

# The 3 Rs

Respect ✓ Responsibility ✓ Report ✓

Respect



Responsibility



Report



*Don't let the situation get worse.*

**Upper Key Stage 2  
E-Safety  
Resource Pack**

# Contents

Page:

4	Introduction
5	Photocopiable Lesson Plan (Suggest that it is enlarged to A3 for ease of annotation)
6	3 Rs Scenarios
7	Pre- Drama activities
8	Post – Drama activities
9	Cross Curricular links
10	Internet Links
11	Internet Links
12	Internet links
13	Appendices
14	a = Question / response Grid
15	b = Facebook Screen shot
16	c = Facebook Challenge Grid
17	d = Mind Games

## Introduction

The ever changing developments within technology have led to a rapid reshaping in the way we interact and socialise. Access to the internet has become mobile, cheap and easy to use for all age groups. Recently, the increase in use of mobile devices and apps amongst upper Key Stage Two pupils has led to concerns over inappropriate behaviour and a lack of understanding or empathy when sharing information.

Research has found that there are 'flash points' due in part, to times of change, making different age groups more vulnerable to cyberbullying and this includes pupils aged 10 -11. There can also be a lack of empathy for those who become victims of cyberbullying which further compounds the lack of face to face communication where an individual's reactions can be seen and felt.

This resource pack has been designed to engage Y5/6 pupils to reflect on their own use of technology and that of others through drama activities. It involves some general warm up activities working together, some scenarios to consider, framing ideas, giving opinions and finding solutions. There is opportunity to extend these into structured classroom discussions and sharing of next steps with resources to support self reflection. Through exploring these issues pupils may become involved in school peer mentoring schemes, help to review the school's Acceptable Use and Anti-Bullying policies/agreements as well as inform parents of current issues through drama. This pack is designed to be a "Working Document" that should be annotated and adapted to suit the needs of your class and school.



**LESSON PLAN Focus: "The safe use of technology"**

DATE: \_\_\_\_\_ Year Group / Class: \_\_\_\_\_

**National Curriculum in England, Framework, Computing 2014**

Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

**LEARNING INTENTION:** *(Generic Key Skill)*

W.A.L.T: recognise potential risks to ourselves and others and take responsibility for our actions.

**CONTEXT:** *(For today only!)*

Cyberbullying

**Learning Objectives:**

- \* Explore consequences of actions online
- \* Consider responsibility to self and others
- \* To know how to report issues safely

**Learning Outcomes:**

- \* I am able to discuss and recognise potential risks online and act appropriately
- \* I understand my responsibility to others when using online communications
- \* I know how to report online issues appropriately

**Child Speak:**

- \* I know how to use technology with respect
- \* I know how to be responsible for my own actions and behaviour online
- \* I know how to report online issues

**RESOURCES:**

- Scenarios printed onto card
- Interactive Whiteboard or flipchart
- Question / Response Grid (Appendix a)

**GROUP ORGANISATION:**

**WHERE FROM?** (What preparation / assessment activities have been completed?)

**LESSON:** Share lesson objectives. Discuss rules of session, all to be included, signal for silence, respect for ideas etc...

**Warm up activities (10 mins):**

"Clap, Jump, Stop, Go!"

Explain to the pupils that the aim of this game is to follow instructions.

- Direct the pupils to walk around the space ensuring they are using the entire room.
- Call out each of the following commands: clap, jump, stop, go and pupils should respond appropriately before continuing to walk
- Explain to the class they are now to do the opposite of what you ask e.g.: When the teacher says 'stop', pupils should go. When the teacher says 'jump' the pupils should clap etc...You can give more than one direction at one time to make it more difficult, You can also add 'Spin Around' and 'Touch the ground'

**Switch games by directing pupils to continue walking around in the space and move to either side of the room based on their decision. "True or False game"**

