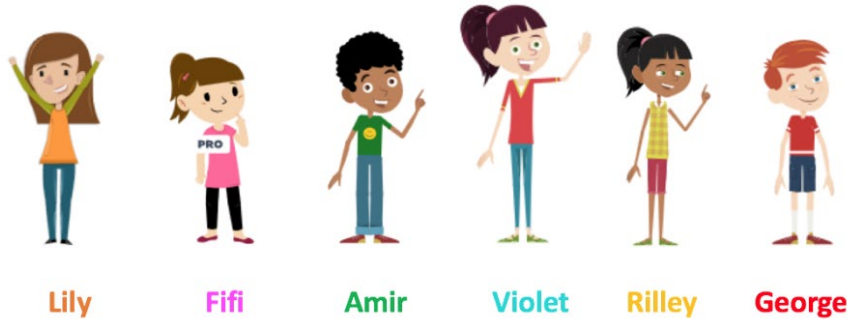




CyGen Webapp resources

Notes for teachers and parents



Welcome to our CyGen Webapp exploring digital literacy and online safety. This Webapp has been designed by Year 5 children around the online activities of six invented characters and their stories. It covers the online safety themes of self-image and identity, online relationships, online reputation, managing online information, bullying, health, wellbeing and lifestyle, privacy and security, and copyright and ownership.

There is an accompanying website that can be used with groups of children to introduce the Webapp and prompt discussion. It includes quizzes and follow-up activities intended to develop digital literacy skills: <https://sites.google.com/view/cygen-app-resources/home>

The notes below accompany this website are intended to supplement your joint use of the website and the Webapp. Note that the website pages for each character can be accessed by the menu bar at the top of the site. Executive

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Home page and Introduction

Home

This page sets the scene for playing the Webapp.

Introduction

This page introduces the characters and asks children to guess their names and dispositions.

Overview

Theme: Meet the characters

Content: Introduce the idea of character dispositions and related online activities

Activity 1: Guess names and suggest dispositions

Activity 2: Describe your own disposition and your favourite online activities.

Activity 3: Make a group list of favourite online activities on a Google slide to compare with the CyGen characters

Activity 1: Guess names and suggest dispositions

Names: Amir, Lilly, George, Fifi, Violet, Rilley

Dispositions: excited, positive, safety conscious, critical thinker, egocentric, curious, motivated, creative, team player

Questions to discuss:

What do the dispositions mean?

Activity 2: Describe your own disposition and your favourite online activities

Which characters do we identify with?

Would you describe yourself in any of these ways?

How does your disposition affect what you choose to do online?

Activity 3: Make a group list of favourite online activities on a Google slide to compare with the CyGen characters

Use the link to the editable Google slide to make a list of the children's favourite online activities. This is intended to be a reusable slide, so you can delete or add any existing content. Now compare your list of activities with the CyGen characters' favourite activities:

George: doing homework

Rilley: making YouTube videos

Lilly: finding recipes

Violet: playing online games

Fifi: chatting to friends

Amir: watching and curating YouTube videos



George's story

There are pages to accompany each Webapp episode, focusing on each character in turn.

First, we look at George.

Overview

Theme: Finding information online

Content: Using critical thinking skills to distinguish between fact and opinion. Learn to evaluate online information.



Activity 1: Play George's story in the Webapp. Make a list of internet research opportunities and challenges.

Activity 2: Discuss George's dilemma: How to check that internet sources are reliable

Activity 3: Research 5 facts about an endangered species using a child-friendly website. Compare the results with other child-friendly websites.

Activity 4: Developing digital literacy skills: Use the 5 facts to make an interactive image with ThingLink. Add visual content. Include facts and opinions. Share with the class.

Activity 1: Play George's story in the Webapp. Make a list of internet research opportunities and challenges.

Nine-year old George lives with his big sister and his mum. He enjoys researching homework topics on the internet. His critical thinking skills are really helpful for this.

Question:

Why is critical thinking important on the internet?

We need to understand information and evaluate information sources. You could give examples of unreliable sources such as fake news.

WebApp activity:

At this point children play George's episode in the Webapp. They think about the opportunities and challenges he comes across.

After they have explored George's story within the Webapp, they can make a list of opportunities and challenges by clicking on an editable Google slide. Once again, this is intended to be a reusable slide, so you can delete or add any existing content.

Here are some suggestions:

Opportunities:

Plenty of information

Safe search engines: e.g. [Kiddle](#), [Wacky](#), [Kidrex](#) or [Safe Search Kids](#)



Being able to use critical thinking to make his own decisions

Challenges:

Too much information

Information in too many places

Deciding which information to use

Opinions are often presented as facts

Meeting people online who want to harm him or sell him something

Questions:

How does this compare with your own experiences?

How can we deal with the challenges?

Activity 2: Discuss George's dilemma: How to check that internet sources are reliable.

