

# Thinking About Online Challenges

**Lesson Objective:** To think critically about the safety of different challenges online.

**By the end of this lesson, students will be able to:**

- Utilise critical thinking strategies to assess online content;
- Recognise signs that something could be unsafe;
- Suggest ways to get support if they feel unsure or unsafe.

**Approx. timing:** 40 minutes

**Age:** Year 6

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## Lesson Plan

### Starter

**Time: 5 minutes**

Show students **Slide 2**, which features a landscape image. Ask them to tell you the first thing they see.

If needed, show them one of the hidden faces. Give them 30 seconds to find as many as they can.

There are at least 13 faces hidden in the picture. Did they find them all?

#### Explain

Once this activity is finished, explain that there are 2 parts to this image: what they see at first and what they see when they look closer.

When we first see the image, we see a man and two horses walking through a forest. When we look closer, we see that there are faces hidden in the forest. When we look even closer, we find more faces than what we saw at first.

This is how critical thinking works: we see something on the surface and then we look closer to see what else we can find.

Online, critical thinking helps us tell if something is true and if something is safe.

# Activity 1: Acquiring Knowledge

**Time: 6 minutes**

**A. Show students Slide 4 that asks, 'What are online challenges?' Have a student or a few students share what they are.**

## Explain

Define what online challenges are: they are activities such as dancing, singing and other actions that many people copy and record themselves doing. Many are fun, but some can be dangerous.

## Explain

Show students **Slide 5** and explain that an iceberg is a piece of ice in the ocean, but beneath the water, it's a lot bigger than what we see on the surface. Just like the image from earlier, the iceberg can show what critical thinking looks like. There's often a lot more to think about below the surface.

**B. Go to Slide 6 and play the video compilation of dance videos. Ask students: at first glance, are these online challenges safe? What makes them safe?**

Move through the PowerPoint to fill in the top of the iceberg on the slide:

- People are having fun
- They're just dancing
- They're learning a new skill
- It isn't dangerous
- It seems easy to do

Talk about any other suggestions students make.

Then, ask them to think more deeply. Are there parts of this online challenge that could be unsafe? Ask them to share ways dance challenges could be unsafe (beyond just this video, thinking about other dance challenges).

Move through the PowerPoint to fill in the bottom of the iceberg on the slide:

- Doing the challenge somewhere unsafe
- Not being aware of surroundings
- Trying to do a move that could hurt
- Inappropriate songs being shared widely
- Doing dances alone could lead to more harm
- There might be a harmful goal or point to the challenge that the person doing it doesn't know about

**C. Ask students: If someone were to do a dance challenge, what could they do to stay safe (Slide 7)?**

Possible answers might include:

- Making sure there's nothing nearby to get hurt on
- Asking someone to be in the area to help you if something goes wrong
- Knowing where to get help if someone gets hurt (like telling a teacher or calling 999)
- Doing the challenge somewhere away from danger

If students struggle to give answers, use the above possible answers to inform them.

## Activity 2: Modelling Knowledge

**Time: 7 minutes**

Using Handout 1 on A3 paper or drawing a similar outline on your whiteboard or flipchart paper, go to **Slide 8**. Show students the compilation of videos featuring the ice bucket challenge.

Just like with the previous example, you're going to fill in the iceberg with the surface information and the 'critical thinking' information. The class should input on what is added to the iceberg.

### **A. Ask students, at first glance, is this safe? What makes it safe?**

Fill in your copy of the iceberg based on students' responses.

Possible answers might include:

- It's for charity
- It's fun/funny
- It's simply pouring water on your head

### **B. Then, ask students to think more deeply. What could make this unsafe? Fill in the lower part of your iceberg with their answers.**

Possible answers might include:

- Using electronics near the water could cause injury
- The shock might cause them to run away, which could lead to tripping, slipping or falls
- The charity might not be legitimate
- Donating money could lead to a scam
- If big pieces of ice are in the water, that could fall and hurt the person

Keep your iceberg displayed somewhere visible.

## Activity 3: Applying Knowledge

**Time: 15 minutes**

Go to **Slides 9-10** and read the scenario as a class.

Divide students into pairs or groups of 3-4, and provide them with Handout 1 and Handout 2.

Based on the scenario, students must fill in their iceberg (Handout 1) with:

**A. What seems safe about this challenge (on the surface)**

**B. What could cause harm (below the surface)**

Encourage 3-5 points for each (**Slide 11**).

On Handout 2 and based on their iceberg, students must create a set of critical thinking questions (below the surface) that someone could ask themselves to check if the challenge in the scenario is safe (**Slide 12**).

For the ice bucket challenge, for example, the questions could be:

- What could happen if I run from the water?
- What risks are there for videoing around water?
- How do I know if the charity is trustworthy?
- How does the challenge raise money?

Students should create a list of 3-5 questions.

Then, they must fill in the second part of Handout 2, which asks for 3-5 ways the streamer's followers could stay safe if they want to participate in the challenge.

