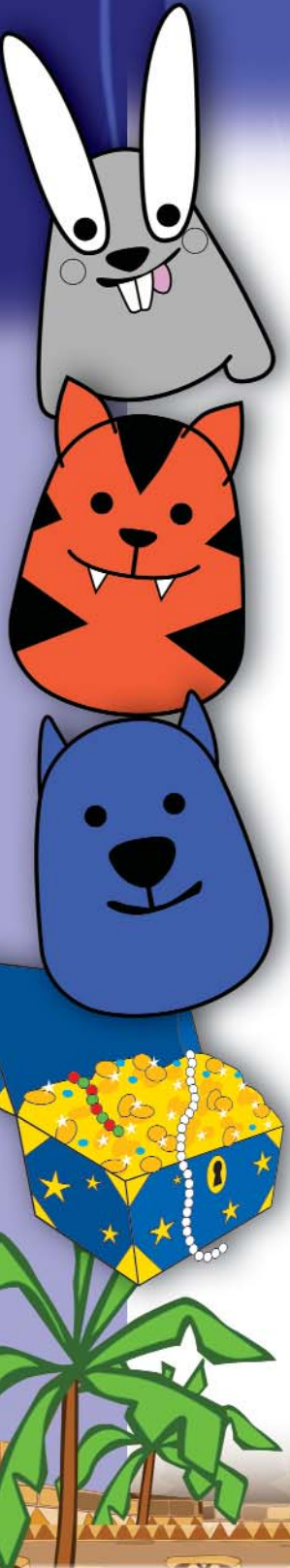


Lee and Kim's adventure Animal Magic



THE CEOP INTERNET SAFETY RESOURCE FOR 4-7 YEAR OLDS

Guidance for Teachers



The project is co-funded by the European Union, through the Safer Internet Plus programme <http://ec.europa.eu/saferinternet>



INTRODUCTION

Why do we need this resource?

Whether on a computer at school, a laptop at home, a games console or mobile phone, children and young people are increasingly accessing the internet whenever they can and wherever they are.

As we would protect children in the real world, we want to make sure that they are safe whatever they are doing. Like learning to cross the road, **online safety skills** are skills for life. If children understand the risks and can make sensible and informed choices online, they can get the most from online technology and stay safe whilst doing so – particularly from those people who might seek them out to harm them.

Although chatting online can be great fun, young people can sometimes find themselves in situations where they can feel out of their depth. Risks can arise when young people give out their **personal details** to **strangers**. The online world can often seem very different to the real world for young people, and they can be tempted to say and do things that they wouldn't dream of if they met someone face-to-face. This can include giving out **personal information** such as their full name, address, school, mobile numbers and pictures of themselves etc. **Paedophiles** are very clever at piecing together small bits of information to track children down in the real world.

There is also an increasing risk of young people being **'bullied'** or **'bullying'** using online technologies and mobiles. This is known as 'cyberbullying'. Bullies often behave more aggressively than they might face-to-face because they can hide behind an electronic veil to disguise their true identity.

(More information about the risks and the technologies involved is available in PDF A as well as what to do in the event of a disclosure of suspected abuse or bullying.)

Why do we need a resource for **4-7 year olds**? At this age, pupils will have been exposed to very differing experiences of internet use. However, a survey by Ofcom¹ tracking digital usage has shown that 66% of 5-7 year olds use the internet at home – with at least 30% using it for games, schoolwork (26%) and information (15%). Additionally, over 85% have access to games consoles which may have an online 'gaming' or 'chat' facility when linked to the internet. Many will have observed older siblings using social networking sites, instant messaging and chat rooms. It is our belief that early awareness of the dangers will prepare young children for 'safe' enjoyment of the internet as they get older.

Even if your pupils are not using the internet, this resource also reinforces awareness of **'stranger danger'** in the real or offline world as well as the online world.



¹Ofcom, UK Children's media literacy – 2009 interim report.

INTRODUCTION

Where does this resource fit into the curriculum?

The resource is primarily aimed at **Key Stage 1** but parts of it would be suitable for **Year 3** in **Key Stage 2**. We have also included **several activities** for **reception children** in the **Foundation Stage**.

The resource is primarily designed to fulfil elements of the **PSHE and Citizenship and ICT** curriculum in **Key Stages 1 and 2**.

It also gives some opportunities to **extend the learning across the curriculum** particularly for **Key Stage 1**.

What does the resource contain?

The **core element** of the resource is an **8 minute cartoon called ‘Lee and Kim’s adventure... Animal Magic’**. This cartoon is designed to be played in either **Assembly** or **Circle Time** with an introductory and follow-up discussion – the key points of which are outlined in Activity 1.

The cartoon follows the adventures of two children - ‘Lee and Kim’ – who are playing an online game on a computer where they meet several animal characters. One character asks them “what school do you go to?” and before they have the chance to answer – our superhero ‘SID’ appears in a flash to warn Lee and Kim they may be putting themselves at risk. The kids don’t understand why SID is kicking up such a fuss – so SID decides to take them ‘for a ride’. The kids are magically sucked through the computer screen and into ‘cyberspace’. Here they have the ability to see the real people controlling the animals in the online game and with SID’s help - recognise the warning signs.

For the **Foundation Stage**, this cartoon has been adapted to a **‘storybook’** to be read by the **teacher** to the children.

There are a whole range of **follow-up activities** to reinforce the **‘safety’** messaging as well as fulfil other **learning goals** for **specific subject** areas. **Activities 2 or 3** (2 - Keeping Safe Game) and (3 - Make an Internet Safety Poster) are particularly useful for reinforcing the messages from the cartoon for Key Stage 1 & 2 pupils.

Overleaf is a chart summarising the activities available for the various stages and their broad curriculum links. The full curriculum links for PSHE and Citizenship and ICT for both Key Stages 1 and 2 are included at the end of these notes. The other subject links are included in the relevant activity sheet.

All the supporting materials detailed in these notes are available for download from www.thinkuknow.co.uk/teachers

More information is available from the CEOP website:
www.thinkuknow.co.uk

If you have any questions about this subject please contact:
education@ceop.gov.uk

Activity Number	Name/ Synopsis of Activity	Relevant Stage	Curriculum Links	Supporting Materials
1A - Core	Cartoon – Lee and Kim’s adventure...Animal Magic Watch with pre and post discussion	KS1 KS2 – Year 3	PSHE Citizenship ICT	File of Cartoon SID’s Tips sheet (PDF B)
1B - Core	Storybook – Lee and Kim’s adventure...Animal Magic There are two main learning objectives to this activity: 1)Encouraging ‘nice behaviour’ on the internet This involves the teacher telling a story and a pre and post discussion. Children can watch a cartoon of SID’s Song. This is followed by ‘SID’s Yes or No Game: Be Nice on the Internet’. 2)‘Stranger Danger’ in the online world – Extension Activity This relies on children having learned about Stranger Danger in the real world. It extends this learning to the internet; concentrating on the message of ‘not giving out your personal information’. A brief introduction is followed by ‘SID’s Yes or No Game: Protect your Secret Stuff’.	Foundation Stage- Reception	Personal, Social and Emotional Development Communication, Language and Literacy Knowledge and Understanding of the World	Storybook (PDF M) Video file of SID’s Song Audio file of SID’s Song (MP3Ei) SID’s response cards (PDF C) SID’s Yes or No Game: Be Nice on the Internet (PDF Di) SID’s Yes or No Game: Protect your Secret Stuff (PDF Dii)
2A	Keeping Safe Game Pupils create their own human character and using animal masks or puppets to hide behind, they question each other to try and reveal ‘personal information’ about this character. There are templates for animal masks or puppets taken from the cartoon. Children could also make their own masks.	KS1	PSHE Citizenship ICT English Art and Design	‘Prepare a character’ worksheet (PDF G) SID’s response cards (PDF C) Animal masks or puppets: In colour or blank for colouring in (PDF H & I)
2B	Keeping Safe Game Using their own soft toy or doll, children work in pairs to share personal information about their toy. One child will give the information while the other child holds up a ‘Yes’ card for ‘Safe’ information and a ‘No’ card for unsafe information.	Foundation Stage - Reception	Personal, Social and Emotional Development Communication, Language and Literacy Knowledge and Understanding of the World	Soft Toy or Doll (Children’s own) SID’s response cards (PDF C) Character Prompt Sheets (PDF Diii)

