Be Cyber Safe and Responsible (2019-1-UK01-KA201-061834)

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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

Additional materials and approaches to support small group workshops and parent/carer sessions

Contents

ICAMcsr 2020

Session 1

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 a post it activity 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?
Pupils – How have you prepared yourself 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?
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

Session 2

1. ACCEPTABLE OR NOT ACCEPTABLE?

Ask participants to discuss what online behavior would make them
- block someone?
- close an account?
- seek help?

Session 3

1. 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.

2. 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

3. ONLINE RESOURCES

Netiquette https://pumpic.com/security/netiquette-rules-for-kids/

De-coding teen slang https://netsanity.net/teen-slang-parents-guide/

Catfish – a person who pretends to be someone else online
https://www.netsafe.org.nz/catfish/

Empathy & criticism online
https://player.vimeo.com/external/426499331.hd.mp4?s=56564dccd2b3aa2d1df2476d02f08792e4caf03e&profile_id=175

 Online disinhibition – lack of restraint
https://player.vimeo.com/external/420331724.hd.mp4?s=af230ee61a6964382c4317ff0b4f9e1dd8371231&profile_id=175

Why emojis have different meanings in different cultures
https://www.bbc.com/future/article/20181211-why-emoji-mean-different-things-in-different-cultures

 What would you do if…… ? Use scenario cards to help participants discuss their reactions to problems they might encounter online e.g.
https://static.lgfl.net/LgflNet/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf

Digital resilience https://www.childnet.com/resources/digital-resilience

Digital resilience lesson plan https://www.childnet.com/ufiles/Lesson-plan.pdf

Resilience – How to thrive
https://www.youtube.com/watch?v=T2AAJa1zlHo&feature=youtu.be

Character and resilience manifesto
file:///C:/Users/Claire.OKeeffe/Downloads/Character%20and%20resilience%20manifesto%20-%20all%20party%20parliamentary%20group%20Jan%202014%20(1).pdf

Grit – A TED talk
Angela Lee Duckworth: Grit: The power of passion and perseverance

A primary school's resilience framework
https://www.boingboing.org.uk/wp-content/uploads/2017/10/Resilience-Framework-with-Marton-Primary.pdf

7 R's of resilience – competence, confidence, connection, character, contribution, coping, control
7 Cs of Resilience https://johndabell.com/2018/05/01/the-7-cs-of-resilience/

Session 4

1. WHO ARE YOU REALLY TALKING TO ONLINE?

[NCA CEOP Command - Who Are You Really Talking To Online?](#)

2. BE TRUE TO YOURSELF ONLINE

https://www.bbc.co.uk/cbbc/watch/more-than-my-selfie?collection=lifebabble-guide-to-digital-safety

3. NOT EVERYTHING IS AS IT SEEMS ONLINE

Live My Digital fohttps://www.bbc.co.uk/cbbc/watch/dont-believe-everything-you-see-online?collection=lifebabble-guide-to-digital-safetyr students: Identity & Self-esteem

4. PARENTS – BE A TECH ROLE MODEL

[Digital Parenting | Be a Tech Role Model [2020] | Vodafone UK](#)

5. SELF-ESTEEM LESSON PLAN AND RESOURCES

https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/self-esteem

6. TREE ACTIVITY

Activity: The Life Tree Key message: Broaden young people's experiences: Get them to look to the horizon, consider new opportunities. Have plenty of good quality art materials and paper to hand! Ask participants to think of themselves as a tree – they might be willowy and light or solid as an oak or anything in between.

Ask them to close their eyes take them through a guided visualisation activity.

Use the following stages: • Imagine their roots stretching down and anchoring them in the soil • Then try and imagine their tree trunk growing up towards the light • Finally imagine their branches bursting out into buds, leaves, blossom etc.

