Welcome to the Internet

1st & 2nd Class Online Safety Programme

CONTENTS

FOREWORD

THE INTERNET AND DIGITAL TECHNOLOGIES HAVE POSITIVELY TRANSFORMED OUR LIVES, AND THOSE OF CHILDREN AND YOUNG PEOPLE.

It provides vast opportunities for learning, communication and support, and has become an inherent part of their daily lives. As they continue to expand their use of digital technology, the distinction between the online and offline world is becoming blurred. With the prominence of the internet in their lives, and as children increasingly access it from an earlier age, online safety and digital citizenship has never been more important.

Research consistently outlines the vital role of schools and educators in supporting children as they engage online. It is our collective responsibility to educate young people on the opportunities and risks involved with the online world. In doing so we will not only help them to be safer online, but we will also empower them to experience the benefits it provides.

The HTML Heroes programme provides cross curricular opportunities for teachers of 1st and 2nd class to engage in online safety education as part of their overall teaching. We believe that the lessons, resources and materials in this programme will make an excellent addition to our catalogue of resources aiming to assist teachers in the effective implementation of online safety and digital citizenship into their classroom practice.

Parents also have an important role to play in supporting their child online. This programme provides helpful home-school links, information and guidance to support parents to effectively engage with their children's online lives.

The Professional Development Service for Teachers, Technology in Education (PDST) is focused on empowering children and young people to be safer, more effective and responsible internet users for life, and this programme provides a solid foundation to begin the journey. In the development of this programme we listened carefully to educators, parents and education experts to create a comprehensive programme that provides for positive engagement with technology and help children safely navigate the online and digital world that is now such a prominent part of our lives.

Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can provide, as appropriate to their age and stage. In the same way we introduce children to road safety through the safe cross code, this programme is designed to guide children and young people through the first steps of online engagement and reinforce key safety messages while also promoting the benefits of the internet.

I would like to acknowledge the great work of our Webwise team, under the steerage of Anthony Kilcoyne, PDST Deputy Director for Digital Technologies. This has also involved a considerable team effort across the PDST with contributions from our Digital Technologies, Primary Languages, Health and Wellbeing and CPD Research and Design teams.

Our thanks also to the Inspectorate of the Department of Education and Skills, Dr. Margaret Nohilly, Kieran Fanning, the National Council for Special Education and the National Parents Council Primary.

Gach rath oraibh ar an obair fúintach atá romhaibh.

Ciara O'Donnell
National Director
Professional Development
Service for Teachers

ACKNOWLEDGEMENTS

ABOUT THE RESOURCE

THE HTML HEROES PROGRAMME HAS BEEN DESIGNED FOR TEACHERS OF 1ST AND 2ND CLASS TO INTRODUCE PUPILS TO THE FIRST STEPS OF ACCESSING AND USING THE INTERNET IN A SAFE AND RESPONSIBLE MANNER.

INTRODUCTION TO THE RESOURCE

The resource has five lessons that can be explored separately or delivered as a whole unit. The lessons explore using the internet safely, communicating online, playing and learning online, getting help and support.

Through five short illustrated stories pupils will learn the basic skills for being safe and secure online, including why it is essential to STOP, THINK, CHECK when accessing the digital world. The five lessons in the resource provide opportunities to engage with digital technology and highlight the benefits and opportunities the internet brings while also equipping pupils with the skills to safely navigate the digital world.

CONTEXT FOR THE PROGRAMME

Children are increasingly accessing the internet from a younger age, a survey conducted by The National Anti-Bullying Research and Resource Centre (ABC) in 2016 found that over 50% of children aged 6-8 years old have access to a computer with internet (National Anti-Bullying Research and Resource Centre, 2016).

The internet, digital technologies and digital media are now a prominent part of children's lives. The 2015 Net Children Report outlines the vital role schools and teachers play in engaging children in online safety, and recommends that digital literacy be integrated into the primary school curriculum to ensure that all children receive training in safety skills. By integrating digital technology use into learning activities, schools could promote more positive and safer uses of devices (O'Neill & Dinh, 2015).

