

### 1 About this unit

#### UNIT SUMMARY

In this unit, children will learn the importance of gaming in a shared space and of taking breaks from gaming. They will contribute to a safe gaming agreement for both school and home that lays the foundation for good practice when they are gaming online.

#### REPORTING ROUTES

In Year 1, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult.

This point should be re-emphasised in any teaching and learning where children are working online.

If any safeguarding issues or concerns arise during this unit, you must follow your School Safeguarding Policy.

#### ONLINE SAFETY FOCUS

In this unit, children will:

- understand the importance of playing games in shared spaces where grown-ups are available for support
- understand the importance of taking breaks away from technology.

#### ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned about being responsible gamers and share it with their carers by asking them to contribute to a safe gaming agreement.
- Consider running a session for parents and carers about gaming. Talk about shared spaces and taking breaks. Encourage an open and honest discussion about their children's gaming habits and establish a shared consensus for dealing with potential problems. Be mindful to reinforce gaming as a positive activity that parents can share with their children.

- Reinforce positive games and apps that parents and carers can encourage children to play at home and in the holidays, for example, ScratchJr, Daisy the Dinosaur.
- If it becomes apparent that children have accessed inappropriate video games, point out the risks of underage use of such video games, so parents and carers can make an informed decision as to whether to allow their child to be subjected to such images and content.
- Consider supplying the following link to parents which offers support and advice on gaming for children: [www.askaboutgames.com/](http://www.askaboutgames.com/)

#### TEACHER KNOWLEDGE

- A key part of this unit is about ensuring that parents and carers are aware that school understands that children are often playing games at home, either online or via apps, and that this activity needs to be managed.
- Advice and information about children and online gaming: [www.internetmatters.org/advice/online-gaming/](http://www.internetmatters.org/advice/online-gaming/)
- Information on gaming devices from the UK Safer Internet Centre: [www.saferinternet.org.uk/advice-and-resources/parents-and-carers/parents-guide-to-technology/gaming-devices](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/parents-guide-to-technology/gaming-devices) and [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-gaming-stay-safe-avoid-risks/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-gaming-stay-safe-avoid-risks/)
- Ensure you reference games and apps used in school so that all children have an experience they can relate to. It is not necessary for children to have experience of gaming at home. It is more important they understand the core message of the session.
- This unit builds upon *Units 1.2, 3, 4 and 5* to give children, families and school an agreed framework of expected behaviour when using technology.

## 2 Getting ready

### ONLINE SAFETY PRINCIPLES

Think about how you can embed the online safety learning and outcomes from this unit within your whole-school online safety strategy through:

- whole-school e-team engagement
- online safety displays
- use of a website online safety area
- Twitter tweets. For example: 'This half term our Year 1 pupils are finding out how to play online games safely.'
- a school newsletter. You may wish to paste the following advisory text for parents and carers into your school newsletter, or send home in book bags (see Newsletter text on My Rising Stars): 'This half term, Year 1 pupils have been finding out how to play online games safely, both when they are at home and at school. All children will be sent home with a *Safe gaming agreement* for home and school. Please fill in and sign this agreement.'

### THINGS YOU NEED

- Interactive whiteboard for sharing the agreement with the class

### THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Double-check the content of all websites before sharing in class.
- Check to see if YouTube is accessible in your school. If not, you will need to sign up to CEOP to use the alternative video link listed in *Useful links*.
- Print and sign in advance the *Safe gaming agreement* photocopiable master – one per child.
- After this last online safety session of the year, ensure that the Year 1 online safety rules (developed in *Unit 1.1*) are passed on to the Year 2 teacher(s) to ensure children recognise the rules they developed in Year 1 when it comes to reviewing them at the start of Year 2.



### MY RISING STARS RESOURCES

- *Safe gaming agreement* (.pdf)



### OTHER RISING STARS RESOURCES

- This content links with *Switched on Computing Unit 2.2 – We are games testers*.



### INCLUSION/THINGS TO CONSIDER

- Children's experience of gaming will vary widely at this age. It is important to reference digital games and apps that are used in school (e.g. EasiMaths, Daisy the Dinosaur (app) ScratchJr (app), Code Kingdoms) so that everyone is fully included in the session.
- Some parents may not be receptive to a session about gaming. Consider running a parent session (see *Engaging parents and carers* on pages 9–10) in advance.

