

Childnet

STAR Toolkit



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Introduction

This resource provides practical advice and teaching activities to help educators explore online safety risks with young people with special educational needs and disabilities (SEND) in Key Stages 3 and 4.

Overview

The STAR Toolkit is an extensive teaching toolkit to equip, enable and empower educators with the relevant knowledge they need to support young people with special educational needs and disability (SEND). It includes resources to help educators deliver practical learning activities, alongside advice on how to approach each topic, specially created film content, accessible Widgit symbols and suggestions to extend learning beyond the classroom.

The STAR Toolkit is an extension of an original project developed in 2014 in partnership with Leicester City Council's Building Schools for the Future programme. This updated and extended toolkit has been developed in partnership with educators, SEND specialists and supported by the European Commission and Facebook.

Who is this resource for?

For many young people with Special Educational Needs and Disabilities (SEND), the internet can be a place where they feel safe, calm and in control. It can be somewhere to make friends without having to communicate face-to-face, and build a community which they may not have in their offline life. Whilst recognising the internet is a great resource which young people enjoy using, life online for a child with SEND may pose additional challenges that require careful management and support.

For this reason, the STAR toolkit has been developed for use by educators with **young people with SEND in Key Stages 3 and 4**. The materials have been designed to be adaptable to the needs of different young people and their learning settings. Some of the activities are suitable for pupils with SEND who are slightly younger or older than 11- 16 years old and educators are invited to adapt and select from within the toolkit to best suit their purposes.

The resources could also be used with young people who have no additional needs but who may benefit from a more tailored and structured resource to access messages and advice about online safety risks.









How to use the toolkit

The STAR toolkit is made up of four key sections, which reflect current online safety risks and experiences of young people:

-  **S Safe** *Be safe with what you share about yourself and others online*
-  **T Trust** *Not everything or everyone is trustworthy online*
-  **A Action** *Take positive action and always tell someone if anything worries or upsets you online*
-  **R Respect** *Be kind online*



Within each section you will find:

	Advice Page	An overview of what to expect within the letter.
	Key Vocabulary	Key words and phrases with accompanying Widgit symbols.
	Film	Specially created film content to start discussions and embed key messages and advice.
	Starting Points	Quick activities and discussion questions to introduce key concepts and thinking.
	Teaching Points	Resources to help teach the key messages for each letter. Each teaching point offers three activities to suit different learning styles and give educators maximum flexibility.
	Summary Quiz	A multiple-choice 'What would you do?' quiz for each letter to review learning and embed key messages.
	Revisit and Extend	Suggestions for additional activities and supporting resources to revisit and extend key messages.
	Beyond the Classroom	Advice and activities that can be shared with parents & carers to ensure consistency with key messages at home.



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Understanding

Understanding technology, the internet and recognising early warning signs

Before beginning to use the STAR activities and discussions with young people it is important to establish how they are using technology and the internet, how it is making them feel and what we mean by certain online activities and behaviours.

Below is a collection of springboard activity ideas designed to explore what we mean by 'online' with young people:

When we say the internet, what do we mean?

The internet can be accessed in a lot of different places and devices, from mobile devices and wearable tech, to internet enabled toys. Begin by asking young people to draw or describe the internet - is it good or bad? Big or small? Positive or negative?

Then ask young people to map out all the devices they can think of which use the internet, e.g. phones, tablets, toys, smart watches, smart TVs, games consoles, laptops etc.

Understanding who is online

When online we can encounter lots of different people, some of which we actually know in the offline world and some which we have never met before and will never meet. Create a mind map of the connections we make online and use a colour key to differentiate between people we know and have met, friends of friends, everyone else/strangers. You can then use these colours to support later messages about who we should and shouldn't share information with, e.g. if people we actually know are coded blue then we can share our personal information, but anyone coded red (everyone else/strangers) we shouldn't.

Understanding what emojis mean

Emojis are widely used online to communicate feelings, thoughts and activities but they can often be interpreted differently by different people. Use **Appendix 1** to look closely at frequently used emojis and decide which emotion they are showing. Discuss if everyone associates the same emotions with each emoji and then, if appropriate, use mirrors to get the young people to recreate the emotions for themselves.