Activity Number	Name/ Synopsis of Activity	Relevant Stage	Curriculum Links	Supporting Materials
3	<p>Make an internet safety poster</p> <p>Using SID's Tips for internet safety, the children create their own poster.</p> <p>There are a variety of digital images that can be downloaded for the children to use on their poster.</p>	KS1	PSHE Citizenship ICT Art and Design Literacy	SID's Tips sheet (PDF B) Images from image bank as jpegs Sheets of badges, shield and treasure chest. (PDF K)
		KS2 – Year 3	PSHE Citizenship ICT	SID's Tips sheet (PDF B) Images from image bank as jpegs Sheets of badges, shield and treasure chest. (PDF K)
4	<p>Write a story about finding the treasure safely.</p> <p>This could involve making their own treasure map to help them with the story for which there are templates provided.</p> <p>Option to extend as a drama activity</p>	KS1	PSHE Citizenship English	Treasure Map x 3 (PDF L i,ii,iii) Blank and samples SID's Tips sheet (PDF B) Treasure Chest image (PDF K) also as jpeg Puppets/masks (optional) for drama extension (PDFs H & I)
5	<p>Design and fill a Treasure Chest</p> <p>Two-part activity:</p> <ol style="list-style-type: none"> 1) Involves D&T to make a treasure chest. 2) A circle time session to discuss behaviours children value online and in the real world. These behaviours and the websites they enjoy would be stored in the Treasure Chest and kept as a shared classroom resource. 	KS1	PSHE Citizenship ICT Design & Technology	Classroom materials for D&T

Activity Number	Name/ Synopsis of Activity	Relevant Stage	Curriculum Links	Supporting Materials
6A&B	Song and Dance Performing a song and dance to 'SID's song'.	Foundation Stage-Reception	Personal, Social and Emotional Development Physical Development Creative Development	2 x E MP3 sound files of song with lyrics and instrumental only SID's Song sheet with words (PDF F) Music score x 2 (PDF N) Optional: Animal Masks (PDF H)
		KS1	PSHE Citizenship Physical Education Music	
7	Be a 'Protector' Board Game Simple board game played with dice and counters to reinforce safety messages as well as provide some mathematical content.	KS1	PSHE Citizenship Mathematics	File of A3 Board or A4 x 2 to stick together (PDFs O) Sheet of counters (PDF P)
8	Dot-to-dot Using numbers to 20, the children join the dots to reveal a picture of SID. This can also be used for colouring.	Foundation Stage-Reception	Personal, Social and Emotional Development Problem Solving, Reasoning and Numeracy.	Dot-to-dot sheet (PDF Q)
9	Making masks or puppets Using the downloadable templates, children make masks and decorate them using classroom materials. There is the option to extend the activity using role-play.	Foundation Stage-Reception	Creative Development Communication, Language and Literacy Knowledge and Understanding of the World	Masks and Puppet templates (PDFs H & I) Classroom resources

KEY STAGE ONE ACTIVITIES

CORE ACTIVITY

ASSEMBLY
OR CIRCLE
TIME

(Activity 1A)

- INTRODUCTORY DISCUSSION
- **VIEWING OF 'Lee and Kim's adventure... Animal Magic' CARTOON**
- DISCUSSION OF THE MESSAGES FROM THE CARTOON

EITHER / OR

**PSHE & CITIZENSHIP /
ART & DESIGN / ENGLISH:**
(2A) KEEPING SAFE GAME
- USING MASKS OR PUPPETS

**PSHE & CITIZENSHIP /
ART & DESIGN / LITERACY:**
(3) MAKE AN INTERNET SAFETY
POSTER

Extension Activities

(4) Write a story about
finding the treasure safely

(6A) Song, Dance and Drama

(5) Design and fill a
treasure chest

(7) 'Be a Protector'
board game

FOUNDATION STAGE ACTIVITIES

CORE ACTIVITY

CIRCLE
TIME

(Activity 1B)

- INTRODUCTORY DISCUSSION
- **LISTENING TO 'Lee and Kim's adventure... Animal Magic' STORYBOOK**
- DISCUSSION OF THE MESSAGES FROM THE STORYBOOK
- LISTEN TO SID'S SONG
- PLAY 'SID SAYS: YES OR NO' GAME

Extension Activities

(2B) Keeping Safe Game

(6B) Song and Dance:
Learn and perform SID's song

(9) Making masks or puppets:
Role Play

(8) Completing 'Dot to Dot'

LINKS TO THE CURRICULUM

Online safety is relevant to three key areas of the National Curriculum for Key Stages 1 and 2 – PSHE, Citizenship and ICT.

KEY STAGE 1

Personal, Social and Health Education and Citizenship

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class
- c. to recognise choices they can make, and recognise the difference between right and wrong.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing
- g. rules for, and ways of, keeping safe, and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people
- b. to listen to other people, and play and work cooperatively
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Breadth of opportunities

5. Pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take and share responsibility
- c. take part in discussions
- d. make real choices
- f. develop relationships through work and play
- g. consider social and moral dilemmas that they come across in everyday life
- h. ask for help.

ICT

Breadth of study

5. Pupils should be taught the Knowledge, skills and understanding through:

- c. talking about the uses of ICT inside and outside school.

KEY STAGE 2

Personal, Social and Health Education

Preparing to play an active role as citizens

2. Pupils should be taught:

- a. to research, discuss and debate topical issues, problems and events
- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- e. to recognise the different risks in different situations and then decide how to behave responsibly and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Breadth of opportunities

5. Pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility
- d. make real choices and decisions
- f. develop relationships through work and play
- g. consider social and moral dilemmas that they come across in life
- h. find information and advice.

ICT

Breadth of study

5. Pupils should be taught the Knowledge, skills and understanding through:

- c. investigating and comparing the uses of ICT inside and outside school.

KEY STAGE 2

Citizenship

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Preparing to play an active role as citizens

2. Pupils should be taught:

- c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

Developing a healthy, safer lifestyle

3. Pupils should be taught:

- e. to recognise the different risks in different situations and then decide how to behave responsibly, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

Developing good relationships and respecting the differences between people

4. Pupils should be taught:

- d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- g. where individuals, families and groups can get help and support.

Breadth of opportunities

5. Pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility
- d. make real choices and decisions
- f. develop relationships through work and play
- g. consider social and moral dilemmas that they come across in life
- h. find information and advice.

