

1 About this unit

UNIT SUMMARY

In this unit, children will find out what is meant by 'digital citizen' and develop an awareness that good digital citizenship is important wherever technology is used. They will create their own good digital citizen, which has a kind heart, warning tummy and a thinking brain. Finally, children will share their understanding of digital citizenship with their families by challenging them to create their own digital citizen.

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 what is meant by 'digital citizen'
- understand how to be responsible, respectful and safe online
- understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain: all things that keep us safe online
- recall what to do if something happens online that makes them feel uncomfortable – building on *Unit 1.4 – We are information protectors* lesson.

ENGAGING PARENTS AND CARERS

- Consider asking parents to participate in the session so that children can begin to understand that good digital citizenship is a shared responsibility.
- Children will take home their completed *My digital citizen* photocopiable master and explain to parents what this term means. Parents will then be encouraged to give an example of how they themselves are good digital citizens.

TEACHER KNOWLEDGE

- There are many different definitions of what a good digital citizen is, many of which are too advanced for children in Year 1. The key elements of a digital citizen for KS1 are as follows:
 - warning tummy: if something doesn't feel right then tell a trusted adult
 - thinking brain: never give out personal information
 - kind heart: always be kind and respectful to others when online

CROSS-CURRICULAR LINKS

Computing

Use technology safely and respectfully.

Citizenship

Develop an interest in, and commitment to, participation in volunteering, as well as other forms of responsible activity, that they will take with them into adulthood.

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 they can be good digital citizens.'
- 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 1 pupils have been finding out how they can be good digital citizens. All children will be asked to show you the digital citizen they have created and explain what being a good digital

citizen means. Please support their learning by writing down an example of how you are a good digital citizen on the photocopiable master they bring home.'

THINGS YOU NEED

- Interactive whiteboard or large sheet of paper

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 if you wish to use the alternative video link for Kim and Lee listed in *Useful links*.
- Print and photocopy *My digital citizen* photocopiable master – one per child.



MY RISING STARS RESOURCES

- *My digital citizen* (.pdf)
- *What is a good digital citizen?* (.mp4)



OTHER RISING STARS RESOURCES

- This content closely links to *Switched on Online Safety Unit 1.4 – We are information protectors*



INCLUSION/THINGS TO CONSIDER

- This lesson helps very young children understand how to be a good digital citizen by creating a visual representation. It is not a comprehensive guide but designed to act as a framework for more sophisticated discussions about online safety and digital citizenship as the children move through the school.

- Be aware that some children may have already had a negative experience online. Any disclosures should be dealt with in a sensitive manner and follow your current safeguarding procedures.



USEFUL LINKS

- CEOP KS1 film 'Kim and Lee' – personal information and video games (8:35 minutes). Accessible via www.youtube.com/watch?v=-nMUbHuffO8 (no sign-in required) or www.thinkuknow.co.uk/Teachers/Resources/ (sign-in required)
- Hector's world™ – a bank of video resources for staying safe online that you may wish to use as part of this lesson: www.thinkuknow.co.uk/5_7/hectorsworld/
- Blog post outlining nine simple rules for being a good digital citizen: <http://blog.goguardian.com/tips-to-be-a-good-digital-citizen>

3 Running the lesson



Resources

- *My digital citizen* photocopiable master – one per child
- *What is a good digital citizen?* (.mp4)

Possible outcomes

- The children will use their knowledge of digital citizenship to create the ideal digital citizen.

Step 1: Introducing the session

- Explain to the children that in this online safety session we are going to find out what makes a good digital citizen.
- Explain that a digital citizen is anyone who uses the internet. A good digital citizen is someone who uses the internet in the right ways.

Step 2: What is a digital citizen?

- Ask the children if they or anyone they know uses the internet. What do they use the internet for? If necessary, prompt them by giving suggestions, for example, watching videos, playing games on the computer or speaking to friends or family. Reinforce the point that everyone who goes online is a digital citizen. Ask the children to put their hands up if they are a digital citizen. For those children that raise their hands, ask them why they are a digital citizen. Correct any misconceptions.
- Draw a large simple outline of a person on a large piece of paper, or on the interactive whiteboard. Explain to the children that this is our class digital citizen.

Step 3: What makes a good digital citizen: a kind heart

- Tell the children that all good digital citizens have a kind heart. Draw a heart inside the digital citizen outline.
- Ask the children what we mean by having a 'kind heart'. Give some examples if necessary, e.g. using kind words, being polite and being a good listener. Ask the children to turn to the person next to them and show them they have a kind heart by saying something nice and being a good listener.
- Praise the children and tell them that they have been very respectful. Did their friend smile? Explain that in real life we can see how our kind heart makes people feel. It is different for digital citizens, as often they can't see other people who are online (for example, someone else playing a game). This means that digital citizens must always be respectful online because they can't always see people's faces to know how they feel. Our heart helps us to be respectful.

Step 4: What makes a good digital citizen: a warning tummy

- Next tell the children that all digital citizens also have a warning tummy. Draw a tummy in the outline of the digital citizen.
- Explain that if something doesn't feel right, we can feel uncomfortable in our tummy or get butterflies. If you have already run *Unit 1.4*, remind children of the Kim and Lee video and how Kim felt when someone asked for personal information (see *Useful links*).
- Explain that this is our tummy giving us a warning. Good digital citizens always take notice of these warnings because they keep us safe.
- Ask the children what they think a good digital citizen can do if they feel uncomfortable or upset when they are online. If necessary, prompt them to recall the three things good information protectors do, i.e. move away from the device, tell their trusted adults and don't worry.

Step 5: What makes a good digital citizen: a thinking brain

- Next tell the children that all digital citizens also have a thinking brain. Draw a simple brain in the digital citizen outline.
- Explain that the brain is the thinking part of every digital citizen that makes them act responsibly.
- Explain that it is the responsibility of digital citizens to have a thinking brain and always tell their trusted adult if they feel uncomfortable. The brain helps them remember these things so that they stay safe and have fun online.

Step 6: Summing up

- Play the *What is a good digital citizen?* video (stop the video at 00:02 seconds) or sum up the key elements of being a good digital citizen.
- Provide each child with a copy of the *My digital citizen* photocopiable master. Ask the children to draw in the kind heart, warning tummy and thinking brain. Encourage them to add some words, or sentences if they can, to explain what makes a good digital citizen.

4 Taking it further

- Peg or stick children's completed photocopiable masters up round the classroom as reminders of what makes us good digital citizens. Refer back to these in general teaching or online safety sessions, where appropriate, to consolidate the learning.
- Ask children to show their completed digital citizens to grown-ups at home. Encourage them to explain what a good digital citizen is and ask a grown-up to write down an example of how they are a good digital citizen.