Consider - What does it feel like to burst in to life like that? Initially ask them to draw their own tree on a piece of A3 paper but this time think of the different parts of your tree as parts of you and your life:

• Roots: where they came from – places, people, events that have been important in your past

• Trunk: the resources they have both within themselves (strengths, skills, qualities) and who else they can turn to for support

• Branches: what they want to achieve in their next few years. Allow time for ideas and feelings to be explored and the trees to take shape and be labelled Then ask the group to work in pairs and talk through their tree drawings with each other You can then either display all the different trees together on one wall as a "forest" or, better still, move in to a second activity which involves creating one big tree representing everyone present.

7. ADDITIONAL ACTIVITY FOR PARENT SESSION

At the discretion of the session leader
Question: How often do you google yourself?
Activity: Individuals google themselves.
- What have you learned?
- How do you feel about what you have learnt?
- Surprised? As expected?
- Is the information more or less than you thought?
- What do you need to do now?

Or could complete this activity on each other - 'google detective' enter your partner's name and record all the information you can find on them to present back. What do you notice in the feedback discussion.

Prepare an example of how much information you can harvest from the internet about an individual. This could link to later sessions on what individuals can do with this information – session 6 or 8.

8. GROWING A SENSE OF BELONGING

These activities are most suitable for parents and families, at the discretion of the session leader. They *could* be carefully adapted for older children and young people (16+ years old), but great care needs to be taken when exploring issues of attachment and brain development, and how children and young people then reflect on their own childhood development.

A Sense of Belonging: How to Create a Meaningful Sense of Coming Home

Take key elements from this clip (can we chop up some of the animation) – belonging is a tribal need, a biological need (lifespan – Harvard study, quality of relationships key in longevity), we all need to belong, we all need to feel understood, recognised and valued, we all need to have a place where we are known and know others, we all need to contribute – how would like CAM like to contribute? What do they already do? Intimacy, vulnerability, contribution create belonging.

Activity:
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?

Activity:
Take this quotation and discuss – what do we think this means? What examples can we think of for a sense of love and belonging?

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"A deep sense of love and belonging is an irreducible need of all people....when those needs are not met, we don't function as we were meant to we break." Brene Brown

Connection

Babies are born ready to connect – characteristics to make us love them – neonatal, big eyes, cute noises, small bodies big heads, pudgy cheeks, etc Activity: Provide images of babies – what is our instinctive reaction? What adjectives describe the babies? Link to science below.

Scientists say these traits activate an instinctual attention in adults. Brain scan studies have found evidence of an immediate reaction to babies in parents and non-parents alike in the orbitofrontal cortex, a region of the brain thought to be involved in rewarding and decision-making. Cute babies are just extremely hard to ignore, and this is likely hardwired into our brains.

https://www.vox.com/2016/6/8/11872688/ugly-babies-discrimination
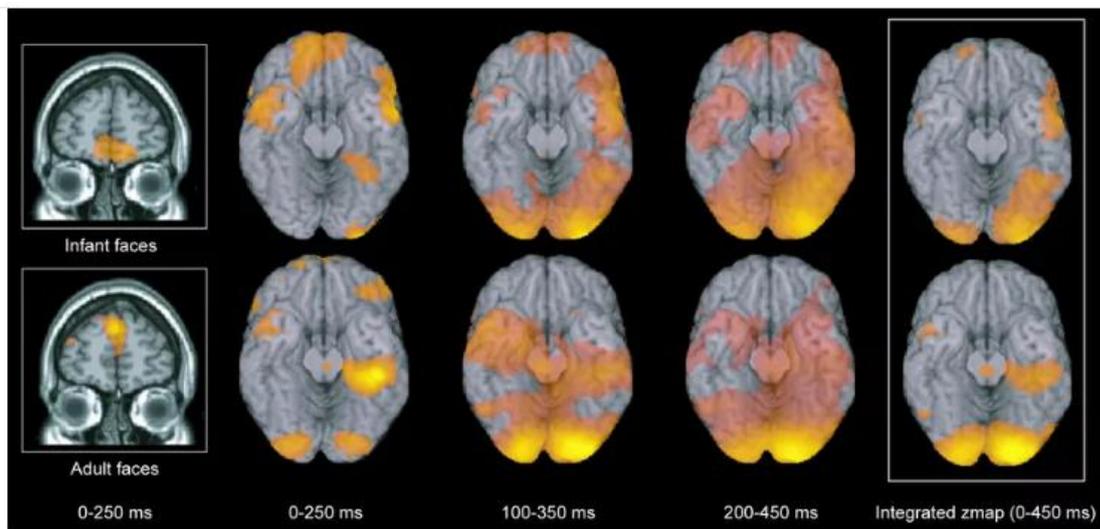
Link to Attachment theory – could include some of basic detail
Come into the world tethered to another being – umbilical cord
Trauma disrupts our capacity to connect -
Connection is not the same as being claimed
Connections may be many but claimed by a few
Validation of emotion
How do we encourage/enable connection with their culture/country/community?
Adverse childhood experiences