FOUNDATION STAGE

The activities are designed to support the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage including the six areas of learning covered by the early learning goals and education programmes:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Problem Solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.

The main emphasis of these activities lies within the areas of the Personal, Social and Emotional Development of the child.




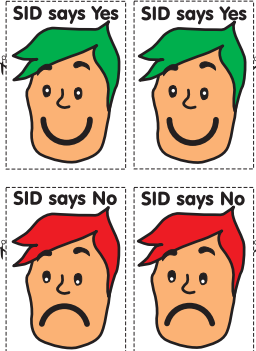
Educational programme for the Personal, Social and Emotional Development

2.7. Children must be provided with the experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them know themselves and what they can do.

CORE: Activity 1A – KS1/KS2

Keeping safe on the internet cartoon:

'Lee and Kim's adventure... Animal Magic'

<p>Aims:</p> <p>To help raise awareness of the dangers of giving personal information on the internet.</p> <p>For learners to understand that people are not always who they say they are.</p> <p>For learners to realise the importance of politeness and courtesy both on and off the internet.</p> <p>For learners to know what action to take if they feel they may be in danger.</p> <p>For learners to understand the uses of ICT inside and outside of school and to use it responsibly.</p>	<p>Desirable Outcomes:</p> <p>Learners will understand the benefit of ICT and how to use it responsibly.</p> <p>Learners will be aware of, and able to manage the risks of, using online technology.</p> <p>Learners will be able to recognise the need for politeness and courtesy both in online and offline communications.</p> <p>Learners will know to go to a responsible adult if they feel in danger.</p>		
<p>Duration:</p> <p>Introduction to the Cartoon: 10 minutes</p> <p>Watch the Cartoon: 8 minutes</p> <p>Discussion around the learning points: 20-30 minutes</p>	<p>Style of Activity:</p> <p>Whole Class</p>		
<p>Curriculum Links: KS1 and 2: PSHE and Citizenship, ICT (See full 'Links to the Curriculum' following the Introduction to the resource.)</p>			
<p>Preparation: Supporting Materials</p>			
			
<p>Downloadable Quicktime / WMV file of the cartoon.</p>		<p>PDF B – SID's Tips</p>	<p>PDF C – SID's Response Cards</p>

- Watch the cartoon.
- Familiarise yourself with the concept on how paedophiles can access young people through the internet by gaining personal information through chat rooms, social networking and gaming sites. Understand the concept of 'cyberbullying' and how this can seriously harm young people. For more information, refer to PDF A – Background Information, as well as the CEOP website www.thinkuknow.co.uk
- Research some of the sites your children may be using at the moment such as:
 - Cbeebies site: <http://www.bbc.co.uk/cbeebies/games/>
 - Disney's Club Penguin: <http://www.clubpenguin.com>
 - Miniclip: www.miniclip.com/
 - Neopets: www.neopets.com

Activity:

Introductory Discussion

Prior to showing the cartoon it would be useful to have some discussion with the pupils to clarify their knowledge of the internet and their access to online technology.

- Ask what kind of things the children use at home:
 - Computer
 - Mobile Phone
 - Gaming Consoles (hand-held and linked to TV) e.g. Nintendo DS, Nintendo Wii, Playstation, PSP, Xbox, Gameboy etc.
- Ask what are the children's favourite things to do:
 - Playing games
 - Chatting
 - Communication (sending e-mails or instant messaging)
 - Meeting people online (social networking)
 - Using webcam
 - Finding information
 - Schoolwork
- Ask what their parents/carers or brothers and sisters use the internet/mobile phones for:
 - Playing games
 - Chatting
 - Communication (sending e-mails or instant messaging)
 - Meeting people online
 - Finding information
 - Webcam
 - Buying things
 - Work/Schoolwork

If they or their parents/carers/siblings use chat facilities or sites with other social networking opportunities, ask what they know about them.

Discussion after viewing the cartoon

Ask some general questions about their response to the story (for example; who was their favourite character?) Then make sure all pupils have understood the key themes.

- Discuss the way we **treat people face-to-face**.
- How **politeness** and **courtesy** are important and how they may feel upset when others are rude and unkind.
- Discuss how we need to be as **kind** to others in **online communications**, including emails and social networking sites.
- Discuss what a **stranger** is (someone you don't know.)
- Discuss the concept of **'stranger danger'** in the real world. Remind them that 'Lee and Kim' were promised treasure if they followed the 'bear', but sometimes 'strangers' promise things that aren't true to get you to do something you don't want to.
- Discuss the concept of **personal information**. This would include full name, address or town where they live, school name, location where they might do an activity such as football clubs, dance schools, swimming pools or local leisure centres, cubs or brownies etc.
- Discuss what kind of **personal information** you would not give to a stranger.
- Explain that **not everyone is who they say they are online** and sometimes it is difficult to tell. People can hide behind 'masks' like the 'nasty man' in the cartoon and pretend to be someone else and try to 'trick' them into giving out their personal information.
- Explain that only their family and friends they trust need to know their personal information.
- Discuss what they would do if they were being asked to give out personal information. Discuss the concept of **'butterflies in your tummy'**, that is 'having a feeling' that something is not right. Get them to give other examples when they have had 'butterflies in their tummy'. Get them to think of which grown-up they would tell if they thought they were in danger.

CORE: Activity 1B – Foundation Stage: Reception

Keeping safe on the internet storybook:

'Lee and Kim's adventure... Animal Magic'

Aims:

For children to understand the importance of politeness and courtesy on and off the internet.

Extension Activity

To reinforce the message of 'Stranger Danger' on the internet.

To help raise awareness of the dangers of giving personal information on the internet.

For children to know what action to take if they feel they are in danger.

Desirable Outcomes:

Children will recognise the need for politeness and courtesy both in online and offline communications. Children will know to go to a responsible adult if they feel in danger or are in anyway unsure.

Extension Activity

Children will be aware of the dangers and be able to manage the risks of using online technology.

Duration:**Core Activity:****Encouraging 'nice behaviour' on the internet**

Introduction to the Story: 5 minutes

Listen to the Story and watch SID's Song cartoon: 10 minutes

Brief discussion around the learning points: 5 minutes

Play SID's Yes or No Game: 'Be Nice on the Internet': 10 minutes

Extension Activity:**Relating 'Stranger Danger' in the real world to the online world**

Teacher Introduction: 10 minutes

Play SID's Yes or No Game: 'Protect your Secret Stuff': 15-20 minutes

Style of Activity:

Whole Class

Curriculum Links:**Personal, Social and Emotional Development**

Children should be able to:

- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate, and sit quietly when appropriate.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- Understand what is right, what is wrong and why.
- Work as part of a group or class, taking turns and sharing fairly, understanding there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Consider the consequences of their word and actions for themselves and others.

- Select and use activities and resources independently.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views cultures and beliefs with respect.

Communication, Language and Literacy.

Children should be able to:

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Enjoy listening to and using spoken language, and readily turn to it in their play and learning.
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs rhymes and poems.
- Extend their vocabulary exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.









