

Crescent School

Digital Citizenship Information Evening

Tuesday 9th February 2021

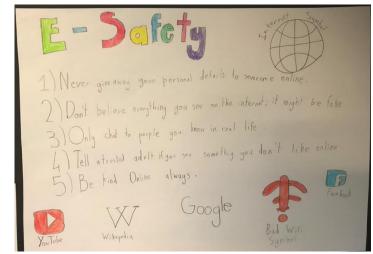
The plan for the evening

- The importance of preparing children for life in a digital world
- What does a good Digital Citizen
 look like?
- Digital Citizenship at Crescent
- Digital Citizenship and Well-being
- Advice & Links











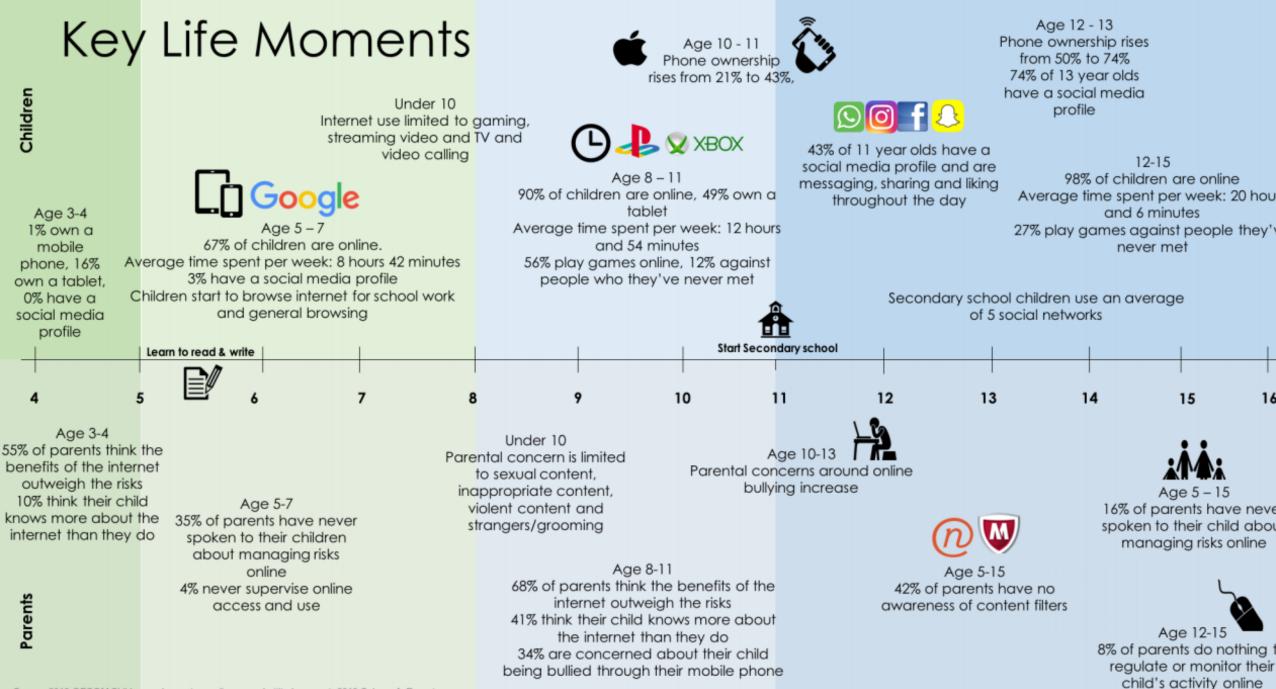
The importance of preparing children for life in a digital world



- We live in an ever evolving technology driven world no more so than right now
- In order to succeed you need fully transferrable computational skills... but not just the skills
- People now live their entire lives in a digital world work, education, shopping, banking, socialising etc.
- E-safety, but not just keep yourself safe... building a better online world for everyone
- Social media early 2000s, now used by employers
- Too early to start? Vital to embed key skills at an early age







Source: 2016 OFCOM Children and parents: media use and attitudes report, 2013 Cybersafe Report

What does a good digital citizen look like?