George's dilemma:

George's homework is to find 10 facts about women's rights. Google brings up a Wikipedia page with lots of information. But George knows that there is a difference between facts and opinions. He also knows that Wikipedia is not a reliable source as it can be edited by anyone.

What should he do?

Activity 3: Research 5 facts about an endangered species using a child-friendly website. Compare the results with other child-friendly websites.

There follows a digital literacy activity designed to develop children's internet research and presentation skills.

First they choose an endangered species and find out five facts from a child-friendly website such as <https://www.kiddle.co> , <https://www.safesearchkids.com> or <https://www.factmonster.com> . They look for the same facts on two other sites and think what the results suggest about the reliability of the information.

Questions:

If you can find the same 5 facts on all three sites, what might this suggest?

If you cannot find the same 5 facts on all three sites, what might this suggest?

What is the difference between facts, opinions and beliefs?



Activity 4: Developing digital literacy skills: Use the 5 facts to make an interactive image with ThingLink. Add visual content. Include facts and opinions. Share with the class.

Children use their facts to make a ThingLink interactive image on the iPad or web to share on the theme of an endangered species. An example is provided on the site. Options are to add images and video as well as the facts, and to add opinions as well as facts.

The interactive images can then be shared on the ThingLink website or on a school blog, and children can reflect with their peers on the combinations of facts and opinions. They might reflect that it can be powerful to combine facts and opinions, but that they need to be able to distinguish between them.

There is a two-minute video introduction to ThingLink which covers how to make a class login: https://youtu.be/VT0fBqCK_ew

Extension activity

Compare the use of search terms in Firefox, Internet Explorer or Chrome, with the results from children's search engines. Consider which types of homework tasks enable critical thinking.

For parents and teachers

The All About Explorers website was designed by a group of teachers to help children understand some of the pitfalls of internet searching and encourage them to check facts.

<https://www.allaboutexplorers.com/about/>



Rilley's story

Overview

Theme: Managing online relations

Content: Discriminating between positive and harmful online communication.



Activity 1: Play Rileys story in the Webapp. Make a list of online communication opportunities and challenges.

Activity 2: Discuss Riley's dilemma: how to respond to an email that might be harmful.

Activity 3: Developing digital literacy skills: create a storyboard for an animated story.

Activity 4: Use Powtoon to make an animated story about staying safe with email. Add a voiceover. Share with the class.

Activity 1: Play Rileys story in the Webapp. Make a list of online communication opportunities and challenges.

Ten-year old Rileys lives with her big sister and parents. She enjoys emailing her friends and cousins in the USA. She has developed skills in building online relationships. Rileys understands that good online relationships help her and her friends and family to share positive messages, but bad online relationships can be harmful to her and to others.

Question:

What do we need to think carefully about when emailing?

Never open emails, attachments or downloads from people you don't know: they may contain a computer virus or inappropriate messages.

Delete emails, attachments or downloads from people you don't know.

Emailing with your family and friends is usually safe but check any new e-mail contacts with your mum or dad before you e-mail.

Webapp activity:

At this point children play Rileys episode in the Webapp. Then think about the opportunities and challenges she comes across.

Children can make a list of opportunities and challenges by clicking on an editable Google slide. Once again, this is intended to be a reusable slide, so you can delete or add any existing content. Here are some suggestions:

Opportunities:

Being able to share her experiences, ideas and thoughts with her friends and family online, wherever they are in the World.



Hearing about her friends' and family members' experiences, ideas and thoughts online, wherever they are in the World.

Staying safe by only communicating online with trusted friends and family she knows well offline.

Challenges:

Ensuring that she is not harmed by people she communicates with online.

Learning to describe how to communicate positively with others.

Questions:

How does this compare with your own experiences?

How can we deal with the challenges?

Activity 2: Discuss Riley's dilemma: how to a respond to an email that might be harmful.

Rilley's dilemma:

Rilley's friend Mabel has sent her an email:

Hi Rilley, Jack and Billy

Guess what? Don told me a secret today - he's been accessing GameTeens website to play lots of games even though our Dad told us not to. What do you all think?

By the way don't tell Don or our mums and dads that you know.

Love from Mabel xxx

What should she do?

Activity 3: Developing digital literacy skills: create a storyboard for an animated story.

There follows a digital literacy activity designed to develop children's online communication skills.

Children use Powtoon, the webtool used in to make the CyGen character introductions, to create and share animated stories about staying safe with email. They need to begin by creating a storyboard and include these two important points:

- Never open emails, attachments or downloads from people you don't know.
- Delete them instead.



- Check any new email contacts with your parents or carers before you send messages.
-

Activity 4: Use Powtoon to make an animated story about staying safe with email. Add a voiceover. Share with the class.

There is a two-minute video introduction to Powtoon.

<https://www.youtube.com/watch?v=uhUJWAQ0aig&feature=youtu.be>

You will need to create some logins for the class to use.

The Powtoon animations can then be shared on the ThingLink website or on a school blog, and children can reflect with their peers on whether they give balanced advice.

