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relationships, sexual health
and parenthood

Title: Being online: Being smart online

Level: SECOND
Code: 2.8.2
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	• Identifies different kinds of friendships and relationships. • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Explains own rights and responsibilities in relation to abuse.

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	• Demonstrates an understanding of the content they should include in an online profile. • Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions. • Identifies appropriate ways to report concerns. • Uses strong passwords. • Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images.

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.

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admin@rshp.scot

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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
- Newsround report https://youtu.be/lT_V_rQtFr0 (2 minutes 30)
- Top Tips for Kids poster prop
- The Adventures of Cara, Winston and the Smart Crew https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew

Activity

This suggested activity consists of one session which is then followed by showing some short animations in subsequent days that reinforce key messages.

1. RSHP learning can be enhanced by sitting together, this lesson would benefit from starting in this way. **To start**, ask the children to recall what was discussed in the last session – they explored where they go online, what they do and things they sometimes don't like about being online. Remind the children that the internet is an exciting and helpful and fun place – and like every place it also needs to be a place where children are smart and know how to keep themselves safe.

2. Encourage some more discussion using these questions: *What good things do you see online? What do you see online that inspires you?*

3. Explain that in this session the children will be thinking about how they use the internet to find out things. Then thinking about what children share with others online.

4. **Searching online:** Thinking about how we use the internet to find things out, ask children and encourage some dialogue around: *What search engines do you use? Why that one? If you do a search on Google (or the search engine you use) how do you decide which link to click?*

5. Ask the children if they know *why a website appears at the top of a search?* The answer is that this happens when the web designer has put in lots of links that are helpful, there is lots of content, the site has been around a while, it is already getting lots of clicks. But also ask: *Does this make them more trustworthy?* Explain that the answer is *not necessarily*, ask the children if they have heard of fake news? Children may be able to explain this well enough, if not explain that fake news is information, maybe looking like a news story, that looks real but isn't telling the truth – it is fake.

6. **Real or fake?** Acknowledge that the children will use a lot of websites to gather information. Share the slide and ask them to discuss with a shoulder partner, then get some feedback.

   Pick a website you go to. Tell your partner which website it is.
   On this website do you think:
   a) Everything there is true?
   b) Most is true?

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c) Some is true?
d) I don't know?

7. **Real or fake news**. Introduce the Newsround clip – explain that Newsround wanted to see if children would be able to tell if something they saw online was real or fake news. Watch Newsround piece **https://youtu.be/lT_V_rQtFr0** (2 minutes 30) get some response from the children about the report. How good do they think they are at spotting what's real or fake on the internet?

8. **Creating and sharing images**. As well as using the internet for information people also make and share images or photos. Explore these questions with the children (they might want to discuss with a shoulder partner then bring it back to the group):

   Creating and sharing images
   ▪ Do you ever create photos, pictures or videos and post them online?
   ▪ Do these get shared by anyone else?
   ▪ Do you ever share images that you see on your mobile/tablet or computer?
   ▪ What kinds of things and who do you share with?

9. Acknowledge that a lot of creative stuff and a lot of sharing goes on online. Introduce the next slide along these lines: But this is where children need to be smart. It's one thing when your grannie or someone you love asks you to send a photo. It's a different thing when someone you don't know asks for something. Explain to the children that when they are having fun online, gaming or using apps, there is a few things to remember. As you work through the slides/points, check understanding or take any questions.

   If someone asks for something….
   • Remember that someone might be saying they are your friend online, then they might ask you to do something you don't want to do. Even if someone says they are a friend it is never okay to make you worried.
   • If someone asks you to do something online that you don't want to do tell an adult you trust. If someone asks you to send a picture of yourself with your clothes off or in your underwear then tell an adult you trust. It's never okay to ask you to do this. Your body is private.
   • If you ever share a photo of yourself, and you wish you hadn't done it, then tell someone. Tell them the whole story so that they can help.
   • If someone ask to meet you that you have never met before, then say no and tell an adult you trust.
   • If a person upsets you or makes you worried online, this is NEVER your fault.

10. Then acknowledge that sometimes people can send you an image or a photo that you didn't ask for and you didn't want to see. Share the slide, check understanding.

    What if someone sends me a photo or image or video that I don't want to see or is upsetting?
    • Don't share the message with anyone else.

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- Show an adult you trust.
- Remember, it's not your fault and it will help if you tell someone.

11. **Top tips for Kids**. Introduce the prop and explain that after all their discussion the children are to work with a partner and be experts on being on line. Acknowledge that the internet is an amazing thing for every child. So, what 5 top tips would they give so that every child is happy and safe online? They can decorate their poster with their favourite characters or websites or icons or emojis. Use the prop and display the posters – different posters every day - in the coming days

12. **To end introduce Kara and Winston**. They are animated characters and over the next few days explain that the children will see some cartoons that will help them be safe and happy on line. Show the trailer – and follow up in the coming days *The Adventures of Cara, Winston and the Smart Crew* (Trailer 36 seconds) https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/trailer

The Adventures of Kara, Winston and the Smart Crew These films can be shown one or two a day in the days that follow the delivery of this learning activity. There are five short animations lasting between 3 minutes 30 and 5 minutes. Each presents a short story about a particular aspect of being safe online, these reinforce the messages from the activities completed in 2.8.1.and 2.8.2. All films available by chapter here: https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew
Chapter 1: What should you accept?
Chapter 2: What is reliable?
Chapter 3: what should you keep safe?
Chapter 4: Who should you tell?
Chapter 5: Be careful when meeting up

Additional ideas
The SMART Rules Quiz is an online activity that children could do in pairs on a tablet/laptop during this week of activity on being safe and smart online: https://www.childnet.com/young-people/primary/smart-rules-quiz

Connecting with home
Supporting text and information is provided with activity 2.8.1

Further learning activities are available that connect to this RSHP curriculum content
- 2.8.1 Being online: Where do we go?

Practitioner Notes