**Including children affected by migration by helping them to be cyber safe and responsible (ICAMcsr)**

**Also known as BeCSR- the name change acknowledges BeCSR’s relationship to the original ICAM Programme**

**The ICAMcsr guide to small group work in primary schools**

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# Introduction

**These 8 ICAMcsr sessions, focusing on online safety, security and responsibility, supplement the ICAM small group work sessions which focus on social and emotional development. They are designed with 8-14 year old children affected by migration (CAM) in mind.**

For migrant families, possibly even more than for most people, the internet is an invaluable source of information, translation, news and contact with distant loved ones. However, as research has shown, CAM are two times more likely than other children to be victims of cyber-bullying and three times more likely to suffer exclusion on social media. They are also vulnerable to online abuse, grooming and radicalisation. They may need additional help to reinforce the work the school does to ensure the safety of its students online and additional opportunities to raise their concerns.

However, although the issues addressed in the sessions are particularly relevant for CAM, they concern all children, and schools may wish to use this resource with other vulnerable students or with whole classes to extend their work in this area.

ICAMcsr furthers social and emotional learning (SEL) in relation to the issues addressed in ICAM small group sessions e.g. by promoting an understanding of the pressure on self-image and self-esteem which is applied by social media. Reference to, reminders of, and extension of learning from the ICAM activities will support cyber safe and responsible learning.

**This guide provides a framework and materials which facilitators can adapt in their context according to participants’ need, experiences and understanding. Like all ICAM resources, it is intended to be a menu rather than a recipe.**

The purpose is stated at the beginning of each activity to show how it contributes to the learning outcomes for the session and facilitators may wish to find alternative ways of achieving these purposes. A few alternative activities are suggested at the end of this guide and additional online resources will be listed on the ICAMcsr website from April 2022 onwards:

<http://www.becsrproject.eu/>

Facilitators will necessarily be aware of different cultural and social norms.

The sessions provide opportunities for those who would like to share experience to do so.

Participants should be reassured that the group provides a safe place for this and that confidentiality will be respected. However, it is necessary to be mindful that revelations may raise issues which require action according to the school’s safeguarding procedures and participants should be made aware of this.

**There are parallel ICAMcsr sessions for students and parents/carers. It may be decided to run combined sessions for adults and children together.**

**If, as recommended for other ICAM sessions, there are two co-facilitators, they can divide the group when they think it better for adults and children to work separately on an issue.**

Other students might be invited to act as peer supporters in the sessions to assist facilitators in engaging participants, sharing expertise regarding online safety and wellbeing. and personalizing learning for individuals ( See UK examples: [https://digital-leaders.childnet.com](https://digital-leaders.childnet.com/) and/or [https://www.ecadet.zone](https://www.ecadet.zone/))

Peer supporters could also help by

* Reviewing, and discussing with facilitators, the content and resources for each session in relation to the needs of their peer group in their context
* Preparing resources
* Interpreting and explaining technical language
* Offering technical support (helped where necessary by school staff) to students/parents/carers who have queries about the use of their devices. This could be done during sessions or by running a ‘Genius Bar’ at parents/carers meetings where information and explanations could be provided and problems solved.

# Structure of the sessions

Each session is designed to be covered in approximately an hour.

They all follow the same pattern

* Welcome and reflection on the time since the previous session
* Warm-up activity
* Reminder of group aims
* Plan for today’s session
* Core activities
* Review, reflection and plans for the time until the next session

The guide provides a framework which facilitators can adapt and develop to suit their context. The learning outcomes for each session and the purpose of each activity (to show how it contributes to the learning outcomes) are clearly stated to help in this process.

**Note:** Individuals' experience and access of the internet will vary. Session 1 provides an opportunity for facilitators to explore participants’ needs and use the outcomes of this session to inform the order of, and emphasis on, subsequent sessions in their planning.

# Assistive technology

Assistive technology is defined as "Any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increases the ease and safety with which the task can be performed."

Microsoft have developed **free** Assistive Technology tools which can benefit learners e.g.

Microsoft Translator

Immersive Reader

PowerPoint Live Captioning

Edge Browser

OneNote

Office Lens

These tools are described in outline below so that facilitators can review them with their group in mind and decide which of them they might try out, either during sessions or as a separate Assistive Technologies session for participants.

Facilitators will find that it is worth spending some time exploring the tools and the videos to enhance and develop their own understanding.

| **Assistive Technology tool** | **What is it?** | **How can I use it?** |
| --- | --- | --- |
| Microsoft translator | A free APP which can be downloaded to a mobile/tablet/laptop. It can be used to translate words and phrases that are typed or spoken in over 70 languages.  This 51 second video shows a short multi-lingual conversation.  [Microsoft Translator live feature in action](https://www.youtube.com/watch?v=16yAGeP2FuM&feature=youtu.be&ab_channel=MicrosoftResearch)  This PowerPoint explains the steps to set up Microsoft Translator on a mobile/tablet/laptop.  <https://www.youtube.com/watch?v=nYPhhB9lBV8&ab_channel=ICAM>  Using Microsoft Translator to support remote meetings with parents (Covid-19 disruption has meant that travelling to school has been problematic for some families- this feature however can support engaging with CAM families who may continue to have transport issues).  <https://www.youtube.com/watch?v=uLVN0sLgYpg&t=1s&ab_channel=ICAM> | In the sessions to break down the language barriers. Facilitators can set up devices before the sessions to enable all language users to participate. |
| Immersive reader | A free tool to improve reading and writing for people, regardless of their age or ability. Immersive Reader can improve reading comprehension and increase fluency for all language learners. It can help build confidence for emerging readers learning to read at higher levels, and offer text decoding solutions for parents/carers with learning differences such as dyslexia. Immersive Reader can translate text in to 70+ languages enabling access.  This PowerPoint explains the steps to set up and use Immersive Reader.  <https://www.youtube.com/watch?v=ljyLqAQG-SU&t=2s&ab_channel=ICAM>  **Microsoft Tutorial Video**  [How to use the Microsoft Immersive Reader - making reading more accessible](https://www.youtube.com/watch?v=KVlXk3BsLVE&t=161s&ab_channel=MikeTholfsen) | In the sessions to read any resource sheets and translate the language, if needed ,or support reading ability. |
| PowerPoint Live Captioning | PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.  There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.  For best results it is recommend that you use a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation.  This PowerPoint explains the steps to set up and use Live Captioning in PowerPoint.  <https://www.youtube.com/watch?v=ocQopb1Bp94&t=1s&ab_channel=ICAM>  **Microsoft Tutorial Video**  [How to use PowerPoint captions and subtitles to present more inclusively](https://www.youtube.com/watch?v=lnwQr3jNcTg&ab_channel=MikeTholfsen) | In the sessions, when sharing slides, so that spoken words are translated as captions for the audience in their preferred language. It can cater for a range of languages in the audience if each participant’s device is set up beforehand with their preferred language. |
| Edge | Edge is Microsoft's web browser i.e it can be used to search the internet and it incorporates Microsoft features such as Immersive Reader.  This PowerPoint explains the steps to set up and use Edge browser so you can read aloud text from the internet.  **Microsoft Tutorial Video**  [How to use the Immersive Reader in the Microsoft Edge browser](https://www.youtube.com/watch?v=qZA2kD95ldk&ab_channel=MikeTholfsen) | In the sessions, or to support families with research, to share how Immersive Reader works within Edge to read the text on the screen. |
| OneNote | A free note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network.  Teacher guide to OneNote  http://onenoteforteachers.com/en-us/guides/Getting%20started%20with%20OneNote%20for%20Windows%2010 | To help organize, tag individuals, ink onto documents, use mixed media. To share notes with participants or fellow facilitators. |
| Office Lens | **Office Lens** trims, enhances, and makes pictures of whiteboards and docs readable. You can use **Office Lens** to convert images to PDF, Word and PowerPoint files, and you can even save images to OneNote or OneDrive. **Office Lens** is like having a scanner in your pocket.  <https://www.microsoft.com/en-gb/p/office-lens/9wzdncrfj3t8?activetab=pivot:overviewtab> | Combined with OneNote to use existing, and create new, teaching resources. |

