Including children affected by migration by helping them to be cyber safe and responsible (ICAMcsr)

Also known as BeCSR- the name change acknowledges BeCSR's relationship to the original ICAM Programme

The ICAMcsr guide to parent/carer workshops

Contents

Introduction

These 8 ICAMcsr sessions, focusing on online safety, security and responsibility, supplement the ICAM small group work sessions which focus on social and emotional development. They are designed with 8-14 year-old children affected by migration (CAM) in mind.

For migrant families, possibly even more than for most people, the internet is an invaluable source of information, translation, news and contact with distant loved ones. However, as research has shown, CAM are two times more likely than other children to be victims of cyber-bullying and three times more likely to suffer exclusion on social media. They are also vulnerable to online abuse, grooming and radicalisation. They may need additional help to reinforce the work the school does to ensure the safety of its students online and additional opportunities to raise their concerns.

However, although the issues addressed in the sessions are particularly relevant for CAM, they concern all children, and schools may wish to use this resource with other vulnerable students or with whole classes to extend their work in this area.

ICAMcsr furthers social and emotional learning (SEL) in relation to the issues addressed in ICAM small group sessions e.g. by promoting an understanding of the pressure on self-image and self-esteem which is applied by social media. Reference to, reminders of, and extension of learning from the ICAM activities will support cyber safe and responsible learning.

This guide provides a framework and materials which facilitators can adapt in their context according to participants' need, experiences and understanding. Like all ICAM resources, it is intended to be a menu rather than a recipe.

The purpose is stated at the beginning of each activity to show how it contributes to the learning outcomes for the session and facilitators may wish to find alternative ways of achieving these purposes. A few alternative activities are suggested at the end of this guide and additional online resources are listed on the ICAMcsr website:

www.becsrproject.eu

Facilitators will necessarily be aware of different cultural and social norms. The sessions provide opportunities for those who would like to share experience to do so. Participants should be reassured that the group provides a safe place for this and that confidentiality will be respected. However, it is necessary to be mindful that revelations may raise issues which require action according to the school's safeguarding procedures and participants should be made aware of this.

There are parallel ICAMcsr sessions for students and parents/carers. It may be decided to run combined sessions for adults and children together. If, as recommended for other ICAM sessions, there are two co-facilitators, they can divide the group when they think it better for adults and children to work separately on an issue.

Structure of the sessions

Each session is designed to be covered in approximately an hour.

They all follow the same pattern

- Welcome and reflection on the time since the previous session
- Warm-up activity
- Reminder of group aims
- Plan for today's session
- Core activities
- Review, reflection and plans for the time until the next session

The guide provides a framework which facilitators can adapt and develop to suit their context. The learning outcomes for each session and the purpose of each activity (to show how it contributes to the learning outcomes) are clearly stated to help in this process.

Note: Individuals' experience and access of the internet will vary. Session 1 provides an opportunity for facilitators to explore participants' needs and use the outcomes of this session to inform the order of, and emphasis on, subsequent sessions in their planning.

Assistive technology

Assistive technology is defined as "Any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increases the ease and safety with which the task can be performed."

Microsoft have developed **free** Assistive Technology tools which can benefit learners e.g.

Microsoft Translator

Immersive Reader

PowerPoint Live Captioning

Edge Browser

OneNote

Office Lens

These tools are described in outline below so that facilitators can review them with their group in mind and decide which of them they might try out, either during sessions or as a separate Assistive Technologies session for participants.

Facilitators will find that it is worth spending some time exploring the tools and the videos to enhance and develop their own understanding[1]

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[1] Opening Image Credit: Arete / Victor Jules Raison / GEM Report Parent teacher meeting in Venezuela to discuss the possible difficulties encountered by their children.

Assistive Technology tool	What is it?	How can I use it?
Microsoft translator	A free APP which can be downloaded to a mobile/tablet/laptop. It can be used to translate words and phrases that are typed or spoken in over 70 languages. This 51 second video shows a short multi-lingual conversation. Microsoft Translator live feature in action This PowerPoint explains the steps to set up Microsoft Translator on a mobile/tablet/laptop. https://www.youtube.com/watch?v=nYPhhB9lBV8&ab_channel=ICAM Using Microsoft Translator to support remote meetings with parents (Covid-19 disruption has meant that travelling to school has been problematic for some families- this feature however can support engaging with CAM families who may continue to have transport issues). https://www.youtube.com/watch?v=uLVN0sLgYpg&t=1s&ab_channel=ICAM	In the sessions to break down the language barriers. Facilitators can set up devices before the sessions to enable all language users to participate.
Immersive reader	A free tool to improve reading and writing for people, regardless of their age or ability. Immersive Reader can improve reading comprehension and increase fluency for all language learners. It can help build confidence for emerging readers learning to read at higher levels, and offer text decoding solutions for parents/carers with learning differences such as dyslexia. Immersive Reader can translate text in to 70+ languages enabling access. This PowerPoint explains the steps to set up and use Immersive Reader. https://www.youtube.com/watch?v=ljyLqAQG-SU&t=2s&ab_channel=ICAM **Microsoft Tutorial Video** How to use the Microsoft Immersive Reader - making reading more accessible	In the sessions to read any resource sheets and translate the language, if needed ,or support reading ability.

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Assistive Technology tool	What is it?	How can I use it?
PowerPoint Live Captioning	PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively. There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs. For best results it is recommend that you use a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable internet connection throughout your presentation. This PowerPoint explains the steps to set up and use Live Captioning in PowerPoint. https://www.youtube.com/watch?v=ocQopb1Bp94&t=1s&ab_channel=ICAM **Microsoft Tutorial Video** How to use PowerPoint captions and subtitles to present more inclusively	In the sessions, when sharing slides, so that spoken words are translated as captions for the audience in their preferred language. It can cater for a range of languages in the audience if each participant's device is set up beforehand with their preferred language.
Edge	Edge is Microsoft's web browser i.e it can be used to search the internet and it incorporates Microsoft features such as Immersive Reader. This PowerPoint explains the steps to set up and use Edge browser so you can read aloud text from the internet. **Microsoft Tutorial Video** How to use the Immersive Reader in the Microsoft Edge browser	In the sessions, or to support families with research, to share how Immersive Reader works within Edge to read the text on the screen.

Assistive Technology tool	What is it?	How can I use it?
OneNote	A free note-taking program for free-form information gathering and multi-user collaboration. It gathers users' notes, drawings, screen clippings, and audio commentaries. Notes can be shared with other OneNote users over the Internet or a network. Teacher guide to OneNote http://onenoteforteachers.com/en-us/guides/Getting%20started%20with%20OneNote%20for%20Windows%2010	To help organize, tag individuals, ink onto documents, use mixed media. To share notes with participants or fellow facilitators.
Office Lens	**Office Lens** trims, enhances, and makes pictures of whiteboards and docs readable. You can use **Office Lens** to convert images to PDF, Word and PowerPoint files, and you can even save images to OneNote or OneDrive. **Office Lens** is like having a scanner in your pocket. https://www.microsoft.com/en-gb/p/office-lens/9wzdncrfj3t8?activetab=pivot:overviewtab	Combined with OneNote to use existing, and create new, teaching resources.

ICAMcsr Parent/carer workshops - Learning outcomes, topics and activities

Learning outcomes	Welcome and Warm up	Activities	Reflection	Resources
Session 1 – The online experience of myself and my child I can share in my child's online experience I can help my child when they experience the benefits and dangers of being online I can help my child understand rules for safe and responsible online use	'Find someone who has...' Review group aims Introduce intended learning outcomes	1.Popular apps/sites devices 2. Benefits and dangers of using the internet 3. Rules for being safe online	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 1 of personal evaluation sheet **Next steps:** Complete section 1 of personal Acceptable User Policy	Resource Sheets PowerPoint Computer, projector and screen Flip chart and pens Evaluation sheets Acceptable User Policy sheets
Session 2 – Online behaviours I can help my child to understand online behaviours I can help my child to behave towards others as they would like others to behave towards them online I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.	'Where are we?' Review group aims Introduce intended learning outcomes	1.Online and offline behaviour 2.Our rules for online behaviour 3.Netiquette Charter 4.The law and online behaviour	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 2 of personal evaluation sheet **Next steps:** Complete section 2 of personal Acceptable User Policy	Resource Sheets Video clip – Can I be your Friend? PowerPoint Computer, projector and screen Flip chart and pens Students already have Evaluation sheets and Acceptable User Policy sheets

Session 3 – Emotions and resilience online I can help my child to talk about how they feel about online experience and behaviours I can help my child to recognise the emotions of others from their online behaviours I can help my child to develop their online relationships and resilience	Word tennis or asking parents/carers to use facial expressions for others to guess the emotion they are portraying Review group aims Introduce intended learning outcomes	1. Recognising emotions offline and online 2.Dealing with difficult feelings 3.Building online resilience 4.How can we increase our digital resilience?	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 3 of personal evaluation sheet **Next steps:** Complete section 3 of personal Acceptable User Policy	Resource Sheets PowerPoint Computer, projector and screen Flip chart and pens Students already have Evaluation sheets and Acceptable User Policy sheets
Session 4. My child's online presence I can help my child to develop and look after their online identity so that it shows their personal values, ambitions and beliefs I can help my child to make the best choices to protect their data and online presence I know how to help my child to be responsible and thoughtful about protecting the privacy of others online	What can you guess from an online picture? Review group aims Introduce intended learning outcomes	1.Life Tree - my online presence 2.What information can be gathered about us online? 3.Privacy scenarios	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 4 of personal evaluation sheet **Next steps:** Complete section 4 of personal Acceptable User Policy	Resource Sheets PowerPoint Computer, projector and screen Flip chart and pens Students already have Evaluation sheets and Acceptable User Policy sheets
Session 5. Cyber-bullying I know what cyber bullying behaviour is and how to help my child in recognising and reporting it I can help my child to manage incidents of cyber-bullying behaviour, including helping others who experience it	Positive and negative online relationships Review group aims	1. Forms of cyber-bullying 2. Differences between cyber-bullying and other forms of bullying behaviour	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 5 of personal evaluation sheet	Resource Sheets PowerPoint Computer, projector and screen Video –Together we're stronger

	Introduce intended learning outcomes	3. Roles in a cyber-bullying incident	**Next steps:** Complete section 5 of personal Acceptable User Policy	Students already have Evaluation sheets and Acceptable User Policy sheets
Session 6. Risks and good online habits I understand the security settings available to me I can support my child in developing safe and healthy internet use at home, including managing the amount of time they spend online	Popular apps/sites/devices Review group aims Introduce intended learning outcomes	1. Online risks 2. Risks and settings 3. Risks and good online habits 4. Reporting concerns	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 6 of personal evaluation sheet **Next steps:** Complete section 6 of personal Acceptable User Policy	Resource sheets Sticky notes Flipchart sheets or whiteboard Pens Computer, projector and screen Students already have Evaluation sheets and Acceptable User Policy sheets
Session 7. Questioning what we see online I can help my child to question what they see and hear online, and the values and motives of the person who posted it I can help my child with managing unwelcome messages/information online I can help my child if their online activity changes their emotions and behaviour	Fact, opinion and bias Review group aims Introduce intended learning outcomes	1.Evaluating online images and information 2.Fake news 3.How are we affected by advertisements or influencers online? 4.The influence of people with extreme views	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 7 of personal evaluation sheet **Next steps:** Complete section 7 of personal Acceptable User Policy	Resource sheets Paper and pens PowerPoint Computer, projector and screen Students already have Evaluation sheets and Acceptable User Policy sheets

