

Three short shared sessions

1 / Read and notice

Share the book until Bobby notices something feels different. Ask: "What does Bobby notice?" Offer the feelings board or usual AAC. Model STOP - THINK - TELL. Finish with one help-seeking choice, not a personal disclosure.

2 / Watch and choose

Preview and select a short musical chapter. Pause before a choice. Use one scenario card, then play one Bubble Chat or Safety Quest challenge together. Ask: "What could Bobby do next?" Reassure after every answer.

3 / Puppets and practice

Use Bobby to model asking for help. A staff member or the octopus puppet responds calmly. Pupils may watch, point, sign or join in. Try a different scenario; end with a trusted-person plan completed privately.

Notice learning, not performance

Can the pupil access a way to ask for help, recognise a feeling or select a safer next step? Accept support and repeated practice. Never use a wrong answer, silence or game score as evidence that a pupil is safe or unsafe.

CAUGHT IN THE NET

PUPPET ACTIVITY • MODEL A CALM RESPONSE

Bring Bobby into the room



A pretend message

Bobby: “Someone in my game asked which school I go to. I feel unsure.”

Guide: “Thank you for telling me. You can keep that private. Let’s ask someone you know and trust to help.”

Offer two next steps

“Share the school name” or “Keep it private and ask for help”. If a pupil chooses the first, say: “We can practise another choice. Bobby can keep it private.” No penalty or shaming.

Keep Sharky gentle

Sharky represents this story’s misleading online identity. Do not surprise, chase or frighten pupils, or teach that every unfamiliar person is dangerous. Focus on the behaviour and Bobby’s choices, not how an avatar looks.

End with confidence

Bobby practises “Help me” using words, a sign or a board. Say: “You can ask for help even if you clicked, replied or shared something.” Return to a calm, enjoyable activity.