WHAT ACTIVITIES DO CHILDREN DO ONLINE?

The latest EU Kids Online report outlines popular activities for children online. Along with watching videos, playing online games is a common entertainment activity in most countries. This report presents the findings from a survey of children aged 9–16 from 19 European countries. Some key findings from the report include:

● Watching videos, listening to music, communicating with friends and family, visiting a social networking site and playing online games top the list of activities that children do on a daily basis.

- The report also highlights a substantial increase in both the proportion of smartphone-using children and the amount of internet use compared with the EU Kids Online survey in 2010. The time that children spend online each day has almost doubled in many countries.

- Children's online experiences have changed considerably over the past decade, with YouTube becoming increasingly popular, and with national social networking sites giving way to Instagram and other prominent apps.

- In most countries, less than one in three children say they never or hardly ever use the internet for schoolwork (Smahel et al., 2020).

While research into younger children's use of the internet in Ireland is limited, the latest report from Cybersafe Ireland indicates an increase in access and participation online. The 2019 report surveyed 3,764 children aged between 8 and 12 and found that 93% owned their own smart device and 65% have their own accounts on social media and instant messaging apps. Gaming is also a popular activity with 70% of the children surveyed stating that they played at least one online game (CyberSafeIreland, 2020).

A 2018 report from Zeeko involving 244 schools and 35,867 children found that children are accessing the internet at a young age, the first access to the internet happens around 6 years. The report also noted more than 60% of primary school children using tablets, computers, and games consoles to access the internet with YouTube, Snapchat, and Minecraft among the favourite applications of primary school children (Everri & Park, 2018).

TECHNOLOGY USE IN COVID-19

Furthermore, research carried out by The National Anti-Bullying Research and Resource Centre at Dublin City University in partnership with the Joint Research Centre of the European Commission, which looks at how children and parents engaged with digital technology while staying at home during the Covid-19 lockdown, highlights a number of impacts on children's online safety and overall family wellbeing.

It finds that children significantly increased their use of technology during the lockdown, with 71% of children who use smartphones saying they used them more often during lockdown than before. A similar increase was reported by 72% of children who use social media, 66% of those who use gaming consoles and 65% of instant/private messaging users.

While many social media sites do not allow children under the age of 13 on their platforms, a sharp spike in social media use is visible in the 10-13 age category as well (75% of children who use social media in that age group used them more frequently during the lockdown).

77% of all children in the sample engaged in some online activities, such as an online class or video conference with their teachers while classes at their school were changed due to the coronavirus (KiDiCoTi, Anti-Bullying Centre, 2020).

In considering these findings you should be aware that some of the children in the group may be on the cusp of playing games online or have an interest in using social media messaging and sharing apps for the first time. **Some may be haggling with their parents for permission to do this. Your words may be brought home and used as part of these negotiations. In this context, it's better to talk about "playing online" than *"using Roblox or Fortnite"*.**

DEVELOPING DIGITAL SKILLS

Teaching children how to use the internet safely is an important part of digital education that children should receive. Digital skills are a fundamental precondition of children's successful engagement with the world through the internet: they are relevant for young people's participation in society, education, employment and their general wellbeing (International Telecommunication Union, 2018 & van Deursen, Helsper & Eynon 2016). Furthermore teaching children how to use the Internet in a positive and safe way is an important part of digital education (O'Neill & Dinh, 2015).

MANAGING RISKS AND OPPORTUNITIES

Experts agree, while it is important to highlight the risks which the internet may pose to children, a balance must be struck when it comes to online safety which acknowledges the many benefits and opportunities the internet offers. Practical, guided and modelled opportunities to learn in context will help children develop the understanding required to navigate the digital world.