Knowledge and Understanding of the World

Children should be able to:

Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

Preparation:

Supporting Materials

 <p>Storybook PDF M</p>	 <p>SID's Yes or No Game: Be Nice on the Internet PDF Di</p>	 	
  <p>Downloadable file of SID's Song Cartoon</p>	 <p>Ei MP3 audio file of Sid's Song</p>	 <p>SID's Yes or No Game: Protect your Secret Stuff PDF Dii</p>	<p>SID's Response Cards PDF Ci</p> <p>SID's Song Sheet PDF F</p>

- Read the story and watch the cartoon of 'Sid's Song.'
- Understand the concept of '**cyberbullying**' and how this can seriously harm young people. It is really vital to educate young children early that it is as important to **be nice** on the **computer** as in the real world. Children can say things on the internet that they would not in the real world because they can hide behind an electronic veil.

- If you plan to extend the activity to **'stranger danger'**, familiarise yourself with the concept on how paedophiles can access young people through the internet by gaining **personal information** through chat rooms, social networking and gaming sites. For this age group we are referring to personal information as 'secret stuff'. For more information, refer to PDF A - Background Information, as well as the CEOP website - www.thinkuknow.co.uk
- Research some of the sites your children may be using at the moment such as:
 - o Cbeebies site: www.bbc.co.uk/cbeebies/games/
 - o Disney's Club Penguin: www.clubpenguin.com
 - o Miniclip: www.miniclip.com/
 - o Neopets: www.neopets.com

Activity:

Introductory Discussion

Prior to reading the story it would be useful to talk to the children about the internet.

- Ask what kind of things the children use at home:
 - Computer
 - Mobile Phone
 - Gaming Consoles (hand-held and linked to TV) e.g. Nintendo DS, Nintendo Wii, Playstation, PSP, Xbox, Gameboy etc.
- Ask what are the children's favourite things to do:
 - Playing Games
 - Finding information.
- Ask what sites the children use.
- Explain that people can talk to each other using the internet. People can also play games against other people who are using computers in other places around the world.
- Ask them if their parents/carers or brothers and sisters use the internet for:
 - Playing Games
 - Chatting
 - Communication (sending e-mails or instant messaging)
 - Meeting people online
 - Finding information
 - Webcam
 - Buying things
 - Work/Schoolwork.

Discussion after reading the story and viewing SID's Song cartoon

Ask some general questions about their response to the story (for example; who was their favourite character?). Then make sure the children have understood the key themes.

- Ask the children who was nice or kind e.g. the Monkey and the Dog because they played nicely with the Rabbit.
- Ask the children who was unkind e.g. the Tiger because he called them names.

- ❑ Ask the children who had **'butterflies in their tummy'** i.e. Kim.
- ❑ Ask them why Kim had butterflies in her tummy i.e. she was worried and upset.
- ❑ Get them to give other examples when they have had **'butterflies in their tummy'**.
- ❑ Get them to think of which grown-up they would tell if other people were being unkind to them.
- ❑ Tell them that we should be safe if we do what SID says.
- ❑ Reinforce that it is as important to be nice to people on the internet as in the playground.

2. Listen to SID's Song (optional)

As the children will have been sitting for some time, you may like to play SID's Song again. This time you could use the audio version of SID's song (downloadable file MP3 Ei) to allow the children to move around. Let them move to the tune and join in the words if they can.

3. Play SID's Yes or No Game: 'Be Nice on the Internet'

Print out the colour version of 'SID's Response Cards' – PDF Ci and stick onto card ready for the game.

There are a series of questions in the 'SID's Yes or No Game: Be Nice on the Internet' (PDF Di) which relate to the key learning points. Show these questions to the children on the interactive whiteboard. Point to each in turn and encourage the children to choose, 'SID says Yes' or 'SID says No' as a response. When the children have made their decision, hold up the card the majority of them think is the answer - the 'Smiley Yes' card or the 'Frowning No' card. Tell them you will see if they are right and check the next slide on the board for SID's correct answer. Alternatively you may want to give the children their own cards to respond. If you do this, it will be useful to model this first.

The children can also colour in the outline version of the cards (PDF Cii).

Extension Activity: Stranger Danger on the Internet – 'Protect your Secret Stuff'

Before teaching this activity, reception children should have been taught about **'Stranger Danger'** in the real world. This would include that they should not give personal information to people they don't know and trust. This could either have been done as an integral part of the day-to-day curriculum or through external providers such as the Police School Link Officer or such organisations as Kidscape.

This message can be used to explain that the issue of **'Stranger Danger'** extends to the use of the internet and that children will come across strangers on the internet as well.

The activity consists of a brief introductory discussion followed by **SID's Yes or No Game: 'Protect your secret stuff'**. You may also wish to increase your children's understanding about protecting their personal information by playing **'Activity 2b: Keeping Safe Game'**. This will give your children the opportunity to practice recognising what personal information or 'secret stuff' is.

Activity:

Introductory Discussion

- ❑ Remind the children what a stranger is... 'someone they don't know'.
- ❑ Ask the children whether you should give someone you don't know or trust in the real world details of 'secret stuff' like where you live or where you go to school.
- ❑ Explain that we do not always know who we are talking to, or playing games with, on the internet; that we could meet strangers on the internet as well as in the real world.
- ❑ Strangers on the internet might also ask us to tell them: What our name is? Where we live? What school we go to? Where we go to play? but this is secret stuff and only for our friends and family to know.
- ❑ We **must not** tell strangers our **secret stuff**.
- ❑ If someone you don't know asks for your secret stuff and you are worried and get that **'butterflies in your tummy'** feeling, always tell a grown-up you know and trust.

Option: Watch SID's Song Cartoon

If you are teaching this extension at a different time from the main activity: Be nice on the Internet; it may be worth showing the children the cartoon of SID's Song again. This will reintroduce the character of SID for the game as well as reinforce the learning points.

Play Sid's Yes or No Game: 'Protect Your Secret Stuff'

Print out colour version of 'SID's Response Cards' – PDF Ci and stick onto card ready for the game.

There are a series of questions/pictures on the SID's Yes or No Game: 'Protect Your Secret Stuff' (PDF Dii) which relate to the key learning point about not sharing your personal information with strangers. This would include full name (a nickname is advised for use on the internet), address or town where they live, school name and locations where they might do an activity; such as football clubs, dance schools, swimming pools or local leisure centres, cubs or brownies etc.

Show these questions/pictures to the children on the interactive whiteboard. Point to each in turn and encourage the children to choose, 'SID says Yes' or 'SID says No' as a response. When the children have made their decision, hold up the card the majority of them think is the answer - the 'Smiley Yes' card or the 'Frowning No' card. Tell them you will see if they are right and check the next slide on the board for SID's correct answer. Alternatively you may want to give the children their own cards to respond. If you do this, it will be useful to model this first.

The children can also colour in the outline version of the cards (PDF Cii).