# ICAMcsr Small Group workshops - Learning outcomes, topics and activities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning outcomes** | **Welcome and Warm up** | **Activities** | **Reflection** | **Resources** |
| **Session 1 – My online experience**  I can share my experience of online activity  I know the benefits and dangers of being online  I know rules for safe and responsible online use | 'Find someone who has...'  Review group aims  Introduce intended learning outcomes | 1.Popular apps/sites devices  2. Benefits and dangers of using the internet  3. Rules for being safe online | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 1 of  personal evaluation sheet  **Next steps:**  Complete section 1 of personal Acceptable User Policy | Resource Sheets  PowerPoint  Computer, projector and screen  Flip chart and pens  Evaluation sheets  Acceptable User Policy sheets |
| **Session 2 – Online behaviours**  I can describe online behaviours that can make people feel accepted and included  I know how to behave towards others as I would like others to behave towards me online  I understand that, if people show unacceptable behaviour online there can be serious consequences. There are laws to deal with this. | ‘Where are we?’  Review group aims  Introduce intended learning outcomes | 1. 1.Online and offline behaviour 2. 2.Our rules for online behaviour 3. 3.Netiquette Charter 4. 4.The law and online behaviour | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 2 of  personal evaluation sheet  **Next steps:**  Complete section 2 of personal Acceptable User Policy | Resource Sheets  Video clip – Can I be your Friend?  PowerPoint  Computer, projector and screen  Flip chart and pens  Students already have Evaluation sheets and Acceptable User Policy sheets |
| **Session 3 – Emotions and resilience online**  I can recognise and describe the feelings that I experience when online  I can tell how others may be feeling from their online behaviour  I know how I can strengthen my resilience and my relationships with others online | Word tennis or asking students to use facial expressions for others to guess the emotion they are portraying  Review group aims  Introduce intended learning outcomes | 1. Recognising emotions offline and online  2.Dealing with difficult feelings  3.Building online resilience  4.How can we increase our digital resilience? | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 3 of  personal evaluation sheet  **Next steps:**  Complete section 3 of personal Acceptable User Policy | Resource Sheets  PowerPoint  Computer, projector and screen  Flip chart and pens  Students already have Evaluation sheets and Acceptable User Policy sheets |
| **Session 4. My online presence**  I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs  I know that data about me is collected online and how to be careful about what I reveal  I know how to be responsible and thoughtful about protecting the privacy of others online | What can you guess from an online picture?  Review group aims  Introduce intended learning outcomes | 1.Life Tree - my online presence  2.What information can be gathered about us online?  3.Privacy scenarios | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 4 of  personal evaluation sheet  **Next steps:**  Complete section 4 of personal Acceptable User Policy | Resource Sheets  PowerPoint  Computer, projector and screen  Flip chart and pens  Students already have Evaluation sheets and Acceptable User Policy sheets |
| **Session 5. Cyber-bullying**  I know the different forms of cyber-bullying and understand how it can start in different contexts  I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour  I have the confidence and resilience to protect myself and others from cyber-bullying | Positive and negative online relationships  Review group aims  Introduce intended learning outcomes | 1. 1. Forms of cyber-bullying 2. 2. Differences between cyber-bullying and other forms of bullying behaviour 3. 3. Roles in a cyber-bullying incident | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 5 of  personal evaluation sheet  **Next steps:**  Complete section 5 of personal Acceptable User Policy | Resource Sheets  PowerPoint  Computer, projector and screen  Video –Together we’re stronger  Students already have Evaluation sheets and Acceptable User Policy sheets |
| * **Session 6. Risks and good online habits**   I accept the need to install security updates and antivirus software on all of the devices that my family owns, as well as update passwords and codes  I know what I need to do for myself if I have a problem online outside of school  I know what acceptable and healthy use of the internet at home looks like | Popular apps/sites/devices  Review group aims  Introduce intended learning outcomes | 1. 1. Online risks 2. 2. Risks and settings 3. 3. Risks and good online habits 4. 4. Reporting concerns | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 6 of  personal evaluation sheet  **Next steps:**  Complete section 6 of personal Acceptable User Policy | Resource sheets  Sticky notes  Flipchart sheets or whiteboard  Pens  Computer, projector and screen  Students already have Evaluation sheets and Acceptable User Policy sheets |
| * **Session 7. Questioning what we see online**   I know how online images and language can influence how I feel  I understand how information is targeted at users of different social media  I know how important it is to question what I see and hear online, and the values and motives of the person who posted it.  I can resist unreasonable pressure (and help my friends to do the same) from people who try to persuade us to their view. I know how to get help if this concerns me. | Fact, opinion and bias  Review group aims  Introduce intended learning outcomes | 1. 1.Evaluating online images and information 2. 2.Fake news 3. 3.How are we affected by advertisements or influencers online? 4. 4.The influence of people with extreme views | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 7 of  personal evaluation sheet  **Next steps:**  Complete section 7 of personal Acceptable User Policy | Resource sheets  Paper and pens  PowerPoint  Computer, projector and screen  Students already have Evaluation sheets and Acceptable User Policy sheets |
| * **Session 8. Online benefits and barriers**   I know how I can use the internet to develop my education, interests and opportunities  I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression  I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking | Find someone who, since our first session together, has….  Review group aims  Introduce intended learning outcomes | 1. 1. Benefits and barriers 2. 2. Next steps | **Learning outcomes:**  Thumbs up, horizontal or down.  Complete section 8 of  personal evaluation sheet  **Next steps:**  Action plan | Resource sheets  PowerPoint  Students already have Evaluation sheets and Acceptable User Policy sheets |

# Session 1 - My online experience

|  |  |
| --- | --- |
| **Resources** | |
| Resource Sheet 1 - Find Someone Who…. | A copy for each student |
| Resource Sheet 2 - Card sort | A copy for each student cut into 12 cards |
| Resources Sheet 2 - Card sort answers | A copy for each student |
| Flip chart and pens | 2 sets |
| My evaluation sheet | A copy for each student |
| My Acceptable User Policy | A copy for each student |

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

|  |
| --- |
| * I can share my experience of online activity * I know the benefits and dangers of being online * I know rules for responsible online use |

**Note: This session provides an opportunity for facilitators to find out about students’ previous online experience and their current concerns. They can use what they discover to inform the planning of subsequent sessions.**

**Welcome**

Welcome students to the group and make sure that they understand its purpose – to help them to be safe, secure and responsible online.

Explain that there are 8 sessions and each will last about an hour. They will all have the same format, beginning with a warm-up activity and introduction to the session topic, followed by activities to help them explore it and then a reflection on what they have learned and how that will influence what they will do in future.

**Warm-up activity: Find someone who has….**

**Purpose:** To for students to get to know one another better and begin to think about their online experience.

Explain that this is an opportunity for us to get to know one another better, share our online experience and perhaps discover things about one another that we didn’t know before.

Give each student a copy of Resource Sheet 1.1. They have 5 minutes to move around the room and find, for each box on the sheet, someone who matches the statement there and write the name of that person in the box. The aim is to talk to as many people as possible and to write a different name in each of the boxes.

Ask how many names they have collected. You could ask the person with the most names to read them out. Or, to make it more challenging, you could take the person’s sheet and ask them to try to remember whose name they put in each box as you read out the statements one at a time

**Review group aims: How we work together**

If the students have attended ICAM small group sessions before, remind them of the group’s agreed rules for working together. Otherwise, spend a few minutes to agree the group’s rules. (*See ICAM Guide to small group work – Session 1*).

As we are going to be discussing online working we need to be sure that we all apply appropriate rules online as well as during our sessions

Discuss and stress the issue of confidentiality, reassuring participants that what they say will be kept confidential (except where it conflicts with statutory requirements which must be made clear).

**Plan for today’s session**

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

* I can share my experience of online activity
* I know the benefits and dangers of being online
* I know rules for safe and responsible online use

Ensure they understand what the learning outcomes mean and tell 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: Popular apps/sites/devices**

**Purpose:** To focus students’ thinking on their online usage and to learn how familiar they are with popular apps/sites devices

Give each student a set of cards from Resource Sheet 2 . They should sort the cards into 3 columns – ones that are Known, Used, Not known.

|  |
| --- |
| **Facilitator tip:** Peer supporters could be used to help facilitate this activity. |

Encourage discussion whilst sorting the cards

* What do they think/feel about the apps/sites/devices?
* What personal experience have they had?
* Who do they talk about their online experience with?
* Where do they go online?
* Is it on their own or a group activity?

Use the Resource sheet 2 Card sort answer sheet to check the images on the cards.

If appropriate, students could share their mobiles to see which Apps they have in common.

**Core Activity 2 : Benefits and dangers of being online**

**Purpose:** To focus on the benefits and dangers of being online and how to balance them.

Divide students into two groups, each with a flip chart sheet and some pens. They are going to make posters. One group is to focus on the benefits of being online, the other group is to focus on the dangers. They have 10 minutes to do this.

Ask them to nominate one member of their group to show and explain their poster to the whole group.

Discuss their ideas. Do the benefits outweigh the dangers?

1 in 5 children have not shared/told the worst thing to happen to them online (*according to internetmatters.org*). What do they think about this fact?

**Core Activity 3 : Rules for safe and responsible online use**

Ask students to work in pairs to think of any rules they know for being safe and responsible online e.g. Never give out your passwords

Go round each pair in turn and ask them to add a rule until all their ideas have been collected.

Give out and discuss Resource Sheet 3. Thinking of the ideas they have just shared, is there anything they would add to the list?

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 for Session 1. Explain that they will use these sheets after each session to help them think about what they have learned.

Introduce their personal Acceptable User Policy and explain that it is for them to remind them of how they intend to use what they have learned to get the best out of being online. Ask them to complete it for Session 1.

You could ask each student to say one way in which they will practise what they have learned today before the next session

**Session 1. Resource Sheet 1: Find someone who has….**

|  |  |  |
| --- | --- | --- |
| Used YouTube | Posted a video to social media | Posted on Instagram |
| Shared a post | Read the news online | Used email |
| Tweeted | More than 3 Apps on their mobile | Written a blog |
| Used Google | Posted on Facebook | Posted a photo to social media |
| Played a game online with others | Used Snapchat | Commented on a post |

**Session 1. Resource Sheet 2: Card sort**

Prepare by cutting this sheet into 12 cards

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Session 1. Resource Sheet 2: Card sort answers**

|  |  |  |
| --- | --- | --- |
| YouTube | Instagram | WhatsApp |
| Twitter | Like | Tablet |
| Smart phone | Games console | TikTok |
| Snapchat | Houseparty | Facebook |

**Session 1. Resource Sheet 3: Rules for being safe and responsible online**

* Don’t post any personal information online – like your address, email address or mobile number
* Think carefully before posting pictures or videos of yourself. Once you have put a picture of yourself online most people can see it and may be able to download it. It is not yours anymore.
* Keep your privacy settings as high as possible
* Think carefully about what you say before posting something online
* Never give out your passwords
* Don’t befriend people you don’t know
* Don’t meet up with people you’ve met online. Speak to your parent or carer about people who suggests that you do.
* Remember that everyone online is not who they say they are – they can pretend to be somebody else
* Respect other people’s views – even if you don’t agree with them there is no need to be rude
* If you see something online that makes you feel uncomfortable, unsafe or worried, leave the website and tell a trusted adult immediately.

**My evaluation sheet Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Tick the box which matches how you feel about each statement.**

| **Learning Statements** | **Strongly disagree** | **Somewhat disagree** | **Neither agree nor disagree** | **Somewhat agree** | **Strongly agree** |
| --- | --- | --- | --- | --- | --- |
| **Session 1 My online experience** | | | | | |
| I can share my experience of online activity |  |  |  |  |  |
| I know the benefits and dangers of being online |  |  |  |  |  |
| I know rules for safe and responsible online use |  |  |  |  |  |
| **Session 2 Online behaviours** | | | | | |
| I can describe online behaviours that can make people feel accepted and included |  |  |  |  |  |
| I know how to behave towards others as I would like others to behave towards me online |  |  |  |  |  |
| I understand that, if people show unacceptable behaviour online there can be serious consequences. There are laws to deal with this. |  |  |  |  |  |
| **Session 3 Emotions and resilience online** | | | | | |
| I can recognise and describe the feelings that I experience when online |  |  |  |  |  |
| I can tell how others may be feeling from their online behaviour |  |  |  |  |  |
| I know how I can strengthen my resilience and my relationships with others online |  |  |  |  |  |
| **Session 4 My online presence** | | | | | |
| I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs |  |  |  |  |  |
| I know that data about me is collected online and how to be careful about what I reveal |  |  |  |  |  |
| I know how to be responsible and thoughtful about protecting the privacy of others online |  |  |  |  |  |
| **Session 5 Cyber-bullying** | | | | | |
| I know the different forms of cyber-bullying and understand how it can start in different contexts |  |  |  |  |  |
| I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour |  |  |  |  |  |
| I have the confidence and resilience to protect myself and others from cyber-bullying |  |  |  |  |  |
| **Session 6.Technology and the internet at home** | | | | | |
| I accept the need to install security updates and antivirus software on all of the devices that my family owns, as well as update passwords and codes |  |  |  |  |  |
| I know what I need to do for myself if I have a problem online outside school |  |  |  |  |  |
| I know what acceptable and healthy use of the internet at home looks like |  |  |  |  |  |
| **Session 7 Questioning what we see online** | | | | | |
| I know how online images and language can influence how I feel |  |  |  |  |  |
| I understand how information is targeted at users of different social media |  |  |  |  |  |
| I know how important it is to question what I see and hear online, and the values and motives of the person who posted it. |  |  |  |  |  |
| I can resist unreasonable pressure (and help my friends to do the same) from people who try to persuade us to their view. I know how to get help if this concerns me. |  |  |  |  |  |
| **Session 8 Online benefits and barriers** | | | | | |
| I know how I can use the internet to develop my education, interests and opportunities |  |  |  |  |  |
| I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression |  |  |  |  |  |
| I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking |  |  |  |  |  |