Explain to the pupils that the aim of this game is to make quick decisions

- Are you able to be found by the person you are talking to on the internet?
- Most cyberbullies are male
- All images are saved somewhere on your device after you delete them.
- I can legally have Facebook account aged 9
- I can download apps to my device free of charge
- I can bully someone online

- More questions to gauge understanding

**Main session (approx 40mins) Reminder of lesson objectives. Hand out scenarios.**

**Instructions:** Give each group a scenario and ask them to come up with a freeze frame that explains their scenario. Every child must be involved. (Encourage them to be inventive e.g. Using strong facial expressions and gestures). As a group discuss a thought or feeling your character is going through. Each group then performs images to the class, reading out their scenario first. After each group has showed images to the class the teacher leads a hot seating session.

**Hot**

**Seating:** A character/s is questioned by the group about his/her behaviour and motivation. It is helpful if the teacher takes on this role to guide the questioning in constructive directions.

**Key**

**Question:** What you have discovered about characters, motivations and feelings?

(This is also an opportunity to explain the term bystander. You may choose to hot seat a student playing a bystander, to develop understanding.)

**What Happens Next? (10 mins)** Choose **one** of the scenarios and discuss 'What happens next?' Consider, characters explored; who is the bully? What did they do? What were the consequences? Decisions they made? Why they might take that step, possible consequences for themselves, others, family and friends. Share question / response grid on Flipchart or Whiteboard. Think/pair/share how an upstander (a person who intervenes to stop the cyberbullying) could have helped the situation.

In groups recreate the sketch where there is an upstander or some form of reporting. (Assess children's knowledge of reporting incidents - how can it be done?)

**De-brief (approx 10mins)** How can you report cyberbullying?

Think, pair, share - Imagine you have witnessed one of the scenarios in real life how could you report the incident?

Mind map suggestions as a class.

Children read the poster to establish all of the different routes they can use to report incidents.

**Reiterate ..... Respect, Responsibility and Report**

**WHERE NEXT?** *(Progression in next session)*

## 3 Rs Scenarios

Melissa doesn't make friends easily and says she prefers her own company. She has a new smart phone and is keen to use the apps everyone is talking about. She decides to make a fake profile on Facebook and writes nasty comments she's seen others doing on the walls of people she knows from school.....

Meera has a group of friends over for a sleepover on her birthday. While she is out of the room Sally uses Meera's password to go on her computer and check who else from school is online. Sally sends a message to Simon, a boy in their class, saying that she has a crush on him and asking if he wanted a date. Sally tells the rest of Meera's friends to keep this as their little secret.

Mark has just started playing football; the rest of the team know each other really well. He desperately wants to fit and in an attempt to be funny he creates an inappropriate image of a team member called Tom which he posts on Facebook 'for a laugh'...

Sam is shy and quiet in large groups at school. He is not confident about the way he looks. Jonathan (another member of the class) doesn't like Sam and takes a photo of him when they are changing for PE. He sends the photo from his mobile to other people in the class with the title Mr Puniverse...

Lucy has just joined the school; she's popular, outgoing, works hard and makes lots of new friends. Some of the girls at school are jealous of this and set up a Facebook page called 'We hate Lucy' where they post nasty comments about her and encourage others to join in...

# Pre – Drama Activities

(Select as appropriate)

