

1 About this unit

UNIT SUMMARY

In this unit, children will recap their school's ethos and values and discuss how these can be applied to the way they use technology. They will then watch four short clips and discuss how the people in them can be better digital citizens and develop their own responses to these scenarios through role-play. Finally, they will apply their understanding of good digital citizenship when discussing this skill at home.

REPORTING ROUTES

In Year 2, 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 that the way technology is used is as important as good online behaviour
- understand that the way we use technology impacts the people around us
- further develop responses to incidents of poor behaviour online.

ENGAGING PARENTS AND CARERS

- In this unit, children will take what they have learned from the session and share it with their parents by developing strategies for good digital citizenship at home.
- During any online safety sessions you are running with parents, reinforce the importance of role models for appropriate and respectful use of technology.

TEACHER KNOWLEDGE

- This unit is an opportunity for children to discuss scenarios that explore the effect technology has on people around them, as well as people they might meet online. The emphasis is on challenging them to develop responses to incidents that might be in an unfamiliar setting, and applying them to their own more familiar environment so that they develop a wider understanding of good digital citizenship.
- What makes a good digital citizen information and resources: www.digizen.org/digicentral/digital-citizenship.aspx

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 2 pupils are looking at different online safety scenarios and thinking about how they would deal with them.'
- 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 2 pupils have been looking at strategies for being good digital citizens. All children have been asked to work with their grown-ups at home to develop family strategies for being good digital citizens, e.g. not taking photos of people if they don't wish to be photographed, no devices at dinner time, or a time to switch off all devices in the evenings. Please support them in this process.'

THINGS YOU NEED

- Interactive whiteboard with sound to show *Digital citizen scenarios* (.mp4) to the class

THINGS TO DO

- Familiarise yourself with the steps of this activity before running this online safety session.
- Watch the *Digital citizen scenarios* (.mp4) to familiarise yourself with the content.
- Select some appropriate cards from the *Scenario cards* photocopyable master.



MY RISING STARS RESOURCES

- *Digital citizen scenarios* (.mp4)
- *Scenario cards* (.pdf)



OTHER RISING STARS RESOURCES

- There are links here with *Switched on Online Safety Unit 1.5 – We are good digital citizens*.



INCLUSION/THINGS TO CONSIDER

- Be aware that some children may not have access to technology at home. Use examples of the way technology is used in school to ensure everyone is included equally or use the television as an example of technology that most people are familiar with.

- This session is about ensuring all children have a voice in developing responses to online safety incidents and appropriate use of technology. Consider mixed ability grouping for supporting SEN/D and EAL children to understand the concepts involved.



USEFUL LINKS

- Hector's World™: bank of animations from CEOP that introduce online safety concepts to young children: www.thinkuknow.co.uk/5_7/hectorsworld/

3 Running the lesson



Resources

- *Digital citizen scenarios* (.mp4)
- *Scenario cards* photocopyable master – cards as appropriate

Possible outcomes

- The children will use their knowledge of good digital citizenship to discuss responses to video scenarios.
- If there is time, they will develop this further through role-play.

Step 1: Introducing the session

- Explain to the children that in this online safety lesson, they are going to discuss how good behaviour offline can be transferred to the digital environment.
- Explain that the digital environment includes the way devices are used as well as the way people behave online.

Step 2: Guiding principles

- Recap your school's values and ethos (maintained schools must publish these online), classroom rules or other guiding principles, or refer back to *Unit 1.5 – We are good digital citizens* (see page 32).
- Ask the children to discuss why we have these rules and how they use them in their everyday lives, e.g. listen when someone is speaking, help people if they have fallen over, etc.
- Explain that these principles also help us to be good digital citizens so that when we are using technology we are kind, safe and responsible.

Step 3: Scenario discussion

- Tell the children that they are going to watch some video clips (*Digital citizen scenarios*) and discuss how the people in them can be better digital citizens.
- Show clip 1. Ask the children to discuss what has happened and how this behaviour might make someone feel. Ask the children to relate it to their own experiences and behaviour playing video games. Maybe the children have watched game clips online. What makes someone respectful on video games?

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- Show clip 2. Ask the children to discuss the clip and listen to their responses. Ask them to think about when and where it is appropriate to use technology and how people around them might feel if they are excluded. Challenge them to draw upon their own experiences about where, when and why it is not appropriate to use technology.
- Show clip 3. Ask the children to discuss the person's response to the incident. How should they have responded? What would you do? Reinforce your online safety rules created in *Unit 2.1* (see page 40).

Step 4: Role-playing online safety scenarios

- If there is time, split the children into small groups and ask them to act out the scenarios on the *Scenario cards*.
- Ask the children to take it in turns to be the actor and the responder. Support them in their task and question their responses.

Step 5: Summing up

- Reinforce that being a good digital citizen is as much about the way we use technology as the way we behave online. We can apply the values we use in everyday life to the way we use devices by being kind, respectful and responsible to the people around us as well as the people we meet online.

4 Taking it further

- Ask the children to think about the ways they and their family use technology at home. Have they ever found it difficult to switch off from using devices? Does everyone at home like having their photo taken? Ask the children to talk to their grown-ups and develop family strategies for being good digital citizens, e.g. not taking photos of people if they don't wish to be photographed, no devices at dinner time, or a time to switch off all devices in the evenings. Ask them to share their strategies back at school.