This contains notes for each slide for your own knowledge, practise, and background information.

**At the school:**
1. Make sure that you have internet access
2. Bring up the websites that you will use during the presentation: [www.kidsmart.org.uk](http://www.kidsmart.org.uk), [www.kidzdom.com](http://www.kidzdom.com), [www.bbc.co.uk/cbbc/help/safesurfing](http://www.bbc.co.uk/cbbc/help/safesurfing) (you can access Dongle interactive game and the music video from this website)
3. Make sure the computer and data projector or interactive whiteboard work
4. Make sure the volume/sound is working
5. Make sure you can work all equipment, including the presentation 😊

Please feel free to edit this resource to suit your needs. The duration of this presentation is approximately 50 minutes. The writing in blue is the script and the black underlined text is background information and instructions for the presenter. CT refers to Class Teacher, Parent refers to anyone that has a parent like relationship with a child and SELECT is the instruction to either use the mouse or keyboard to cue the animation/next slide.

![Homepage of Kidsmart](http://www.kidsmart.org.uk) This is the homepage of Kidsmart ([www.kidsmart.org.uk](http://www.kidsmart.org.uk)) ... This website includes links to great places for young people to explore on the internet. The questions below are designed to be delivered quickly in order to give an idea of how your children are using technology.

**Today we're going to be thinking about the internet.** So, to get us warmed up I'm going to ask a few questions. Raise your hand if you use the computer at home? Good ... Who uses the internet at home? Ok, who has a computer in their bedroom? Who has a mobile phone? Who has the internet on their phone? And keep your hand up if you actually use the internet on your phone. Wow, it's good to see that lots of you are using these technologies for lots of different things. We're going to start things off today by looking at the Kidsmart website. Has anyone looked at this website before?

* (Children to raise their hands to answer questions) Excellent! So can anybody tell me which area YOU would go to on this website? Young people that's right.

Select the next slide

**2 minutes**

This leads the children through to the best part of the site for them

Here we have another decision to make. Put your hands on your head if you are over 11 and hands on your ears if you are under 11? Who is 11?

Select the next slide

**30 seconds**

This slide shows some of the things that children can do on the Kidsmart website.

On the Kidsmart website there is an area just for you. Who enjoys making posters? Fantastic – did you know that if you design an internet safety poster and email it in to the Kidsmart team they will put it in their gallery (This would be a good follow up activity to consolidate the SMART rules). On this website there is also an area called “Join Hands” where you can make a pixel person and share your internet advice with other people- can you see the two different ones on the screen? (green faced orange haired person and blue t-shirt with red Mohican) In addition to all that, there are some games for you to play. We're actually going to play one of them today to see how good your internet safety knowledge is.

Select the next slide

**1 minute**

Select the next slide

The internet is an amazing place. On it we can discover loads of different things. Who can tell me another term for discover? ... Find out- exactly! Select The internet also lets us connect in lots of different ways with people in places far away or just in the next room! Select Also we can create lots of exciting things online.

I'm going to give you 30 seconds to think of two different ways you can discover, connect and create online. You can do it with the person next to you or you can think in your own head. GO! Give the children time to discuss their ideas and then ask for volunteers to give suggestions. The teacher should try to respond to the children's suggestions e.g. A child may say that they have created a website (Bebbo, MySpace, Facebook). Ask how many other children have their own website- this will give you a good idea of how the children are using technology outside of the classroom. It is always surprising to see how technology savvy some of the children are!

**Discover:** young people use the internet to find out a range of information, from researching school work to personal trivia like looking up information about their favourite musicians/sports teams. It is like having access to the largest library in the world.

**Connect:** young people connect with friends and new acquaintances online through a variety of communication tools including email, chat, Instant Messenger and newsgroups.
Increasingly young people are using games and social networks (facebook/bebo/picz/myspace etc) to communicate – these include talking about specific things, like particular games and how to get past certain levels or talking about themselves online like writing their own diaries etc and sharing comments, opinions and even photos in an open forum.

