# 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

## Session 1. Resource Sheet 1: Find someone who has….

|  |  |  |
| --- | --- | --- |
| 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

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Session 1. Resource Sheet 2: Card sort answers

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

## Session 1. Resource Sheet 3: Rules for being safe and responsible online

* 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 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: |
| 1. **Online behaviours** | I want my child to follow these rules of ‘Netiquette’: |
| 1. **Emotions and resilience online** | I want my child to develop and look after their digital resilience by: |
| 1. **My child’s online presence** | I want my child to create and maintain their online identity by: |

|  |  |
| --- | --- |
| 1. **Cyber-Bullying** | I want my child to challenge cyber-bullying and support peers who experience it by: |
| 1. **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 l… |
| 1. **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 … |