



Project
Right Click

Safeguarding in Partnership

Interactive safeguarding sessions – Offline/Online

Teachers' Notes



Project Right Click

Interactive safeguarding sessions - cyber safety



Offline/Online

This first session is about introducing Project Right Click. The Project aims to be interactive, with a focus on everyday situations/events, in which there are risks.

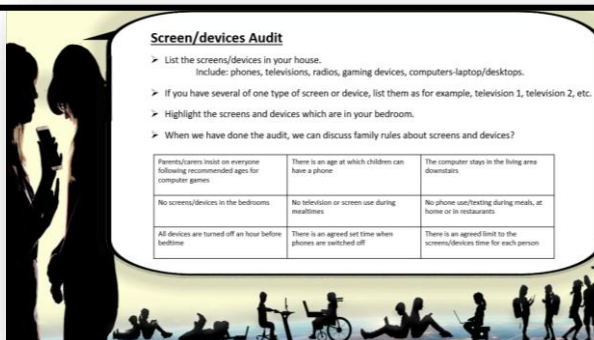
The aim is to give the group information, not only about the nature of the risks, but also how these are heightened by influences/agents online. In this session the group needs to be encouraged to actively engage, know that they won't be judged, and start to think about relationships that unite us and keep us safe.

This is a Project supported by the Thames Valley Police Force. It may be that for some sessions you would like Police support about the content or with regard to the delivery of the session. You can approach your School Liaison Officer for this advice and support. For some pupils, having a positive experience of being alongside a Police Officer or the opportunity to talk to the Officer, may break down barriers and challenge stereotypes. The message throughout is that we are all safer when we are together, and we care for each other.



Project Right Click

Interactive safeguarding sessions - cyber safety



Screen/devices Audit

- List the screens/devices in your house.
Include: phones, televisions, radios, gaming devices, computers-laptop/desktops.
- If you have several of one type of screen or device, list them as for example, television 1, television 2, etc.
- Highlight the screens and devices which are in your bedroom.
- When we have done the audit, we can discuss family rules about screens and devices?

Parents/carers insist on everyone following recommended ages for computer games	There is an age at which children can have a phone	The computer stays in the living area downstairs
No screens/devices in the bedrooms	No television or screen use during mealtimes	No phone use/texting during meals, at home or in restaurants
All devices are turned off an hour before bedtime	There is an agreed set time when phones are switched off	There is an agreed limit to the screens/devices time for each person

This should be each person making their own list. You will know your group. It is essential that you can help this audit not to be a competition about who has the most number of devices or about highlighting who has the least. The project aims to help groups look at their online presence/behaviour. As they do this, you will be hearing their ideas, and observing their reactions. It is important that they feel comfortable to join in.

When the audit activity is complete, the worksheet asks them to say if there are family rules about the use of screens and devices. When they have done that, you could ask if there are people who would like to call out one rule in their family. This is the first collaborative exercise, so there may be only a few volunteers or some wariness. you can fill-in with the examples (*which will fly in with clicks*) and ask whether people's families have the same rules.

- Parents/carers insist on everyone following recommended ages for computer games
- There is an age at which children can have a phone
- The computer stays in the living area downstairs
- No screens/devices in the bedrooms
- No television or screen use during mealtimes
- No phone use/texting during meals, at home or in restaurants
- All devices are turned off an hour before bedtime
- There is an agreed set time when phones are switched off
- There is an agreed limit to the screens/devices time for each person

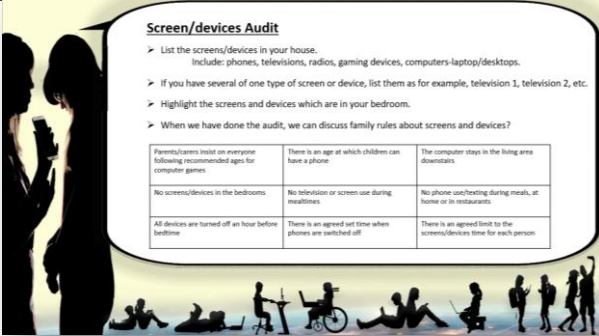
Do parents/carers keep to the rules?

This is not about shaming some parents/carers, nor is it about extolling the virtues of keeping to the rules, it is an opportunity for the group to comment.