The Global Kids Online report finds that children who participate in a wider range of online activities are more skilled in using the internet, while those whose access to the internet is more limited tend to have weaker digital skills. Online entertainment, for example, like playing video games and watching video clips, can help young children develop an interest in educational, informative and social online experiences. Encouraging children to extend their online activities beyond entertainment alone can also enable them to develop a range of technical and critical capacities, according to the report (Livingstone, Winter, D. K., & Hussein, 2019).

However, internet use is not without risks for children, in an Irish context, the 2015 Net Children Go Mobile Report finds;

- Overall, 1 in 5 children in Ireland (20%) say that they have been bothered by something online in the past year (20%). This is double the percentage (10%) reported by Irish 9-16 year olds in the EU Kids Online survey in 2011.

- Cyberbullying is now more prevalent than face-to-face bullying (13% now compared to 4% in 2011), and this occurs most commonly on social networking services (SNS).

- As regards other risks, children now encounter more negative user-generated content than in 2011 (from 12% to 16%). However, this is much lower than the European average of 25%.

- Overall, since 2011 some risks have increased and others have decreased. In responding to risks in general, Irish children are much more likely than the European average to talk to others about problematic experiences. However, some 17% of Irish children do not tell anyone.

- As already noted in the EU Kids Online survey, bullying is still the most harmful risky experience: 17% of children (out of 22%) who have been bullied on- or offline claim they have been 'very' or 'a bit' upset (O'Neill & Dinh, 2015).

In relation to risks online, new research stresses how important it is that children spend time online in order to learn how to navigate these risks, and make the most of the opportunities offered. It is also important to keep in mind that risk does not always lead to harm (Livingstone, Kardefelt Winther, Saeed, Marium, 2019). Children exposed to online risks may not suffer harm if they have the knowledge and resilience to cope with the experience (Livingstone, Mascheroni, & Staksrud, 2018).

SECTION 1:

TEACHER INFORMATION

ABOUT THE HTML HEROES EDUCATIONAL PROGRAMME

THE 1ST AND 2ND CLASS PROGRAMME INTRODUCES PUPILS TO THE INTERNET AND EXPLORES USING THE INTERNET TO SAFELY LEARN, CREATE, PLAY AND COMMUNICATE ONLINE.

The HTML Heroes: Welcome to the Internetis resource introduces pupils to the HTML Heroes, two USB characters called Ruby and Archie. The centrepiece for each lesson is a short story featuring the USB characters as they navigate the online environment and various internet safety themes and topics that arise as they do. These stories contain much of the exposition and key learning points of the lesson. Through the five short illustrated stories pupils will learn the basic skills for being safe and secure online, including why it is essential to STOP, THINK, CHECK when accessing the digital world. The five lessons in the resource provide opportunities to engage with digital technology and highlight the benefits and opportunities the internet brings while also equipping pupils with the skills to safely navigate the digital world. Each story features discussion points and activities that support further exploration of the topic and reinforcement of key safety messages.

3RD AND 4TH CLASS HTML HEROES PROGRAMME

The HTML Heroes also feature in our educational resource for 3rd and 4th class pupils, HTML Heroes: An Introduction to the Internet. The programme introduces pupils to the internet, explores key features of the online world and also addresses a range of internet safety topics including privacy, cyberbullying, evaluating information online, among others. The resource also explores new areas of technology use including: managing time online, playing online, online advertising and social media use.

The resource is supported by three animations that centre around the two USB characters as featured in the 1st and 2nd class programme, Ruby and Archie. These characters perform catchy internet safety raps to reinforce the key messages of the lessons.

The programme can be accessed for free here: www.webwise.ie/html-heroes

CURRICULUM LINKS

This resource is aligned to the SPHE Curriculum and encourages a cross curricular approach that supports the Primary Language Curriculum.

USING HTML HEROES TO SUPPORT THE TEACHING OF THE STAY SAFE PROGRAMME

The Stay Safe Programme is a mandatory primary school personal safety skills programme that must be taught at each class level within the context of the SPHE curriculum to cover relevant content objectives. All primary schools must fully implement the Stay Safe Programme as part of their two year SPHE cycle.

