

1 About this unit

UNIT SUMMARY

In this unit, children will discuss the different ways people communicate online and what is meant by 'personal information'. They will watch a short video about sharing information and sort a set of information cards to decide what information should be kept private. The children will learn the procedures they can follow if someone online asks them for personal information and take home a *Family online action plan* to fill in with their parents or carers.

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 'personal information'
- recognise that anyone online who we don't know in real life is a stranger
- understand how we can protect our personal information, including reporting worries to trusted adults.

ENGAGING PARENTS AND CARERS

- Children will take what they have learned from this session and share it with their parents or carers by asking them to create a family action plan for staying safe online.
- Consider running a parent session to discuss the different ways children might

communicate online, the ways grown-ups can respond to their children's worries about online activity and the steps they can take to help their children stay safe (see pages 9–10 for guidance on running sessions with parents or carers).

- If it becomes apparent that children are accessing inappropriate video games or YouTube content, it is well worth having a sensitive conversation with parents or carers explaining the reasons why children shouldn't be accessing these.

TEACHER KNOWLEDGE

- Personal information is that which could be used to find, identify or contact us. ICO is a great starting point that underpins the importance of teaching young people about personal information and how to keep it safe: <https://ico.org.uk/for-organisations/education/resources-for-schools/protecting-personal-information-online-pshe/>
- Be aware of the different ways children might already be communicating online, e.g.
 - www.moshimonsters.com
 - www.clubpenguin.com
 - www.xbox.com
 - www.playstation.com
- If a child reveals they are already using age-inappropriate social media, it is important for teachers not to assume the role of parent. The key focus should be to give children the tools they need to stay safe online.
- Review the definitions of the following terms using the glossary on page 64: **Skype**, **YouTube**.

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 1 pupils are finding out about personal information and how to protect this.'
- 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 learning about personal information and how to protect this. All children have been sent home with a family online action plan for protecting personal information. Please support them in completing this.'

THINGS YOU NEED

- Interactive whiteboard with sound for showing the CEOP video listed in *Useful links*.

THINGS TO DO

- 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 to use the alternative video link listed in *Useful links*.
- Print out 5–10 copies of the *Information cards* (one per small group). Cut the cards out and keep each set clipped together with a paper clip.
- Print out and photocopy the *Information protector pants* photocopiable master – one for each child.
- Print out and photocopy the *Family online action plan* photocopiable master – one for each child.



MY RISING STARS RESOURCES

- *Information cards* (.pdf)
- *Information protector pants* (.pdf)
- *Family online action plan* template (.pdf)



OTHER RISING STARS RESOURCES

- *Switched on Online safety: Unit 1.5 – We are good digital citizens*



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may not have online access at home and so may not be aware of different ways people communicate online. It may be useful to show these children how the adults in school communicate with each other electronically.
- Reinforce the point that information protectors are not limited to keeping us safe online. We must *always* keep information safe from strangers.

- Check the age restrictions for any sites or apps that you are using in school to ensure they are appropriate for Year 1 children.



USEFUL LINKS

- CEOP KS1 film – 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)
- Series of short animations from the Childnet team about making safe online decisions: www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/watch-full-movie

3 Running the lesson



Resources

- CEOP KS1 film – personal information and video games www.youtube.com/watch?v=-nMUbHuffO8 or www.thinkuknow.co.uk/Teachers/Resources/
- *Information cards* (.pdf)
- *Information protector pants* (.pdf)



Possible outcomes

- The children will decide what type of information is personal.
- Children will create a family online action plan for what to do if anyone has concerns or worries about things that happen online.

Step 1: Introducing the session

- Explain to the children that this session is all about personal information. Together they will decide what information is important to keep private and what to do when someone online asks us for information about ourselves.
- Explain that everyone we meet online that we don't know in real life is a stranger. And just like in real life, we must never give personal information to a stranger online. We should only share it with people we know and trust.

Step 2: Discussing how and why people communicate online

- Ask the children how they can communicate online, e.g. playing video games, on **Skype** or even on YouTube (experiences will vary). Ask them how the grown-ups they know communicate with people online. What devices do they use? Prompt the children with examples, e.g. sharing photos, sending text messages or talking using a microphone.
- Now ask the children why they or their families might communicate online. Give some examples, e.g. to keep in touch with people who live far away, play games together or share information and ideas.
- Reinforce that people from around the world can communicate with each other at any time of the day or night and that it can be interesting and fun.

Step 3: Deciding what is personal information

- Watch the CEOP film listed in *Useful links*. Ask children especially to take notice of the information Lee and Kim share online.
- Discuss why Superhero Sid says that home and school addresses are not for sharing. Ensure that children understand that this is private, personal information which a stranger can use to *find, identify or contact us*. Reinforce that Superhero Sid says that everyone online we don't know in real life is a stranger and we must never share personal information with strangers.

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- Split the class into small groups and give each group a set of Information cards. Explain that each card lists some information about ourselves. Ask each group to decide what information they should *never share with strangers*. Reinforce the words 'find, identify, contact'.
- Support children with their decision-making. Some children might think that none of the information should be shared. Ask the children to consider if the information can be used to find, identify or contact them. If it can, then it is personal information. If it can't then it is not personal information. However, they don't have to give any information to anyone online if they don't want to, even if the information is not personal.
- Bring the children back together and praise them for their mature assessment of the cards. Reinforce that personal information is not for sharing.

Step 4: What to do if someone online asks for personal information

- Tell the children that now that we are information protectors like Superhero Sid, we can have some superhero pants to remind us of this very important role. Like information protectors, pants keep our privates private! Responsible information protectors always remember this! Hand out the *Information protector pants* photocopies.
- Explain to the children that now we are information protectors we must learn what to do if someone online asks us for information we know is not for sharing.
- Explain that the first thing they need to do if someone asks them for personal information is to take themselves away from the device. They do not need to say anything to the person online. They do not need to power the device down or close the game, app or web page.
- Then they must tell a grown-up who they trust. Ask the children to discuss who they would tell. Make suggestions if necessary, e.g. mum, dad, aunt, grandma, teacher, etc.
- Finally, they must not worry because they have done everything they need to do to keep their personal information safe. They can talk about it with their trusted adult at any time.

Step 5: Summing up

- Reinforce that personal information should only be shared with people we know and trust in real life and that everyone we don't know online is a stranger. However, we can use our skills as information protectors to keep ourselves and our families and friends safe online. Responsible information protectors use these skills every time they use the internet.

4 Taking it further

- Ask the children to take home the *Information protector pants* photocopyable master to decorate and share what they have learned about personal information with their parents or carers.
- Give each child a *Family online action plan* template to take home. Encourage parents and carers to formulate an action plan for what to do in case anyone has concerns or worries about things that happen online.