



# Living in Safety and Stability




# 2

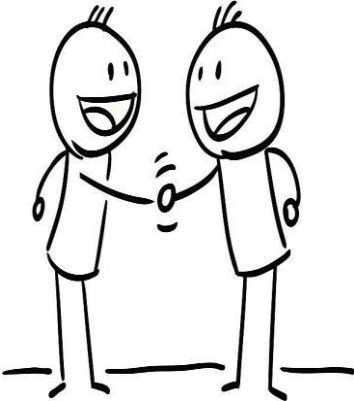
**Purpose:** To provide participants with the skills, knowledge and confidence to make better decisions online.

**Participant learning objectives:**

1. Understand online risks relating to/including: Content, Contact, Conduct and Commercial
2. Understand healthy and unhealthy behaviours within online and offline friendships/ relationships
3. Understand the importance of permission and consent in relation to sharing content
4. Understand the importance of seeking help from a trusted adult or support service when needed

CONTENT	METHODS/ RESOURCES <i>Slides 12-28 can assist with this session.</i>	APPROX. TIME
<b>Our Online Habits</b>	<p><b>Resources:</b> Participants' mobile phones</p> <p>Inform participants of the purpose of today's session – to make better decisions and ultimately increase our safety online.</p> <p>Ask participants to check their average screen time on their mobile (On iPhone go to: Settings – Screen Time). If screen time usage is high amongst the group probe further with questions e.g., How many times a day do we check our phones? How many hours a day/days a year, on average, would we spend on our phones? How much is too much?</p> <p>Some statistics: 85 times is the average number of checks on phone per day People spend approx. 50 days per year on their phone</p>	10 minutes

<p><b>Online Scenarios</b></p>	<p><b>Resources:</b>  <a href="#">Scenario cards</a></p> <p>Split participants into small groups of 3-5, depending on overall group size. Give each group one scenario card. Ask the group to work together to answer the questions and deal effectively with the online situation. They must then present their scenario and answers to the rest of the group.</p> <p><b>Debrief:</b> Would they be confident dealing with these situations themselves? Which risks may be more difficult to spot than others?</p> <p><b>Tip:</b> This activity can be done as creatively as desired e.g. participants may want to act out their scenario through role-play/drama.</p>	<p>20 minutes</p> 
<p><b>Online Risk – The 4 C’s</b></p>	<p>Provide participants with an overview of online risks: Content, Contact; Conduct and Commercial on slide 16.</p> <p>Ask participants which of the above 4 ‘C’s is related to their scenario.</p> <p>Using slides 17-18 remind participants that what we see online is not always real. The use of filters, photoshop, good lighting, good angles, etc. makes it harder to gauge what is real and if people really are who they say they are.</p>	<p>15 minutes</p>
<p><b>Sharing Content Online</b></p>	<p><b>Resources:</b>  <a href="#">OK to share? Options</a>  <a href="#">OK to share? Statements</a></p> <p>Stick the OK to Share? Options around the room. Tell participants that you will read out several statements and they must stand beside the answer they think is correct.</p> <p>Debrief: Was this exercise easy/ difficult? Ask participants if they have ever been in a situation where a friend/ family member shared something without their consent? Reinforce the importance of getting permission before sharing any online content/ activity. Reinforce the importance of sharing appropriate content and not disclosing personal details online.</p>	<p>20 minutes</p>
<p><b>Friendships in a Digital World</b></p>	<p>As a group, discuss how friendships have changed with the introduction of instant messaging, social media etc. (e.g. online friends, increased privacy from parents, limited face-to-face interaction).</p>	<p>10 minutes</p>