The Stay Safe Programme works to enhance the self-protective skills of students across a range of situations and encourages telling an adult when harmful situations arise. In addition, this resource promotes the importance of developing strategies to prevent and deal with cyberbullying and staying safe while exploring the online environment is also addressed. Available at: www.staysafe.ie.

This HTML Heroes Programmes at 1st and 2nd class level and 3rd and 4th class level can be used as an additional support when teaching the prescribed Stay Safe Programme content. The programmes aim to give pupils the skills necessary to enable them to recognise and resist abuse/victimisation and teaches them that they should always tell (an adult that can help) about any situation that they find unsafe, upsetting, threatening, dangerous or abusive.

SECTION 2:

TEACHING INTERNET SAFETY - GETTING STARTED

WEBWISE TEACHER'S HUB – webwise.ie/teachers

THE WEBWISE TEACHER'S HUB IS A GREAT PLACE TO GET INFORMED BEFORE BEGINNING TO TEACH INTERNET SAFETY IN THE CLASSROOM.

It provides further educational resources along with information on school policy and advice for teachers on introducing and using technology in the classroom. For more info visit: webwise.ie/teachers.

SPECIAL CONSIDERATION TO ENGAGING PARENTS/ GUARDIANS ON INTERNET SAFETY

Research shows parents are the main source of help when something bothering or upsetting happens online to the children and parents are the primary educators of their children. As children are spending an increasing amount of time online at home it is vital to educate and support parents around this in order to reinforce appropriate behaviour online. Schools can draw parents' attention to the supports available to them on **webwise.ie/parents** by placing a link on their school's website or circulating the Webwise Parents' Guide to a Better Internet to the parent's association. For more info visit: webwise.ie/parents.

INTERNET SAFETY TALKS FOR PARENTS/ GUARDIANS

The National Parents Council Primary offer online and face-face training for parents in the area of internet safety. Parents often admire how easily their children can use the Internet, but aren't quite sure of what they are doing or seeing. Parents will be introduced to strategies to help their children be responsible, effective and safer internet users. This session also looks at cyberbullying.

As parents, it is vital to have good, open communication with your child about their internet lives like all other aspects of their lives. We need to talk to our children about the potential dangers that they may come across online as well as the many benefits they will find. Setting rules and boundaries around children's internet usage is an important aspect of keeping them safe online.

For more information visit: npc.ie

SAFER INTERNET DAY

Get pupils involved in online safety by signing up for Safer Internet Day, celebrated every February. Get more information from: webwise.ie/saferinternetday.

ADDITIONAL SUPPORTS

TEACHER TRAINING AND SUPPORT

Using dlplanning.ie to support engagement with the Digital Learning Framework

The Digital Learning Framework (DLF) has been developed by the Department of Education and Skills and represents one of the key supports envisaged under the Digital Strategy for Schools 2015-2020. In implementing the Digital Learning Framework, schools and teachers are given a structure which allows them to identify where they are on the journey towards embedding digital technologies in teaching, learning and assessment, and enables them to progress in that journey.

The Digital Learning Framework Planning website has been developed to assist schools with the implementation of the Digital Learning Framework. This website provides a range of resources to support schools in this process, including videos showcasing the approach and experience of two primary schools in implementing the actions of their respective Digital Learning Plans over the course of a school year.

For more information visit: www.dlplanning.ie/teaching-learning

CONTINUING PROFESSIONAL DEVELOPMENT

Additional resources and supports available include online courses, in-school support and face-to-face seminars and workshops from both the PDST and the NCSE.

ONLINE COURSES

PDST Technology in Education online courses on using digital technologies in teaching, learning and assessment are provided via TeacherCPD. ie. Courses include online term-time courses for both primary and post primary teachers as well as summer courses for primary teachers (EPV day approved, free of charge). Please go to TeacherCPD.ie where you will find all of the necessary information regarding access including course schedules, descriptions and enrolment information/links.