**Create**: young people are able to create a multitude of things online. The uniqueness of this compared to creating pieces of work offline is the huge potential audience that get to view these creations.

Select the next slide.

If the internet is available in the room you can show this slide. This slide is a screen grab of a website that has been created by a 12 year old boy - Andrew Fei. [www.kidzdom.com](http://www.kidzdom.com) He won a Childnet award for using the internet in an exciting, creative and positive way. Go to the website above and once the introduction has finished select ENTER. This will bring up a smaller window. Select on the red area (top left) where it says ANIMATED FILMS you then need to select onto CONGREGO'S CAN, the animation will start up automatically.

As we were just talking about being able to create things online. I'm going to show you something that a 12 year old boy created online, and he won a prize for it!

Run animation.

Who thinks that they might want to do something like that in a few years? Did anyone notice the message at the end of the animation? *(a message about not littering)* Well spotted!

Select the next slide.

**What you already know**

- How do you stay safe online?
- How do you stay safe when you are using a mobile phone?

This slide will show how much the children already know about being safe online. Either put the children into groups of four or five or alternatively if the group is too large simply ask the children to consider the question by themselves or with the person sitting next to them. Each group should have access to a large sheet of paper and a marker pen. OK, so it seems as if a lot of you are using the internet in super ways. Now, I wonder how you keep yourselves safe whilst being online?

The CT (class teacher) should show the slide and give the children 3-5 minutes in their groups to write down what they already know about keeping safe online. The CT should circulate the room looking at the answers given and asking groups with good suggestions to share their answers with the rest of the class. Depending on the experience and ability of the class you may want to give some prompt questions. E.g. *What things would you not tell someone online, what things would you download? What things do we need to watch out for when we are online?*

Select the next slide.

This is a fun way of introducing the children to the SMART acronym.

I have jumbled up a word on the board. If you can guess what it is put your fingers on your lips and keep it a secret. *(when the majority have guessed the word)* Ok, now a lot of you seemed to have worked out the word so can I have one person to tell me what the first letter is?

Select the next slide.

Correct. Well done and now another person? What is the second letter?

Select the next slide.

You're very good at this! The third letter? Choose another person

Select the next slide.
SMAR

10 seconds

SMAR

10 seconds

SMART

10 seconds

SMART

15 minutes

This animation is based on the Childnet SMART rules and has been produced by the BBC. The interactive animation highlights the main attractions and risks for young people online. It is suitable for all KS1 and KS2 classes.

The animation uses the SMART rules. Keeping personal information SAFE, MEETING up- if you really want to meet up with an online friend always take an adult, ACCEPTING files- never accept a file from someone you don't know, RELIABLE- is everything we see and everyone we meet online reliable? TELL- if you see anything online that upsets you TELL someone about it.

www.bbc.co.uk/cbbc/help/safesurfing.

We're going to meet Dongle and some of his friends. Like you they enjoy using the internet. Dongle is going to need your help to make some important decisions. Are you ready to help him?

Whilst the cartoon is playing I want you to watch out for the five rules that are shown. I'll be testing as we go to see who the best listener is!

Accepting

The first pause in the animation is to answer whether Dongle should accept or delete the email from someone he doesn't know.

Ok, so here is our first decision. If you think that Dongle should accept the email put your hands on your head and if you think that Dongle should delete the email put your hands on your hips.

Very interesting. Why do you think Dongle should delete the email? Make sure you focus discussion on why we should delete emails from strangers rather than why we should accept them. Try to draw out (i) we don't know who the sender is and we shouldn't accept things from strangers (ii) the message could contain nasty messages or images (iii) the message may contain a virus or a similar malware program.