Public vs private

Use **Appendix 2** to discuss these 2 terms, asking young people to offer any explanations about what they think these words might mean. Match the online scenarios in **Appendix 2a** to whether they are public or private online activities. Some are examples of public places within private places and will need some more unpicking, e.g. group chats.

Here is a breakdown of the scenarios with an explanation for each:

Posting a new picture on your open social media account

If your social media is open then it is viewable by everyone who is connected to your account as a 'follower', anyone who searches for you, or anyone who simply finds your profile. Therefore, it is public.

Joining a password protected server on your favourite game

A password protected server means that only people who know the password can join making it private. However, there can be lots of people on the server meaning that it can be a very public space. The maximum numbers of players in a server is dependant on the processing power of the host device.

Sending a message to your friend

If the message is just sent to your friend then this is private. However, they could show it to someone else meaning others might still see it.

Setting your social media to private

Setting your account to private means that it isn't accessible to everyone. This would make it private. However, everyone who was already connected to you as a 'follower' would be able to still see it so that could still be quite public within a private space.

Joining a group chat

Group chats can have anywhere from 3 people upwards in them. A smaller group chat would be seen as quite private but a large group chat with lots of people who didn't know each other would be quite a public place.

Writing a happy birthday message on someone's social media profile

Because the message hasn't been sent privately and everyone on their profile can see the message it is an example of public sharing.

You can also find another activity looking at the motivations behind why someone might send a message publicly or privately within the primary lesson about online contact in **Childnet's Trust Me resource**, which focuses on teaching and developing young people's critical thinking.



What does the internet know about me?

When we share things online via social media and games, that information is stored online and can be viewed by other people online. Any information or posts that we share publicly can form part of our digital footprint which is publicly available information we have posted about ourselves or others have posted about us and tagged us in. The easiest way to find out what is out there online about you is to search for your own name. Ask young people if they have ever googled themselves before.

As a group you might like to Google your school and discuss:

- » What is there?
- » How did it get there? Who posted/shared it?
- » How long will it stay there? *Everything has the potential to stay online forever if we don't delete it. Other people can also take screenshots to keep a copy and reshare it themselves.*

NB – It may be advisable to carry out the search before the lesson.



Would you rather...?

This is an activity to establish what young people like to do online and what they would choose to spend their time doing. Use the list below to pose 'would you rather' choices for the young people to vote on and follow this on with a discussion about why they have chosen each option.

Would you rather:

- » Watch Netflix or play an online game?
- » Go on Instagram or Snapchat?
- » Listen to music or watch videos?
- » Post a status or photo?
- » Send a message on WhatsApp or Facebook messenger?
- » Look at memes or watch funny videos?
- » Have no Wi-Fi for a week or not see any friends for a month?
- » Spend a little bit of time online every day of the week or as much time as you want on one day of the week?
- » Have adults know everything about what you're doing online or nothing at all?
- » Have everyone online see everything you post, or no one ever sees anything?



How does being online make you feel?

Using **Appendix 3**, ask young people to colour code the online experiences based on how they make them feel. Follow this on with a discussion about what they can do if something ever worries or upsets them online:

- Report any content you are concerned about to the online service providers
www.saferinternet.org.uk/safety-tools
- Talk to an adult you trust – parent, carer, grandparent, teacher, support worker etc.
- Contact Childline on **0800 11 11** or www.childline.org.uk
- Visit youngminds.org.uk for support on mental health and wellbeing



















Recognising your early warning signs

Early warning signs are the physical changes to our bodies and emotions which signal that something may be wrong or that a situation is making us feel uncomfortable. It is important for young people to recognise what their early warning signs are, so they can spot these at times when they need help and support. We all have different early warning signs and young people with additional needs may recognise and associate with different ones to young people without additional needs.

Look at the early warning signs in **Appendix 4** and ask young people to identify which ones they have felt/experienced before when something upset or worried them. Select these and stick them onto the **Appendix 4a** as a visual reminder for young people of their early warning signs and what to look out for when something just doesn't feel right.

