

1 About this unit

UNIT SUMMARY

In this unit, children will learn about the possible online safety risks of online gaming, including exposure to inappropriate content, bullying and trolling, and bribery. Children will then use what they have learnt to plan an assembly or presentation around safe gaming advice for parents, children or teachers.

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:

- understand the risks involved with online gaming, including exposure to inappropriate content, grooming, bullying, trolling and the use of bribery tactics
- understand that research and parental controls and device settings are tools we can use to help us game safely and confidently
- apply their knowledge of safe gaming practices to plan and deliver an assembly to other children and/or parents
- consolidate everything they have learnt about age-appropriate online gaming in preparation for their transition to KS3.

ENGAGING PARENTS AND CARERS

- Parents could be invited to attend an assembly or presentation that children deliver on safe and age-appropriate online gaming.
- Consider running an online safety session for parents to reinforce the importance of using parental controls and device settings to disable in-app purchases to prevent unexpected expenses. Encourage parents to engage with their children's gaming habits and reinforce the need to keep passwords for devices private. You may wish to use this time to highlight any current trends in online gaming.

TEACHER KNOWLEDGE

- This unit has been developed to be used in a number of different ways:
 - to consolidate learning from previous years
 - to summarise key aspects of online gaming safety for Year 6 children who haven't had previous experience of this content
 - to use as an end-of-year extension project following SATs
 - to use as a basis for an entry for the annual Childnet film competition.
- Review the definition of the following term using the glossary on page 64: **PEGI rating**.

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 have been researching and preparing a presentation about safe and age-appropriate online gaming.'
- 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 researching and preparing an online safety presentation about safe and age-appropriate online gaming. This presentation

will be held on [date] and we would like to invite you to attend.'

THINGS YOU NEED

- Interactive whiteboard
- PA system for assembly/presentation (optional)

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- If presentations are to be used as part of an assembly for parents, you may wish to use a PA system. Make sure you test this before parents arrive.



MY RISING STARS RESOURCES

- PEGI ratings (.ppt)



OTHER RISING STARS RESOURCES

- This unit links to work from *Switched on Online Safety Units 1.6, 2.6, 3.6, 4.6 and 5.6*.



INCLUSION/THINGS TO CONSIDER

- If this is the first time children have experienced discussion around safe online gaming practices you may need to adapt or extend Step 2 where children talk about what key advice they already know about safe online gaming practices.
- This unit works well when children are provided with a platform to present their ideas to other members of the school community in an assembly.
- You may wish to extend this unit and link it to the annual Childnet Film Competition. Entries must be submitted by mid-June.

- This unit could be adapted for the creation of a Newsround-type report using green screen technology. Children could create storyboards to plan the content presented.



USEFUL LINKS

- Home page of the PEGI system: www.pegi.info/en/index/
- Parental controls set-up for major devices: www.internetmatters.org/parental-controls/devices-computers/
- Internet matters – online gaming: www.internetmatters.org/advice/online-gaming/?gclid=CjwKEAjw-abABRDquOTJi8qdOjwSJABt1S1O4ZfH0WkhBbkUGQ1WrFca6huaynPSKUQcXhUQj_FEHxoCaTLw_wcB

3 Running the lesson



Resources

- Home page of the PEGI system: www.pegi.info/en/index/
- *PEGI ratings* (PowerPoint presentation)

Possible outcomes

- Children will plan an assembly or presentation for parents, carers and/or other children and teachers to promote the key messages around safe and age-appropriate online gaming.

Step 1: Introducing the session

- Explain to the children that in this unit, they are going to learn about the risks of online gaming and then use this information to plan a presentation for their parents, and/or other children and staff at school.

Step 2: Online gaming: identifying age-appropriate content

- Ask children to think about online games, or even those that they see boxed in a shop. How do we know that the games are appropriate for us? Recall or introduce the idea of PEGI ratings and how these tell us if a game is appropriate for our age group. Project the *PEGI ratings* PowerPoint presentation onto the interactive whiteboard and/or open up the PEGI website (see *Useful links*). Ask children which ratings would be suitable for them (3 and 7).
- Split children into groups and give them a few minutes to brainstorm why a game might have an age rating of 12, rather than 7. Examples may include: frightening content, violence or bad language in game play, or even sexual references – all of which are considered unsuitable for children under 12.
- Reinforce that the one thing that PEGI does not reflect is the difficulty of a game (a 16-rated game could be easier to play than a 7-rated one). This means that even if children feel they are good at a game, they don't need to go to the next age band to find more of a challenge.

Step 3: Looking at in-game risks: multiplayer games

- Introduce or remind children of the concept of a multiplayer game: where a player is either playing with or against other real people who might live anywhere in the world.
- Ask the children if any of them have any experience of playing multiplayer games at home. Do they ever communicate with other users? How do they communicate?
- Split children into groups and give them a few minutes to brainstorm possible risks of using multiplayer games like the one described. Bring the class back together and scribe their responses onto the interactive whiteboard.

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- Remind children that anyone online that we don't know in real life is a stranger. Even if we play regularly with others online, if we don't know them in real life, they are not our real friends. Ask the children questions like: Can we trust what people say about themselves? How do we know they are who they say they are? Explain to children that if a conversation with someone online ever makes them feel uncomfortable, they should always tell a trusted adult.
- Raise the idea of online bullying within a multiplayer gaming situation. Explain that sometimes individuals can be purposefully hurtful or will try to start arguments by posting content that they know will upset others. Sometimes they can even act aggressively. These individuals are known as trolls. How would children respond if another player started making rude or inappropriate comments, or even being purposefully destructive within gameplay? Reinforce the following ideas:
 - Never reply to messages from a bully
 - Save the evidence of online bullying by taking screenshots
 - Block the contact or delete them
 - Use in-game reporting functions
 - Speak to a trusted adult or call Childline.
- Now talk about the idea of bribery. Have children ever played games that involve the collection of items, such as coins, trophies, or gems? Explain that in order to progress more quickly through the game or to score more points, some players can try to bribe others to part with these items. This might be done in such a way that the individual feels they have no choice. Ask the children how they would respond to such requests.

Step 4: Planning and writing the presentations

- Encourage children to consider how they could make their online gaming presentations as engaging as possible for others so that they remember the key messages. Will each group present their information in a slightly different way, for example, a rap, or song, a short role-play, a letter to an online gamer, or even a question and answer panel? Encourage children to be creative.
- Give children time to write and practise their presentations.

Step 5: Delivering the presentations

- Allow children the opportunity to deliver their presentations, either within class, or ideally in an assembly with parents in attendance.
- Congratulate children on their presentations and pass on any feedback from the audience.

4 Taking it further

- Children could video the presentations to leave a lasting legacy of their online safety work. This could then be used as starting point for running this unit in future years or shared with parents.