Well done you've all given me some excellent answers and I think that now we know that it is not a good idea to accept files from people we don't know. But just this once shall we see what happens if we do accept the email? Select the Accept button (Dongle's computer blows up)

RELIABLE

As the R bounces at the bottom of the screen ask: Who can remember what the A stands for? What does the R stand for? You may want to check for understanding of what reliable means "someone or something you can trust" Select the R bouncing at the bottom of the screen.

Explore the shadow figures with the children.

OK so here it says that this is a picture of Suzy Supermodel. If Suzy Supermodel was reliable what would we expect this person to look like? Children to respond- tall, beautiful, elegant. Let's have a look. <Select the shadow portrait>Hang on so Suzy supermodel is actually Sidney the Snake! Is he a reliable person? Thumbs up for yes thumbs down for no. Children to give a response. Let's see if any of these other characters are more reliable. Ron the Rhino – is that a girl's name or a boy's name. Yes it's a boy's name. Select on shadow portrait. Another person who isn't telling the truth online! Let's see about this last one. Wait!… Flopsy the bunny, does anyone remember Flopsy from before? Flopsy is the crocodile. Select on shadow portrait. The animation moves back to Dongle on the computer he types "I'm a rabbit as well" Look, Dongle is telling the truth online. It's important that we are reliable online too.
SAFE
Crocodile has asked a question about where Dongle lives. Do you think that Dongle should tell?
(allow response) Select S at the bottom of the screen. On the screen you can see different sorts of information. Just like you wouldn't tell a stranger on the street- what information do we need to keep safe on the internet? Which ones do you think are personal information that you shouldn't give out to people you don't know. (encourage the children to think of their own situations). When a child offers full name respond- Ok, so if we couldn't use our full name what could we use? (a nickname, character from a film's name) If you were swimming in a gala at the weekend would you tell someone where you were swimming? What about the person who looks after you at home- would you give out information about them, like where they work? No. It's not only our personal information that we should keep safe but also information about our friends and family. What about a photograph? A photo is one of the most personal pieces of information we have. Once you post a picture online anyone can copy it and change it. Select answer.

TELL
In their messages Crocodile gets annoyed that Dongle won't tell him where he lives and sends him a nasty message. On the screen you can see suggestions of people that you might go to if you received a nasty message or if you saw something online that made you feel uncomfortable or sad. Can you all now think of who YOU would tell if that happened to you? Go around the room taking the children's answers. Extend their thinking by asking- What if you were playing at a friend's house, who would you tell? What if you have a computer in your room and one night you decide to use it past your bedtime. Who would you speak to if you saw something that worried you but thought you might get into trouble for using the computer late at night? Once the children have explored a few scenarios select to check the answers.

Now Dongle is in a chatroom with his friends. When you see the light shining out of the computer it shows who is typing. Crocodile has suggested "Let's meet up". When the M bubble is bouncing at the bottom of the screen ask the children – Do you think that it is a good idea to meet up with people we've only met online? Most children will automatically say NO. Let's see what Dongle does. Watch the rest of the animation.

Select the next slide.

Once the animation has finished it is a good idea to return to this screen to consolidate the children's learning of the SMART rules. Right, I hope that you were all watching out for those rules. All together in your loudest whisper can you please tell me what S stands for? Great! OK that's one in the bag. Can you get two rules? M stands for? Fantastic! You were really listening well – but watch out there are three more rules to remember … A is for? Some younger children may need to repeat Acceptable and Reliable as they may be unfamiliar words. R is for? And finally, T is for? It is also a good idea to revisit the messages behind each rule. Questions should be quick fire! Excellent, now who can tell me why we need to be careful about accepting files? There could be viruses attached to them/rude messages/rude images/illegal downloads E.g. music What sort of information should we keep safe? Full names, passwords, school name, address, email address, friends' addresses etc. What should you do if an online friend wants to meet up? Say you'd prefer not to/ say no What if you really want to meet up? Always take and adult. What should you do if you see something that bothers you on your computer or mobile phone? Tell an adult

Select the next slide.

Now what I'd like you to do is to get back into your groups and see if you can add anything to your posters. Write down all of the new things that you have learnt. Ask the children to use a different coloured pen to highlight their new learning- give a time limit 3-5 minutes.

Select the next slide.

Discussion scenarios

- 30 seconds for each scenario
- Discuss as a group what you would do or the advice you would give
- Choose 1 person in your group to read out a scenario to the class
- Think about which SMART rule the scenario relates to

10-15 minutes

The next section of work is most suitable for upper KS2 children. To apply the children's knowledge you can choose to set the children to work in either discussion or roleplay groups. The scenarios are the same but some teachers find that the roleplay work is more suited to older children.

Now we are going to look at some scenarios, does everyone know what a scenario is? Situation/setting/problem etc I am going to show the scenarios on the board. I will choose one person to read the scenario out and then it is over to you. Your challenge is to think of some advice that will help the person in the scenario. To do this FIRST think back to the SMART rules- which SMART rule does the situation make you think of? Once you have decided which SMART rule you are going to use think about the advice you are going to give the person.

Again the presenter will know the best way to run this section. An alternative to bringing up the scenarios on the Whiteboard is to print them out and ask separate groups to discuss and then present to the rest of the class. Split the children up into groups of no more than 6 members. Suggested comments for each scenario are given alongside each slide. The comments will need to be tailored to fit the context i.e. discussion/roleplay and it is a good idea to edit the comments in light of the children's advice.
To make sure that you would know what to do in a difficult situation online or using your mobile phone you are going to act out some roleplays. You need to read your roleplay and think carefully about what you would do if it happened to you. Try to think about which SMART rule it relates to. What advice would you give if it was happening to a friend of yours? Try to make sure that everyone in your group has a part- this might mean that someone plays the computer/the keyboard and you could think about having a narrator. Use your time carefully and try to practise two or three times. When you come to the front we will be judging you NOT on your drama skills but on how you show the problem and the advice. You need to be in groups of X (adjust the group numbers to the number of children you are presenting to and the number of roleplays you wish to present)

Give the children approximately 5 minutes time to practise the roleplays- it is a good idea to “touch base” with each group to make sure they have understood the scenario and are planning to give the correct advice. Each group should take turns to perform to the rest of the class. Limit presentations to 1 minute each group.

Select next slide

Ok, now we’re going to see if you really know how to be SMART online and on your mobile phones. Remember to think of the SMART rules to help you think of what to do. Here is the first scenario. Would someone like to read it out? Choose child to read the scenario. Ok you have got 30 seconds in your groups to decide what you would do. Get feedback from the children. Which SMART rule did you think of to help you with your advice? Good and what is your advice?

Excellent it’s good to remember that it’s important to keep ALL personal information private including family and friends’ information.

Select next slide

SAFE

Who’d like to read this one out? Choose child to read the scenario. Ok here we go again, 30 seconds to decide what you would do. Get feedback from the children Which SMART rule did you think of to help you with your advice? Good and what is your advice? …great advice. Photos of ourselves are our most personal pieces of information. Once we upload a photograph onto a website we lose control of it. Other people can copy it and change our photos in ways that we may not like. It also means that strangers may have access to our photos. If we want to put images of ourselves on the internet we should make sure that our security/privacy settings are set to private so that only our friends can view them. We also need to remember that the photo is of you and a friend. What should we do to make sure that the friend is happy having their photo put on the internet? Ask the friend.

Another volunteer to read? Choose child to read the scenario. Your 30 seconds to decide what advice you would give starts now Get feedback from the children Which SMART rule did you think of to help you with your advice? Good and what is your advice? Again great advice, meeting up with an online friend can be dangerous. If you really want to meet up with an online friend you should take an adult with you. Try to draw the children’s attention to the fact that you have known this friend for quite a long time. Does this make it safer? You still don’t know them in real life. Should you take a friend with you? No, because then they make be at risk too. If you really want to meet up with this friend what should you do? Take an adult with you.

