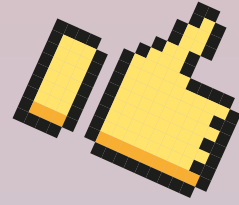
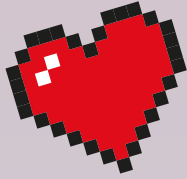


# JESSIE & FRIENDS



Online safety education  
for 4-7 year olds



PSHE Association  
Quality Assured  
Resource

PSHE  
Association



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# 1. Welcome to *Jessie & Friends*

*Jessie & Friends* is a three-episode animated series which aims to equip 4-7 year olds with the knowledge, skills and confidence they need to help them stay safe from sexual abuse, exploitation and other risks they may encounter online. Taught as part of the PSHE curriculum, the animations and activities provide children with the opportunity to explore concepts like trust, false identity online and consent and develops their confidence to approach and ask an adult they trust for help if they experience something online which makes them feel uncomfortable. It is designed to be viewed by children in the context of PSHE learning sessions tailored to specific age groups (as outlined below).

*Jessie & Friends* follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world. The friends learn that while the internet can be an exciting place where they can learn and have fun, sometimes they may encounter something online which might make them feel worried or sad.

Each animation has been created for a different age group:

- **Episode 1 – Watching Videos** (4-5 years)
- **Episode 2 – Sharing Pictures** (5-6 years)
- **Episode 3 – Playing Games** (6-7 years)

These areas of focus were informed by using latest research, analysing trends in online behaviours of children and following workshops with children, professionals and parents and carers.

Whilst the animations have been designed for specific age groups, professionals may choose to show them to other age groups. As with all Thinkuknow resources, we ask that professional discretion is used to determine the suitability of the resource for the children you work with. Consider the child's ability, understanding, online experience and use of technology. Further guidance has been provided regarding this within the introduction ([page 4](#)).

## Aims and objectives

The aim of *Jessie & Friends* is to help keep children safe from sexual abuse, both online and offline. The session plans, accompanying resources and activities are age-appropriate, non-scaremongering and equip children with the skills and knowledge they need to stay safer online and develop the confidence to approach an adult they trust if they need help.

At the start of each session plan, there is a clear learning objective, followed by 3-4 learning outcomes which identify what children should be able to achieve after completing the activities.

## Our approach

You will notice that the animations do not depict any scenario involving an adult sexual offender. *Jessie & Friends* encourages children to focus on behaviours, not motivations. It helps them identify and respond safely to strategies that sexual offenders typically use to groom children. It does so without raising confusing, frightening or age-inappropriate questions about why an adult might behave in this way towards a child. Throughout the development of *Jessie & Friends* there has been engagement with children, professionals and parents and carers to ensure that these resources are age-appropriate and accessible to the intended audience.

Being able to spot the early signs of pressure and manipulative and secretive behaviour and developing the confidence and skills to respond safely and get help will provide children with a strong foundation to help them stay safer from sexual abuse, both online and off.

If you are interested in learning more about this and similar approaches, we recommend you read the research report '*Key Principles of Effective Preventative Education*', which can be accessed at [www.thinkuknow.co.uk/professionals/guidance/key-principles-effective-prevention-education](http://www.thinkuknow.co.uk/professionals/guidance/key-principles-effective-prevention-education).

An additional two documents can be downloaded alongside this resource pack that provide curriculum links:

- *Jessie & Friends PSHE Association Programme of Study Links*
- *Jessie & Friends: UK Curriculum Links* - Curriculum links have been provided for England, Scotland, Northern Ireland and Wales and include Relationships and Sex Education, Health Education and the Computing Curriculum.

## **Overview of *Jessie & Friends***

### **Episode 1: Watching Videos**

The series begins with Jessie and her dog, named Dog, as they watch videos online using a tablet. Together they learn that while the internet can be enjoyable and fun, there are sometimes things online that can be upsetting or scary. Jessie learns that she can always speak to a grown up who will be able to help her and put down the tablet if there is anything she sees or hears online that makes her feel worried, scared or sad.

### **Episode 2: Sharing Pictures**

Here we meet Mo and Tia, who together with Jessie complete the friendship trio. At Tia's birthday party they use Tia's older brother Kyle's mobile to take fun photos of themselves. The trio agree to send their photos to Tia's nan but also a few other people whose numbers are saved in Kyle's phone. When the photos are shared with other children at their school without their permission, they turn to their teacher for help. The three friends learn about the sharing of images and the importance of consent.

### **Episode 3: Playing Games**

In the final animation Jessie, Tia and Mo are playing the exciting online game *Avelzon* where they are trying to beat their nemesis Dr Yekl. When a 'friendly' stranger starts talking to Jessie in the game and offers to help the 'Supertotalmegaheros' in their quest, Jessie soon discovers that the stranger's intention is not to help the friends – but to trick them instead. Jessie, Tia and Mo learn that when playing online games they should keep their personal information private, only talk to people they know in real life and that they can tell an adult they trust if anything happens that makes them worried.

Each episode ends with a catchy song, aimed to reinforce the animation's safety messages.

# How to use this resource pack

## 1. Download and watch the *Jessie & Friends* animations.

These can be downloaded from your Thinkuknow account at [www.thinkuknow.co.uk/professionals/resources/jessie-and-friends](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends)

## 2. Complete the initial assessment activities and adapt the session plans to meet the needs and abilities of the children you're working with.

Children aged 4-7 vary significantly in terms of maturity, development and their engagement in online activities. For this reason, an **Initial assessment activity** has been included before the start of each session to assess the level of the children's online experience. Each initial assessment activity should be completed a few days prior to delivering the session to ensure sufficient time to assess children's online experience and adapt the session plans and activities as needed. Please refer to the **Online level descriptors** below regarding the different levels of online experience within this age range:

**Level one:** Children who are just beginning to engage with life online will have access to some type of internet enabled device – most likely a parent/carer's device, a family shared device or a device belonging to an older sibling, which they use to watch videos and/or play games. Children will be starting to identify different devices they could use to access the internet (such as tablets, mobile phones, laptops etc.) and may be beginning to develop an understanding of different ways to communicate with people they know online.

**Level two:** Children who are more engaged with life online are likely to have their own internet enabled device which they have access to, and may spend several hours a week online watching videos, taking photos and/or playing games. In some instances they may even be communicating with others online, for example on multi-player games. Children are able to navigate a simple web page to find information and will have an understanding of what passwords are, as well as how these can be used to protect information and devices.

For each session, a **Challenge activity** has been created to stretch children who have successfully achieved the learning objective and who require an additional challenge to further deepen their understanding and apply skills they have learnt. These activities are not necessarily only for more able pupils, but for children who have been assessed during the session as showing a strong understanding of online safety.

The animations can also be re-watched across the intended age bracket to reinforce key messages from the animations.

## 3. Read the guidance on how to deliver *Jessie & Friends* safely and effectively. ([page 5](#))

4. **Make copies of the resources you need.** You will find printable resources directly after each lesson plan.

## 5. Familiarise yourself with the characters. ([page 15](#))

6. **Deliver the *Jessie & Friends* session/s.**

# 2. How to deliver *Jessie & Friends* safely and effectively

## Establishing a safe, positive learning environment

*Jessie & Friends* can be delivered to classroom-sized groups of children, smaller groups and on a one-to-one basis. The animations have been created for use in a preventative context, not following an incident online. Before delivering *Jessie & Friends* to either groups of children or individuals, it is important to create a safe learning environment where children feel comfortable to engage with activities and share their ideas. They should be able to build on their confidence to ask for help, and feel reassured that they will not be judged or blamed in any way.

## Delivering *Jessie & Friends* to groups of children

The activities require children to work closely and respectfully together and are likely to raise sensitive issues – for example, if a child in the group has encountered a risky situation online or been a victim of on or offline abuse.

If you are working with a new group, before you start you should establish a set of shared expectations or **ground rules** and display these in the learning space. Remind children of these at the start of each session. The purpose of establishing ground rules before the start of a session helps to minimise disclosures in a whole-class setting and negative comments towards other children or the adult leading the session. By implementing ground rules you will be helping to foster a safe and respectful learning environment.

## Ground rules

Due to the potentially sensitive nature of the lesson content and the possibility of pupils sharing their personal stories, it is important to establish and follow a set of ground rules. At a minimum they should include:

- 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'.
- I will comment on what is said, not who has said it.
- I will keep the conversation in the room.\*

**\*Limits of confidentiality:** Explain to children that if something is said or a behaviour causes concerns, or in the event of a disclosure, that you will need to speak to another member of staff. In some instances it may also be necessary to speak with parents/carers about a concern or a question raised by a child. It is good practice to talk to the pupil(s) concerned before raising it with parents/carers.

If you are working with an established group – for example, a school class – they probably already have a set of expectations or 'class rules'. Remind children of these at the start of each session. If these do not include any of those identified above, you should add them and discuss them with the group.

*Jessie & Friends* is **not** to be used in large groups e.g. a school assembly, as children will not have the opportunity to, or may not feel comfortable to, ask or answer questions about the animations or their own use of the internet. It is also felt that in large groups, it would be much harder for the professional to spot any concerning behaviour or reactions from individual children.

## Considering safeguarding issues/distancing the learning

- Although the *Jessie & Friends* animations and activities do not directly address sexual offending against children, it is important to always remain aware that there may be a child in your group who has encountered inappropriate online contact by an adult or another form of abuse, and that they may or may not have previously told anyone about this. Approach each session on this basis.
- Avoid questions or activities which encourage students to consider their personal experiences of engaging in potentially risky activity online. Refrain from asking them to put themselves in a particular situation, such as 'How would you feel if ...?' This 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 do you think Jessie is feeling?' or 'How would Mo feel as Jessie's friend?' These anchor learning to the group's shared experience of the animations, and encourage the development of emotional literacy and empathy.
- Ensure that your setting's Designated Safeguarding Lead (DSL) or equivalent is aware that you are delivering any of the three *Jessie & Friends* sessions and familiarise yourself with your setting's safeguarding policy in the event of any concerns or disclosures.

## Role play guidance

In **Episode 2 - Activity 1** ([page 32](#)) and **Episode 3, Session two - Activity 3** ([page 56](#)) there are role play activities. Guidance has been provided below on how to safely conduct these activities.

Before starting a role play activity, you should ensure that:

- Pupils are not role playing themselves, people they know or situations that they have been in.
- Pupils watching role play have clear criteria against which to give constructive feedback on the content of the role play shown.  
*For example, the 'Two stars and a wish' approach to providing peer feedback can be really effective. In this approach, children think of two things which they felt went really well and then give one 'wish' or area to be improved for next time.*
- Pupils have the right to opt out if they feel uncomfortable.
- The adult leading the session should ask for volunteers to play the child character, rather than choosing a child themselves.
- Allocate time at the end of the role play to debrief children who have taken part and help them to come out of character.

## Delivering *Jessie & Friends* sessions to individuals

Many of the activities below can be useful when working with individual children or smaller groups. Some of the activities that require group working can be adapted to be used as individual tasks or ones in which a professional can assist.

If you are working with a child on a one-to-one basis, usual safeguarding practices are applicable to ensure that the session is safe and appropriate. Follow your organisation's safeguarding policy on lone-working with children and any guidance on one-to-one contact and/or home visits. The *Jessie & Friends* package is age-appropriate and the animations and activities do not directly address sexual offending against children. The resource does however address potentially sensitive issues such as false identity online and concepts such as consent and the taking and sharing of images. When completing direct work with a child using this resource, it is recommended that you make yourself aware of any relevant safeguarding issues that may have affected or may still be affecting the child you are working with.

This process should be completed in accordance with your organisation's information sharing and safeguarding policy. Information pertaining to an individual child's protection history should be sensitively considered when planning and delivering a *Jessie & Friends* session.

### **Recommended:**

- Inform parents/carers that the session is going to take place using the draft letter ([page 12](#)), as their child is likely to have further questions that evening. It can also be a good time for parents/carers to reinforce the learning at home whilst it is fresh in their child's mind.
- If necessary discuss any child protection concerns with the lead safeguarding agency working with the child and/or their family. Make amendments to the session where you deem appropriate, according to professional judgment and knowledge of the child's circumstances.
- If this work is being completed as part of a multi-agency plan around a child, inform the other professional agencies supporting that child that this work is going to or has taken place. This will ensure that if the child makes a disclosure or expresses concerns after the session, other professionals have an awareness of the context and are prepared to answer questions.

## **Safeguarding and disclosures**

Be prepared for the possibility that accessing *Jessie & Friends* may help a child you are working with gain the understanding and confidence to disclose abuse, **however** disclosures should not be encouraged in a whole-class setting:

- **Where possible there should be at least two members of staff in the room at all times during a session with multiple children.**  
If a child begins to give details of a personal experience which sounds as if it may lead to a disclosure about sexual abuse or any child protection/safeguarding matter, a member of staff who is not leading the session should approach them and gently suggest moving to a safe space together where they can continue to talk about it. However, be aware that it may be most appropriate for the person to whom the disclosure was made to take the child to the safe space. This may mean that the session may need to be delivered by the supporting colleague in the room. To make this decision, use professional discretion and try to follow the child's lead.
- **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 the characters in the animation 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 the child or children at the start of each session that if anything worries them, the best thing to do is talk to you or another adult they trust. Alternatively, if they do not feel ready to talk to someone they know, Childline can support any child with any problem, at any time, at [www.childline.org.uk](http://www.childline.org.uk) or 0800 11 11.**
- **For particularly young children (4-5 years) who may not be able to access Childline independently, ensure that these children are aware of trusted adults both at home and within your setting who they can approach and speak to if they feel worried about anything.**
- **Support them in the event of a disclosure.**



## In the event of a disclosure

If a child discloses a concern about sexual abuse or any child protection/safeguarding matter, support them by following your setting's safeguarding policy and procedures. At a minimum, they should direct you to:

- **Guide** the individual to a private space.
- **Listen** to the child and allow them to describe their concerns. Do not ask probing questions or make judgments on what they are telling you. Instead, remain calm and avoid expressing emotions such as shock or disbelief.
- **Reassure** the child that they have done the right thing by telling someone.
- If age-appropriate, **explain** that you need to tell the appropriate authority so that they can help. Explain that they will still have privacy and that only people who need to know will be informed.
- **Inform** the person responsible for safeguarding in your organisation.

### Reporting a concern to the 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.

### CEOP Safety Centre

Any member of the public – whether a child, parent, carer or professional - can report a concern about child sexual abuse or exploitation to CEOP by visiting [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre).

All reports are assessed and responded to by specialist Child Protection Advisors. If a police response is necessary, this will be conducted in partnership with your local police force. As a professional, if you have already reported the incident to a statutory service (i.e. Police, Local Authority, Children's Services), you **do not** need to report to CEOP.

The CEOP Safety Centre is designed to be as accessible as possible to children, but we strongly recommend that children aged 10 or under seek the support from an adult they trust to help them make a report.

# 3. Managing children's questions and comments about online sexual abuse

During the development of this resource, the animations and activities were piloted extensively in schools across the UK. We consistently found that although the resource does not directly raise issues around adults offending against children, any discussion of online risk, particularly with children aged 6 and 7 years, still tended to trigger questions and comments linked to this topic.

Children were often confused about the possible motivations of adults who might seek to contact children online or to harm them, and the following were typical of things they said:

- **"People want your email address so they can hack you and change all your details"**
- **"They want to get your personal details so they can find out where you live"**
- **"People want to find out where you live so they can kidnap you"**
- **"My big sister was online and someone started talking to her and was being weird"**

The following are some suggestions about how you might consider anticipating and addressing such comments:

- **Steer discussion away from offenders' motivations and towards inappropriate behaviours.**  
Avoid asking children questions like 'why would someone want to find out a child's personal details?' Instead, focus on steps children can take to retain their privacy, and ask them how they might be able to tell if someone was trying to get them to share information or do something else they didn't want to do.
- **Keep discussion of harm general.**  
Generally, if children ask questions about offenders' motivations or make suggestions like 'burgle', 'kidnap' or 'murder', steer them away from such specifics. Make the more general statement that unfortunately there are a few people in the world who might want to harm children and that it is important to tell an adult, like a teacher or a parent/carer if someone is asking them to do something they do not want to do or if there is anything worrying them.
- **Signpost to adults they can trust, and how to identify these adults.**  
How do you identify an adult you can trust?
  - This adult makes you feel better when you are feeling sad or hurt.
  - This adult doesn't scare you.
  - This adult is someone you can talk to about anything without feeling worried.
  - This is an adult you may feel close to.
  - This adult may have helped you with something before.

**The NSPCC's 'Talk PANTS' campaign provides excellent advice on how to talk to children about sexual abuse.**

It uses a simple acrostic to teach children that their body belongs to them and are private, they have the right to say no to unwanted touching, and that they should tell an adult if they're upset or worried about anything.

Find out more at:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

- **Avoid leaving them with the impression that children can only be harmed if they meet up with a stranger.**

Although this wasn't a topic that came up during the development of this resource, it is certainly important that children know that it is never safe to meet up in real life with someone they have only met online.

However, as a professional you should be aware that many offenders abuse children without ever meeting them in real life, by tricking or forcing them to share indecent images or perform sexual activities on camera. **We do not advise** you attempt to explain this sexual motivation to children aged 4-7 years. You can help to protect them against this risk by helping them learn to recognise and respond safely to any attempt to manipulate, pressure or threaten them online and reinforce that they should tell an adult they trust about what has happened.

- **Help them learn to put media stories in context.**

Children tend to be highly alert to media stories involving harm to other children. If a child recounts a story they have been told or have read about, listen carefully and correct any factual misunderstanding – they may have heard an exaggerated version or be confused about what happened.

Then give the group the clear message that while unfortunately bad things do happen sometimes, this is very rare indeed. Explain that it can feel more common than it is because the media only reports the occasions when something bad happens or that we don't get news stories when bad things don't happen, because of course that wouldn't be much of a story. The above suggestions are not exhaustive and may be more appropriate for some children, in some contexts, than others. Use your own professional judgement and experience to anticipate issues and make the best decisions about how to discuss these issues with the children you work with.

- **Set aside time at the end of each session for children to ask anonymous questions.**

Set aside some time at the end of each session to allow children to write/ask any questions if they wish. A question box could be used, which is an anonymous way for children to ask questions. To avoid any children feeling self-conscious about writing a question, give all children a piece of paper and ask them to write their question, then put it in the box. If they don't have a question to ask, children can write down what they had for breakfast and put that in the box. After the session, read the questions/comments and take appropriate action if any concerns are raised. For younger children who may not be able to write a question, ensure to circulate around the room and address any questions the children may have or use a hands-up approach during the session. Further, to allow for asking anonymous questions, recording equipment could be provided, where available. If you feel a question may lead to a disclosure, take action to ensure this doesn't take place in a whole-class setting. Refer to the disclosure guidance as set out above in the **Safeguarding and disclosures** section ([pages 7-8](#)).

