# Session 2 - Online behaviours

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| **Resources** | |
| Resource Sheet 1 - Online and Offline behaviours | A copy for each pair or small group of parents/carers prepared by cutting into 14 cards |
| Rules for online behaviour | Flipchart for each group of 6 participants. Pen/pencil for each particiopant |
| Resource Sheet 2 – Netiquette Charter | A copy for each parent/carer |
| Video clip- Can I be your Friend? | Computer, projector and screen |
| PowerPoint Slides 1-2 | Computer, projector and screen |
| My evaluation sheet | Each parent/carer has a copy |
| My Acceptable User Policy | Each parent/carer has a copy |

**Intended learning outcomes: ‘I …’ statement(s)**

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| I can help my child to understand online behaviours  I can help my child to behave towards others as they would like others to behave towards them online  I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour. |

**Welcome**

Welcome the parents/carers and ask what they liked best about the last session. Have they made any changes to their online behaviour or attitude to it since then?

**Warm-up activity:** '**Where are we?'**

**Purpose:** to introduce the idea that different behaviours are appropriate in different contexts. To consider what it feels like to be excluded from a group because you don’t knoiw how to behave.

Explain that you will ask for a volunteer to leave the room for a few minutes. The remaining participants are going pretend they are in a particular context (e.g they are in a library or at a football match or in a kitchen) and show how they would behave in that context. They must not speak

The parent/carer who left the room is going to try to work out what that context is by watching the group interact and then join in by acting in the same way once they understand the context and group behaviour.

Ask the parents/carers to choose a context and talk for a minute with a partner about how they will behave. Then invite the volunteer to join them.

Afterwards, discuss:

* how the volunteer felt when not understanding what the group were doing. What did it feel like when he/she understood and was able to join in?
* the importance of context in how we choose to behave or how our behaviour may be influenced.

Agree that when we are online we are in a particular context and we have to understand how to behave appropriately.

**Review group aims**

Remind parents/carers of the group aims. Which of them apply to working online? During this session we are going to think about the rules we want for online working.

**Plan for today’s session**

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

* I can help my child to understand online behaviours
* I can help my child to behave towards others as they would like others to behave towards them online
* I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.

Ensure they understand the learning outcomes and remind them you will be asking them at the end of the session to think about whether they think they have been achieved.

**Core Activity 1: Online and offline behaviours**

**Purpose:** To consider how different behaviours might appear online

Ask parents/carers to work in pairs or small groups and give each group a set of cards from Resource Sheet 1. Ask them to try to match the cards to each other.

Discuss

* Which cards match each other?
* Are they true matches?
* Can they suggest other online behaviours and their offline equivalents?

Discuss the fact that;

* We behave differently online and offline
* People accept very different behavior online and offline
* We engage with people online who we do not know and are not familiar with
* We may share or engage more online with a stranger than we would in an offline situation

**You could use the Video clip** 'Can I be your friend?' which compares online and offline behaviour to illustrate these points.

[Can I be your friend?](https://youtu.be/aDycZH0CA4I)

Need to clip video

**Core Activity 2: Our rules for online behaviour**

Purpose: To consider appropriate online behaviours, how parents/carers wish to be treated online and how they will treat others.

Online behaviour is often called ‘netiquette’ – etiquette for the internet

Ask what rules parents/carers would want for their children’s online behaviour. Ask for one or two examples e.g.

* Be kind – treat others as you wish to be treated.
* Be polite
* Take care of others online – stand up for them when necessary
* Be careful what you share, respect your own privacy and other peoples’
* Use language (word choices, capitals)  and emojis carefully
* If you repost other's content, credit them
* Be aware of how you feel when you post – if you are angry/upset, then wait before you post

Give each participant a pen, divide them into groups of about 6 and, on a flip chart sheet, ask everyone to write - at the same time - any rules for online behaviour they would waqnt for their children. Collect and discuss their ideas.

**Core Activity 3 : Netiquette Charter**

**Purpose:** To focus parents/carers’ ideas about appropriate online behaviour

Ask parents/carers to work in small groups to use Resource Sheet 2: Netiquette Charter to write their own list of 5 rules for online behaviour.

Share and discuss their ideas. Do they apply equally to adults and children?

**Core Activity 4: PPt - The Law and online behaviour**

**Purpose:** To ensure that parents/carers know that the law can be applied to online behavior and that behaving inappropriately can have serious consequences.

Agree that, if people show unacceptable behavior online, there can be serious consequences. They might be prosecuted. Participants may know examples of this that have been in the news.

Show PowerPoint:Slide 2 The Law to explain that, for example, there are 7 laws in the UK that deal with cyber-bullying. ( See [https://www.localsolicitors.com/criminal-guides/the-law-on-cyber-bullying](https://www.localsolicitors.com/criminal-guides/the-law-on-cyberbullying) for notes for Facilitators that explain the function of these laws).

Behaving inappropriately online can have serious consequences.

**Review and reflection on intended learning outcomes and group aims**

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If they indicate that they haven’t achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 2

You could ask whether, thinking about what we have done in this session, they have any questions they would like to have answered in future sessions.

## Session 2. Resource Sheet 1: Online and offline behaviours

Prepare by cutting this sheet into 14 cards

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| --- | --- |
| **Online behaviour** | **Offline behaviour** |
| **Like** | Smile |
| **Poke** | Show interest |
| **Retweet** | Copy what someone else said or tell a story someone else told you |
| **Follow** | Keep in touch |
| **Selfie** | Self portrait |
| **Comment** | Give feedback |
| **Friend request** | Invite someone to join your group |

## Session 2. Resource Sheet 2: Netiquette Charter

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| Netiquette Charter  Our 5 rules for online behaviour | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |