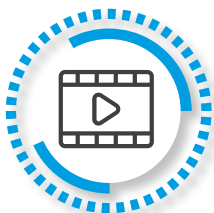


Safer Internet Day 2022 - Film for 7-11 year olds

Notes for educators



The Safer Internet Day 2022 film for 7-11-year-olds provides many opportunities for discussions with learners around online safety, online relationships and what respect means between online users in different contexts.

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

Film theme

Offering peer support for online relationship issues



Peer support – When individuals use their own experiences to help other people taking a number of forms such as peer mentoring, reflective listening (reflecting content and / or feelings), or counselling.

Education for a Connected World, UKCIS

This film explores the ways in which children manage risks and resolve issues that occur in relationships online, including situations that can arise when playing online games. In the film, children are given three different scenarios to respond to and encouraged to provide peer support to another child who may be experiencing these issues online. This film can be used to promote a discussion with learners about the strategies they use to manage 'tricky' situations online such as conflict, bullying and peer pressure.



Key questions



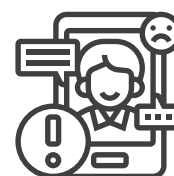
Before watching the film:

'How would you sort out a tricky problem with your friends 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 other users in games and through other apps or services that allow communication. 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 7-11 pack, and ensure that you always follow your school/setting's safeguarding procedures.

Take a moment before you respond and think about what you would say if you were being your best self.

Primary learner, Northern Ireland

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After watching the film:

Discuss the scenarios presented in the film:

'My friend has been sharing negative things about themselves online. Some people in their class have also been sending nasty and mean things back to them. What should I do?'

Prompt questions:

- What sort of mean and nasty things do you think have been sent?
- Why might someone share negative things about themselves?
- What can you do to help if you see bullying happening to someone else online?
- What steps would you take if you were being bullied online?

Explore with learners what 'nasty and mean things' might refer to, and ways in which someone may be bullied online. You may wish to discuss why the person being targeted is also sharing negative things about themselves. From 0:38-0:44, a child explains that this behaviour might be due to someone feeling sad, depressed or even being abused. Ask learners if they agree with this, or if they believe there are other reasons why someone may post negative things about themselves online.

Discuss with learners the possible actions they could take if they saw someone else online being bullied, such as offering support to the person being bullied, reporting to the game/app or seeking help from a trusted adult.

Finally, ask learners to consider any different strategies they might use if the bullying had been targeted at them, such as blocking or muting a user.

Remind learners that the most important action in a bullying situation is always to tell someone responsible who can help to resolve it – seeking help is key.



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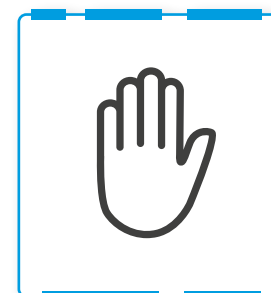
'My friends want me to play a scary game that's meant for adults, but I don't want to. What should I do?'

Prompt questions:

- Is it ever tricky to say 'no' to your friends? Why do you think that is?
- What consequences might there be if you decided to go ahead and play the scary game?
- Why is a 'no' from an adult helpful in this situation?

Start by asking learners if saying 'no' to their friends is hard. Are there any situations where saying 'no' is difficult? Why is it difficult?

Some learners might wish to discuss what could happen if they went ahead and played a scary game – this is a good opportunity to discuss the PEGI age rating system for games and how it works. Details about this can be found on the [AskAboutGames](#) site.



In this scenario, a 'no' from an adult is a very effective way of helping children resist peer pressure. For primary aged children, telling friends that a parent/ carer hasn't given permission for them to do something is a valid reason that friends will often accept without argument! Portraying it as the 'adult's decision' also helps reduce any further pressure on a child who didn't want to play the game in the first place.

...Just tell your friends that your parents said 'no'.

Primary learner, Wales

You may wish to discuss with learners if there are any other scenarios (online or offline) where having their parent/ carer not give permission can actually work in their favour.



'I love playing games online. But how can I avoid arguments with other people?'

Prompt questions:

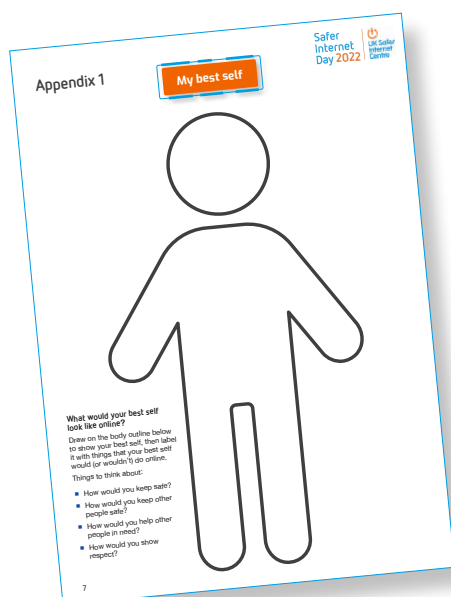
- What causes arguments in online games?
- How can you resolve an argument without making things worse?
- What steps would you take to prevent or avoid arguments?
- What would your 'best self' do in this situation?

Discuss with learners the ways in which arguments might occur online, particularly in gaming situations where competition or conflict may form part of the game.



Encourage learners to share their strategies and ideas for resolving and preventing arguments. You may wish to explore different scenarios in which arguments occur, if the strategies required are different for those different contexts, and why. Discuss whether any strategies might make a situation worse rather than better in the long term.

Discuss the idea suggested by a child from 2:09-2:16 – being your 'best self'. Ask learners to describe what their best self would look like online – how would they behave, treat others and respond to situations where they are (or someone else is) being mistreated?



Promoting positive strategies and behaviours online is key to keeping ourselves and others safe. You can use the 'My best self' worksheet (appendix 1) to explore this area further by asking learners to draw what their best self looks like and label it with suggestions about what to do (or not to do) online to stay safe and show respect.

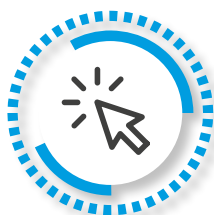
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Exploring respect and relationships online:



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)

My best self

What would your best self look like online?

Draw on the body outline below to show your best self, then label it with things that your best self would (or wouldn't) do online.

Things to think about:

How would you keep safe?

How would you help other people in need?

How would you keep other people safe?

How would you show respect?