**My Acceptable User Policy Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Use this table to record after each session the online habits that you plan to develop that will keep you safe and well

|  |  |
| --- | --- |
| **Session** | **Online Habits** |
| 1. **My Online Experience** | I want to experience these benefits of using the internet:  I want to avoid these dangers: |
| 1. **Online Behaviours** | I will remember to follow these rules of ‘Netiquette’: |
| 1. **Emotions & Resilience Online** | I develop and look after my digital resilience by: |
| 1. **My Online Presence** | I can confidently create and maintain my online identity by: |

|  |  |
| --- | --- |
| 1. **Cyber-Bullying** | I can challenge cyber-bullying and support peers who experience it by: |
| 1. **Technology and the Internet at Home** | The safe settings and habits that we will introduce at home will be:  If I have a problem online, I will… |
| 1. **Questioning what I see online** | I will check for the following when questioning what I see online:      If I receive unexpected and unwelcome messages or experience online peer pressure, I will…  If my friends or family receive unexpected and unwelcome messages or experience online peer pressure, I will… |

# Session 2 - Online behaviours

|  |  |
| --- | --- |
| **Resources** | |
| Resource Sheet 1 - Online and Offline behaviours | A copy for each pair or small group of students prepared by cutting into 14 cards |
| Rules for online behaviour | Flipchart for each group of 6 students. Pen/pencil for each student. |
| Resource Sheet 2 – Netiquette Charter | A copy for each student |
| Video clip- Can I be your Friend?  https://youtu.be/aDycZH0CA4I | Computer, projector and screen |
| PowerPoint Slide 3 | Computer, projector and screen |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I can describe online behaviours that can make people feel accepted and included  I know how to behave towards others as I would like others to behave towards me online  I understand that, if people show unacceptable behaviour online, there can be serious consequences. There are laws to deal with this. |

**Welcome**

Welcome the students 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 know how to behave.

Explain that you will ask for a volunteer to leave the room for a few minutes. The remaining students 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 student 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 students 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 students 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 student in the group.

* I can describe online behaviours that can make people feel accepted and included
* I know how to behave towards others as I would like others to behave towards me online
* I understand that, if people show unacceptable behaviour online there can be serious consequences. There are laws to deal with this.

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 students 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)  https://youtu.be/aDycZH0CA4I

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

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

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

Ask what rules students would want for 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 student 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 they would want for online behaviour. Collect and discuss their ideas.

**Core Activity 3 : Netiquette Charter**

**Purpose:** To focus students’ ideas about appropriate online behaviour

Ask students 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

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

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

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

Show PowerPoint:Slide 3 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).

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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

|  |  |
| --- | --- |
| **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**

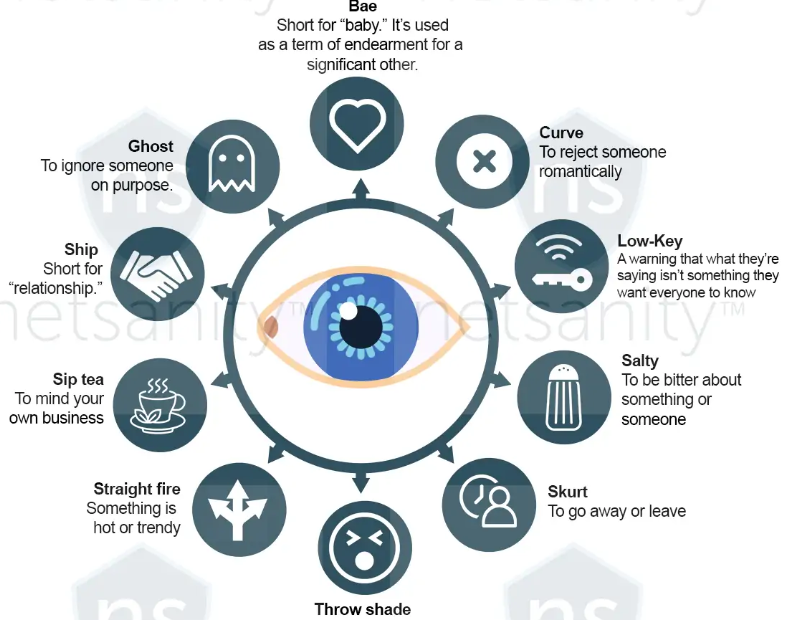
|  |  |
| --- | --- |
| Netiquette Charter  Our 5 rules for online behaviour | |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

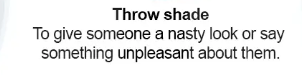
**Additional Resources**

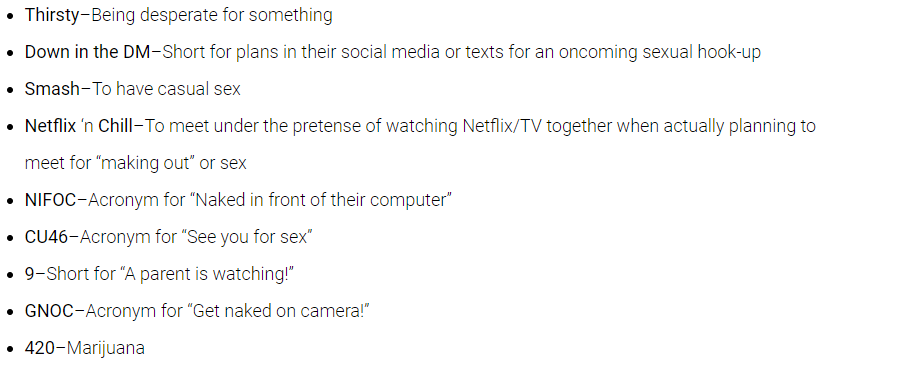
**UK-English slang (check for most current terms- these change over time!)**



**More UK-English slang**







What do different emojis / abbreviations / acronyms that are commonly used online mean

Catfish - A catfish is someone who pretends to be someone else online – and it isn’t always easy to spot the difference between a catfish and a real person. We’ve put together some tips to help you spot a catfish as well as advice to help if you have been catfished by someone.

People catfish others online for a lot of different reasons. Sometimes it’s to:

* bully or humiliate someone
* try and get people to send nude/semi-nude images
* scam people into giving them money or personal details
* get a person into trouble

<https://www.netsafe.org.nz/catfish/>

# Session 3 - Emotions and resilience online

|  |  |
| --- | --- |
| **Resources** | |
| Facilitator prompt sheet – Showing emotion online | 1 copy for the facilitator |
| Poiwerpoint slides 4-10 | Computer, projector and screen |
| Resource Sheet 1 - Managing emotions | A copy for each student |
| 3 balls for Understanding Resilience Activity | A rubber ball, a ping pong ball and a foam ball |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I can recognise and describe the feelings that I experience when online  I can tell how others may be feeling from their online behaviour  I know how I can strengthen my resilience and my relationships with others online |

|  |
| --- |
| **Facilitator Tip:** In this session in particular you will need to be mindful that some students may not feel comfortable sharing/talking about their feelings and may choose to participate in a more passive manner. |

**Welcome**

Welcome students and ask whether they have any thoughts or questions since the last session that they want to share. Have they used their Nettiquette charter?

**Warm-up activity: Word Tennis - Emotion words**

**Purpose:** For students to begin to think about emotions that might be expressed online.

Ask for 2 volunteers to play a word game. We will use words that describe emotions. The facilitator gives person A a word and person A says a related word, then B says another related word. This volley of words goes back and forth until one of the players runs out of suitable words.

e.g. Facilitator says 'Happy' Person A 'Joy', Person B 'Pleased', Person A 'Glad', Person B 'Content'

Students can have a go in pairs.

|  |
| --- |
| **Facilitator Tip:** This game challenges participants to extend their vocabulary, which is useful but not our primary purpose here!! You may prefer to use an alternative  e.g. Make a set of cards with the name for an emotion on each ‘Happy’ ‘Sad’ ‘Angry’ etc. Ask students in turn to pick a card and mime the emotion for the rest of the group to guess. |

**Review group aims:**

Remind students that we now have rules for online as well as face-to-face working.

**Plan for today’s session**

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

* I can recognise and describe the feelings that I experience when online
* I know how to infer why people behave in certain ways online / I can infer how others may be feeling from their online behaviour
* I know how I can strengthen my resilience and my relationships with others online

Ensure they understand what the learning outcomes mean and tell 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: Recognising emotions offline and online**

**Purpose:** To consider how emotions are expressed online.

PPT Slide 5 - Can the students read the emotion from each person's face and body language? Ask them to identify each emotion presented.

PPT Slide 6 - 'What could these emotions look like online?' Students might like to think about emoji's, behaviours, netlingo – language choice.

Divide the group in pairs and allocate 2 emotions to each pair. Ask them to list how their emotions could be presented online. (*See Facilitator Prompt Sheet – ‘Showing emotions online’ for some suggestions).*

Discuss their findings. How accurate do they think they can be in interpreting online emotion?

In face-to-face conversations we hear the words used but we also use other information to understand the message and meaning. What behaviours do we use? Some examples they may give are:

* Tone of voice
* Body language
* Intonation and volume of voice
* Eye contact
* Facial expression
* Gestures

|  |
| --- |
| **Facilitator tip**: Behaviours differ in different cultures. If there is time, you could discuss this. |

**Core Activity 2: Dealing with difficult feelings**

**Purpose:** To consider how students can manage the emotions they might experience when being online.

Ask students what difficult feelings they might have from working online.

How do we deal with difficult feelings? Do we use the same approach on and offline?

