

TEACHER GUIDE

Unit

Safety and wellbeing.

Unit Description

Recognising risks and staying safe online. Protecting personal information, understanding privacy settings, and practicing positive online behaviours to safeguard emotional wellbeing.

Career

I'm a digital safety educator.

Every unit is based on a career to help students see the relevance of what they are learning to the real world and to help schools achieve Gatsby benchmarks by linking curriculum learning to careers.

Career overview

As a digital safety educator, I help people recognise online risks, protect their personal information, and make safe, confident choices. I teach others how to spot warning signs, set healthy boundaries, and respond safely when something feels wrong. My goal is to support positive, responsible digital behaviour that protects wellbeing.

Key question

How can we stay safe, make good choices, and protect our wellbeing in a digital world?

Every unit is designed to help students answer one over-arching key question relating to the units four knowledge statements.

Unit objectives: knowledge statements

1. **Know** how to recognise social and emotional risks online.
2. **Know** how to protect your digital identity and wellbeing through thoughtful sharing and boundaries.
3. **Know** the importance of positive online behaviour and respectful communication.
4. **Know** where and how to seek help when experiencing online harm.

Unit outcomes

1. Learn it workbooks evidencing the learning journey.
2. Make it workbook evidencing application of learning with an artefact.
 - a) A digital wellbeing case file.
 - i) Case summary — what happened in the scenario.
 - ii) Identified risks — what the dangers are and how they affect wellbeing.
 - iii) Impact analysis — how the situation could make someone feel.
 - iv) Help-seeking pathways — who they can turn to and how to report the issue.
3. Review it workbook evidencing assessment and review.

Prior learning / spiral curriculum

No previous learning is necessary because all units have been developed in a modular way to allow you to plug them into your existing scheme of learning.

However, if you are following our recommended pathway for curriculum 2028 here is how this unit fits into the year 7 → 9 progression pathway.

The big picture: a three-year progression

Year	Unit Title	Career	Core Focus	Distinct Identity
7	Safety & Wellbeing.	Digital Safety Educator.	Personal safety, emotional wellbeing, healthy online behaviour.	How do <i>my</i> choices keep me safe and well?
8	Digital Citizenship.	Community Manager.	Rights, responsibilities, digital footprints, community impact.	How do <i>our</i> choices shape the online world?
9	Cybersecurity.	Cybersecurity Consultant.	Technical threats, data protection, security tools.	How do we protect systems and data from attacks?

How the three units connect

Year 7 → Year 8

Students move from personal wellbeing to community/behavioural responsibility.

They learn:

I need to stay safe and make good choices → My choices affect others.

Year 8 → Year 9

Students move from community/behavioural responsibility to technical protection.

They learn:

I help create a positive digital community → I protect systems and data.

Contents

In addition to this teacher guide this unit also includes the following resources:

- Folder: Extension work. Use these activities to extend any lesson or for 7–8-week terms.
 - 1 teacher extension answers.
 - 1 student extension workbook.
- Folder: Homework. Use these activities for work outside of the lesson. They are independent of the lessons and can be set at any time.
 - 1 teacher presentation.
 - 3 videos.
 - 3 video scripts.
 - 3 worksheets.
- Folder: Lesson 1 – Learn it. This lesson addresses the key question and first knowledge statement.
 - 1 lesson plan.
 - 1 introduction video.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 2 – Learn it. This lesson addresses the key question and second knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 3 – Learn it. This lesson addresses the key question and third knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 4 – Learn it. This lesson addresses the key question and fourth knowledge statement.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.
- Folder: Lesson 5 – Make it. This lesson provides an opportunity for students to evidence their learning.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
 - Any associated resources required for the lesson.

- Folder: Lesson 6 – Review it. This lesson provides an opportunity for students to check their understanding of the key vocabulary and knowledge statements plus dedicated improvement and reflection time.
 - 1 lesson plan.
 - 1 teacher presentation.
 - 1 student workbook.
- Folder: Reading. Use these activities to support reading initiatives in your school.
 - 3+ two-page reading passages with 5 questions.

PowerPoint format is used for workbooks as it allows for easy sharing on displays, animations, simultaneous collaboration and pasting without disrupting content on other pages. All PowerPoints have been checked for compatibility with Google Slides.