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Parents/carers insist on everyone following recommended ages for computer games.	There is an age at which children can have a phone.	The computer stays in the living area downstairs.
No screens/devices in the bedrooms.	No television or screen use during mealtimes.	No phone use/texting during meals, at home or in restaurants.
All devices are turned off an hour before bedtime.	There is an agreed set time when phones are switched off.	There is an agreed limit to the screens/devices time for each person.

All children learn more from watching what we as adults do, than from listening to what we say. Families benefit from times spent socialising and exercising. Time spent at a swimming club, or playing football, or camping with cubs/scouts, bring benefits that can't come from screen time. Talk with the group about how families can create a balance of screen times with socialising and exercising.

Do you keep the rules?

Again, this is not about identifying family rule breakers or those who abide by the rules. It is an opportunity to comment on their own behaviour. It might be interesting to check out with them about the reasons for the rules, are there some rules that are more generally broken than others?

The reasons for having rules about screens and devices *(these points will fly in on clicks)*

- Concerns about young people/vulnerable people accessing materials/images in appropriate for their age.
- Parents/carers wanting to supervise contacts, content, and behaviours, when young people are online.
- A desire to limit the impact of screens/devices on family shared times/discussions.
- A view that the use of screen/devices detracts from savouring food and the social/emotional benefits of shared meal times.
- Research shows that screens/devices delay and interfere with sleep onset/duration, and are a perverse incentive to resist set bedtimes and wake up/get up early to access them.
- An awareness that some games have built-in 'persuasive design', this is an umbrella term for encouraging compulsive behaviour. This can be continuing to play a game, or striving to achieve higher levels in a game, or spending on items to play better/win more.
- A view that screen/devices distract us all from life, people around us, from thinking, feeling, and making our own choices.



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Screens/devices Time Audit

On the worksheet, there is a table with one hour slots for a 24 hour time period.

- There are two columns: school day and weekends/holiday.
- Work down one column at a time.
- Colour in the hours when you are:
 1. Asleep – IN BLUE
 2. On a screen/device – IN RED
 3. Not using or referring to a screen – IN GREEN

When you have finished, post three comments that you would make about your screen/devices time audit.

Now let's have a show of hands in the group, hands up if:

The time was more than you thought	The time was less than you thought	Family rules get broken
Time online interferes with an unbroken night's sleep	Use of screens/devices causes family arguments	Your parents/carers break the rules.

Each person in the group does their own audit on the worksheet. Remind the group it is just for them to think about their use of screens/devices

They will need the instruction to work down one column at a time, thinking about the use of screens/devices during a school day and during a weekend/holiday.

(Allow time for the group to talk amongst themselves and then post comments on their audit of their time on screens and devices.)

When the activity is complete, the worksheet asks them to comment on this time audit of the use of screen/devices. You could ask if there are people who would like to call out one of their comments the discussion might be helped by prompts such as:

- How many found the time was more than they would have said beforehand?
- How many found the time was less than they would have said beforehand?
- How many feel family rules get broken?
- How many feel the time they spend online interferes with an unbroken night's sleep?
- How many would say that time on screens/devices causes family arguments?
- Do your parents/carers break the rules?



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Interactive safeguarding sessions – cyber safety



This is meant to be a light-hearted exercise with a point of reinforcing the messages of the session so far. Look with the group at the '50 things you can miss when looking at your phone', which were published in the Guardian newspaper. Pick out examples which are:

- Funny such as: a cow and a crow fighting over a Happy Meal
- Interesting sights such as: Pop-up shops
- Things you would really want to see such as: a £20 note
- Things you shouldn't miss such as: your bus stop
- Physical things you must see such as: oncoming cars

Divide the group into five smaller groups. Ask them to go to the worksheet, and between them discuss and write down the 10 things they would miss, if they didn't look up from their phones. If need be, help them out with a few examples, such as:

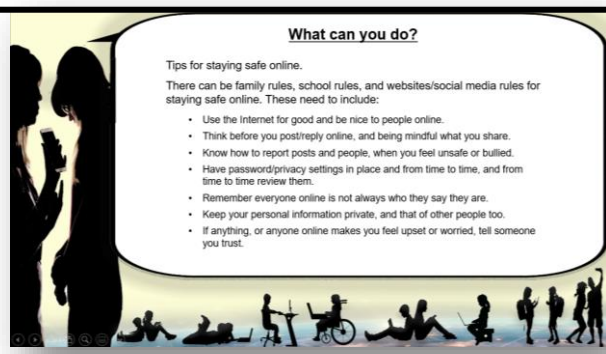
- Your teacher seeing that you have your phone out in a lesson
- A wasp on your jam sandwich
- Your friend signalling to you to duck
- A seagull swooping to pinch your chips

When the groups have each written the 10 things, as a whole group you will have your group's version of 50 things, which might make an interesting and thought provoking display.