Share Resource Sheet 1 - Managing emotions. As a group, read through the strategies for managing emotions and ask them to think about which methods they might have used themselves.

Which ones do they think they have seen online? Can they give examples?

Do they use the same approaches on and offline? Ask them to keep the positive strategies in mind to help with the next activity.

**Core Activity 3: Understanding Resilience**

**Purpose:** To further students’ understanding of resilience and digital resilience

Explain what resilience is

* A person with resilience learns from things that go wrong so that they can find a new way or ask for help to reach their goal

Compare a foam ball, ping pong ball and rubber ball to explore the concept of resilience.

Show the group the three types of ball, they need to see and touch them. Discuss which ball is the most resilient and why

* Is the rubber ball resilient or just solid?
* What happens to the ping pong ball when it is hit hard?
* Which ball can recover the most?
* Which do you think best describes resilience?

Show and discuss PPT Slides 7-9 – Digital resilience

**Core Activity 3 How can we increase our digital resilience?**

**Purpose:** To help students develop digital resilience

Give out Resource Sheet 2. Explain that they are going to create a digital resilience toolkit for themselves. Show PPT Slide 10 - Digital resilience toolkit.

Each student needs to identify one strategy for the 4 areas – support network, being kind to myself, my physical wellbeing, lifestyle changes.

Ask them to share their thoughts and encourage them to add the strategies that they think will be useful in their own toolkit.

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 3

Ask each person to say one thing they will do before the next session to strengthen their digital resilience.

**Sessions 3. Teacher prompt sheet: Showing emotions online**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Distress** | **Fear** | **Anger** | **Surprise** | **Disgust** | **Joy** |
| Leaving a group  Not responding  'Sadfishing' - posting sensitive, emotional personal material online to gain sympathy or attention from the online community. | Leaving a group    Not responding    Over use of punctuation !!!!!! | USE OF CAPITALS  Excluding people from groups  Leaving groups  Not responding  Deleting a person  Leaving a negative comment | Use of question marks?????    OMG    WTH | Unfriend  Unlike  SMH or Shake My Head simply means you don’t approve of something or you think it is a stupid thing to do. | Likes  Followers  Retweeting  Sharing  Leaving a positive comment |

**Session 3. Resource Sheet 1: Dealing with emotions**

|  |  |
| --- | --- |
|  | **Suppressing emotion**  Locking our feelings away, trying to bury them and stopping ourselves from thinking about them. |
|  | **Withdrawing**  Hiding ourselves away. We may feel very sad and have feelings of helplessness. |
|  | **Acting out emotion**  When we feel overtaken by our emotions, we may lose control over some of our behaviours and shout, or become physically aggressive. |
| Expressing your feelings | Kids Helpline | **Expressing emotion**  Letting our feelings out, acknowledging to ourselves how we are feeling by talking about them, taking safe action, crying. |
|  | **Bottling up emotion**  Holding our feelings inside us. We may start to feel weighed down and feel the pressure build until we eventually explode. |
|  | **Dumping emotion on others**  Blaming other people for the way we feel. |
|  | **Reflecting and accepting emotion**  When we accept our feelings, without being overwhelmed by them, we are able to think about them and start to work out how to manage them. |
|  | **Letting go of emotion**  When we think through our emotions and take note of them, we are able to let them go and we feel better. |

**Session 3. Resource Sheet 2: Digital resilience**

Can you think of ways to be digitally resilient?

Add one idea to each box.

|  |  |
| --- | --- |
| **Support network**  Who can help you? | **Be kind to yourself**  Take care of yourself. Deal with what is bothering/upsetting you. Treat yourself. Take time out. |
|  |  |
| **Physical health**  What can you do to add to your physical health and wellbeing? | **Lifestyle changes**  Would making any changes help you be more resilient? |
|  |  |

# Session 4 - My online presence

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| --- | --- |
| **Resources** | |
| Resource sheet 1 | A copy for each small group |
| PowerPoint Slides 11-13 | Computer, projector and screen |
| Resource sheet 2 - Diary entries | A copy for each small group |
| Resource sheet 3 - Privacy scenarios | A copy for each group of students prepared by cutting into 5 cards |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs  I know that data about me is collected online and how to be careful about what I reveal  I know how to be responsible and thoughtful about protecting the privacy of others online |

**Welcome**

Welcome the students. Ask whether, since the last session they have done anything that to help their digital resilience. How successful do they feel that it has been? What will they do next?

**Review group aims:**

Thinking of what we have discussed in our sessions so far, are there any changes they would want to make to them or their Netiquette Charter?

**Plan for today’s session**

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

* I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs
* I know that data about me is collected online and how to be careful about what I reveal
* I know how to be responsible and thoughtful about protecting the privacy of others online

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

**Warm-up activity: What can you guess from an online picture?**

**Purpose:** To make students aware of the necessity of being cautious about judging people by what they reveal online

Divide students into small groups and give each group a copy of Resource sheet 1. Ask them to look at the 4 profile pictures on the sheet and think about what they can see, what does it tell them?

For each picture ask:

What impression do you get from the picture?

Why did the person choose that image as their profile picture?

What 3 adjectives would you use to describe them?  Write the adjectives under the picture.

Hand each group a copy of Resource sheet 2 – diary entries. Ask each group to guess which diary entry matches the profile picture of the person. Feedback from each group and take reasons for their answers.

Answers: could be A=1, B=4, C=2, D=3 but overall, there is no correct answer; any one of the diaries could be any of these people’s profiles. It is important not to judge others by how they portray themselves online. You are only seeing what that person wants you to see; it isn’t a true reflection of their everyday life.

**Core Activity 1: Life Tree**

**Purpose**: To help students think about what defines their identity and decide which aspects they will reveal online.

Explain that we are going to think about how we create our own online identity.

Ask students to think of themselves as a tree! What might they look like? A tall, willowy tree, a solid, strong oak or something else?

Show PPT Slide 12

Explain you are going to help them to imagine their personal tree. They will need to close their eyes and listen to your words and let their imagination roam free. Reassure students they are safe and in a safe space.  If they are not comfortable closing their eyes encourage them to put their head on their hands.

Say “Please close your eyes

* Imagine your roots are stretching down and anchoring you tightly into the warm, earthy soil
* You can feel the bright, warm sunlight on your trunk and you can feel a tingling moving up your legs as you begin to slowly grow taller up towards the light
* The sun continues to beat down on you warming you from your tallest branch down to your deepest root
* You can feel your branches stretching out and the buds are bulging ready to burst into blossom.

How does it feel like to burst into life like that?”

Show PPT Slide 13

Explain each section detail:

* Roots: where they came from – places, people, events that have been important in their past
* Trunk: the resources they have within themselves (strengths, skills, qualities) and other people they can turn to for support
* Branches: what they want to achieve in their next few years.

Ask participants to draw their tree thinking about the 3 different sections and label them with their own roots (experience) trunk (resources and support) and branches (aspirations)

Encourage discussion of ideas and feelings as the trees take shape.

Then ask the group to work in pairs and talk through their tree drawings with each other. Decide in pairs which aspects they would share as part of their online identity.

Stress the importance of thinking about safety and security when we do anything online. We will talk more about this.

**Core Activity 2: What information can be gathered about us online**?

**Purpose:** To start students thinking about the information about them that is gathered online and how to be cautious about what they reveal. This topic is covered more fully in Session 6.

Create a quick mindmap of information students think can be gathered about us online e.g. our location or which advertisements we have clicked on

Add any information they haven’t thought of *(See https://www.globalsign.com/en/blog/what-data-is-collected-about-you-online)*

**Core Activity 3: Privacy scenarios**

**Purpose :** to explore issues of privacy.

Use Resource sheet 3. You could divide the group into 5 smaller groups, each to work on a scenario card and then feedback their ideas and discuss with the whole group . Or you could focus on each card in turn as a whole group and discuss opinion.

Agree that it is important always to be aware of issues of privacy online and act kindly and responsibly.

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 4

Ask each of them to say one important idea they will take away from today’s session.

**Session4 . Resource Sheet 1: What can you guess from an online picture?**



B

1. Why did she choose this picture as her profile picture?
2. What adjectives would you use to describe her?

A

1. Why did he choose this picture as his profile picture?
2. What adjectives would you use to describe him?

CROSSING THE LINE

FILM 4: **TALKING HEADS**



D

1. Why did the boy with the ball choose this picture as his profile picture?
2. What adjectives would you use to describe him?

C

1. Why do you think the girl in the bottom left of this picture chose it as her profile picture?
2. What adjectives would you use to describe her?

CROSSING THE LINE

FILM 4: **TALKING HEADS**

**Session 4. Resource Sheet 2: Diary entries**

|  |
| --- |
| **Diary of Person 1.** I had a really bad day today, nothing seemed to work out well. I missed the bus and forgot to take the jacket I had borrowed from my friend and I was really late getting to school. The whole day I just kept getting angry with myself for doing everything wrong. I just want to cry every time I look in the mirror. Sometimes I change my profile on social media so that I get some instant feedback from friends. They always know how to make me feel good about myself. |

|  |
| --- |
| **Diary of Person 2.** Today was an excellent day! I did really well in an exam that I thought I had failed. I tried on some jeans that I thought didn’t fit me anymore and it seems that they still do! I changed the profile picture online to a time when I was really happy to reflect the mood I’m in now. |

|  |
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| **Diary of Person 3.** Have nothing to report. I’m bored. I was online for about 5 hours today. My eyes started to go watery. I wonder what I was doing for those 5 hours…where does the time go? Everyone seems to be having a great time. I just changed my profile picture because I’m bored. |

|  |
| --- |
| **Diary of Person 4.** I got new clothes today. I’ve been reading so many blogs recently about fashion online - they are great. Online shopping is also brilliant but, whenever I get the clothes, they never look the same on me as they do on the models. Anyway, my friend just asked me what I had bought so I put a new profile picture up to show me wearing my new top. I hope people don’tthink I’m vain for doing that. |