Session 8. Online benefits and barriers I will be able to help my child to identify the barriers and benefits as they use the internet more I will be able to help my child to protect themselves online in the future I will be able to help my child to become a responsible online citizen	Find someone who, since our first session together, has…. Review group aims Introduce intended learning outcomes	1. Benefits and barriers 2. Next steps	**Learning outcomes:** Thumbs up, horizontal or down. Complete section 8 of personal evaluation sheet **Next steps:** Action plan	Resource sheets PowerPoint Students already have Evaluation sheets and Acceptable User Policy sheets

Session 1 - The online experience of myself and my child

Resources	
Resource Sheet 1 - Find Someone Who….	A copy for each parent/carer
Resource Sheet 2 - Card sort	A copy for each parent/carer cut into 12 cards
Resources Sheet 2 - Card sort answers	A copy for each parent/carer
Flip chart and pens	2 sets
My evaluation sheet	A copy for each parent/carer
My Acceptable User Policy	A copy for each parent/carer

Intended learning outcomes: 'I …' statement(s)

- I can share in my child's online experience
- I can help my child when they experience the benefits and dangers of being online
- I can help my child understand rules for safe and responsible online use

Note: This session provides an opportunity for facilitators to discover something about participants' own, and knowledge of their children's, online experience and to establish their major concerns. This will inform the planning of subsequent sessions.

Welcome

Welcome parents/carers to the group and make sure that they understand its purpose – to help them ensure that their children are safe and responsible online.

Explain that there are 8 sessions and each will last about an hour. They will all have the same format, beginning with a warm-up activity and introduction to the session topic, followed by activities to help them explore it and then a reflection on what they have learned and how that will influence what they will do in future.

Warm-up activity: Find someone who has….

Purpose: To for parents/carers to get to know one another better and begin to think about their online experience.

Explain that this is an opportunity for us to get to know one another better, share our online experience and perhaps discover things about one another that we didn't know before.

Give each parent/carer a copy of Resource Sheet 1.1. They have 5 minutes to move around the room and find, for each box on the sheet, someone who matches the statement there and write the name of that person in the box. The aim is to talk to as many people as possible and to write a different name in each of the boxes.

Ask how many names they have collected. You could ask the person with the most names to read them out. Or, to make it more challenging, you could take the person's sheet and ask them to try to remember whose name they put in each box as you read out the statements one at a time

Review group aims: How we work together

If the parents/carers have attended ICAM group sessions before, remind them of the group's agreed rules for working together. Otherwise, spend a few minutes to agree the group's rules. (*See ICAM Guide to Parent/Carer Group Sessions – Session 1*).

As we are going to be discussing online working we need to be sure that we all apply appropriate rules online as well as during our sessions

Discuss and stress the issue of confidentiality, reassuring participants that what they say will be kept confidential (except where it conflicts with statutory requirements which must be made clear).

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I can share in my child's online experience

- I can help my child when they experience the benefits and dangers of being online

- I can help my child understand rules for safe and responsible online use

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Popular apps/sites/devices

Purpose: To focus parents/carers' thinking on their children's online usage and to learn how familiar they and they children are with popular apps/sites devices

Give each parent/carer a set of cards from Resource Sheet 2 . They should sort the cards into 3 columns – ones that they know, that they have used, that they do not know.

If appropriate, parents/carers could share their mobiles to see which Apps they have in common.
Use the Resource sheet 2 Card sort answer sheet to check the images on the cards.

Then ask about their child's online activity – do they need to readjust the columns when they think of what their child knows, uses or does not know.

Encourage discussion whilst sorting the cards

- what do they know about their child's online habits/consumption/activity?

- do they have discussions with their children about online activities, behaviours, experiences?

Give out the Evaluation Sheets and explain that we will use these sheets after each session to help us think about what we have learned. Use the list of learning outcomes on the sheets to describe the workshop outline. Ask parents to consider how confident they feel in in their knowledge of each session topic.

Where do they feel they most need help?

Are there any other areas they would like to be included?

Do they have any questions?

Core Activity 2 : Benefits and dangers of being online

Purpose: To focus on the benefits and dangers of their children being online and how to balance them.

Divide parents/carers into two groups, each with a flip chart sheet and some pens. They are going to make posters. One group is to focus on the benefits of their children being online, the other group is to focus on the dangers. They have 10 minutes to do this.

Ask them to nominate one member of their group to show and explain their poster to the whole group.

Discuss their ideas. Do the benefits outweigh the dangers?

1 in 5 children have not shared/told the worst thing to happen to them online (*according to internetmatters.org*). What do they think about this fact?

Core Activity 3 : Rules for safe and responsible online use

Ask participants to work in pairs to think of any rules they want their children to follow so that they are safe and responsible online e.g. Never give out your passwords

Go round each pair in turn and ask them to add a rule until all their ideas have been collected.

Give out and discuss Resource Sheet 3. Thinking of the ideas they have just shared, is there anything they would add to the list?

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet for Session 1. Introduce their personal Acceptable User Policy and explain that it is for them to remind them of how they intend to use what they have learned to help them get the best out of being online

You could ask each parent/carer to say one way in which they will practise what we have learned today before the next session

Used YouTube	Posted a video to social media	Posted on Instagram
Shared a post	Read the news online	Used email
Tweeted	More than 3 Apps on their mobile	Written a blog
Used Google	Posted on Facebook	Posted a photo to social media
Played a game online with others	Used Snapchat	Commented on a post
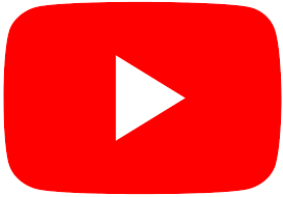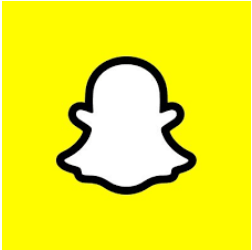
Session 1. Resource Sheet 2: Card sort

Prepare by cutting this sheet into 12 cards

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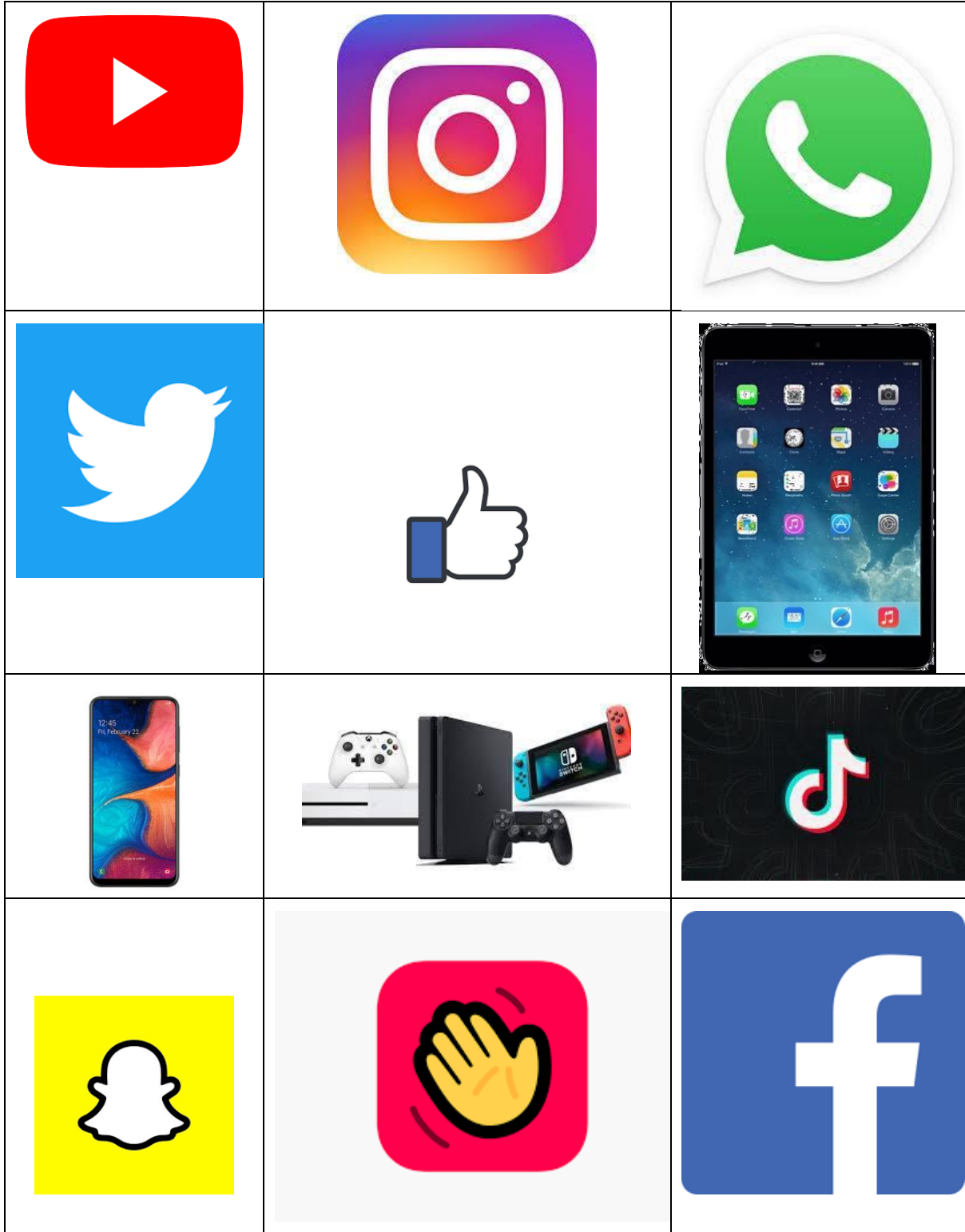
Session 1. Resource Sheet 2: Card sort answers

YouTube	Instagram	WhatsApp
Twitter	Like	Tablet
Smart phone	Games console	TikTok
Snapchat	Houseparty	Facebook

- Don't post any personal information online – like your address, email address or mobile number

- Think carefully before posting pictures or videos of yourself. Once you have put a picture of yourself online most people can see it and may be able to download it. It is not yours anymore.

- Keep your privacy settings as high as possible

- Think carefully about what you say before posting something online

- Never give out your passwords

- Don't befriend people you don't know

- Don't meet up with people you've met online. Speak to your parent or carer about people who suggests that you do.