Differentiation

Differentiation should be provided through “adaptive teaching”. This is defined as, “The opportunity for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations”. This also meets the expectations of Deborah Eyre’s [High Performance Learning](#) strategy. Differentiation is provided by instruction and support rather than by task.

Vocabulary

Term	Definition
Digital safety educator	Someone who teaches people how to stay safe, protect their information, and make good choices online.
Emotional health	Being able to understand your feelings, handle them in a healthy way, and feel okay inside even when things are tough.
Online behaviour	The way you act, communicate, and make choices when using the internet
Online risks	Things that could go wrong or cause harm when you use the internet, like scams, strangers, or unsafe content.
Oversharing	Posting or telling more personal information online than is safe or necessary.
Risk category	a group that online dangers are sorted into so we can understand what type of harm they might cause.
Wellbeing	Feeling healthy, happy, and balanced in your body and mind, both online and offline.

Lesson overview

Detailed lesson plans for each lesson are provided in the relevant lesson folder.

Lesson	Lesson Type	Phase 1	Phase 2	Phase 3
1	Learn it	Career overview	Investigate different types of online risks such as unkind behaviour, pressure, manipulation, and harmful content.	Understand early warning signs that an online interaction may negatively affect personal wellbeing.
		Students consider what a digital safety educator does and what skills / knowledge they need.	In pairs students consider 8 stimulus images and decide which of 4 risk categories the scenario illustrates.	Students consider 9 examples of social media chat and for each they rate the conversation as safe, caution or unsafe.
2	Learn it	Retrieval	Understand how personal choices online shape your own sense of safety and wellbeing.	Use strategies to manage what you share online to protect your privacy and emotional health.
		Students read 4 short messages and write more respectful versions.	💡 Students stand on a line between safe and harmful in response to 10 scenarios.	Students explore a fictional Instagram profile identifying posts, captions, or bio elements that could affect wellbeing.
3	Learn it	Retrieval	Investigate how online behaviour affects relationships, wellbeing, and community spaces.	Use strategies for respectful communication and avoiding actions that could harm yourself or others.
		Students read 4 posts and decide if they are safe or unsafe.	Students read an action and describe the ripple effect of each action.	In pairs, students read an example text message and decide how it could escalate before writing a more respectful version.

4	Learn it	Retrieval	Understand trusted support services, reporting tools, and ways to get help for personal online issues.	Use appropriate steps to respond safely when you experience or witness harmful behaviour online.
		Students read 2 messages, identify words that could escalate and write a more respectful version.	In pairs students build a “help map” for a fictional student facing online harm.	Students consider 3 messages they could receive each with 3 possible responses deciding which response to make.
5	Make it	Retrieval	Make a Digital Wellbeing Case File based on a realistic online scenario.	
		Students examine 2 scenarios deciding on a safe action and where they could get help.	Students choose 1 of 3 scenarios to explore. They identify who is involved, what happened, where it happened and what the main issue is. Students identify risks and how it could affect a person before deciding on safe and unsafe choices.	
6	Review it	Assess	Self/Peer review.	Reflect and improve.
		Students complete a multiple-choice quiz.	Student’s mark each other’s answers to the quiz and self-assess or peer-review work from lesson 5.	Students RAG rate themselves against a series of “I can” statements. Students improve their work or undertake extension activities.

Homework

3 activities provided.

Students watch up to a 5-minute video about the hinterland (discovering), real-world application (exploring) or consolidation (revisiting) related to the unit. Students complete a simple sheet, with all the information required to complete it included within the video.

Homework is designed to require no parental support and is independent of any lesson.

Homework	Title
1	Grow up safe from past to present
2	Case study when sharing goes too far
3	Why digital wellbeing matters everywhere

Extension activities in the student extension workbook could also be used for homework.

Assessment

Students are graded intern, junior, associate and senior to reflect the careers-oriented approach.

Artefact

It is recommended that the Learn it workbook is used for students to record their development in learning, new knowledge and skills. They may need help with these activities in order to make progress, and therefore it is not the best work for assessment.