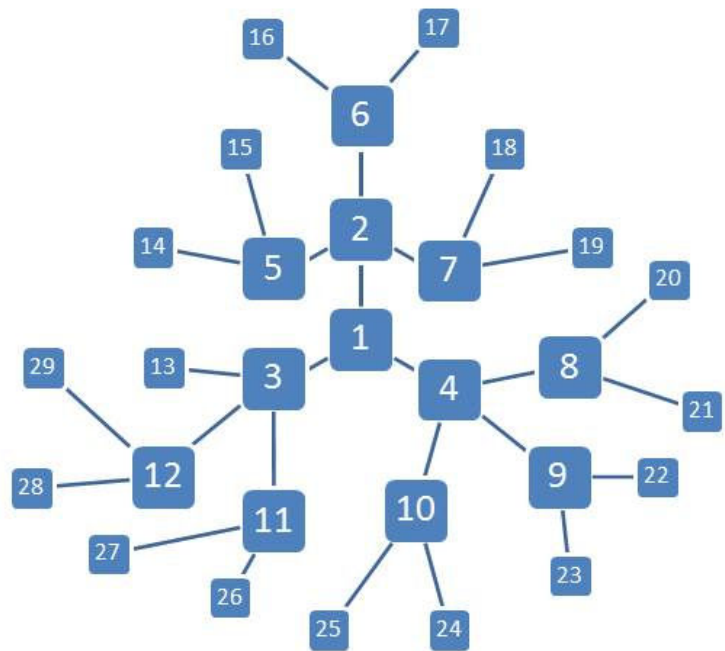
- **Carousel activity** – “What is cyberbullying? Think of examples and ways it can happen”. Children work in groups. Each group has a large sheet of paper and a coloured pen specific to their group. They have 4 minutes to Brainstorm as many examples / ideas that they can think of. The groups then pass their sheet onto the next group. They have 3 minutes to read what the other groups have written. With their own group’s colour they should tick any examples / ideas they think are good and add anything they feel is missing. Repeat until all groups have seen all sheets. Remind children about RESPECTING other people’s views and not writing anything rude etc... Return the sheets back to their original groups and they give the children time to review what has been written. Have they learnt anything new? Was there anything they hadn’t originally thought of? Was there anything that surprised them? This should provide the basis for an initial **class discussion** about cyberbullying and explain any misconceptions.
- **Ice Breaker activity** – (From TES <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6061963> ) Task aimed at thinking carefully about cyberbullying from different perspectives.
- **Defining what is ‘cyberbullying’** - (From TES <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6061963> ) Task aimed at having a clear understanding of what cyberbullying is.



# Post – Drama Activities

(Select as appropriate)

- POSTERS - Children design posters to display around the school promoting awareness of cyberbullying and the use of 3Rs (RESPECT, RESPONSIBILITY & REPORT).
- Facebook experiment - How many people could “share” a photograph posted on your Facebook page within a month? Ask the children to guess and write ideas on white board / flipchart. Show children the screen shot taken from Facebook. (Appendix b) This shows that in 26 days 243,226 people “Shared” this photo. Explain to the children that this is only the number of people who “Shared” the picture; it does not tell you how many people have actually seen it but could not be bothered to “share” it. Explain the way that it spreads by conducting a small scale experiment in the class. This experiment is aimed at demonstrating how people you are not necessary “friends” with can see a photo you have posted. Each child will need a number (numbers from the register is a good idea.) Each number is given their responding card (Appendix c) identifying their “friends”. The Child who is number 1 should write his/her name on a piece of paper. This piece of paper is then going to be passed around the friendship groups. Each person who comes into contact with the piece of paper should write their “number” on it (the equivalent to a “Like 👍”) at the end of the experiment the paper should have every number in the class not just the 4 people in the original friendship group! This demonstrates that friends of friends have access to what you post on the internet! It is NOT PRIVATE!
- School Assembly - Children could plan their own assembly to show to other pupils to promote awareness and demonstrate their learning. (Ideas for a teacher led assembly can be found online, one example ... <http://archive.beatbullying.org/dox/resources/resources.html> )
- Dangers online activity - (From TES <http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6061963> ) Task aimed at explaining the dangers that exist online and how to avoid them.
- Mind Games! – Activity aimed at thinking about how people can become more confident when they are not face to face with a “real” person. People can lose their inhibitions. (Appendix d)
- Further drama ideas that could be used to stimulate discussion on this subject (or any other) can be found at <http://dramaresource.com/strategies/69-drama-techniques>



## Cross - Curricular Links

Internet safety is part of the curriculum but, is not solely a technology issue and should not be treated as such. Although it is covered in the 2014 National Curriculum Programme of Study under "Computing" it is a cross-curricular subject and should therefore be taught and discussed in all subjects and areas of the curriculum.