CORE: Activity 2A – KS1

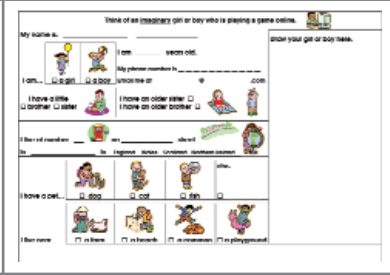
Keeping Safe Game

'Lee and Kim's adventure... Animal Magic'

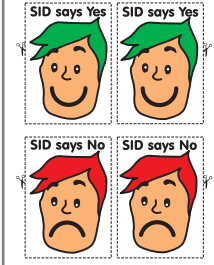
<p>Aims: To embed good practice in keeping safe when using online technology.</p> <p>To enable learners to have the ability to resist pressure to reveal personal information when using online technology.</p> <p>To improve group interaction.</p> <p>For extension activity To produce a mask to represent a character of their making.</p>	<p>Desirable Outcomes: Learners will recognise when they are asked for personal information and have the knowledge and ability to manage their responses.</p> <p>Learners will play an active part in group discussions – making relevant contributions and taking turns and listening to the views of others.</p> <p>Learners will be able to use a variety of materials to make an artefact for a specific purpose.</p>
<p>Duration: Optional – To make own masks: 40 minutes</p> <p>Prepare worksheet for imaginary character: 15 -20 minutes</p> <p>Playing Keeping Safe Game: 10 minutes in pairs/groups</p> <p>30 minutes as class</p>	<p>Style of Activity: Working in Pairs / Group Work / Whole Class Discussion</p>
<p>Curriculum Links: KS1: PSHE and Citizenship, ICT (See full 'Links to the Curriculum' following the Introduction to the resource.)</p> <p>National Curriculum English, Speaking and Listening - KS1</p> <p>3. Group discussions and interaction</p> <ul style="list-style-type: none">a. take turns in speakingb. related their contributions to what has gone on beforec. take different views into account. <p>For extension activity: National Curriculum Art and Design – KS1</p> <p>2. Investigating and making art, craft and design</p> <ul style="list-style-type: none">c. Represent observations, ideas and feelings and design and make images and artefacts.	

**Preparation:
Supporting Materials**

Worksheet (PDF G) – to help prepare their imaginary human character



SID's Response Cards PDF C)

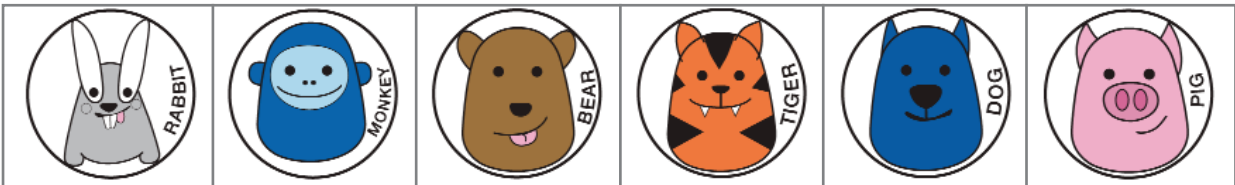


**Preparation:
Supporting Materials**

Templates for masks or puppets are available for download either in full colour or as outline versions ready for colouring. (PDFs H & I)

These templates are designed to be used with a range of activities and can also serve to reinforce the message of safer internet use when used in 'free play' activities.

We have included the following animal characters which have been taken directly from the film.



Classroom Resources

Alternatively, the children may like to make their own masks or puppets in which case you would need:

<ul style="list-style-type: none"> cardboard / re-usable material boxes 	<ul style="list-style-type: none"> glue 	<ul style="list-style-type: none"> foil and glitter
<ul style="list-style-type: none"> paint / coloured paper / colouring pencils 	<ul style="list-style-type: none"> sticky tape 	<ul style="list-style-type: none"> string or elastic for masks
	<ul style="list-style-type: none"> wool for hair 	<ul style="list-style-type: none"> wooden spoon for puppets

Activity:

Children create their own imaginary human character and make an animal mask or puppet for him or her, either by using the templates provided or from scratch using the usual available classroom resources.

Then they either say with a partner, or write using the worksheet (PDF G.) This could be set as homework the day before:

- who their new human character is – (give them a name)
- what they look like – (hair and eye colour, tall or short)
- who is in their family
- where they live
- phone number or e-mail address if they have one
- if they have a pet
- how old they are
- where they go to school
- what hobbies they have
- where they do those hobbies
- what they like/dislike - colours, food etc.

With a partner they discuss which of this information should not be given on the internet. Get the children to decide what answer they would give instead of sensitive personal information: for example – SID says, “Yes I can tell you.” Or SID says, “No I can’t tell you.” Alternatively, the children could use ‘SID’s response cards’.

Then with the children wearing their animal masks or using their animal puppets and speaking in their human character, each child is questioned by a group or the whole class to try to get them to give key information about that character they should not give. The unsafe questions are intermingled with other safe questions such as their likes and dislikes.

Each child that avoids giving inappropriate information could be rewarded with a Protector badge – see image in PDF J. Stickers of the ‘Protector’ badges are available to order from

www.thinkuknow.co.uk/teachers

Alternatively, the class is divided into two teams and a point won for not revealing personal information. Pupils could take turns being SID to warn the children if they start to make a mistake.

Personal Information not to be given out

■ Full name	■ School name	■ When and where they might do an activity such as football clubs, dance schools, swimming pools or local leisure centres, cubs or brownies etc
■ Address or town where they live	■ Photos of themselves	
■ Phone number		
If they are older they may have a mobile phone and/or e-mail address or their siblings may have one that they remember.		

Activity 2B – Foundation Stage: Reception

Keeping Safe Game

'Lee and Kim's adventure... Animal Magic'

<p>Aims: To encourage children's awareness of what information should or should not be given out on social networking sites.</p> <p>To use language to imagine and recreate roles and experiences.</p>	<p>Desirable Outcomes: Children will apply their knowledge to keep safe both on and off the internet.</p> <p>Children will be able to use language creatively and with imagination.</p>
<p>Duration: 10 minutes for introduction</p> <p>10 minutes per pair</p>	<p>Style of Activity: Although this activity could be done with the whole class it would be preferable to do it with a small group at a time.</p>
<p>Curriculum Links: Personal, Social and Emotional Development</p> <p>Children should be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Be confident to try new activities, initiate ideas and speak in a familiar group.<input type="checkbox"/> Maintain attention, concentrate, and sit quietly when appropriate.<input type="checkbox"/> Respond to significant experiences, showing a range of feelings when appropriate.<input type="checkbox"/> Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.<input type="checkbox"/> Understand what is right, what is wrong and why.<input type="checkbox"/> Work as part of a group or class, taking turns and sharing fairly, understanding there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.<input type="checkbox"/> Consider the consequences of their word and actions for themselves and others. <p>Communication, Language and Literacy.</p> <p>Children should be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Interact with others, negotiating plans and activities and taking turns in conversation.<input type="checkbox"/> Enjoy listening to and using spoken language, and readily turn to it in their play and learning.<input type="checkbox"/> Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.<input type="checkbox"/> Extend their vocabulary exploring the meaning and sounds of new words.<input type="checkbox"/> Use language to imagine and recreate roles and experiences.<input type="checkbox"/> Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	


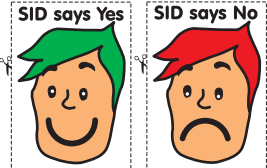
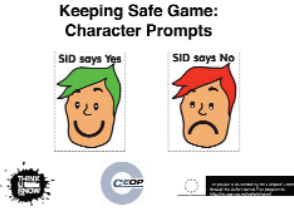
Preparation:

The day before the activity ask the children to bring in a favourite toy animal or doll (have some in reserve in case they forget). This is to give them something that is familiar on which to base an imaginary character. It will also give them something to hold and focus their attention.

Prepare SID's Response Cards, enough for one set (a 'SID says Yes' and a 'SID says No') per pair of children.

Optional: Print 'Character Prompt' sheets to help you lead the game or download PDF on your computer.

Supporting Materials

		
Children's own soft toys or dolls	SID's Response Cards PDF Ci	Optional: Character Prompt images (PDF Diii)

Activity:

This activity is designed to be explored if your class have some experience of 'Stranger Danger' learning and have completed the extension to Activity 1b – 'Protect your secret stuff'.