Session 5

1. ASSEMBLIES OR PRESENTATIONS LED BY CHILDREN

A lesson or assembly for peers developed by Digital Leaders / E-Cadets regarding understanding of cyber-bullying and how to challenge it, using the outcomes of this sessions

2. BEST TO WORST

Attempting to order the forms of cyber-bullying from Worse to Least Worse and trying to describe the emotions that each could invoke.

This resource could be helpful.

annoyed angry rage	upset sad depressed	unsure mixed up lost
worried scared shaky	weak insecure shame	left out not valued lonely

3. HOW DO/SHOULD ADULTS IN SCHOOLS RESPOND?

Discuss the potential impact of the following responses by adults in schools to incidents of cyber-bullying behaviour.

- ☐ Look for signs of stress and ask children/young people what is wrong
- ☐ Listen to conversations between students or ask other students about situations
- ☐ Listen when being told about an experience – don't judge
- ☐ Encourage bystanders to report issues
- ☐ Support bystanders in challenging cyber-bullying behaviour – help to develop convincing assertive online language for this purpose
- ☐ Talk with 'followers'/'likers' and 'reinforcers'/'sharers'/'taggers' before taking action
- ☐ Consider the feelings of the people who have experienced cyber-bullying when taking action
- ☐ Support self-protection (saving evidence, blocking, closing accounts,
- ☐ Involve families in creating safer online experiences
- ☐ Involve families in changing online bullying behaviour

The outputs could be a CPD session/paper resource for staff, developed by Digital Leaders / E-Cadets based on the outcomes of this session, regarding different forms of cyber-bullying and taking pupils / students' feelings into account when responding to a cyber-bullying incident (rather than taking over);

Or…. A leaflet for parents developed by Digital Leaders / E-Cadets based on the outcomes of this session, about appropriate supportive responses to cyber-bullying incidents rather than controlling ones (such as restricting access, confiscating devices...)

4. SAFER INTERNET DAY 2018 VIDEO

Featuring 11-14 year olds discussing how to manage peer pressure to cyber-bullying: https://www.youtube.com/watch?v=HimHwdVwX-A

5. MATERIALS FROM ANTI-BULLYING ALLIANCE

a. **Tools for Schools:**
https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/tools-schools

b. **Information for Parents:**
https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/cyberbullying-0/information-parents

6. MATERIALS FROM INTERNET MATTERS

https://www.internetmatters.org/wp-content/uploads/2016/02/Cyber-Bullying-pp-single-pages-2feb.pdf

Atlas is a wellness journal dedicated to making you feel good about yourself. Being in school and growing up is hard for everyone. Atlas is the app that tells you how it is and guides you through fake friends, school stress, family problems, relationship drama, sleep, and just life in general.
From waking up and getting you out of bed to getting you to unwind before sleep, Atlas will help you live a more purposeful life. Atlas will help you be more real with yourself and the people in your life that you actually care about.
- Consume dynamic content that helps you navigate life: school, relationships, your mental health, and your future.