For more information visit: https://TeacherCPD.ie

FACE TO FACE COURSES

PDST Technology in Education provides term time and summer courses in addition to other continuing professional development opportunities to support the integration of digital technologies in teaching, learning and assessment and to help with digital learning planning in your school. Face-to-face courses are delivered through the Education Centre network. Contact your local Education Centre for face to face course details/bookings.

The National Council for Special Education (NCSE) also offers continuing professional development opportunities to support the integration of digital technologies that may be of particular interest to teachers working with students with special needs. Courses can be booked at www.ncse.ie/teacher-professional-learning or for a whole school CPD they can be booked using the NCSE Support Portal.

SCHOOL-BASED SUPPORT

All schools are free to apply on the PDST website (www.pdst.ie) for support (including sustained support) from a PDST Digital

HTML HEROES

Technologies Advisor who can visit their school to work with teachers on site. The NCSE offers Digital Visits to special schools and advisors are available to visit any school regarding digital technologies in Special Education Teaching settings. Bookings are made through the NCSE Support Portal.

BE MEDIA SMART

The advice to Stop, Think and Check outlined in the 1st and 2nd Class HTML Heroes Programme comes from the Be Media Smart campaign initiative of Media Literacy Ireland. The Be Media Smart campaign is designed to help people recognise unreliable sources of information as well as identifying deliberately false or misleading information. It will enhance people's understanding of, and engagement with media, while also empowering them with the skills to evaluate content across all platforms. For more information on Be Media Smart visit www.bemediasmart.ie.

Information is everywhere and sometimes it can be difficult to judge how accurate or reliable information is. To ensure what you are seeing, reading or hearing is accurate and reliable, always try to:

STOP ✋

Read more than the headline.

Don't assume that a picture or photo is giving you the whole picture.

Just because information goes viral or is trending, doesn't mean it's accurate.

THINK ❓

Think carefully about what the information is for.

Consider your own biases.

See if the information is being repeated anywhere else.

CHECK ✅

Look closely at the web address.

Find out who the author, producer, publisher is.

Look at the details to check for accuracy.

Ask the experts, for example fact-checking sites such as snopes.com and factcheck.org. For pictures, you can do a reverse search for images at tinyeye.com and images.google.com

INSTRUCTIONS FOR USING THIS RESOURCE

BEFORE BEGINNING THE HTML HEROES PROGRAMME, READ THE TEACHER INFORMATION BEFORE EACH LESSON.

Some preparation work is required before each lesson. Each lesson is supported by a short illustrated story featuring the HTML Heroes which can be accessed and displayed on the whiteboard or downloaded at webwise.ie/html-heroes.

THE FOLLOWING ARE A FEW IMPORTANT STEPS WE RECOMMEND TAKING BEFORE YOU BEGIN THE HTML HEROES PROGRAMME:

SCHOOL POLICIES

Teachers should familiarise themselves with the relevant school policies including; Acceptable Use Policy, Anti-Bullying Policy, Bring Your Own Device (BYOD) Policy, Child Safeguarding Statement, Code of Behaviour, Privacy/GDPR Policy, etc. Be aware of all the supports available to you and to the pupils in your school. It is important to be well informed on the school's relevant policies.

ANTI-BULLYING PROCEDURES

All schools are required to formally adopt and implement an Anti-Bullying Policy that fully complies with the requirements of the Anti-Bullying Procedures. Before beginning the 1st and 2nd Class HTML Heroes Programme, familiarise yourself with the school's Anti-Bullying Policy and make pupils aware of the school's procedures as appropriate.