Put the children into pairs, one child holding their toy and the other putting theirs aside. Get the child with the toy to imagine that their toy is someone real that sometimes plays on the computer, like Lee and Kim in the story. Give the child without the toy a set of SID's Response Cards – explaining that Green SID smiling means 'Yes, that's okay' and Red SID frowning means 'No, don't tell'.

Hold a toy yourself and lead the class in describing it as a character. As you say each detail, you may want to show each image from the PDF Diii Character Prompts, which you can use as your example and a reference for the children.

- Teacher displays image prompt and gives the example.
- Children holding toys imagine this about their character and express it to their partner.
- Teacher explains that if someone you don't know asked you about this – is it okay to tell them?
- The children holding the Response Cards show the answer they think is correct.
- The teacher confirms the right response.
- Continue through each aspect of their character in the same way.
- After about five minutes change over roles.
- Round up the activity by explaining why 'SID says No' to giving out information like their full name, where they live and where they go to school to someone they don't know in the real world or on the internet – because that's our 'Secret Stuff' and strangers don't need to know.

The game will cover:	SID says:
<input type="checkbox"/> The full name of their character	- No: Don't tell – That's secret stuff!
<input type="checkbox"/> The nickname of their character	- Yes: This is okay to share
<input type="checkbox"/> Where they live	- No: Don't tell – That's secret stuff!
<input type="checkbox"/> If they have a pet	- Yes: This is okay to share
<input type="checkbox"/> The name of their school	- No: Don't tell – That's secret stuff!
<input type="checkbox"/> Where they like to play	- No: Don't tell – That's secret stuff!
<input type="checkbox"/> Their favourite food	- Yes: This is okay to share
<input type="checkbox"/> Their favourite colour	- Yes: This is okay to share

Each child that recognizes which is inappropriate information could be rewarded with a Protector badge – see image in PDF J. Stickers of the 'Protector' badges are available to order from

www.thinkuknow.co.uk/teachers

Activity 3 – KS1/2

Make an Internet Safety poster

'Lee and Kim's adventure... Animal Magic'

Aims:

For learners to be aware of, and able to use, the rules for keeping safe on the internet. This will be in the format of an information text.

For learners to know the importance of sharing any concerns they may have when using online technology with a responsible adult.

Desirable Outcomes:

Learners will be able to recognise and manage risk and have the ability to make safer choices.

Learners will communicate any concerns they may have while using the internet to a responsible adult.

Learners will be able to produce a list of clear instructions supported by pictures and illustrations.

Duration:

45 – 50 minutes

Style of Activity:

Individual working

Curriculum Links:**KS1 & 2: PSHE and Citizenship, ICT**

(See full 'Links to the Curriculum' following the Introduction to the resource.)

National Curriculum Art and Design – KS1**2. Investigating and making art, craft and design**

c. Represent observations, ideas and feelings and design and make images and artefacts.

National Literacy Strategy, Primary Framework – KS1**Non fiction – Information Texts:**

Year 1: Unit 4 - Demonstrate how to write in the style of a non-chronological report. Support children in using the style as they write about a theme. Children write their own page for an information book, using digital photographs to support the writing and illustrate text.

Year 2: Unit 3 - Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate.

Preparation::**Supporting Materials**

There are images of both the Protector Badge and SID's shield that the children may want to use on their posters. (See PDF K.) These are also available as jpegs along with other scenes from the cartoon in the image bank on www.thinkuknow.co.uk/teachers/

**Activity:**

Pupils each design a poster to remind them about behaviour on the internet and internet safety so they can be protectors like SID.

This should be designed to place next to their home computer and list what they need to remember after having watched the film and further class discussion.

Some prompts or a list of suggestions may be needed, e.g.:

- Do they really know who they are talking to?
- What information should they be careful not to give?
- What should they do if they are worried by anything on the internet?
- How should they behave towards others when they use the internet?

Using pictures or symbols may be more appropriate than words for some younger pupils.

If at all possible, laminating the finished posters will make them more likely to be used at home over a period of time.

Activity 4 – KS1

Write a story about finding the treasure safely




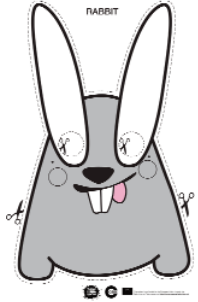
'Lee and Kim's adventure... Animal Magic'

<p>Aims: For learners to reflect on all aspects of a safer lifestyle both on and off the internet.</p> <p>For learners to develop their understanding of the safety messages through a clear written story.</p> <p>Optional extension: For learners to use drama techniques to act out their story to an audience.</p>	<p>Desirable Outcomes: Learners will apply their awareness and developing knowledge of safety and rules and healthy lifestyle skills to on and offline situations.</p> <p>Learners will use appropriate vocabulary and clear sentences to write their own account.</p> <p>Optional extension: Learners will work in groups to perform a story.</p>
<p>Duration: 45 – 50 minutes</p> <p>Optional to draw treasure map: 20 minutes</p> <p>Optional extension to incorporate drama: 45 minutes</p>	<p>Style of Activity: Individual working</p>
<p>Curriculum Links: KS1: PSHE and Citizenship (See full 'Links to the Curriculum' following the Introduction to the resource.)</p> <p>English – KS1 National Curriculum – KS1 English: Writing</p> <p>1. Composition</p> <ol style="list-style-type: none">use adventurous and wide-ranging vocabularysequence events and recount them in appropriate detailput their ideas into sentencesuse a clear structure to organise their writing <p>National Curriculum – KS1 English: Speaking and Listening (Optional extension)</p> <p>4. Drama</p> <ol style="list-style-type: none">use language and actions to explore and convey situations, characters and emotionscreate and sustain roles individually and when working with otherscomment constructively on drama they have watched or in which they have taken part.	

Preparation:

Remind yourself of the key SID's Tips in the cartoon (see PDF B)

Supporting Materials

			
SID's Tips sheet PDF B	Treasure Chest PDF K	Treasure Map PDF L	Masks/Puppets (optional) PDFs H & I

Activity:

Remind the children of the safety tips from SID in the cartoon. (If children have designed internet safety posters it may be useful to have those as a reference or display the 'SID's Tips' sheet.)

Ask the children to create **one or two players** that could go on a journey through 'cyberspace' like Lee and Kim. The goal of these players is to find the treasure without giving out their **'personal information'** to those they meet along the way. Perhaps their **players** could be the characters they have created on the worksheet for the 'Keeping Safe' game.

Ask them then to create a series of **imaginary locations** on an island that their players would need to travel through on their way to finding the treasure. These locations could include obstacles that they would need to overcome to progress their journey; mountains and rivers, for example. Remind them of the different locations in the cartoon... the temple, the beach, the jungle etc.

They would also need to think of **good characters like SID** that might want to help them and give them clues to find the treasure. Get them to think of a **magic object** like the 'shield' in the story which one of the **good characters** will give them to protect them from **evil characters** like the 'Cuddly Bear'. These evil characters may want to trick them to stop them from finding the treasure and to lead them on a path in the wrong direction. They can get past these evil characters by staying safe and not giving out their personal information.

The children then write their story either as individuals or groups. They can also draw pictures to go with their story.

