



# ONLINE VS OFFLINE

## An Antidote to Digital Immersion

Lesson Plans using *The Offline Diaries* by  
Yomi Adegoke and Elizabeth Uviebinené

**This resource pack was written by the Anti-Bullying Alliance.**

Recommended age group: Years 6-8 (ages 10-13)

*Note: This lesson is not suitable for pupils younger than Year 6. It is also important to note that legally, nearly all forms of social media require users to be at least 13 years of age.*

**Delivering these materials to students will involve careful planning.**

Whilst *The Offline Diaries* is a fun and engaging book for children to read, it does discuss some important issues relating to friendships, online activity and bullying. As the adult delivering the session:

- consider any students who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session;
- be aware of any changes in student behaviour during the session as this may highlight a bullying-related issue;
- ensure students do not disclose personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards.

During the session, make sure students are taught:

- how to report bullying;
- the language to talk to a trusted adult about their experiences and feelings;
- when and how to ask for help and make sure they are listened to;
- that there are people who care and can help if they are struggling with a bullying-related issue;
- the school's Anti-Bullying Policy.

*Ade is about to start at a new school. She is NOT happy with her stepdad for making them move here. Shanice has been at the school for a year already. Since her mum died, she's been living with her dad and annoying older brother, spending most of her time outside school in her dad's hair salon. When Ade and Shanice meet in the salon, and spot each other's diaries, an instant friendship is formed, and they start to chat online... but offline is a whole other story!*

*The Offline Diaries* is a major new middle-grade series by real-life besties Yomi Adegoke and Elizabeth Uviebinené. It is a universal story of friendship, falling out and the importance in making time for friends offline.

While there are benefits to being online, it's important to remember that spending time away from screens is also good for our mental and physical health. There are lots of things that make us feel happy and healthy which are much easier to do offline, such as spending time outside, keeping active and getting a good night's sleep. Making time to connect with friends offline means an opportunity to build healthy relationships and lasting friendships. Having a good friend can have a positive impact in many ways, including protecting children from being bullied<sup>1</sup>.

Before working through these activities, it would be useful to remind the children of your school's definition of bullying (or use the Anti-Bullying Alliance's definition below), and of your anti-bullying policy so they know what to do if they see or experience bullying themselves. You could also remind them that if they don't want to talk to an adult they trust about bullying, they can contact Childline on 0800 11 11 or visit [www.childline.org.uk](http://www.childline.org.uk).

### **The Anti-Bullying Alliance's definition of bullying:**

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

### **If you are worried about the safety of a child:**

- you can talk to NSPCC and report it through their services:  
<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/>
- You can also contact your local children's services:  
<https://www.gov.uk/find-local-council>
- In an emergency, always dial 999.
- If you are looking for help on an issue relating to online safety, you can seek help from the Professionals Online Safety Helpline.  
<https://saferinternet.org.uk/professionals-online-safety-helpline>

<sup>1</sup> October 2020 Censuswide survey of 2,002 11 to 16-year-olds in England, commissioned by the Anti-Bullying Alliance



## Lesson Plan

**Learning objective:** Understand the benefits of rationing time spent online, and know how to recognise and display kind and respectful behaviour both offline and online.

### Curriculum links

- Relationships and Sex Education Curriculum statutory guidance in England:  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Mental wellbeing: Pupils should know:

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet safety and harms: Pupils should know:

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
  - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- Relationships and Sexuality Education guidance in Northern Ireland:  
<https://www.education-ni.gov.uk/articles/relationships-and-sexuality-education>
  - Relationships and Sexuality Education: guidance for schools in Wales:  
[https://gov.wales/sites/default/files/consultations/2021-05/consultation-document-relationships-and-sexuality-education-guidance-and-code\\_0.pdf](https://gov.wales/sites/default/files/consultations/2021-05/consultation-document-relationships-and-sexuality-education-guidance-and-code_0.pdf)
  - Conduct of relationships, sexual health and parenthood education in schools: guidance for schools in Scotland:  
<https://www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/>

## Lesson notes

Display the word 'online' to the children. Ask them to think about and discuss what the words mean – you could provide them with a large piece of paper to jot down their ideas as they talk. Feedback as a class.

Explain to the children that usually, when we talk about 'online' we mean things that happen on the internet, such as social media, online games or phone messaging. We can use phones, consoles, laptops and computers to access the 'online' world. It can connect us to people, picture, videos and information from all over the world. You could ask the children to give examples of places they consider themselves being 'online'.