# 4. Engaging with parents and carers

Children learn best when their learning is developed with consistency across different aspects of their lives, especially school and home.

We strongly recommend that you engage parents and carers in the work you are doing with their child on *Jessie & Friends* and encourage them to talk to their child about what they are learning.

Several resources will help you to do so:

- **'Text for email or letter to parents and carers' and 'Jessie & Friends parents and carers helpsheet'** ([pages 12-14](#))

This can be sent home, emailed out or published on your organisation's website.

*Due to the sensitivity of the topic if you choose to send a letter, please ensure that they are sent directly home in envelopes addressed to parents/carers.*

- **Video for parents and carers**

You can embed this short video clip to your website:

Non-subtitled version – <https://youtu.be/Z8i7vnXQdvw>

Subtitled version – <https://youtu.be/-geQER9ecdc>

Advise parents to view the three animations themselves at:

[www.thinkuknow.co.uk/parents/jessie-and-friends-videos](http://www.thinkuknow.co.uk/parents/jessie-and-friends-videos)

- **Storybooks**

Each episode of *Jessie & Friends* has an accompanying storybook which reinforces key messages from the animations. We recommended that the storybooks are printed for each child to be taken home and shared with parents/carers. You can ask parents/carers to read the storybooks with their child at home, complete the activities inside the storybook, answer the questions on the back page and encourage them to access the Thinkuknow parents and carers website for more information.

- **Thinkuknow parent and carer website**

Further information about *Jessie & Friends* and additional online safety information can be found at: [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)

# Text for email or letter to parents and carers

Dear Parent/Carer,

## **Your child's online safety education this term**

In this term's PSHE sessions your child's class will be studying a unit of work based on *Jessie & Friends*, an animated series about online safety produced by Thinkuknow. Thinkuknow is the national education programme from NCA-CEOP at the National Crime Agency. NCA-CEOP works to keep children safe from sexual abuse and exploitation.

## **About *Jessie & Friends***

*Jessie & Friends* follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world, watching videos online, sharing photos and playing games. The friends learn that while the internet can be an exciting place where they can learn and have fun, sometimes they may encounter things online which may make them feel worried or sad.

The aim of the animations and accompanying activities are to give 4-7 year olds the knowledge, skills and confidence they need to help them stay safe from sexual abuse, exploitation and other risks they may encounter online. The animations and activities provide children with the opportunity to explore ideas like trust, false identity online, consent, and develop their confidence to ask an adult they trust for help if something online makes them feel uncomfortable.

The *Jessie & Friends* animations and lessons are age appropriate and are not scary. They **do not** depict any situations where adults communicate with children online. **[If using film 3:** Instead, they show safe, non-scary situations between children to help young viewers identify ways in which people might sometimes try to pressure or trick others online. Learning how to identify when this is happening, and how to get help by telling an adult they trust, will help children respond safely in many risky situations, including if an adult tries to pressure or trick them online.]

The resource has been awarded the PSHE Association Quality Mark. This demonstrates that *Jessie & Friends* supports effective teaching practice, and meets the PSHE Association's ten principles of effective PSHE education.

## **How you can get involved**

To find out more you can watch the video for parents and carers and all three episodes of *Jessie & Friends* at [www.thinkuknow.co.uk/parents/jessie-and-friends](http://www.thinkuknow.co.uk/parents/jessie-and-friends).

After your child has watched an episode in class, you can also read the associated storybook with them at home to reinforce key messages and help start (or continue) conversations with your child about online safety. Please refer to the attached ***Jessie & Friends* parents and carers helpsheet** which provides further guidance about:

- Ideas for starting conversations about online safety with your child
- Things you can do at home to further support your child
- Links to more advice and support on how to keep your child safe online
- Information about how to get help if you are worried about your child

You will also find plenty of additional advice and support about keeping your child safer online at the **Thinkuknow parents and carers website:** [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents). Please do not hesitate to get in touch if you would like further information or if you have any concerns about your child and/or online safety.

Best wishes,

# Jessie & Friends parents and carers helpsheet

*Jessie & Friends* is a series of three animations for 4-7 year olds about staying safe online, produced by Thinkuknow. Thinkuknow is the national education programme from NCA-CEOP at the National Crime Agency. NCA-CEOP works to keep children safe from sexual abuse and exploitation. You can watch the animations at: [www.thinkuknow.co.uk/parents/jessie-and-friends](http://www.thinkuknow.co.uk/parents/jessie-and-friends)

## About *Jessie & Friends*

*Jessie & Friends* follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world which includes watching videos online, sharing photos and playing online games. The friends learn that while the internet can be an exciting place where they can learn and have fun, sometimes they may encounter things online which may make them feel worried or sad.

The aim of the animations and accompanying activities are to help 4-7 year olds learn how to stay safer online. In particular, the animations and activities provide children with the opportunity to explore concepts like trust, false identity online, consent and develops their confidence to approach and ask an adult they trust for help if they see something online that makes them feel uncomfortable. The resource has been rigorously assessed and awarded the PSHE Association Quality Mark. This demonstrates that *Jessie & Friends* supports effective teaching practice, and meets the PSHE Association's ten principles of effective PSHE education.

Each animation has been specifically created for different age groups:

- **Episode 1 – Watching Videos** (4-5 years)
- **Episode 2 – Sharing Pictures** (5-6 years)
- **Episode 3 – Playing Games** (6-7 years)

The recommended age group for each animation and the areas of focus were identified using latest research, by analysing trends in online behaviours of children and following workshops with children, professionals and parents and carers.

## How you can use *Jessie & Friends* to help keep your child safer online

Watch the *Jessie & Friends* animations or read the storybooks with your child and start a conversation with them about the internet and online safety. Start with the positives, finding out as much as you can about what your child enjoys doing online and what the internet means to them.

You could:

- **Explore together:** Ask your child to show you their favourite websites and apps and what they do on them. Listen and show interest. You could also encourage them to teach you the basics of the site or app.
- **Initiate (and continue) conversations about online safety:** Ask them if anything ever bothers or worries them while they're online. You could use examples of events from the animations and ask if they've experienced anything similar. Reinforce key messages from the episodes that if anything happens online which makes them feel worried or sad, they can talk to you or another adult who they trust and they can help.
- **Help your child identify adults who can help:** Ensure your child understands that if anything ever happens online that makes them feel uncomfortable, they should always tell you or another adult who they trust. Help your child identify trusted adults from different areas of their life such

as at home or at school.

- **Be non-judgemental:** Explain that you would never blame them for anything that might happen online, and you will always give them calm and non-judgemental support.
- **Supervise your child while they're online:** Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an appropriate adult is able to supervise. Children should not access the internet unsupervised in private spaces, such as alone in a bedroom or bathroom.
- **Talk to your child about how their online actions can affect others:** If your child is engaging with others online remind them to consider how someone else might feel before they post or share something. If they are considering sharing a photo/video of somebody else, they should always ask permission first.
- **SafeSearch:** The use of 'SafeSearch' is highly recommended for use with young children. Most web search engines will have a 'SafeSearch' function, which will allow you to limit the content your child is exposed to whilst online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog.
- **Parental controls:** Make use of the parental controls available on your home broadband and any internet enabled device in your home. You can find out more about how to use parental controls by visiting your broadband provider's website.

### Further information:

The Thinkuknow parents and carers website has lots of practical information and advice about how to help keep your children safer online. To find out more visit: [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents).

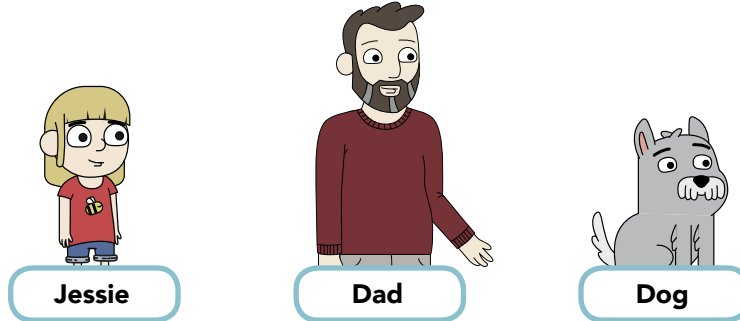
### If you or your child have any concerns:

- If you are concerned about something that has happened to your child or another child online, you can report this directly to CEOP: [www.ceop.police.uk/Safety-Centre](http://www.ceop.police.uk/Safety-Centre).
- The NSPCC helpline is available to any adult who has a concern about a child and would like to talk anonymously to a trained professional: [www.nspcc.org.uk/preventing-abuse/our-services/nspcc-helpline/](http://www.nspcc.org.uk/preventing-abuse/our-services/nspcc-helpline/) or call on [0808 800 5000](tel:08088005000).
- Childline is a free, private and confidential service for any child who feels worried about anything and would like to talk to someone: [www.childline.org.uk](http://www.childline.org.uk) or call on [0800 1111](tel:08001111).

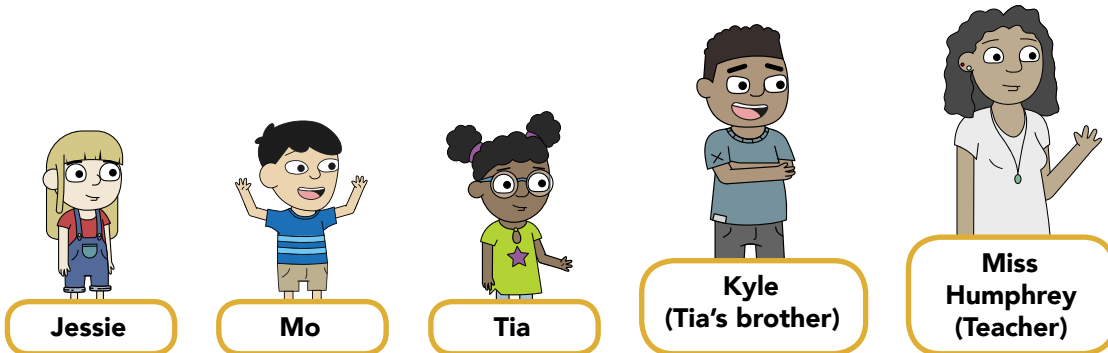
**If you believe that any child is at immediate risk from harm, please call the police on 999 straight away.**

# 5. Introduction to the main characters

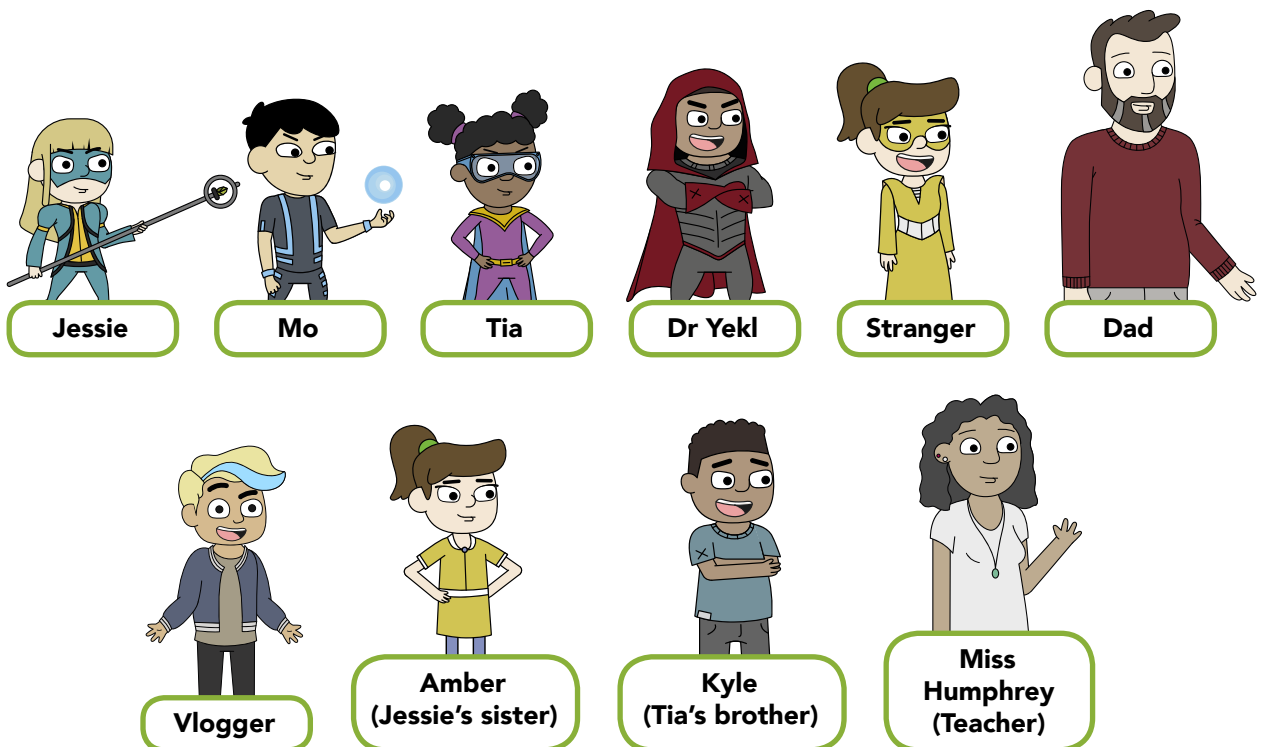
## Episode 1



## Episode 2



## Episode 3





# 6. Episode 1 – Jessie & Friends: Watching Videos

## Suggested audience:

4-5 year olds

## Learning objective

To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.



Before beginning the session, ensure that you have established a **safe learning environment**. Refer to the guidance in the introduction ([pages 5-8](#)).

## Learning outcomes

By the end of the session learners will be able to say:

- I can explain how something online might make someone feel worried or sad.
- I can recognise different feelings.
- I can identify up to four adults in my life who can help me if I have a problem online.

## Resources

- **Jessie & Friends: Watching Videos** animation
- **Jessie & Friends: Watching Videos** storybook
- Flipchart paper
- **Picture – Jessie** ([page 21](#))
- **Worksheet – Jessie’s facial expressions** ([page 22](#))
- **Worksheet – Jessie’s facial expressions [SEND]** ([page 23](#))
- Plain paper or ‘**Help hand**’ outline ([page 24](#))

## Resources for Extension/recap activities (optional)

- **Challenge activity 1** ([pages 25-26](#))
- **Song sheet 1** ([page 27](#))
- **The Funny Tummy Song - Actions to accompany the chorus** ([page 28](#))
- **T-shirt template** ([page 29](#))

## Initial assessment activity (10-15 mins)

To be completed a few days prior to delivering the session:

- Ask children what they think someone their age may like to watch online. What might they watch these on? [*Tablet, phone, laptop, computer, connected TV.*]
- Write down children’s responses on a large piece of flipchart paper. Alternatively, draw pictures to represent different devices which children have access to.
- Use this as an opportunity to initially assess children’s understanding and use of technology. Once this has been established, adapt the session plans below to meet the need and ability of the children the session is being delivered to. Please refer to the **Online level descriptors** included within the pack introduction ([page 4](#)).

**Note:** It is important to deliver the **Initial assessment activity** a few days prior to the session to ensure adequate time to adapt the session plans as needed.

### **Baseline activity** (5 mins)

- Show children **Picture – Jessie**. Explain that this is Jessie. She has seen something online which has made her feel worried. **What could she do?** Take in voluntary responses from the children, writing these on post-it notes and placing around the picture of Jessie. Use this as an opportunity to identify any misconceptions the children may have and address these during the session.

### **Viewing** (4 mins 59 secs)

- Show **Jessie & Friends: Watching Videos**

### **Discussion** (5 mins)

Use open questions to engage children and check their understanding of the narrative. For example:

- **What did you think about the cartoon? Which were your favourite parts?**
- **How did Jessie feel when she watched 'The Funny Tummy' video?** [*Happy, excited – she was having fun.*]
- **How did she feel when she watched 'The Happy Croccy' video? How did her feelings change?** [*At the start she enjoyed it, but when the crocodile snapped she was shocked and scared.*]
- **How did she get help to feel better?** [*She spoke to a trusted adult.*]

### **Activity 1: Identifying feelings** (10-15 mins)

- Children to be shown **Worksheet – Jessie's facial expressions** which shows different still images of Jessie from the video clip.
- When Jessie watched the crocodile video, she felt worried, scared and sad. In the song, it says 'Funny in your tummy'. This is because some people get a funny feeling in their tummy when they are feeling worried about something.
- We can also tell how someone is feeling by looking at their facial expressions. Give out **Worksheet – Jessie's facial expressions**. Alternatively, have these displayed on the board. Ask children to have a go at identifying and explaining how Jessie is feeling in each still image. Encourage children to give reasons for their answers e.g. *she feels happy because she is smiling.*
- For children who may need additional support to identify facial expressions, provide them with **Worksheet – Jessie's facial expressions [SEND]**, which has simplified facial expressions for children to identify. If there is capacity to do so, direct an adult to support.
- This activity can be used as an opportunity to explain the differences between feelings such as 'sad', 'worried' and 'scared' and how sometimes multiple feelings can be experienced at one time.
- Explain that although we can sometimes tell how someone feels by looking at their facial expressions, this isn't always the case and sometimes these feelings can express themselves in a number different ways [*i.e. funny feeling in tummy, feeling 'frozen', unable to speak, feeling wobbly and hot.*]

## Activity 2: Identifying adults who can help (15-20 mins)

'Help hand' – need pencils, blank A4 paper/'Help hand' outlines

Children to be sat at desks

- Ask each child to draw around their hand on a piece of plain paper, or hand out a '**Help hand**' outline to each child.
- Explain to the class that each of them is going to create their own 'Help hand'. They will choose up to four adults they can go to and ask for help, who they can tell if they ever feel worried, scared or sad. Then they will draw their face and/or write their name on each finger (with support from an adult). The child will represent the thumb on their hand.
- Ask children to consider the following statements to help them to identify an adult they trust.

### How to identify an adult you can trust?

- This adult makes you feel better when you are feeling sad or hurt.
  - This adult doesn't scare you.
  - This adult is someone you can talk to about anything without feeling worried.
  - This is an adult you may feel close to.
  - This adult may have helped you with something before.
- 
- Encourage children to consider people from different parts of their life – e.g. school, immediate and extended family, child carers, key workers etc.
  - Emphasise that their 'Help hands' are personal to them, and that you will take them in and look after them when they have finished them.
  - Circulate and support children, especially to write down the names of adults who can help.