Extension activity

Add a soundtrack to the Powtoon animation using voiceover and music.

For parents and teachers

Email safety tips:

<https://www.riviera-networks.co.uk/blog/online-security/using-email-safely-7-email-safety-tips/>

<http://blogs.mdaemon.com/index.php/2017/02/09/email-safety-tips-for-end-users/>



Lilly's story

Overview

Theme: Online identity

Content: Understanding the difference between online and offline identities. Responding appropriately online.



Activity 1: Play Lilly's story in the Webapp. Make a list of online identity opportunities and challenges.

Activity 2: Discuss Lilly's dilemma: how to respond kindly using an online persona.

Activity 3: Developing digital literacy skills: Research a hobby and develop names and avatars for two online personas.

Activity 4: Use Puppet Pals HD Director's Pass app on a mobile device to create an online exchange between the two online personas using the avatars and backgrounds. Share with the class.

Activity 1: Play Lilly's story in the Webapp. Make a list of internet research opportunities and challenges.

As a keen baker, Lilly usually goes online to watch baking and cookery programmes, to find and follow new recipes and to comment on these online. Lilly has developed skills in building her self-image and identity and she knows the difference between her online and offline identities. She has created her own online identity as a cookery commentator: 'Baker Lil'.

Question:

What is the difference between and online and an offline identity?

Webapp activity:

At this point children play Lilly's episode in the Webapp. They think about the opportunities and challenges she comes across.

After they have explored Lilly's story within the Webapp, they can make a list of opportunities and challenges by clicking on an editable Google slide. Once again, this is intended to be a reusable slide, so you can delete or add any existing content.

Here are some suggestions:

Opportunities:

Being able to pursue her 'real life' interests safely online.

Having an online identity that means Lilly's 'real life' identity is protected.



Being able to use her online identity to make good decisions about how she interacts with others and how others perceive her.

Challenges:

Others may copy, modify or alter her online identity as 'Baker Lil'.

Knowing and explaining if and how others have copied, modified or altered her online identity as 'Baker Lil'.

Being able to demonstrate to others the responsible choices she has made about her online identity.

Questions:

How does this compare with your own experiences?

How can we deal with the challenges?

Activity 2: Discuss Lilly's dilemma: how to respond kindly using an online persona.

Lilly watches Veronica the Video Cook sharing a recipe for cupcakes. She and her Mum follow the recipe to make the cakes but instead of being light and fluffy like Veronica's, Lilly's cakes are flat and hard. Lilly wants to write a comment to find out if there is a mistake in the recipe, but she does not want to hurt Veronica's feelings.

Help Lilly by writing her comment for Veronica's web page.

Activity 3: Developing digital literacy skills: Research a hobby and develop names and avatars for two online personas.

This activity helps children learn positive ways to communicate online. First they listen to Molly and Harvey talk about being 'kind online'

<https://www.saferinternet.org.uk/safer-internet-day/sid-2016/sid-tv/molly-and-harvey-discuss-rules-being-kind-online>

Discuss in your class whether these are useful rules – would they help Lilly to be kind online?

Do children have any other suggestions for being kind online?

Activity 4: Use Puppet Pals HD Director's Pass to create an online exchange between the two online personas using the avatars and backgrounds. Share with the class.

Children use their suggestions to make an animation showing two characters exchanging messages on a theme related to one of their own hobbies. They design two online personas and use Puppet pals to create an exchange using characters, backgrounds and a voiceover.



There is a two-minute video introduction to Puppet Pals HD Director's Pass which allows you to use your own backgrounds and characters within the Webapp:

<https://youtu.be/wPYbgquL6wk>

If you don't have this version of Puppet Pals children can use the free characters and backgrounds. Or if you don't have access to mobile devices choose an alternative tool from the table at the end of this guide.

The interactive images can then be shared, and children can reflect with their peers on whether the characters are following their rules for being kind online.

Extension activity

What is your favourite hobby? Look on <https://www.safesearchkids.com/> or <https://www.kidzsearch.com/> to find some useful web pages that will help you to find out more about your hobby.

Learn a new hobby! Look on <https://www.kiddle.co/> or <https://www.factmonster.com/> to find some useful web pages that will help you to develop your new hobby.

For parents and teachers

Help your children to access safe websites that can give them useful information to help them to develop their hobbies offline

Access and read <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/what-is-bullying-cyberbullying/>

Identify specific opportunities to discuss with your children positive ways to communicate online.



Violet's story

Overview

Theme: Online gaming

Content: Understanding the positives and risks of online gaming.

Activity 1: Play Violet's story in the Webapp.

Make a list of online gaming opportunities and challenges.

Activity 2: Discuss Violet's dilemma: how to avoid upsetting content and behaviour when gaming.

Activity 3: Further research the topic using suggested links.

Carry out the online gaming safety quiz.

Activity 4: Developing digital literacy skills: Using Google Forms, design your own online gaming safety quiz to provide guidelines for a game you play. Share with the class.