Project Right Click

Interactive safeguarding sessions - cyber safety



What can you do?

Tips for staying safe online.

There can be family rules, school rules, and websites/social media rules for staying safe online. These need to include:

- Use the Internet for good and be nice to people online.
- Think before you post/reply online, and being mindful what you share.
- Know how to report posts and people, when you feel unsafe or bullied.
- Have password/privacy settings in place and from time to time, and from time to time review them.
- Remember everyone online is not always who they say they are.
- Keep your personal information private, and that of other people too.
- If anything, or anyone online makes you feel upset or worried, tell someone you trust.

Tips for staying safe online

Get the group to be in smaller groups to discuss and write down their tips for staying safe online on the worksheet, before you click in the points on the PowerPoint slide

When they have had time to do this, ask each group in turn, to call out one tip. Then click in the tips on the slide and comment on each with reference to what the groups have suggested, using ideas such as:

Use the Internet for good and be nice to people online. A helpful personal rule is any talk or behaviour, which is unacceptable offline, should be unacceptable online. The Internet is the place with opportunities to change the world for the better.


Keep your personal information private, and that of other people too. Remind the group that personal information is not only: name, age, address, school. It is also a photograph of you in school uniform, your house, a friend's name, a club you attend, and the dates of your family holiday.

Think before you post/reply online, and being mindful what you share. Access online is quickly done. You will be safer if you take your time, read posts carefully, listen to what is said, and consider the consequences of what you post or say online. Things online can be seen by lots of people, could be world-wide, and are almost impossible to remove.



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Tips for staying safe online

Have password/privacy settings in place and from time to time review them. Check that the group knows that they should have different passwords for different online site access, that they shouldn't share passwords, and the two stage identification is best. As more people are online, and there is more abuse/fraud, it is useful to review privacy settings.

Remember everyone online is not always who they say they are. If you are contacting someone online, you could: get a photograph of them, ask for a video call to confirm the contact is the gender and age you expect, and never arrange to meet up with them, without a safety plan and someone you trust knowing about the meeting.

Know how to report posts and people, when you feel unsafe or bullied. If someone online is not treating you with respect, or being unkind, or harassing/bullying you, you can block them and use the report button. Don't be alone in this experience, tell someone you trust, and when you are in school, report it to the IT technician.

If anything or anyone online makes you feel upset or worried, tell someone you trust. Your family, people who care for you, your teachers, all want to help you. It is never too late to ask for help. Everyone makes mistakes. Knowing you have made a mistake is the first step to seeking help.



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What do others do? What is not under our control?

This session is titled Off-line/Online. Screens are a part of all our lives. Television, computers, tablets, game consoles, and smartphones, have a range of purposes, such as:

- Passive recreation – watching television, reading newspapers and books, listening to music, live streaming of plays and concerts.
- Resource for learning – fact checking, seeking opinions, sharing ideas and online learning.
- Communication – telephone calls, face to face calls, video chatting, social media, Instagram messaging, twitter.
- Creativity – the use of devices to make digital art from sounds and images.

People can spend so much time online that the boundaries between offline/online can become less clear.

I actually stopped gaming once and went outside... the graphics were good but it was a bit boring!

So far we have been thinking about how we can all keep ourselves safe online. Safe rules online are under your control. What is not under your control?

- 1 People not being who they say they are.
- 2 Someone online looking to target other people for any reason, such as trolls.
- 3 Anonymous hate messages/threats.
- 4 Fake images/posts/pictures.
- 5 Promoting the availability of drugs/alcohol/substances.
- 6 Financial scams to access your money and accounts.
- 7 Political/religious manipulation by organised groups, locally, nationally, beyond borders.
- 8 Someone you can't identify, targeting you for sexual exploitation/trafficking/modern day slavery.
- 9

As we said in the guidance notes, Project Right Click is about educating and empowering children and young people. In order to do this, it can't just be about what they can do to keep themselves safe. It also has to be about the omnipresent risks in every day situations and events, and the way risks are heightened by online influences and agents.