There are natural links to Drama as well as Speaking and Listening, which have been explicitly addressed within the example lesson plan in this pack, however there is potential to cover learning objectives in other subjects.

### Just a few ideas for development:

**PSHE:** The SEAL resources recently disseminated throughout schools contain a unit covering bullying and relationships, and cyberbullying is simply another aspect to be addressed. It should therefore be added to this unit of work within your school. This resource pack could be utilised by integrating some of the ideas into existing PSHE plans.

### **LITERACY:**

**Guided reading:** Using examples from web pages discussing cyberbullying (e.g. <http://www.kidscape.org.uk/young-people/staying-safe-online/> ) activities can be planned as if this was printed text.

**Extended / Creative writing:** \* Diary writing from the perspective of a child who has been cyberbullied, possibly in and electronic form i.e. a fictional blog.

\* Take a scenario onto the next step write two possible endings

**MUSIC:** Children could compose a Three R song / jingle, that could be used to advertise the 3Rs concept on a fictional radio station.

**THINKING SKILLS:** Design a way of promoting the 3Rs message around the school community e.g. a keyring, wrist band (Help for Heros type) advert on the school website, etc...



# General E-Safety links

SWGfL - 360 degree e-safety review tool

<http://www.360safe.org.uk/>

North Somerset Learning Exchange

<http://thelearningexchange.org.uk/>

Ofsted E-safety Framework (Jan 2014)

<http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies>

Computing - National Curriculum POS 2014

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

CEOP/NSPCC - Thinkuknow - New online training programme

<https://www.thinkuknow.co.uk/Teachers/KCSO/>

EPICT

<http://www.swgfl.org.uk/Staying-Safe/Epict/Epict>

Thinkuknow Ambassador Training

<https://www.thinkuknow.co.uk/teachers/training/>

IWF/Childline Sexting Advice and Zipit app

<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

NSPCC Sexting - Advice for Parents

[http://www.nspcc.org.uk/help-and-advice/for-parents/talking-about-sex/sexting/sexting\\_wda96795.html](http://www.nspcc.org.uk/help-and-advice/for-parents/talking-about-sex/sexting/sexting_wda96795.html)

ICO Lesson Plans

<http://www.ico.org.uk/schools/primary-schools-lesson-plans>

<http://www.ico.org.uk/schools/secondary-schools-lesson-plans>

Ofcom 2013 - Children's and Parents: Media Use and Attitudes report

<http://stakeholders.ofcom.org.uk/binaries/research/media-literacy/october-2013/research07Oct2013.pdf>

CBBC - Newsround 'Caught in the Web'

<http://www.bbc.co.uk/newsround/13908828>

SWGfL - Digital Literacy and Citizenship

[http://www.swgfl.org.uk/Staying-Safe/Digital-Literacy-\(1\)/Digital-Literacy](http://www.swgfl.org.uk/Staying-Safe/Digital-Literacy-(1)/Digital-Literacy)

Somerset - E-safety scheme of work

<https://slp.somerset.gov.uk/cypd/elim/somersetict/Site%20Pages/e-safety%20pages/e-sense%20Somerset%20materials.aspx>

Digi Duck

<http://kidsmart.org.uk/teachers/ks1/digiduck.as>

Smartie Penguin

<http://www.kidsmart.org.uk/teachers/ks1/readsmartie.aspx>



Childnet - SEN

<http://www.childnet.com/resources/know-it-all-for-teachers-sen>

Childnet -Staff Inset

<http://www.childnet.com/teachers-and-professionals/staff-e-safety-inset-presentation>

Adrienne Katz - Youthworks

<http://www.youthworksconsulting.co.uk/>

Jonathan Charlesworth - Educational Action Challenging Homophobia, Homophobic Charity