<p><b>Friend or Frenemy?</b></p>	<p><b>Resources:</b>  <a href="#">Friend or Frenemy Sticky Labels</a>  <a href="#">Large hall/ space to run around</a></p> <p>Ask participants what they think constitutes a good or bad friend? Use slide 21 to help collate opinions/ ideas.</p> <p>Introduce participants to the Frenemy Game of Chase. Each participant will have a label which is titled with the last text message they sent to their friend. Some of these comments will be negative (frenemies) and some will be positive (friend). The aim of the game is for the frenemies to tag as many friends as possible. If friends are tagged, they must freeze until another friend releases them by crawling under their legs.</p> <p><b>Debrief:</b> Ask participants do they know why we did this activity? Inform them that sometimes frenemies can get us stuck in a place we do not want to be. Sometimes all it takes is for one good person/friend to help us see what is best for us. Encourage participants to be good friends to one another.</p> <p><b>Tip:</b> Label approx. 25% of the group frenemies to avoid the entire group getting stuck straight away!</p>	<p>20 minutes</p> 
<p><b>Online vs Face to Face</b></p>	<p>Explore briefly, as a group, the differences between interacting online as opposed to face to face. Explore what difficulties this may cause. Slide 24 highlights modern examples of conflict and hurt which can be caused online.</p>	<p>10 minutes</p>
<p><b>Summary of Online Tips</b></p>	<p>Go through tips on slide 26 at a pace suitable for the group. Provide participants with a print-out of this, along with contact details for relevant support services.</p> <p>Finish/conclude on a positive note. Highlight the importance of not only being safe online, but the power of being kind (slide 27).</p>	<p>10 minutes</p>
<p><b>Check-Out/ Evaluation</b></p>	<p><b>Resources:</b>  <a href="#">Informal evaluation ideas</a></p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

## Scenarios

3

**Jamie (9)** receives the following message when playing Fortnite with others online:

*"If you turn your web cam on, I will gift you some skins"*

How might Jamie react to this?

What might the consequences be if Jamie turns the camera on?

How could Jamie be safer online?

✂ -----

**Max (10)** receives the following message on Messenger from someone called Henry. He says he is 10 too and would like to be friends. The profile picture is of a boy holding a dog.

What should Max do next?

What could go wrong if Max befriends/starts messaging Henry?

How could Max be safer online?

✂ -----

**Janet (13)** decided to do a live make-up tutorial on Tik Tok. Two minutes later she has received hurtful comments about the way she looks.

How will this make Janet feel?

How might she react?

How should she react?

✂ -----

**Lyla (12)** is researching on Google when suddenly an advert for free prizes comes up. Lyla is interested to see what they are.

What should Lyla do?

What could be the consequences if Lyla clicks into the free prizes?

✂ -----

**John (11)** puts a disrespectful post about Liverpool into the Under 12 football group on 'WhatsApp'. John knows how much Connor loves Liverpool, so he does this to wind him up. Connor is furious and decides to give John a piece of his mind.

What might happen next?

What are the dangers of having difficult conversations/ disagreements in a group context?



OK to Share



Not sure



Not OK to share

## OK to Share? – Statements

Sharing a video of your friend acting silly when she was sleeping over at your house

Changing your profile picture to a photo of you and your friend in English class

Sharing pictures of your hotel when you and your family are away on holiday

Changing your profile picture to a photo of you and your dog out for a walk

Sharing a nice photo of you and your sister on her timeline for her birthday

Sharing a video of your friend's wee brother doing a funny dance

Sharing a poster your mum had asked you to share about an opportunity in the community centre

Sharing a photo of you on the beach in a bikini

Sharing a video around WhatsApp of a fight that happened at the weekend

Sharing your location on Snap Chat



## Frenemy Game of Chase

(Copy onto Sticky Labels for participants)



### Friend Statement Examples:

Class goal today in football

You looked unreal at the party! You really suited your hair like that!

What do you think I should wear at the weekend?

Sorry for snapping at you earlier on the bus. Just been so stressed lately with everything going on at home and I took it out on you. Sorry!

You want to go to mine or yours after-school?

Of course, you could do it – you just have to believe in yourself!

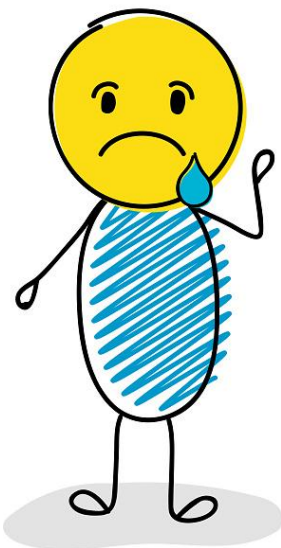
Thanks for the chat earlier – feeling much better now.

Hey how's things with you?

Heard what happened. If you need someone to talk to you know where I am 😊

You left your bag on the bus! I'll drop it round here; you'll need it for the morning.

### Frenemy Statement Examples:



You need to be really skinny and pretty to wear that top. If I was you, I would wear something else!

Thanks for doing my homework again. I really owe you big time.

How stupid are you getting that question wrong today in class!

Party Friday at 7, my house. If you're one minute late you're not getting in!

Don't care what you think.

Well, if you don't do it you can forget about sitting with us at lunch.