Ask the children to work in pairs or small groups to come up with some pros and cons for being online (try to have a balance on both sides). Feedback and discuss their ideas. *Note: depending on the children's feedback, you might want to talk briefly about the importance of online safety, and remind them how to keep safe online.*

Display the word 'offline' to the children. As before, ask them to think about and discuss what this word means. Feedback as a class.

Explain to the children that when we talk about being 'offline', sometimes this could mean that we are using a phone/laptop or other device without the internet (e.g. 'playing offline' in a game), or that we cannot connect to the internet. The other way it is used, and the one we are focusing on, is when we talk about the 'real-world': discussions, activities, games and experiences that we have face-to-face with people, and not through a phone or laptop. If you are delivering the lesson face-to-face, you could explain that the discussion you are having now is taking place 'offline'.

Ask the children to now work in pairs or groups to list the pros and cons of being offline (try to have a balance on both sides). Feedback as a class. Ensure you spend time here discussing the physical and mental health benefits of spending time offline, especially with friends.

Look back at your pros and cons list for both online and offline, and explain to the children that while there are benefits to being online, it's important to make sure we are also making time to experience some of the pros we have listed for being offline, as many of them are not possible to do on a screen. Keeping a good balance between time spent online and offline keeps our minds and bodies happy and healthy.

Display this question to the children: 'How can we show kindness to others offline and online?' Ask them to discuss this final question with their partner or group, then feedback as a class.

With the feedback that the children give you from the final question, create a class guide on how to be a good friend offline and online. This could include ideas such as:

- Always be kind and respectful to each other
- If you notice someone is being unkind online or offline, tell a trusted adult, especially if you think it could be bullying.
- If you notice someone is being targeted with unkind behaviour, check in on them to see if they need a good friend.
- Make plans to spend time with friends offline as well as online
- Give compliments to your friends to try and make them smile
- Make sure everyone is included
- Make each other laugh

Display the class guide in your classroom. It can be used to encourage children to show kindness to one another, and also to support Activity 1.

## Activity 1: Being a good offline friend

Ade is about to start at a new school. She is NOT happy with her stepdad for making them move here. Shanice has been at the school for a year already. Since her mum died, she's been living with her dad and annoying older brother, spending most of her time outside school in her dad's hair salon. When Ade and Shanice meet in the salon, and spot each other's diaries, an instant friendship is formed, and they start to chat online... but offline is a whole other story!

*The Offline Diaries* is about two best friends: Shanice and Ade. In the story, Ade starts spending more time with two popular girls in school called Amy and Aaliyah, or 'the Double As'. But Amy and Aaliyah can be very unkind to Shanice...

Read each extract from the book and use the questions underneath to discuss with your partner or group. You could even write down your own ideas and advice.

### Extract 1: New Friends

Read this extract from page 98 in *The Offline Diaries*:

'Shanice Powers?' said Aaliyah, scrunching up her face. 'The one who always sits alone and scribbles in that big pink book of hers?'

'Yeah!' I smiled. 'I met her before I came here, at her dad's hairdresser's. She's great!'

'Yeah... she's not really our cup of tea,' Amy said, pulling a face. 'I'm not sure if you've noticed, but we're a pretty big deal around here? And we're super selective about who we hang out with.'

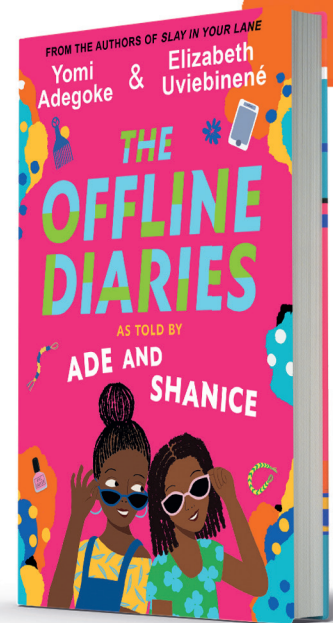
At this, Aaliyah stretched her arm out in front of my nose as she held up Amy's wrist. On both were braided friendship bracelets, Amy's turquoise, Aaliyah's purple, with a gold A pendant hanging from each one. 'We have loads of mates, but the Double As are exclusive. Shanice is a bit...!' Her voice trailed off.

'Anyway, we should definitely hang out together,' Amy interjected. 'You're definitely more up our street.'

What are your first impressions of Amy and Aaliyah?

Would you like to be friends with Amy and Aaliyah?

Do you think Ade wants to be friends with them? Is there anything you think Amy and Aaliyah should have done differently?



## Extract 2: The Diary

Read this extract from pages 128-129 in *The Offline Diaries*:

'Come on, girls,' Amy said, dusting crisps off her lap as she stood up. 'I forgot my PE kit so I need to speak to Mr Oppong before next period.'