### Child Protection: points to note

- If a child names an older child (e.g. sibling, cousin) for this activity, follow up by emphasising that if they seek help from an older child, they should **also** tell an adult they trust.
  - If a child gets stuck, or names few or no family members, support them to identify trusted adults within your setting.
  - In some cases it may not be appropriate for a child's 'Help hand' to be shared with parents and carers. We recommend that 'Help hands' are collected in at the end of this activity and that you keep them securely, for example in a locked cupboard or desk.
  - If a child's response to this activity raises any child protection concerns, record and report to the Designated Safeguarding Lead (DSL) or equivalent in your setting.
- 
- After the activity is complete, ask children to hold out one hand, wiggle each finger and think of the name of the adult it corresponds to.
  - The adult leading the session can then model touching the thumb (representing the child) to each finger, showing how children can go to their identified adults to ask for help if they are feeling worried, sad or scared.
  - Take in the 'Help hands' to review later.
  - Remind children that if they are ever upset like Jessie after they have seen something online they can always go to any of the grown ups on their 'Help hand'. They can always look down at their hand as a reminder of who those people are.

## Plenary (5-10 mins)

- Watch the song again and encourage children to sing along.
- **Ask: what should Jessie do if she ever feels worried, scared or sad again?**
- Go back to the picture of Jessie from the start of the session. Being prompted by the children, go through the post-it notes and remove any which aren't correct, and add any extra post-it notes with advice for Jessie enforcing key messages from the video. *[Examples should include talking to a trusted adult.]*
- Once this has been completed, ask children to share with the person next to them one thing they have learnt during the session which they didn't know before.

## Extension

- For children who require an additional challenge, use **Challenge activity 1** to further deepen understanding. For guidance about the challenge activities refer to the introduction ([page 4](#)).

## Recap activities

### Song - Song sheet 1

- A week after watching the animation, play the song again, and use this to remind children of the story/reinforce key learning. Encourage children to sing along/learn the song. A backing track version is available to download at:  
[www.thinkuknow.co.uk/professionals/resources/jessie-and-friends](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends)
- **Ask** the following questions:
  - **Can you finish the song lyrics? 'If you feel bad, put down the \_\_\_\_\_' [pad] What does this mean?** *[That you can always switch the device off and walk away if something makes you feel uncomfortable, as well as telling an adult you trust.]*
  - **Can you complete the song lyrics? 'It's not your fault, just tell an adult, like a teacher or a mum or \_\_\_\_\_' [dad]**
  - **Where might you feel 'funny' in your body if something online makes you worried, scared or sad?** *[Tummy – but also elicit that it may not just be your tummy where you feel funny, your body can have different warning signs such as wobbly legs, goose bumps, feel like crying etc.]*
- Teach children the actions (based on British Sign Language) to go with the chorus: see **The Funny Tummy Song - Actions to accompany the chorus.**
- Raise energy levels by encouraging children to dance to the song!
- After listening, viewing, singing or dancing, ask children which line of the song could be most helpful to a child who is feeling worried. Elicit, 'Then you must tell a grown up you trust'.

### Storybook

- Read the storybook to children. Pause to ask questions. Use this as an opportunity to recap key messages.
- Print a storybook for each child. Ask them to complete the activity pages either in class or at home with a parent/carer.
- Give each child a storybook to take home. Ask parents/carers to read it with their child, encouraging their child to complete the activities inside. Once they have read the storybook with their child, they can go through the questions with them on the back page to reinforce key learning.

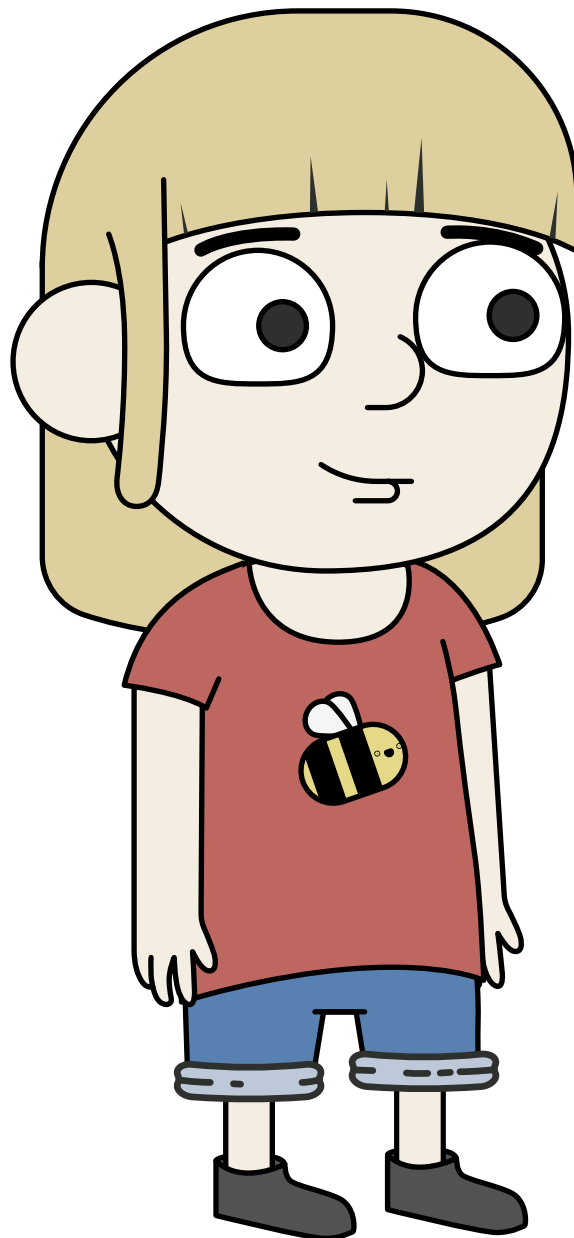
## Creative

There are many ways in which you could use *Jessie & Friends* as the basis for creative work. Here are a couple of suggested activities; please feel free to develop your own.

- **Art:** Create a display using images from the animation and children's own pictures. Use it to emphasise the key message: if you ever feel worried about anything, tell an adult you trust.
- **Design:** Using the **T-shirt template** children can design a new t-shirt for Jessie! In the cartoon, Jessie's T-shirt has a picture of a bee. During the song, the bee has a worried, scared and sad face. Ask children to design Jessie a new T-shirt with a picture or logo that reflects how she feels after she has told Dad that she's worried and he has helped her. For inspiration, ask them to think about things they know Jessie likes (e.g. Dog, singing, dancing, playing online games).

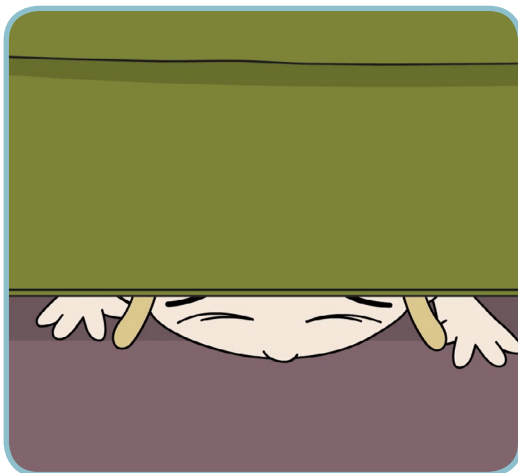
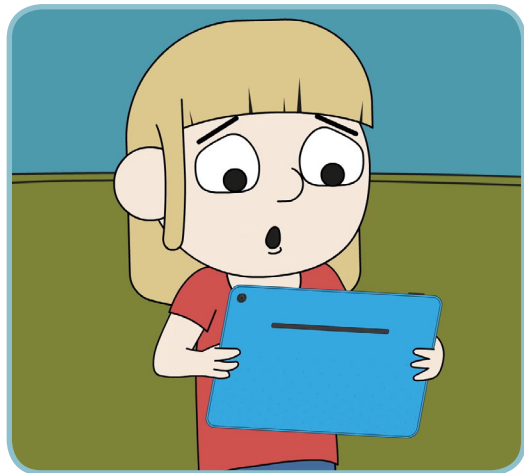
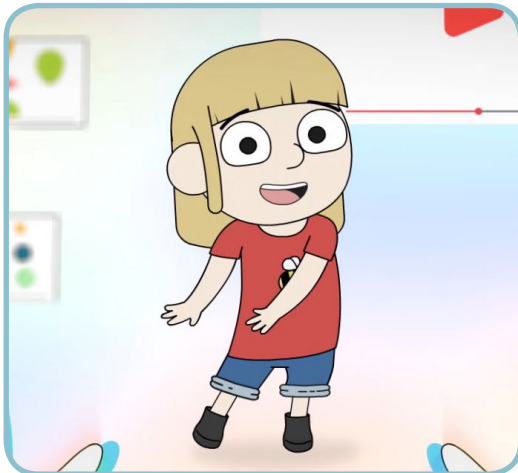
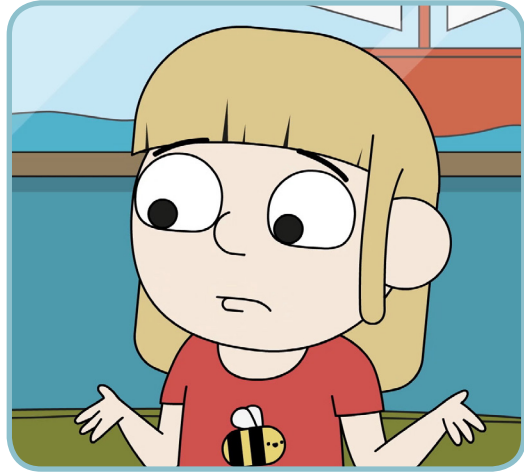
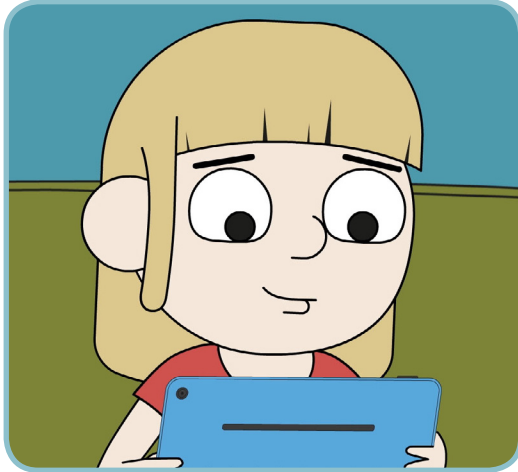
## Episode 1, Baseline activity

Picture - Jessie



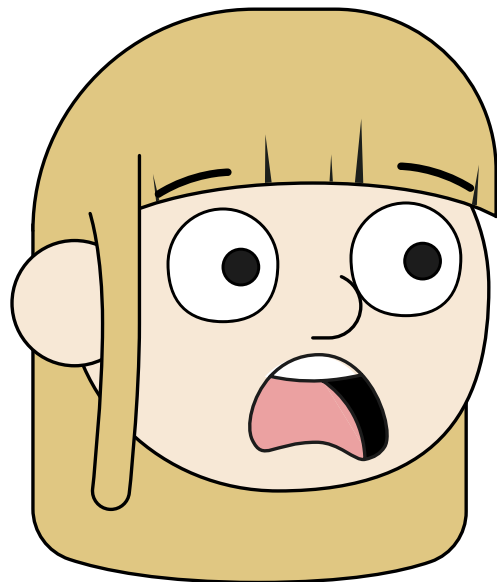
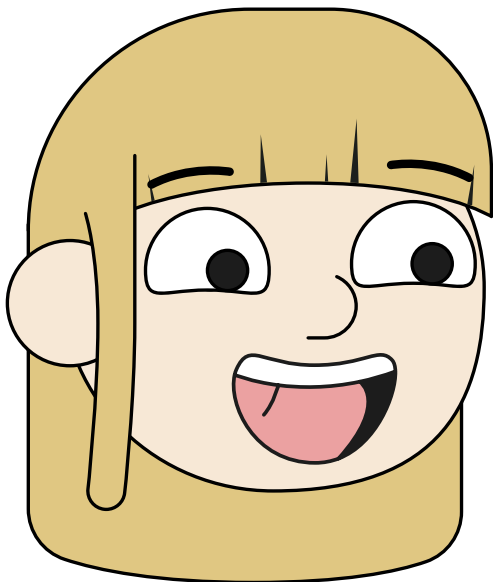
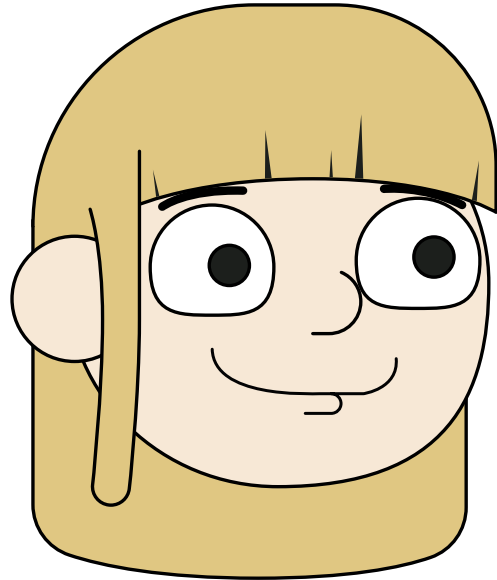
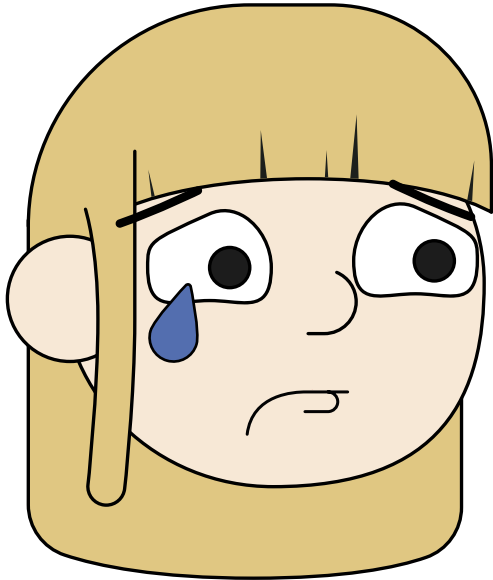
# Episode 1, Activity 1

Worksheet - Jessie's facial expressions



## Episode 1, Activity 1

Worksheet - Jessie's facial expressions [SEND]



**Scared**

**Sad**

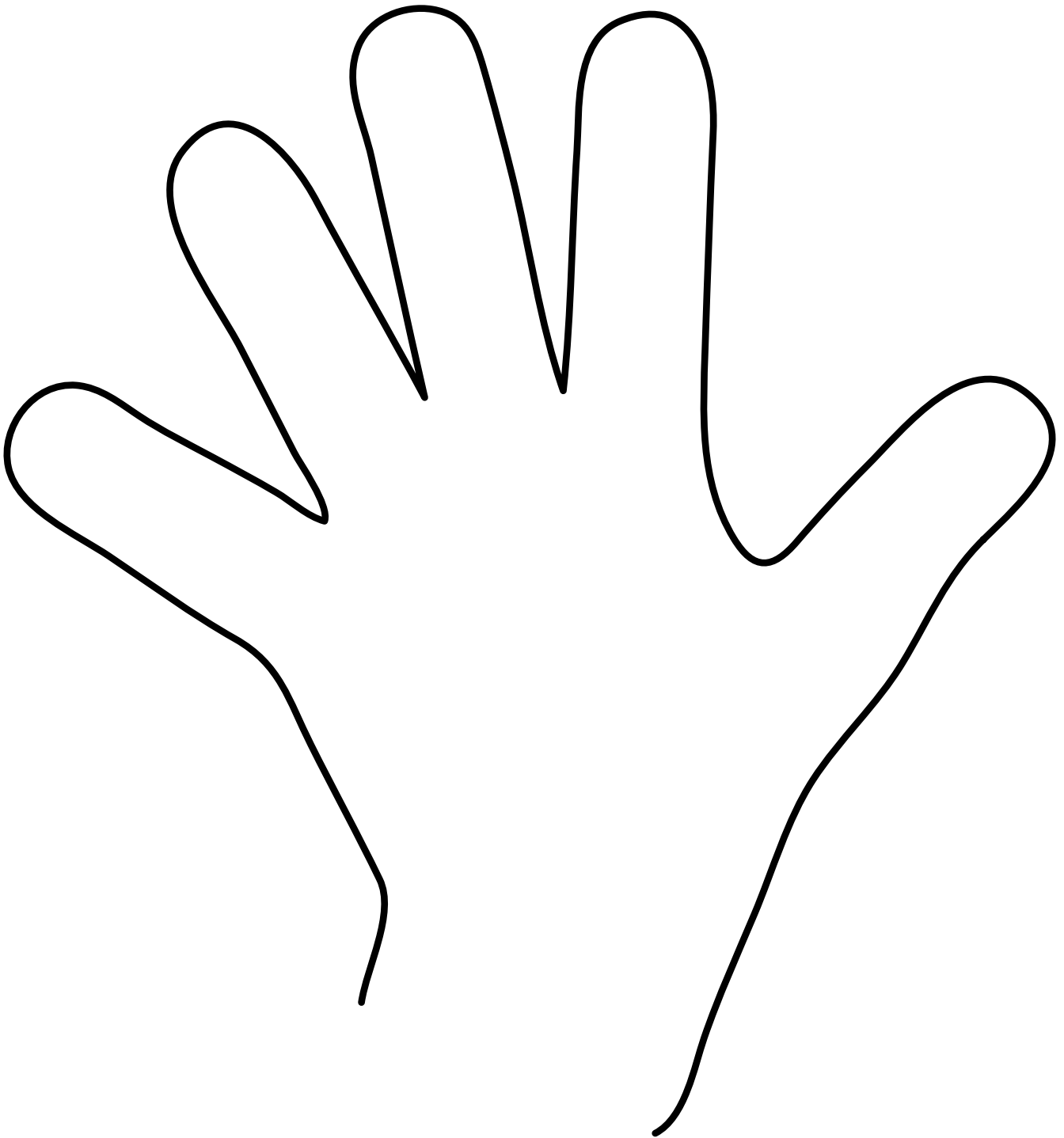
**Excited**

**Happy**



## Episode 1, Activity 2

'Help hand' outline



## Episode 1, Extension

### Challenge activity 1

## Episode 1: Challenge activity

For each session a **Challenge activity** has been created to stretch children who have successfully achieved the learning objective and who require an additional challenge to further deepen their understanding and apply skills they have learnt. These activities are not necessarily only for more able pupils, but for children who have been assessed during the session as showing a strong understanding of online safety.