<http://www.eachaction.org.uk/>

Safer Internet Day - 11 February 2014

<http://www.saferinternet.org.uk/safer-internet-day/2014>

## **Links for Cyberbullying and E-Safety Resources**

BBC - Cyberbullying advice

<http://www.bbc.co.uk/learningzone/clips/cyberbullying-impact-and-prevention/5592.html>

Caught in the web film - Newsround

<http://www.bbc.co.uk/newsround/13908828>

CEOP- Child Exploitation and Online Protection Centre

[www.ceop.police.uk](http://www.ceop.police.uk)

<https://www.thinkuknow.co.uk/parents/Primary/Risks/Cyberbullying/>

Chatdanger - awareness raising of communications online

[www.chatdanger.com](http://www.chatdanger.com)

Childnet - Know It All and SEN Symbols

[www.childnet.com/KIA](http://www.childnet.com/KIA)

<http://www.childnet.com/resources/know-it-all-for-teachers-sen/symbols-based-smart-rules>

CyberMentors - service by Beatbullying with training for peer support

[www.cybermentors.org.uk](http://www.cybermentors.org.uk)

Digizen - positive digital citizen resources on social networking and cyberbullying

<http://www.digizen.org/>

EACH - Educational Action Challenging Homophobia - South West agency providing training and an Actionline for young people/staff on homophobic / transphobic bullying

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Facebook advice for parents

<https://www.facebook.com/safety/groups/parents/>

Respect Me - Scotland's Anti-bullying Service

<http://www.respectme.org.uk/>

SWGfL - South West Grid for Learning, e-safety toolkits, policy templates, Common Sense Media digital literacy and citizenship teaching resources

<http://www.swgfl.org.uk/Staying-Safe>

Stonewall - information on tackling homophobic bullying

[www.stonewall.org.uk](http://www.stonewall.org.uk)

Thinkuknow - CEOP advice for all ages

[www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

UK Safer Internet Centre - Help line for professionals and e-safety resources including Facebook checklist  
<http://www.saferinternet.org.uk/>

Staying safe online  
<http://www.kidscape.org.uk/young-people/staying-safe-online/>

Anti-bullying resources  
<http://archive.beatbullying.org/dox/resources/resources.html>

**Mobile Phones:** Block em app for android/blackberry mobile phones  
<http://www.blockem.co.uk/>

Vodafone advice and guardian app  
[http://www.vodafone.com/content/index/parents/get\\_involved/cyberbullying.html](http://www.vodafone.com/content/index/parents/get_involved/cyberbullying.html)

# Appendices

a = Question / response Grid

b = Facebook Screen shot

c = Facebook Challenge Grid

d = Mind Games

Question	Response
Who was the bully	
What did they do?	
What was the consequence?	
How could this change?	

Please share this!  
So that I can show  
my children how far +  
fast a photo can travel  
through social media.

Many thanks

A worried Mum.

— X —



December 13, 2013 via mobile

Ok people...let's help a mum get her point across !!!  
Please share...

Share

8,919 people like this.

243,226 shares

View previous comments 6 of 8,208



Essex, England x x

January 8 at 5:00pm



What is this for?