Activity 1: Play Violet's story in the Webapp.

Violet is a 10 year old girl. She lives with her mum, Karen. Violet loves football and plays for her school team. She also enjoys gaming and playing online with her friends, Amir and Lilly. She spends a lot of time with her pet Bat, Luna. Violet sometimes forgets the time and plays online for longer than she means to. This means that sometimes she doesn't spend the time she wants to with Luna.

Question:

What do you think are the pros and cons of online gaming?

Gaming can be a great way to have fun. You can play online games using consoles, apps or websites, on your own or with friends. The children who helped design this web app said that playing games helps them develop their problem solving skills, social skills and creativity. But there are some risks that you need to think about when playing online.

Webapp activity:

At this point children play Violet's episode in the Webapp. Then think about the opportunities and challenges she comes across.

They can make a list of opportunities and challenges by clicking on an editable Google slide. Once again, this is intended to be a reusable slide, so you can delete or add any existing content.

Here are some suggestions:

Opportunities:

Gaming involves lots of different skills. You need to understand the rules of the game and you often need to understand complex information.



You can have fun playing with friends.

Challenges:

As well as developing skills to play the game successfully you also need to be aware of some of the challenges and risks of playing online. These can include:

Upsetting content: In the game or made by other players.

Upsetting behaviour from other players - People being rude or mean e.g. calling you names and excluding you from the game.

Threats to your privacy and safety for example by sharing your personal information - about where you live, where you go or where you go to school, with people you don't know.

Some people also say that, like Violet, they can become so focussed, and spend so long online that they don't have time to do other things that they enjoy or that are important to them.

Questions:

How does this compare with your own experiences?

How can we deal with the challenges?

Activity 2: Discuss Violet's dilemma: how to avoid upsetting content and behaviour when gaming.

Violet's dilemma:

Violet has a new games console, but she is not sure how to choose games and stay safe. She is worried about upsetting content, rude behaviour from other players and managing her time. You can help Violet by reviewing these resources and thinking about your own experiences.

1. Upsetting content

Check the check the PEGI (Pan European Gaming Information) labels are on the game's packaging for age and content guidance. The PEGI ratings on the game packaging show the age rating and describe the content. Guess and check the ratings of your favourite games here: <https://pegi.info>

2. Rude behaviour

People being rude or mean or getting over-excited and impatient is a problem that lots of people experience when playing online as this film made by the Safer Internet Day team shows. Take a moment to listen to these children talking about this [here](#).

As you can hear in the film, the children experienced rude and insulting behaviour online. While some children found these experiences upsetting, they were able to develop ways to manage this behaviour such as ignoring, muting or blocking the person. You can also report abusive behaviour and, as one young person says, you can talk to a parent or trusted adult.



Your games console will have a button you can press to help you block, mute or report behaviour within a game. Check out advice from [Childline](#) - don't let people spoil your fun.

3. Managing time

Playing online can be fun but it can sometimes conflict with other things you like or have to do. Take breaks, use a timer or talk to your parent or carer about how to manage your time. Some people use a family agreement to help everyone think about when and how they are using the internet.

Watch this short film, '[Take a minute](#)' by Safer Internet Day about this topic. It's for younger children, but funny and good advice for peoples of all ages (including adults!) about the importance of taking a break in order to reflect on what you are doing and why. It resonates with what the co-designers of this Webapp said about listening to the 'butterflies in your tummy.'

Remember Red's advice 'Take time to turn it off and relax!'

Activity 3: Further research the topic using suggested links. Carry out the online gaming safety quiz.

This is followed by an online 'Help Violet' quiz using Google Forms. Here are some suggested responses:

1. Help Violet choose an avatar for her new game. Violet would like to name her online character after her cool pet bat, Luna and her birth date. Is this a good idea?

- Yes (**Incorrect** - It gives away important personal information about Violet)
- No (**Correct** - using her pet's name and her birthdate gives away important personal information about Violet. Violet should think of another name for her avatar.)

2. Violet has been given money for her birthday to buy a new online game. What might help her decide whether it's suitable for someone her age?

- She should check out the Pan European Game Information (PEGI) rating (**Correct** - the PEGI rating contains a rating based on the games' suitability for the age of the child)
- Look at the picture on the game's packaging to see if it looks exciting (**Incorrect** - pictures may convey information about the games characters and features but they can't tell you if it's suitable for someone Violet's age. Try again)
- Ask friends in her class if they have the game already (**Incorrect** - Violet's class mates may be allowed to play games which are not recommended for someone Violet's age. Try again)

3. While playing her new game, Violet gets a friend request from someone she doesn't know. What should she do?



- Accept and send them a message (Incorrect, Violet should not accept friend requests from people she doesn't know – they may not be who they say they are, try again)
- Decline and tell a trusted adult (Correct, Violet should not accept friend requests from people she doesn't know – they may not be who they say they are)
- Accept and add the new person to the group chat with Amir and Lilly (Incorrect, Violet should not accept friend requests from people or put her own friends at risk by adding someone they don't know to the group chat they may not be who they say they are, try again)

4. Violet is playing online with Amir and Lilly when one of the players starts shouting at her aggressively. What could she do?