- Remember that everyone online is not who they say they are – they can pretend to be somebody else

- Respect other people's views – even if you don't agree with them there is no need to be rude

- If you see something online that makes you feel uncomfortable, unsafe or worried, leave the website and tell a trusted adult immediately.

My evaluation sheet   Name:_____

Tick the box which matches how you feel about each statement.

Learning Statements	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	🙁	🙁	🙂	🙂	🙂
Session 1 The online experience of myself and my child					
I can share in my child's online experience					
I can help my child when they experience the benefits and dangers of being online					
I can help my child understand rules for safe and responsible online use					
Session 2 Online behaviours					
I can help my child to understand online behaviours					
I can help my child to behave towards others as they would like others to behave towards them online					
I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.					
Session 3 Emotions and resilience online					
I can help my child to talk about how they feel about online experience and behaviours					
I can help my child to recognise the emotions of others from their online behaviours					
I can help my child to develop their online					

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relationships and resilience					
Learning Statements	**Strongly disagree**	**Somewhat disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
	☹	☹	☺	☺	☺
Session 4 My child's online presence					
I can help my child to develop and look after their online identity so that it shows their personal values, ambitions and beliefs					
I can help my child to make the best choices to protect their data and online presence					
I know how to help my child to be responsible and thoughtful about protecting the privacy of others online					
Session 5 Cyber-bullying					
I know what cyber bullying behaviour is and how to help my child in recognising and reporting it					
I can help my child to manage incidents of cyber-bullying behaviour, including helping others who experience it					
Session 6 Technology and the internet at home					
I understand the security settings available to me					
I can support my child in developing safe and healthy internet use at home, including managing the amount of time they spend online					

Learning Statements	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
	☹	☹	☺	☺	☺
Session 7 Questioning what we see online					
I can help my child to question what they see and hear online, and the values and motives of the person who posted it					
I can help my child with managing unwelcome messages/information online					
I can help my child if their online activity changes their emotions and behaviour					
Session 8 Online benefits and barriers					
I will be able to help my child to identify the barriers and benefits as they use the internet more					
I will be able to help my child to protect themselves online in the future					
I will be able to help my child to become a responsible online citizen					

An Acceptable User Policy for my child

Name:_____

Use this table to record, after each session, the online habits that you plan to help your child to develop to keep them safe and well

Session	Online Habits
1. My child's online experience	I want my child to experience these benefits of using the internet: • • • I want my child to avoid these dangers: • • •
2. Online behaviours	I want my child to follow these rules of 'Netiquette': • • • • •
3. Emotions and resilience online	I want my child to develop and look after their digital resilience by: • • •
4. My child's online presence	I want my child to create and maintain their online identity by: • •

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5. Cyber-Bullying	I want my child to challenge cyber-bullying and support peers who experience it by: • • •
6. Technology and the Internet at home	The safe settings and habits that we will introduce at home will be: • • • If my child has a problem online, I want them to I…
7. My child's questioning of what they see online	I want my child to check for the following when questioning what they see online: • • • If they receive unexpected and unwelcome messages or experience online peer pressure, I wand them to … If friends or family receive unexpected and unwelcome messages or experience online peer pressure, I want my child to …

Session 2 - Online behaviours

Resources	
Resource Sheet 1 - Online and Offline behaviours	A copy for each pair or small group of parents/carers prepared by cutting into 14 cards
Rules for online behaviour	Flipchart for each group of 6 participants. Pen/pencil for each particiopant
Resource Sheet 2 – Netiquette Charter	A copy for each parent/carer
Video clip- Can I be your Friend?	Computer, projector and screen
PowerPoint Slides 1-2	Computer, projector and screen
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

I can help my child to understand online behaviours

I can help my child to behave towards others as they would like others to behave towards them online

I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.

Welcome

Welcome the parents/carers and ask what they liked best about the last session. Have they made any changes to their online behaviour or attitude to it since then?

Warm-up activity: '**Where are we?'**

Purpose: to introduce the idea that different behaviours are appropriate in different contexts. To consider what it feels like to be excluded from a group because you don't knoiw how to behave.

Explain that you will ask for a volunteer to leave the room for a few minutes. The remaining participants are going pretend they are in a particular context (e.g they are in a library or at a football match or in a kitchen) and show how they would behave in that context. They must not speak

The parent/carer who left the room is going to try to work out what that context is by watching the group interact and then join in by acting in the same way once they understand the context and group behaviour.

Ask the parents/carers to choose a context and talk for a minute with a partner about how they will behave. Then invite the volunteer to join them.

Afterwards, discuss:

- how the volunteer felt when not understanding what the group were doing. What did it feel like when he/she understood and was able to join in?

- the importance of context in how we choose to behave or how our behaviour may be influenced.

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Agree that when we are online we are in a particular context and we have to understand how to behave appropriately.

Review group aims

Remind parents/carers of the group aims. Which of them apply to working online? During this session we are going to think about the rules we want for online working.

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I can help my child to understand online behaviours

- I can help my child to behave towards others as they would like others to behave towards them online

- I understand that there are legal consequences to unacceptable online behaviour and can guide my child to safe and responsible online behaviour.

Ensure they understand the learning outcomes and remind them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Online and offline behaviours

Purpose: To consider how different behaviours might appear online

Ask parents/carers to work in pairs or small groups and give each group a set of cards from Resource Sheet 1. Ask them to try to match the cards to each other.

Discuss

- Which cards match each other?

- Are they true matches?

- Can they suggest other online behaviours and their offline equivalents?

Discuss the fact that;

- We behave differently online and offline

- People accept very different behavior online and offline

- We engage with people online who we do not know and are not familiar with

- We may share or engage more online with a stranger than we would in an offline situation

You could use the Video clip 'Can I be your friend?' which compares online and offline behaviour to illustrate these points.

Can I be your friend?

Need to clip video

Core Activity 2: Our rules for online behaviour

Purpose: To consider appropriate online behaviours, how parents/carers wish to be treated online and how they will treat others.

Online behaviour is often called 'netiquette' – etiquette for the internet

Ask what rules parents/carers would want for their children's online behaviour. Ask for one or two examples e.g.

- Be kind – treat others as you wish to be treated.

- Be polite

- Take care of others online – stand up for them when necessary

- Be careful what you share, respect your own privacy and other peoples'

- Use language (word choices, capitals) and emojis carefully

- If you repost other's content, credit them

- Be aware of how you feel when you post – if you are angry/upset, then wait before you post

Give each participant a pen, divide them into groups of about 6 and, on a flip chart sheet, ask everyone to write - at the same time - any rules for online behaviour they would waqnt for their children. Collect and discuss their ideas.

Core Activity 3 : Netiquette Charter

Purpose: To focus parents/carers' ideas about appropriate online behaviour

Ask parents/carers to work in small groups to use Resource Sheet 2: Netiquette Charter to write their own list of 5 rules for online behaviour.

Share and discuss their ideas. Do they apply equally to adults and children?

Core Activity 4: PPt - The Law and online behaviour

Purpose: To ensure that parents/carers know that the law can be applied to online behavior and that behaving inappropriately can have serious consequences.

Agree that, if people show unacceptable behavior online, there can be serious consequences. They might be prosecuted. Participants may know examples of this that have been in the news.

Show PowerPoint:Slide 2 The Law to explain that, for example, there are 7 laws in the UK that deal with cyber-bullying. (See https://www.localsolicitors.com/criminal-guides/the-law-on-cyber-bullying for notes for Facilitators that explain the function of these laws).

Behaving inappropriately online can have serious consequences.

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If they indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 2

You could ask whether, thinking about what we have done in this session, they have any questions they would like to have answered in future sessions.

Prepare by cutting this sheet into 14 cards

Online behaviour	Offline behaviour
Like	Smile
Poke	Show interest
Retweet	Copy what someone else said or tell a story someone else told you
Follow	Keep in touch
Selfie	Self portrait
Comment	Give feedback
Friend request	Invite someone to join your group

Netiquette Charter

Our 5 rules for online behaviour

1.	
2.	
3.	
4.	
5.	

Session 3 - Emotions and resilience online

Resources	
Facilitator prompt sheet – Showing emotion online	1 copy for the facilitator
PowerPoint slides 3-9	Computer, projector and screen
Resource Sheet 1 - Managing emotions	A copy for each parent/carer
3 balls for Understanding Resilience Activity	A rubber ball, a ping pong ball and a foam ball
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

I can help my child to talk about how they feel about online experience and behaviours

I can help my child to recognise the emotions of others from their online behaviours

I can help my child to develop their online relationships and resilience

Facilitator Tip: In this session in particular you will need to be mindful that some parents/carers may not feel comfortable sharing/talking about their feelings and may choose to participate in a more passive manner.

Welcome

Welcome parents/carers and ask whether they have any thoughts or questions since the last session that they want to share. Have they used the Nettiquette charter with their children?

Warm-up activity: Word Tennis - Emotion words

Purpose: For parents/carers to begin to think about emotions that might be expressed online.

Ask for 2 volunteers to play a word game. We will use words that describe emotions. The facilitator gives person A a word and person A says a related word, then B says another related word. This volley of words goes back and forth until one of the players runs out of suitable words.

e.g. Facilitator says 'Happy' Person A 'Joy', Person B 'Pleased', Person A 'Glad', Person B 'Content'

Students can have a go in pairs.

Facilitator Tip: This game challenges participants to extend their vocabulary, which is useful but not our primary purpose here!! You may prefer to use an alternative

e.g. Make a set of cards with the name for an emotion on each 'Happy' 'Sad' 'Angry' etc. Ask parents/carers in turn to pick a card and mime the emotion for the rest of the group to guess.

Review group aims:

Remind parents/carers that we now have rules for their children's online as well as face-to-face working.

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I can help my child to talk about how they feel about online experience and behaviours
- I can help my child to recognise the emotions of others from their online behaviours
- I can help my child to develop their online relationships and resilience

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Recognising emotions offline and online

Purpose: To consider how emotions are expressed online.

PPt Slide 4 - Can the parents/carers read the emotion from each person's face and body language? Ask them to identify each emotion presented.

Slide 5 - 'What could these emotions look like online?' Parents/carers might like to think about emoji's, behaviours, netlingo – language choice.

Divide the group in pairs and allocate 2 emotions to each pair. Ask them to list how their emotions could be presented online. (*See Facilitator Prompt Sheet – 'Showing emotions online' for some suggestions).*

Discuss their findings. How accurate do they think they can be in interpreting online emotion?

In face-to-face conversations we hear the words used but we also use other information to understand the message and meaning. What behaviours do we use? Some examples they may give are:

- Tone of voice
- Body language
- Intonation and volume of voice
- Eye contact
- Facial expression
- Gestures

Facilitator tip: Behaviours differ in different cultures. If there is time, you could discuss this.