DISCUSSING ONLINE ACTIVITIES

TIPS FOR DISCUSSION AND EXPLORATION OF THE HTML HEROES PROGRAMME

Children's engagement with digital media and technologies will vary from pupil to pupil and families will have different rules in place. For example, some children will have more experience of playing online or using devices to watch videos online. The 1st and 2nd Class HTML Heroes Programme will introduce pupils to using the internet to safely learn, create, play and communicate online while also demonstrating the benefits of digital technologies.

It is important that the discussions in these lessons focus on online activities, rather than on specific online services. Try to focus discussions on the needs that motivate pupils' internet use and not the tools they use to achieve these goals.

Please be mindful that some of the children in the group may be on the cusp of playing games online or have an interest in using social media messaging and sharing apps for the first time.

Some may be haggling with their parents for permission to do this. Your words may be brought home and used as part of these negotiations. In this context, it's better to talk about "playing online" than "using *Roblox* or *Fortnite*".

TEACHERS ARE ADVISED TO ASCERTAIN WHAT THE PUPILS LEVELS OF ENGAGEMENT WITH VARIOUS ONLINE TOOLS ARE AND TO ADAPT THE DELIVERY OF THE RESOURCE ACCORDINGLY.

For example, a school might survey teachers, parents and/or pupils to find out if they play online games or use messaging apps. Teachers can select from relevant lessons, stories and activities within the programme to best suit the needs of the class based on their engagement with digital technology. The resource is designed for 1st and 2nd class pupils; however, some activities within the resource are more suitable for 2nd class pupils. These activities are clearly highlighted within the programme.

AGE RESTRICTIONS ONLINE – WHAT DO I NEED TO KNOW?

Most social media platforms and services have a minimum age requirement; for the majority of these services, it is 13 years old and some are set at 16 (WhatsApp). Therefore technically, children under the age of 13 should not have a social media account. However most social media platforms do not have robust age-verifications in place, making it easy for children to sign-up.

Under the new E.U General Data Protection Regulation (GDPR), Ireland has now set the Digital Age of Consent to 16 years old. This is the age at which children can legally consent to companies/organisations processing their personal data or information for example when you sign up to an online platform or social media account. For children under the age of 16, consent must be given/authorised by the parent or guardian of the child. **For the purposes of data collection, teenagers between the age of 13 and 16 years old must have parental permission to sign-up to social media services.**

Age restrictions on online games vary, although most online games have a PEGI Rating. Age ratings are systems used to ensure that entertainment content, such as games, and also films, tv shows or mobile apps, is clearly labelled with a minimum age recommendation based on the content they have. These age ratings provide guidance to consumers, parents in particular, to help them decide whether or not to buy a particular product for a child.

There is no age restriction for watching videos on YouTube, but users need to be 13 or older to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content).

It is recommended that any internet use for young children is supervised and child-friendly sites are used. We advise children to wait until the required age before joining any service. Parents should be aware of age restrictions and also have an important role to play to help prepare their children to go online. More information for parents is outlined on the 1st and 2nd Class HTML Heroes Programme.

EMBEDDING DIGITAL TECHNOLOGY

Opportunities for embedding digital technology will be highlighted by this logo.

Schools with access to digital devices (e.g. tablets, laptops, cameras) can capture pupils' written responses on discussion activities using a variety of web-based tools and apps (e.g. Google Docs, Microsoft Word, Mentimeter, Kahoot, Flipgrid etc.). They can also use digital voice recording tools (e.g. Vocaroo, Chatterpix, Flipgrid, Anchor, microphone tool on Seesaw etc.) to capture pupils' oral responses. Creative and graphic design digital tools (e.g. Adobe Spark Post, Animaker, Canva etc.) can be used for arts-based activities such as creating posters. Digital content creation tools (e.g. Write Reader, Book Creator, Keynote, Google Slides, Microsoft Powerpoint etc.), provide opportunities for pupils to draft, edit and publish their writing genre work or showcase their understanding of a topic in the format of a multimedia presentation. This is not an exhaustive list but a helpful starting point for teachers using digital tools in the classroom. Digital technologies can be integrated in many ways and pupils' work can be saved on their digital portfolio platforms as evidence of their knowledge, understanding and engagement.