As Aaliyah and I got up too, I saw Amy's face screw up. 'Urgh, what's that?'

I was immediately mortified – my diary was halfway out of my backpack. I tried to stuff it back in, but Amy was already attempting to prise it open.

'Oh my gosh, I recognise this!' she squealed.

'Shanice has one of these. Is this hers??'

'Of course it is!' Aaliyah cut in before I had time to respond. 'As if Ade would sit around, writing about her feelings all day, like some oversensitive weirdo. Right, Ade?'

'Duh,' I said without thinking. It just came out, I swear. 'Who do you guys think I am?'

I don't even know why I said it, but once I had it was too late. I felt bad, but also relieved, to be completely honest. They'd have probably made me feel worse if I'd admitted it was mine, right?

What do you think about Amy and Aaliyah's reaction to seeing Ade's diary in her bag?

Why did Ade pretend it wasn't hers? How do you think Ade is feeling now?

What advice would you give to Amy and Aaliyah about how they could have shown more kindness here?

## Extract 3: The Birthday Party

Read this extract from pages 174-176 in *The Offline Diaries*:

'If you're going to be part of our gang, you need to make some choices,' Aaliyah said, playing with the end of her chunky black French braid. 'It's like how you started dressing better once we all started hanging out together. And became way more popular. Things have to change for things to change, you know?'

Amy nodded furiously, the end of her own French braid bobbing up and down behind her. 'Aaliyah's right,' she said. 'You've got to be more careful who you hang out with. Like I know Shanice is your mate and everything, but she doesn't really fit in with, well . . . anyone. I'm not sure how having her –' she waved her right hand in a circular motion – 'in our space really works.'

'Exactly!' Aaliyah said. 'She's not very Triple A, and you're part of that now, so . . . it doesn't really work, does it?'

'She doesn't have to be Triple A though, does she?' I said with a shrug. 'You guys don't have to talk to her just because I do.'

'Yeah, but your birthday, Ade,' Amy insisted. 'It's supposed to be fun and have all the best people from our year, everyone we get along with. And then there's going to be Shanice Powers, sat in the corner like a bad smell . . . literally.'

Aaliyah held her nose. 'Maybe it's best if she doesn't come?'



How do you think Ade feels after this conversation?

How do you think Shanice would feel if she heard what was said?

What advice would you give to Ade here?

How could Amy and Aaliyah behave differently to show kindness in this situation?

The way Amy and Aaliyah treat Shanice is wrong, it is unkind and could be classed as bullying. No one should experience bullying. If you are worried about bullying, you should tell an adult that you trust, such as a teacher or family member. If you don't want to do that, you can call Childline 24 hours a day on 0800 1111.



## Activity 2: Offline diary-writing activity

Ade is about to start at a new school. She is NOT happy with her stepdad for making them move here. Shanice has been at the school for a year already. Since her mum died, she's been living with her dad and annoying older brother, spending most of her time outside school in her dad's hair salon. When Ade and Shanice meet in the salon, and spot each other's diaries, an instant friendship is formed, and they start to chat online... but offline is a whole other story!

Read this extract from *The Offline Diaries* [insert page number reference]:

*'If you're going to be part of our gang, you need to make some choices,' Aaliyah said, playing with the end of her chunky black French braid. 'It's like how you started dressing better once we all started hanging out together. And became way more popular. Things have to change for things to change, you know?'*

*Amy nodded furiously, the end of her own French braid bobbing up and down behind her. 'Aaliyah's right,' she said. 'You've got to be more careful who you hang out with. Like I know Shanice is your mate and everything, but she doesn't really fit in with, well . . . anyone. I'm not sure how having her –' she waved her right hand in a circular motion – 'in our space really works.'*

*'Exactly!' Aaliyah said. 'She's not very Triple A, and you're part of that now, so . . . it doesn't really work, does it?'*

*'She doesn't have to be Triple A though, does she?' I said with a shrug. 'You guys don't have to talk to her just because I do.'*

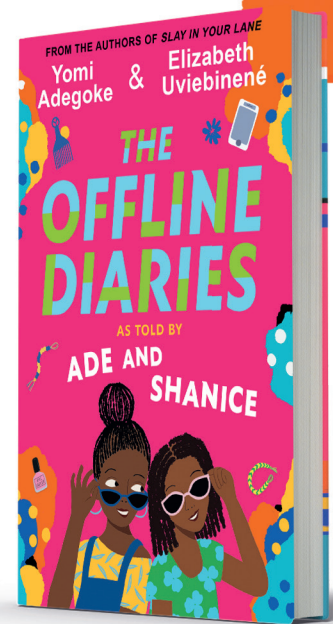
*'Yeah, but your birthday, Ade,' Amy insisted. 'It's supposed to be fun and have all the best people from our year, everyone we get along with. And then there's going to be Shanice Powers, sat in the corner like a bad smell . . . literally.'*

*Aaliyah held her nose. 'Maybe it's best if she doesn't come?'*

How do you think Ade feels about this conversation?

