Be safe and smart online

Lesson plans for secondary school teachers

Childnet International

Created in collaboration with Childnet International

ndcs
every deaf child

Our vision is of a world without barriers for every deaf child.

Contents

Introduction

Purpose

This resource is for teachers, teaching assistants and any other education professional supporting deaf students in secondary schools. It provides information on why deaf children and young people need to be taught about online safety and three lesson plans – on social networking sites, sexting and cyberbullying – to teach them how to be safe and smart online.

The information in the lesson plans will benefit all students in your school.

Why do deaf children and young people need to be taught about online safety?

From talking to deaf children and young people, we know that their experiences of using the internet and social media are generally positive and help them to communicate more easily with peers. However, we also discovered that some deaf children and young people know little about how to stay safe online, including where to find and change privacy settings, what is appropriate to share and what good online behaviour looks like.[1]

Information about privacy settings on social networking sites is often written for people with high literacy levels, and filmed tutorials don't always have subtitles or British Sign Language (BSL) translation. This means deaf children and young people are missing out on important information and so might need extra help to understand how to use the internet safely.

Deaf children can also miss out on 'incidental learning' (such as listening to their peers' background chatter about social media or messaging apps), meaning they don't always have a good understanding of communication or online etiquette. For example, they may misinterpret online posts or post something that could be misinterpreted by others, and can be singled out if they don't respond in a way that's considered appropriate by other users. This can lead to bullying, including cyberbullying. Nearly two thirds of deaf young people reported having been bullied because of their deafness in a poll on National Deaf Children's Society's Buzz website for deaf young people.[2]

Disabled children are also three times more likely to be abused than non-disabled children,[3] making them more vulnerable to online grooming or attention from strangers, so it's vital that deaf children and young people are taught about online safety and appropriate behaviour.

What do we mean by deaf?
In this resource the term deaf is used to refer to all types of hearing loss from mild to profound. The term also includes deafness in one ear or temporary deafness such as glue ear. It includes all pupils the school may identify as having a 'hearing impairment' in the school census.

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1. Consultation with young people, National Deaf Children's Society, September 2014
2. Deaf young people were asked through an online poll on the National Deaf Children's Society's Buzz website: "Have you been bullied because you are deaf?". 604 replied of which 42% said yes whilst 24% said sometimes (totalling 66%). 34% said no.
3. Miller, D and Brown, J (2014), *We Have the Right to be Safe* research report, NSPCC, www.nspcc.org.uk

Lesson plans

Cyberbullying

Introduction for teachers

This lesson plan aims to educate secondary-age students about cyberbullying and the harm it can cause. It has been developed in partnership with Childnet International and National Deaf Children's Society.

Cyberbullying is one of the most common forms of unacceptable contact that young people face online, so students need to be aware of the different ways that it can happen and the potential consequences for everyone involved. It's essential to talk to young people about what they can do if they're worried about cyberbullying, and explain how to behave positively and appropriately online.

This lesson plan can be used for a whole lesson (approximately 50 minutes), however, if time is limited each activity can be completed separately. The session will work well as a whole class exercise as it allows for plenty of discussion, but small group work within the session is also advised.

You might need to prepare some resources before the lesson, for example, photocopying and cutting out cards.

Lesson aim
To help students to think about the effect cyberbullying can have on others and themselves, and how to seek advice.

Learning objectives
Students should:

⋯⋗ explore and understand what is meant by 'cyberbullying'

⋯⋗ be able to discuss the context of an online post and consider the impact it may have on the recipient

⋯⋗ be able to identify the steps they should take to respond to cyberbullying.

Note: you may wish to spend longer on the activities if you have time to allow for discussion.

Lesson outline

Delivery method
Group work — 50 minutes

Starter — 5
Defining cyberbullying

Activity one — 10
The emotion compass
You will need:
- Scenario cards (Appendix 1, page 11)
- Emotion cards (Appendix 1, page 12)

Activity two — 10
Where does a joke cross the line?
You will need:
- Social media post cards (Appendix 2, page 13)

Activity three — 10
Words hurt
Watch:
- **www.getcybersafe.gc.ca/wrdshrt/index-en.aspx**

Activity four — 10
What would you do if...?
You will need:
- Scenario cards (Appendix 3, page 16)

Plenary — 5
Getting support
Share:
- ChildLine talk to us webpage: **www.childline.org.uk/talk/Pages/Talk.aspx**
- Childnet how to make a report webpage: **www.childnet.com/resources/how-to-make-a-report**

Starter
Defining cyberbullying

What is cyberbullying? What does it look like? Where does it happen? Discuss these questions as a group.

Explain that cyberbullying means bullying through technology. This can include online sites and services, games and phones. Cyberbullying can be more hurtful than other forms of bullying as it can happen 24/7 and may seem impossible to get away from. As with other forms of bullying, it is not a one-off or isolated event but repeated attempts to upset or harass someone.

Activity one
The emotion compass

Show the students the different scenarios (Scenario cards, page 11) and ask them to move around the room and stand next to the emotion (Emotion cards, page 12) they think the recipient would feel. Show them examples of where something could be interpreted as a joke, have the context missing, be misinterpreted or just be mean.

Scenarios
Consider the following when talking about the scenarios.

- Is this person a friend and is it meant to be a joke? If so how does it look to people who don't know that?

- Does it make you feel worse to know that other people will see the comments online?

- Do the comments make you worry about what might happen next?

Take it further
You could repeat this exercise, looking at it from the point of view of the sender – how were they feeling when they sent it? If they are angry was the internet the best place to go?

