

1 About this unit

UNIT SUMMARY

In this unit, children will understand that we must take responsibility for our own actions regardless of what others are doing. They will take on the role of one of six characters in an online safety scenario and make decisions about who the **bystanders** are and whether the scenario constitutes online bullying. Finally, they will decide how each character should respond to the situation.

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:

- recognise that online behaviour can have real-life negative effects on other people
- understand that we must take responsibility for our own actions online, regardless of what other people are doing
- critically assess all information surrounding an online safety scenario to decide whether it constitutes online bullying
- use their knowledge of online safety to reach a consensus on the appropriate response to an online incident.

ENGAGING PARENTS AND CARERS

- Children will pose an equivalent online safety scenario to their grown-ups at home and talk

them through the possible ways of resolving this situation.

- Consider sharing useful web links around online bullying with parents (see *Useful links*).

TEACHER KNOWLEDGE

- This unit will help children to develop an understanding of how poor online behaviour can cause distress and upset to others. They will use the scenario presented to differentiate between online bullying situations and instances of a joke gone wrong/children falling out. Be clear that bullying is defined as sustained inappropriate or malicious behaviour towards an individual.
- The scenario presented in this unit is an isolated incident where a joke goes wrong. The 'perpetrators' made assumptions about the 'victim' (maybe he'd see the funny side because he's a practical joker). As adults, we'd investigate to see if there is a pattern of behaviour that would lead us towards a different conclusion.
- Make sure you are clear on the role of a bystander in online safety incidents: they are not responsible for causing the incident but they are a witness to what has happened.
- This unit builds on *Units 3.2* and *4.2* by asking the children to discuss how they might respond to a situation caused by inappropriate use of technology. Any questions asked are simply suggestions. It is important to ask questions based on the children's responses and experience.
- Review the definitions of the following terms using the glossary on page 64: **bystander**, **online bullying**.

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 how poor online behaviour can cause distress or upset to others.'
- 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 how poor online behaviour can cause distress or upset to

others. All children have been asked to pose an online safety scenario to their grown-ups at home (an unkind comment posed about them on social media) and explain what a suitable response might be. Please support them in their learning by listening to the scenario and asking questions about how this could be resolved.'

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 *My responses* photocopiable master – one per child.



MY RISING STARS RESOURCES

- *My responses* (.pdf)
- *Is this online bullying?* (.ppt)



OTHER RISING STARS RESOURCES

- This unit links closely with *Switched on Online Safety Units 3.2* and *4.2*, where the concept of online bullying is raised and developed.



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may have already experienced bullying, online or in real life. Any disclosures should be dealt with in a sensitive manner and follow your current safeguarding procedures.
- This session is about ensuring all children have a voice in developing their understanding of using technology appropriately and resilience online. Consider mixed-ability grouping for supporting SEN/D and EAL children to understand the concepts involved.



USEFUL LINKS

- Childnet cyberbullying guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools
- Understanding the role of the bystander: www.eyesonbullying.org/bystander.html
- Newsround: 'What to do if you are being bullied online': www.bbc.co.uk/newsround/35506689
- Childnet video: 'Who should you tell?': www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/chapter4
- Online bullying advice for young people: www.kidscape.org.uk/advice/advice-for-young-people/
- Childnet film winner – 'Football friends' (bullying): www.childnet.com/resources/film-competition/2013/primary-category
- Bullying UK – support for family lives: www.bullying.co.uk/

3 Running the lesson



Resources

- *Is this online bullying?* (PowerPoint presentation)
- *My responses* photocopiable master – one per child

Possible outcomes

- The children will use their knowledge of peer pressure and rights and responsibilities to develop appropriate responses to an online incident.

Step 1: Introducing the session

- Explain to the children that in this online safety session they are going to use their knowledge of online safety to develop a response to an online safety scenario.
- Explain that sometimes when using online technologies we can upset others, even though we do not mean to. It is important that we recognise these situations so that we can deal with them appropriately and responsibly.

Step 2: Explaining the scenario

- Split children into six groups. It doesn't matter if groups have an equal number.
- Project the *Is this online bullying?* PowerPoint presentation onto the interactive whiteboard and/or read out the scenario: *Cole has a mobile phone. He took a photo of Thomas, typed the message 'Idiot' and sent it to Ishani. Ishani added a comedy nose on the photo and sent it back. Neither realised they sent it to the group chat.*
- Move to the next slide, and/or read out some more information about the scenario:
 - Cole: sent the message.
 - Ishani: edited and returned the message.
 - Peaches: is a member of the group chat.
 - Charlie: does not have a mobile phone but saw the picture.
 - Thomas: is a member of the group chat.
 - Grace: sits next to Thomas. She likes him.
- Assign one of the characters to each group. Tell the 'Cole' and 'Ishani' group that their characters now realise the message was shown in group chat.
- Based on all the information they have, ask each group to discuss how their character might be feeling and how they might respond to the situation.
- Ask a member of each group to summarise how they think their character may respond to the situation.
- Ask the class to vote on whether they think this is an online bullying situation.

Step 3: Developing appropriate responses

- Ask children to recall the role of a bystander in an online bullying situation (the bystander might not have been part of the incident but has been a witness to what happened). Ask the children to decide as a class who the bystanders are in the scenario and why.
- Now project the next slide of the PowerPoint on the interactive whiteboard and read the new information available about each character.
- Ask the children to discuss why their character might do nothing about the incident. For example, they might think it was none of their business, they didn't want to upset anyone, they don't want to look silly, etc.
- Bring the class together and ask the group playing Thomas to share with everyone exactly how he feels.
- Ask the children to consider all the information they have been given. Is this an online bullying situation? Allow them time to discuss it in their groups, reach a consensus and give reasons to the class.
- If necessary, explain that this is not online bullying because Cole might have genuinely believed it was a joke. Thomas is part of the group chat so they are probably friends but Thomas is upset and it is important to take notice of how he feels.
- Ask the children what Ishani should have done with the photo. Explain that sometimes, people do things because it seems like everybody is doing them.
- Finally, ask the children why Peaches took a screenshot (taking a screenshot provides us with evidence when something online happens that makes us feel uncomfortable).

Step 4: Resolving the problem

- Hand out copies of the *My responses* photocopiable master. Ask each group to develop an appropriate response for each character in order to resolve the situation. They should write these responses down on the photocopiable master.

Step 5: Summing up

- Reinforce it is important to recognise that online behaviour can have real-life negative effects on others. We must take responsibility for our own actions, regardless of what other people are doing, and take positive steps to resolve uncomfortable situations.

4 Taking it further

- Ask the children to present a similar scenario to their grown-ups at home: someone has made an unkind comment about them on social

media. Can they explain the best way for their grown-ups to respond to this? How could they resolve the situation?