We are online safety problem solvers

Using our skills to resolve unfamiliar situations

1 About this unit

UNIT SUMMARY

In this unit, children will develop confidence in responding to unfamiliar online safety scenarios, in preparation for moving on to secondary education. Children will be presented with three unfamiliar online safety scenarios and have to develop an appropriate response to each.

REPORTING ROUTES

In Year 6, children should know a range of ways to report concerns and inappropriate behaviour through:

• talking to a trusted adult
• calling Childline (0800 1111)
• using reporting buttons within websites, games and apps
• clicking the CEOP button.

These points 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:

• develop confidence in their ability to act appropriately when confronted with unfamiliar situations involving technology and the internet
• revisit the key concepts of digital citizenship.

ENGAGING PARENTS AND CARERS

• Children will take what they have learned from this online safety course and share it at home by challenging their family to respond to online safety scenarios.
• Consider running an online safety session for parents to discuss the importance of digital citizenship and online safety as the children move into their teenage years.

TEACHER KNOWLEDGE

• As children are preparing to move into KS3, it is important that they feel prepared to deal with a range of online safety scenarios independently. This session is designed to develop the children's confidence in their responses to unfamiliar online scenarios. All questions posed are merely suggestions and it is important to respond to the children's suggestions.

CROSS-CURRICULAR LINKS

Computing

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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 6 pupils are developing confidence in resolving unfamiliar online safety scenarios in preparation for KS3.'
- 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 editable *Newsletter text* on My Rising Stars): 'This half term, Year 6 pupils have been developing their confidence in resolving unfamiliar online safety scenarios in preparation for their transition to KS3. All pupils have been asked to pose an online safety scenario to their grown-ups at home to see if they can resolve it. Please support their learning by engaging with the scenario posed.'

THINGS YOU NEED

- Interactive whiteboard

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Print and photocopy the *Copy that!* photocopiable master – one per group.

MY RISING STARS RESOURCES

- *Copy that!* (.pdf)
- *Scenarios 2 and 3* (.ppt)

OTHER RISING STARS RESOURCES

- This lesson builds on digital citizen skills developed in *Switched on Online Safety* units *5.1*, *5.2*, *5.3*, *5.4* and *5.5.*
- There are links with *Switched on Online Safety Unit 5.5 – We are respectful of copyright*.

INCLUSION/THINGS TO CONSIDER

- Be aware that some children will not have uploaded content of their own onto the internet at this stage. Reinforce that this lesson is asking them to think about their own preferences and other people's right to privacy before data is uploaded.
- All schools should have a home/school agreement that sets out the rules for how images and video content of children will be used.

USEFUL LINKS

- Online safety scenario cards from London Grid for Learning: www.lgfl.net/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf
- Information on digital citizenship from Childnet: www.digizen.org
- Are you a good digital citizen? Interactive quiz: www.digizen.org/resources/cyberbullying/interactive/

3 Running the lesson

Resources
- *Scenarios 2 and 3* (PowerPoint presentation)
- *Copy that!* photocopiable master – one per group

Possible outcomes
- The children will use their knowledge of online safety and digital citizenship to work out a solution to three scenarios.

Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to test their digital citizenship skills by deciding the outcome of a number of different online safety scenarios.

Step 2: Investigating the idea of plagiarism

- Ask the children to split themselves into groups and hand out a copy of the *Copy that!* photocopiable master to each group.
- Explain that they have been given two pieces of evidence: an online news report that has been taken from the BBC website and Calum Owen's school work. The question they need to answer is: did Calum purposefully copy someone else's work (also known as plagiarising)? They need to give appropriate reasons for their answer.
- Support the groups in their task. If necessary, prompt them to investigate the terms and conditions on the BBC website, the wording of each article, and references, if any, as to where the information came from. If appropriate, ask them to recall work they did in *Unit 5.5* which looked at copyright and fair use.
- When the children have had a chance to review the evidence and reach a conclusion, ask them to share their findings. (Calum made the mistake of not referring to the site he got the information from. He has virtually copied the article and not indicated that someone else wrote it.)
- Ask what Calum could have done to ensure there could be no doubt that he did not purposefully copy someone else's work. For example, he could rewrite the key messages of the article in his own words, mention where the information for his article came from and include a link/reference to the original article.

Step 3: Videoing scenarios

- Read out or project *Scenario 2* from the PowerPoint presentation onto the interactive whiteboard: *Alisha and her friends are making a video to put online. She films them leaving her house and heading to the skate park. The park is busy. There are a couple of other people filming today. It's always like that.*

- Ask the children in their groups to discuss the rights and responsibilities of each person in this scenario. If necessary, prompt the children to think about Alisha, her house number and street, the other children in her group, the people at the skate park, people they meet on the way.
- Bring the children back together to share all the rights and responsibilities they have come up with. An example of Alisha's rights and responsibilities might be:

  – right = to film her skate park skills with her friends
  – responsibility = to make sure she respects the privacy of anyone who does not wish to be filmed.

- Reinforce the need to change the 'everybody is doing it' mentality. Just because others are filming, that doesn't mean we should ignore our responsibility to respect the privacy of others.
- Now ask the children how Alisha's planning of her filming might change if she wanted to do a live online feed of the skate park footage, rather than uploading the video at a later date.

Step 4: Pop-up scenarios

- Read out or project *Scenario 3* from the PowerPoint presentation onto the interactive whiteboard: *Miss Taylor has received a pop-up message in an app from a company asking for a review for a recently purchased product. She has recently bought something but has never been asked for a review before.*
- Ask the children to consider what has happened and what action Miss Taylor should take. If necessary, prompt them to think about hacking and scams, who to contact if they are suspicious and what to do with the message.
- Bring the children back together to report their findings.
- Finally, remind the children that the internet and the way it is used are always changing, but they have shown proficiency in the basic rules and expectations of digital citizenship and online safety. Ask the children how they can build upon their knowledge of these key skills as they move forward through school and beyond.

Step 5: Summing up

- Explain to the children that they have successfully used their digital citizen skills to reach conclusions to scenarios they are unfamiliar with and are well equipped to make responsible, informed decisions about any situation surrounding internet use and technology. They should always apply this knowledge to ensure they, and their friends and family, stay safe and have fun online.

4 Taking it further

- Challenge the children to come up with a brand new online safety scenario and to include a possible resolution for it. Ask them to share the scenario with their grown-ups at home and see if they reach the same resolution.