Core Activity 2: Dealing with difficult feelings

Purpose: To consider how parents/carers can help their children to manage the emotions they might experience when being online.

Ask parents/carers what difficult feelings their children might have from working online.

How do we deal with difficult feelings? Do we use the same approach on and offline?

Share Resource Sheet 1 - Managing emotions. As a group, read through the strategies for managing emotions and ask them to think about which methods they might have used themselves. Which ones have they seen their children use?

Which ones do they think they have seen online? Can they give examples?

Do people use the same approaches on and offline? Ask them to keep the positive strategies in mind to help with the next activity.

Core Activity 3: Understanding Resilience

Purpose: To further parents/carers' understanding of resilience and digital resilience
Explain what resilience is:

- A person with resilience learns from things that go wrong so that they can find a new way or ask for help to reach their goal

Compare a foam ball, ping pong ball and rubber ball to explore the concept of resilience.

Show the group the three types of ball, they need to see and touch them. Discuss which ball is the most resilient and why

- Is the rubber ball resilient or just solid?
- What happens to the ping pong ball when it is hit hard?
- Which ball can recover the most?
- Which do you think best describes resilience?

Show and discuss PPt Slides 6 - 8 – Digital resilience

Core Activity 3 How can we increase our digital resilience?

Purpose: To help parents/carers think about how they can help their children develop digital resilience

Give out Resource Sheet 2. Explain that they are going to create a digital resilience toolkit for their children. Show PPt Slide 9 - Digital resilience toolkit.

Each parent/carer needs to identify one strategy for the 4 areas – support network, being kind to myself, my physical wellbeing, lifestyle changes.

Ask them to share their thoughts and encourage them to add the strategies that they think will be useful in their own child's toolkit.

How might they approach this subject with their child? Discuss how they will use the toolkit.

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 3

Ask each person to say one thing they will do before the next session to strengthen their child's digital resilience.

Sessions 3. Teacher prompt sheet: Showing emotions online

Distress	Fear	Anger	Surprise	Disgust	Joy
Leaving a group Not responding 'Sadfishing' - posting sensitive, emotional personal material online to gain sympathy or attention from the online community.	Leaving a group Not responding Over use of punctuation !!!!!!	USE OF CAPITALS Excluding people from groups Leaving groups Not responding Deleting a person Leaving a negative comment	Use of question marks????? OMG Oh My God?! I WTH What the Heck?!	Unfriend Unlike SMH or Shake My Head simply means you don't approve of something or you think it is a stupid thing to do.	Likes Followers Retweeting Sharing Leaving a positive comment

Session 3. Resource Sheet 1: Dealing with emotions

	Suppressing emotion Locking our feelings away, trying to bury them and stopping ourselves from thinking about them.
	Withdrawing Hiding ourselves away. We may feel very sad and have feelings of helplessness.
	Acting out emotion When we feel overtaken by our emotions, we may lose control over some of our behaviours and shout, or become physically aggressive.
	Expressing emotion Letting our feelings out, acknowledging to ourselves how we are feeling by talking about them, taking safe action, crying.

	Bottling up emotion Holding our feelings inside us. We may start to feel weighed down and feel the pressure build until we eventually explode.
	Dumping emotion on others Blaming other people for the way we feel.
	Reflecting and accepting emotion When we accept our feelings, without being overwhelmed by them, we are able to think about them and start to work out how to manage them.
	Letting go of emotion When we think through our emotions and take note of them, we are able to let them go and we feel better.

Can you think of ways your child can be digitally resilient?

Add one idea to each box.

Support network Who can help your child?	**Being kind to themselves** What will help your child to take care of themselves and deal with anything that is bothering/upsetting them?
Physical health How can you help your child to add to their physical health and wellbeing?	**Lifestyle changes** Would making any changes help your child to be more resilient?

Session 4 – My child's online presence

Resources	
Resource sheet 1	A copy for each small group
PowerPoint Slides 10-12	Computer, projector and screen
Resource sheet 2 - Diary entries	A copy for each small group
Resource sheet 3 - Privacy scenarios	A copy for each group of parents/carers prepared by cutting into 5 cards
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

I can help my child to develop and look after their online identity so that it shows their personal values, ambitions and beliefs

I can help my child to make the best choices to protect their data and online presence

I know how to help my child to be responsible and thoughtful about protecting the privacy of others online

Welcome

Welcome the parents/carers. Ask whether, since the last session they have done anything that to help their child's digital resilience. How successful do they feel that it has been? What will they do next?

Review group aims:

Thinking of what we have discussed in our sessions so far, are there any changes they would want to make to them or their Netiquette Charter?

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I can help my child to develop and look after their online identity so that it shows their personal values, ambitions and beliefs
- I can help my child to make the best choices to protect their data and online presence
- I know how to help my child to be responsible and thoughtful about protecting the privacy of others online

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Warm-up activity: What can you guess from an online picture? Purpose: To make parents/carers aware of the necessity of being cautious about judging people by what they reveal online

Divide parents/carers into small groups and give each group a copy of Resource sheet 1. Ask them to look at the 4 profile pictures on the sheet and think about what they can see, what does it tell them?

For each picture ask:

What impression do you get from the picture?

Why did the person choose that image as their profile picture?

What 3 adjectives would you use to describe them? Write the adjectives under the picture.

Hand each group a copy of Resource sheet 2 – diary entries. Ask each group to guess which diary entry matches the profile picture of the person. Feedback from each group and take reasons for their answers.

Answers: could be A=1, B=4, C=2, D=3 but overall, there is no correct answer; any one of the diaries could be any of these people's profiles. It is important not to judge others by how they portray themselves online. You are only seeing what that person wants you to see; it isn't a true reflection of their everyday life.

Core Activity 1: Life Tree

Purpose: To help parents/carers think about what defines their identity and decide which aspects they will reveal online and how this can help them to help their child to craft their own online identity

Explain that we are going to think about how we create our own online identity and how they can support their children in creating theirs.

Ask parents/carers to think of themselves as a tree! What might they look like? A tall, willowy tree, a solid, strong oak or something else?

Show PPt Slide 11

Explain you are going to help them to imagine their personal tree. They will need to close their eyes and listen to your words and let their imagination roam free. Reassure participants they are safe and in a safe space. If they are not comfortable closing their eyes encourage them to put their head on their hands.

Say "Please close your eyes

- Imagine your roots are stretching down and anchoring you tightly into the warm, earthy soil
- You can feel the bright, warm sunlight on your trunk and you can feel a tingling moving up your legs as you begin to slowly grow taller up towards the light
- The sun continues to beat down on you warming you from your tallest branch down to your deepest root
- You can feel your branches stretching out and the buds are bulging ready to burst into blossom.

How does it feel like to burst into life like that?"

Show PPt Slide 12

Explain each section detail:

- Roots: where they came from – places, people, events that have been important in their past
- Trunk: the resources they have both within themselves (strengths, skills, qualities) and who else they can turn to for support
- Branches: what they want to achieve in their next few years.

Ask participants to draw their tree thinking about the 3 different sections and label them with their own roots (experience) trunk (resources and support) and branches (aspirations)

Encourage discussion of ideas and feelings as the trees take shape.

Then ask the group to work in pairs and talk through their tree drawings with each other. Decide in pairs which aspects they would share as part of their online identity.

Discuss how they will help their child to craft their online identity. Did this activity help them to think about this?

Stress the importance of thinking about safety and security when we do anything online. We will talk more about this.

Core Activity 2: **What information can be gathered about us online**?

Purpose: To start parents/carers thinking about the information about their children that is gathered online and how to help them to be cautious about what they reveal. This topic is covered more fully in Session 6.

Create a quick mindmap of information parents/carers think can be gathered about us online. e.g. our location or which advertisements we have clicked on

Add any information they haven't thought of. *(See https://www.globalsign.com/en/blog/what-data-is-collected-about-you-online)*

Core Activity 3: Privacy scenarios

Purpose : to explore issues of privacy.

Use Resource sheet 3. Ask parents to discuss

- What they think their child should do in each of the situations described.
- What they think their child would actually do

You could divide the group into 5 smaller groups, each to work on a scenario card and then feedback their ideas and discuss with the whole group. Or you could focus on each card in turn as a whole group and discuss opinion.

Agree that it is important for their children always to be aware of issues of privacy online and act kindly and responsibly. How will they help them to do this?

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 4

Ask each of them to say one important idea they will take away from today's session.

Session4 . Resource Sheet 1: What can you guess from an online picture?

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Diary of Person 1. I had a really bad day today, nothing seemed to work out well. I missed the bus and forgot to take the jacket I had borrowed from my friend and I was really late getting to school. The whole day I just kept getting angry with myself for doing everything wrong. I just want to cry every time I look in the mirror. Sometimes I change my profile on social media so that I get some instant feedback from friends. They always know how to make me feel good about myself.

Diary of Person 2. Today was an excellent day! I did really well in an exam that I thought I had failed. I tried on some jeans that I thought didn't fit me anymore and it seems that they still do! I changed the profile picture online to a time when I was really happy to reflect the mood I'm in now.

Diary of Person 3. Have nothing to report. I'm bored. I was online for about 5 hours today. My eyes started to go watery. I wonder what I was doing for those 5 hours…where does the time go? Everyone seems to be having a great time. I just changed my profile picture because I'm bored.

Diary of Person 4. I got new clothes today. I've been reading so many blogs recently about fashion online - they are great. Online shopping is also brilliant but, whenever I get the clothes, they never look the same on me as they do on the models. Anyway, my friend just asked me what I had bought so I put a new profile picture up to show me wearing my new top. I hope people don't think I'm vain for doing that.

(*Adapted from Safer Internet Day materials*) Prepare by cutting into 5 separate cards

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1. You're signing up to the website of a new game. The form asks for the following details: Full name, email address, home address, telephone number.

What do you do?

A Give them all the details. Companies and organisations can always be trusted to look after their customer's personal information.

B Report the game – personal information should be kept private and secure.

C Check the webpage for further details about why they need the information or ask an adult to help.

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2. Your Mum has given you permission to borrow her phone to use your favourite app. Whilst you're using the phone, a notification pops up showing your Mum has received a new message and it looks like it's about you.

What do you do?

A Hand the phone back to your Mum – it's her phone so the notification is for her, not you.

B Open the notification to read the message with your name in. It's about you, so you should be allowed to read it.

C Exit the app and open your Mum's messages. If there's one message about you, there might be more and you have a right to know what they say.

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3. You're hanging out with several friends at your house, having fun and taking photos. You and your best friend love one of the photos and want to share it online, but another friend is less pleased with it.

What do you do?

A Share the photo anyway. There's two votes for sharing it and only one for not.

B Don't share the photo. Being a good friend means asking for consent and thinking about how your actions will impact other people.

C Try to convince your friend who doesn't like it to change their mind. If you can get them to agree then it's fine to post it.

4. You've been given permission to download a new game on a device shared by your family. After the download has completed a pop-up appears asking if the game can access the device's camera, files and location.

