



**Title:** Being online: Where do we go?

**Level:** SECOND

**Code:** 2.8.1

**Links to Curriculum for Excellence**

The RSHP resource learning activities provide information about Es/Os and Benchmarks associated with RSHP – the teacher/educator can make links to other curricular areas. In terms of this activity however there are clear links to the Technologies curricular area and so the relevant Technologies E/O and Benchmarks are also identified.

Experiences and Outcomes	Benchmarks
I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b	<ul style="list-style-type: none"> <li>● Identifies different kinds of friendships and relationships.</li> <li>● Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</li> <li>● Explains own rights and responsibilities in relation to abuse.</li> </ul>

Experiences and Outcomes	Benchmarks
I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure. TCH 2-03a	<ul style="list-style-type: none"> <li>● Demonstrates an understanding of the content they should include in an online profile.</li> <li>● Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.</li> <li>● Identifies appropriate ways to report concerns.</li> <li>● Uses strong passwords.</li> <li>● Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.</li> </ul>

**Learning Intentions**

- Children see the internet as a positive place that is fun and helps them learn.
- Children reflect on their online behaviours.
- Children identify potential or actual abusive behaviour in online environments.
- Children learn help-seeking behaviours.

## Success Criteria

- Children discuss their online lives.
- Children understand that their online presence requires them to have strategies for safe use.
- Children can identify adults they trust and who can help when they have a worry.

## Resources to support this activity

- PowerPoint/Slides
- Class Survey

## Activity

1. Introduce the activity as being about what children do online. Acknowledge that different children will do different things online. And that some children might not have access to phones or tablets at home, that this is okay because every child and family has different ideas about children being online. Explain that children will be online in school, and increasingly on their own, so today is about helping everyone get the most from being online now and in the future.
2. **Class survey.** Introduce the class survey. The children can work in pairs if this helps, interviewing and chatting. (It might be helpful to give the children the survey to take home in advance – not to complete necessarily, but just to think about and talk about at home). Explain any language as necessary e.g. the phrase ‘tick as many as apply to you’.
3. **Bring the children together, with their completed surveys and the PowerPoint to aid comparison and discussion.** Explain that there has been a national survey of 8 to 11-year olds so this gives us some comparison with other children their age. (*Note:* The results have percentages of responses, some children may understand this, this might fit well into some numeracy work, results are listed from highest to lowest and so this can be emphasised to support understanding).
4. **Time spent online.** Ask the children about time spent online – explore differences, then use the 2 slides with national data for comparison.

### **The big national survey said that on an average school day kids your age spend**

- 1 hour 42 minutes watching TV
- 1 hour 36 minutes online
- 1 hour 6 minutes gaming

### **At the weekend kids your age say they spend longer online:**

- School day 1 hour 36 minutes online
- Saturday or Sunday 2 hours 30 minutes

5. **When you go online, what devices do you use?** Ask the children about what they use– use a show of hands for options - explore differences, then use the slide with national data for comparison. As you talk, explore where children are using these devices when they are online – on the move? In school? In the living room or kitchen? In their bedroom? Acknowledge where children might have different rules about where they can be online, find out if some of the family rules are about knowing where children are online and keeping them safe.

**When you go online, what devices do you use? The big survey said:**

- Tablet/iPad 57%
- Laptop 55%
- Phone 35%
- Computer 20%
- Game console 20%
- TV 5%

6. **What do you do online?** Again, find out from children what they do, use a show of hands to see what's popular. Share the national data. Ask the children: If you had to pick something you like to do most what would you pick? Ask how the children learned to do these things? Do you do anything else on line that's not on this list?

**What do you do online? The big survey said:**

- Drawing/Making pictures 40%
- Making videos 32%
- Changing or editing photos 31%
- Make an avatar or character in a game 19%
- Make an animation 12%
- Make a music video 6%
- Make a blog 6%

7. **The most popular website or app for kids your age is YouTube. Who uses YouTube in this class?** Explore what children use YouTube and what for. Do they create content? What do you like about YouTube? Anything that you don't like about YouTube?

**The big survey said that 73% of 8 to 11-year olds use the YouTube website or app to:**

- Watch funny videos and pranks 67%
- Watch music videos 61%
- Watch game tutorials or watch others play 45%
- Watch 'how to' videos and tutorials 43%
- Watch vloggers or YouTubers 36%
- Watch programme, films or cartoons 29%
- Watch film trailers, clips or highlights 26%
- Watch unboxing videos 18%

8. **Online gaming.** Find out how many of the children play games online. Use the slide and some of the prompt questions that follow for discussion.

**Nearly 7 in 10 of 8-11-year olds say they play games online**

Playing games online is when you are connected to the internet, and some games allow you to work with or play against others while online.

Do you play games online? What's your favourite? Do you ever play with online friends – players that you have never met? Do you think it is okay to talk to players online that you don't know? What kinds of things can a kid see or hear that might upset them when they are gaming? *(In this discussion make this point: It's very important to know that a friend you only know online is a stranger. So, you must not meet up with them in person, share images or videos with them, or any personal information.)*

9. **What things don't you like about being online?** Pose the question and ask children to take a few minutes with a partner to identify some things. They might count of up to 5 things on their hand. This wasn't part of the class survey (because issues or experiences may be sensitive) but the national survey did ask 8 to 11-year olds - before hearing those results what would children say here? Share the slide - no percentages given here, just treat it as a list of equal importance, and compare and contrast to the children's views as you go.

**What things don't you like about being online? 8 to 11-year olds said when...**

- When I feel pressure to buy things online or in-app purchases
- When someone is nasty, mean or unkind
- When I see things that make me feel sad, frightened or embarrassed
- When I sometimes spend too much time online
- When I worry about strangers finding out information or pretending to be a kid
- When there are too many adverts
- When a website is blocked.

10. **To end** acknowledge all the contributions, the differences between what children do and like and don't like about being online. Explain that the next activity is about being smart online and how to have fun and stay safe.

**Additional ideas**

- Children may be interested in these questions: If so this BBC bitesize page has information and short films that would be appropriate for children this age. **What is the world wide web?** <http://www.bbc.co.uk/guides/z2nbgk7> **How does the internet work?** <https://www.bbc.com/bitesize/articles/z3tbgk7>
- The class survey lends itself to some numeracy work and displaying the results , perhaps sharing with home or with other classes.
- Childnet International <https://www.childnet.com/> is a non-profit organisation whose remit is to work with others to help make the internet a great and safe place for children. The site has resources and information for professionals and parents and carers.
- The national statistics provided in the activity are drawn from a survey by Ofcom and Childnet.

**Connecting with home**

*The following could be the basis of a short email/message home to parents/carers about this series of learning activities:*

Children are talking and learning about their online lives. We will be considering all the fun and positive things about the internet and also helping children to think about how they can be safe and happy online.

Of course, children spend most of their online time at home. These are two of many sources of information and support for parents and carers as you support and guide your child on their online use:

**Childnet International** offers information for parents and carers to keep their child safe online

<https://www.childnet.com/parents-and-carers>

**Protecting your child in the digital world (Ofcom)** <https://www.ofcom.org.uk/tv-radio-and-on-demand/advice-for-consumers/television/protecting-children/advice-guides-for-parents/protecting-your-children-in-a-digital-world>

**Further learning activities are available that connect to this RSHP curriculum content**

- 2.8.2 Being smart online

### Practitioner Notes

