Safety with online communities (Primary)

Safety with online communities

<table>
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<th>Puzzle 3 Outcome</th>
<th>Please teach me to…</th>
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<td>Our Garden of</td>
<td>understand that belonging to an online community can have positive and negative consequences (Ages 7-12 years)</td>
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<td>Dreams and Goals</td>
<td>understand that some things people do online are good, and some things are not good (Ages 5-7 years)</td>
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<td>recognise when an online community feels unsafe or uncomfortable</td>
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Resources

Jigsaw Chime
'Calm Me’ script
Labels for the online safety game (Safe, Unsafe, I’m not sure)

Vocabulary

Responsibility/ Being responsible
Age-limit

Teaching and Learning

The Jigsaw Charter
Share ‘The Jigsaw Charter’ with the children to reinforce how we work together:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Connect us

Play the game ‘Cool’ and ‘Not Cool’. Invite the class to form a circle with everyone facing inwards. The lead practitioner/ teacher reads out each of the following statements. If any of the children think a statement is ‘Cool’ they stand up and swap places with someone else. If they think the statement is ‘Not Cool’ they stay sitting and in their place.

- Going on holiday
- Playing with a tablet computer
- Eating vegetables
- Owning a mobile phone
- Being kind to a friend
- Getting a 'like' after posting a funny video online
- Having a Snapchat or Instagram account    (The age limit for a young person to have their own account is 13 years. There are ‘junior versions’ such as Snapkidz for younger children).
- Having to play indoors at school because of bad weather
- Searching the internet to find something out
Calm me
Everyone including any adults are sitting comfortably. Remind the children that at the beginning of every Jigsaw lesson we help our minds to be calm so we are ready to learn. Teacher uses the ‘Calm Me’ script.

Open my mind
Play the ‘online safety game’

Explain to the children that the room has been split into 3 different areas, one labelled ‘safe’, one ‘unsafe’ and one ‘I’m not sure’. The teacher or lead practitioner reads out the different statements and the children need to make a decision and then walk to the corresponding area in the classroom. All the statements relate to online safety and practitioners have the choice to use the ‘easier’ and/or ‘harder’ statements depending on the age, needs and ability of their class. If children aren’t sure of an answer or perhaps the answer could be both ‘safe and unsafe’, offer reassurance that this lesson will help them understand more about online safety. Some of the statements could be both safe and unsafe depending on the context, so teachers could use this to explain that being online can have good/bad/positive/negative consequences. The teacher could also add their own statement(s) if appropriate, if a particular issue has arisen in their class.

Easier statements
Sending a picture of yourself to your Mum/Dad/Gran
Texting a happy emoji to your friend
Sending someone an unkind message
Snap chatting with someone who you don’t know
Watching a children’s TV programme online that a trusted adult has found for you
Playing a puzzle game online and answering a message from somebody else playing who you don’t know
Posting your phone number online so anybody can see it
Joining in with something online that someone says is a secret

Harder statements
Playing a computer game with a 16-age limit
Joining a social network about a favourite sport or hobby
Sending a picture of yourself in your underwear
Joking about someone’s appearance in a text
Making your gaming username and personal details public
Keeping an online ‘streak’ with a friend going for 200 days or more
Posting a funny video of a cat playing the piano on Youtube
Chatting live to an online gamer who has just joined in with your game
Agreeing to have a private chat with someone online
Tell me or show me

Invite the children to play a quiz. Ask them to work in small groups/teams and see if they can decide an answer for each question. Teachers/practitioners may want to do the quiz verbally, revealing and discussing the answer after each question, or by asking the children to write down their answers and having a general discussion afterwards. All the questions relate to age limits and responsibilities. The children may not know some of the answers but the teacher can encourage them to guess. **Teachers do not have to use all the questions below, but should choose the questions that are most age-appropriate for their class. They should always include the question about owning a mobile phone to draw out in the later discussion that this has no age limit.**

1) How old does someone have to be to drive a car on the road? (There may be different age limits in different countries, but in the UK it is 17).
2) How old does someone have to be to own a mobile phone? (No age limit)
3) How old does someone have to be to buy fireworks without an adult? (There may be different age limits in different countries, but in the UK it is 18).
4) How old does a person have to be before they can join the army? (Again, this may be different in different countries, but in the UK it is 15 years and 9 months)
5) How old does someone have to be to buy a computer game with an 18 warning on it? (From 18 years of age.)
6) How old does someone have to be to get a part-time job? Eg a paper round (In the UK it is 13 years old, but this may be different in other countries. To work part-time in a shop a person must be 14 years old)
7) How old does a person have to be to buy an alcoholic drink without an adult? (in the UK this is 18, but other countries may have different rules)
8) How old does a person have to be to get married? (In the UK this is 16 if have parental consent. This may be different in other countries)
9) How old does a person have to be to send a text message on a mobile? (No age limit)
10) How old does a person have to be to fly a plane? (In the UK this is 17 years old)
11) How old does a person have to be before they can be convicted in a youth court? (In the UK this is 14 years of age, but other countries may have different rules)
12) How old does a person have to be to buy a national lottery ticket? (In the UK this is 16, but other countries’ lotteries may have different age limits)

Let me learn

After the quiz ask the children why they think most of the things in the quiz have an age-limit. What is the purpose of having an age-limit? Perhaps organise this discussion as a short circle time session.