Note: you may wish to change the emotions to suit the level of understanding of your students.

Activity two
Where does a joke cross the line?

Cyberbullying vs banter

In groups, ask students to look at the different posts (Social media post cards, page 13) and discuss which ones are examples of cyberbullying and which are examples of banter. Where do they cross the line? Explain that 'banter' is a playful and friendly exchange of teasing remarks.

Here is a summary of the social media examples shown in Appendix 2:

1. A negative conversation about someone over a Facebook status.

2. Logging in to another person's Facebook account and posting on their behalf without their knowledge – known as 'fraping'.

3. An Instagram photo which could either show two friends messing around or one girl attacking another.

4. A boy making very cruel comments about a girl's Instagram photo.

5. Someone being cruel to a person who has asked for help on Yahoo Answers.

6. Sharing an embarrassing Snapchat.

7. A text which could just be a joke between friends.

8. An abusive tweet.

9. A threatening message over Twitter.

Consider the same questions you looked at in Activity one, page 7 when talking about the social media posts. Explain that cyberbullying on its own is not illegal but there are some actions which are. For example, a death threat online is illegal as are comments about someone's sexuality, race, gender and disability, as these are classed as hate crimes. One way to help young people to understand is by reminding them that they wouldn't contact the police if they were being bullied, but they would if they felt they were in danger.

When reading comments online sometimes the context is missing. This means that a comment which may have been meant as a joke could be taken seriously and upset the recipient.

Show the students different scenarios and ask them to move around the room and stand next to the emotion (Emotion cards, page 12) they think the recipient would feel. Show them examples of where something could be interpreted as a joke, have the context missing, be misinterpreted or just be mean.

Take it further
You could repeat this exercise, looking at it from the point of view of the sender – how were they feeling when they sent it? If they are angry was the internet the best place to go?

Note: you may wish to change the emotions to suit the level of understanding of your students.

Activity three
Words hurt

Using the interactive video link **www.getcybersafe.gc.ca/ wrdshrt/index-en.aspx** ask the students to write comments to the girl to see how she reacts. They could make up their own comments or choose ones from the previous activities. Encourage them to try both negative and positive comments to see how the girl reacts.

Activity four
What would you do if...?

Split the class into three groups and hand out one Scenario card (page 16) to each group. Ask the students to consider what advice they would give to:

- someone who is being cyberbullied

- someone who has seen cyberbullying happen

- someone who has realised they have been unkind online.

Use

Cyberbullying Appendix 3

Page 16

Share the following advice with the group

If you are being cyberbullied:

- tell a trusted adult

- block or delete the contact

- save the evidence (you can take screen shots to do this)

- never reply.

If you think someone is being cyberbullied:

- tell a trusted adult

- support the person and let them know they are not alone

- make it clear that these messages are not ok

- show others good online behaviour by writing positive comments.

If you think you may have posted something that has upset someone:

- remove the content

- apologise to the person and explain that you won't do it again.

Plenary
Getting support

Discuss where young people can go for support.

- An adult they trust, for example, a parent or teacher.

- Another family member, for example, grandparents, aunt or uncle.

- A friend, for example, someone who may support them and help them talk to an adult.

- ChildLine, using email, message boards, online chat or the Ask Sam question-asking service (you may wish to look at some of ChildLine's contact options in more detail with the students).

- Visit social networking safety centres and get to know the tools, for example, how to block and report (you may wish to visit the safety centre of their preferred social network and look at the reporting and blocking tools in more detail with the students).

Activity one – The emotion compass

Scenario cards
Photocopy and cut out each card before the lesson.
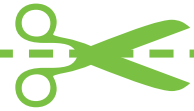
You upload a picture of you and a friend out
and about at the weekend and someone
leaves a comment saying
"Omg why did you go there, ha how stupid!"

You share a funny video on your social
networking page and receive negative comments:
"How is that funny?"
"Why would anyone want to watch that?"
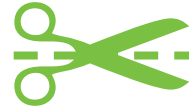**"This is stupid!"**

Someone in your school sends you a
private message saying
"No one likes you, loser!"

A stranger comments on one of your pictures saying
"You are so ugly"
and 12 people like it.

Someone keeps sending you text messages
saying things like **"I don't like you, no one does!"**
"You're an idiot".

Emotion cards
Photocopy and cut out each card before the lesson.

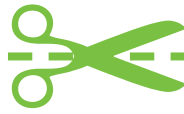Helpless

Embarrassed

Amused

Afraid

Annoyed

Proud

Upset

Small

Activity two – Where does a joke cross the line?

Social media post cards
Photocopy and cut out each card before the lesson.

Tyler Flynn
Haha that was too funny!
Like • Comment • 9 minutes ago

4 people like this

Davy Little Did you see how bad Jake's pass was?!
Seriously who put him on the team? 5 minutes ago

Jamie P Haha lets just not pick him to go on next
week 4 minutes ago

Izzy Stevens
I ♥ Ben Acton so much, hes so fit!
Like • Comment • 22 minutes ago

27 people like this

Ben Acton Errrmmmm ok :s 11 minutes ago
Reply • Like

Izzy Stevens OMG I didn't write that!! seriously not
me!!! 6 minutes ago Reply • Like

I'm guna get you! You little idiot!

Loser

Who is this???

HAHA! I know where you are! this is guna be easy!