**Session 4. Resource Sheet 3: Privacy scenarios**

(*Adapted from Safer Internet Day materials*) Prepare by cutting into 5 separate cards

|  |
| --- |
| **1.** You’re signing up to the website of a new game. The form asks for the following details: Full name, email address, home address, telephone number.  **What do you do?**  **A** Give them all the details. Companies and organisations can always be trusted to look after their customer’s personal information.  **B** Report the game – personal information should be kept private and secure.  **C** Check the webpage for further details about why they need the information or ask an adult to help. |

|  |
| --- |
| **2.** Your Mum has given you permission to borrow her phone to use your favourite app. Whilst you’re using the phone, a notification pops up showing your Mum has received a new message and it looks like it’s about you.  **What do you do?**  **A** Hand the phone back to your Mum – it’s her phone so the notification is for her, not you.  **B** Open the notification to read the message with your name in. It’s about you, so you should be allowed to read it.  **C** Exit the app and open your Mum’s messages. If there’s one message about you, there might be more and you have a right to know what they say. |

|  |
| --- |
| **3.** You’re hanging out with several friends at your house, having fun and taking photos. You and your best friend love one of the photos and want to share it online, but another friend is less pleased with it.  **What do you do?**  **A** Share the photo anyway. There’s two votes for sharing it and only one for not.  **B** Don’t share the photo. Being a good friend means asking for consent and thinking about how your actions will impact other people.  **C** Try to convince your friend who doesn’t like it to change their mind. If you can get them to agree then it’s fine to post it. |

|  |
| --- |
| **4.** You’ve been given permission to download a new game on a device shared by your family. After the download has completed a pop-up appears asking if the game can access the device’s camera, files and location.  **What do you do?**  **A** Say yes for all of them and get started playing the game.  **B** Select ‘no’ for now so you can play the game and see whether it works without access to the camera, files and location information.  **C** Select ‘no’ for now so you can check with the other people who use the device and decide whether the game needs to receive that information or not. |

|  |
| --- |
| **5.** Last time your friend was at your house you recorded a video of you singing together. You both agreed that you could post it online. When they next come round you record another singing video and you want to post it online again. What do you do?  **A** Check with them whether you’re allowed to post this video online too.  **B** Post the video online without checking. They said yes last time, so it’ll be the same for this one.  **C** It’s your video so it doesn’t matter what they think, you’ll post it anyway. |

# Session 5 – Cyber-bullying

|  |  |
| --- | --- |
| **Resources** | |
| Warm up activity | Whiteboard or Flip chart and pens |
| Resource Sheet 1: Behaviours for making and keeping friends | 1 copy. Prepare by cutting into 6 cards |
| Resource Sheet 2: Forms of cyber-bullying | A copy for each student |
| PowerPoint Slides 14-15 | Computer, projector and screen |
| Video Together We're Stronger (hardcoded subtitles)  (to be used if there is time) | Computer, projector and screen |
| Resource Sheet 3: How a Defender Can Help | A copy for each student |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I know the different forms of cyber-bullying and understand how it can start in different contexts  I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour  I have the confidence and resilience to protect myself and others from cyber-bullying |

**Note: In this session, students may share personal experiences of cyber-bullying, which may require steps to be taken according to the school's Safeguarding and Anti-Bullying policies**

**They need to know how to report experiences of cyber-bullying and how to contact available support agencies.**

**Welcome**

Welcome students and ask whether anyone has changed their profile on social media since the last session. If so, why did they do this?

**Warm-up activity: Positive and negative online relationships**

**Purpose**: To examine behaviours that strengthen online relationships and those that disrupt them.

Ask what we have to do to make and keep friends e.g.

* listen well
* take turns
* show understanding of others’ views or feelings
* show patience
* compromise
* encourage and compliment others

Divide the group into 6 and give each sub-group one of the cards from Resource sheet 1.

They have 2 minutes to discuss how they might show this behaviour online. They then share their ideas with the rest of the group.

Next they have 2 minutes to discuss what words describe the negative opposite of this positive behaviour.

List their ideas on a whiteboard or flipchart and ask if there are other behaviours that can damage relationships (e.g. ignoring, excluding, calling names, insulting, being impatient, refusing to discuss, hurting, frowning/staring).

We might all display these behaviours occasionally, sometimes on purpose, sometimes by mistake. But if someone deliberately and repeatedly behaves this way to someone they are bullying them.

**Review group aims:**

Remind them that our group aims, both offline and online, are designed to strengthen, not weaken relationships.

**Plan for today’s session**

Explain that, today, we are going to think about how to avoid these negative behaviours and will work on these learning outcomes for each student in the group.

* I know the different forms of cyber-bullying and understand how it can start in different contexts
* I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour
* I have the confidence and resilience to protect myself and others from cyber-bullying

Ensure they understand what the learning outcomes mean and tell 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: Forms of cyber-bullying**

**Purpose:** to help students to recognise bullying behaviour

Discuss how the aggressive, hurtful behaviours  we have already listed in our Warm up activity can be found online in

Gaming       Texting           Emailing          Social Media

Encourage the group to describe specific behaviours in each context and record them on the white board or flip chart beside the relevant face-to-face bullying behaviours.

Give out Resource Sheet 2 – Forms of cyber - bullying . Give a few minutes for students to read and dicuss it then ask how it compares with their list and whether they want to add anything to that – or to the list on the Resource sheet.

**Core Activity 2: Differences between cyber-bullying and other forms of bullying behaviour**

**Purpose:** to help students to recognise bullying behaviour, whether online or offline

Share these definiitons

**Bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.**

(i.e. bullying goes on over time and there is an imbalance of power)

**'Cyber-bullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles'**

or use your school's **definitions**

Discuss the following question with the group:

'In what ways does cyber-bullying behaviour differ from other forms of bullying behaviour?'

**Core Activity 3 Roles in a cyber - bullying incident**

**Purpose:** To make students aware of what they can do to prevent or respond to cyber-bullying.

Explain that, when bullying happens, there may only be two people involved but, more often, a lot of people are involved in different ways. e.g. they may be supporting the perpetrator or the target or they may just be watching.

Show PPT Slide 15 – Bullying as a group behaviour.

Discuss the different roles and what these people might do online e.g.

* An 'Assistant' could repeat the insult that the 'Ringleader' has used against the 'Target' in a chat room
* A 'Reinforcer' could send the abusive messages to other people
* A 'Defender' could challenge the group's behavior
* An 'Outsider' could block the messages or leave the group.

Discuss how they would help a friend who experienced cyber-bullying behaviour – what would they say/do.

How might their help be affected by the emotions that the target is feeling? (*Remind them of the work done in Session 3 on emotions and resilience*).

**Give out Resource Sheet 3  which** offers ideas for what a 'Defender'could do and say, and ask them to discuss it in pairs.

Ask which suggestions they think might be most effective in stopping the bullying. Have they ever used any of them? What can outsiders do?

If there is time, show the short video Together We're Stronger (hardcoded subtitles)

Agree that, to solve the problem, it is necessary to change the balance of power – to strengthen the defence and weaken the aggression.

Do they have the status and confidence in the online group to challenge the behaviour alone, or will they need to talk with others in the group or to adults?

Check that they know how to report cyber-bullying and what the school’s policy is in preventing and tackling it.

|  |
| --- |
| **Faciltator tip:** If peer supporters are involved in this session they might wish to develop a presentation / assembly to share the outcomes of it more widely with other students. |

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 5

We have covered a lot of ideas in this session. Which ones do they want to think about some more before the next session?

**Session 5. Resource Sheet 1: Behaviours for making and keeping friends**

Prepare by cutting into 6 cards

|  |  |
| --- | --- |
| **listen well** | **take turns** |
| **show understanding of others’ views or feelings** | **show patience** |
| **compromise** | **encourage and compliment others** |

**Session 5. Resource Sheet 2: Forms of cyber-bullying**

* Verbal abuse while gaming ('*Griefting'*)
* Extreme text abuse ('*Flaming'*)
* Leaving out or blocking people from online groups (*'Excluding'*)
* Ganging up on an individual ('*Roasting')*
* Revealing personal information about others -spreading rumours - sending/posting embarrassing images of others ('*Outing')*
* Sending/posting information that damages another’s reputation (*'Dissing*')
* Creating a fake identity or impersonating another person to harass other ('*Masquerading ')*
* Angering people intentionally through words or behaviour ('*Baiting')*
* Repeatedly sending threatening messages ('*Cyberstalking/trolling*')
* Sexting and exposing others to inappropriate content ('*Harassment ')*
* Threatening to share personal information/images unless there is payment of some kind (*'Blackmail'*)
* Posting provocative, insulting messages or hate crime messages ('*Trolling ')*
* Taking over/hacking others’ accounts or setting up accounts in their names (*'Fraping')*

**Session 5. Resource Sheet 3: How a defender can help**

|  |  |
| --- | --- |
| **What Could You Do?** | **What Could You Say?** |
| Send messages of support to the ‘Target’ to show that they’re not alone | ‘Don’t listen to them – you’re ok with us’’  ‘We don’t accept this at this school – this isn’t fair’ |
| Encourage the ‘Target’ to take screenshots of the hurtful messages, block them or change their account.  Support them in talking to adults |  |
| Support the ‘Target’ in developing appropriate ways of responding, such as ‘Fogging’ | You could suggest: ‘That’s an interesting opinion’; ‘I’m not others would agree’, ‘What do you mean exactly’; ‘Thank you – I never knew that about myself’ |
| Ask the ‘Outsider’ to send positive messages about the ‘Target’ | ‘I need you to help with this – can you tell him/her what you’re thinking of her?’ |
| Message/talk with the ‘Reinforcer’ to find out their reasons for passing on the messages about the ‘Target’ – ask them to pass on positive messages | ‘What made you pass this on?’  ‘How do you think this makes him/her feel?’  ‘How do you really feel about him/her?’  ‘How do you feel about passing on the good things that we’ve said about him/her?’ |
| Message/talk with the ‘Assistant’ to find out their reasons for sending the messages about the ‘Target’ – support them in standing up to pressure from the ‘Ringleader’ | ‘What made you pass this on?’  ‘How do you think this makes him/her feel?’  ‘How do you feel about the person that asked you to send these messages – do you feel bullied too?’  ‘How will you respond if you’re asked to do it again?’ |
| Message/talk with the ‘Ringleader’ to find out about their issues with the ‘Target’ and offer to help with resolving the conflict and restoring the relationship | ‘What made you do this?’  ‘How do you think this makes him/her feel?’  ‘How can you make this right? – how can I help?’  ‘How can you persuade others to stop sending the messages?’ |

# Session 6 - Technology and the internet at home

|  |  |
| --- | --- |
| **Resources** | |
| Resource Sheet 1 – Family Apps | A copy for each student or pair of students |
| Resource Sheet 2 – Family Apps Answers | A copy for each student or pair of students |
| Activity 1 – online risks | Sticky notes  4 flip chart sheets or whiteboard with headings  1.Interference from others  2.Tracking of my internet use and use of data by website/social media and their partners  3.Inappropriate content,  4.Influencing, controlling, intimidating or abusive communication |
| Resource Sheet 3 – Risks and settings | A copy for each student |
| Resource Sheet 4 – Risks and good online habits | A copy for each student |
| Reporting risks website | Computer, projector and screen |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I accept the need to install security updates  and antivirus software on all of the devices that my family owns, as well as update passwords and codes  I know what I need to do for myself if I have a problem online outside of school  I know what acceptable and healthy use of the internet at home looks like |

**Note: One of the SEL foci of this session is identifying risk. It may emerge that participants may not recognize or fully appreciate the risks of internet use and require support with the Core Activities.**

|  |
| --- |
| **Facilitator tip:** If you are not already combining sessions for parents/carers and students, you may wish to invite parents/carers to join their children for this session so that they work together to think about internet safety in their home. |

**Welcome**

Welcome students and ask whether they have done anything to support a friend online since our last session.