The video about online checks of who people are, by consulting social media apps, brings the point that effectively checking who people are, is not always easy or simple. It is a light-hearted introduction to the fact that there are online dangers for us all. Our safety online and offline depends on our awareness of dangers, and the extent to which we care for ourselves/others, and unite to defeat bullying, harassment, and exploitation.

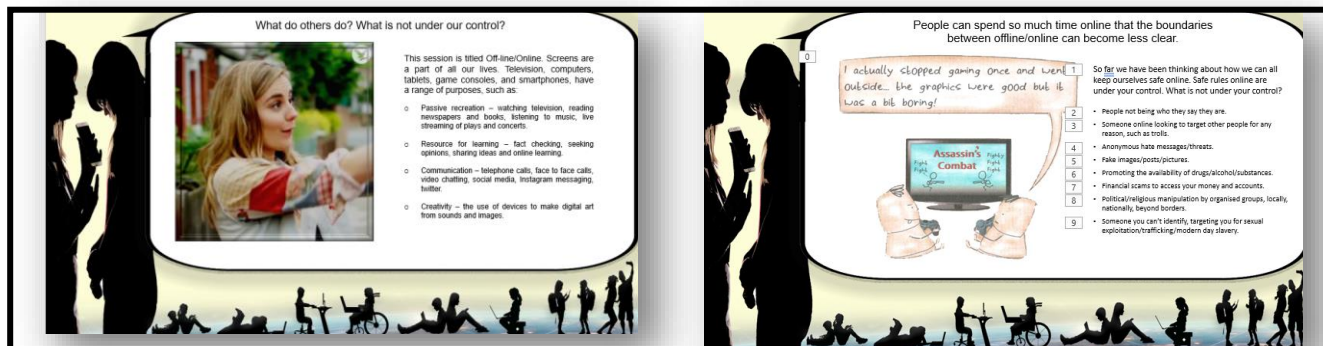
Remember the aim is not to alarm young people, but also not to gloss over the very real dangers. Safe rules online are under our control. Ask the group what is not under our control? Discuss the examples as they fly in, with ideas such as:

- People not being who they say they are. An online presence by someone can disguise gender, age, and identifying characteristics, and take away the viewer's capacity to make judgements about a person based on their perceptions and previous experiences. We all have a sense of other people's presence, which may alert us to danger, such as: tone of voice, gestures, a smell, a way of walking, or a look, which suggests someone/something in the background. All of these can be missed in a disguised online presence.
- Someone online looking to target other people for any reason, such as trolls. There are thousands of online sites which seem set-up to attract people with shared interest/challenges. While many are genuine and beneficial, it can be hard to spot those that are not, for example sites which promote self harming behaviours and on which people in distress are bullied and harm is promoted.



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- Anonymous hate messages/threats. It is possible for people who wish to disguise their identity to post hate messages, most recently we have all seen the racist abuse of footballers on the England team.
- Fake images/posts/pictures. Most of us have pictures of ourselves, our family, and events in our lives, on our devices. Many of us will choose to share these online. Few of us are really prepared for our images to be taken, manipulated, and reposted online. An ill-judged decision to send an explicit selfie to someone, made by a 13-year-old girl with autism, was reposted two years later, after she had moved schools to escape harassment and bullying. It went viral and was posted with images which identified her. She and the family were devastated.
- Promoting the availability of drugs/alcohol/substances. While there are laws about the sale and consumption of drugs, alcohol, and substances, there are people online who undermine these laws and will seek to make these available. Which teenagers haven't been tempted to access drugs/alcohol/substances? The laws are there to support them to resist the temptation, because of the dangers.
- Financial scams to access your money and accounts. There are ways that fraudsters seek to get your details and to get your money. They want details such as: your date of birth, your address, or your bank details.
- Political/religious manipulation by organised groups, locally, nationally, beyond borders. Extremist groups can operate online, looking for vulnerable people, those seeking to establish an identity or have a community to join. Many of these groups may present risks of promoting ideas based on division and violence
- Someone you can't identify, targeting you for sexual exploitation/trafficking/modern day slavery. You may without realising it, become the target of a person or group of abusers who want to separate you from your family and friends.