Teachers/practitioners should highlight that age-limits are often in place so that people are responsible enough to do the things at a certain age.

The following questions may help teachers/practitioners guide the discussion. Teachers should choose the questions suitable for the age and stage of their class:

What is being responsible?

Would it be fair to let a 3 year-old play a computer game with an 18 age limit? Why not? Is that responsible?

Do we have to be responsible when we are online or when we use a mobile phone? Can the children give examples of responsible behaviour online/ phone use?

What are some of the risks about using a mobile phone/ being online?

Do the children think there should be a minimum age for owning and using a mobile phone or going online?

Do they think that Snapchat or Instagram should have an older age-limit (currently 13)?

What should they do if something doesn’t feel ‘right’ when they are online or using a mobile phone?

What about if someone has asked them to do something they feel uncomfortable/ frightened about?

Finish this discussion by taking a class vote on whether there should be an age limit before someone can own a mobile phone and/or go online (unsupervised)?

Help me reflect

Invite the children to write/draw some of the positive and negatives about using a mobile phone and/or being online. Ask them to write or draw one way they could get help if they are worried about something online/ or on a mobile phone.
Notes for teachers about this lesson plan:

There are lots of different social networks online and all have their potential to be harmful, depending on the intent of the people using them. Children need to be made aware that even a seemingly innocent text/post or activity online needs to be considered carefully and to also consider the potential consequences it might have for them and others. This is not intended to scare, as belonging to a social network can be positive and enjoyable. However, most networks are unregulated and set up privately between users on the internet (e.g., a Facebook group, a WhatsApp group chat) or unregulated by an App/Games company.

Even posting an amusing video on Youtube potentially opens up a dialogue with other Youtube users. While some comments on the video might be funny or kind, some might be abusive or frightening if the user at the other end has that intent. Some young people equate popularity with the number of ‘likes’ they receive after posting something. This can turn into a form of online bullying where other users in their ‘friendship group’ deliberately ignore their posts.

A streak is messaging that bounces back and forth between people on the internet. Many young people devote time to maintaining their ‘streaks’ with their friends. Losing a streak because someone forgets to message back one day can be a social faux pas and some young people treat this the same as being ‘unfriended’. Therefore, losing a ‘streak’ can also have its negative connotations.

An innocent joke posted or texted also has the potential to cause harm if the person on the receiving end doesn’t find it funny or that joke is used/passed on by others to be unkind.

Many online games and Apps have a social networking function, so there is also potential for children to network with people they don’t know. It is estimated there are 700 million users of online games worldwide.
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Calm Me Script

Being happy and safe online is very important so let’s use our breathing and our Jigsaw Chime to calm our minds down, to feel relaxed and to focus our thoughts.

Listen until you can’t hear the sound any longer…(strike the chime.)

Using your ‘Calm Me’ straight back, imagine there is an imaginary golden thread pulling up through the top of your head and letting your spine grow nice and straight…have your feet and your hands resting somewhere comfortable…and close your eyes.

Bring all your attention to your breathing and help your mind to feel a lovely deep breath. Feel the air coming in through your nostrils and notice how it fills up your lungs and then your tummy expands. Help your mind to follow the air as it moves out of your body and your tummy goes in again and you feel the warm air as it gently passes through your nose.

Now let’s practise our 4/6 breathing. Breathe in and silently in your mind count to 4, all on that big gentle breath 1… 2… 3… 4.

Then very slowly and gently let that breath leave your body and while it is on its way out, silently in your mind count to 6, …1… 2… 3… 4… 5… 6.

Take some more 4/6 breaths.

As you breathe let your mind think of a time when you enjoyed doing something online. Maybe this was at school or at home. Perhaps it was using a mobile phone, a tablet computer, a PC or a games console.

Can you make a picture in your mind of you enjoying that activity?

Let’s enjoy thinking about that for a minute or two.

Now keep your eyes closed and listen out for the chime. As the sound gets quieter bring your attention back to the room, open your eyes and have a big stretch. (Strike the chime)
Safety with online communities
‘Safe’, ‘Unsafe’, ‘I’m not sure’ labels

Safe

Unsafe

I’m not sure