January 8 at 5:01pm



Germany

January 8 at 5:02pm



Finland

January 8 at 5:02pm



Johannesburg, South Africa

January 8 at 5:09pm



Groningen, the Netherlands

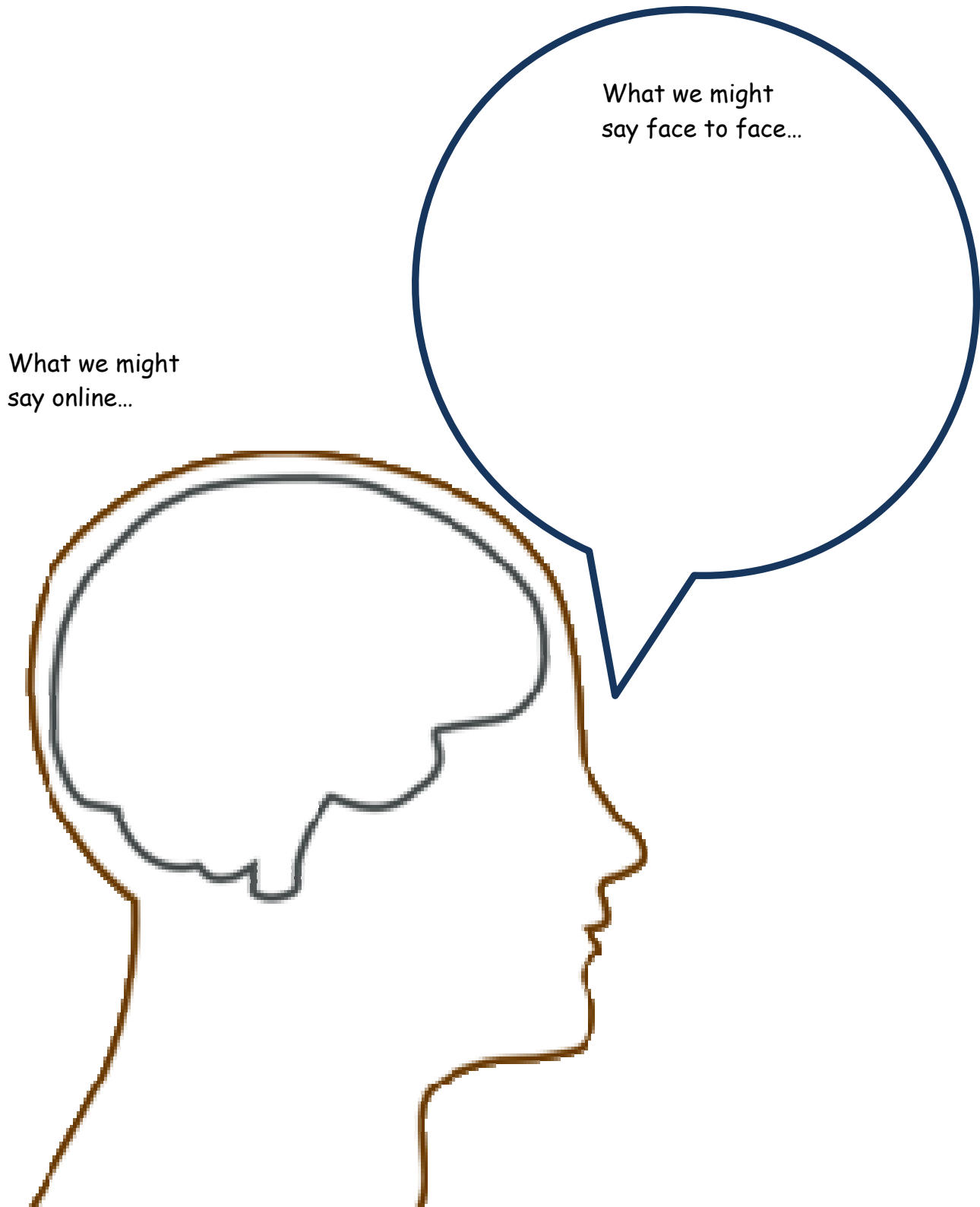
See Translation

January 8 at 5:11pm via mobile

<p><b>1</b></p> <p>Is friends with 2, 3 &amp; 4</p>	<p><b>2</b></p> <p>Is friends with 1, 5, 6 &amp; 7</p>	<p><b>3</b></p> <p>Is friends with 1, 11, 12 &amp; 13</p>	<p><b>4</b></p> <p>Is friends with 1, 8, 9 &amp; 10</p>	<p><b>5</b></p> <p>Is friends with 2, 14 &amp; 15</p>
<p><b>6</b></p> <p>Is friends with 2, 16 &amp; 17</p>	<p><b>7</b></p> <p>Is friends with 2, 18 &amp; 19</p>	<p><b>8</b></p> <p>Is friends with 4, 20 &amp; 21</p>	<p><b>9</b></p> <p>Is friends with 4, 22 &amp; 23</p>	<p><b>10</b></p> <p>Is friends with 4, 24 &amp; 25</p>
<p><b>11</b></p> <p>Is friends with 3, 26 &amp; 27</p>	<p><b>12</b></p> <p>Is friends with 3, 28, 29 &amp; 30</p>	<p><b>13</b></p> <p>Is friends with 3</p>	<p><b>14</b></p> <p>Is friends with 5</p>	<p><b>15</b></p> <p>Is friends with 5</p>
<p><b>16</b></p> <p>Is friends with 6</p>	<p><b>17</b></p> <p>Is friends with 6</p>	<p><b>18</b></p> <p>Is friends with 7</p>	<p><b>19</b></p> <p>Is friends with 7</p>	<p><b>20</b></p> <p>Is friends with 8</p>
<p><b>21</b></p> <p>Is friends with 8</p>	<p><b>22</b></p> <p>Is friends with 9</p>	<p><b>23</b></p> <p>Is friends with 9</p>	<p><b>24</b></p> <p>Is friends with 10</p>	<p><b>25</b></p> <p>Is friends with 10</p>
<p><b>26</b></p> <p>Is friends with 11</p>	<p><b>27</b></p> <p>Is friends with 11</p>	<p><b>28</b></p> <p>Is friends with 12</p>	<p><b>29</b></p> <p>Is friends with 12</p>	<p><b>30</b></p> <p>Is friends with 12</p>

# MIND GAMES!

Sometimes what we say in real life is very different to what we might say online. Some people become more confident if they are not face to face with someone and can say things that they know are wrong.





## Digital Literacy Lessons

Lessons from SWGfL Digital Literacy <http://www.digital-literacy.org.uk/Home.aspx>