What do you do?

    A Say yes for all of them and get started playing the game.

    B Select 'no' for now so you can play the game and see whether it works without access to the camera, files and location information.

    C Select 'no' for now so you can check with the other people who use the device and decide whether the game needs to receive that information or not.

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5. Last time your friend was at your house, you recorded a video of you singing together. You both agreed that you could post it online. When they next come round you record another singing video and you want to post it online again. What do you do?

    A Check with them whether you're allowed to post this video online too.

    B Post the video online without checking. They said yes last time, so it'll be the same for this one.

    C It's your video so it doesn't matter what they think, you'll post it anyway.

Session 5 – Cyber-bullying

Resources	
Warm up activity	Whiteboard or Flip chart and pens
Resource Sheet 1: Behaviours for making and keeping friends	1 copy. Prepare by cutting into 6 cards
Resource Sheet 2: Forms of cyber-bullying	A copy for each parent/carer
PowerPoint Slide 13-14	Computer, projector and screen
Video Together We're Stronger (hardcoded subtitles) (to be used if there is time)	Computer, projector and screen
Resource Sheet 3: How a Defender Can Help	A copy for each parent/carer
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

I know what cyber bullying behaviour is and how to help my child in recognising and reporting it

I can help my child to manage incidents of cyber-bullying behaviour, including helping others who experience it

Note: In this session, parents/carers may share personal experiences of cyber-bullying, which may require steps to be taken according to the school's Safeguarding and Anti-Bullying policies

They need to know how to report experiences of cyber-bullying and how to contact available support agencies.

Welcome

Welcome parents/carers and ask whether anyone has changed their profile on social media since the last session. If so, why did they do this?

Warm-up activity: Positive and negative online relationships

Purpose: To examine behaviours that strengthen online relationships and those that disrupt them.

Ask what we have to do to make and keep friends e.g.

- listen well
- take turns
- show understanding of others' views or feelings
- show patience
- compromise
- encourage and compliment others

Divide the group into 6 and give each sub-group one of the cards from Resource sheet 1.

They have 2 minutes to discuss how they might show this behaviour online. They then share their ideas with the rest of the group.

Next they have 2 minutes to discuss what words describe the negative opposite of this positive behaviour.

List their ideas on a whiteboard or flipchart and ask if there are other behaviours that can damage relationships (e.g. ignoring, excluding, calling names, insulting, being impatient, refusing to discuss, hurting, frowning/staring).

We might all display these behaviours occasionally, sometimes on purpose, sometimes by mistake. But if someone deliberately and repeatedly behaves this way to someone they are bullying them.

Review group aims:

Remind them that our group aims, both offline and online, are designed to strengthen, not weaken relationships.

Plan for today's session

Explain that, today, we are going to think about how to avoid these negative behaviours and will work on these learning outcomes for each parent/carer in the group.

- I know what cyber bullying behaviour is and how to help my child in recognising and reporting it
- I can help my child to manage incidents of cyber-bullying behaviour, including helping others who experience it

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Forms of cyber-bullying

Purpose: to help parents/carers to recognise bullying behaviour

Discuss how the aggressive, hurtful behaviours we have already listed in our Warm up activity can be found online in

Gaming   Texting   Emailing   Social Media

Encourage the group to describe specific behaviours in each context and record them on the white board or flip chart beside the relevant face-to-face bullying behaviours.

Give out Resource Sheet 2 – Forms of cyber - bullying . Give a few minutes for parents/carers to read and dicuss it then ask how it compares with their list and whether they want to add anything to that – or to the list on the Resource sheet.

Core Activity 2: Differences between cyber-bullying and other forms of bullying behaviour

Purpose: to help parents/carers to recognise bullying behaviour, whether online or offline

Share these definiitons

Bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.

(i.e. bullying goes on over time and there is an imbalance of power)

'Cyber-bullying is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles'

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or use your school's **definitions**

Discuss the following question with the group:

'In what ways does cyber-bullying behaviour differ from other forms of bullying behaviour?'

Core Activity 3 Roles in a cyber - bullying incident

Purpose: To make parents/carers aware of what they can do to prevent or respond to cyber-bullying.

Explain that, when bullying happens, there may only be two people involved but, more often, a lot of people are involved in different ways. e.g. they may be supporting the perpetrator or the target or they may just be watching.

Show PPt Slide 14– Bullying as a group behaviour.

Discuss the different roles and what these people might do online e.g.

- An 'Assistant' could repeat the insult that the 'Ringleader' has used against the 'Target' in a chat room
- A 'Reinforcer' could send the abusive messages to other people
- A 'Defender' could challenge the group's behavior
- An 'Outsider' could block the messages or leave the group.

Discuss how they would help a child who experienced cyber-bullying behaviour – what would they say/do.

How might their help be affected by the emotions that the target is feeling? (*Remind them of the work done in Session 3 on emotions and resilience*).

Give out Resource Sheet 3 which offers ideas for what a 'Defender' could do and say, and ask them to discuss it in pairs.

Ask which suggestions they think might be most effective in stopping the bullying. Have their children ever used any of them? What can outsiders do?

If there is time, show the short video Together We're Stronger (hardcoded subtitles)

Agree that, to solve the problem, it is necessary to change the balance of power – to strengthen the defence and weaken the aggression.

How can they help their child to know how to challenge bullying behavior online and to know decide when it is necessary to talk with others in the group or to adults?

Check that they know how to report cyber-bullying and what the school's policy is in preventing and tackling it.

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 5

We have covered a lot of ideas in this session. Which ones do they want to think about some more before the next session?

Prepare by cutting into 6 cards

listen well	**take turns**
show understanding of others' views or feelings	**show patience**
compromise	**encourage and compliment others**

- Verbal abuse while gaming ('*Griefting*')

- Extreme text abuse ('*Flaming*')

- Leaving out or blocking people from online groups (*'Excluding'*)

- Ganging up on an individual ('*Roasting')*

- Revealing personal information about others -spreading rumours - sending/posting embarrassing images of others ('*Outing')*

- Sending/posting information that damages another's reputation (*'Dissing* ')

- Creating a fake identity or impersonating another person to harass other ('*Masquerading* ')

- Angering people intentionally through words or behaviour ('*Baiting')*

- Repeatedly sending threatening messages ('*Cyberstalking/trolling*')

- Sexting and exposing others to inappropriate content ('*Harassment* ')

- Threatening to share personal information/images unless there is payment of some kind (*'Blackmail'*)

- Posting provocative, insulting messages or hate crime messages ('*Trolling* ')

- Taking over/hacking others' accounts or setting up accounts in their names (*'Fraping'*)

What Could You Do?	What Could You Say?
Send messages of support to the 'Target' to show that they're not alone	'Don't listen to them – you're ok with us'' 'We don't accept this at this school – this isn't fair'
Encourage the 'Target' to take screenshots of the hurtful messages, block them or change their account. Support them in talking to adults	
Support the 'Target' in developing appropriate ways of responding, such as 'Fogging'	You could suggest: 'That's an interesting opinion'; 'I'm not others would agree', 'What do you mean exactly'; 'Thank you – I never knew that about myself'
Ask the 'Outsider' to send positive messages about the 'Target'	'I need you to help with this – can you tell him/her what you're thinking of her?'
Message/talk with the 'Reinforcer' to find out their reasons for passing on the messages about the 'Target' – ask them to pass on positive messages	'What made you pass this on?' 'How do you think this makes him/her feel?' 'How do you really feel about him/her?' 'How do you feel about passing on the good things that we've said about him/her?'
Message/talk with the 'Assistant' to find out their reasons for sending the messages about the 'Target' – support them in standing up to pressure from the 'Ringleader'	'What made you pass this on?' 'How do you think this makes him/her feel?' 'How do you feel about the person that asked you to send these messages – do you feel bullied too?' 'How will you respond if you're asked to do it again?'
Message/talk with the 'Ringleader' to find out about their issues with the 'Target' and offer to help with resolving the conflict and restoring the relationship	'What made you do this?' 'How do you think this makes him/her feel?' 'How can you make this right? – how can I help?' 'How can you persuade others to stop sending the messages?'

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Session 6. Technology and the internet at home

Resources	
Resource Sheet 1 – Family Apps	A copy for each parent/carer or pair of parents/carers
Resource Sheet 2 – Family Apps Answers	A copy for each parent/carer or pair of parents/carers
Activity 1 – online risks	Sticky notes
	4 flip chart sheets or whiteboard with headings
	1.Interference from others
	2.Tracking of my internet use and use of data by website/social media and their partners
	3.Inappropriate content,
	4.Influencing, controlling, intimidating or abusive communication
Resource Sheet 3 – Risks and settings	A copy for each parent/carer
Resource Sheet 4 – Risks and good online habits	A copy for each parent/carer
Reporting risks website	Computer, projector and screen
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

> I understand the security settings available to me
>
> I can support my child in developing safe and healthy internet use at home, including managing the amount of time they spend online

Note: One of the SEL foci of this session is identifying risk. It may emerge that participants may not recognize or fully appreciate the risks of internet use and require support with the Core Activities.

Welcome

Welcome parents/carers and ask whether, since our last session, they have discussed online experiences with their child and, if so, what the outcome was..

Warm-up activity: Popular apps/websites/devices

Purpose: To consider online activities in the home and restrictions that apply to children

Give out Resource sheet 1. Ask parents/carers to work in pairs to identify each of the 'Family Apps' on the sheet and to record the age they think a person needs to be to have access to it.

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Use the Resource Sheet 2 'Answers' to discuss outcomes and to emphasise the point that, apart from Moshi Monsters (which has no age restriction), **all the apps have an age restriction of 13**. However, YouTube not only requires users to register if they want to post videos; it offers a separate 'YouTube Kids' platform.

> **Facilitator tip**: Alternatively you could cut Resource Sheet s 1 and 2 into cards. Pairs of parents/carers could play a game of 'What App Am I?' with one participant holding one of the unseen cards from Resource Sheet 1 to their forehead and asking their partner questions in order to guess the app (the partner uses a card from the Resource Sheet 2 'Answers' sheet to respond to the questions).

Review group aims:

Explain that, today, we are going to think about how we use the internet at home. Do the rules we have agreed apply just as much there as they do here?

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I understand the security settings available to me
- I can support my child in developing safe and healthy internet use at home, including managing the amount of time they spend online

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Online risks

Purpose: to begin a conversation about the risks of being online and discover how aware parents/carers are of them

Prepare 4 flip chart sheets or whiteboard with headings:

1. Interference from others

2. Tracking of my internet use and use of data by website/social media and their partners

3. Inappropriate content,

4. Influencing, controlling, intimidating or abusive communication

Ask parents/carers to work in small groups. Give them some sticky notes and ask them to list all the risks that they can think of regarding their child's online activity. They should write each risk on a separate sticky note.