**Warm-up activity: Popular apps/websites/devices**

**Purpose:** To consider students’ online activities and restrictions that apply to children

Give out Resource sheet 1. Ask students to work in pairs to identify each of the 'Family Apps'  on the sheet and to record the age they think a person needs to be to have access to it.

Use the Resource Sheet 2 'Answers' to discuss outcomes and to emphasise the point that, apart from Moshi Monsters (which has no age restriction), **all the apps have an age restriction of 13**. However, YouTube not only requires users to register if they want to post videos; it offers a separate 'YouTube Kids' platform.

|  |
| --- |
| **Facilitator tip**: Alternatively you could cut Resource Sheets 1 and 2 into cards. Pairs of students could play a game of 'What App Am I?' with one participant holding one of the unseen cards from Resource Sheet 1 to their forehead and asking their partner questions in order to guess the app (the partner uses a card from the Resource Sheet 2 'Answers' sheet to respond to the questions). |

**Review group aims:**

Explain that, today, we are going to think about how we use the internet at home. Do the rules we have agreed apply just as much there as they do here?

**Plan for today’s session**

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

* I accept the need to install security updates and antivirus software on all of the devices that my family owns, as well as update passwords and codes
* I know what I need to do for myself if I have a problem online outside school
* I know what acceptable and healthy use of the internet at home looks like

Ensure they understand what the learning outcomes mean and tell 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 risks**

**Purpose:** to begin a conversation about the risks of being online and discover how aware students are of them

Prepare 4 flip chart sheets or whiteboard with headings:

1. Interference from others

2. Tracking of my internet use and use of data by website/social media and their partners

3. Inappropriate content,

4. Influencing, controlling, intimidating or abusive communication

Ask students to work in small groups. Give them some sticky notes and ask them to list all the risks that they can think of regarding their online activity. They should write each risk on a separate sticky note.

Explain that we are going to arrange the risks under 4 headings by putting each sticky note on the appropriate place on a flip chart sheet/whiteboard. Ask for an example of each category (Resource sheet 3 lists relevant examples) to ensure they understand the task.

|  |
| --- |
| **Facilitator tip:** To encourage students to consider each other’s contributions, ask them, when they post their sticky notes, to read the others and, if another group has posted a note with the same idea as them, to place their sticky note of top of it. |

When they have finished, discuss their ideas

**Core Activity 2: Risks and settings**

**Purpos**e: To consider ways of minimising the risks of being online

Give out Resource Sheet 3. Ask students to look at the risks listed in the 1st column. Are there any they want to add from the ones they identified in the last activity?

Explain that the 2nd column provides information about setting up devices to prevent these risks and ask participants to add ticks, crosses or question marks to evaluate whether these actions have been '**Done', 'Not Done'**at home**,**or whether they're **'Not Sure'**

**Core Activity 3: Risks and good online habits**

**Purpose:** to help students to increase their online safety

Give out Resource Sheet 4. Ask students to work in pairs to discuss and complete it individually.

Ask participants to look at their lists on Resource Sheets 3 and 4 and consider how safe they feel their family is when it goes on the internet at home.  Is there anything they want to do to make them safer?

|  |
| --- |
| **Facilitator tip:** The aim in this session is to raise students’ awareness of risks but not to leave them over-anxious about them. We all face these risks and need to know how to minimize them.  They may wish to take Resource sheet 3 home to discuss with their parents/carers.  If you intend to run parallel ICAMcsr session for parents/carers, you can reassure students that you will be discussing these issues with them too. |

**Core Activity 4: Reporting concerns**

**Purpose**: to ensure that students know what to do if they have concerns about their safety oinline

Stress the importance of talking to adults about any concerns students’ have about their internet safety.

Show and discuss the website <https://www.internetmatters.org/report-issue/>  which explains how to report problems

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 6

**Note: Students may experience anxiety regarding their family's online safety and require additional support in undertaking the actions that they have identified in the activities in this session. It may be necessary to be mindful of the school’s safeguarding protocols and follow procedures if issues arise.**

**Session 6. Resource Sheet 1: Family Apps**

Describe what each of these Apps can do and how old you have to be to use it. The first row is completed as an example.

|  |  |  |
| --- | --- | --- |
| **App** | **What Is It?** | **Age Restriction** |
|  | A social networking site where users can ask each other questions | 13 |
|  |  |  |
| A picture containing person, player, racket, holding  Description automatically generated |  |  |
|  |  |  |
|  |  |  |
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**Session 6. Resource Sheet 2: Family Apps- Answers**

|  |  |
| --- | --- |
| **App** | **What Is It?** |
|  | A social networking site where users can ask each other questions |
|  | A popular social network with over a billion users.  where uses create profiles and share views/experiences and images |
| A picture containing person, player, racket, holding  Description automatically generated | A survival action game where up to 100 live players can fight each other to be the last one standing; it includes heavy violence but with little blood or gore. You can talk to other players using public, private and voice chat. |
|  | A photo and video sharing app, popular with teens: connection with one another is made through comments, captions and hashtags on photos and videos. |
|  | An online social game popular with 6-12 year olds that allows children to choose, customise and nurture a pet monster. Children can play games, solve puzzles and explore ‘Monstro City’ with their pet. |
|  | A messaging app that is popular with teenagers, for sharing photos, texts and videos, ie ‘snaps’ for only 10 seconds before disappearing. ‘Snapstory’ allows users to share ‘snaps’ with others for 24 hours. |
|  | A social media platform for users to share short videos of themselves performing songs, dances, lip synchs, comedy etc |
|  | A social networking and microblogging site where users post 'tweets' that are 140 characters long and can include images or videos. |
|  | A video-sharing website |

**Session 6 . Resource Sheet 3 : Risks and settings**

|  |  |  |
| --- | --- | --- |
| **Risks** | **Settings and Assistance on Devices** | * **= Done**   **X = Not Done**  **? = Not Sure** |
| **Interference from others**  *e.g hacking*  *viruses*  *phishing (illegal attempts to gain personal information)*  *ransomware (software that secures personal data or blocks access to it which can only be reversed, following payment of a ‘ransom’)* | Set up password for home wi-fi router that only the family knows  Ensure your [Wi-F is secured](https://www.getsafeonline.org/protecting-your-computer/wireless-networks-and-hotspots-pyc/) to [WPA2](https://www.getsafeonline.org/protecting-yourself/the-internet-of-things/) level at all times and do not reveal the access code to unauthorised persons.  Set up firewalls  (*Windows: Right Click Windows logo > Control Panel > Security > Firewall*  *Mac OS: Click Apple logo > System Preferences > Privacy & Security > Firewall*  Set parent controls on computers and mobile phones/iPads  Set parent controls on internet service provider - BT, Sky, Virgin Media and TalkTalk provide access to this facility free of charge  Download parent control software that allows monitoring of online activity by others  Create and update different ‘strong’ passwords for different devices (including smart speakers, televisions, child monitors and programmable electrical devices) and different online accounts  Install antivirus/antispyware and keep it up to date  Only allow downloads from identified developers – option available in ‘Security’ settings  Set Parent Controls to ‘Limit Mail to allowed contacts’  Set spam/junk email filters to block emails from untrusted sources – keep the feature updated and switched on  Install software updates, including operating systems and games, when prompted, as they usually contain new security measures  Back-up data on to a remote device  Avoid open wi-fi (such as wi-fi offered in stores, cafes etc…) when providing personal information (unless the website is secure) – a mobile network (such as 4G) is more secure  Don’t allow anyone to connect a device to yours  Be careful with CDs/DVDs as they can also contain viruses. |  |
| **Tracking internet use and use of data by website/social media ‘partners’**  *e.g.Targeted advertisements /post*  *Junk mail / SPAM* | Parent Controls – switch off ‘Allow use of camera’  Switch off functions in Smart Speakers that allow the makers to monitor conversations  Switch on ‘block cookies’ in Privacy section of search engine settings (some websites may not work as a result) |  |
| **Inappropriate content**  *e.g.Violent or sexual images*  *Messages that encourage children/young people to take part in criminal activities* | Switch on search engine/browser warning regarding safety certificates of websites |  |
| **Influencing, controlling, intimidating or abusive communication**  *Cyber-bullying*  *Trolling*  *Attempts to radicalise* | Set Parent Controls to ‘Limit Mail to allowed contacts’ |  |

