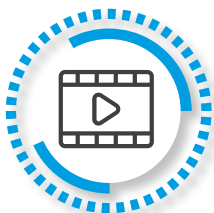# Safer Internet Day 2022 – Film for 11–18 year olds
## Notes for educators

The Safer Internet Day 2022 film for 11-18 year olds provides many opportunities for discussions with learners around online safety, trust in online relationships and challenging unacceptable behaviour online.

This resource provides some prompt questions and suggestions to guide a discussion after watching the film with learners.

Film theme	Offering peer support for online relationship issues
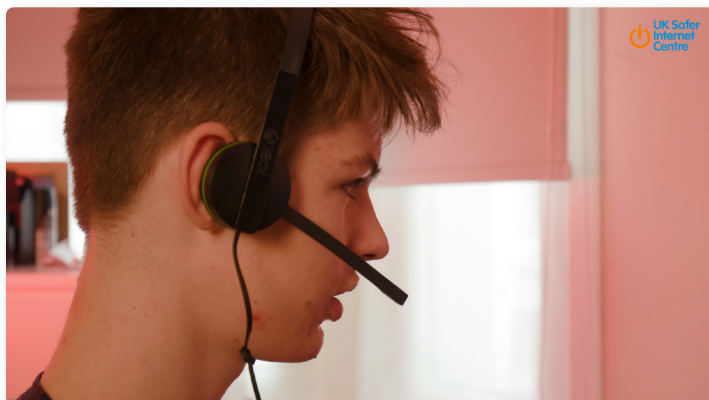
This film explores the ways in which young people manage risks and resolve issues that occur in online interactions such as online friendships, misunderstandings and unacceptable behaviour. In the film, young people are given three different scenarios to respond to and encouraged to provide advice to other young people who may be experiencing these issues online.

Discussing these themes with learners provides opportunity to explore:

- How and when trust might be established in online relationships
- The importance of considering your audience when sharing content online, even in more private spaces
- How unacceptable behaviour online can be safely and positively challenged.

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Key questions

**Before watching the film:**

'How would you sort out a friendship problem online?'

Prompt questions:

- What sort of problems with other users have you encountered online?
- What steps did you take to sort out the problem?
- Was it effective? Why/why not?

Before watching the film, you may wish to ask learners about the relationship problems they have faced online when interacting with others in games, social media and other social settings online. These problems might include situations where someone has said/done something to offend others or acted inappropriately, situations where someone is being bullied, situations where peer pressure is present, or situations where a miscommunication has led to conflict or falling out.

Encourage learners to explain what steps they took to solve the issue, and how effective they believe those strategies were.
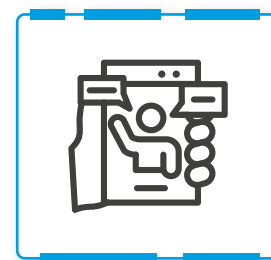
*Note: Discussions around online issues have the potential to lead to disclosures from children. For further guidance on responding to disclosures, please refer to the '**Establishing a safe learning environment and responding to disclosures**' document in the Educational resources for ages 11-18 pack, and ensure that you always follow your school/setting's safeguarding procedures.*

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ALL FUN AND GAMES ?

Exploring respect and relationships online

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After watching the film:

Discuss the scenarios presented in the film:

'My friend has recently met someone online and they've grown close very quickly. What's the best advice I can give them?'

Prompt questions:

- What information do you think is acceptable to share with someone you only know online?

- At what stage would you say that an online friend can be trusted? Why?

- What are the risks that someone may face if an online relationship becomes serious quickly?

- What steps can someone take if they are worried a relationship is developing too quickly?

Discuss with learners what 'trust' means in online relationships – can you ever trust someone you only know online? Ask learners what sort of things can (or cannot) be shared with another person they trust and about the balance of keeping personal information safe versus getting to know someone online – can you develop a relationship without giving away some personal details, or asking someone else for their details?

Encourage learners to consider the different risks that a young person might face in a fast-paced relationship such as pressure to share information/images, oversharing, misunderstandings, differing expectations and the possibility of exploitation.