- Shout back, louder (Incorrect, by behaving badly Violet is likely to make the situation worse, try again)
- Ignore, block or mute the other player (Correct, you don't have to listen to unpleasant behaviour)
- Ask Amir and Lilly to shout at the other player for her (Incorrect, by behaving badly Violet and her friends are likely to make the situation worse, try again)

5. Violet is really enjoying her new game and finding it difficult to manage her homework and football practice. What could she do? Select all the things that might help:

- Take a break and take time to reflect on what she wants to do (Good idea, sometime offline could help Violet to think about what she wants to do)
- Chat to someone she trusts about how to manage her time (Good idea, chatting to someone she trusts could help Violet to think about what she wants to do)
- Nothing – it will sort itself out (Think again – help Violet take control of what she wants to do)
- Talk to her parents about establishing a family agreement (Good idea, a family agreement could help Violet to think about what she wants to do)

Here is a link to the quiz so that you can view the responses:

<https://docs.google.com/forms/d/1z2hxy8navR9WdygOuTzh9xTZ9SeA12LnhFRezQxY1Uk/edit>

Activity 4: Developing digital literacy skills: Using Google Forms, design your own online gaming safety quiz to provide guidelines for a game you play. Share with the class.

There follows a digital literacy activity designed to develop children's understanding of safe online gaming. They think about their own experiences of online gaming and talk about the games they play. Then they use Google Forms to design their own online gaming safety quiz to provide guidelines for a chosen game.



The quizzes can then be shared, and children can reflect with their peers on whether they give good advice for the games.

There is a short video introduction to Google Forms.

<https://www.youtube.com/watch?v=xEY10Ub-k-U&feature=youtu.be>

You will need to create some logins for the class to use.

Extension activity

What would you do ...To keep your personal information safe online

Consoles and many games enable you to change your privacy settings. This gives you control of who can see your profile or talk to you and helps you to stay safe online. If you talk to other people, it's important you don't give out private information. This includes your name, address, phone number, school - or personal photos. If you use a nickname, make sure it doesn't contain anything that could give away your identity such as your date of birth or a name you are known by 'offline'.

Check out advice from [Childline](#) about keeping your personal details safe.

Talk to your parents or guardian about privacy settings and where they can find information about this (see parent resources below). Can you help them set the privacy settings on a device you have at home?

Talk to your parents or guardian about privacy settings and where they can find information about this (see parent resources below). Can you help them set the privacy settings on a device you have at home?

For parents and teachers

Managing your time online:

Plan a family agreement. Visit <http://www.childnet.com/resources/family-agreement> about how a family agreement can help everyone think about how and when and why they are using the internet. Discuss in your group how it might be helpful. You can take it home to discuss with your parents.

The NSPCC, Childline, Internet matters and Childnet each provide helpful information about how to help your child stay safe online and when gaming online.

Check out the NSPCC's guidance on playing [online](#). They have a really useful general advice as well as advice about specific games e.g. the popular online game, [Minecraft](#) which can help you understand the game, its language and some challenges that children experience online and how to navigate them.

Other useful websites include:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/online-games-helping-children-play-safe/>

<https://www.internetmatters.org/advice/online-gaming/>



<https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parents-guide-technology/gaming-devices>

<http://www.childnet.com/blog/how-can-we-all-create-a-better-internet>

Information about PEGI games ratings is available here if you would like to know more about these:

['Pegi games ratings explained' from Parent Info.](#)

<http://parentinfo.org/article/pegi-games-ratings-explained>



Fifi's story

Overview

Theme: Social media

Content: Understanding how to use social media safely.

Activity 1: Play Fifi's story in the Webapp. Make a list of social media opportunities and challenges.

Activity 2: Discuss Fifi's dilemma: how to make decisions about new social media apps.

Activity 3: Explore the net-aware tool for evaluating social media apps: <https://www.net-aware.org.uk>

Activity 4: Developing digital literacy skills: Post to a Padlet evaluating the social media tools your class uses in the style of Net-aware. Share with the class.



Activity 1: Play Fifi's story in the Webapp. Make a list of social media opportunities and challenges.

Fifi lives with her dad, Steve, her step-mum, Amanda, and her cat Kim. She loves fashion. Her favourite online activity is chatting on social media so that she can talk to people with similar fashion interests and share her pictures and videos.

Question:

Fifi has been thinking about how to use social media safely. What are your thoughts?

Webapp activity:

At this point children play Fifi's episode in the Webapp. They think about the opportunities and challenges she comes across.

After children have explored Fifi's story within the Webapp, they can make a list of opportunities and challenges by clicking on an editable Google slide.

Here are some suggestions:

Opportunities:

Social networking can be a fun and a useful way of keeping in touch with family and friends when used safely.