Instead, assess the Make it artefact workbook. This should be the best work the student can produce and will allow you to judge their independence.

 Intern	• At least one knowledge statement is achieved. • Identifies 1 basic risk. • Mentions one protective action. • Basic mention of behaviour. • Names one help source.
 Junior	• At least two knowledge statements are achieved. • Identifies 2 risks with some explanation. • Gives some safe actions but limited reasoning. • Some understanding of respectful behaviour. • Gives 2 help options.
 Associate	• At least three knowledge statements are achieved. • Identifies multiple risks with clear detail. • Gives several safe actions with clear justification. • Explains how behaviour affects relationships. • Gives 3+ help options with explanation.
 Senior	• All four knowledge statements are achieved. • Identifies a full range of risks with depth and accuracy. • Shows strong understanding of boundaries, privacy, and identity protection. • Evaluates behaviour deeply and promotes positive digital citizenship. • Gives accurate, scenario-specific help pathways with clear reasoning.

Tick the statements that best apply to the student when making their artefact. Award a best-fit mark of intern, junior, associate or senior.

Multiple-choice quiz

A 24-question multiple-choice quiz assesses the 4 knowledge statements and vocabulary of the unit. Award intern for 0-9 marks, junior for 10-16 marks, associate for 17-21 marks and senior for 22-24 marks.

You may choose to put the quiz into Microsoft Forms or equivalent for automatic marking.

Students should not open their Learn it workbook or Make it artefact workbook when completing the quiz.

Reflection

Lesson 6 provides an opportunity for students to review the work of their peers, identify and carry out improvements to their own work. It may not be necessary for teachers to mark the artefact for every unit for every student. Instead, you could take a moderation approach instead, sampling just a few pieces of work.

It is suggested that peers highlight statements on the assessment grid in yellow and teachers highlight in green to distinguish the two markers.

Grading

Consider both the mark for the artefact and the mark for the quiz to award a best-fit judgement.

National curriculum links

These will be populated when the new National Curriculum is released.

Applications of AI

How the students can use AI to produce or enhance their work. Includes instructions for how use of AI can also be avoided.

1. Researching Online Risks and Warning Signs

(Supports Knowledge Statement 1)

Using AI:

AI tools can help students explore examples of social and emotional risks online, such as unkind behaviour, pressure, manipulation, or harmful content.

- Students can ask an AI to generate fictional scenarios that illustrate early warning signs (e.g., “Create a safe, fictional example of a conversation where someone is being pressured to share personal information”).
- AI can summarise articles or explain concepts like *gaslighting*, *peer pressure*, *catfishing*, or *emotional manipulation* in age-appropriate language.
- Students can use AI to compare different types of risks and identify patterns that affect wellbeing.

Without AI:

Students can:

- Analyse teacher-provided case studies or real-world examples from news articles.
- Use traditional search engines and evaluate sources manually.
- Work in groups to identify warning signs from printed conversation transcripts or storyboarded scenarios.

2. Understanding Digital Identity and Safe Sharing

(Supports Knowledge Statement 2)

Using AI:

AI can help students think through the consequences of online choices.

- Students can ask an AI to predict how different sharing decisions might affect privacy or wellbeing (e.g., “What could happen if someone shares their location publicly every day?”).
- AI can help students rewrite posts or messages to make them safer, more private, or more respectful, showing how small changes protect digital identity.

- AI can generate checklists for healthy boundaries, such as “What should I think about before posting a photo online?”

Without AI:

Students can:

- Use privacy-setting guides, diagrams, and teacher-created examples.
- Role-play scenarios where they decide what to share and justify their choices.
- Analyse screenshots of social media posts and discuss what is safe or unsafe.

3. Evaluating Online Behaviour and Communication

(Supports Knowledge Statement 3)

Using AI:

AI can help students explore how behaviour affects relationships and community spaces.

- Students can ask an AI to rewrite harmful or disrespectful messages into positive, respectful alternatives.
- AI can generate examples of good digital citizenship, such as constructive comments, supportive replies, or conflict-reducing language.
- Students can use AI to evaluate a fictional online conversation and identify which behaviours help or harm wellbeing.

