# Session 1 - My online experience

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

**Intended learning outcomes: ‘I …’ statement(s)**

|  |
| --- |
| * I can share my experience of online activity
* I know the benefits and dangers of being online
* I know rules for responsible online use
 |

**Note: This session provides an opportunity for facilitators to find out about students’ previous online experience and their current concerns. They can use what they discover to inform the planning of subsequent sessions.**

**Welcome**

Welcome students to the group and make sure that they understand its purpose – to help them to be safe, secure 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 students 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 student 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 students have attended ICAM small 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 small group work – 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 student in the group.

* I can share my experience of online activity
* I know the benefits and dangers of being online
* I know 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 students’ thinking on their online usage and to learn how familiar they are with popular apps/sites devices

Give each student a set of cards from Resource Sheet 2 . They should sort the cards into 3 columns – ones that are Known, Used, Not known.

|  |
| --- |
| **Facilitator tip:** Peer supporters could be used to help facilitate this activity.  |

Encourage discussion whilst sorting the cards

* What do they think/feel about the apps/sites/devices?
* What personal experience have they had?
* Who do they talk about their online experience with?
* Where do they go online?
* Is it on their own or a group activity?

Use the Resource sheet 2 Card sort answer sheet to check the images on the cards.

If appropriate, students could share their mobiles to see which Apps they have in common.

**Core Activity 2 : Benefits and dangers of being online**

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

Divide students 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 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 students to work in pairs to think of any rules they know for being 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 students to indicate how well they feel they have achieved the session learning outcomes by using ‘thumbs up, thumbs level or thumbs down’. If students 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. Explain that they will use these sheets after each session to help them think about what they have learned.

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 get the best out of being online. Ask them to complete it for Session 1.

You could ask each student to say one way in which they will practise what they 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 My online experience** |
| I can share my experience of online activity |  |  |  |  |  |
| I know the benefits and dangers of being online |  |  |  |  |  |
| I know rules for safe and responsible online use  |  |  |  |  |  |
| **Session 2 Online behaviours** |
| I can describe online behaviours that can make people feel accepted and included |  |  |  |  |  |
| I know how to behave towards others as I would like others to behave towards me online  |  |  |  |  |  |
| I understand that, if people show unacceptable behaviour online there can be serious consequences. There are laws to deal with this. |  |  |  |  |  |
| **Session 3 Emotions and resilience online** |
| I can recognise and describe the feelings that I experience when online  |  |  |  |  |  |
| I can tell how others may be feeling from their online behaviour  |  |  |  |  |  |
| I know how I can strengthen my resilience and my relationships with others online  |  |  |  |  |  |
| **Session 4 My online presence** |
| I can develop and look after my online identity so that it shows my personal values, ambitions and beliefs  |  |  |  |  |  |
| I know that data about me is collected online and how to be careful about what I reveal  |  |  |  |  |  |
| I know how to be responsible and thoughtful about protecting the privacy of others online |  |  |  |  |  |
| **Session 5 Cyber-bullying** |
| I know the different forms of cyber-bullying and understand how it can start in different contexts  |  |  |  |  |  |
| I can recognize when online behaviour aims to hurt someone and know how to seek and show support to challenge this behaviour |  |  |  |  |  |
| I have the confidence and resilience to protect myself and others from cyber-bullying |  |  |  |  |  |
| **Session 6.Technology and the internet at home** |
| I accept the need to install security updates and antivirus software on all of the devices that my family owns, as well as update passwords and codes |  |  |  |  |  |
| I know what I need to do for myself if I have a problem online outside school |  |  |  |  |  |
| I know what acceptable and healthy use of the internet at home looks like |  |  |  |  |  |
| **Session 7 Questioning what we see online** |
| I know how online images and language can influence how I feel  |  |  |  |  |  |
| I understand how information is targeted at users of different social media |  |  |  |  |  |
| I know how important it is to question what I see and hear online, and the values and motives of the person who posted it. |  |  |  |  |  |
| I can resist unreasonable pressure (and help my friends to do the same) from people who try to persuade us to their view. I know how to get help if this concerns me. |  |  |  |  |  |
| **Session 8 Online benefits and barriers** |
| I know how I can use the internet to develop my education, interests and opportunities  |  |  |  |  |  |
| I understand that there are risks to online activities, such as malware, cybercrime, hacking, addiction, anxiety and depression   |  |  |  |  |  |
| I understand how to manage and resist peer pressure to get involved in potential criminal activities, such as hacking  |  |  |  |  |  |

**My Acceptable User Policy Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Use this table to record after each session the online habits that you plan to develop that will keep you safe and well

|  |  |
| --- | --- |
| **Session** | **Online Habits** |
| 1. **My Online Experience**
 | I want to experience these benefits of using the internet:I want to avoid these dangers: |
| 1. **Online Behaviours**
 | I will remember to follow these rules of ‘Netiquette’: |
| 1. **Emotions & Resilience Online**
 | I develop and look after my digital resilience by: |
| 1. **My Online Presence**
 | I can confidently create and maintain my online identity by: |

|  |  |
| --- | --- |
| 1. **Cyber-Bullying**
 | I can 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 I have a problem online, I will… |
| 1. **Questioning what I see online**
 | I will check for the following when questioning what I see online:*

If I receive unexpected and unwelcome messages or experience online peer pressure, I will…If my friends or family receive unexpected and unwelcome messages or experience online peer pressure, I will… |