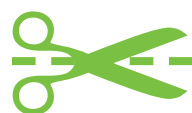Leave me alone

You better hide! hahahaha
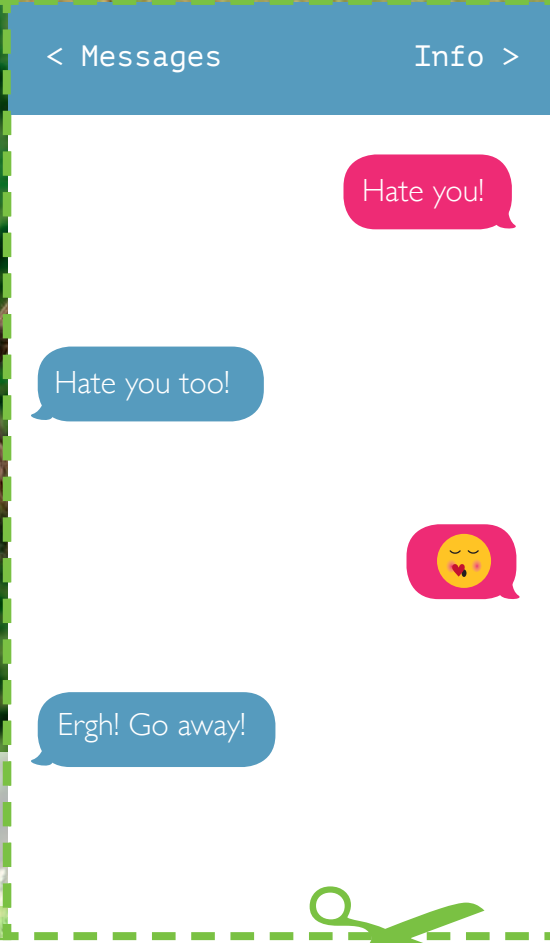
@HelenMannis
Ha ha! I got her!
She had no chance, silly girl
shouldn't mess with me!

Ha ha she didn't know I took this

< Messages   Info >

Hate you!

Hate you too!

Ergh! Go away!

@MattyBoyWinner
This girl is so ugly!!
#actlikeagirl #footballisforboys

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Question

no friends HELP!!

I don't understand why no one wants to be my friend, what can I do to make it better??

19 hours ago   Report Abuse

What's your answer?

Best answer – chosen by Voters

Nothing, you're a loser! You might as well get used to having no friends Damian cos you are so boring! hahahaha!

18 hours ago   Report Abuse

6 votes | 12 people rated this as a good answer
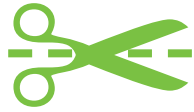
Add as friend   New message

Cara Turner
@NicCable2004 shut up and go away!!
#noonecares

Activity four – What would you do if…?

Scenario cards
Photocopy and cut out each card before the lesson.

…you are bullied? You accept a friend request from someone in your school and they start tagging you in horrible comments and pictures and sending you threatening private messages.

…you are a witness of bullying? Someone in your year group uploads a video to their YouTube channel. A few people leave really hurtful comments and encourage others to unsubscribe.

…you have bullied someone? You take a picture of a girl who falls over in the canteen, spilling her food everywhere. You then share this online saying how funny it is. It's re-shared by practically everyone in the school making fun of this girl. It really upsets her and some people comment on the picture saying how mean you are.

Safe social networking

Introduction for teachers

This lesson plan aims to educate secondary-age students about the risks of using social networks and how to use them safely. It has been developed in partnership with Childnet International and National Deaf Children's Society.

This lesson plan includes activities linked to a spoof social networking profile for a teenager, Chloe. These activities have been created to encourage discussion about appropriate, and potentially inappropriate and unsafe practices and features on social networking sites. The profile and activities highlight ways in which young people can protect themselves through appropriate use of the technology but also through the choices they make.

This lesson plan can be used for a whole lesson (approximately 50 minutes), however, if time is limited each activity can be completed separately. The session will work well as a whole class exercise as it will allow for plenty of discussion, but small group work within the session is advised. The 'Take it further' activities at the end can either be done separately or incorporated into some of the main activities.

You might need to prepare some resources before the lesson, for example, photocopying the worksheets.

Lesson aim
For students to think critically about their own social networking use by examining some safe and potentially unsafe choices online.

Learning objectives
Students should:

- be able to identify responsible and risky choices and behaviours taking place on a social networking profile

- understand how to manage their own reputation online

- know where to report inappropriate behaviour on social networking sites.

Note: you may wish to spend longer on the activities if you have time to allow for discussion.

Lesson outline
minutes

50

Delivery method
Individual or pairs and group work

Starter
10
Let's have a chat about social networking sites
You will need:
- whiteboard or flipchart
- markers

Activity one
10
Chloe's Facegram profile
You will need:
- highlighters or coloured pens
- laptop or tablet with internet connection
- copies of Chloe's Facegram profile (Appendix 1, page 23)
- Information for teachers (Appendix 1, page 24)

Activity two
10
How to be safe and smart online
You will need:
- pens
- Information for teachers Appendix 2, page 25
- copies of worksheets 1 and 2 (Appendix 3, pages 29–30)

Plenary
5
Keep it private
You will need:
- laptop or tablet with internet connection

Take it further
15
Group debate
You will need:
- large sheets of paper
- markers
- laptop or tablet with internet connection

Starter
Let's have a chat about social networking sites

Ask questions about who has a social networking profile.

- What is a social networking site?

- Who uses Instagram? Who uses Twitter? Who uses Snapchat? Who uses Facebook?

- What do you share on social networking sites? What is personal information? Can you give examples?