The focus of this activity is identifying adults who can help, and what this may look like. Children will be directed by an adult to evaluate, discuss and identify Jessie's trusted adults based on the character profiles provided. Read below for guidance on how to conduct this activity.

### Who are Jessie's trusted adults?

- This is an adult-directed activity.
- In a group of 5/6, sit with the children in a circle.
- Remind the children of how we can identify trusted adults:

#### How to you identify an adult you can trust?

- This adult makes you feel better when you are feeling sad or hurt.
  - This adult doesn't scare you.
  - This adult is someone you can talk to about anything without feeling worried.
  - This is an adult you may feel close to.
  - This adult may have helped you with something before.
- 
- Explain to the children that you are going to be reading out the character profiles below and that they will have a discussion about whether this person is a trusted adult to Jessie or not.
  - Read out the profile cards, ensuring to address any questions or misconceptions the children may have. Allow children time to discuss their ideas and share. During discussions, circulate around the group.
  - Answers:
    - **Trusted adults to Jessie: Dad** - Explain that Jessie feels close to dad and he makes her feel better when she's feeling sad. He has also helped Jessie in the past with an online issue and she sees him every day. **Miss Humphrey** - Jessie can talk to her without feeling worried, she is her favourite teacher which shows that Jessie feels close to her and that she may have helped her with similar issues before.
    - **Not trusted adults to Jessie: Tia** - Many children may identify Tia as a trusted adult because she possesses many of the qualities we would expect a trusted adult to have e.g. Jessie can talk to her about anything, Jessie feels close to her, she has helped Jessie in the past. However, elicit that even though Tia possesses these qualities she is not a trusted adult to Jessie. Explain that this is because she is a child. Even if Jessie does speak to Tia about anything that happens online which has made her feel worried or sad, she should always also speak to an adult she can trust. **Beth**: Even though Beth is an adult, she doesn't know Jessie very well and she isn't close to Jessie.

## Character profile



**Dad**

**Age:** 42

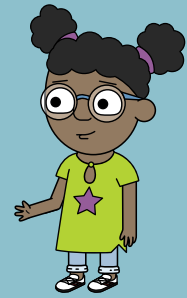
**Relationship to Jessie:**  
Dad

**How often does Jessie see them?**  
Everyday

### Other Information:

- Makes Jessie feel better when she's feeling sad
- Jessie feels close to him
- Has helped Jessie before when she watched a video that scared her

## Character profile



**Tia**

**Age:** 5

**Relationship to Jessie:**  
Best friend

**How often does Jessie see them?**  
Most days at school

### Other Information:

- Jessie can talk to Tia about anything
- Tia is Jessie's best and closest friend
- Tia has helped Jessie before when she has been upset after falling out with another friend in the playground

## Character profile



**Miss Humphery**

**Age:** 31

**Relationship to Jessie:**  
Teacher

**How often does Jessie see them?**  
Most days at school

### Other Information:

- Jessie can talk to her teacher without feeling worried
- She makes Jessie feel better when she is sad or hurt
- Miss Humphrey is Jessie's favourite teacher

## Character profile



**Beth**

**Age:** 28

**Relationship to Jessie:**  
Works in Jessie's local shop

**How often does Jessie see them?**  
Once a week

### Other Information:

- Jessie doesn't really know Beth
- She is friendly and always smiles when Jessie goes into the shop with dad
- Jessie doesn't feel close to Beth

## Episode 1, Funny Tummy Song

Song sheet 1



**It's fun to play on your device  
So much to see and do  
Watching funny videos is really cool it's true  
Sometimes you might see something  
That makes you go 'Uh-oh'  
If you feel bad  
Put down the pad  
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 not 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**



## Episode 1, Recap activities

The Funny Tummy Song – Actions to accompany the chorus. Actions are 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

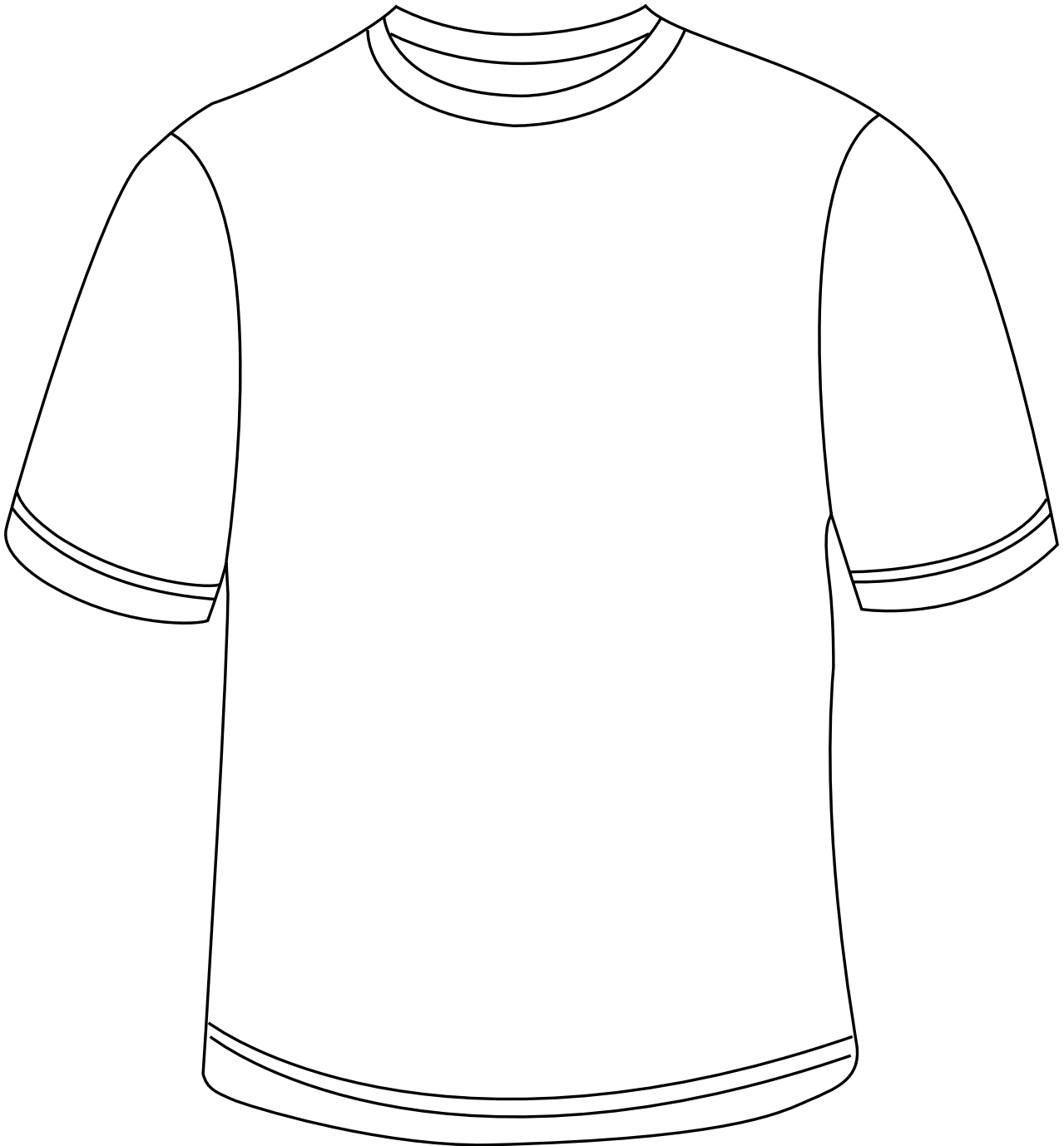


or **dad**

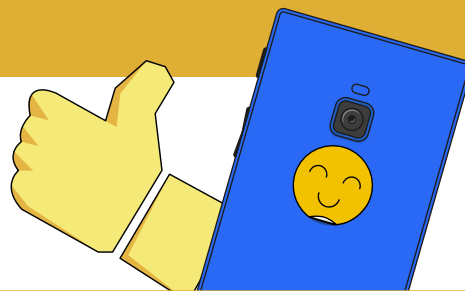
\*please note that this is BSL for the word 'should'.  
The actions can be made using either the left or right hand.

## Episode 1, Creative - Design

T-shirt template



# Episode 2 – Jessie & Friends: Sharing Pictures



## Suggested audience:

5-6 year olds

## Learning objective

To understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.

Before beginning the session, ensure that you have established a **safe learning environment**. Refer to the guidance in the introduction ([pages 5-8](#)).

## Learning outcomes

By the end of the session learners will be able to say:

- I can explain what might happen if we share a picture.
- I can identify the effect of people's actions online and consider ways of keeping myself and others safe.
- I recognise that I can be an 'upstander' by choosing not to join in.
- I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.

## Resources

- **Jessie & Friends: Sharing Pictures** animation
- **Jessie & Friends: Sharing Pictures** storybook
- **Picture - camera** ([page 36](#))
- **Picture - Meena and Javi** ([page 37](#))
- **Picture - Jessie, Tia and Mo** ([page 38](#))
- **Cut-outs - Tia** ([page 39](#))
- **Picture - Kyle** ([page 40](#))
- Plain paper or '**Help hand**' outline ([page 41](#))
- **Sentence openers** ([page 42](#))

## Resources for Extension/recap activities (optional)

- **Challenge activity 2** ([page 43](#))
- **Song sheet 2** ([page 44](#))
- **The Funny Tummy Song - Actions to accompany the chorus** ([page 45](#))
- **Worksheet - Funny tummy song fill in the gaps** ([page 46](#))
- **Poster template** ([page 47](#))

## Initial assessment activity (10-15 mins)

To be completed a few days prior to delivering the session:

- If facilities allow, project **Picture - camera** on the board. If this is not possible, print off the picture from this pack and place a copy on each table. If children are not sat in tables, organise them into groups of roughly 4 or 5.

- **Ask: What do you think of when you see this picture?** Encourage children to discuss their ideas with other children in their group. If print-outs of the image have been provided, encourage children to write down their ideas or any key words around the image. During discussions, circulate around the room taking note of children's experiences of taking photos/videos. Additionally, you can collect in the print-outs with children's writing in order to assess their experience.
- Once you have established children's experience and use of technology, adapt the session plan to meet the needs and abilities of the children. Please refer to the **Online level descriptors** included within the pack introduction ([page 4](#)).

**Note:** It is important to deliver the **Initial assessment activity** a few days prior to the session to ensure adequate time to adapt the session plans as needed.

### Baseline activity (5 mins)

- Show children **Picture - Meena and Javi**. Explain that Meena has taken a picture of Javi and she is thinking about sharing the picture with some of their friends.
- **Ask: How can Meena decide if it's a good idea to send the picture? Is there anything she should think about first? Is there anything she should do?**
  - Summarise each suggestion on a post-it note and stick the notes around the image.
  - Note any misconceptions or confusion and ensure that these are addressed as the session proceeds.

### Starter (5 mins)

- Remind children about watching **Jessie & Friends: Watching Videos**. Ask them what they can remember about it.
- Explain you will be watching an animation called **Jessie & Friends: Sharing Pictures**. Show **Picture - Jessie, Tia and Mo**, and introduce them by name.
- **Ask: What could the animation be about? Can anyone explain what it means to 'share' a picture?** *[Explain that people can use the internet or a device such as a phone or tablet to send a picture to someone else, this is also known as sharing a picture. Ensure that when discussing this question with children, that you do not elicit 'how' to share a picture.]*

### Viewing (6 mins 2 secs)

- Show **Jessie & Friends: Sharing Pictures**

### Discussion (5-10 mins)

Use open questions to engage children and check their understanding of the narrative. For example:

- **Who did Tia want to send the pictures to at first?** *[Her nan.] Was her nan the only person they sent them to?* *[No: they sent them to about 5 other people.]*
- **How did more people end up seeing the pictures?** *[5 other people who received them went on to share them with even more people.]*
- **What made Mo feel sad?** *[The photo of him looking like a toad had been shared with other people, and they were laughing at him.]*
- **What did Kyle say about the friends sharing a picture with him in it?** *[That they should have asked his permission.]*



- **What did the friends do when they found out that their photos had been shared with other people at school?** [*They told their teacher.*]
- **What did Miss Humphrey say she would do to help?** [*She would ask all of the children in the school who have copies of the photos to delete them.*]

## Activity 1: What might happen if we share a photo? (5-10 mins)

In preparation for the role play activity, please refer to **Role play guidance** in the introduction ([page 6](#)).

Prior to delivering this session tell children that although many people don't share pictures that have been sent to them by other people, it is always a possibility that someone might, so we are going to look at what might happen if someone does share a picture.

- Explain that the class is going to do some 'pretend' sharing.
- Explain to children that there are often times when sharing can be a really nice thing to do, such as sharing your toys with a brother or sister, sharing school equipment and stationery with your classmates, or sharing sweets with a friend. However even though 'sharing' can be good in these examples, it is not always a good idea to share a picture – especially if you haven't asked permission first.
- Ask them all to imagine a 'pretend' mobile phone in their hand.
- Ask for a volunteer to pretend to be Tia, and invite them to the front of the class. Ask 'Tia' to mime taking a simple portrait picture of herself on her phone (please do not encourage them to take a 'posed' image) and give Tia one of the **Cut-outs – Tia** to show the class.
- Tell 'Tia' that she is going to share her picture via text/picture message with three friends, and invite three more children to come to the front of the class. Give 'Tia' three more images to hand to her friends. Make sure she keeps the first one. Ask children to hold up the images and the class to keep count of how many copies of the picture there are.
- Choose one of the friends and tell them they are going to share it with four more friends. Give them four extra copies of the image and help them choose children to come up to the front to receive them. Ask children to hold up the images and the class to keep count of how many copies of the picture there are.
- Repeat as many times as you consider meaningful.
- **Ask: How do you think Tia might feel now that X number of people have a copy of her photo?** [*e.g. sad, upset, angry, embarrassed*] **Why might she feel this way?** [*She didn't give permission for the photo to be shared, people she doesn't know have a copy of her photo, she can't stop more people from sharing it.*]
- **Ask: How can Tia get help?** [*She can tell an adult who can help her, like a teacher, parent, carer etc.*] Remind children that Miss Humphrey said she would ask children to delete the picture so no one else would have a copy.
- Ask everyone with a copy of the photo to delete it from their 'pretend phones' and to pass all copies of the image to you to put in the bin, and to go and sit down. Now 'Tia' should be the only person with a copy of the photo. **Ask: how many copies of the photos are there now?** [*One – the original*]
- **Ask: How do you think Tia feels now?** [*E.g. happy, relieved*]
- Remind children that if they are ever upset or worried about a photo that has been shared, or anything else, they should tell an adult they trust who will be able to help.

## Activity 2: What should Kyle do? (5-10 mins)

- Show the class **Picture – Kyle**. Give them the following scenario: "Kyle's friend Al has just sent him a picture of their friend Layla when she fell over on the way to school." **Ask: What should Kyle do? Is there anything that he should not do?** [*Elicit: He should not send the image to anyone else; he should delete the photo from his phone; if he thinks that Al has sent the picture without asking Layla's permission first he should tell an adult he trusts.*]
- Remind children of Kyle's line in the song: 'If someone else is in it, check they're happy for others to see.' Clarify this: if they wish to share a picture of somebody else, they should get permission from that person first.

- Use this as an opportunity to challenge the assumption that if your friend has done something, this makes it okay for you to do it too. Just because other people in your friendship group may be sharing a picture without asking for permission – this doesn't make it right. You can begin to introduce the concept of peer pressure, and reinforce the message that it is ok to say 'No' to your friends and be an 'upstander' – especially if they're asking you to do something which makes you feel uncomfortable.

### Activity 3: Asking for help (15-20 mins)

- Watch/listen to the song again and encourage children to sing along.
- **Ask: What should you do if you feel worried, scared or sad?** [Tell a trusted adult who can help you.]
- Remind children of how they can identify adults they trust before beginning this activity.

#### How do you identify an adult you can trust?

- This adult makes you feel better when you are feeling sad or hurt.
- This adult doesn't scare you.
- This adult is someone you can talk to about anything without feeling worried.
- This is an adult you may feel close to.
- This adult may have helped you with something before.

#### ***If children have already viewed Episode 1 and taken part in the 'Help hand' activity:***

- Remind them that they created a 'Help hand' and for each finger identified an adult who they could ask for help if they were ever worried about anything.
- Hand out each child's 'Help hand' sheet.
- Let children know that they can change or add someone to their 'Help hand' (up to a total of four adults) if they want to e.g. a child may want to reflect having a new teacher at school.
- Ask children to hold out one hand, and wiggle each finger and think of the name of the individual it corresponds to.
- The adult leading the session can then model touching the thumb (representing the child) to each finger, showing how children can go to their identified adults to ask for help or to tell if they are feeling worried, sad or scared.
- Take in the 'Help hands' to review later.
- Remind children that if they are ever upset like the characters in the animation they can always go to any of the grown ups on their 'Help hand'. They can always look down at their hand as a reminder of who those people are.

#### ***If children have not yet created a 'Help hand':***

- Ask each child to draw around their hand on a piece of plain paper, or hand out a '**Help hand**' **outline** to each child.
- Explain to the class that each of them is going to create their own 'Help hand'. They will choose up to four adults they can go to and ask for help, who they can tell if they ever feel worried, scared or sad. Then they will draw their face and/or write their name on each finger (with support from an adult). The child will represent the thumb on their hand.
- Encourage children to consider people from different parts of their life – e.g. school, immediate and extended family, child carers, key workers etc.

- Emphasise that their 'Help hands' are personal to them, and that you will take them in and look after them when they have finished them.
- Circulate and support children, especially to write down the names of adults who can help.

#### Child protection: points to note

- If a child names an older child (e.g. sibling, cousin) for this activity, follow up by emphasising that if they seek help from an older child, they should **also** tell an adult they trust.
- If a child gets stuck, or names few or no family members, support them to identify trusted adults within your setting.
- In some cases it may not be appropriate for a child's 'Help hand' to be shared with parents and carers; We recommend that 'Help hands' are collected in at the end of this activity and that you keep them securely, for example in a locked cupboard or desk.
- If a child's response to this activity raises any child protection concerns, for example a family member is crossed off, record and report to the Designated Safeguarding Lead (DSL) or equivalent in your setting.