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## Plenary

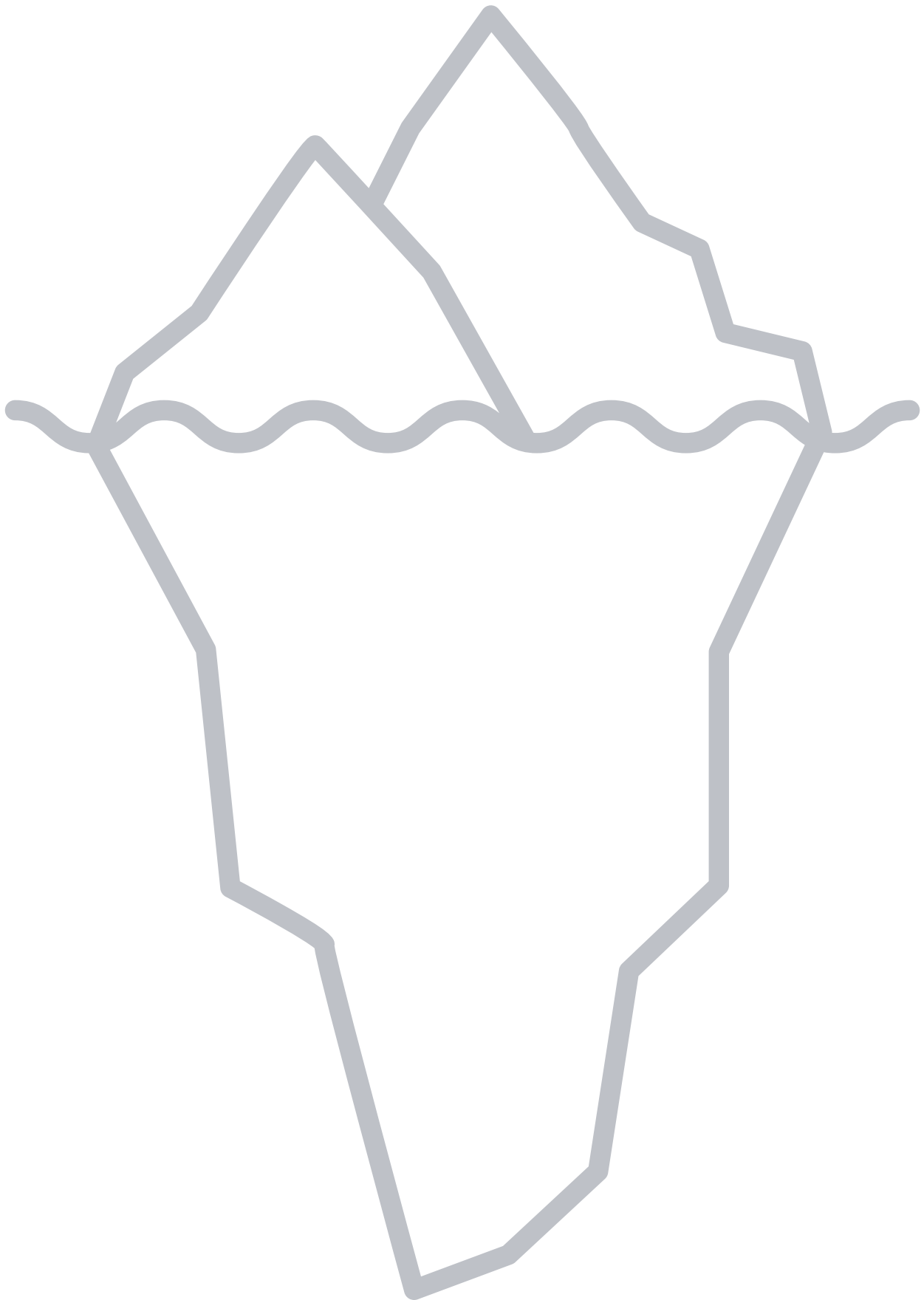
**Time: 5 minutes**

Based on the students' work with the example, work together as a class to decide on 5 top tips to think critically about online challenges. Write them on flipchart paper or in some way to display their tips in the classroom (**Slide 13**).

Alternatively, you can ask students to create an exit slip of 5 top tips on a note card or in their notebook (**Slide 14**). Additionally, you can assign this as a take home activity. Students could create a poster with their 5 top tips, which you will then display in the classroom (**Slide 15**).

# Handout 1

## Critical Thinking Iceberg



## Handout 2

### Critical Thinking Questions

#### Scenario

*A popular video games streamer announces a new charity they are starting. Its goal is to equip children's hospitals with video games consoles to keep sick and injured children entertained during long hospital stays. The streamer says they're going to create a new compilation video where all proceeds will go to this charity, but they need viewers' help.*

*The streamer asks their followers to send videos of them participating in a new online challenge. Followers must go into public and act like a glitching video game character to see how long it takes for people to react. The streamer says only the most crazy and funny videos will make it to the compilation video, so followers should 'get creative'.*

Dylan decides they want to take part in this challenge. What could they do to make sure they are safe?

**Write 3 to 5 ways they could stay safe when doing this challenge.**

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