- What are the pros and cons of social networking sites?

Encourage your students to share their experiences of social networking sites. You may wish to record their responses as a mindmap on a whiteboard or flipchart.

Appendix 1, (page 24) has information to support you with

Activity one
Chloe's Facegram profile

some of the discussion points or questions that you or your students may raise during this activity.

Hand out the copies of Chloe's Facegram profile (Appendix 1, page 23) and some highlighters or coloured pens. Ask students to work together or individually to point out the appropriate/good behaviours and the inappropriate/risky behaviours shown on Chloe's profile.

Ask for feedback from the groups. Encourage them to explain how and why they thought some aspects to be appropriate or risky.

Highlight the areas on her profile that are appropriate/good and those that are inappropriate/risky so that the group is clear.

Explain what role **CEOP Command** (formerly the Child Explotation and Online Protection Centre) has and how they can report to them if they receive suspicious contact from someone. CEOP Command works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. You can report a crime by visiting their website: **www.ceop.police.uk.**

Show the students CEOP Command's website for young people, thinkuknow, and the report button at **www.thinkuknow.co.uk.**

Appendix 2, (page 25) has information to support you with

10

Activity two
How to be safe and smart online

some of the discussion points or questions that you or your students may raise during this activity.

Split the class into groups of four. Ask one person in each group to be the writer. Hand out worksheet 1 (page 29) and pens.

Firstly, ask each group to come up with four ways that Chloe can be safer on her social networking site. Ask each group to write them on their worksheet and then feed back to the class and discuss together.

Ideas could include the following.

- Not add people she doesn't know in real life.

- Think before she posts, as sometimes people can misinterpret words and meaning.

- Have stronger passwords and remember to log out so people can't pretend they are her.

- Check privacy settings so she is in control over what she posts online.

- Think about the photos she uploads.

Secondly, hand out worksheet 2 (page 30) to each group and ask them to talk about the questions together, then write their answers on the worksheet (you might like to change the designated writer in each group).

Note: for the second part of this activity, you can either give each group the whole worksheet, or you could cut out each question and give each group a different question to tackle, setting a time limit for each question. Each group can then feed back their answers to the rest of the class and discuss together.

Plenary
Keep it private

Appendix 2, (page 25) has information to support you with some of the discussion points or questions that you or your students may raise during this activity.

Firstly, ask the group what it means by 'keeping it private' online. You might like to ask them some of the questions in Appendix 2 to trigger group discussion.

Secondly, ask the class which social networking site they visit most often. Using the iPad, tablet or computer, connect to that website, go to the safety centre and review the privacy and safety tools together. You might like to look at the checklist at **www.saferinternet.org.uk/checklists** as a guide.

This will ensure that every student is happy with their privacy settings and that they are aware of the safety tools on the social networking site they use most.

Take it further
Group debate

Split the class into groups of five and introduce the motion of: "social networking sites are a force for good in society."

Hand each group a large sheet of paper and explain that they will either be in favour or against the motion. There should be some groups for the motion and some groups against. Allow 10–12 minutes to discuss their points. Encourage each group to predict what the opposition might say and have counter arguments ready.

For inspiration, have a look at this link – **www.debate.org/ opinions/are-social-networking-sites-generally-beneficial- to-our-way-of-life**.

As each group are discussing their points, walk around the room and elect a spokesperson from each group that will be happy to summarise their findings.

You can then judge who has the most convincing arguments.

For smaller groups, activities could include the following.

- **Going online** to look at the different safety centres to verify their own privacy settings, as well as being aware of where to block, delete or report contacts should they ever experience cyberbullying.

- **Writing a blog** about their ideal social networking site. What does it look like? What are the safety features? Are there advertisements?

- **Writing an email** to their grandma explaining what a social networking site is, and why they like or dislike it.

- **Writing a pamphlet** with key advice that they would give to their nine-year-old sister/brother about safe social networking sites and being safe online.

- **Creating a presentation/PowerPoint** targeted at parents/ teachers so they know how to be safe on social networking sites. Are they aware of privacy settings? Do they know what tagging is?
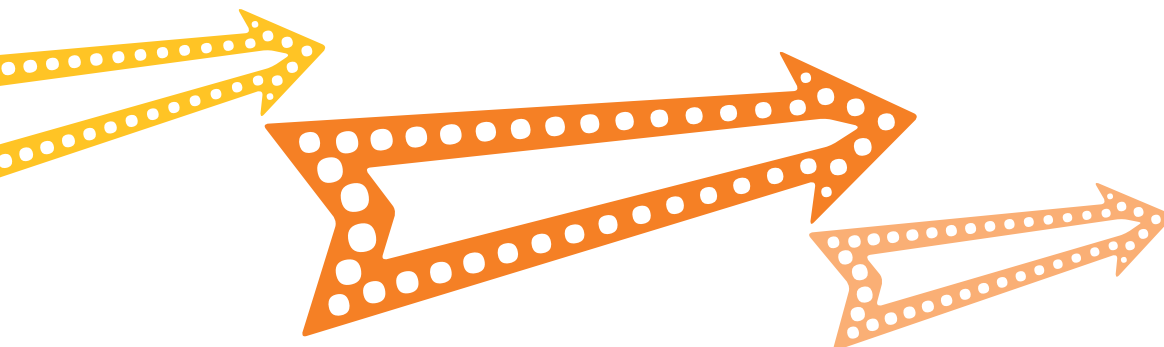
Activity one – Chloe's Facegram profile

Photocopy before the lesson.