Explain that we are going to arrange the risks under 4 headings by putting each sticky note on the appropriate place on a flip chart sheet/whiteboard. Ask for an example of each category (Resource sheet 3 lists relevant examples) to ensure they understand the task.

> **Facilitator tip:** To encourage parents/carers to consider each other's contributions, ask them, when they post their sticky notes, to read the others and, if another group has posted a note with the same idea as them, to place their sticky note of top of it.

When they have finished, discuss their ideas

Core Activity 2: Risks and settings

Purpose: To consider ways of minimising the risks of being online

Give out Resource Sheet 3. Ask parents/carers to look at the risks listed in the 1st column. Are there any they want to add from the ones they identified in the last activity?

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Explain that the 2nd column provides information about setting up devices to prevent these risks and ask participants to add ticks, crosses or question marks to evaluate whether these actions have been '**Done', 'Not Done'** at home**,** or whether they're **'Not Sure'**

Core Activity 3: Risks and good online habits

Purpose: to help parents/carers to increase their online safety

Give out Resource Sheet 4. Ask parents/carers to work in pairs to discuss and complete it individually.

Ask participants to look at their lists on Resource Sheets 3 and 4 and consider how safe they feel their family is when it goes on the internet at home. Is there anything they want to do to make them safer?

Draw their attention to how few of the actions we have discussed will prevent children from accessing inappropriate content or receiving influencing, controlling, intimidating or abusive communication – invite them to discuss what else they would do to keep their children safe online. We will be talking more about this in Session 7.

> **Facilitator tip:** The aim in this session is to raise parents/carers' awareness of risks but not to leave them over-anxious about them. We all face these risks and need to know how to minimize them.
>
> They may wish to take Resource sheet 3 home to discuss with their children

Core Activity 4: Reporting concerns

Purpose: to ensure that parents/carers know what to do if they have serious concerns about their children's safety oinline

Stress the importance of encouraging their children to talk to adults about any concerns they have about their internet safety.

Show and discuss the website https://www.internetmatters.org/report-issue/ which explains how to report problems

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 6

Ask parents/carers to say one new thing they intend to do, or one thing they will continue to do, as a result of today's session.

Note: It may be necessary to be mindful of the school's safeguarding protocols and follow procedures if issues arise concerning the safety of students.

Session 6. Resource Sheet 1: Family Apps

Describe what each of these Apps can do and how old you have to be to use it. The first row is completed as an example.

App	What Is It?	Age Restriction
ASKfm ASKfm	A social networking site where users can ask each other questions	13
f Facebook		
Fortnite: Battle Royale		
Instagram		
moshi monsters Moshi Monsters		
Snapchat		
d TikTok TikTok		
Twitter		
You Tube YouTube		

Session 6. Resource Sheet 2: Family Apps – Answers

App	What Is It?
ASKfm ASKfm	A social networking site where users can ask each other questions
Facebook	A popular social network with over a billion users. where uses create profiles and share views/experiences and images
Fortnite: Battle Royale	A survival action game where up to 100 live players can fight each other to be the last one standing; it includes heavy violence but with little blood or gore. You can talk to other players using public, private and voice chat.
Instagram	A photo and video sharing app, popular with teens: connection with one another is made through comments, captions and hashtags on photos and videos.
Moshi Monsters	An online social game popular with 6-12 year olds that allows children to choose, customise and nurture a pet monster. Children can play games, solve puzzles and explore 'Monstro City' with their pet.
Snapchat	A messaging app that is popular with teenagers, for sharing photos, texts and videos, ie 'snaps' for only 10 seconds before disappearing. 'Snapstory' allows users to share 'snaps' with others for 24 hours.
TikTok TikTok	A social media platform for users to share short videos of themselves performing songs, dances, lip synchs, comedy etc
Twitter	A social networking and microblogging site where users post 'tweets' that are 140 characters long and can include images or videos.

| | A video-sharing website | |

Risks	Settings and Assistance on Devices	√ = Done X = Not Done ? = Not Sure
Interference from others *e.g hacking* *viruses* *phishing (illegal attempts to gain personal information)* *ransomware (software that secures personal data or blocks access to it which can only be reversed, following payment of a 'ransom')*	Set up password for home wi-fi router that only the family knows	
	Ensure your Wi-F is secured to WPA2 level at all times and do not reveal the access code to unauthorised persons.	
	Set up firewalls (*Windows: Right Click Windows logo > Control Panel > Security > Firewall* *Mac OS: Click Apple logo > System Preferences > Privacy & Security > Firewall*	
	Set parent controls on computers and mobile phones/iPads	
	Set parent controls on internet service provider - BT, Sky, Virgin Media and TalkTalk provide access to this facility free of charge	
	Download parent control software that allows monitoring of online activity by others	
	Create and update different 'strong' passwords for different devices (including smart speakers, televisions, child monitors and programmable electrical devices) and different online accounts	
	Install antivirus/antispyware and keep it up to date	
	Only allow downloads from identified developers – option available in 'Security' settings	
	Set Parent Controls to 'Limit Mail to allowed contacts'	
	Set spam/junk email filters to block emails from untrusted sources – keep the feature updated and switched on	
	Install software updates, including operating systems and games, when prompted, as they usually contain new security measures	
	Back-up data on to a remote device	
	Avoid open wi-fi (such as wi-fi offered in stores, cafes etc…) when providing personal information (unless the website is	

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	secure) – a mobile network (such as 4G) is more secure	
	Don't allow anyone to connect a device to yours	
	Be careful with CDs/DVDs as they can also contain viruses.	
Tracking internet use and use of data by website/social media 'partners' *e.g.Targeted advertisements /post* *Junk mail / SPAM*	Parent Controls – switch off 'Allow use of camera' Switch off functions in Smart Speakers that allow the makers to monitor conversations Switch on 'block cookies' in Privacy section of search engine settings (some websites may not work as a result)	
Inappropriate content *e.g.Violent or sexual images* *Messages that encourage children/young people to take part in criminal activities*	Switch on search engine/browser warning regarding safety certificates of websites	
Influencing, controlling, intimidating or abusive communication *Cyber-bullying* *Trolling* *Attempts to radicalise*	Set Parent Controls to 'Limit Mail to allowed contacts'	

Risks	Settings and Assistance on Devices	√ = Done X = Not Done ? = Not Sure
Interference from others *e.g. hacking* *viruses* *phishing (illegal attempts to gain personal information)* *ransomware (software that secures personal data or blocks access to it which can only be reversed, following payment of a 'ransom')*	Report ransomware or fraud immediately by calling Action Fraud: **0300 123 20 40** or by visiting www.actionfraud.police.uk Only open emails from recognized contacts Don't respond to blackmail emails or click on links Change passwords (and 'secret questions') of any accounts that are mentioned in blackmail emails and contact the company If you use your phone to make payments, treat it like your wallet and makes sure it is always locked with a PIN Always log out of banking apps Remember that your bank will never contact you to ask for your account details, passwords or PINs Only use websites that end in 'gov.uk' for official services, such as passports, birth certificates, driving licences – search for them rather than the first ones to appear in your search engine Check for the number of followers of a social media account that has shared an unusual or unexpected message – the larger the number, the more genuine it could be Only buy goods (including games) from trustworthy sellers (research them first) with known addresses – check that the payment page is secure and only pay by card Install apps from trusted sources and check age ratings Use a disposable anonymous webmail account for websites that demand an email address to register	

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	Check with friends if you receive unexpected or unusual messages from them	
Tracking internet use and use of data by website/social media 'partners' *e.g. Targeted advertisements /post* *Junk mail / SPAM*	Encourage family to manage privacy settings on websites (rather than 'Accept All') Encourage family to only enter private information on websites that have addresses starting with 'https://' or when a padlock symbol appears on the browser window (not the web page itself) Check Terms and Conditions and permissions of apps for details of the amount and nature of the data that they want to access (and use) Download the information that Facebook holds about you Think carefully before allowing apps to access your 'current location'	
Inappropriate content *e.g. Violent or sexual images* *Messages that encourage children/young people to take part in criminal activities*	Consider using the 'UK only' option from search engines, as UK-hosted sites are subject to UK law Check sources before downloading (children need to ask permission) Take care about opening attachments Check for spelling mistakes or a lack of personal address (your name) Only open emails from recognized contacts Report Hate Content to providers (social media platforms, administrators, hosts*, search engines or internet service providers) *You can check a website's hosting company by entering their web address on the website **'Who is hosting this website?'** . Check age ratings for games Check for hidden charges created within games	
Influencing, controlling, intimidating or abusive communication		

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e.g. Cyber-bullying *Trolling* *Attempts to radicalise*	Keep your personal online (including gaming and social media) information to a minimum Block people who send unwelcome messages If necessary, be prepared to change accounts if unwelcome messages persist Arrange to talk with trusted friends who appear to send you unwelcome messages – their technology or accounts may have been 'borrowed' by others Change passwords regularly Collect evidence and report it to the police Report abuse/cyber-bullying to the relevant provider (social media platforms, administrators, hosts*, search engines or internet service providers) Report personal approaches to influence your thinking about extremist/terrorist activities to the police in confidence: 0800 789 321 Seek support from family, friends and/or organizations, such as: Childline 0800 1111 NSPCC 0808 800 5000 National Stalking Helpline **0808 802 0300** Avoid replying, unless you feel confident that you can challenge attempts to bully you in an assertive (not aggressive or passive) manner or you can pretend that you don't know what they're trying to do (see advice regarding 'Fogging') Have children play online games in shared family space, using computer or tv speakers rather than headphones so that the language of players can be monitored		
Evaluation and reflection	Use the Evaluation resource sheet – ask each participant to state how confident they are against the 'I can/I know statements'. Invite individuals to add any questions that might have to be addressed in the next sessions.		

	Pupils and parents complete statements in Section 6 of their **'Personal Acceptable User Policy'**	

Session 7: Questioning what we see online

Resources	
'Fact' 'Opinion' 'Bias' sheets	3 sheets of paper and pen
Resource Sheet 1 – Fact, opinion and bias	1 copy for the facilitator
Resource Sheet 2 - How can we differentiate between real and fake news?	A copy for each parent/carer
	Paper and pen for each group of parents/carers
Resource Sheet 3 - How advertisers influence us online	A copy for each parent/carer
Resource Sheet 4 - Questions to ask if we follow someone online	A copy for each parent/carer
PowerPoint slides 15-20	Computer, projector and screen
My evaluation sheet	Each parent/carer has a copy
My Acceptable User Policy	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

> I can help my child to question what they see and hear online, and the values and motives of the person who posted it
>
> I can help my child with managing unwelcome messages/information online
>
> I can help my child if their online activity changes their emotions and behaviour

Note: One of the SEL foci of this session is identifying and articulating emotions and facilitators will be sensitive to this. Participants may find it upsetting to express their inferences from, and responses to, online content. The session may remind them of their experiences, both in their home countries and abroad, and facilitators may need support to ensure that this doesn't adversely affect the learning experience and the wellbeing of the group.