- After the activity is complete, ask children to hold out one hand, wiggle each finger and think of the name of the adult it corresponds to.
- The adult leading the session can then model touching the thumb (representing the child) to each finger, showing how children can go to their identified adults to ask for help if they are feeling worried, sad or scared.
- Take in the 'Help hands' to review later.
- Remind children that if they are ever upset like the characters in the animation they can always go to any of the grown ups on their 'Help hand'. They can always look down at their hand as a reminder of who those people are.
- Ask children to imagine that Kyle wants to ask his teacher for help. What could he say? Try to draw out several strategies including the following:
  - **Say how he is feeling:** 'I'm feeling worried. Can I talk to you?'
  - **Say something happened:** 'Something happened at lunchtime. Can I tell you?'
  - **Ask for attention:** 'There's something I need to talk to you about.'
- Choose three simple suggestions and write them on the board. Encourage children to write them under their 'Help hand', or to choose and write out three of their own.
- For children who need support to independently write their own sentences underneath their 'Help hand', direct an adult to record – or use **Sentence openers** to support.
- Collect in 'Help hands' at the end of this activity and keep them securely.

#### Plenary (5-10 mins)

- Return to the picture of Meena and Javi. **Ask : How can Meena decide if it's a good idea to send the picture? Is there anything she should think about first? Is there anything she should do?**
- Add suggestions around the image. These should include considerations to the following questions:
  - **Who will see the picture? What if they send it to more people?**
  - **Will sharing the picture make Javi feel embarrassed or upset?***[She should ask Javi for permission if she wants to share it. If he says no, she shouldn't share it.]*
- Check previous comments and ensure that misconceptions have been addressed.
- At the end of the session, allocate time for children to anonymously ask questions using a question box.
- Then ask children to share with the person next to them two things they have learnt during this lesson which they didn't know before.

## Extension

For each session a **Challenge activity** has been created to stretch children who have successfully achieved the learning objective and who require an additional challenge to further deepen their understanding and apply skills they have learnt. These activities are not necessarily only for more able pupils, but for children who have been assessed during the session as showing a strong understanding of online safety.

The focus of **Challenge activity 2** ([page 43](#)) is identifying the consequences of sharing a photo without permission and considering how this may affect someone's feelings. Children also reflect on how Mo feels once he's told a trusted adult and how this differs from how he felt after his photo had been shared.

For guidance about the challenge activities refer to the introduction ([page 4](#)).

## Recap activities

### Song - Song sheet 2

- A week after watching the animation, play the song again, and use this to remind children of the story/reinforce key learning. Encourage children to sing along/learn the song. A backing track version is available to download at: [www.thinkuknow.co.uk/professionals/resources/jessie-and-friends](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends).
- **Ask** the following questions:
  - **Who sings this line 'If someone else is in it, check they're happy for others to see'?** [Kyle] **What does Kyle mean by this?** [When you're taking a photo of someone you should always seek their permission before you share the picture with others.]
  - **Can you complete the song lyrics? In the song, Mo sings 'You're not alone, put down the \_\_\_\_\_' [phone]**
  - **What does Mo mean when he sings 'Put down the phone'?** [That if something on your phone ever makes you feel uncomfortable, you can put your phone down and step away, as well as speaking to an adult you trust.]
- Teach children the actions (based on British Sign Language) to go with the chorus: see **The Funny Tummy Song - Actions to accompany the chorus**.
- Listen to the song and fill in the gaps on **Worksheet – The Funny Tummy Song fill in the gaps**.

### Storybook

- Read the storybook to children. Pause to ask questions. Use this as an opportunity to recap key messages.
- Print a storybook for each child. Ask them to complete the activity pages either in class or at home with a parent/carer.
- Give each child a storybook to take home. Ask parents/carers to read it with their child, encouraging their child to complete the activities inside. Once they have read the storybook with their child, they can go through the questions with them on the back page to reinforce key learning.

### Creative

There are many ways in which you could use *Jessie & Friends* as the basis for creative work. Here is one suggestion; please feel free to develop your own.

- **Design:** Ask children to make a 'Kyle says...' poster. Children draw or are given out the **'Kyle says...' poster template** and design a poster in which he gives two or three key pieces of advice about sharing pictures online, based on learning from **Episode 2**.

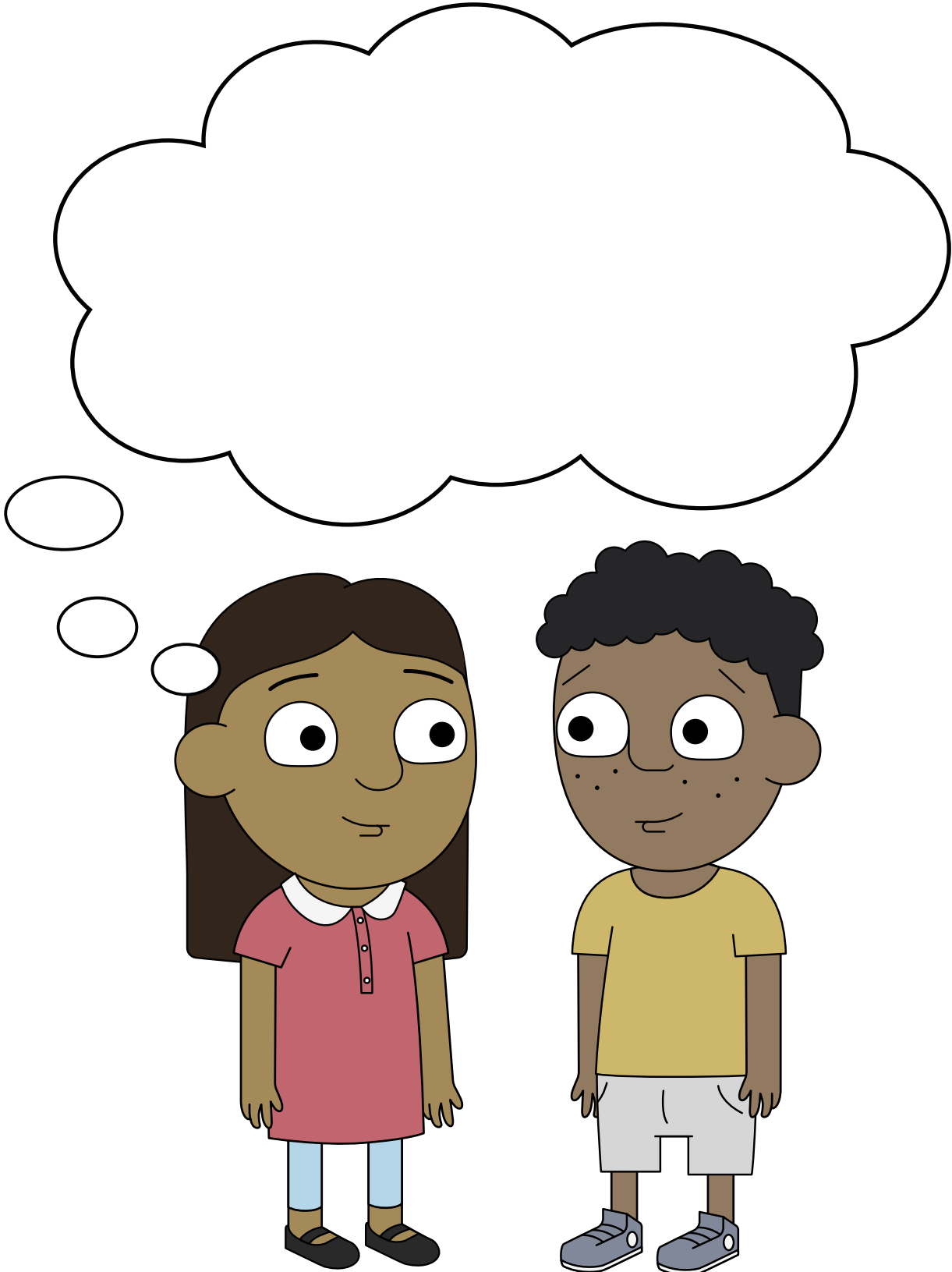
## Episode 2, Initial assessment activity

Picture - camera



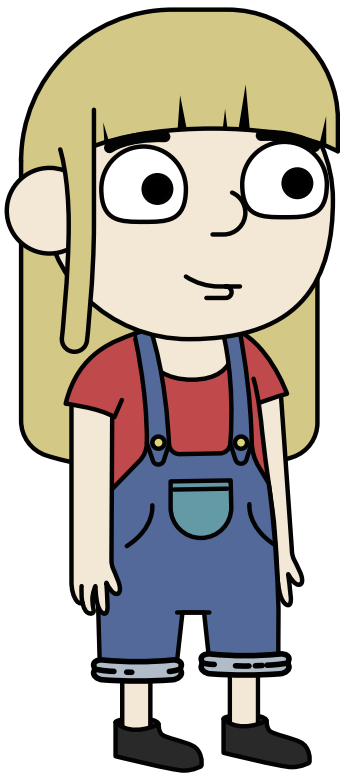
## Episode 2, Baseline activity

Picture - Meena and Javi

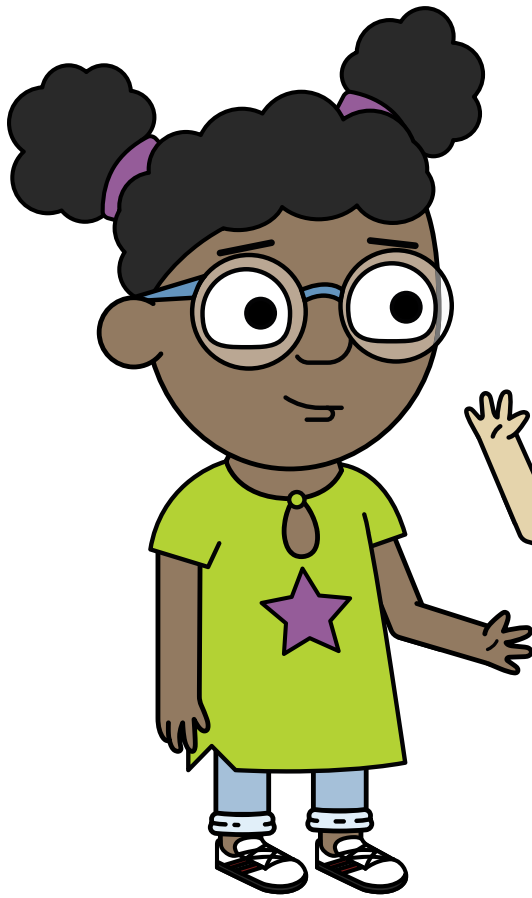


## Episode 2, Starter activity

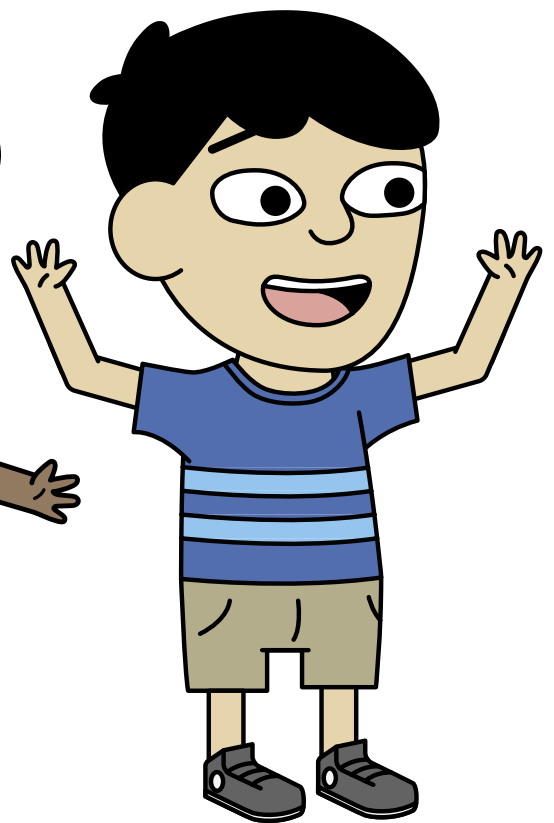
Picture - Jessie, Tia and Mo



**Jessie**



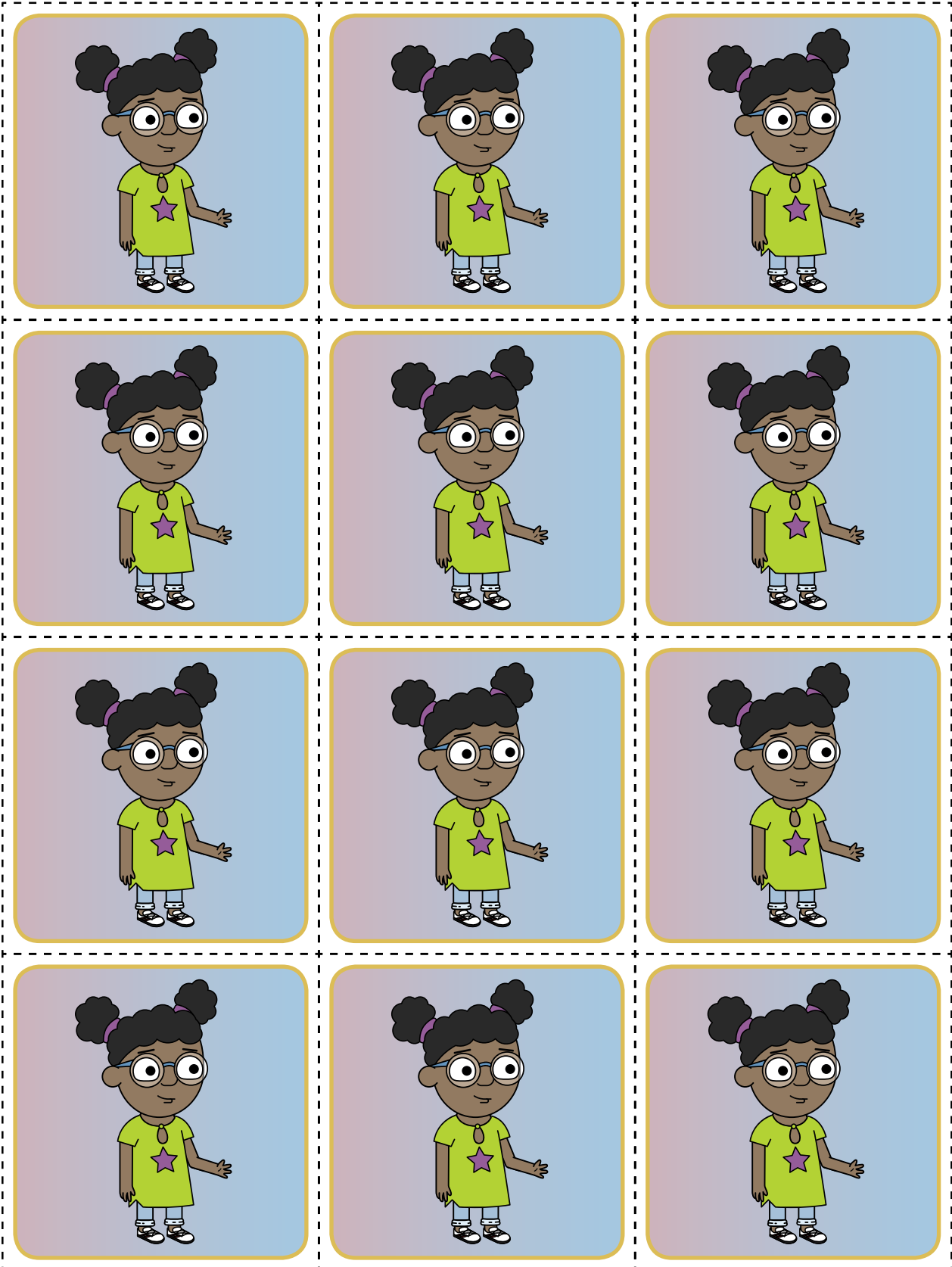
**Tia**



**Mo**

## Episode 2, Activity 1

Cut-outs - Tia





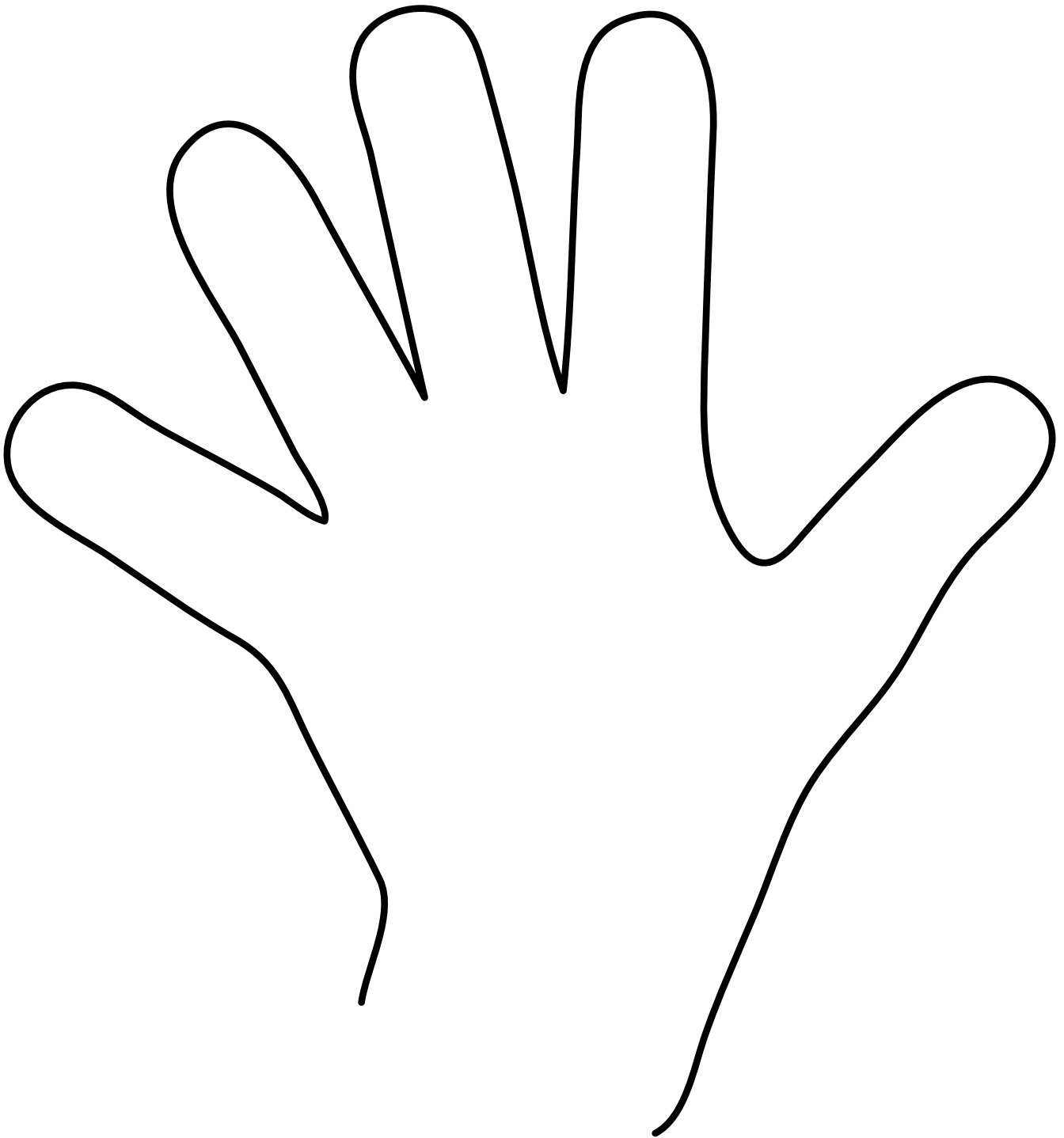
## Episode 2, Activity 2

Picture - Kyle



## Episode 2, Activity 3

'Help hand' outline



**Episode 2, Activity 3**

Sentence openers

**Option 1:**

**I'm feeling .....**  
**.....**  
**Can I talk to you?**

**Option 2:**

**I'm feeling .....**  
**because .....**  
**.....**  
**Can you help?**

## Episode 2, Extension

### Challenge activity 2



Mo is playing a game with his friends.