- Check the age restrictions for any gaming sites or apps that you are using in school to ensure they are appropriate for Year 1 children.
- Like anyone, young children have preferences about what they do and do not like. So even though a game may seem to have an appropriate age rating, it still may not be appropriate for a particular child if something within the game makes them feel uncomfortable.



### USEFUL LINKS

- Resources especially for teachers to use with their primary pupils on the topic of online gaming: [www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/gaming](http://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/gaming)
- CEOP KS1 film 'Kim and Lee' – personal information and video games (8:35 minutes). Accessible via [www.youtube.com/watch?v=nMUbHuffO8](https://www.youtube.com/watch?v=nMUbHuffO8) (no sign-in required) or [www.thinkuknow.co.uk/Teachers/Resources/](http://www.thinkuknow.co.uk/Teachers/Resources/) (sign-in required).

### 3 Running the lesson



#### Resources

- *Safe gaming agreement* photocopiable master – one per child

#### Possible outcomes

- The children will use their experience of gaming to contribute to a class discussion about what constitutes a responsible gamer.
- The children will adopt a safe gaming agreement that can be shared between school and home.

#### Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to learn some simple rules that will help make us responsible gamers.
- Explain that a gamer is someone who plays games on the computer or a **handheld device**. Digital games can entertain us, help with learning and we can use them to be creative and adventurous. We can be gamers in school and at home and even on the move. All gamers need to know how to be responsible and respectful so that everyone can enjoy gaming safely.

#### Step 2: Establishing current gaming interests

- Ask the children which devices can be used to play games, e.g. tablet, phone, games console. Prompt them to think about devices they use in school for learning.
- Ask the children to name some games they have played on these devices, either at home or in school (possible responses may include Minecraft, Daisy the Dinosaur (app) ScratchJr (app), Code Kingdoms).
- Now encourage children to talk about games they have seen but not actually played themselves. Where did they see these games? Who else at home plays games? Which are their favourites and why?

#### Step 3: Understanding the importance of shared spaces

- Remind children that when we use devices in school, we are together, either in the classroom or the computer suite (or reference other relevant space in your setting). Ask the children why we play games in a shared space together (e.g. so we can help each other, share good learning, solve problems more quickly).
- Now ask the children to think about where they play games at home and who they might share them with. Prompt them if necessary, e.g. on the sofa, in their bedroom, with mum and dad, siblings.

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- Explain that responsible gamers play in shared spaces and with their trusted adults. They do this so that they can share problems or worries and have fun with their family.
- Ask the children how they can be responsible gamers at home (e.g. move devices to shared spaces, ask their grown-ups to join in). Point out that it is a good idea to make sure the sound on their device is turned on so that everyone can hear what game they are playing.

### Step 4: Taking breaks/signing an agreement

- Remind the children of what they learned in *Unit 1.3* – that we should take regular breaks from using devices. It is exactly the same when we are playing games.
- Consolidate the point that if we play games for too long, our brain stops working properly and we might get cross or frustrated with the game or the people around us. Allow the children a moment to consider this and share any experiences they might have had. Suggest that their grown-ups might also get cross or frustrated in this situation and ask why.
- Ask the children if they can remember what they should do if this happens (e.g. put the device down, do something different, listen and talk to their trusted adult).
- Next tell the children that we now have two simple steps to follow that help us to be responsible gamers at home and in school. To help everyone share this information with their family, we are going to sign an agreement to follow these steps.
- Show children the *Safe gaming agreement* photocopiable master on the interactive whiteboard and go through each step, showing the children where you, the teacher, will sign, where they will sign and where their family will sign.
- Hand out the photocopiable master. Ask the children to sign and decorate the agreement with characters from their favourite games before putting in their book bags to take home.

### Step 5: Summing up

- Remind the children that we have learned two important rules for being a responsible gamer:
  - play games in a shared space
  - take breaks.
- If we all stick to these easy rules, gaming will be fun for everyone.

## 4 Taking it further

- Ask children to share the gaming agreement with their grown-up(s) at home. Encourage them to explain what they learned about being responsible gamers and that the agreement will help them remember the rules they need to follow, for example, agreed time limits on playing computer games. (Instructions for how to complete the agreement can be found at the bottom of the form).