Optional extension to storywriting

Before writing the story, draw a treasure map to show the island and the different paths that could lead to the treasure or dangerous places they have created such as 'quick sand' or the 'spider's web'. Mark the points where they would stop along the way and meet both good and evil characters.

(See the templates in PDF L.)

If the children have made **puppets** or **masks** and **treasure chests/map** from any of the other activities they could use these to act out their story.

Activity 5 – KS1

Design and fill a treasure chest

'Lee and Kim's adventure... Animal Magic'

<p>Aims:</p> <p>For learners to be aware of how their behaviour affects other people.</p> <p>For learners to develop positive values and behaviours.</p> <p>For learners to understand the uses of ICT inside and outside of school and to use it responsibly.</p> <p>For learners to use a range of tools, techniques and materials to produce a model.</p>	<p>Desirable Outcomes:</p> <p>Learners will show respect for others both on and offline.</p> <p>Learners will exhibit a growing awareness through their interactions both on and offline of the behaviours which lead to positive relationships and mutual respect.</p> <p>Learners will appreciate the range of ICT available in and outside of school and will use it responsibly.</p> <p>Learners will be able to work independently or co-operatively considering a variety of factors to produce a model for a specific purpose.</p>
<p>Duration:</p> <p>Two Part Activity</p> <ol style="list-style-type: none">1. Design and build treasure chest: 45 - 60 minutes2. Fill Treasure Chest: 45 minutes	<p>Style of Activity:</p> <p>Individual / Group Work / Whole Class</p>
<p>Curriculum Links: KS1: PSHE and Citizenship, ICT (See full 'Links to the Curriculum' following the Introduction to the resource.)</p> <p>National Curriculum – KS1 English: Writing</p> <p>1. Developing, planning and communicating ideas</p> <p>e. communicate their ideas using a variety of methods, including drawing and making models.</p> <p>Design and Technology – KS1</p> <p>2. Working with tools, equipment, materials and components to make quality products</p> <p>a. select tools, techniques and materials for making their product from a range suggested by the teacher</p> <p>c. measure, mark out, cut and shape a range of materials</p> <p>d. assemble, join and combine materials and components</p> <p>e. use simple finishing techniques to improve the appearance of their product, using a range of equipment.</p>	

Preparation:
Suggested Materials

Classroom Resources

<ul style="list-style-type: none">• cardboard boxes / paper	<ul style="list-style-type: none">• glue	<ul style="list-style-type: none">• foil
<ul style="list-style-type: none">• paint	<ul style="list-style-type: none">• sticky tape	<ul style="list-style-type: none">• glitter
	<ul style="list-style-type: none">• split pins	<ul style="list-style-type: none">• ribbon

Activity:

Pupils create their own treasure chest, either as a class, in groups or individually.

They then choose what they would like to put in it in terms of the behaviour they value on and offline. The starting point for this could be at a circle time session with children taking turns to give their ideas and discussing them. Teacher introduction could include prompts such as:

- we listen to each other
- we take turns
- we are always polite so we do not upset people
- we do not do things that people are not comfortable with
- we are kind to each other.

Their treasure box can also be used to put in all the elements they enjoy on the internet e.g. favourite websites, games and activities. This could become a shared classroom resource.

Activity 6A – KS1

Song and Dance

'Lee and Kim's adventure... Animal Magic'

<p>Aims:</p> <p>To reinforce and embed the message of safer internet use.</p> <p>To use expression to reinforce the messages in the song.</p> <p>To perform a series of simple movements to support the song.</p>	<p>Desirable Outcomes:</p> <p>Learners will internalise the message of safer internet use and its applications.</p> <p>Learners will be able to confidently express their ideas and emotions through singing and dancing.</p> <p>Learners will be able to perform to an audience.</p>
<p>Duration:</p> <p>45 minutes</p>	<p>Style of Activity:</p> <p>Whole Class</p>
<p>Curriculum Links: KS1: PSHE and Citizenship (See full 'Links to the Curriculum' following the Introduction to the resource.)</p> <p>Physical Education – KS1, Music – KS1</p> <p>Physical Education – KS1</p> <p>6. Dance activities</p> <ol style="list-style-type: none">use movement imaginatively, responding to stimuli, including music, and performing basic skillschange the rhythm, speed, level and direction of their movementscreate and perform dances using simple movement patterns, including those from different times and culturesexpress and communicate ideas and feelings. <p>Music – KS1</p> <p>Understanding Music</p> <p>1. Controlling sounds through singing and playing - performing skills</p> <ol style="list-style-type: none">use their voices expressively by singing songs and speaking chants and rhymesrehearse and perform with others.	

Preparation:

Supporting Materials



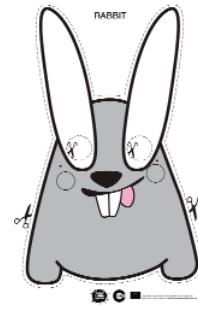
E- MP3 files of SID's song - with lyrics or instrumental version



SID's Song sheet PDF F



Music score x 2 PDF N



Masks/Puppets (optional) PDFs H & I

Activity:

The song in the film not only reinforces the message of safe internet use but can be used as a starting point for singing and dancing. They may want to make up actions/movements to the words. Children can use the animal masks they have made in a previous activity if appropriate.

Activity 6B – Foundation Stage

Song and Dance

'Lee and Kim's adventure... Animal Magic'

Aims:

To reinforce the keeping safe message.

To move creatively to music.

To learn a song and sing in tune.

Desirable Outcomes:

Children will be aware of how to keep safe and what to do if they are concerned.

Children will be able to move creatively to music with confidence, imagination, control and co-ordination.

Children will be able to sing a simple song from memory.

Duration:

45 minutes

Style of Activity:

Whole Class

Curriculum Links: Early Learning Goals

Physical Development

Children should be able to:

- Move with confidence, imagination and in safety.
- Move with control and co-ordination.

Creative Development

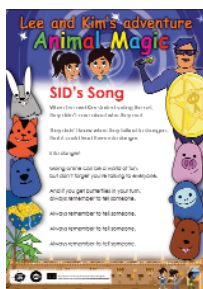
Children should be able to express and communicate their ideas, thoughts and feelings by: using a widening range of materials, suitable tools, imagination and role-play, movement, designing and making, and a variety of songs and musical instruments.

Preparation:

Supporting Materials



E- MP3 files of SID's song - with lyrics or instrumental version



SID's Song sheet PDF F



Music score x 2 PDF N

Activity:

Using SID's song from the cartoon, either as a downloadable file or as a piano accompaniment, encourage the children to perform simple movement, working either individually or in groups. Use percussion instruments to accompany the children's singing and movement.

Activity 7 – KS1

'Be a Protector' board game

'Lee and Kim's adventure... Animal Magic'

Aims: To reinforce the message of safer internet use. To recall number bonds to 12. To perform addition and subtraction to 12. To reinforce number recognition to 96. To follow instructions.	Desirable Outcomes: Learners will be able to recognise and manage risk and make safer choices. Learners are able to carry out basic numerical manipulations. Learners are able to work co-operatively, following instructions.
Duration: 5-10 minutes to go through instructions. 15 -30 minutes depending on the number of players.	Style of Activity: Group Work – groups of 2 to 4

Curriculum Links:

KS1 PSHE and Citizenship

(See full 'Links to the Curriculum' following the Introduction to the resource.)