Circle an emoji to show how Mo is feeling

Mo is feeling .....

.....

.....

because .....

.....

.....



Mo is taking silly pictures with Jessie and Tia.



Circle an emoji to show how Mo is feeling

Mo is feeling .....

.....

.....

because .....

.....

.....



Mo's picture is shared with people at school.



Circle an emoji to show how Mo is feeling

Mo is feeling .....

.....

.....

because .....

.....

.....



Miss Humphrey says she will help.



Circle an emoji to show how Mo is feeling

Mo is feeling .....

.....

.....

because .....



.....

.....



## Episode 2, Funny Tummy Song

Song sheet 2



**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**



## Episode 2, Recap activities

The Funny Tummy Song – Actions to accompany the chorus. Actions are 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.

## Episode 2, Recap activities

Worksheet – Funny tummy song fill in the gaps

It's fun to share a ..... **picture** ..... with friends and family

If someone else is in it, check they're happy for others to .....

If somebody ..... 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 .....

Like a ..... or a mum or dad



If it makes you feel funny

In your tummy

That something's not OK

It's not your fault

Just tell an .....

They'll help to make it go away,

they'll help to make it go away

shares

teacher

adult

~~picture~~

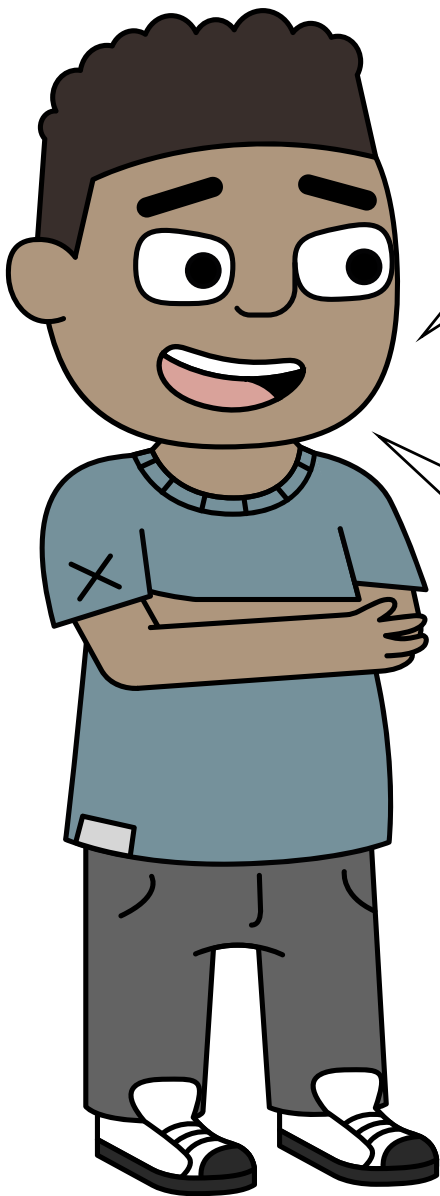
see

trust

## Episode 2, Creative - Design

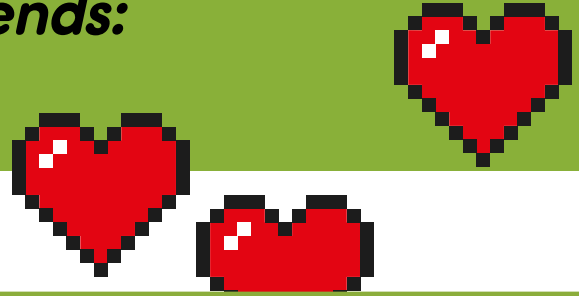
'Kyle says...' poster template

**Kyle says...**





# Episode 3 – Jessie & Friends: Playing Games



## Suggested audience:

6-7 year olds

The activities for **Episode 3** have been divided into two separate sessions.

Before beginning the session, ensure that you have established a **safe learning environment**. Refer to the guidance in the introduction ([pages 5-8](#)).

In **Session one**, children will learn about personal information including what this is and why it's important not to share this with people you don't know. They will also help the character Mo to identify his body's warning signs when something online 'doesn't feel right'. In **Session two**, there is a greater focus on unhealthy behaviours and activities where children identify what it means to be a good friend and classmate, and what this might look like.

The learning throughout both sessions is reinforced by a final activity where children discuss how and where to get help if something online makes them feel worried, scared or sad. Due to the running time of **Episode 3 - Jessie & Friends: Playing Games** (9 mins 18 secs) and the impact this would have on the delivery time of the session, it would be advantageous to deliver **Session one and two** separately. Please refer to the session plans below for an estimated running time of each activity.

## Session one

### Learning objective

To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.

### Learning outcomes

By the end of the session learners will be able to say:

- I can identify what personal information is and the importance of not sharing this.
- I can recognise different feelings I might encounter online and how my body might tell me something 'doesn't feel right'.
- I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.

### Resources

- **Jessie & Friends: Playing Games** animation
- **Jessie & Friends: Playing Games** storybook
- Flipchart paper and pens
- Post-it notes
- **Picture – Tia and Jem** ([page 59](#))
- **Picture – Mo** ([page 60](#))
- **Mo's items 1-4** ([pages 61-64](#))
- **Worksheet – Mo's warning signs** ([page 65](#))
- **Cut-outs – answers** ([page 66](#))
- Plain paper or **'Help hand' outline** ([page 67](#))
- **Sentence openers** ([page 68](#))

## Initial assessment activity (10-15 mins)

To be completed a few days prior to delivering the session:

- **Ask: What online games do you know about? How could someone your age play online games?** [e.g. with friends; with other people; chatting on headsets or message boards; creating gaming videos.]
- For each table, pin a large sheet of flipchart paper to the wall and give out pens for children to write or draw online gaming experiences and create a 'graffiti wall'. An adult may record for those who need support.
- Use this as an opportunity to initially assess children's online gaming experience. Once this has been established, adapt the session plans below to meet the need and ability of the children the session is being delivered to. Please refer to the **Online level descriptors** included within the pack introduction ([page 4](#)).

**Note:** It is important to deliver the **Initial assessment activity** a few days prior to the session to ensure adequate time to adapt the session plans as needed.

## Baseline activity (5 mins)

- Explain you will be watching a cartoon called **Jessie & Friends: Playing Games**. **Ask: what do you expect it to be about?**
- Show the children **Picture - Tia and Jem**. Imagine Jem has asked Tia for advice about how to stay safe playing an online game called **Avelzon**. **What could she tell him?**
- Children to individually write their ideas onto post-it notes, and then come to the board and place these inside the speech bubble. For children who may need support to write sentences, ensure that an adult is able to record for them. Alternatively, pupils can be encouraged to draw pictures to visually represent the advice Tia could give Jem.

## Viewing (9 mins 18 secs)

- Show **Jessie & Friends: Playing Games**

## Discussion (5 mins)

Use open questions to engage children and check their understanding of the narrative. For example:

- **What were Jessie, Tia and Mo's power words in the Avelzon 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 1: Personal information (10-15 mins)

- If facilities allow, project **Picture - Mo** onto the screen, if not write Mo's name in the middle of the board/piece of paper.
- Explain that around the room you have placed some pictures of Mo's items for them to find, see **Mo's items 1-4**. Alternatively, you can use physical items instead such as: a birthday badge with Mo's age, a school jumper with a name in the label, a mobile phone and a letter/addressed envelope.
- Allow children a few minutes to find and identify the objects from around the room.
- Once children have done this, ask a few volunteers to retrieve the pictures/objects and bring them to the front of the class.
- Explain that each of these items represent Mo's personal information. Mo's personal information is information that only belongs to Mo, however we all have our own personal information that belongs to us and we shouldn't share this with people we don't know, including those online.
- Show the class the mobile phone. Explain that the mobile phone represents Mo's phone number. He shouldn't share his phone number with anybody he doesn't know, either online or offline.
- **Ask the class to identify what other personal information has been represented by the different objects.** [*Birthday badge – Mo's age, school jumper – Mo's school, name in label – Mo's real name and letter/envelope – where Mo lives.*]
- See if children can identify any other personal information which Mo shouldn't be sharing with people he doesn't know online. [*Elicit: username, password, pictures, information about activities such as after school clubs, swimming pools or local leisure centres.*]
- Inform children that if anyone asks them to share their personal details – both online or offline - they should always tell an adult they trust and they can help.

## Activity 2: When something doesn't feel right (10-15 mins)

- In groups, hand out **Worksheet – Mo's warning signs**. He doesn't think it's a good idea for the friends to tell the stranger their power words in the online game – it doesn't feel right.
- How do you think he might be feeling about what might happen online? [*Worried, stressed, nervous, under pressure*]
- What kind of feelings might he have in his body right now? Give a couple of examples (see below).
- **Ask children to label the picture.** You could prompt children, or write 'answers' on the board for them to match to the picture as follows:  
*e.g. Heart beating fast; feeling sick; butterflies in tummy; sweaty hands; wobbly legs; things look blurry; forehead feels tight; empty feeling in tummy; feel hot and cold all over; quick breathing; feel like crying; shivers/shakes; goosebumps; throat feels tight.*
- For children who need support to write ideas independently, print out **Cut-outs – answers** for children to cut out and glue around the picture of Mo.

**Note:** If children have recently completed the **Episode 1** session, use this activity to recap and build on learning from **Activity 1: Identifying feelings**.

- **Explain that not everybody feels all these things when they are worried or when something doesn't feel right, and these feelings can be experienced when someone is both online or offline. Some people might feel just one of these things, or might have a different feeling – ask children to suggest any others.**
- Stress that warning signs are very important as this can be our body's way of telling us when something isn't right, and when we might be feeling nervous or uncomfortable.
- Explain that even if you just have one of these feelings either when online or in your offline lives – or if you ever feel worried that something isn't quite right – the best thing to do is tell an adult you trust who can help you.

### Activity 3: Getting help (15-20 mins)

- Remind children of how they can identify adults they trust before beginning this activity.

#### How do you identify an adult you can trust?

- This adult makes you feel better when you are feeling sad or hurt.
- This adult doesn't scare you.
- This adult is someone you can talk to about anything without feeling worried.
- This is an adult you may feel close to.
- This adult may have helped you with something before.

#### *If children have already viewed Episode 1 or 2 and taken part in the 'Help hand' activity:*

- Remind them that they created a 'Help hand' and for each finger/thumb identified a trusted adult who they could ask for help if they were ever worried about anything.
- Ask them to hold up one hand, wiggle each finger in turn and think of each trusted adult.

#### *If children have not yet created a 'Help hand':*

- Ask each child to draw around their hand on a piece of plain paper, or hand out a **'Help hand' outline** to each child.
- Explain to the class that each of them is going to create their own 'Help hand'. They will choose up to four adults they can go to and ask for help, who they can tell if they ever feel worried, scared or sad. Then they will draw their face and/or write their name on each finger (with support from an adult). The child will represent the thumb on their hand.
- Encourage children to consider people from different parts of their life – e.g. school, immediate and extended family, child carers, key workers etc.
- Emphasise that their 'Help hands' are personal to them, and that you will take them in and look after them when they have finished them.
- Circulate and support children, especially to write down the names of adults who can help.

#### **Child protection: points to note**

- If a child names an older child (e.g. sibling, cousin) for this activity, follow up by emphasising that if they seek help from an older child, they should also tell an adult they trust.
  - If a child gets stuck, or names few or no family members, support them to identify trusted adults within your setting.
  - In some cases it may not be appropriate for a child's 'Help hand' to be shared with parents and carers; we recommend that 'Help hands' are collected in at the end of this activity and that you keep them securely, for example in a locked cupboard or desk.
  - If a child's response to this activity raises any child protection concerns, for example a family member is crossed off, record and report to the Designated Safeguarding Lead or equivalent in your setting.
- After the activity is complete, ask children to hold out one hand and wiggle each finger and think of the name of the adult it corresponds to.

- The adult leading the session can then model touching the thumb (representing the child) to each finger, showing how children can go to their identified adults to ask for help if they are feeling worried, sad or scared.
- Take in the 'Help hands' to review later.
- Remind children that if they are ever upset like the characters in the animation they can always go to any of the grown ups on their 'Help hand'. They can always look down at their hand as a reminder of who those people are.
- Remind children about the part in the animation when Jessie goes to her dad for help. Explain that you are going to think about what Mo could say if he was to approach one of his trusted adults to ask for help.
- Explain that when asking for help it is useful to:
  - **Say how he is feeling**
  - **Say something happened**
  - **Ask for attention**
  - **For example: "I'm feeling worried, something happened when I was gaming. Can I talk to you?"**
- In groups, children decide a good way for Mo to explain to a trusted adult what has happened and ask for help. Then take volunteers who are happy to share with the whole class. Other examples could include, "I'm feeling upset, someone tricked me in a game, can you help me?" or "I'm feeling sad, someone lied to me and I need some help".
- To further support children, use **Sentence openers** to help them verbalise sentences.

**Note:** It is helpful for children to have formulated simple, generic ways of asking for help – taking part in this activity will make them more likely to feel confident seeking help from a trusted adult in future.

## Plenary (5-10 mins)

- Revisit starter activity [*Jem has asked Tia for advice about how to stay safe playing an online game called Avelzon. What could she tell him? Complete the speech bubbles*]. **Ask children to add, in a new colour, a new piece of advice they have learnt from this session to their post-it notes/speech bubbles.**
- On the board, show a 1 minute timer. **Ask children to independently think of one thing which they have learnt from the session.** Explain to the children that they will have 1 minute to move around the room and share what they have learnt with as many other children as they can in the time allocated. Tell children that they are not allowed to run around the room, and that they must walk sensibly and safely. When speaking to another child, they must not shout – and they can only share what they have learnt with one child at a time speaking at an appropriate volume.
- At the end of the session, allocate time for children to anonymously ask questions using a question box. For further guidance about this, refer to the introduction ([page 10](#)).

# Session two

## Learning objective

To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.

## Learning outcomes

By the end of the session learners will be able to say:

- I can talk about the qualities that make a good friend.
- I can identify that people online may not tell the truth.
- I can explain the difference between a secret and a surprise.
- I can identify up to four adults in my life who I trust and how to ask them for help if I have a problem online.

## Resources

- **Jessie & Friends: Playing Games** animation
- **Jessie & Friends: Playing Games** storybook
- **Picture - Jessie, Tia and Mo** ([page 69](#))
- **Worksheet - Manipulative behaviour matching exercise** ([page 70](#))
- **Picture - Shhhh emoji** ([page 71](#))
- **Worksheet - Surprise/secret scenarios** ([page 72](#))
- **Worksheet - Asking for help** ([page 73](#))
- Plain paper

## Resources for Extension/recap activities (optional)

- **Challenge activity 3** ([page 74](#))
- **Song sheet 3** ([page 75](#))
- **The Funny Tummy Song - Actions to accompany the chorus** ([page 76](#))
- **Worksheet - Rhyme activity** ([page 77](#))

## Starter (5 mins)

- **Ask children if they can remember Mo, Tia and Jessie's power words** [*Wise, strong, fearless*] **Ask what they mean. Why do they think the children chose those words?** [*They are all positive personal characteristics.*]
- Explain that in the game *Avelzon*, players can share power words with their real friends to get more power and to work in a team. **Ask: What happened when they shared their power words with someone they didn't know?** [*She tricked them by turning their powers against them and they lost the game.*]

## Activity 1: Understanding manipulative behaviour (15-20 mins)

### Part 1 – What makes a good friend?

- Show **Picture - Jessie, Tia and Mo**.
- As they saw in the animation, Jessie Mo and Tia are three friends from school.

- **Ask the class to call out behaviours that Jessie, Mo and Tia should expect from each other. For example, how do they treat each other?** [They are kind to each other, they make each other laugh, they are loyal, they help each other.]
- Explain that these are the behaviours you should show your friends and what you should expect from them. This is the case both offline and online, and also in the classroom and playground.

## Part 2 – Understanding manipulative behaviour

- Hand out **Worksheet – Manipulative behaviour matching exercise**. In groups, children cut out the pictures and text.
- Ask children to match the picture to the description.
- For children who are not able to independently read the statements, ensure to read out each statement aloud to the class and re-read to individual pupils as necessary.
- Check responses. Explain that these are all ways that Amber tried to trick the three friends into telling her their power words.

STATEMENT	CORRESPONDING IMAGE
She pretended to be friendly	Amber waving
She lied about wanting to help them win	Amber asking them to team up
She said she didn't like Dr Yekl	Amber saying she didn't like Dr Yekl
She told Jessie not to tell anyone	Amber saying shhhh

### Activity 2: Secret or surprise? (10-15 mins)

- **Ask the class if they remember the stranger sending a Shhhh emoji to Jessie.** Show them **Picture – Shhhh emoji. What do they think the stranger was saying?** [That they want Jessie to keep their conversation a secret.]
- **Ask children to say what they think a secret is.** [When you don't tell anybody else.]
- Introduce the difference between being asked to keep a secret and a surprise:

**Surprise:** When you don't tell someone something because you are going to give them a surprise later – for example, you might not tell your parent that there is going to be a surprise party for their birthday... but they will find out at the party!