Encourage learners to consider methods that could be used to slow down a relationship that might be progressing too fast (online or offline). Suggestions might include ways to take a break or reduce the frequency of communication, methods for saying 'no' or ways to explain your feelings to another person online.

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'I'm worried that something I said in a private chat group has been misunderstood. Some people are upset and treating me differently, what can I do?'

Prompt questions:

- What sort of things can be misunderstood online by different individuals and groups?
- What should you do if you have upset others online, even if it was unintentional?
- What impact might upsetting others have on your online reputation or social standing?
- What is the best way to resolve these sorts of issues?
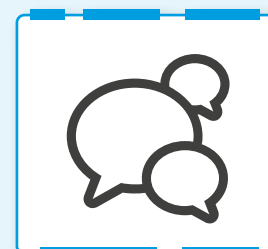
Explore with learners the types of communication that can be misunderstood online, particularly types that could impact others negatively (e.g. sharing a joke or meme that is funny to you but deeply offensive to some people). You may wish to use examples from the news and social media (such as celebrities or high profile people) to highlight the impact that these incidents have on other online users.

Discuss what impact this has on the reputation of the person who caused offence – is there a way to limit this impact? How could someone move on from this to repair their reputation and rebuild their relationships with others?

Ask learners what the best ways are to resolve these types of issues. Should you delete the offending content, or does that look like you have something to hide? Discuss the advantages and disadvantages of leaving the content online.

> You may feel like you should delete the message, but often this can be seen as insincere, or you're trying to hide away from something you've said.
>
> Secondary learner, Scotland

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'A couple of members in my online gaming group have started making sexist comments in the chat. What can I do about this?'

Note: Depending on learners' experiences, this discussion may turn towards types of content that targets or discriminates against people and groups online, including examples of online hate speech. The SELMA Toolkit and Talk It Over are free resources suitable for anyone working with young people to explore issues around online hate speech and methods to positively and safely challenge it.

Prompt questions:

■ How could you safely and positively challenge this unacceptable behaviour?

■ Would reporting this content to the game provider be effective? Why/why not?

■ What could online users do to create an online space/group where this behaviour doesn't occur?

You should definitely speak against those comments, because sexist comments aren't acceptable today.

Secondary learner, Wales

Discuss with learners any experiences they have related to this scenario – it can be very useful for young people to hear what their peers have experienced and how it affected them.

Ask learners if 'banter' or trash talking' is acceptable in online games – is there a line that is crossed between making offensive remarks to put off a player and actively targeting them with remarks designed to upset or cause harm? Where is that line, and does everyone in a game know where that is?

Explore ways that this behaviour could be positively and safely challenged. Strategies might include 'flipping' negative comments to positive, attempting to reason with someone, reminding others of what is acceptable or speaking out together as a group against the behaviour.

Finally, discuss what is needed to create safe and positive online spaces where sexist comments and other forms of abusive behaviour don't take place.

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ALL FUN AND GAMES ?

Exploring respect and
relationships online

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Exploring respect and relationships online:

Appendix 1 includes the three scenarios featured in the film along with other scenarios that reflect challenges around respect and relationships that young people may face online. Ask learners to work together in pairs or small groups to complete the sheet by providing advice for each of the scenarios. As a whole class/group, take time to feed back and compare the advice.

The following resources can be used to further explore the areas of online respect and online relationships:

- **ProjectEVOLVE** – (SWGfL/UK Safer Internet Centre) – free sign up required. (English only)
- **PSHE Toolkits** – (Childnet International)

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Appendix 1

My friend has recently met someone online and they have grown close very quickly. What's the best advice I can give them?

I'm worried that something I said in a private chat group has been misunderstood. Some people are upset and treating me differently, what can I do?

A couple of members in my online gaming group have started making sexist comments in the chat. What can I do about this?

Someone I know has asked for my friend's mobile number. My friend has let me share their number before so would it be okay to share it this time?

I keep seeing the same person online behaving badly and starting arguments. I think they're a troll – how should I deal with them?