Challenges:

Social media can also expose you to risk from people you don't know which why most social media platforms have a minimum age restriction of 13 in place.

Questions:

How does this compare with your own experiences?



How can we deal with the challenges?

Activity 2: Discuss Fifi's dilemma: how to make decisions about new social media Webapps.

Fifi's dilemma:

Fifi's friends have been using a new Webapp to chat after school and at weekends, Fifi, who is 11, really wants to join in. Should she:

- Ask her parents if it is ok for her to download the Webapp and join in?
- Download the Webapp without asking?
- Ask her friends to help her think of a good username?
- Pick a profile picture?

What do you think?

Activity 3: Explore the net-aware tool for evaluating social media apps:
<https://www.net-aware.org.uk>

There follows a digital literacy activity designed to develop children's social media skills. They look up their favourite social media sites on the Net Aware website and then evaluate the skills they use according to similar criteria.

Activity 4: Developing digital literacy skills: Post to a Padlet evaluating the social media tools your class uses in the style of Net-aware. Share with the class.

Children's social media reviews are posted and shared on a Padlet. There is a short video introduction to Padlet which covers how to make a post:

<https://youtu.be/km51nS01muQ>

Extension activity

Group activity: Discuss what you found out about the apps you looked at. Discuss the main risks for Fifi of each.

For parents and teachers

Talk to children about social media: This is a learning process for everyone, talk to them about safety and not sharing personal information that could compromise their safety and privacy. Talk to your child about what they do online – what apps they and their



friends are using, who they are connecting with. Agree boundaries together. Keeping the lines of communication open, means they are more likely to talk to you about any concerns.

Use the link on the NSPCC net aware website <https://www.net-aware.org.uk> to check the opportunities and risks of app, sites and games with your child/ children. It's a useful interactive tool that can help you to talk about this together

Privacy settings: make sure on all of your child's accounts their privacy settings are correct. Each app will have their own way to do this but here are some helpful guides: <https://www.internetmatters.org/parental-controls/social-media/>



Amir's story

Overview

Theme: Uploading content online

Content: Understanding the pros and cons of sharing content.

Activity 1: Play Amir's story in the Webapp.

Make a list of content sharing opportunities and challenges.

Activity 2: Discuss Amir's dilemma: how to upload content to meet copyright and privacy guidelines.

Activity 3: Summarise your top tips for Amir. Use these to plan to make a short clip or slideshow on a vlog topic of your choosing.

Activity 4: Developing digital literacy skills: Use Clips or Book Creator to share something you find interesting in a vlog format. Explain your copyright and privacy choices when you share with your group. Share with the class.



Activity 1: Play Amir's story in the Webapp. Make a list of content sharing opportunities and challenges.

Amir lives with his mum, Aaila, his dad, Maalik and his sister, Dina. He likes watching YouTubers such as [DanTDM](#). He would like to become a vlogger.

Question:

What would he need to think about when uploading videos online?

Webapp activity:

At this point children play Amir's episode in the Webapp. They think about the opportunities and challenges he comes across.

After children have explored Amir's story within the Webapp, they can make a list of opportunities and challenges by clicking on an editable Google slide. Here are some suggestions:

Opportunities:

Social networking can be a fun and a useful way of keeping in touch with family and friends when used safely.

Challenges:

Once you upload content, even if you only want you friends or family to see, it can still be shared with others, so you need to think carefully about what you share and who with.



Click here to find out more <https://www.bbc.co.uk/cbbc/watch/p01g2pt6> (BBC Horrible Histories Privacy Settings)

Questions:

How does this compare with your own experiences?

How can we deal with the challenges?

Activity 2: Discuss Amir's dilemma: how to upload content to meet copyright and privacy guidelines.

Amir's dilemma:

Amir wants to make and upload his first video on to a social networking site. The video will include shots of his friend Riley. What things should he consider?

There follows a quiz. Here are some suggested responses:

1. Amir wants to make and upload his first video on to a social networking site. The video will include shots of his friend Riley. What two things should he do first?

- Buy an expensive new camera and lighting kit: **no try again**
- Find the perfect location to shoot his video: **no try again**
- Get his parents' permission. **Yes**
- Write a script of what he wants to say in his video: **no try again**
- Get permission from Riley and her parents: **yes! Remember everyone in the video needs to have consent and if that person is under 16 you should get consent from their parents too!**

2. Amir's parents are happy for him to make the video but Riley's parents say they are not very comfortable with her being in the video and ask that if she is that her face is not shown. What are the two things Amir could do to make sure he stays within these boundaries?

- Let Riley's face be shown in the video and just block her parents on privacy settings, so they never know- **no remember even if they are blocked someone else could see the video and share it with them**
- Film the video and in editing make it so Riley's face is blurred out- **yes using specialist software this is one option**
- Film the video and an angle so only Riley's hands are on show- **yes this is a very effective way she could still be in the video without her face on show**
- Tell Riley's mum and dad they are being silly and ignore them- **no try again**

3. Amir and Riley are setting up their video shoot after school, they set up the camera facing the table to show off Amir's trading card collection, also on the table are some pens, a letter from the school about an upcoming trip that has the school logo and Amir's name and address on and a fruit bowl. Which one of these items should Amir remove before starting to film?

