

Penguinpig

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This book is a great place to start discussing the dangers of speaking to people online and knowing how to spot trusted information rather than scams.

5 Objectives

Lesson 1:

I can tell you the risks of making friends online.

Lesson 2:

I can tell you why it is important to treat people online the same as you treat people in person.

Lesson 3:

I can tell you some strategies for managing online bullying.

Lesson 4:

I can tell you how to critically consider sources of information.

Lesson 5:

I can tell you how information and data are shared and used online.

Lesson 6:

Reflection and Evaluation

Tags:

online safety, internet safety, online safety, scam, phishing, neglect, cyberbullying

Sensitive Content in This Story

This story focuses on a little girl who, unsupervised, reads of an exciting creature known as a Penguinpig on the Internet. Filled with delight and intrigue, she decides that she must go and find one. However, her parents are far too busy to take her and so she decides that she will sneak out and find the adorable Penguinpig all on her own. Carefully, she follows the instructions from the website but finds a hungry, grizzly bear instead.

You might find that some children disclose about their internet use or other minors. Some of the things shared could be safeguarding concerns, therefore teachers should be prepared for children to make disclosures.

Some children might also relate to the neglect the girl is experiencing when her parents are 'too busy' when she wants to share her discovery and additionally wants to go find the Penguinpig.

Wellbeing skill links

Through the following 5 lesson plans children will explore the following RSHE statutory (s) and PSHE non- statutory (n) wellbeing objectives.

Online Relationships

- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **(Lesson 1, 3, 4, 5)**
- That people sometimes behave differently online, including by pretending to be someone they are not. **(Lesson 1, 2, 5)**
- That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. **(Lesson 2, 3)**
- How information and data is shared and used online. **(Lesson 5)**

Being Safe

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. **(Lesson 5)**
- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context). **(Lesson 1, 2, 3, 5)**
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. **(Lesson 4)**
- Where to get advice e.g. family, school and or other sources. **(Lesson 2, 3, 4)**

Internet Safety and Harms

- Why social media, some computer games and online gaming, for example are age restricted. **(Lesson 3, 4)**
- How to consider the effect of their online actions on others and know how to recognize and display respectful behaviour online and the importance of keeping personal information private. **(Lesson 2, 5)**
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. **(Lesson 1, 3)**
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **(Lesson 4)**
- Where and how to report concerns and get support with issues online. **(Lesson 2, 4)**

Further Skill Coverage:

All **Settle** activities cover: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

All **Training** activities cover: That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Literacy Links

Through the following 5 lesson plans children will explore the following literacy objectives.






Vocabulary	Retrieval	Inference
<p>Check the meanings of words using teacher prepared definitions.</p> <p>Explain the meanings of words and know how to use in the correct context.</p> <p>Write own definitions for words.</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Discuss how words and phrases have been used to build a picture for the reader.</p>	<p>Check the text makes sense</p> <p>Answer basic retrieval questions using evidence in the text</p> <p>Discuss understanding of a text</p> <p>Ask question to improve understanding of a text</p> <p>Know and discuss setting, character and event changes across a text</p> <p>Identify how text structure/presentation contributes to meaning and understanding</p> <p>Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p>	<p>Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</p> <p>Identify main ideas from more than one paragraph and summarise</p> <p>Predict what might happen from details stated</p>

SMSC and British Values



Lesson Content

All five of the lesson plans related to this book follow our STORY structure

- 
S **Settle:** Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.
- 
T **Training:** Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.
- 
O **Objective:** Introduce a wellbeing objective for children to focus on when they are listening to the story
- 
R **Read:** Read the story and discuss the following guided reading questions as a class.
- 
Y **You:** To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

Some other stories we would recommend that are related to this story are:

Troll Stinks! By Jeanne Willis

Staying Safe Online by Steffi Cavell-Clarke

Goldilocks (A Hashtag Cautionary Tale) by Jeanne Willis

How to be More Hedgehog by Anne-Marie Conway

These guides for parents could be helpful if you have any children in your class who need more support with being safe online:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://saferinternet.org.uk/guide-and-resource/parents-and-carers>

https://beinternetawesome.withgoogle.com/en_uk/

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online>