Without AI:

Students can:

- Analyse teacher-created conversation examples.
- Practise rewriting messages themselves.
- Use group discussion to evaluate the impact of tone, word choice, and timing.

4. Help-Seeking, Reporting, and Safe Responses

(Supports Knowledge Statement 4)

Using AI:

AI can support students in understanding how to respond safely when harm occurs.

- Students can ask an AI to outline steps for reporting harmful behaviour on different platforms.
- AI can generate fictional examples of trusted adults, support services, and reporting tools, helping students understand who to turn to.
- Students can ask AI to help them draft a safe, calm message asking for help or explaining a situation.

Without AI:

Students can:

- Use platform-specific safety guides and reporting walkthroughs.
- Create their own help-seeking scripts or flowcharts.
- Work with printed materials showing how to escalate concerns safely.

How to Avoid Using AI

To ensure students understand and develop their skills without relying on AI, teachers can:

- **Require manual analysis** of scenarios, screenshots, or conversation transcripts.
- **Ask students to justify decisions** using their own reasoning rather than AI-generated explanations.
- **Provide structured worksheets** that guide students through evaluating risks, boundaries, behaviour, and help-seeking without external assistance.
- **Use peer discussion** to explore emotional impact, respectful communication, and safe responses.
- **Set tasks where AI is not allowed**, such as identifying warning signs from teacher-created examples or writing help-seeking scripts from scratch.

By using these approaches, students can learn to harness the power of AI when needed while also developing their own abilities and confidence in information literacy.

Software

PowerPoint or equivalent for students to complete the workbook and teachers to show class presentation.

Web browser to provide them with access to the online tools required for completion of this unit.

Online and unfiltered sites required

The following site is used to host our homework videos for this unit:

- <https://www.tella.tv>

Extension activities

These can be used as additional activities in 7–8-week terms, for alternative homework, or for additional activities in lessons.

Extension activities are included in a separate workbook for students “Student Extension workbook.pptx”

Extension answers are included in a separate presentation for teachers “Teacher Extension answers.pptx”

Extension 1	“Upgrade the Scenario” — Make It Safer
Activity	In the first activity of lesson one students were presented with 8 risky scenarios. In this activity they need to: • Rewrite each scenario to make the interaction safer and more respectful. • Explain what changes you made. • Explain how those changes reduce emotional or social risk.
Extension 2	“Rewrite the Reply” — Safer Communication Challenge
Activity	In the second activity of lesson one students were presented with several online chat conversations. In this activity they need to: • Write the next message you would send in the conversation to protect your wellbeing and reduce the tension. • Explain how your reply reduces the risk.
Extension 3	“Reverse the Ripple” — Turning a Negative Action Positive
Activity	In the first activity of lesson three students were presented with negative micro-actions and were shown how the ripple effect led to further impacts. In this activity students need to: • Rewrite a negative micro-action as a positive alternative. • Map the new ripple effect. • Compare the difference.
Extension 4	“Bio Upgrade” — Rewrite Your Digital First Impression
Activity	In the second activity of lesson two you were presented with a fictional Instagram profile. Students are provided you with another original example.

	In this activity they need to rewrite the fictional teen's social account into a version that: • Protects privacy • Avoids emotional oversharing • Shows personality without revealing too much • Reflects a positive, balanced identity
Extension 5	Identify the safe path
Activity	Students have to identify a safe choice when presented with a simple scenario from a list provided. They then have to justify their choice.

Reading

This unit includes a folder titled, “Reading”. The files in this folder contain passages of text about scenarios related to the topic and each include five questions. These resources can be used in many ways. For example:

- Guided reading and oracy activities in terms of more than six weeks.
- Cover work.
- Work for students disapplied from the lesson.
- Alternative homework.

Guided reading is where the teacher reads the text to the students who follow along with a ruler on the line being read. To support literacy, it is important that students are both supported and challenged with text that is accessible and in places more demanding. The text has been checked that it meets these criteria and is suitable for a reading age of 11–14.

The associated questions go beyond simple comprehension using a framework that provides progression from basic understanding to deeper analytical thinking. Either moving students through increasingly demanding reading skills—retrieval, vocabulary, connection, inference and evaluation or encouraging students to identify and critique the structure of an argument or explanation.