**Secret:** When someone tells you not to tell anyone about something, ever.

- Talk about feelings – keeping a surprise can feel fun, exciting and make you feel happy. If someone tells you to keep a secret, it might make you feel worried, scared, uncomfortable or confused.
- Challenge the assumption that if someone tells you a secret, you are not allowed to tell anybody else. Tell children that if someone asks or tells them to keep a secret, they do not have to. If it makes them feel worried, scared, sad or confused they should tell an adult they trust.
- Put children into pairs, hand out **Worksheet – Surprise/secret scenarios** and tell them you are going to read out six scenarios. Ask them to work in their pairs to decide what scenarios are surprises and what scenarios are secrets. When completed, ask children to state which ones they think are secrets. For children who need support to read the statements independently, ensure to read the statements aloud to the class and re-read to individual children as necessary.

### Surprise/secret scenario worksheet

1. Amelia has been invited to a birthday party for her auntie on Saturday. Amelia's auntie doesn't know about the party and her mum asks her not to say anything about it to her auntie. **(surprise)**
2. Luke's parents are going to get a new puppy tomorrow and they ask Luke not to tell his little brother before then. **(surprise)**
3. Raheema sees her classmate Annabel take something from her friend's pencil case. Annabel tells Raheema she can't tell anyone about what she saw, including their teacher. **(secret)**
4. Maya and her mum book online tickets for a theme park for Maya's sister Anita so they can take her on her birthday next weekend. Maya's mum asks Maya not to tell Anita about the tickets until then. **(surprise)**
5. Tomaz and his older brother picked some daisies from their garden for their mum. They hid them somewhere safe for the next morning when they would give them to her. **(surprise)**
6. Lenny told Jacob that he knew Sarah's computer password. He told Jacob not to tell anyone or he will no longer be his friend. **(secret)**

### Child protection: points to note

- Remain aware that there may be a child in your group who may have been asked to keep a secret relating to sexual offending and abuse, and that they may or may not have previously told anyone.
  - During the activity, avoid asking personal questions such as 'Have you ever been asked to keep a secret?' as this may make it more difficult for children to consider the activity objectively and/or may raise traumatic feelings or feelings of discomfort.
  - If a discussion during the activity seems like it may lead to a disclosure, guide the individual to a private space to discourage disclosure in a whole-class setting. Follow the guidance as outlined in the introduction ([pages 7-8](#)).
- 
- Confirm the correct answer and explain why 3 and 6 are secrets. [*Because Annabel said Raheema couldn't tell anyone about what happened; Lenny told Jacob he would no longer be his friend if he told anyone.*] Reiterate that a good way to remember the difference is that secrets are to be kept forever whereas a surprise you would expect someone else to find out about it, usually very soon.
  - Remind children that if someone has asked them to keep a secret that might make them feel uncomfortable or worried in any way they should tell an adult they trust. Explain that sometimes it may even be an adult who is asking them to keep a secret, and if this is the case and it makes them feel uncomfortable or worried, they should tell another adult who they trust. Challenge the assumption that you always have to do what an adult tells you; especially if what they're asking makes you feel uncomfortable or 'doesn't feel right'. Remind them of their 'Help hands' and reinforce messages that they can always speak to another identified adult from different parts of their lives, for example from home or from school.
  - Read out Scenario 3 or 6 again and ask children to suggest a form of words Raheema or Jacob could use to tell an adult they trust about what happened [*E.g. 'Mr Alam, I need to tell you about something that happened with Joshua's pencil case; Miss Patel I saw something happen that I want to tell you about'*] Take a few suggestions.
  - Remind them that just like Jessie's dad said in the animation, they can always say 'No' if someone asks them or tells them to do something they don't want to do. This includes if this person is an adult or if they are talking to you online. [*If children are familiar with the NSPCC's PANTS rule, link to 'No means no'*].



### Activity 3: How to tell a trusted adult

(15-20 mins)

In preparation for the role play activity, please refer to **Role play guidance** in the introduction ([page 6](#)).

#### How do you identify an adult you can trust?

- This adult makes you feel better when you are feeling sad or hurt.
- This adult doesn't scare you.
- This adult is someone you can talk to about anything without feeling worried.
- This is an adult you may feel close to.
- This adult may have helped you with something before.

- **Ask children to remind you who Jessie, Tia and Mo asked for help.** [*Jessie's dad*]
- Organise children into small groups/tables. Allocate each group one child character (Jessie, Tia or Mo) and hand out **Worksheet – Asking for help** to each group.
- Ask them to spend 5 minutes thinking of a few different things their character could say when they go to the adult for help. Ask one child in each group to record their ideas on the worksheet. Tell them they can write down as many useful words, phrases or sentences as they can think of. Circulate and help children come up with ideas if necessary, and read out scenarios to children who need support to read the text independently.
- Now tell children that you are going to play the part of the trusted adult in each case. You could use a costume item or prop to 'become' the character.
- Taking each table/small group in turn, ask a confident child in each group to play the child character and use some of the words/phrases to act out coming to you for help, performing a short role play with you in front of the whole class.
- It's important for children to recognise that trusted adults can sometimes be distracted and may not immediately give a child their attention, for example if they are cooking dinner or are on the phone. Whilst role modelling a trusted adult during this activity, you should also model being distracted and not give the child immediate attention. Encourage children to be persistent, highlighting what they have to say is important, until their trusted adult is able to listen carefully.
- Once the child has gained your attention, as the trusted adult you should role model listening carefully, reassuring the child, and assuring them that you will help them.
- Give children the chance to try a few times if necessary, and give as many children the opportunity to have a turn as possible. As children have the opportunity to watch each other, you should expect to see the role plays develop, with children becoming more confident and articulate. Take opportunities between each role play to point out what went well, and to give children more ideas for next time.
- Finish the activity by emphasising that there are lots and lots of different ways to ask an adult for help. If you are ever worried, just saying 'I am worried, can you help me?' is a simple way.

#### Plenary (5-10 mins)

- Give each child a sheet of paper, on the sheet of paper, ask children to write down one thing which they have found out from the lesson that they didn't know before. Direct an adult to support the child to record what they have learnt if additional support is needed. Ask children to scrunch up their piece of paper, and stand in a circle in the middle of the room.

- Explain to children that we are going to 'snowball' our ideas, and encourage them to lightly throw their paper into the middle of the circle. Reinforce that this must be underarm, and not in the direction of another child. Once all the 'snowballs' have been thrown, direct children to collect a snowball and open it. With the children around them, share what has been written on the paper and listen to what other children have learnt during the session.

## Extension

For each session a **Challenge activity** has been created to stretch children who have successfully achieved the learning objective and who require an additional challenge to further deepen their understanding and apply skills they have learnt. These activities are not necessarily only for more able pupils, but for children who have been assessed during the session as showing a strong understanding of online safety.

The focus of **Challenge activity 3** ([page 74](#)) is identifying manipulative behaviour.

For guidance about the challenge activities refer to the introduction ([page 4](#)).

## Recap activities

### Song – Song sheet 3

- A week after watching the animation, play the song again, and use this to remind children of the story/reinforce key learning. Encourage children to sing along/learn the song. A backing track version is available to download at:
- [www.thinkuknow.co.uk/professionals/resources/jessie-and-friends](http://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends).
- **Ask** the following questions:
  - **Can you complete the song lyrics? 'But people who are not so kind sometimes they can \_\_\_\_\_' [pretend] Who pretends in the animation and tricks Jessie and her friends? [Her sister Amber] What did Amber do that was 'not so kind'? [She tricked the friends into telling her their power words, she then used their powers against them so they lost the game.]**
  - **In the song Tia sings 'To make it stop, close the laptop'. What does she mean by this? [That you can always switch the device off and walk away if something makes you feel uncomfortable – as well as telling an adult you trust.]**
- Teach children the actions (based on British Sign Language) to go with the chorus: see **The Funny Tummy Song - Actions to accompany the chorus.**
- In a music lesson, help children to use instruments (e.g. drums, percussion) to play along to the song.
- After listening, viewing or singing, ask children which line of the song could be most helpful a child who is feeling worried. Elicit, 'Then you must tell a grown up you trust'.

### Storybook

- Read the storybook to children. Pause to ask questions. Use this as an opportunity to recap key messages.
- Print a storybook for each child. Ask them to complete the activity pages either in class or at home with a parent/carer.
- Give each child a storybook to take home. Ask parents/carers to read it with their child, encouraging their child to complete the activities inside. Once they have read the storybook with their child, they can go through the questions with them on the back page to reinforce key learning.

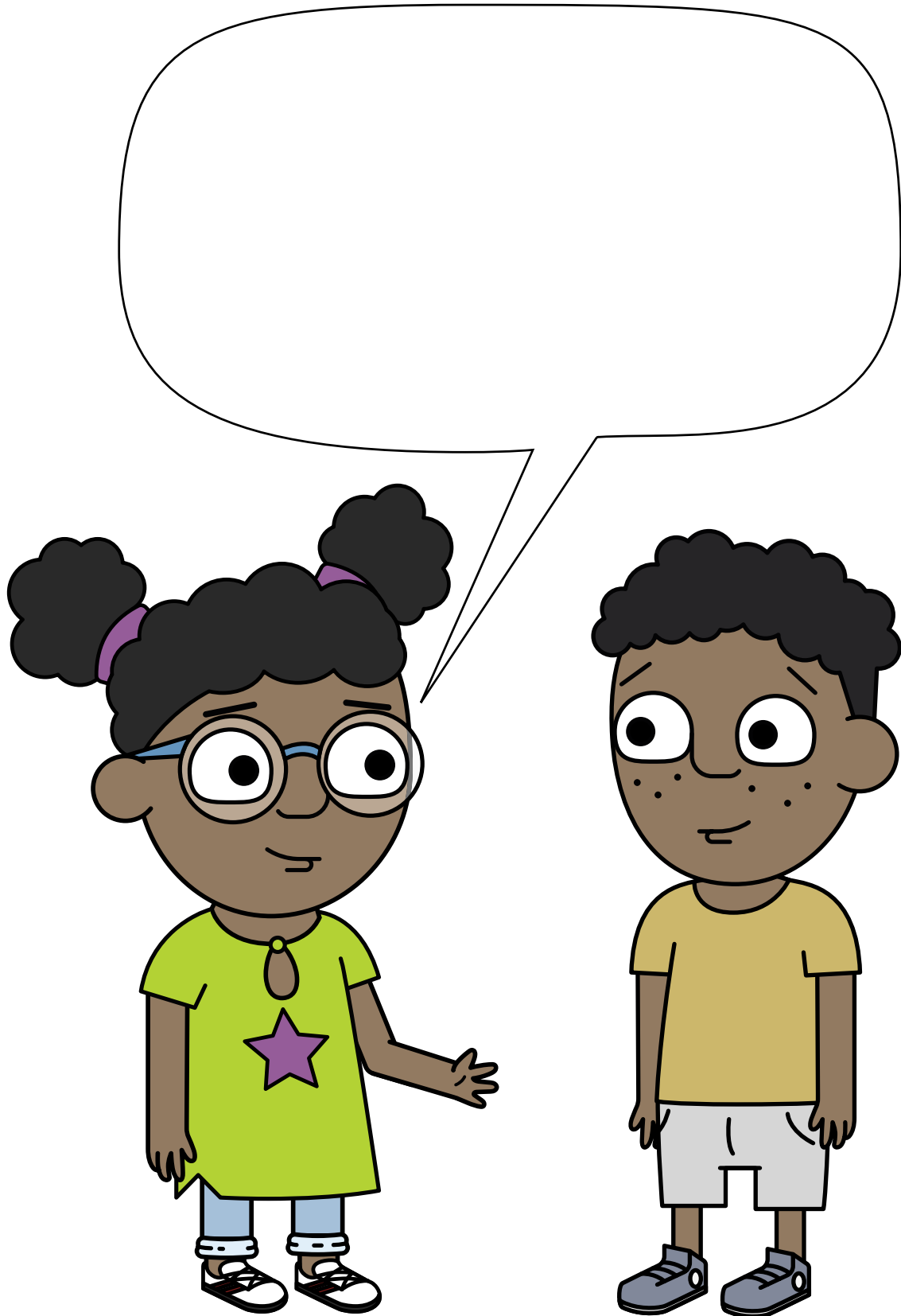
## Creative

There are many ways in which you could use *Jessie & Friends* as the basis for creative work. Here are a couple of suggested activities; please feel free to develop your own.

- **Vocabulary:** Ask children to choose their own power word. Encourage them to create a shortlist of words which describe strong, positive, empowered qualities and characteristics, and then to choose a single word as their power word. Ask them to explain to a small group or the whole class why they chose that word.
- **Rhyme:** Work through **Worksheet – Rhyming activity**.
- **Design:** Ask children to design their own *Avelzon* avatar with a super power. Work with the class to identify three or four pieces of appropriate advice on staying safe which the avatars might give to other children their age. Then ask them to select a piece of advice and add it to a speech bubble to show their *Avelzon* avatar giving that piece of advice.

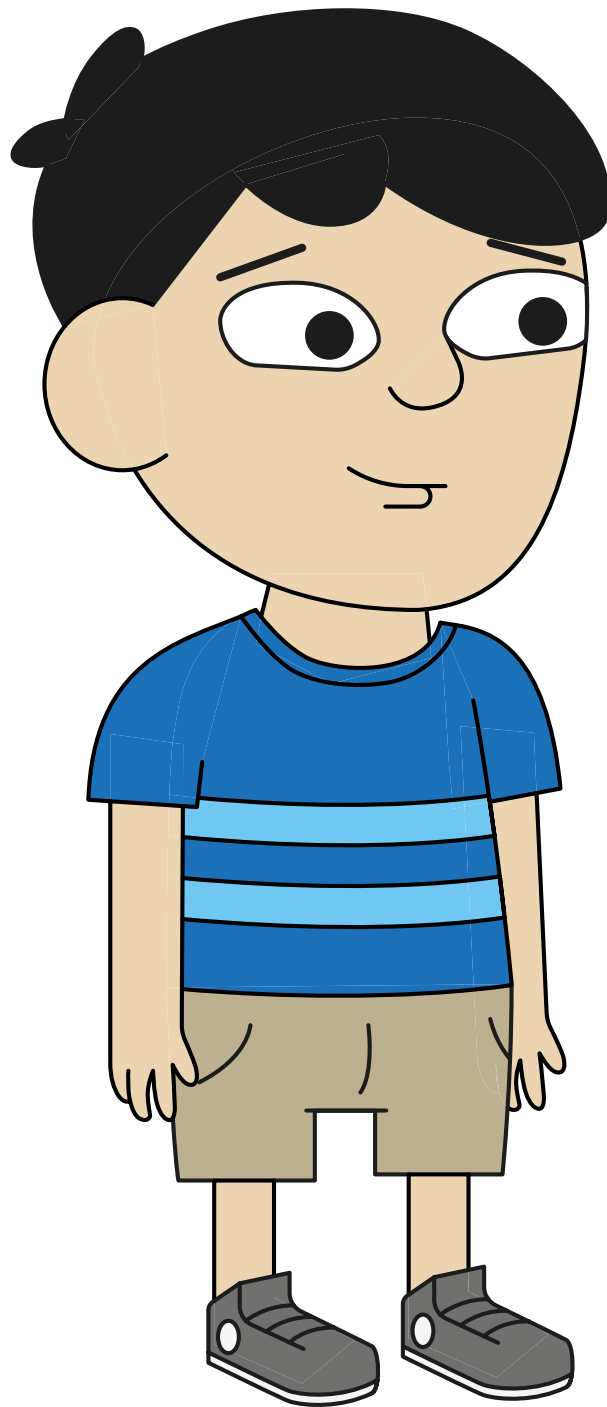
**Episode 3 (Session one), Baseline activity**

Picture – Tia and Jem



## Episode 3 (Session one), Activity 1

Picture – Mo



**Episode 3 (Session one), Activity 1**

Mo's item 1 - birthday badge



### Episode 3 (Session one), Activity 1

Mo's item 2 - school jumper



## Episode 3 (Session one), Activity 1

Mo's item 3 - mobile phone





## Episode 3 (Session one), Activity 1

Mo's item 4 - addressed envelope



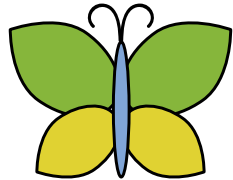
## Episode 3 (Session one), Activity 2

Worksheet - Mo's warning signs

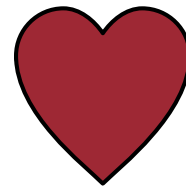


**Episode 3 (Session one), Activity 2**

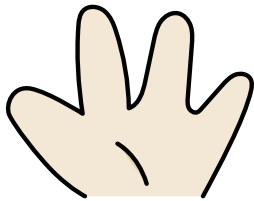
Cut-outs - answers



**Butterflies in tummy**



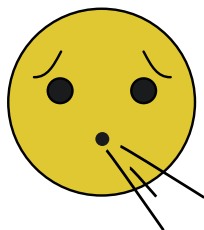
**Heart beating fast**



**Sweaty hands**



**Wobbly legs**



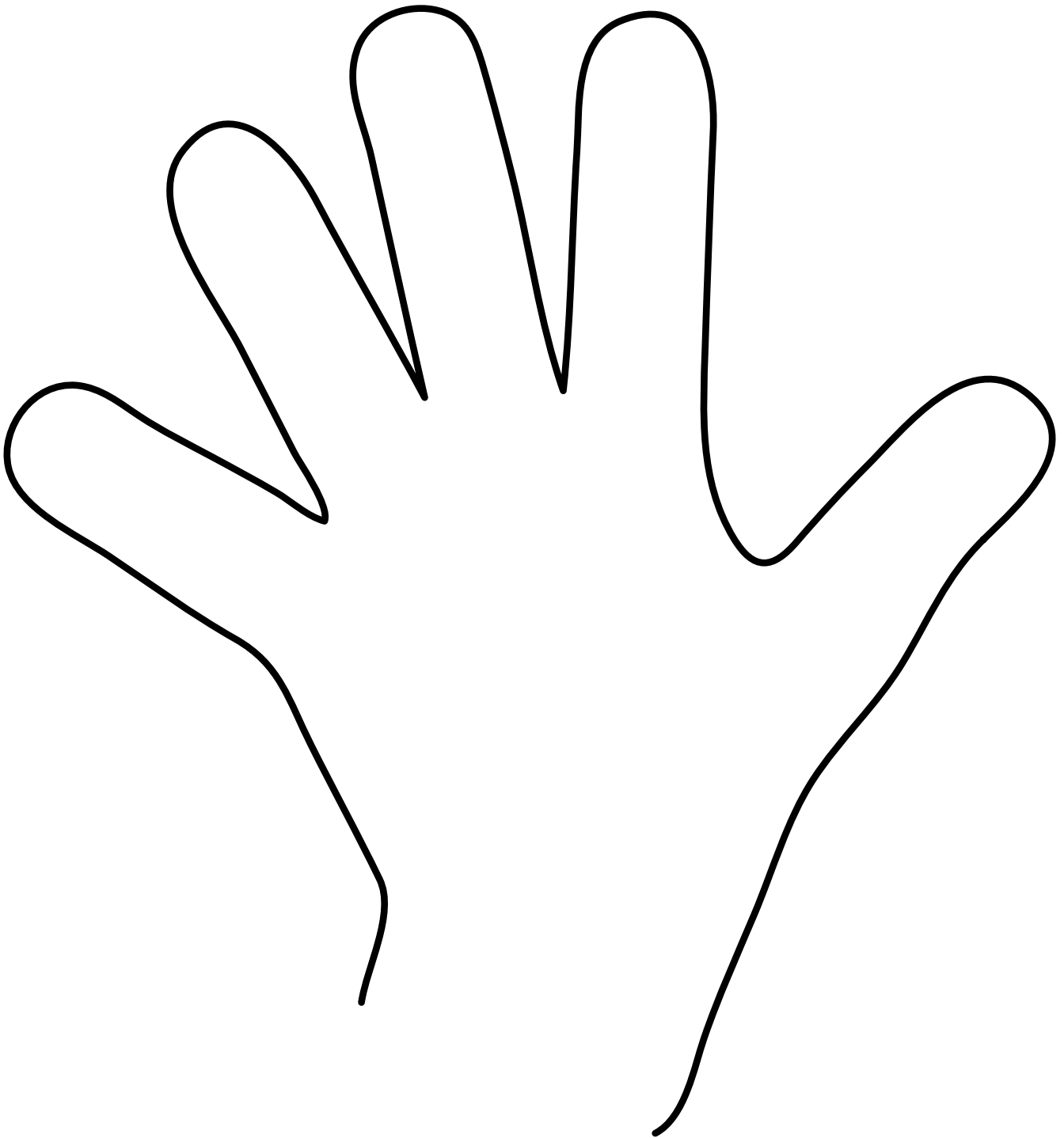
**Quick breathing**



**Feel like crying**

### Episode 3 (Session one), Activity 3

'Help hand' outline



**Episode 3 (Session one), Activity 3**

Sentence openers

**I'm feeling .....**

.....