**Session 6 . Resource Sheet 4 : Risks and good online habits**

|  |  |  |
| --- | --- | --- |
| **Risks** | **Settings and Assistance on Devices** | * **= Done**   **X = Not Done**  **? = Not Sure** |
| **Interference from others**  *e.g. hacking*  *viruses*  *phishing (illegal attempts to gain personal information)*  *ransomware (software that secures personal data or blocks access to it which can only be reversed, following payment of a ‘ransom’)* | Report ransomware or fraud immediately by calling Action Fraud: **0300 123 20 40** or by visiting [www.actionfraud.police.uk](http://www.actionfraud.police.uk)  Only open emails from recognized contacts  Don’t respond to blackmail emails or click on links  Change passwords (and ‘secret questions’) of any accounts that are mentioned in blackmail emails and contact the company  If you use your phone to make payments, treat it like your wallet and makes sure it is always locked with a PIN  Always log out of banking apps  Remember that your bank will never contact you to ask for your account details, passwords or PINs  Only use websites that end in ‘gov.uk’ for official services, such as passports, birth certificates, driving licences – search for them rather than the first ones to appear in your search engine  Check for the number of followers of a social media account that has shared an unusual or unexpected message – the larger the number, the more genuine it could be  Only buy goods (including games) from trustworthy sellers (research them first) with known addresses – check that the payment page is secure and only pay by card  Install apps from trusted sources and check age ratings  Use a disposable anonymous [webmail](https://www.getsafeonline.org/protecting-yourself/privacy/) account for websites that demand an email address to register  Check with friends if you receive unexpected or unusual messages from them |  |
| **Tracking internet use and use of data by website/social media ‘partners’**  *e.g. Targeted advertisements /post*  *Junk mail / SPAM* | Encourage family to manage privacy settings on websites (rather than ‘Accept All’)  Encourage family to only enter private information on websites that have addresses starting with ‘https://’ or when a padlock symbol appears on the browser window (not the web page itself)  Check Terms and Conditions and permissions of apps for details of the amount and nature of the data that they want to access (and use)  Download the information that Facebook holds about you  Think carefully before allowing apps to access your ‘current location’ |  |
| **Inappropriate content**  *e.g. Violent or sexual images*  *Messages that encourage children/young people to take part in criminal activities* | Consider using the ‘UK only’ option from search engines, as UK-hosted sites are subject to UK law  Check sources before downloading (children need to ask permission)  Take care about opening attachments  Check for spelling mistakes or a lack of personal address (your name)  Only open emails from recognized contacts  Report Hate Content to providers (social media platforms, administrators, hosts\*, search engines or internet service providers)  *\*You can check a website’s hosting company by entering their web address on the website*[***‘Who is hosting this website?’***](http://www.satoristudio.net/who-is-hosting)*.*  Check age ratings for games  Check for hidden charges created within games |  |
| **Influencing, controlling, intimidating or abusive communication**  *e.g. Cyber-bullying*  *Trolling*  *Attempts to radicalise* | Keep your personal online (including gaming and social media) information to a minimum  Block people who send unwelcome messages  If necessary, be prepared to change accounts if unwelcome messages persist  Arrange to talk with trusted friends who appear to send you unwelcome messages – their technology or accounts may have been ‘borrowed’ by others    Change passwords regularly  Collect evidence and report it to the police  Report abuse/cyber-bullying to the relevant provider (social media platforms, administrators, hosts\*, search engines or internet service providers)  Report personal approaches to influence your thinking about extremist/terrorist activities to the police in confidence: 0800 789 321  Seek support from family, friends and/or organizations, such as:  Childline 0800 1111  NSPCC 0808 800 5000  National Stalking Helpline **0808 802 0300**  **Avoid replying, unless you feel confident that you can challenge attempts to bully you in an assertive (not aggressive or passive) manner or you can pretend that you don’t know what they’re trying to do (see advice regarding ‘Fogging’)**  **Have children play online games in shared family space, using computer or tv speakers rather than headphones so that the language of players can be monitored** |  |

# Session 7 - Questioning what we see online

|  |  |
| --- | --- |
| **Resources** | |
| ‘Fact’ ‘Opinion’ ‘Bias’ sheets | 3 sheets of paper and pen |
| Resource Sheet 1 – Fact, opinion and bias | 1 copy for the facilitator |
| Resource Sheet 2 - **How can we differentiate between real and fake news?** | A copy for each student  Paper and pen for each group of students |
| Resource Sheet 3 - How advertisers influence us online | A copy for each student |
| Resource Sheet 4 - Questions to ask if we follow someone online | A copy for each student |
| PowerPoint slides 16-21 | Computer, projector and screen |
| My evaluation sheet | Each student has a copy |
| My Acceptable User Policy | Each student has a copy |

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

|  |
| --- |
| I know how online images and language can influence how I feel  I understand how information is targeted at users of different social media  I know how important it is to question what I see and hear online, and the values and motives of the person who posted it.  I can resist unreasonable pressure (and help my friends to do the same) from people who try to persuade us to their view. I know how to get help if this concerns me. |

**Note:** One of the SEL foci of this session is identifying and articulating emotions and facilitators will be sensitive to this. Participants may find it upsetting to express their inferences from, and responses to, online content. The session may remind them of their experiences, both in their home countries and abroad, and facilitators may need support to ensure that this doesn't adversely affect the learning experience and the wellbeing of the group.

**Welcome**

Welcome students and ask whether they have done anything to change their online behaviour at home since the last session.

**Warm-up activity: Fact, opinion and bias**

**Purpose:** to establish the difference between fact, opinion and bias in order to help students judge online information

Write ‘Fact’ in large letters on one sheet of paper, ‘Opinion’ on a second sheet and ‘Bias on a third sheet. Put the sheets on the floor or wall spaced well apart. Explain that we are going to think about the differences between Fact, Opinion and Bias. Ask what students think the differences are. Agree that

* Facts can be checked to be true (or not).
* Opinions are beliefs and can't be checked
* Bias supports a certain side and presents an unfair view, using language that focuses on feelings

Explain that you are going to read out some statements and students must decide whether they are Fact, Opinion or Bias and stand by the appropriate piece of paper.

Read out the statements on Resource sheet 1 and discuss students’ decisions. How can they recognize the difference between fact, opinion and bias?

**Review group aims:**

Remind students of the group aims and ask how well we have achieved one of them recently.

**Plan for today’s session**

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

* I know how online images and language can influence how I feel
* I understand how information is targeted at users of different social media
* I know how important it is to question what I see and hear online, and the values and motives of the person who posted it.
* I can resist unreasonable pressure, and help my friends to do the same, from people who try to persuade us to their view. I know how to get help if this concerns me.

Ensure they understand what the learning outcomes mean and tell 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: Evaluating online images and information**

**Purpose:** To begin a discussion about how information can be distorted and falsified online

Show the short video [Photo Hoax: #2 - Shark Attacks Helicopter!](https://www.youtube.com/watch?v=DOwpLHBzFvk)  which explains how a false image was made from two unrelated photos.

Freeze on the image and ask students to describe what is happening. What are the emotional responses of people who are seeing it for the first time? (shock, fear, anxiety...)

Then play the video and discuss afterwards the motivation that the creator of the image might have for making and distributing it. How do our ideas about this affect our attitude to what we see online?

**Core Activity 2 Fake News**

**Purpose:** To help students think critically about online information and distinguish between real and fake stories and news.

Ask what students understand by the term ‘fake news’.

It may be:

1. Untrue stories which are intentionally published to influence your thoughts and decisions, or to make you visit particular websites (which could be fraudulent, or feature content you would not normally wish to see), believe something false or buy certain products or services.

2. Stories which are only partially true, such as reporting a factual event but misreporting some of the circumstances or facts around it, such as motives and quotes. This type of fake news is designed to spread the ideologies and views of the individual or organisation originating it, influencing its readers.

Alternatively, some fake news originates purely through people passing on stories they have heard. And because many people tend not to check the source of online content before they share it, it can go viral very quickly.

Some people also deliberately claim that factually accurate news is actually fake news, because they either do not agree with it, or dislike it.

Divide students into small groups. Give them a sheet of paper and a pen and ask them to choose a scribe for their group. They have 5 minutes to have a meeting to list ways in which we can find out whether news is real or fake.

Give out Resource sheet 4. Is there anything there that was not on their list? Is there anything on their list that was not on the sheet?

**Core Activity 3: How are we affected by advertisements or influencers online?**

**Purpose:** To help students to question the effect that what they see online has on them and the motives of those who attempt to influence them

Use Resource sheet 2 to consider how online advertisements are targeted at individuals using an imaginary interview with an ‘Expert’.

You could act as the ‘Expert’ and ask a student volunteer to be the interviewer. Or students could work in pairs to act out the interview.

Ask and discuss with the whole group:

What information about you is online? *(Advertisers may use location services, social media posts (theirs and friends/families), smart speaker monitoring (see Session 6) and, maybe, even calendars to target adverts*)

What would you say to discourage a friend from being manipulated by online advertising?

We may also be influenced by people who are famous or who become famous through their online presence. They may have millions of followers who all feel as if they know them personally. It is not always clear that they may get money from advertisers to promote their goods..

Give out Resource Sheet 3. Ask if anyone in the group follows an influencer online.

Have they asked themselves these questions?

Which of these questions do they think is most important? (There is no right answer! The purpose is to help them to consider the questions).

Are there any other questions they would add?

Agree that there is a lot to be gained by using social media but it is important to be aware of what lies behind what we are shown.

**Core Activity 4: The influence of people with extreme views**

**Purpose:** To raise the question of extremism and help students to understand how extremists may attempt to influence their online followers.

Whilst it is possible for influencers to encourage very positive changes in the world, there are people who have a strong online presence but whose aim is to cause harm to others. Their values may be very different from those of most people. We see stories in the news of young people who have been persuaded by those they met online to have sex with older people or to do very violent acts.

Ask students to discuss in pairs the values that they think most people would like to see in the country where they live e.g. respect for others.

Show and discuss PPT slides 17 and 18

PPT slide 19 – Extremists may not think these values are important. They are people who strongly support a certain idea or cause in a way that most people would think unreasonable. They may use these views to justify hateful or harmful behaviour towards those they oppose or who oppose them

Yet they manage to persuade other people to agree with them. How do they do this?

PPT slide 20 - Extremist groups often tell stories which are personalised to make the listeners feel certain emotions. The stories may be based on events that are true, exaggerated or completely made up.

They will look out for vulnerable people who may be unhappy or lonely and who they think they can persuade to agree with their extremist views.

Ask students to work in small groups and, remembering everything we have discussed today about fake news, advertising, influencers and how these make them feel when they see them online, to discuss what they would do if they thought a friend had been influenced by an extremist group.

Share their ideas and explain what support is available in these circumstances.

PPT Slide 21 Discuss how we can tell whether what we see online is biassed.

**Agree that it is important for us all to question what we see or hear online, to think about how it affects our feelings and to be sure that we are not being unduly manipulated or hurt by it. Remember what we learned about digital resilience in Session3.**

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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 7

Ask students to think about what we have learned today and how they will be cyber-safe and responsible when they are online.

**Session 7 . Resource Sheet 1: Fact, opinion and bias**

Paris is the capital of France

I think Paris is more beautiful than London

Paris is the most beautiful capital in the world

I think my football team has a good chance of winning the match tomorrow

My football team has won 5 of its last 6 matches

My football team is the best in the whole country

Eating oranges is the best way of getting the Vitamin C that keeps you healthy and stops you from catching colds

Oranges contain Vitamin C

I think oranges taste nice

Diamonds are made of carbon

Diamonds are the most beautiful objects in the world

Diamonds are very expensive to buy

That was the best film I have watched recently

That is the greatest film ever made

That film won an Oscar last year

**Session 7. Resource Sheet 2: How can we differentiate between real and fake news?**

**Ask yourself ‘Would this actually happen?’** Why was this written? Is it attempting to change my viewpoint, sell me something, redirect me to another website or simply shock me?

**Is anybody else reporting the same story?** Check to see if reputable newsfeeds and websites have also covered the news you have seen.