The screenshot shows the homepage of the Digital Literacy & Citizenship website. At the top is a navigation menu with links: HOME, INTRODUCTION, CURRICULUM CATEGORIES, CURRICULUM OVERVIEW, REGISTER, FURTHER LINKS, and CONTACT US. Below the menu is a large blue banner with the text 'DIGITAL LITERACY & CITIZENSHIP from the South West Grid for Learning'. The banner includes logos for 'SOUTH WEST GRID FOR LEARNING' and 'common sense media', along with several icons representing digital literacy topics. A red button at the bottom of the banner says 'REGISTER TODAY FOR FREE ACCESS TO ALL DIGITAL LITERACY MATERIALS'. To the right of the banner are three dark blue buttons with white text and arrows: 'INTRODUCTION TO DIGITAL LITERACY', 'CROSS CURRICULAR CATEGORIES', and 'AN OVERVIEW OF THE CURRICULUM'.

### DIGITAL LITERACY AND CITIZENSHIP WITH SWGfL

These **free materials** are designed to empower pupils and students to think critically, behave safely, and participate responsibly in our digital world. **Find the lessons that are just right for your classroom.**

Browse by **Key Stage** or **Year Group**, for cross-curricular lessons which address **digital literacy** and citizenship topics in an **age-appropriate** way.



These **free materials** are designed to empower pupils and students to think critically, behave safely, and participate responsibly in our digital world. **Find the lessons that are just right for your classroom.**

The lessons below are valuable for follow up activities and reinforcement of the The Rs message, Respect, Responsibility, Report. Consider your pupils when choosing the lessons you wish to use.

You can download the lessons in PDF or Word format. To use the full resources linked under the 'The Common Sense Media Lesson' column you will need to register on the site. The other resources are available from the links on the page.

### [Y4 The Power of Words](#)

### [Y4 Rings of Responsibility](#)

### [Y5 Digital Citizenship Pledge](#)

### [Y6 Super Digital Citizen](#)

### [Y6 What's Cyberbullying?](#)