Title: Me online.

Level: FOURTH
Code: 4.6
Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 4-46b I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b *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 4-45b*	• Evaluates how the media, including social media and pornography impact on physical and mental health. • Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.

Learning Intentions
- Young people see the internet as a positive place that is fun and helps them learn.
- Young people reflect on their online behaviours.
- Young people develop a critical perspective on information they access online
- Young people identify potential or actual abusive behaviour in online environments.
- Young people learn help-seeking behaviours.

Success Criteria
- Young people discuss their online lives.
- Young people understand that their online presence requires them to have strategies for safe use.
- Young people recognise the presence of 'fake news' online.
- Young people know that people can present themselves as friends yet become a threat to the young person's safety and wellbeing.
- Young people can identify sources of support.

Resources to support this activity
- PowerPoint/Slides
- How to spot misinformation/Full Fact Toolkit https://fullfact.org/toolkit/
- Listen to your selfie https://youtu.be/TcMd468Pqbs (3 minutes 16) This is a short dramatisation of a young man's experience.
- Online grooming https://youtu.be/47ficaYb2wk (5 minutes 26 seconds)
- Building confidence after online bullying https://youtu.be/9HocoOVVUDY (2 minutes 52)

Activity

1. **Introduce the session** as being about young people's online lives – about how they navigate safely around the internet and use it for fun, connecting with other people and finding out stuff. All with a bit of a focus on what's fake – either *information* or *people*.

2. **Me online now**. Use the first slide to ask young people to work with a partner to decide how much of their online time is spent doing this range of online activities. Ask for feedback, compare and contrast around the room.

   In the course of a day how long would you spend online and what percentage of your online time is spent:
   - Watching videos or programmes or films?
   - For study/school work?
   - For news or information?
   - Chatting to people?
   - Creating content of my own?
   - Anything else?

3. **Me online now**: **Talking points**. Use the next 5 slides, one at a time, to have some discussion and debate. Each statement comes from various pieces of research or articles written about young people and being online. What do the young people think? The final slide poses a question for their consideration.

   Talking points
   - It is reported that teenagers spend more than 30 hours a week online.
   - Over a third (37.3%) of UK 15-year-olds can be classed as 'extreme internet users' (6+ hours of use a day) much higher than other European countries.
   - 40% of adults check their phone within 5 minutes of waking up.
   - Social media can provide many benefits to young people but along with that comes added pressure to live in the public eye, seeking reassurance through likes and shares, and exposure to content which could be harmful or upsetting.
   - Are you happy with the amount of time you spend online?

4. **Fake News.** Introduce the idea that one of the biggest demands on us all now as major users of the internet is to be aware of what's real and what's fake. Ask the young people have you seen anything online recently that you think or know is fake or were unsure about? Then share the slide for some discussion.

   UK Safer Internet Centre reports:
   - 2 in 5 young people have seen fake news online.
   - More than half (54%) of 12-15-year olds use social media platforms such as Facebook and Twitter, to access online news, making it the second most popular source of news after television (62%).
   - The vast majority of 12-15s who follow news on social media are questioning the content they see. Almost nine in ten (86%) say they would make at least one practical attempt to check whether a social media news story is true or false.

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5. Ask the young people – *how do you know if something is fake? How can you check?* After some feedback share the 10 points presented here: **How to spot misinformation**/Full Fact Toolkit https://fullfact.org/toolkit/ identifying if the young people would use them.

6. **Online grooming**. Shift the focus along these lines: While news can be fake – so can people, and they can try to trick young people into things. The young people will likely have heard the term online grooming- share the slide, check understanding. What are young people's opinions about this happening to young people their age?
Watch **Listen to your selfie** https://youtu.be/TcMd468Pqbs (3 minutes 16) This is a short dramatisation of a young man's experience.

7. Share the slide by way of clarification of the term, and then watch the second film.

   Online grooming
   Grooming is when someone builds an online relationship with a young person and tricks them into doing something sexual. This could be sexual conversations online or by text, sending naked images or videos, doing something sexual live on webcam or meeting up in person. If you send someone sexual photos or videos of yourself, you lose control over what happens to them. If this happens it's never too late to put a stop to it. Speak to an adult you trust. Or contact ChildLine's confidential help service.

   Watch and then discuss this short film: **Online grooming** https://youtu.be/47ficaYb2wk (5 minutes 26 seconds) a discussion hosted by ChildLine with a counsellor and gamer.
   What thoughts do the young people have on the topic having seen these 2 short films?

8. **Me online: Things I wish I had known…. My best advice to me now…** Previous discussion may mean there isn't time for this task. If there is, share the slide and ask young people to work with a partner, with feedback to enable discussion.

   Me online: Things I wish I had known…. My best advice to me now…
   Work with a partner and think of 5 things you wish you had known about being online when you were younger. Then at least 3 bits of advice you would give yourself now about living the best online life.

9. **End with this short film.** While the title refers to online bullying it is more generally about coping with and getting over any negative online experience. Watch the film and emphasise the point about talking to someone you trust. Film: *Building confidence after online bullying* https://youtu.be/9HocoOVVUDY (2 minutes 52)

10. Finally, direct young people to these pages if they want more information and advice: **https://www.childnet.com/young-people/secondary**

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Connecting with home
The following could be the basis of a short email/message home to parents/carers about this learning activity:

We are talking and learning about being online. We will be spending a bit of time looking at things that are fake – either fake news or when people might be fake and lie or put pressure on young people to do things. The intention is to help our young people become confident users of the internet and be safe and happy when they do so.

Childnet International offers information for parents and carers to keep their child safe online
https://www.childnet.com/parents-and-carers
You can direct your child to these helpful pages if they are looking for support and information about anything to do with being online: **https://www.childnet.com/young-people/secondary**

Practitioner Notes

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