FACEGRAM 🔍 Chloe Morgan Smith   Chloe | Home | **Find Friends** ● ● ●

Chloe Morgan Smith

Info   View logins

Timeline | About | **Friends** 634 | **Photos** 2477 | **More** ▼

Studies at King Henry Secondary School
Lives in London
Single
From London
Born on 5 November

PHOTOS   2477

LIKES   788

Drinking games | Pick and mix | Sleep

MESSAGES

Charlie Thomas
THU AT 22.10

Love your pics! Cam chat?

Erm... do I know you?

Beth Watson
THU AT 01.13

Was your comment on my photo sarcastic?

What? No, I meant it in a nice way!

Ah right, ok!

Sorry if it upset you!

Status   Photo/Video   Life Event

What's on your mind?

Chloe Morgan Smith
5 mins

Time to party! at The Swan Pub, High St

The Swan P.H. Pub
1.8 ★ 13 reviews

Like   Comment   Share

Evie Russell, Billy P and 3 others like this.

Chloe Morgan Smith
32 mins

I hate Miss Silverton, she gives so much homework for GCSEs. She is such a rubbish teacher, I have no idea what she is talking about!

Like   Comment   Share

Mary Pope likes this.

Mary Pope yeh I know, why don't you look on this website: www.essaysinseconds.com
30 mins   Like

Chloe Morgan Smith
18 hours

Can't wait for the Swan tomorrow. I hope Mark is there, he is so fit. ❤️

Like   Comment   Share

Chloe Morgan Smith That is so embarrassing, I didn't write that!
17 hrs   Like

Laura Yeah, yeah, we believe you!
12 hrs   Like

Izzy
Yesterday at 16.10

Thanks for showing me how to report those comments about my photos.

Like   Comment   Share

You and Evie Russell like this.

Activity one – Chloe's Facegram profile

Information for teachers

Responsible social networking

- Use of cartoon as profile photo. Chloe's image is part of her personal information, and profile pictures and cover photos are always public, no matter how private your settings are.

- Limited personal information is listed: no year given for birth date (however, mention of GCSEs gives hint at age).

- Evidence about how Chloe helped a friend report some comments: perhaps her friend had been cyberbullied?

- Not going into specifics about where she lives: London is a big place.

- Chloe's friend, Beth Watson, clarifies with her first before taking offence at a comment she made.

Potentially risky and inappropriate behaviours

- Chloe uses her full name, including her middle name.[1]

- It's unlikely that Chloe knows 634 friends personally.

- Chloe doesn't know everyone she has added to her profile as shown by the unfamiliar person asking her to cam chat (Charlie Thomas).

- Chloe has posted a photo of someone drinking alcohol. If someone is browsing her page, what impression might they get of her and/or her friends?

- Chloe mentions her school and a teacher in a negative way and she is considering plagiarising to do her homework.

- Chloe is online at 01.13, the early hours of the morning; could her social networking be affecting her school work?

- Chloe has 'liked' the page drinking games. Although sometimes you may 'like' a page because someone has asked you to, they can build up personal information about you, which can be public.

- Chloe has given away her location by saying she will be at the Swan pub.

- Chloe may have shared a password, or forgotten to log out of her account as someone has pretended to be her by putting up a new status about Mark.[2]

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1. Social networking sites prefer you to use your real name as research shows you are more responsible for your actions if you are not anonymous. However, Chloe gives her middle name as well as her surname, which is a lot of information.
2. To write a status in someone else's name, without their permission (sometimes known as 'fraping') is actually against the law. It goes against the Computer Misuse Act 1990 and social networking sites explain that your status is your personal data.

Activity two –
How to be safe and smart online
Information for teachers

Plenary – Keep it private
Information for teachers

What types of personal information is it important to keep private online?
Personal information includes your email, full name, photos and videos, date of birth, address, phone numbers, school information and other people's information.

It's important to keep as much information as possible hidden from public view. When signing up to social networks it's important that you sign up using your correct birthday. This will mean that you'll benefit from the protections that are available to younger users. For example, younger users are never exposed to advertising that is unsuitable for children and the most public their profiles can be set to is 'friends of friends'. However, if you do want to display your date of birth, it's a good idea to only show the day and month of your birthday (not the year). This means that people who might be able to see your profile won't know how old you are.

Students may question why they shouldn't share their email address or phone number, especially as many people use the internet to promote themselves or their business. However, it is usually adults who promote businesses online who have weighed up the risks versus the benefits. Also, most people have separate personal and work accounts.

What is it appropriate to share publically?
It is important to think before you post as you could be giving a lot of information away, such as your location and your personal details. If the young people you're working with are struggling with this idea, ask them whether they'd be happy to give a piece of information like their mobile number to a stranger on the street.

How long does information stay online?
Potentially forever. It can be copied, changed and used elsewhere and may never be completely retrieved from the digital world.

Who could potentially see information online? Now? In the future?
Parents and carers, teachers, employers, academic institutes, for example universities and colleges – anyone searching the web! Young people need to consider their online reputation when using social networking sites. It might help to explain that there should never be information about them online that could stop them from doing well in the future, for example, getting a job, a place at college/university etc.

How can you protect your safety and information on social networking sites?

Make sure your profile is private and that you've thought about privacy options for photos and other applications.

How long has Chloe been online? How many times has she checked her profile today? Is this a problem?

It's difficult to say, but we know she is online at 01:13 on a school night. Social networking sites are great as they allow you to keep in touch with friends. Using these services isn't a problem, as long as there is a balance and it isn't harming other areas of your life, for example, neglecting school work.