- The pens- **no try again**



- The letter- **yes that is correct if the letter was in the video people would be able to see personal details that could put Amir, his family and friends at risk best to put it out of sight**
- The fruit bowl- **no try again**

4. Before filming Amir takes a selfie to show his family and friends what he is up to, the app he is using has geotagging which would post his exact location telling the world where he lives. What should he do before taking and posting the picture?

- Fix his hair- **no try again**
- Pick the perfect filter- **no try again**
- Go to privacy settings and turn off the geotagging- **yes, if you don't know how to do this you could always ask a friend or family member for help**

5. After filming their video the pair sit down to edit the footage, they decide it should have some music playing in the background, Riley says she really likes this song she heard on the radio today this morning but when they find it online it has a © next to it and says copywrite, should they still use it?

- No © means it belongs to someone else and they could get in trouble for using it- **yes well done**
- Yes, it is a popular song no one will mind them using it- **no try again**

6. Amir and Riley find some music they can use and are both happy, what two things should they check before uploading to the internet (choose all that apply)?

- The apps privacy settings- **yes, they should check it is on the privacy settings agreed with their parents**
- That they are uploading on Wi-Fi if they can, not mobile data- **yes, sometimes you can only use data but if you have the option you should upload on Wi-Fi to avoid an expensive phone bill**
- Make a sandwich it has been hard work filming that video!- **no try again**
- Do a post to let everyone know they are about to post their video- **no try again**

7. They are finally ready and upload their video. They begin to share it with their friends and family. The video gets lots of likes and good comments but then an unknown user with a skull as their profile picture starts to leave nasty comments on the video. What 3 things should Amir do in this situation?

- Send the user nasty messages back see how they like it- **no this will only make things worse try again**
- Tell all his friends to go and leave nasty comments on that person's profile- **no this is cyberbullying just the same as leaving nasty comments on a video**
- Tell a trustworthy adult such as his parents about the comments- **yes! They will be able to assist**
- Block the user from commenting- **yes, most apps have a block function and some even have a reporting system where you can report the person on the site**
- Look online for support and advice: **yes, there are lots of places online you can find advice such as child net, NSPCC and Barnardo's**



Well done!! You have helped Amir make and upload his first video safely. Click to the next page to have a go of making your own video or taking a photograph.

Here is a link to the quiz so that you can see children's responses:

https://docs.google.com/forms/d/1Fa4BcsmL4vi1cYM9Sqqu5-liuP6Dh4RqNs_slBsfj8/edit?usp=sharing

Activity 3: Summarise your top tips for Amir. Use these to plan to make a short clip or slideshow on a vlog topic of your choosing.

There follows a digital literacy activity designed to develop children's uploading content online skills.

Children summarise their top tips for Amir. They use these to plan to make a short clip or slideshow on a vlog topic of their choosing.

Activity 4: Developing digital literacy skills: Use Clips or Book Creator to share something you find interesting in a vlog format. Explain your copyright and privacy choices when you share with your group. Share with the class.

Use the iOS app Clips to share something you find interesting in a vlog format. Explain your copyright and privacy choices when you share with your group. This activity will add to your understanding of uploading content online. You will make an example vlog that meets copyright and privacy guidelines.

Use Clips or Book Creator to share something you find interesting in a vlog format. Explain your copyright and privacy choices when you share with your group.

There is a short video introduction to Clips which covers how to make a video:

<https://youtu.be/aGfWQN9J3vE>

Extension activity

Using a phone, tablet or digital camera make a short 10 second clip or take a photograph of something you like or find interesting. You can record your voice and show hands or feet but do not show you face or school uniform. When it is done share it with the group and tell them why you chose that thing to record/take a picture of and how your choices help keep you and your friends safe.



For parents and teachers

Video's and images are a prominent part of how our children explore their world, express themselves and communicate with peers but it can be frightening to think who else has access to these! Here are our top tips for keeping your kids safe when sharing video and images online:

Talk to children about social media: This is a learning process for everyone, talk to them about safety and not sharing personal information that could compromise their safety and privacy. Talk to your child about what they do online – what apps they and their friends are using, who they are connecting with. Agree boundaries together. Keeping the lines of communication open, means they are more likely to talk to you about any concerns.

Use the link on the NSPCC net aware website <https://www.net-aware.org.uk> to check the opportunities and risks of app, sites and games with your child/ children. It's a useful interactive tool that can help you to talk about this together

Privacy settings: make sure on all of your child's accounts their privacy settings are correct. Each app will have their own way to do this but here are some helpful guides: <https://www.internetmatters.org/parental-controls/social-media/>

Check community guidelines: many apps such as Instagram and YouTube have a minimum age restriction in place. You can check these on <https://www.net-aware.org.uk/networks/youtube/>

Don't post pictures or videos of your child without their permission! Remember by posting pictures or information about your child online you are contributing to their digital footprint too.