Appendix 1 – Emoji Match

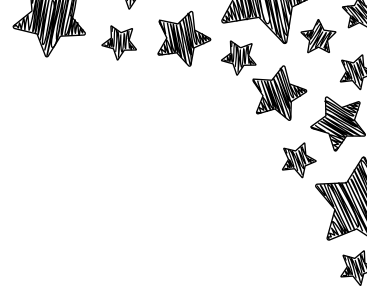
			
			
			
			

Emotion word bank

sad	upset	happy	really happy
worried	confused	shocked	panic
in love	annoyed	angry	sick
uncomfortable	fed up	laughing	bored/tired



Appendix 2 – Public vs private word clouds



Restricted
Invited Exclusive
Individual Secret
1:1 Private
Discreet Secure
Closed Confidential Separate
Seen by 1 or a few
smallgroup

Unrestricted Open
Free Communal
Public
Everyone
Seen by lots or all



Appendix 2a – Public vs private scenarios

Posting a
new picture on
your open social
media account

Sending a
message
to your friend

Joining a
group chat

Setting your
social media
account
to private

Writing a
happy birthday
message on
someone's
social media
profile

Joining a
password
protected server
on your favourite
game

Appendix 3 – How you feel going online

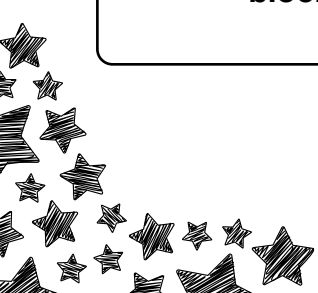


Task: Use the colour code to colour in the online experiences to show how they make you feel, eg if receiving negative comments makes you feel worried then colour it **orange**.



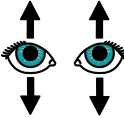
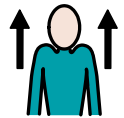



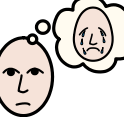



Colour code

- sad
- angry
- happy
- worried
- not affected

Receiving comments on your pictures within an hour	Someone writing a joke under your picture	Receiving negative comments
Reading the comments section under a news story	Watching a funny video	Receiving no likes on your pictures after 20 minutes
Seeing sad quotes being posted online	Seeing two people argue over comments	Posting something different to what you would normally
Seeing that you have fewer followers than others	Seeing someone share online that they are feeling sad	Posting a picture on social media
Seeing you have a notification on your profile	Changing your profile picture	Getting a message from someone new
Having someone unfriend or block you	Receiving a new friend request	Being tagged in a meme

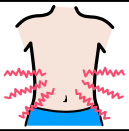

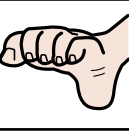
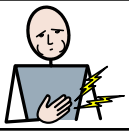
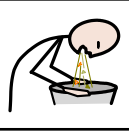

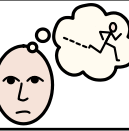

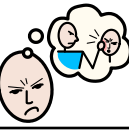
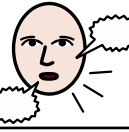

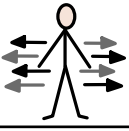




Appendix 4 – 30 early warning signs

1. Heart beats faster	
2. Goosebumps on arms	
3. Hairs on neck stand up	
4. Wide eyes	
5. Eyebrows up	
6. Shoulders go up	
7. Red cheeks	
8. Dry mouth or throat	
9. Clenched fists	
10. Feel like crying	
11. Cry	
12. Headache	
13. Sweaty palms	
14. Wet yourself	
15. Poo your pants	



Appendix 4 – 30 early warning signs

16. Funny feeling in my tummy	
17. Wobbly knees	
18. Curled up toes	
19. Feel sick	
20. Be sick	
21. Feel scared	
22. Feel like running away	
23. Feel like you can't move	
24. Feel like hitting something	
25. Feel like hitting someone	
26. Hard to talk, words stuck in your mouth	
27. Sweat more	
28. Shake	
29. Flinch or jump	
30. Giggle with nerves	

My early warning signs are...

Stop and think...

If I get my early warning signs, I must keep telling adults I trust until I feel safe. I could tell...



Someone at school



Someone at home

Acknowledgements

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FACEBOOK

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