Imagine that Amy, Aaliyah and Ade haven't noticed that Shanice is sitting behind them and has heard everything that has been said. How might Shanice feel after hearing that?

Write two diary entries to describe how the characters might be feeling after this conversation: one from Ade's point of view and one from Shanice's.



*Ade's diary entry*

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### Activity 3: Plan your dream 'offline day'

*Ade is about to start at a new school. She is NOT happy with her stepdad for making them move here. Shanice has been at the school for a year already. Since her mum died, she's been living with her dad and annoying older brother, spending most of her time outside school in her dad's hair salon. When Ade and Shanice meet in the salon, and spot each other's diaries, an instant friendship is formed, and they start to chat online... but offline is a whole other story!*

It's fun to chat with friends online, but it's important to make time for them offline, too. What are your favourite things to do offline with friends?

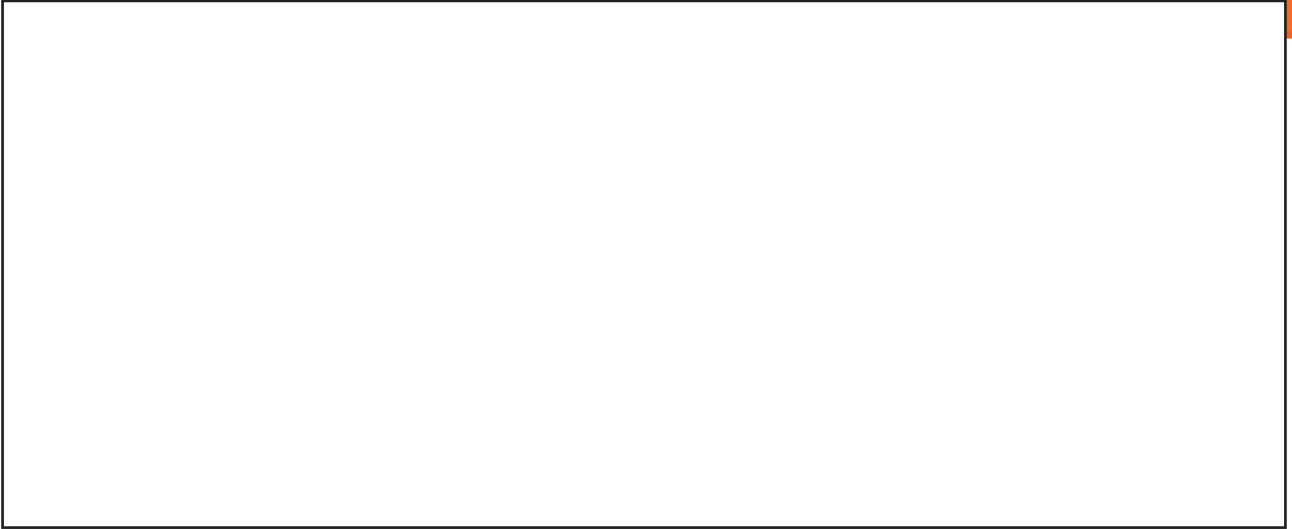
Use this page to plan your dream 'offline day' with friends. Where would you go? What would you do? Remember, everything has to be offline – no screens allowed!

