

CYBER SAFETY PROJECT

CURRICULUM SUBSCRIPTION

FOUNDATION LESSON SAMPLE



FIND OUT MORE

1300 114 117

info@cybersafetyproject.com.au

cybersafetyproject.com.au

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S.T.O.P.

STRENGTH

F

EVEN YEAR LESSON 09 S.T.O.P.

LEARNING FOCUS

Young children are learning to understand and self-regulate their emotions. The ability to understand one's own emotions is advantageous when in the online world. Sometimes, people struggle with interoception - the skill of recognising what they're feeling, which can make self-regulation a challenge. It can be helpful to link physical sensations to emotional states (e.g. I'm shaking so I might be scared, I'm smiling so I might be happy). This can also help build empathy for others.

During this lesson, students continue to understand how recognising their emotions can assist them in staying safe online.

LEARNING AREA OUTCOMES MET



Health & Physical Education



Digital Technologies

GENERAL CAPABILITY OUTCOMES MET



Critical & Creative Thinking



Digital Literacy



Personal & Social



Ethical Understanding

LEARNING INTENTION

I am learning to use my emotions to help me stay safe online.

SUCCESS CRITERIA

I can recognise my emotions.

I can use my emotions to decide whether to stop or keep going when I am using technology.

[DOWNLOAD EMOTION CARDS](#)

LESSON SEQUENCE

TUNE THEM IN

Using the set of 'Cyber Safety Project Emotion Cards', show students each flashcard in turn and have students discuss what emotion is being portrayed. Encourage students to consider what they might think, what their body might be doing and how their body might be feeling in each example to help them recognise each emotion.

Using the flashcards again, show each card to the students for a second time. This time, discuss what you could do if you felt this way, with a focus on online situations.

For example, if you were on the internet and you felt worried about something, you could speak to a trusted adult and you could turn off the device. If you were watching a video on the iPad and you felt happy, it would be safe to continue what you are doing.

Play the S.T.O.P. video starring Pevan & Sarah and the Cyber Safety Project. Encourage students to stand up and dance along. Play it again! Kids will love following along with the dance moves and it will reinforce this important message.

LET THEM LEARN

Provide students with the worksheet activity 'What To Do And Who To Tell'. Students cut out the emotions and paste them in the appropriate columns under the 'GO' or 'STOP' signs.

TAKE THEM FURTHER (OPTIONAL)

Students think of other emotions they might feel when they are online and suggest whether they should STOP or GO for each emotion.

ROUND IT OUT

Display the flashcards in the classroom for students to refer to in online as well as offline situations. Play the S.T.O.P. video again. Stand up and dance for a fun finish to the lesson.

ACTIVITY RESOURCES



- + 'Cyber Safety Project Emotion Cards' (a small selection of flashcards - for example: happy, sad, scared, worried, funny, angry)
- + 'What To Do And Who To Tell' activity (1 copy per student)
- + 'Cyber Safety Project Emotion Cards' (to display in classroom)
- + S.T.O.P. video starring Pevan & Sarah

What To Do And Who To Tell

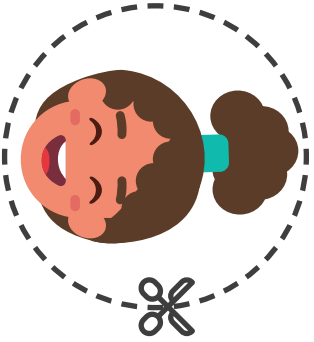
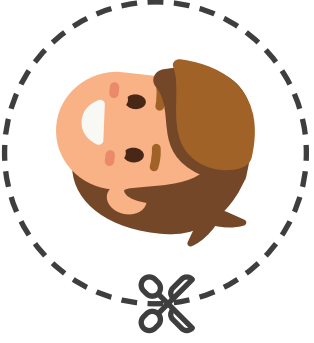
GO

You feel **safe**. Keep going.

STOP

You feel **unsafe**. Talk to a trusted adult.

SAMPLE ONLY



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