Digital citizenship is the ability to participate safely, intelligently, productively and responsibly in the digital world. Digital citizenship should also include positive, creative, deliberate use of technological tools and skills to create, connect, communicate, and collaborate in ways that make a positive contribution to family, school, and community life.

- Digital Literacy ICT skills
- Online Safety Keeping everyone safe
- Digital Responsibility A better, happier digital world for everyone
- Digital Health & Wellbeing



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Digital Citizenship at Crescent School



- Cross-curricular not just delivered in ICT and PSHE
- Not solely E-Safety, but an online education to equip children for digital life
- UKCIS 'Education for a Connected World' Framework 330 'I can' statements, broken down into 8 aspects of digital citizenship
- A focus on the positives list of do's not do nots

Princethorpe

Foundation

• Progressive and age-appropriate as pupils move through the school



UK Council for Internet Safety

Education for a Connected World



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

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Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

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Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

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Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.





Self-image and identity

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It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Pre-prep

I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.

<u>LKS2</u>

I can explain how people can represent themselves in different ways online.

<u>UKS2</u>

I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.





Online relationships



This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Pre-prep

I can explain why it is important to be considerate and kind to people online and to respect their choices. <u>LKS2</u>

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. **livestreaming**, gaming platforms).

<u>UKS2</u>

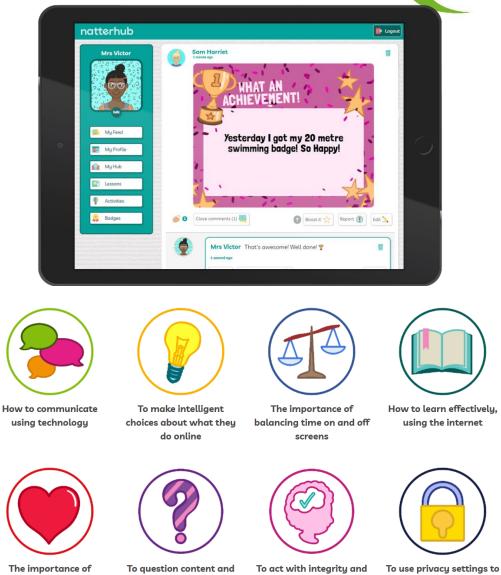
I can explain how sharing something online may have an impact either positively or negatively.



Natterhub

- A safe space to explore the concept of socialising online - gated, filtered and monitored
- Teaching skills, behaviour and respect in context
- A safe place to make mistakes
- 43% of 11 year olds have social media, 74% at 13
- Never too young to learn the importance of being nice to each other online



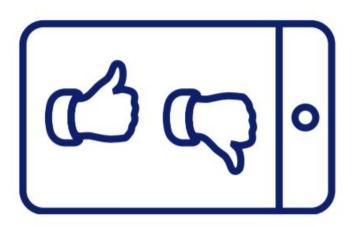


respectful online dialogue

remain open-minded honesty online

stay safe online

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Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Pre-prep

I can explain how information put online about someone can last for a long time.

<u>LKS2</u>

I can search for information about an individual online and summarise the information found.

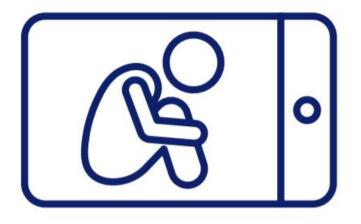
UKS2

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I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.







Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Pre-prep

I can describe how to behave online in ways that do not upset others and can give examples.

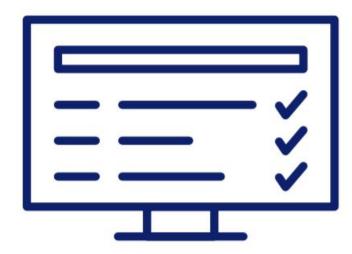
<u>LKS2</u>

I can recognise when someone is upset, hurt or angry online.