- Express yourself in your own private photo journal
- Improve your academic performance, relationships with friends, and ability to sleep.
- Alleviate worries about your future, stress with friends and family, and the feeling of drifting through life
https://apps.apple.com/us/app/atlas-lifes-journal/id1423178843

Lesson outline	Description	Time	Resources	Class set up
Starter	'When young people go online, they feel better about themselves' – discuss	5 mins	Whiteboard	Whole class
Film	3 talking heads – characters from the films speaking about self-esteem and social media	3 mins	Projector, video, WiFi	Students watch
Discussion	Discussion questions – explore themes of films in more detail	10 mins	n/a	Whole class

Follow on activities

Activity A	Image based activity – What can you guess from the profile picture? *	10 mins	Worksheet 4.1, 4.2	Group work
Activity B	Advice activity – How can you help? *	10 mins	Worksheet 4.3	Group work
Activity C	Poster campaign – How to boost self-esteem *	10 mins	Worksheet 4.4, enough A4 sheets of paper for posters for the class	Students work alone and in groups
Plenary	Review starter question and hand out exit slip	5 mins	Worksheet 4.5	Whole class

The Pants Rule is helpful for teaching younger students about personal privacy and has a very catchy video to support students with this. There are also guides around the 'Underwear Rule' for teachers, children and parents.
https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/

Live My Digital for students: Identity & Self-esteem

https://www.globalsign.com/en/blog/what-data-is-collected-about-you-online
Info on what data is collected about us online? Tips on how to avoid your info on being harvested.

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Session 6

1. REPORTING PROBLEMS AND CONCERNS

Primary: use the following video to emphasise the importance of telling a member of your family about problems on the internet: Internet Safety - Newsround Caught In The Web (9 Feb 2010)

Healthy Use – Secondary and Parents
Use the following video from the Royal Society for Public Health to prompt discussion about the impact of different social media apps (warning – one young person refers to Tinder, which may raise some questions) on mental health and the actions that they are calling for Status of Mind

2. ADDITIONAL MATERIALS FOR PARENTS

Use the following video to emphasise the importance of telling a member of your family about problems on the internet: Internet Safety - Newsround Caught In The Web (9 Feb 2010)

Advice for parents of 6-10 year olds: https://www.internetmatters.org/advice/6-10/ Internetmatters.org

Advice for parents of 6-10 year olds: https://www.internetmatters.org/advice/6-10/ Internetmatters.org

Advice re. Parental Controls: https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/ - among a range of topics regarding online safety: https://www.nspcc.org.uk/keeping-children-safe/online-safety/

3. ADDITIONAL MATERIALS FOR SMALL GROUP SESSIONS

Thinkyouknow Bandrunner game for 8-10 year olds https://www.thinkuknow.co.uk/8_10/ (Also – further advice for 4-7, 11-13year olds and 13+)

Session 7

1. EVALUATING ON-LINE MATERIAL

Introduction to evaluating online information

Share the following page from BBC Bitesize: http://www.bbc.co.uk/guides/zt9thyc
Use the page to emphasise the importance of scrolling down a list of search results (as the top results may be adverts or the websites may have paid to be there) and of checking domain names to secure information that can be trusted.

View the short film towards the bottom of the page, called 'Evaluating Digital Content'

Then use the following lesson plan and resources from Teaching Tolerance to help children apply these critical skills: https://www.tolerance.org/classroom-resources/tolerance-lessons/evaluating-reliable-sources

2. DEVELOPING A SENSE OF BELONGING

A Sense of Belonging: How to Create a Meaningful Sense of Coming Home

How We Respond to Images – Facing History
lesson: https://www.facinghistory.org/resource-library/video/how-we-respond-images

Evaluating online sources:
https://www.commonsense.org/education/lesson-plans/evaluating-legitimate-sources

3. ADDITIONAL MATERIAL FOR PARENT/CARER SESSIONS

'Helping Children to Think Critically About Fake News' *(Equaliteach, 2020)*
https://elearning.equaliteach.co.uk/courses/helping-children-to-think-critically-about-fake-news-and-prejudice
A free e-learning course for parents and carers

How Facebook targets adverts at users
https://www.wordstream.com/blog/ws/2015/01/28/facebook-ad-targeting

Creating and manageing online peerpressure
https://www.thinkuknow.co.uk/professionals/resources/first-to-a-million/

Peer Pressure and Radicalisation:
https://www.thinkuknow.co.uk/professionals/resources/first-to-a-million/