

Lesson objectives		Resources
Learn that video games can be fun however they also have risks. Learn what can happen if we play video games for too long. Learn ways to keep gaming safe, balanced and fun. Develop our skills for understanding risk.		Online slides – What are the risks of video gaming? Pupil worksheet – Personal Reflection
Pol-Ed Passport focus		
Understanding risk: Pupils explore the risks of video games with a focus on well-being related harms such as extended screen time, contact with strangers and video game addiction.		
Lesson walk through		
Starter	The lesson begins by asking pupils to identify what is meant by video games and if they have a favorite video game. This allows pupils to show their current knowledge and level of interaction with video games.	
Key knowledge	Video games are interactive games played on devices like computers, tablets, consoles, or phones. They are enjoyable because they allow us to use our imagination, play with friends, and learn new things. However, playing for too long, spending too much money, or interacting with strangers online can be risky. Online gaming involves connecting to the internet to play with others who may be in different locations. Players can communicate through messages or microphones. Just like in real life, it is unsafe to talk to strangers or share personal information online. Online gaming allows communication with strangers. It is important not to share personal information or respond to unknown messages. It is important to tell a trusted adult if something feels wrong. The brain enjoys the reward of winning or unlocking features, which can make it hard to stop. Playing for too long can lead to tiredness, irritability, and physical discomfort (e.g. sore eyes). It can interfere with eating, sleeping, and outdoor play. Losing games can lead to frustration or anger. This can affect relationships with family and friends. Safe gaming tips include: Take breaks every hour. Spend time outdoors and move your body. Only play with friends and family. Ask an adult before sharing any private information. Talk to a trusted adult if something online makes you uncomfortable.	
Practice	There are lots of opportunities for discussion. Pupils look at case studies of three young people and discuss how they can look after their well-being. Pupils create 'top 5 tips' for how to be a safe video gamer.	
Personal reflection	Pupils will consider the impact that the lesson has had on: themselves, their families and friends, their community and their country.	

Common misconceptions

Video games are only played by teenagers and older pupils. Reports from Ofcom show children begin playing video games from the age of 3 and need to be aware of the risks.

Further signposting and support

Ofcom - Gov.UK - Children and Parents: Media Use and Attitudes: <https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-2023/childrens-media-use-and-attitudes-report-2023.pdf?v=329412>

Oak National Academy - Having the right amount of screen time: <https://www.thenationalacademy/teachers/programmes/rshe-pshe-primary-ks1/units/media-influence-how-do-i-decide-what-to-do-online/lessons/having-the-right-amount-of-screen-time>

BBC Bitesize - Safer Internet Day - KS1: <https://www.bbc.co.uk/bitesize/articles/zg96cxs>

PSHE association program of study

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

Below are some other PSHE values that may be covered by discussion within the lesson from the questions posed in the lesson itself and the considerations in the lesson plan.

R14