Select to the next slide.

Who’d like to read this one? Choose child to read the scenario. Your 30 seconds to decide what you would say start now. Get feedback from the children Which SMART rule did you think of to help you with your advice? Good and what is your advice? Excellent advice. Meeting up with an online friend can be dangerous. If you really want to meet up with an online friend you should take an adult with you. If your online friend is who they say they are they won’t mind you bringing an adult. They probably have to bring one too!
Accepting emails/files from people you don't know can get you into trouble as they can contain viruses or nasty messages/images.

Who'd like to read this one? Choose child to read the scenario. Your 30 seconds to decide what you would do begin now. Get feedback from the children. Super decision. Although the temptation may be to see a picture of your friend, remember that you have never met this person before. Can we be sure that they are telling the truth? Best to say thanks for the offer but to not accept files from people you don't know.

Accepting emails from people you don't know can get you into trouble as they can contain viruses or nasty messages/images.

Another volunteer to read? Choose child to read the scenario. Your 30 seconds to decide what you would do begin now. Get feedback from the children. Which SMART rule did you think of to help you with your advice? Good and what is your advice? Good! Illegal download sites can be very tempting, but did you know that approximately 50% of files on file sharing websites are thought to have viruses? Also, the music that you choose is quite often not the music that you receive. Instead of music you get pop up ads and unwanted banner ads. You are better to use legal sites such as MSN music, yahoo music, I tunes and Napster to name a few.

Reliable- someone online may not be who they say they are

Who'd like to read this one? Choose child to read the scenario. Your 30 seconds to decide what you would do begin now. Get feedback from the children. Which SMART rule did you think of to help you with your advice? Good and what is your advice? This one is quite an interesting one. Do you remember that with Dongle we learnt that not everyone we meet online is reliable, well sometimes the things we read online are not reliable either.

You've come up with some great ways to check information that we find online like looking on other websites to see if the information matches, going to the library and looking in books and of course you can always ask an adult or a friend that might know. Remember to check your information before you believe it!

Reliable- someone online may not be who they say they are

Who'd like to read this one? Choose child to read the scenario. Your 30 seconds to decide what you would do begin now. Get feedback from the children. Another tricky decision! Has anyone ever been to Dubai or know someone who has been to Dubai? Does anyone know someone who owns three dogs? One or two of you. Does anyone know someone who owns a horse? So do you think it could be possible that Sally is telling the truth and that she is just a very lucky girl? It could be true couldn't it? Is there any way that we can check if it is true? Allow the children to give suggestions. These are all good suggestions I think that we've decided that the only way we can tell if she's telling the truth is by going to Dubai- that would take a very long time to save up for! Online friends often are telling the truth but we must remember that it is very hard for us to check this- so just be aware that some online friends may not be telling us the truth. This is one reason why it's often better to keep online friends online.
You are searching for some information on your homework and click on a website that turns out to have some really nasty images on it. You didn’t mean to open up this page and it makes you feel upset.

What do you do?

1 minute

You have been getting some text messages from an unknown number. At first they were ok, telling jokes and saying that they liked you but you just ignored them. Lately however, they have become pretty mean – saying that they hope bad things will happen to you. You start getting one every couple of hours.

What do you do?

1 minute

Last one now, who’d like to read it? Choose child to read the scenario. Your time starts now! Get feedback from the children. Excellent, I can tell that you have all been listening really carefully. If you ever see something that upsets you online you must tell an adult, that’s right.

What do you do?

1 minute

Let the children watch the animation (from the bbc website above) and encourage them to sing along! Childnet have a primary school leaflet available to order from http://www.kidsmart.org.uk/teachers/leaflets.aspx to help remind children of the SMART rules. It also has other helpful websites for children to visit with someone else in their family.

2 minutes