Mathematics – KS1

2. Numbers and the number system

Counting

- a. count reliably up to 20 objects at first and recognise that if the objects are rearranged the number stays the same; be familiar with the numbers 11 to 20; gradually extend counting to 100 and beyond.

3. Calculations

Number operations and the relationships between them

- a. understand addition and use related vocabulary; recognise that addition can be done in any order; understand subtraction as both 'take away' and 'difference' and use the related vocabulary; recognise that subtraction is the inverse of addition; give the subtraction corresponding to an addition and vice versa; use the symbol '=' to represent equality; solve simple missing number problems [for example, $6 = 2 + ?$].

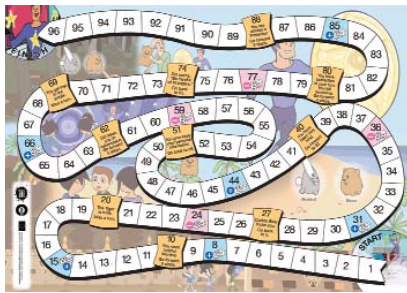
Mental methods

- c. develop rapid recall of number facts: know addition and subtraction facts to 10 and use these to derive facts with totals to 20.

Preparation:

Supporting Materials

- ❑ Downloadable file of board game template, - (either as A3 or 2 sections of A4 to be joined) to be mounted on backing card or laminate. (See PDF O)



- ❑ Downloadable file of animal counters to be printed onto card and cut out (See PDF P.) Or use your own counters.



- cardboard / stiff paper for backing sheet or laminate

- glue to stick 2 x A4 sheets together


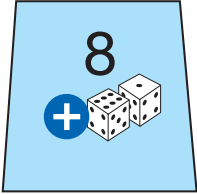
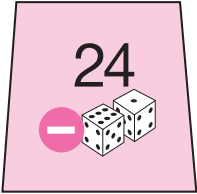
- counters for each player

- dice x 2 per group

Activity:

This is a board game for 2 to 4 players. It is designed primarily to reinforce the messages of the cartoon, while using some suitable mathematical skills.

You will notice on the board that there are two types of **instructional** squares.

		
This type of square is designed to reinforce the 'safety' messaging.	These squares support the mathematical content.	

If a player lands on a **blue** square, in the same turn he/she will throw **two** dice and **add the two numbers** scored. He/she will then move **forward** the resulting number of squares.

If a player lands on a **pink** square, in the same turn he/she will throw **two** dice and **subtract the lowest** from the **highest** score. He/she will then move **backwards** the resulting number of squares.

Explain the following basic principles to your pupils prior to commencing the activity in groups:

RULES of 'Be a Protector' game

- Sit with your group around the board and chose your counter. Put your counter on the 'Start' circle.
- Before starting the game each player takes a turn at rolling two dice. The player that throws the highest score starts the game. Then work 'clockwise' around the circle of players.
- When it is your turn, roll one dice onto the board and move forward the number that lands on the top.
 - If you land on a yellow square, read the instruction aloud to your group and move your counter forward or back as instructed, then hand the dice to the next player.
If it says 'miss a turn', the next time the dice gets to you, you must hand it on to the next player without rolling or moving.
 - OR if you land on a blue square, in the same turn roll again with two dice, then add the numbers together. When you know the answer, move your counter that many squares forward towards the finish, then hand the dice to the next player.
 - OR if you land on a pink square, in the same turn roll again with two dice, subtract the smaller number from the larger number. When you know the answer, move your counter that many squares backwards towards the start, then hand the dice to the next player.

The game is finished as soon as your move gets you past square 96 to SID on the FINISH circle. Keep playing until all players have finished or you run out of lesson time.

Activity 8 – Foundation Stage: Reception

Dot-to-dot

'Lee and Kim's adventure... Animal Magic'

Aims:

To reinforce the idea of being a 'Protector'.
To encourage recognition of numbers to 20.

Desirable Outcomes:

Children will be aware of the need to protect personal information.

Children will be able to recognise numbers to 20.

Duration:

20 minutes

Style of Activity:

Individual working

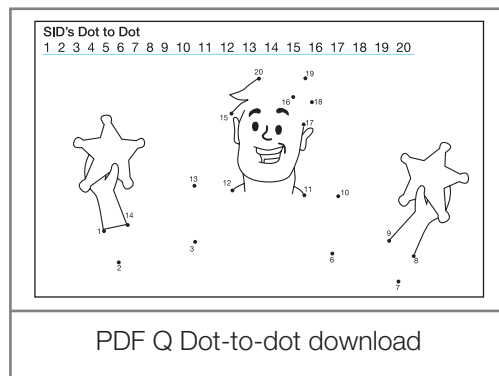
**Curriculum Links:
Early Learning Goals****Personal, Social and Emotional Development**

(See full 'Links to the Curriculum' following the Introduction to the resource.)

Problem Solving, reasoning and numeracy

Children should be able to:

- Say and use number names in order in familiar contexts.

Preparation:**Supporting Materials****Activity:**

Children will join the numbered dots to reveal the picture. They can then colour in the picture.

Activity 9 – Foundation Stage: Reception

Making Masks or Puppets

'Lee and Kim's adventure... Animal Magic'

<p>Aims: For children to internalise the keeping safe message.</p> <p>For children to use masks or puppets to extend free play and to creative imaginative stories.</p> <p>For children to explore a variety of materials when making masks and puppets.</p>	<p>Desirable Outcomes: Children will have good recall of the keeping safe message.</p> <p>Children will be able to express ideas through imaginative play.</p>
<p>Duration: To make masks for puppets: 40 minutes</p> <p>Extension Activity – Role-play 30 minutes</p>	<p>Style of Activity: Individual working</p>
<p>Curriculum Links: Early Learning Goals</p> <p>Creative development Children should be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Express and communicate their ideas ,thoughts and feelings by using a widening range of materials, designing and making, and a variety of songs and musical instruments.<input type="checkbox"/> Explore colour, texture, shape, form and space in two or three dimensions. <p>Communication, Language and Literacy Children should be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Use language to imagine and recreate roles and experiences.<input type="checkbox"/> Speak clearly and audibly with confidence and control and show awareness of the listener <p>Knowledge and Understanding of the World - Communication, Language and Literacy Children should be able to:</p> <ul style="list-style-type: none"><input type="checkbox"/> Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.<input type="checkbox"/> Select the tools and techniques they need to shape, assemble and join materials they are using.	

Preparation:**Supporting Materials**

Templates for masks or puppets are available for download either already coloured or as outline versions ready for colouring. (See PDFs H & I.)

We have included the following animal characters, some of which have been taken from the storybook.



<ul style="list-style-type: none"> cardboard / re-usable material boxes 	<ul style="list-style-type: none"> glue 	<ul style="list-style-type: none"> foil, glitter and sequins
<ul style="list-style-type: none"> paint / coloured paper / colouring pencils 	<ul style="list-style-type: none"> sticky tape 	<ul style="list-style-type: none"> string or elastic for masks
<ul style="list-style-type: none"> scissors 	<ul style="list-style-type: none"> wool for hair 	<ul style="list-style-type: none"> wooden spoon for puppets

Activity:

Children use a variety of materials to decorate the mask templates and to dress the puppets.

Children may put a separate human face on the reverse of their puppets to represent a kind child who is kind, a child who is naughty or a person who is nasty.

Extension Activity – Role-play:

The masks and puppets could be used for children to create their own stories and plays as well as acting out parts of the story.