### The funny tummy song

Actions to accompany the chorus. Actions based on British Sign Language (BSL)

Hands move in a circular motion around the stomach



If it makes you feel funny in your **tummy**

Hands move in a circular motion around the head



**Worried**

Clawed hand taps the chin



**scared**

Hand moves from the front of the face downwards to chest height



**or sad**

Hand moves straight across body



**Then you must\***

Hand moves outwards away from the face



**tell**

Hand moves up above the head



**a grown up**

Right hand moves down onto left palm



**you trust**

Fingers move from the head outwards



**Like a teacher**

3 fingers move up to and touch the forehead



**or a mum**

2 fingers cross over 2 fingers on the other hand



**or dad**

\*please note that this is BSL for the word 'should'.  
The actions can be made using either the left or right hand.

Worksheet 8

Friendship flower template