Avoid posting any content that includes your child's school uniform, personal information or exact location (via geotag or tagging): Posting identifiers such as your child's uniform or location online could put your child or others at risk you never know who could be watching.



General online safety advice for parents and teachers

There are lots of useful resources on what to do:

[AWEL vzw](#): Aa free service for young people between 6 and 25 years old. Contacting Awel is anonymous (Flemish)

[Kidscape – help with bullying](#): Advice for parents, carers and young people

[CEOP](#): The Child Exploitation and Online Protection Command, or CEOP Command, is a command of the UK's National Crime Agency (NCA)

[Childnet](#) information and resources for teachers, parents and children of all ages

[Childfocus](#): To illustrate the importance of sharing missing children's posts online (Dutch)

[Cybersimpel](#): an initiative of Google and Test-Aankoop, with the support of the Center for Cyber Security Belgium, Federal Public Service for Home Affairs, Child Focus, Digital Belgium, Belgium Police, Bibliotheek zonder Grenzen (Dutch)

[Education for a Connected World](#): A framework from UKCCIS (UK Council for Child Internet Safety): to equip children and young people for digital life

[Hoax-Wijzer](#): The term "hoax" is a fairly broad term, but it has different degrees, which we also try to deal with through this website (Flemish)

[Internet Matters](#): e-safety resources for pre-teens

[Kids@safety](#): Internet, Mobile and Child" is an awareness campaign of WIND Hellas on the need for children and adolescents to familiarize themselves with new technologies and ways to address the challenges of the digital world (Greek)

[Mediawijs](#): Is the Flemish Knowledge Centre for Media Literacy of the Flemish Government and IMEC – poster with the 10 questions you must ask yourself to check whether a message is true or false

[NSPCC](#): The National Society for the Prevention of Cruelty to Children is a charity campaigning and working in child protection in the United Kingdom and the Channel Islands

[Net Aware](#): interactive guide to social networks from O2

[PSHE Association](#): Online safety and digital resilience advice



[SafeChat](#): Developed in a collaboration between Save the Children and the Crime Prevention Council. A resource for teachers, educators, SSPs and other professionals (Danish)

[Safer Internet for Kids](#): Greek Safer Internet Center Awareness for a better and safer Internet. Official member of INHOPE-INSAFE (Greek)

[The Center for Digital Pedagogy](#): One of Denmark's leading organizations in online counseling and digital well-being for young people (Flemish)

[UNICEF Denmark](#): 10 great tips from the kids: How to get online

[UKCCIS \(UK Council for Child Internet Safety\)](#): a group of more than 200 organisations drawn from across government, industry, law, academia and charity sectors that work in partnership to help keep children safe online

[WiFive](#): A Project to strengthen the digital community among middle school students in developing a common code of positive behaviour on social media and other digital communication channels



Useful apps and tools for digital literacy

Apps and tools	What they do
Shadow Puppets Edu (iOS) Adobe Spark (web) Andromedia Video Editor (Android) Explain Everything Puppet Pals (iOS) Powtoon (online)	Make slideshows with narration, sound or text. https://youtu.be/GlcgDlph_Q8
Keezy iOS Beatbox (Android)	Make soundboards by recording sound loops into playable tiles that can then be played in any order. https://mypad.northampton.ac.uk/jedwar/2018/04/11/keezy/
Padlet (all platforms)	Upload, share and respond to collections of links, videos, interviews, images. Supports a wide range of files and organises the content in different ways. https://youtu.be/uZk4jwEen_o?t=1
Chatterpix Kids (iOS) Morfo (iOS)	Makes any image talk by adding a mouth and sound recording and saves as a video. https://www.thinglink.com/scene/884421250686910465
Book Creator (all platforms)	Make media-rich shareable eBooks. https://youtu.be/TE5DTD87-IE
ThingLink (all platforms)	Make interactive images by adding hotspots linking to other files, videos or images. https://padlet.com/dlaberasmus/English160418
iMovie (iOS) iMovie trailers (iOS) Magisto (Android) Clips (iOS)	Make movie trailers in a range of genres. Make 6 shot stories or films. Good for news reports. https://support.apple.com/en-gb/HT207849
Greenscreen by DoInk (iOS)	Make green screen news reports and films. https://youtu.be/lj68HJ2bH-Q
Puppet Pals HD Directors Pass (iOS and Android) Tellagami (iOS and Android)	Screen recording of animated characters with narration. This would be good for animating the app characters. https://youtu.be/le-y2WKuaGc?t=17
Powtoon (web)	Web-based animation
PicCollage (iOS and Android) BeFunky (web)	Create photo collages http://bit.ly/2IDQU7e



Co-funded by the
Erasmus+ Programme
of the European Union



Project Partners



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