



Title: Social Media and Popular Culture

Part 2: Being smart online

Level: SECOND

Links to Curriculum for Excellence

The RSHP resource learning activities provide information about Experiences and Outcomes 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, online, 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.

The learning intentions and success criteria are met with delivery of both parts of this topic.

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

- I can discuss what I do online.
- I understand that my online activity requires me to have strategies for safe use.
- I can identify an adult, or adults, I trust and who can help when I have a worry.

Resources to support this activity.

- Tablets to share ideally, but if not possible, the activity can be delivered with the whole class and smartboard.
- PowerPoint/Slides
- Newsround report https://youtu.be/IT_V_rQtFr0 (2 minutes 30)
- Post-its/large piece of paper.
- Top Tips for Kids prop

For extension/further learning:

- Play Like Share <https://www.thinkuknow.co.uk/professionals/resources/play-like-share/>
- The Adventures of Cara, Winston and the Smart Crew <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>
- #LiveSkills resources <https://www.thinkuknow.co.uk/professionals/resources/live-streaming/>

Activity

1. **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. Use the slide to remind the children that:

The internet is an exciting and helpful and fun place.

Like every place it also needs to be a place where children are smart and know how to keep themselves safe.

2. Encourage some discussion (pairs and group) 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*, share the slide:

Can you trust what you see online?

What is fake?

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. **Activity: Real or fake?** Children can share a tablet together or pick a site and explore as a class. Acknowledge that the children will use a lot of websites to gather information. Share the slide and ask them to pick a website to visit and to discuss it with a partner using the questions, then get some feedback.

Pick a website you go to. Show and tell your partner which website it is.

On this website do you think:

- a) Everything there is true?
- b) Most is true?
- 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/IT_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. **Real or Fake News group game.** Ask the children to work in a small group and find 2 items of recent news that they can share with others, something factual, that they know is real. Then ask them to make up a story that will sound believable enough. Then have each group report on their 3 stories, making all sound believable – and the other children have to guess which are real and which are fake.
9. **Creating and sharing images.** Explain that 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, they discussed what they make or create online in the last session, this extends discussion more explicitly to sharing):

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?

10. Acknowledge that a lot of creative stuff and a lot of sharing goes on online. Introduce the next set of slides along these lines: *But this is where children need to be smart...* It's one thing when your granny 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 comments or questions. (Explore the idea of what a *friend* is? In the second bullet make sure children hear 'maybe just your face', this point matters because someone can start by asking for seemingly innocuous images).

If someone asks you for something....

- 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 – *maybe just your face*, or maybe 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 asks 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.

11. 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. (If you discussed pornography in the previous session, you can remind children of this here).

What if someone sends you a photo or image or video that you don't want to see or is upsetting?

- Don't share the message with anyone else.
- Show an adult you trust.
- Remember, it's not your fault and it will help if you tell someone.

Optional slide/discussion/Pornography: This slide allows you to explore pornography if this is of relevance to your learners. In recent work by the Children's Commissioner in England it was reported that 27% of 11-year-olds will have viewed pornography. The purpose of the slide is to explain what pornography is and encourage a child to talk with a trusted adult. Share the slide and ensure understanding.

Pornography is sometimes called 'porn'.

Pornography is a photograph, image, film or words that are about something sexual.

Porn can show people's sexual body parts or show people having sex.

Some porn can be upsetting because it shows a person being hurt or abused.

It is wrong for an adult or other young person to show you pornography.

If you see something you don't understand or is upsetting it helps to tell an adult you trust.

12. How do I look after *myself* online? Ask the children to work with a shoulder partner to think of 5 things they can both do to look after themselves online. Give every pair some post-its and report back and make a big poster as you go of all the ideas.

13. Activity: 5 top tips for Kids. Introduce the prop and explain that after all their discussion the children are to work on their own. Acknowledge that the internet is an amazing thing for every child. So, what 5 top tips would they give *to other children* 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 share and display the products in the coming days.

Extend your learning with any one or more of the packages below.

These materials could be used with the whole class or could be used in a more targeted way with children for whom the messages and learning felt to be more immediately pressing.

- A. **Play Like Share:** This animated series and resources is a three-episode animated series (c. 6-7 minutes each) and accompanying resource pack which aims to help 8-10 year olds learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online. The series follows the adventures of Alfie, Ellie and Sam as they form a band and enter their school's Battle of the Bands contest, taking on the mean but 'cool' Popcorn Wizards as they go. The three friends learn that while the internet can help them in pursuit of their goal, they need to use it wisely and safely: <https://www.thinkuknow.co.uk/professionals/resources/play-like-share/>
- B. **The Adventures of Cara, Winston and the Smart Crew.** They are animated characters, over a few days explain that the children will see some cartoons that will help them be safe and happy online. 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> 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 above. 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.
- C. **Extend your class learning on live streaming with #LiveSkills resources from the CEOP Education team**
- #LiveSkills is a package of resources for 8–18-year-olds focusing on live streaming, one of the most popular online activities for children and young people. It explores the features of live streaming, and the specific risks children and young people can face. For upper primary this includes (there is also material for 11+):
- Three 20-minute activities for 8–11-year-olds on building confidence and self-esteem in children, and knowing who to trust online.
 - Three 20-minute activities for 8–11-year-olds exploring positive and negative attention.
 - A 30-minute presentation for parents/carers explaining live streaming, the risks for young people and tips to support their child to stay safe. This can also be adapted to deliver to professionals.
- You will also find comprehensive guidance on delivering each session and factsheets for professionals and parents and carers. Go here: <https://www.thinkuknow.co.uk/professionals/resources/live-streaming/>

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 *Where do we go online?*

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

- Where do we go online?

Practitioner Notes