**Something happened when I was**

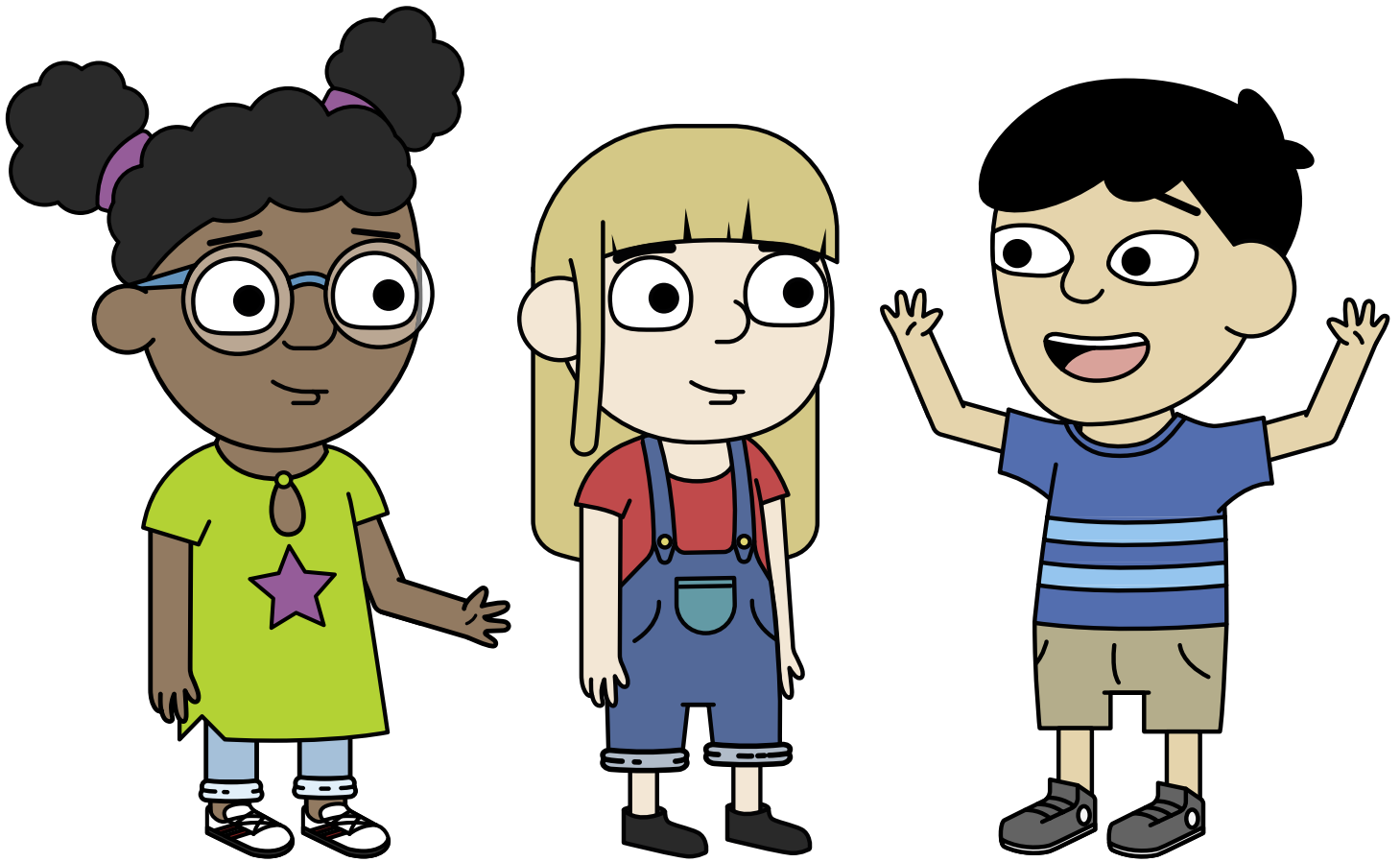
.....

.....

**Can you help?**

### Episode 3 (Session two), Activity 1

Picture - Jessie, Tia and Mo



### Episode 3 (Session two), Activity 1

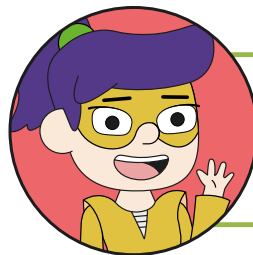
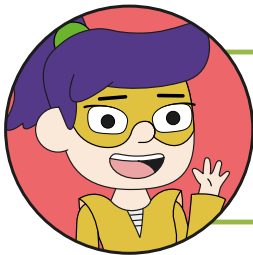
Worksheet – Manipulative behaviour matching activity

She pretended to be friendly

She told Jessie not to tell anyone

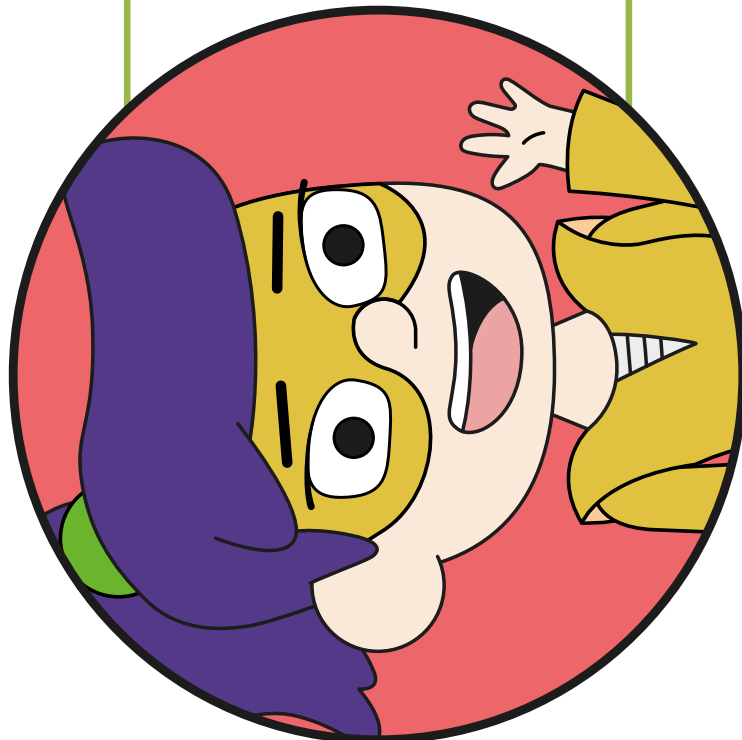
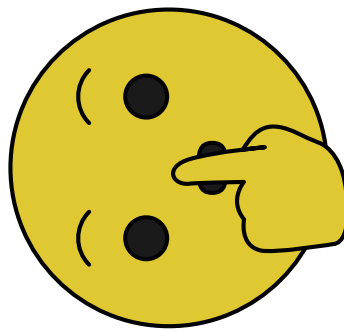
She lied about wanting to help them win

She said she didn't like Dr. Yekl



### Episode 3 (Session two), Activity 2

Picture - Shhhh emoji



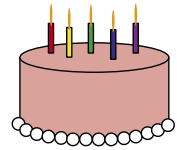


## Episode 3 (Session two), Activity 2

Worksheet - Surprise/secret scenarios

# Surprise/secret scenarios worksheet

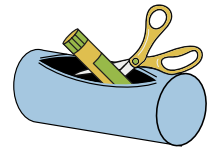
1. Amelia has been invited to a birthday party for her auntie on Saturday. Amelia's auntie doesn't know about the party and her mum asks her not to say anything about it to her auntie.



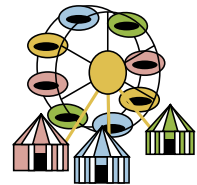
2. Luke's parents are going to get a new puppy tomorrow and they ask Luke not to tell his little brother before then.



3. Raheema sees her classmate Annabel take something from her friend's pencil case. Annabel tells Raheema she can't tell anyone about what she saw, including their teacher.



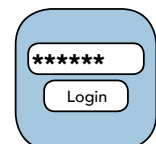
4. Maya and her mum book online tickets for a theme park for Maya's sister Anita so they can take her on her birthday next weekend. Maya's mum asks Maya not to tell Anita about the tickets until then.



5. Tomaz and his older brother picked some daisies from their garden for their mum. They hid them somewhere safe for the next morning when they would give them to her.



6. Lenny told Jacob that he knew Sarah's computer password. He told Jacob not to tell anyone or he will no longer be his friend.



## Episode 3 (Session two), Activity 3

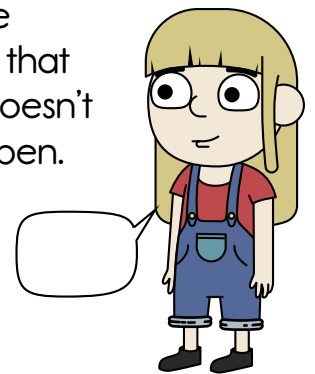
Worksheet - Asking for help

# Asking for help worksheet

### Jessie

Jessie is at school and on the class computer, her teacher Mr Khan is in the room. She is using the internet and something pops up on the screen that Jessie hasn't seen before. Jessie remembers being told that you shouldn't click on things that pop up onto your screen. Jessie doesn't want to touch anything as she is worried something else might happen.

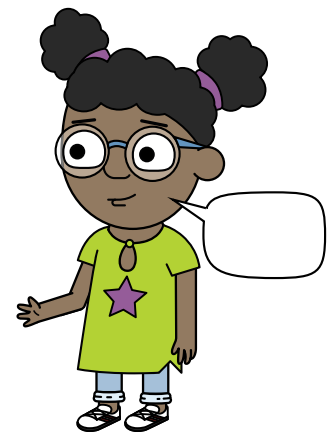
1. How can Jessie start the conversation with her teacher?
2. How can Jessie explain how she is feeling?
3. How can Jessie explain what has happened?



### Tia

Tia is at home with her nan and is using the family tablet to watch her favourite cartoon. After the cartoon finishes a different one starts playing on the screen and it's not one that Tia recognises. There are two characters and one says something really mean to the other. This makes Tia feel sad. There is still two minutes of the cartoon left to play and Tia doesn't know what to do.

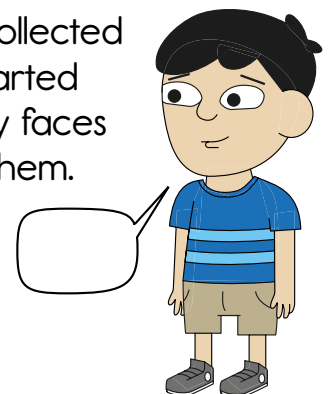
1. How can Tia start the conversation with her nan?
2. How can Tia explain how she is feeling?
3. How can Tia explain what has happened?



### Mo

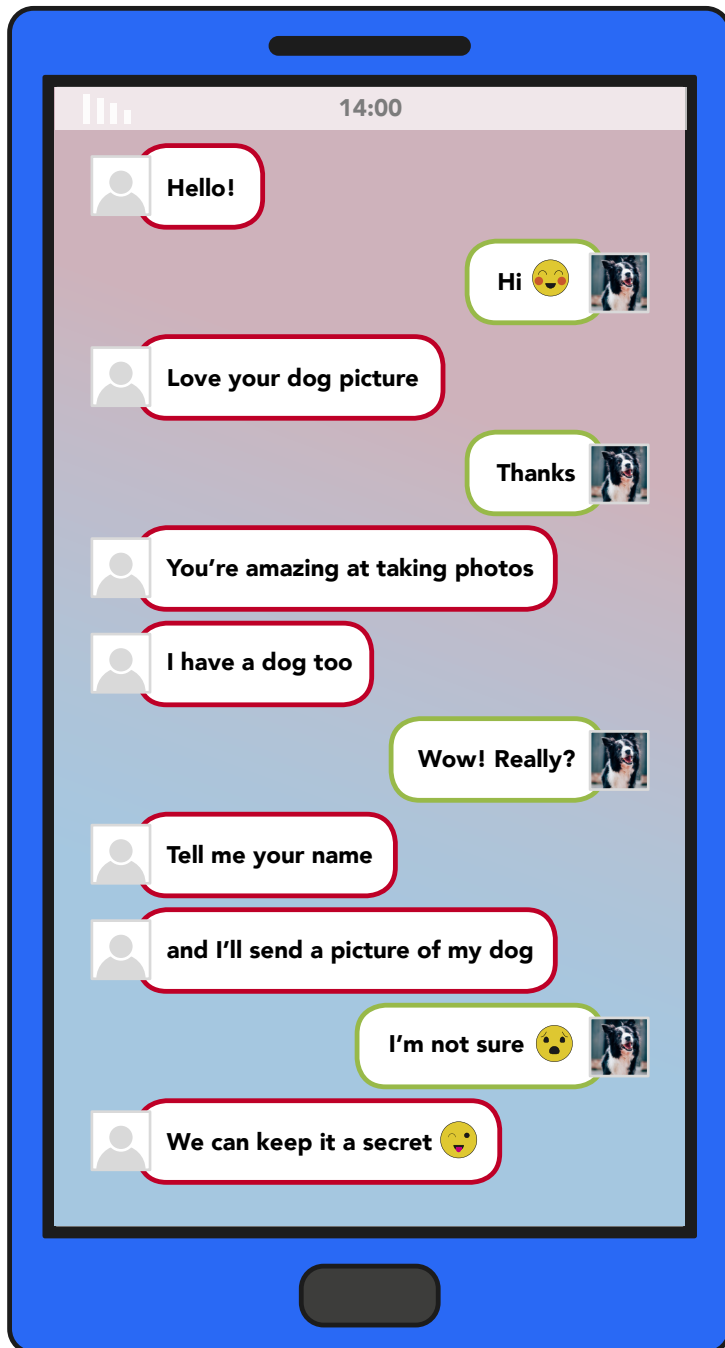
Mo has been at his friend's house. Whilst he was there, he and his friend took funny photos of themselves on the tablet. At 4pm Mo's dad collected him and took him home. Mo was thinking about the photos and started to worry about other people seeing the photos. He was pulling silly faces and would feel embarrassed if anyone other than his friend saw them. Mo wants to tell his dad but isn't sure what to say.

1. How can Mo start the conversation with his dad?
2. How can Mo explain how he is feeling?
3. How can Mo explain what has happened?



## Episode 3 (Session two), Extension

### Challenge activity 3



Using different coloured pencils, underline examples of manipulative behaviours you can spot in the chat log:


- Flattery
- Bribery
- Wants to keep secrets
- Pretends to like the same thing

**Flattery** - When someone says really, really nice things about you



**Bribery** - When someone offers you something in return for doing something

## Episode 3 (Session two), Funny Tummy Song



Song sheet 3




**It's fun to play an online game  
With your real life friends  
But people who are not so kind  
Sometimes they can pretend  
If somebody shares something  
That makes you go 'Uh-oh'  
To make it stop  
Close the laptop  
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 not 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**



## Episode 3 (Session two), Recap activities

The Funny Tummy Song – Actions to accompany the chorus. Actions are 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.

## Episode 3 (Session two), Recap activities

Worksheet - Rhyming activity

1. Can you complete the song lyrics below using the correct rhyming words? One has been done for you. If something makes you feel worried, scared or sad online...

If you feel sad

Put down the ..... **pad** .....

You're not alone

Put down the .....

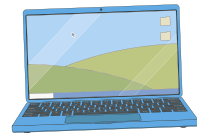
To make it stop

Close the .....

You're not to blame

Just stop the .....

Use the pictures below to help you!



2. Use the correct rhyming lyrics to finish the chorus. One has been done for you.

If it makes you feel funny

In your ..... **tummy** .....

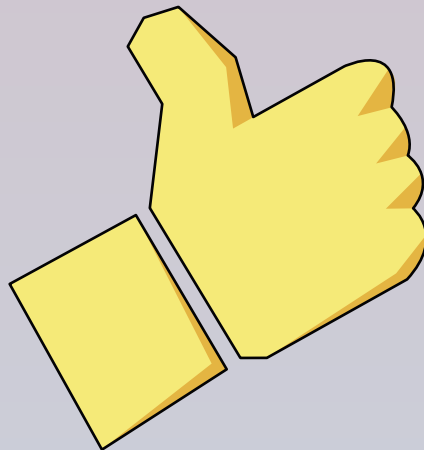
Worried scared or .....

Then you must

Tell a grown up you .....

Like a ..... or a ..... or .....





**Thinkuknow is the education programme from CEOP, the National Crime Agency's child protection unit, which aims to keep children safe from sexual abuse, both online and offline.**

**[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)**