Welcome Welcome parents/carers and ask whether they have done anything to change their online behaviour at home since the last session.

Warm-up activity: Fact, opinion and bias

Purpose: to establish the difference between fact, opinion and bias in order to help children do the same in order to judge online information

Write 'Fact' in large letters on one sheet of paper, 'Opinion' on a second sheet and 'Bias on a third sheet. Put the sheets on the floor or wall spaced well apart. Explain that we are going to think about the differences between Fact, Opinion and Bias. Ask what parents/carers think the differences are. Agree that

- Facts can be checked to be true (or not).

- Opinions are beliefs and can't be checked

- Bias supports a certain side and presents an unfair view, using language that focuses on feelings

Explain that you are going to read out some statements and parents/carers must decide whether they are Fact, Opinion or Bias and stand by the appropriate piece of paper.

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Read out the statements on Resource sheet 1 and discuss parents/carers' decisions. How can they recognize the difference between fact, opinion and bias? How can they help their children to do this?

Review group aims:

Remind parents/carers of the group aims and ask how well we have achieved one of them recently.

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I can help my child to question what they see and hear online, and the values and motives of the person who posted it
- I can help my child with managing unwelcome messages/information online
- I can help my child if their online activity changes their emotions and behaviour

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Evaluating online images and information

Purpose: To begin a discussion about how information can be distorted and falsified online

Show the short video Photo Hoax: #2 - Shark Attacks Helicopter! which explains how a false image was made from two unrelated photos.

Freeze on the image and ask parents/carers to describe what's happening. What are the emotional responses of people who are seeing it for the first time (shock, fear, anxiety...)

Then play the video and discuss afterwards the motivation that the creator of the image might have for making and distributing it. How do our ideas about this affect our attitude to what we see online?

Core Activity 2 Fake News

Purpose: To help parents/carers to encourage their children to think critically about online information and distinguish between real and fake stories and news.

Ask what parents/carers understand by the term 'fake news'.

It may be:

1. Untrue stories which are intentionally published to influence your thoughts and decisions, or to make you visit particular websites (which could be fraudulent, or feature content you would not normally wish to see), believe something false or buy certain products or services.

2. Stories which are only partially true, such as reporting a factual event but misreporting some of the circumstances or facts around it, such as motives and quotes. This type of fake news is designed to spread the ideologies and views of the individual or organisation originating it, influencing its readers.

Alternatively, some fake news originates purely through people passing on stories they have heard. And because many people tend not to check the source of online content before they share it, it can go viral very quickly.

Some people also deliberately claim that factually accurate news is actually fake news, because they either do not agree with it, or dislike it.

Divide parents/carers into small groups. Give them a sheet of paper and a pen and ask them to choose a scribe for their group. They have 5 minutes to have a meeting to list ways in which we can find out whether news is real or fake.

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Give out Resource sheet 4. Is there anything there that was not on their list? Is there anything on their list that was not on the sheet?

Core Activity 3: How are we affected by advertisements or influencers online?

Purpose: To help parents/carers to encourage their children to question the effect that what they see online has on them and the motives of those who attempt to influence them

Use Resource sheet 2 to consider how online advertisements are targeted at individuals using an imaginary interview with an 'Expert'.

You could act as the 'Expert' and ask a parent/carer volunteer to be the interviewer. Or parents/carers could work in pairs to act out the interview.

Ask and discuss with the whole group:

What information about you is online? *(Advertisers may use of location services, social media posts (theirs and friends/families), smart speaker monitoring (see Session 6) and, maybe, even calendars to target adverts*)

What would you say to discourage your child from being manipulated by online advertising?

We may also be influenced by people who are famous or who become famous through their online presence. They may have millions of followers who all feel as if they know them personally. It is not always clear that they may get money from advertisers to promote their goods..

Give out Resource Sheet 3. Ask if anyone in the group has a child who follows an influencer online.

Have they asked theirchild these questions?

Which of these questions do they think is most important? (There is no right answer! The purpose is to help them to consider the questions).

Are there any other questions they would add?

Agree that there is a lot to be gained by using social media but it is important to be aware of what lies behind what we are shown.

Core Activity 4: The influence of people with extreme views

Purpose: To raise the question of extremism and help parents/carers to understand how extremists may attempt to influence their online followers.

Whilst it is possible for influencers to encourage very positive changes in the world, there are people who have a strong online presence but whose aim is to cause harm to others. Their values may be very different from those of most people. We see stories in the news of young people who have been persuaded by those they met online to have sex with older people or to do very violent acts.

Ask parents/carers to discuss in pairs the values that they think most people would like to see in the country where they live e.g. respect for others.

Show and discuss PPt slides 16 and 17

PPT slide 18 – Extremists may not think these values are important. They are people who strongly support a certain idea or cause in a way that most people would think unreasonable. They may use these views to justify hateful or harmful behaviour towards those they oppose or who oppose them

Yet they manage to persuade other people to agree with them. How do they do this?

PPt slide 19 - Extremist groups often tell stories which are personalised to make the listeners feel certain emotions. The stories may be based on events, that are true, exaggerated or completely made up.

They will look out for vulnerable people who may be unhappy or lonely and who they think they can persuade to agree with their extremist views.

PPt slider 20 Discuss how they might help their children to check what they see online fpr bias.

Ask parents/carers to work in small groups and, remembering everything we have discussed today about fake news, advertising, influencers and how these make them feel when they see them online, to discuss what they would do if they thought their child was being influenced by someone whose views they did not like.

Share their ideas and explain what support is available in these circumstances. e.g https://parentzone.org.uk/peerpressure.

Agree that it is important for us all to help our children to question what they see or hear online, to think about how it affects their feelings and to be sure that they are not being unduly manipulated or hurt by it. Remember what we learned about digital resilience in Session3.

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation sheet and personal Acceptable User Policy for Session 7

Ask parents/carers to think about what we have learned today and how they will help their children to be cyber-safe and responsible when they are online.

Paris is the capital of France
I think Paris is more beautiful than London
Paris is the most beautiful capital in the world

I think my football team has a good chance of winning the match tomorrow
My football team has won 5 of its last 6 matches
My football team is the best in the whole country

Eating oranges is the best way of getting the Vitamin C that keeps you healthy and stops you from catching colds
Oranges contain Vitamin C
I think oranges taste nice

Diamonds are made of carbon
Diamonds are the most beautiful objects in the world
Diamonds are very expensive to buy

That was the best film I have watched recently
That is the greatest film ever made
That film won an Oscar last year

Ask yourself 'Would this actually happen?' Why was this written? Is it attempting to change my viewpoint, sell me something, redirect me to another website or simply shock me?

Is anybody else reporting the same story? Check to see if reputable newsfeeds and websites have also covered the news you have seen.

Research the source. Find out more about who posted it. Is a well-known, normally reliable source or the personal blog of an individual? Are there unbiassed reviews of the source?

Check facts. Real news is often backed up by official data, surveys and reports of something similar having happened before.

Check images. Photos or illustrations accompanying fake news are often retouched to reinforce the story, and often this is not done very well. You can try a Google reverse image search to see if the image has been stolen from another source.

Use your instincts. Remember that if something sounds too strange, unreal or weird to be true, it often is!

Interviewer: Welcome to our expert in online advertising. How can we begin to think about it?

Expert : Let's start by going back 200 years. People didn't go to a lot of shops then. They bought from pedlars who came to their houses with carts full of goods. Pedlars would look at their customers and their homes and guess how much money they had, what their lives were like, what they wanted or didn't want. Then they would show them things that they thought they would buy. They didn't show them everything in their cart.

Interviewer: What has this got to do with online advertising?

Expert: Now people who want to sell you something don't come to your house. But they still behave like the pedlars did. They guess what you like or don't like. To do that they use algorithms.

Interviewer: What is an algorithm?

Expert: An algorithm is a set of steps to solve a problem or get something done. Advertisers use algorithms in their computers to process information about you. Then they send you advertisements that fit their idea of what you want. For instance, Facebook takes information about you and uses algorithms with more than 52,000 categories that they could put you in to choose advertisements for you.

Interviewer: What information do they have? Let us discuss this with our whole group. Do we know what information about us is online?

Who created this picture, video, or advertisement? What is the author's point of view?

Why was this post created? To make me laugh, bring awareness to a cause, or to persuade me?

What information has been disclosed and what has been left out?

How does this post make me feel?

Why do I like this influencer?

Are they presented in a realistic way?

Are they like this in real life?

What values does this person portray?

How does this person make me feel about myself?

Session 8 – Online benefits and barriers

Resources	
Resource Sheet 1 – Find someone who, since our first session together, has ….	A copy for each parent/carer
My Acceptable User Policy – What next?	Each parent/carer has a copy
	Highlighter pen for each pair of parents/carers
PowerPoint slides 21-23	Computer, projector and screen
My evaluation sheet	Each parent/carer has a copy

Intended learning outcomes: 'I …' statement(s)

I will be able to help my child to identify the barriers and benefits as they use the internet more

I will be able to help my child to protect themselves online in the future

I will be able to help my child to become a responsible online citizen

Note: One of the SEL foci of this session is self-reflection and evaluation. It is important to stress that online safety needs to be an ongoing priority in everyone's lives and relies on friendship groups, families and the school community to support each other in this environment

Welcome

Welcome parents/carers and ask whether they have any thoughts or questions arising from the last session on questioning what we see online.

Warm-up activity: Find someone who, since our first session together, has ….

Purpose: to help parents/carers to recall what they have learned and to discover how they and their children have changed their online behavior.

Explain that this is the exercise that we did in our first session buy this time it focuses on what we and our children have done as a result of what we have learned since then.

Give each parent/carer a copy of Resource Sheet 1.1. They have 5 minutes to move around the room and find, for each box on the sheet, someone who matches the statement there (have they or their children done this?) and write the name of that person in the box. The aim is to talk to as many people as possible and to write a different name in each of the boxes.

Explain that it doesn't really matter how many names they each collected, the activity helped to remind us what we have discussed and to think about how we, and our children have changed our behavior.

Ask who has carried out the action in each of the boxes.

Facilitator tip Their response can guide your decisions regarding subsequent activities in the session – you could even return to specific activities from other sessions if you feel that any misunderstanding needs to be addressed.

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Review group aims:

Remind parents/carers of the group aims. How useful do they think they have been in helping us to work together? Do they have similar rules for their family at home? If they are not explicit, would it be helpful to agree to make so?

Plan for today's session

Explain that, today, we will work on these learning outcomes for each parent/carer in the group.

- I will be able to help my child to identify the barriers and benefits as they use the internet more

- I will be able to help my child to protect themselves online in the future

- I will be able to help my child to become a responsible online citizen

Ensure they understand what the learning outcomes mean and tell them you will be asking them at the end of the session to think about whether they think they have been achieved.