I can explain how someone would report online bullying in different contexts.





Managing online information

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Pre-prep

I can give simple examples of how to find information using digital technologies, e.g. **search engines**, **voice activated searching**). <u>LKS2</u>

I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.

<u>UKS2</u>

I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).





Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Pre-prep

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

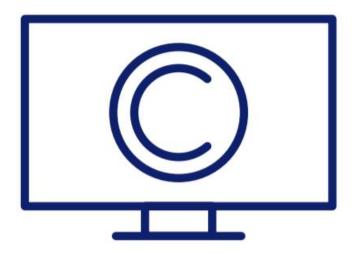
<u>LKS2</u>

I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.

<u>UKS2</u>

I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**).





Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.



Pre-prep

I know that work I create belongs to me.

I can name my work so that others know it belongs to me.

<u>LKS2</u>

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

<u>UKS2</u>

I can demonstrate how to make references to and acknowledge sources I have used from the internet.





Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Pre-prep

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.



<u>LKS2</u>

I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).

<u>UKS2</u>

I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

Digital Citizenship & Well-being

Screen time – the importance of balance
 Family agreement? A great way to start positive
 family conversations around safe and responsible
 internet use, and to agree clear expectations and boundaries.

Self-image and anxiety

It is essentially about having an awareness of how being online can make us feel and looking after ourselves and others when online. This can include recognising the impact being online can have on our emotions, mental wellbeing and even on our physical health and knowing what to do if something goes wrong.



What is digital wellbeing?





https://www.childnet.com/parents-and-carers/hot-topics/digital-wellbeing

Digital Citizenship & Well-being

Switching off

Using screens can affect how quickly your child falls asleep and how long your child sleeps. This happens for several reasons: Screen use in the hour before bed can stimulate your child. Blue light from televisions, computer screens, phones and tablets might suppress melatonin levels and delay sleepiness Crescent School

What is digital wellbeing?













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10 Key messages to share with your child

However and wherever you have a conversation with your child, here are 10 top tips you can share to support them in staying safe online.

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- 1. "You can always come to me if you need help." This is the most important thing to let your child know, and a way to give them confidence to speak to you when they need support.
- 2. "What would you do if this happened...?" Give your child strategies to deal with upsetting experiences online.
- 3. "Remember that not everyone is who they say they are online." Remind your child to always tell an adult if anyone they only know online makes them feel uncomfortable, or asks to meet up or share personal information or images.

 "Keep your personal information safe, and other people's too." This includes full names, contact details, and real-time locations.

5. "Be respectful to others online." Remind them if it's not okay offline...

"Think before you post." Help your child to be aware that their online actions can have consequences for themselves and others.

- 7. "Remember to ask if it's okay." Asking for, and receiving permission from others online is important before sharing images, adding people into group chats, etc.
- 8. "Remember not everything is true online." Help your child to be a critical thinker to find accurate information.
- 9. "The things other people post online might not always show what their life is really like." Reassure your child that nobody's life is as perfect as it may seem online, and judging yourself against other's online lives isn't a fair comparison.
- 10. "Recognise how going online makes you feel and take a break when you need to." Your child may need support in doing this, such as timers and reminders.

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Useful Digital Citizenship Links

- Internet Matters https://www.internetmatters.org/schools-esafety
- Education for a Connected World
 https://www.gov.uk/government/publications/education-for-a-connected-world
- Childnet International https://www.childnet.com/parents-and-carers
- Thinkuknow e-safety advice
 https://www.thinkuknow.co.uk/parents/
- NSPCC <u>https://www.nspcc.org.uk/keeping-children-safe/online-safety/</u>
- Net Aware https://www.net-aware.org.uk/
 Princethorpe
 Foundation







Thank you for watching

If you have any further questions please email markadkins@crescentschool.co.uk