### My dream offline day

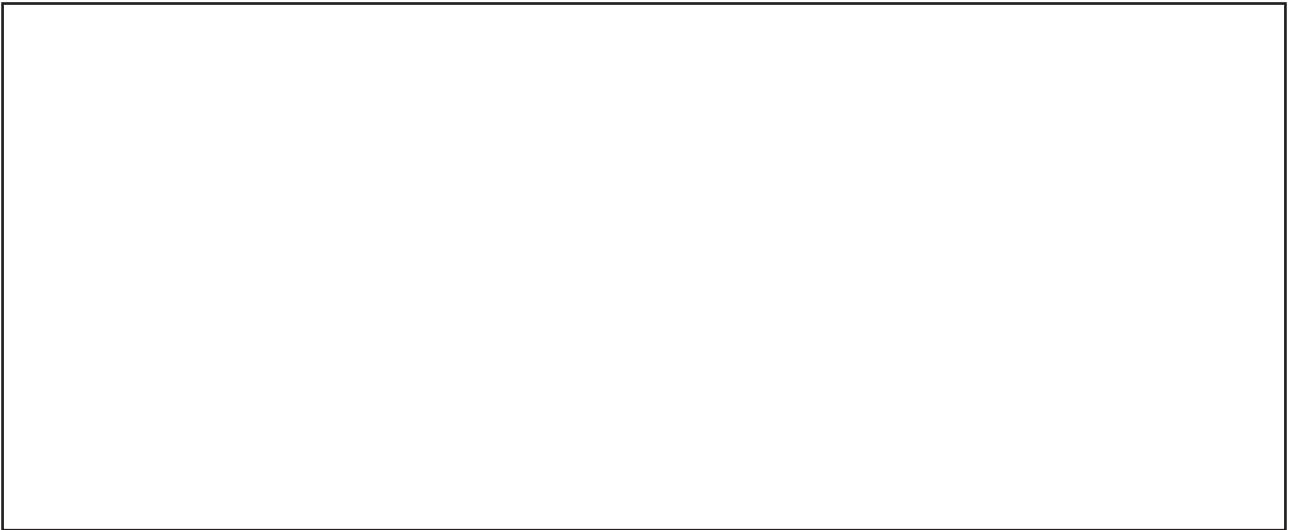
Who would be there? Draw yourself and your family, friend or friends!



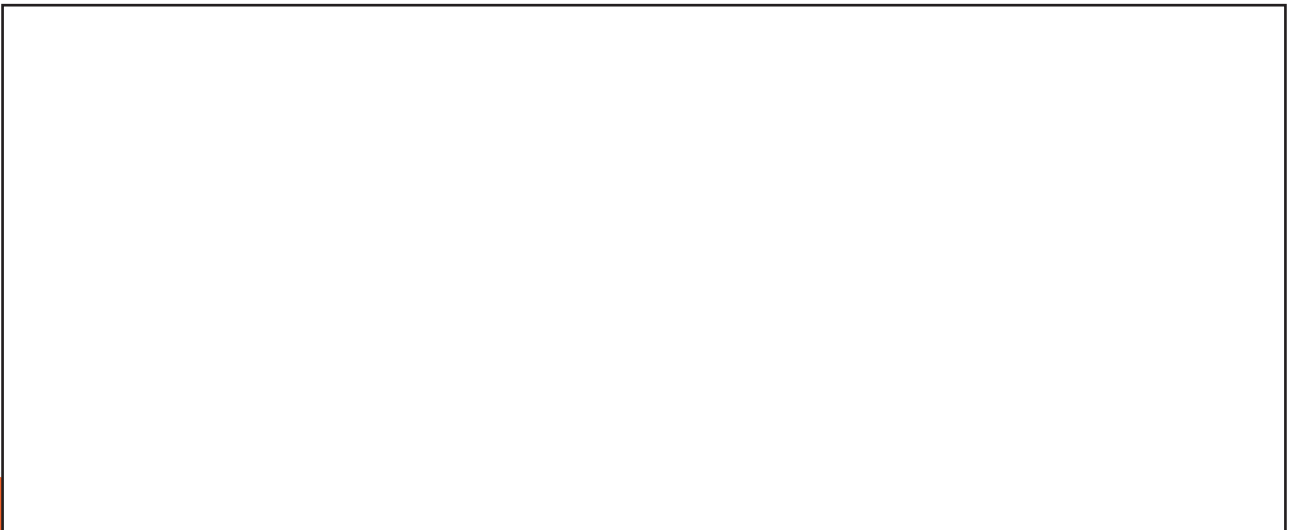
Location 1: Where would you go first? An activity? Or visiting a cool place?



Location 2: Will you move on to another place? Or maybe head home for a sleepover to keep the fun going!



Food & Drink: Would you stop to visit your favourite restaurant? Or maybe you're becoming the chef today!



Mood: Circle the emoji(s) that describe how you'd feel about spending all day offline with your friends.





## About the Anti-Bullying Alliance

The Anti-Bullying Alliance (ABA) is a unique coalition of organisations and individuals, working together to achieve our vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.

We've developed free CPD-certified anti-bullying online training for anyone that works with children and young people. Visit our website to find out more about how to access the training as well as information about how to get involved in Anti-Bullying Week, which is co-ordinated by ABA every November.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)



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*The Offline Diaries* by Yomi Adegoke Uviebinené is a funny and contemporary story of friendship and falling out, told in the voices of Ade and Shanice – two utterly unforgettable Year Eight girls who will seize the hearts of readers everywhere...

**'A fresh, lively story about friendship – Ade and Shanice are such real girls'**  
**Jacqueline Wilson**

Available to buy now from all good bookshops and online retailers!