Core Activity 1: Benefits and barriers

Purpose : to focus more clearly on the benefits that should be embraced, the barriers that should be avoided, and that require protection. Also on the aspects of online activity that have benefits, but also carry notable risks that require careful management.

Ask participants to work in pairs to make two lists:

1. the benefits to my child of being online

2. the barriers to my child making the best choices and the risks of my child when being online

Give the Resource Sheet 2 which has some benefits and barriers/risks to add to their list if they have not included them already. They should insert them all into the Venn diagram.

Discuss the results. Have they placed anything in the overlapping sections of the diagram? If so, why?

Core Activity 2: Next steps

Purpose: To help parents/carers to review how what they have learned has affected their child's online behaviour, how they will reinforce the positive changes they have made and what further changes they will make next.

Ask participants to work in pairs

Ask them to discuss their personal Acceptable User Policies and answer the questions on PPt Slide 22

- Which statements on your Policy have you put into action?

- How well did they work?

- How did you feel when they did work?

- How have your child's online relationships improved?

- How confident are you in your child's ability to use technology and the internet safely?

- How confident are you in your family's online safety?

Take feedback from each pair.

Ask participants to highlight the actions on their Policies that they have completed or that have affected their child's everyday online behaviour.

Invite them to explain how they will ensure that their child will continue to remember and use these aspects of online safety and how others may help them to do this.

Then ask participants to number the remaining actions in their Policy in order of their importance (1 = most important, 2 = next most important...and so on)

Ask them to discuss and agree answers to the questions on PPt Slide 23

Pairs should ask each other:

- How will you do this?

- When will you do this?

- What will be the benefits of doing this?

- What will be the barriers to doing this?

- How will you feel when you do this?

- How will others help and how will they know that you have done it?

- How will Microsoft assistive technologies help you?

Ask parents/carers to feed back on their discussions.

Then ask how the group will help each other in the forthcoming weeks:

- Will they need to meet again to share progress?

- Do they wish to set up an email / social media group to share details of progress and advice?

- Can Microsoft assistive technologies (e.g. Translator or Immersive Reader) help them to become more confident in using the internet?

- How can they share what they know and help others?

Review and reflection on intended learning outcomes and group aims

Ask the parents/carers to indicate how well they feel they have achieved the session learning outcomes by using 'thumbs up, thumbs level or thumbs down'. If parents/carers indicate that they haven't achieved the learning outcome ask why and ensure that you plan the next sessions accordingly, or offer further support if possible.

Ask them to complete their evaluation

Thank them for their contributions to the group.

Ask them to take their Acceptable User Policy home to discuss with their families.

Ask each person you talk to 'Have you or your child done this?'

Changed a password on an account	Questioned a post on social media	Stopped following an influencer
Refused to share a post	Reported an unkind or unwelcome message	Blocked another user
Helped the family to set up security settings	Helped a friend who experienced cyber-bullying	Deleted an email 'that didn't look right'
Checked an online website to see if could be trusted	Removed personal details from a Facebook account	Used websites for more advice about how to stay safe online
Called out someone who was being abusive in an online game	Questioned why an online image looks as it does	Managed cookie settings on a website

What are the benefits to working online? What are the barriers to safe working online. What are the risks?

Here are some ideas to add to your lists. Decide which are benefits and which are barriers or risks and place them, along with your ideas, on the Venn diagram.

education

cyber-bullying

cyber security

a healthy balance of screen time

connection

sexting

grooming

fear of missing out

hacking

inappropriate content

misuse of my personal data

parental controls

communication

control over data (e.g. locatioin cookies, smart speakers)
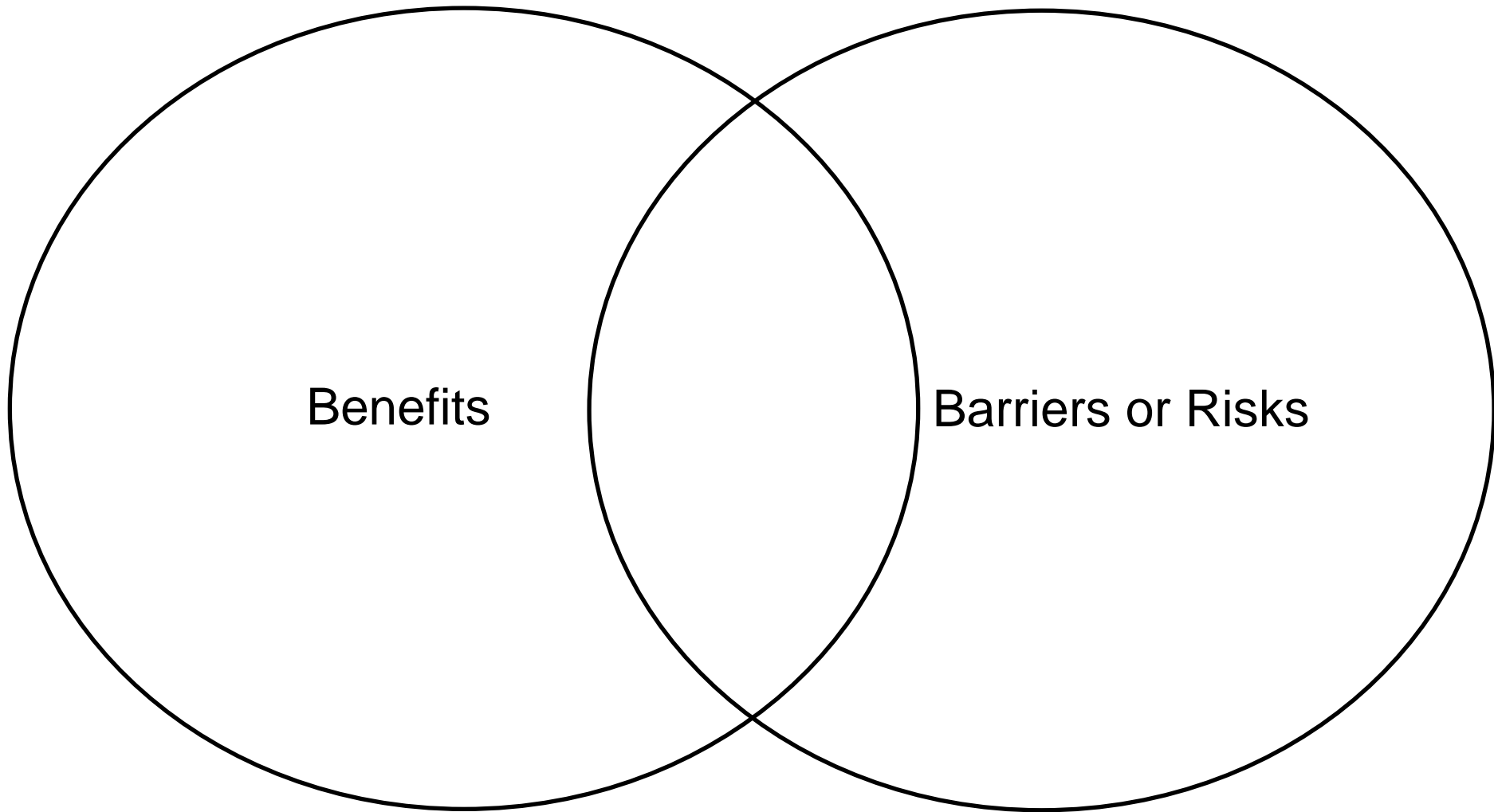
online sexual harassment

online gambling

jobs, business, wealth

seeing people who are far away (video calls, webcams)

knowledge

friends

Benefits

Barriers or Risks

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Possible alternative activities

Facilitators are encouraged to use this guide flexibly and to choose activities to suit the learning needs of their group. Some alternatives/revision activities/extension activities are offered here.

1. Warm up - Emojis

Participants select an emoji that they would use to describe the way they are feeling

2. What are my expectations of these workshops?

Participants take sticky notes to address the questions:

Students

What am I hoping to get from this experience?

What do I want to know?

What do I think these workshops might include?

Parents

What are my immediate aims?

What are my hopes for our family through this series of workshops?

What kind of relationships am I creating with my children?

3. How prepared am I?

Could be an activity using sticky notes or a discussion with a scribe. Use to inform the planning of the series of workshops

Parents

How well are our children prepared to engage with the internet?

What have we done to prepare them?

What actions have we taken?

Students

How have we prepared ourselves or been prepared by others (school/home) to engage with the internet?

What do we know?

What would we like to know about or more about?

4. What does our school do already in this area?

Review a summary of the content of computing curriculum and what it covers.

Ask 'What is missing?'

Participants could discuss the missing items and whether they feel they are needed. Are they covered in other areas of the curriculum? Are they covered at home? Or at any groups they belong to outside school?

5. Five Things

Participants identify:

5 things I know about the internet

5 things I would like to know

5 things I wished I had already known

5 things I would tell someone else before they used the internet

5 things I like/enjoy about the internet

6. Acceptable or not acceptable?

Ask participants to discuss what online behavior would make them ;

- block someone?
- close an account?
- seek help?

7. Under pressure

Ask participants to work in pairs and take turns, one person to describe an unwelcome pressure they might experience online and the other to give advice as to how to withstand it.

8. What should teachers do?

This could be a 'Diamond 9' activity

Ask 'What can teachers do to stop cyber-bullying?'

'If you were a teacher, which of these actions would you think was most helpful in solving cyber-bullying problems?'

Look out for signs of stress and talk to any student who shows them

Listen to conversations between students or ask other students about situations

Listen without judging when being told about an experience

Encourage 'onlookers' to report issues

Support 'onlookers' in challenging cyber-bullying behaviour – help them develop convincing assertive online language for this purpose

Talk with 'defenders' and 'reinforcers' or 'assistants' before taking action

Consider the feelings of the people who have experienced cyber-bullying when taking action

Teach students how to protect themselves from cyber-bullying e.g. by saving evidence, blocking or closing account)

Involve families in creating safer online experiences

Involve families in changing online bullying behaviour

9. Belonging

Thinking of their life both online and offline, participants to discuss in pairs:

What groups do I belong to?

What/who do I associate myself with?

Which groups are part of my identity and my sense of self?

Group discussion – a sense of belonging is very important for us all. How does being online help?

10. Setting boundaries – how strict should I be?

Ask parents/carers how they oversee their child's online activity. What rules do they have at home? Stress the importance of setting and implementing consistent (rather than constricting or inconsistent) boundaries for their children, boundaries that they and their children agree and can apply.

Discuss and agree some sensible house rules for their child's online activity at home.

Ask them to work in small groups and give each group pens and a flip chart with two columns headed Problems and Solutions.

Ask them to list, in the first column, the issues that might inhibit their ability to apply consistent boundaries e.g. lack of knowledge and understanding of the technology, lack of supervision due to work or other commitments, not having internet access at home so that their child goes elsewhere to go online, influence of peers on their child's behavior.

In the second column they should suggest some solutions to the problems they have identified.

Share their ideas.

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