**Research the source.** Find out more about who posted it. Is a well-known, normally reliable source or the personal blog of an individual? Are there unbiassed reviews of the source?

**Check facts.** Real news is often backed up by official data, surveys and reports of something similar having happened before.

**Check images.** Photos or illustrations accompanying fake news are often retouched to reinforce the story, and often this is not done very well. You can try a Google reverse image search to see if the image has been stolen from another source.

**Use your instincts.** Remember that if something sounds too strange, unreal or weird to be true, it often is!

**Session 7 . Resource Sheet 3: How advertisers influence us online**

**Interviewer:** Welcome to our expert in online advertising. How can we begin to think about it?

**Expert :** Let’s start by going back 200 years. People didn’t go to a lot of shops then. They bought from pedlars who came to their houses with carts full of goods. Pedlars would look at their customers and their homes and guess how much money they had, what their lives were like, what they wanted or didn’t want. Then they would show them things that they thought they would buy. They didn’t show them everything in their cart.

**Interviewer:** What has this got to do with online advertising?

**Expert:** Now people who want to sell you something don’t come to your house. But they still behave like the pedlars did. They guess what you like or don’t like. To do that they use algorithms.

**Interviewer:** What is an algorithm?

**Expert:** An algorithm is a set of steps to solve a problem or get something done. Advertisers use algorithms in their computers to process information about you. Then they send you advertisements that fit their idea of what you want. For instance, Facebook takes information about you and uses algorithms with more than 52,000 categories that they could put you in to choose advertisements for you.

**Interviewer:** What information do they have? Let us discuss this with our whole group. Do we know what information about us is online?

**Session 7 . Resource Sheet 4: Questions to ask if we follow someone online**

Who created this picture, video, or advertisement? What is the author’s point of view?

Why was this post created? To make me laugh, bring awareness to a cause, or to persuade me?

What information has been disclosed and what has been left out?

How does this post make me feel?

Why do I like this influencer?

Are they presented in a realistic way?

Are they like this in real life?

What values does this person portray?

How does this person make me feel about myself?

# Session 8 – Online benefits and barriers

|  |  |
| --- | --- |
| **Resources** | |
| Resource Sheet 1 – Find someone who, since our first session together, has …. | A copy for each student |
| My Acceptable User Policy – What next? | Each student has a copy  Highlighter pen for each pair of students |
| PowerPoint slides 22-24 | Computer, projector and screen |
|  |  |
| My evaluation sheet | Each student has a copy |

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

|  |
| --- |
| I know how I can use the internet to develop my education, interests and opportunities  I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression  I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking |

**Note: One of the SEL foci of this session is self-reflection and evaluation. It is important to stress that online safety needs to be an ongoing priority in everyone's lives and relies on friendship groups, families and the school community to support each other in this environment**

**Welcome**

Welcome students and ask whether they have any thoughts or questions arising from the last session on questioning what we see online.

**Warm-up activity: Find someone who, since our first session together, has ….**

**Purpose:** to help students to recall what they have learned and to discover how has changed their online behavior.

Explain that this is the exercise that we did in our first session buy this time it focuses on what we have done as a result of what we have learned since then.

Give each student a copy of Resource Sheet 1.1. They have 5 minutes to move around the room and find, for each box on the sheet, someone who matches the statement there and write the name of that person in the box. The aim is to talk to as many people as possible and to write a different name in each of the boxes.

Explain that it doesn’t really matter how many names they each collected, the activity helped to remind us what we have discussed and to think about how we have changed our behavior.

Ask who has carried out the action in each of the boxes.

|  |
| --- |
| **Facilitator tip** Their response can guide your decisions regarding subsequent activities in the session – you could even return to specific activities from other sessions if you feel that any misunderstanding needs to be addressed. |

**Review group aims:**

Remind students of the group aims. How useful do they think they have been in helping us to work together?

**Plan for today’s session**

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

* I know how I can use the internet to develop my education, interests and opportunities and a sense of belonging in a new country
* I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression
* I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking

Ensure they understand what the learning outcomes mean and tell 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: Benefits and barriers**

**Purpose :** to focus more clearly on the benefits that should be embraced, the barriers that should be avoided, and that require protection. Also on the aspects of online activity that have benefits, but also carry notable risks that require careful management.

Ask participants to work in pairs to make two lists:

1. the benefits of being online

2. the barriers to making the best choices and the risks when being online

Give the Resource Sheet 2 which has some benefits and barriers/risks to add to their list if they have not included them already. They should insert them all into the Venn diagram.

Discuss the results. Have they placed anything in the overlapping sections of the diagram? If so, why?

**Core Activity 2: Next steps**

**Purpose:** To help students to review how what they have learned has affected their online behaviour, how they will reinforce the positive changes they have made and what further changes they will make next.

Ask participants to work in pairs

Ask them to discuss their personal Acceptable User Policies and answer the questions on PPT Slide 23

* Which statements on your Policy have you put into action?
* How well did they work?
* How did you feel when they did work?
* How have your online relationships improved?
* How confident are you in your ability to use technology and the internet safely?
* How confident are you in your family's online safety?

Take feedback from each pair.

Ask participants to highlight the actions on their Policies that they have completedor that have become part of their everyday online behaviour.

Invite them to explain how they will ensure that they will continue to remember and use these aspects of online safety and how others may help them to do this.

Then ask participants to number the remaining actions in their Policy in order of their importance  (1 =  most important, 2 = next most important...and so on)

Ask them to discuss and agree answers to the questions on PPT Slide 24

Pairs should ask each other:

* How will you do this?
* When will you do this?
* What will be the benefits of doing this?
* What will be the barriers to doing this?
* How will you feel when you do this?
* How will others help and how will they know that you have done it?
* How will Microsoft assistive technologies help you?

Ask students to feedback on their discussions.

Then ask how the group will help each other in the forthcoming weeks:

* Will they need to meet again to share progress?
* Can they set up an email / social media group to share details of progress and advice?
* Can Microsoft assistive technologies (e.g. Translator or Immersive Reader) help them to become more confident in using the internet?
* How can they share what they know and help others?

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

Ask the students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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

Thank them for their contributions to the group.

Ask them to take their Acceptable User Policy home to discuss with their families.

**Session 8. Resource Sheet 1: Find someone who, since our first session together, has ….**

|  |  |  |
| --- | --- | --- |
| Changed a password on an account | Questioned a post on social media | Stopped following an influencer |
| Refused to share a post | Reported an unkind or unwelcome message | Blocked another user |
| Helped the family to set up security settings | Helped a friend who experienced cyber-bullying | Deleted an  email ‘that didn’t look right’ |
| Checked an online website to see if could be trusted | Removed personal details from a Facebook account | Used websites for more advice about how to stay safe online |
| Called out someone who was being abusive in an online game | Questioned why an online image looks as it does | Managed cookie settings on a website |

**Session 8. Resource Sheet 2 : Benefits and barriers**

What are the benefits to working online? What are the barriers to safe working online. What are the risks?

Here are some ideas to add to your lists. Decide which are benefits and which are barriers or risks and place them, along with your ideas, on the Venn diagram.

education

cyber-bullying

cyber security

a healthy balance of screen time

connection

sexting

grooming

fear of missing out

online gambling

hacking

inappropriate content

misuse of my personal data

parental controls

communication

control over data (e.g. locatioin cookies, smart speakers)

online sexual harassment

jobs, business, wealth

seeing people who are far away (video calls, webcams)

knowledge

making friends

# Possible alternative activities

Facilitators are encouraged to use this guide flexibly and to choose activities to suit the learning needs of their group. Some alternatives/revision activities/extension activities are offered here.

**1. Warm up - Emojis**

Participants select an emoji that they would use to describe the way they are feeling

**2. What are my expectations of these workshops?**

Participants take sticky notes to address the questions:

**Students**

What am I hoping to get from this experience?

What do I want to know?

What do I think these workshops might include?

**Parents**

What are my immediate aims?

What are my hopes for our family through this series of workshops?

What kind of relationships am I creating with my children?

**3. How prepared am I?**

Could be an activity using sticky notes or a discussion with a scribe. Use to inform the planning of the series of workshops

**Parents**

How well are our children prepared to engage with the internet?

What have we done to prepare them?

What actions have we taken?

**Students**

How have we prepared ourselves or been prepared by others (school/home) to engage with the internet?

What do we know?

What would we like to know about or more about?

**4. What does our school do already in this area?**

Review a summary of the content of computing curriculum and what it covers.

Ask ‘What is missing?’

Participants could discuss the missing items and whether they feel they are needed. Are they covered in other areas of the curriculum? Are they covered at home? Or at any groups they belong to outside school?

**5. Five Things**

Participants identify:

5 things I know about the internet

5 things I would like to know

5 things I wished I had already known

5 things I would tell someone else before they used the internet

5 things I like/enjoy about the internet

**6.** **Acceptable or not acceptable?**

Ask participants to discuss what online behavior would make them ;

* block someone?
* close an account?
* seek help?

**7.** **Under pressure**

Ask participants to work in pairs and take turns, one person to describe an unwelcome pressure they might experience online and the other to give advice as to how to withstand it.

**8. What should teachers do ?**

This could be a ‘Diamond 9’ activity

Ask ‘What can teachers do to stop cyber-bullying?’

‘If you were a teacher, which of these actions would you think was most helpful in solving cyber-bullying problems?’

Look out for signs of stress and talk to any student who shows them

Listen to conversations between students or ask other students about situations

Listen without judging when being told about an experience

Encourage ‘onlookers’ to report issues

Support ‘onlookers’ in challenging cyber-bullying behaviour – help them develop convincing  assertive online language for this purpose

Talk with ‘defenders’ and ‘reinforcers’ or ‘assistants’ before taking action

Consider the feelings of the people who have experienced cyber-bullying when taking action

Teach students how to protect themselves from cyber-bullying  e.g. by saving evidence, blocking or closing account)

Involve families in creating safer online experiences

Involve families in changing online bullying behaviour

**9. Belonging**

Thinking of their life both online and offline, participants to discuss in pairs:

What groups do I belong to?

What/who do I associate myself with?

Which groups are part of my identity and my sense of self?

Group discussion – a sense of belonging is very important for us all. How does being online help?

**10. Roles for peer supporters**

**Apart from supporting students in sessions, contributing to session planning and offering technical support to parents and students, peer supporters could, based on the outcomes of the sessions, prepare and present:**

A session/paper resource for staff based on the outcomes of the sessions e.g. regarding different forms of cyber-bullying and adult responses to them.

A leaflet for parents e.g. about appropriate supportive responses to cyber-bullying incidents