Do social networking sites encourage cyberbullying?

Social networking sites are a fantastic way for young people to stay in touch with each other. However, the ease and speed at which information can be shared or misunderstood means that young people can sometimes make poor decisions or find themselves in tricky situations. Context is often not explained while sharing or commenting on photos, or when updating statuses. People can get offended, even when this wasn't the intention. It's clear from the messages between Chloe and Beth that Chloe was genuinely misunderstood. It was good of Beth to clarify with Chloe what she meant by her comment, instead of getting annoyed straight away.

What safety features are available on social networking pages to manage your reputation and protect yourself against things such as cyberbullying?

The best way to protect yourself when using social networks is to make sure that your site is private, meaning that it can only be accessed by your friends or people you decide to accept as a contact. Should you wish your profile to remain public, consider how you would like other people to think about you, including schools and universities or future employers.

It's important that you know how to block other people from accessing your information and that you know how to report abuse. Find out how to save conversations or learn how to take a screenshot so you can collect evidence of misuse of your profile if it happens.

Look at each of your own social networking profiles.

- Would you be happy for your family members to see the contents of your page?

- Is your profile private?

- Can you see a place to report unwanted or abusive comments?

- Do you know how to block someone else from seeing your content?

- Can you save conversations or take screenshots of instances of misuse to use as evidence?

What are the privacy settings available for photo albums on Facebook?

As with any information added to a personal profile, you have a choice about what is displayed and who can see it. Whenever you create a new photo album or upload new photos make sure that you set the privacy settings to 'only friends'. Photographs can give away a lot of personal information—your hair colour, eye colour, what your hobbies are, what your friends look like, and about how old you might be. Keep this kind of personal information safe from people that don't know you. Remember, your profile picture and cover photograph are public and can be seen if people search for your name on Facebook. Like Chloe, you could also consider making a cartoon version of yourself or have a profile photo that doesn't give too much information away about yourself.

What is the problem with someone having 634 friends?

You should only really add friends to your social network that you know in the real world. Contacts you have only met online are still strangers and may not always be trustworthy.

- It's unlikely that Chloe knows 634 people well enough to be sure that they are completely reliable and that it's okay to allow them access to her personal details, information and conversations.

- Many students wonder about 'friends of friends' and if it is okay to add them on social networking sites. Although there may be less of a risk, explain to your students that it may still be worrying that almost-strangers know what you do at the weekend, and have access to your photos.

- Every so often, go through your list of 'friends' or 'followers' and delete or unfollow anyone from your contact list that you haven't met in real life or spoken to for a long time.

- You may also want to check that your privacy settings are set to 'only friends' as well. What kind of contact information should you make available on your profile page?

Should I share my location?

- If you choose to share your location, as with the other content you share, you can decide who's able to see it.

- The main danger of sharing your locations is that by broadcasting where you are, it can be very easy for people or strangers to track or find you, which could be dangerous.

- If your privacy settings are set to 'friends' only those people you invite into your network will be able to access this information.

- You can also turn off location-based services on your mobile devices, for example, on the settings of your smartphones and tablets.

- On smartphones you can turn location services 'off' for apps like social networking sites and 'on' for apps such as Google Maps.

Social networking sites often have adverts – are there dangers to this?

Targeted adverts, such as those that may appear on your profile page, are linked to your web browsing history. They can sometimes be inappropriate. For example, if you join a social networking site before you turn 13 years old and don't enter your real birth year, you may be subject to advertising intended for an older user. It's important to be aware that some adverts can send negative messages, for example telling you to lose weight or sign up for online dating services. These adverts could be tied to scams where free products or services are promised in exchange for you giving away your personal information.

Activity two – How to be safe and smart online

Worksheet 1
Photocopy worksheet before the lesson.

1.

2.

3.

4.

Activity two – How to be safe and smart online

Worksheet 2
Photocopy worksheet before the lesson. Cut out
questions (optional).

1. Why is privacy important online? How can you be private on social networking sites?

2. Would you be worried for a friend if they had 1,000 or more friends or followers on their
social networking site? If so, why?

3. Have you ever posted anything online that you immediately regretted? If so, why?

4. Do you share your location on social networking sites to 'check in' or to tag photos? If you
do, do you think this is risky behaviour? What can you do to keep this information safe?

5. Does advertising bother you on social networking sites? How do they get there?

6. Do you have a good online reputation? How would you know if you did?

Sexting

Introduction for teachers

This lesson plan aims to educate secondary-age students about the risks of sexting and sharing indecent images of themselves. It has been developed in partnership with Childnet International and National Deaf Children's Society.

Sexting is an important area to address, and includes teaching students about legal risks, peer/relationship pressure, emotional/psychological wellbeing and impact on their online reputation. Students should be aware of the laws related to their online behaviour and the online and offline consequences.

This lesson plan can be used for a whole lesson (approximately 50 minutes), however, if time is limited each activity can be completed separately. The session will work well as a whole class exercise as it allows for plenty of discussion, but small group work within the session is also advised.

You might need to prepare some resources before the lesson, for example, finding the online resources.

During the lesson you will be discussing sensitive issues with students. For this reason you may wish to outline expectations at the beginning that may include the following.

- Making sure everyone knows they don't have to answer any question which makes them feel uncomfortable.

- Making sure that everyone respects the views of others.

- Making sure that everyone knows they can ask questions if they're not sure.

- Being aware of your school's policy about disclosures (see Appendix 1, page 37, for more information on handling disclosures).

