

### 1 About this unit

#### UNIT SUMMARY

In this unit, children will understand that some online content creators are paid by companies to support their products. They will watch a short video about **vloggers**, learn how vloggers can get paid and start to ask probing questions about online content. Finally, they will create a simple rap or rhyming saying to remind them of ways of being discerning when viewing content online.

#### REPORTING ROUTES

In Year 5, children should know a range of ways to report concerns and inappropriate behaviour through:

- talking to a trusted adult
- calling Childline (0800 1111)
- 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:

- understand that some people get paid to endorse products online
- develop a discerning attitude to online content so that they can confidently reach their own conclusions
- appreciate the value of trusted adults in helping them reach an informed conclusion.

#### ENGAGING PARENTS AND CARERS

- Consider running a parent online safety session to discuss **endorsements** and advertising in online content that are not always explicit or clear to the viewer. Encourage parents and carers to take an interest in their children's online viewing habits.
- Consider sharing useful web links on **vlogging** with parents and carers (see *Useful links*).

#### TEACHER KNOWLEDGE

- **Vlogging**, where people create video diaries about their interests, families or lifestyle, has seen a huge rise in popularity in recent years, particularly with children and teens. Vloggers post about everything, from make-up tips to current trends in any subject you can think of. It is important for children to be discerning when selecting and viewing these clips; some vloggers might be sponsored to promote products, influencing their objectivity and that of the viewer.
- As their independence online increases, this session prepares children to be more inquisitive about content they are looking at and develop awareness of how they might be influenced by it.
- Review the definitions of the following terms using the glossary on page 64: **blogger**, **endorsement**, **vlogger**.

#### CROSS-CURRICULAR LINKS

##### Computing

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## 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 5 pupils are learning to use good judgement when reviewing claims made in blogs and vlogs.'
- 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 5 pupils have been learning about the importance of using good judgement when deciding if the claims made about products in blogs and vlogs are true.'

### THINGS YOU NEED

- Interactive whiteboard

### THINGS TO DO

- Double-check the content of all websites before sharing in class.
- Familiarise yourself with the steps of this activity before running this online safety session.
- If appropriate, find some examples of online vlogs that children might be familiar with.



### MY RISING STARS RESOURCES

- There are no related resources for this unit.



### OTHER RISING STARS RESOURCES

- This lesson links closely to *Switched on Computing Unit 5.5 – We are bloggers*.
- There are also close links with *Switched on Computing updated Unit 3.4 – We are vloggers*.
- There are links with *Switched on Online Safety Unit 4.3 – We are aware that our online content lasts forever*.



### INCLUSION/THINGS TO CONSIDER

- Be aware that some children may not have experience of watching YouTube videos online. Emphasise that no one needs to have experienced watching online content to understand the process of evaluating it.
- If you become aware that children are viewing inappropriate video content online, follow your School Safeguarding Policy.



### USEFUL LINKS

- 'A parent's guide to vlogging': [www.parentinfo.org/article/a-parents-guide-to-vlogging-what-you-need-to-know](http://www.parentinfo.org/article/a-parents-guide-to-vlogging-what-you-need-to-know)
- 'More young people are turning to **YouTube** for true and accurate information': [www.childnet.com/blog/more-young-people-are-turning-to-youtube-for-true-and-accurate-information-ofcom-report-reveals](http://www.childnet.com/blog/more-young-people-are-turning-to-youtube-for-true-and-accurate-information-ofcom-report-reveals)
- Article from Eurogamer about YouTube and gaming: [www.eurogamer.net/articles/2014-07-16-blurred-lines-are-youtubers-breaking-the-law](http://www.eurogamer.net/articles/2014-07-16-blurred-lines-are-youtubers-breaking-the-law)

### 3 Running the lesson



#### Resources

- Example of a vlog (see *Things to do*)

#### Possible outcomes

- Children will use their knowledge and own experiences online to create a memorable rap, poem or saying to remember to use good judgement when evaluating content online.

#### Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to think about how online product reviews can be linked to advertising.
- Explain that it is important to consider online content carefully so we can make good judgements about it. Clarify the meaning of 'discerning': to make a good judgement.

#### Step 2: Why do we share content online?

- Ask the children to suggest reasons people might share content online. Scribe their responses on the interactive whiteboard. Examples might include: educational resources, general information, to sell things, to let others know what they are doing, reviews of products or media, for their job, etc.
- Now ask the children to think about the benefits of sharing content online. Again scribe their responses on the interactive whiteboard. For example, it's faster than any other way of sharing information, more people can see the content, the content might get noticed by people in places far away, etc. If appropriate, make links with *Unit 4.3* by reminding children that messages on the internet spread much more quickly and can reach many more people than other historical forms of communication.
- Explain that one way of ensuring content reaches a wider audience is to become a **blogger** or **vlogger**. Clarify the difference between the two:
  - A blogger publishes an online diary on a website that reflects their personality, the things they like and dislike and the places they visit.
  - A vlogger does the same, but does this using video clips.
- If appropriate, show children an example of a popular vlog (see *Things to do*).

### Step 3: Advertising and endorsements

- Ask the children if any of them watch any vlogs online. What type of vlogs do they watch? Vlogs about gaming? About hair and beauty? Do the children know if these vloggers are getting paid to talk about a particular game or product?
- Explain that one way vloggers can make money is by saying good things about products they like. The company that makes these products might then decide to pay them to continue talking about it. This is called endorsement. The vloggers are being paid to advertise the product.
- Explain that most vloggers are open about this relationship (it is against the law in the UK to hide it) but some vloggers aren't always clear if they are being paid to recommend products. This means that we need to be discerning (use good judgement) and ask questions to decide if the product recommended is right for us.
- Split children into groups and ask them to brainstorm a set of questions they could ask about the vlogs they watch to determine if the advice given is biased. Give some examples, i.e. who made the video, who is it for, do they only say good things about a product, what do I like about the product?
- Now ask the children to discuss what strategies they could use to ensure they are making a good judgement about whether to buy a product. For example, look at other videos, ask people they know who have the product, seek advice from their trusted grown-ups.

### Step 4: Creating a reminder

- Split children into groups. Ask them to imagine that they have seen something online they would like to buy. Challenge them to devise a simple rap or rhyming saying that reminds them of the strategies they should use before making a decision on buying a product.
- If there is time, ask each group to present their rap or saying to the rest of the class.

### Step 5: Summing up

- Reinforce that some people make money online by advertising or endorsing products. By law they must say they are doing this but it is not always clear. As internet users, we need to be aware that paid advertising exists so that we can be discerning about the content of videos we watch and make up our own minds. We can do this by asking questions about the content, looking at a selection of sources and talking to people we know and trust.

## 4 Taking it further

- Ask children to write down their rap or rhyming saying onto a sticky note and stick this somewhere at home to remind everyone

at home to use make good judgements when reviewing content online.