Lesson outline

Delivery method
Group work

minutes
50

Starter **10**
How and where do you share images?

Activity one **10**
Defining sexting
You will need:
- flipchart or whiteboard
- markers

Activity two **10**
Sexting scenario
You will need:
- laptop or tablet with internet connection

Activity three **10**
Debate: sexting and the law
You will need:
- Copies of the following article: **www.bbc.co.uk/news/uk-34136388**
- Information for teachers (Appendix 1, page 37)

Plenary **10**
Getting support
You will need:
- laptop or tablet with internet connection

Lesson aim
To help students to understand what sexting is and the consequences of engaging in it.

Learning objectives
Students should:
- be able to define sexting
- understand what the law is around sexting and the potential consequences of breaking the law
- understand the damage sexting can cause, such as psychological and reputational harm
- be able to identify the steps they should take and what advice to give to someone if they need help.

Note: you may wish to spend longer on the activities if you have time to allow for discussion.

Starter
How and where do you share images?

For group discussion: ask the students the following questions.

How many of you:

1. use social networking apps/services? Which services do you use? (If you are unsure of any of the sites ask the students for more information about them to aid discussion.)

2. have ever posted an image online or sent an image by email?

3. have posted images online of other people without asking their permission?

4. would post a picture you sent via Snapchat on your social networking profile?

5. send pictures using your mobile phone?

6. have received a text or image that was of a sexual nature? If this was unwanted, did you ever tell someone about it?

7. know what 'sexting' is?

8. know about the law around sexting?

Activity one
Defining sexting

Ask the group to come up with a definition for the word 'sexting'. To help them, you could write key words that are associated with sexting on to a flipchart or a whiteboard. Ask the students to consider what sexting is, where it happens and who it involves. The definition could also include the group's understanding of the law and the consequences.

Group discussion using these questions could help too.
What could be the consequences of sexting?

- Do you think girls or boys are more affected? Why do you think this is?

- Why do you think people do it?

- If you only take the image and don't send it on, is this still defined as sexting?

Information for teachers to help answer the above discussion questions

1. There are many consequences of sexting, which include:
   - damaged reputation online and offline

   - the picture could be seen by many more people than you meant it to

   - upsetting the person who the image is of

   - breaking the law.

2. For this question you could ask the students what they think, and then ask them to think about why. For example, are girls targeted more than boys? This could be down to peer pressure for girls from male friends.

3. Some ideas include:
   - peer pressure

   - online flirting

   - low self-esteem

   - worried that the person will end the relationship if they don't send one.

4. Yes, even taking the image defines the activity as sexting (see definition). Sexting is also breaking the law if you are under 18 (see Activity three for more info). Even if you take a sexually explicit or partially nude photograph of yourself it breaks the law because you have created an indecent image of a child. There has been some controversy about this (see Activity three) where children are being convicted and receiving a criminal record even by taking a picture of themselves.

Share this definition of sexting with the group.
Taking and/or sending a partially nude or sexually explicit image. This image is then sometimes sent on to other people via a mobile phone, or the internet (social networking sites, email etc).

Activity two
Sexting scenario

As a group, watch this video: **www.childnet.com/oiimysize.**

The link above is a film of a teenage girl who has sent a 'sext' in the past, and is explaining to the viewer the consequences of her actions. This scenario will help to put into context the damage that sending an image can have on one person's life. In this case there were quite drastic consequences as she moved school.

After watching the short clip, you can use the following questions with the group to generate discussion about the girl's actions.

- How is she feeling?

- What were the consequences of her actions?

- What advice would you give to her?

- Why do you think she didn't tell anyone about what had happened?

- What made her move school?

- Do you think she can make a fresh start at her new secondary school?

- She says she doesn't trust anyone, why do you think this is? What could she have done differently to prevent this from happening?

Activity three
Debate: sexting and the law

The law

Sexting is illegal if you are under the age of 18. If you take, possess or distribute an indecent image of a child under 18, you have broken the law, even if the person in the photo is the one who is taking, possessing or distributing the photo. Teenagers have faced criminal investigation for sending naked photos of themselves to each other.

It's important to be aware though that the police don't want to criminalise young people and would always treat the person in the photograph as a victim in the first instance.

A debate

Split the students into two groups, one 'for' and one 'against'. The discussion point is: **We believe that all students should receive a criminal record for sexting**.

Ideas for 'against'

- Young people need to be educated not criminalised.

- Teenagers make mistakes.

- The person in the photo needs to be supported, not punished – they're a victim as well as the person breaking the law.

Ideas for 'for'

- Young people are at risk if they do this, and therefore their actions need to be criminalised.

- Reputational damage is not enough punishment to make young people stop sexting.

- The young people in these photographs need to be protected so that they don't become predators for paedophiles, the only way to do this is to make this activity illegal.

Plenary
Getting support

Have a discussion with the students about where young people can get support and advice about this issue – ask them if they'd know what to do.

They might suggest:

- telling someone, and telling them sooner rather than later

- removing it from social networks as soon as you can

- asking the people you have sent it to, to delete it

- reporting it if someone else has posted/shared it on a social network

- searching for your name online to see if the image is linked to it.

Other suggestions you could add include the following.

- Post positive – posting recent positive things will make them appear at the top of the search results for your name, pushing other results further down.

- You don't have to send nude pictures of yourself, even if someone is pressurising you. If you're worried about the consequences of not sending them (for example, the person might break up with you), then maybe they aren't worth being with in the first place.

- Reassure the students that even if they have been involved in sexting it's never too late to tell someone. The resource *So You Got Naked Online* (**http://swgfl.org. uk/products-services/esafety/resources/So-You-Got-Naked-Online/Content/Sexting-Toolkit**) is a really useful tool to read through with your students.

- Encourage them to download the Zip It app (**www. childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx**) from ChildLine which helps deflect awkward situations if they are ever asked for an image of themselves by someone.

- Oii my size is a youth-led project to raise awareness about how boys talk to girls. Encourage your students to visit their website **www.oiimysize.com**.

- You could then give them a quick exit card to complete for assessment purposes. It would have a short scenario that they would have to write the outcome/advice for – putting into practice what they have just been signposted to.

Activity three – Sexting and the law

Information for teachers

Handling disclosures

As a result of the discussions about sexting, some students may disclose incidents of a sensitive nature, such as having taken, sent or received messages or images of a sexual nature. These may be about themselves or someone they know. Here are some courses of action you may wish to consider:

1. If the disclosure happens in the school setting, it is important not to promise confidentiality to the child. Explain to them what you are going to do with the information and why.

2. Your first point of contact following disclosure by a child should be the designated **child protection officer** within the school or organisation.

3. Remember to write down exactly what the child has disclosed, in their own words (don't ask leading questions or interrupt) and pass on any evidence to the child protection officer such as the device where images are stored.

4. The child who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel safe and involved and you should offer them the opportunity of coming with you when you report it to the designated child protection officer in the school.

Reporting

If the disclosure is of a grooming, coercive or harassing nature then the school child protection officer can report to:

- the school police liaison officer/local police

- CEOP Command (formerly the Child Exploitation and Online Protection Centre) via their website at **www.ceop.police.uk** or **www.thinkuknow.co.uk** (the child/parent-friendly version of the CEOP site).

If a child reports having seen illegal material (such as child sexual abuse content and criminally obscene adult content) on the internet, then a report should be made to the Internet Watch Foundation (**www.iwf.org.uk**). For international hotlines, see **www.inhope.org**. If a child has been sent a child sexual abuse image by someone else and not just viewed it on a website then the police need to be informed.

If a child has been seriously upset or disturbed by anything that they have seen or that has been said to them on the internet, via mobile phone or other internet enabled devices, you can refer them to the school's pastoral care system and alert a parent/carer. You can also recommend that they talk to **ChildLine** in confidence on **0800 11 11.**

Useful resources

Useful resources

National Deaf Children's Society has a range of resources for deaf children and young people and education professionals. These are available to download for free from our website **www.ndcs.org.uk/publications,** or you can order them by contacting our Freephone Helpline.

All our resources are **free** to download or order. They include:

- *How to Stay Safe and Smart Online* (flyer for deaf young people)

- *Assessing and Monitoring the Progress of Deaf Children and Young People*

- *Here to Learn DVD: A resource for schools*. Also online at **www.ndcs.org.uk/heretolearn**

- *Look, Smile, Chat Deaf Awareness Pack*

- *Bullying and Deaf Children: A guide for primary and secondary schools*

- *See it! Stop it!* anti-bullying resource (for deaf young people)

- Anti-bullying postcards (for deaf young people)

- *Talking to your Deaf Friend* (poster and postcard for young people)

- *Communicating with Deaf Children* (flyer)

- *Creating Good Listening Conditions for Learning in Education*

- *Setting Up a Peer Support Scheme for Deaf Young People: A step-by-step toolkit*

- *Supporting the Achievement of Deaf Children in Secondary Schools*

Buzz website

Our Buzz website is a safe space where deaf children and young people can get support and make friends. It also provides deaf young people with a range of information on topics such as deaf identity, leaving school, relationships, communication, rights and benefits. **www.buzz.org.uk**

About National Deaf Children's Society

ndcs
every deaf child

National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK. We support deaf children, their families and the professionals who work with them, and challenge governments and society to meet their needs.

We provide information on all aspects of childhood deafness and hearing loss including:

- **education**

- **audiology**

- **benefits**

- **technology**

- **communication**

- **additional needs**

- **parenting.**

Got a question?

Our Freephone Helpline can answer your questions about any issues relating to deaf children's education or development. Give us a call on **0808 800 8880,** email us at **helpline@ndcs.org.uk** or take part in a live chat at **www.ndcs.org.uk/livechat**. You can also order our publications through the Helpline.

For more information for professionals visit **www.ndcs.org.uk/professionals**.

For information to support parents visit **www.ndcs.org.uk/family_support**.

Deaf children and young people can visit **www.buzz.org.uk**.

About Childnet International

Childnet International is a non-profit organisation, working with others around the world to help make the internet a safe place for children.

Childnet works directly with children and young people from the ages of 3 to 18, as well as parents, carers, teachers and professionals, finding out about their real life experiences online, and the positive things they are doing as well as sharing safety advice. Working directly with these audiences, they develop resources and respond to policy issues to make children and young people safer.

At the heart of all their work is the belief that when used properly the internet is a wonderfully positive tool for children and young people.

Visit **www.childnet.com**.

National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

Freephone Helpline:
0808 800 8880 (voice and text)

helpline@ndcs.org.uk
www.ndcs.org.uk/livechat

www.ndcs.org.uk

UK Safer Internet Centre

Co-financed by the European Union
Connecting Europe Facility

Childnet International

Created in collaboration with Childnet International

This resource can be requested in large print, in Braille and on audio CD.

ndcs
every deaf child