DIFFERENTIATION

Opportunities for embedding digital technology will be highlighted by this logo.

- Depending on the nature of the pupil's needs, there may be a need to have dedicated lessons prior to each lesson to decode and demystify the language surrounding each topic along with the new vocabulary being introduced. A vocabulary list of recommended keywords is provided. It is recommended that pupils have multiple exposures to the keywords, they will need to see, understand and engage with it in a range of contexts and will need to use it and revisit it in varied contexts also. The PDST Vocabulary workshop would be useful for further activities on vocabulary development. It is available to access on the pdst.ie website.

- For pupils who struggle with handwriting responses to activities, they could use speech-to-text to dictate their answers or record their responses orally using a microphone tool. Often speech-to-text tools and audio recording tools are inbuilt on apps and online tools.

- Avoid putting pressure on individual pupils to read the HTML Heroes short story aloud. Rather encourage pupil choice and support pupils' needs by having them read the story independently, in pairs, as part of a small group or as part of a whole class read aloud.

- Subtitles are available on the Online Safety Code song for pupils to follow and sing along to.

PLENARY ACTIVITY

The suggested activities might sometimes take longer than indicated. Feel free to alter and omit activities to ensure that you address the specific needs of your class. **Sufficient time should be left for debriefing at the end of the modules.** A sample plenary activity is also included in Appendix 1 to provide an opportunity for self-reflection for students at the end of each module. Use digital tools such as Kahoot, Mentimeter or Classroomscreen. com to capture pupil's feedback and review their learning at the end of the lesson.

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SECTION 3:

HTML HEROES:
WELCOME TO THE INTERNET
1ST & 2ND CLASS EDITION

MEET THE HTML HEROES

TEACHER NOTE:

BEFORE BEGINNING LESSON ONE, INTRODUCE PUPILS TO THE HTML HEROES. AN INTRODUCTION IS PROVIDED IN THE HTML HEROES STORYBOOK, NOTES ARE PROVIDED BELOW AND AN INTRODUCTION SLIDE IS PROVIDED ON WWW.WEBWISE.IE/HTML-HEROES

MEET THE HTML HEROES

The HTML Heroes are two close friends, Archie in green and Ruby in purple. They are two plucky USB keys who think they know it all – but they actually have a lot to learn. The HTML Heroes come to life when the classroom empties out and have the ability to travel through the internet. The HTML Heroes online adventures take them through the world wide web where they learn all about being safe online.

WHAT IS A USB KEY?

A small portable memory device that can be plugged into many different types of computers. A USB key allows for information to be easily stored and transferred between different devices.

WHAT DOES HTML MEAN?

Hypertext markup language, or HTML. This is a type of code or language used to create websites and apps.

HOW DO RUBY AND ARCHIE CONNECT TO THE INTERNET?

The HTML Heroes connect to the internet using a computer or device such as a tablet. The HTML Heroes like many humans use the internet to explore, learn, and play. That's how the HTML Heroes know the best tips to help keep you safe online.

This programme contains five short stories featuring Archie, Ruby and some new friends from the classroom. The HTML Heroes will use their inside knowledge of the internet to help these newcomers have fun and stay safe while exploring the online world for the first time.

LESSON 1

WELCOME TO THE INTERNET

PURPOSE:

This lesson will provide a brief introduction to the internet and how it works. It will guide pupils through the first steps of accessing the internet, and potential uses of the internet through exploring the use of various digital technologies. It will also provide an introduction to key safety messages and how it is just as important to stay safe in the online world as it is the offline world. This introduction will be aimed at those who are new to digital technology and the internet in particular.

LEARNING OUTCOMES:

When they have finished this lesson, pupils will be able to:

- List some of the things you can do online.
- Identify devices you can use to access the internet.
- Understand basic internet-related terminology.
- Understand that key safety messages for the real world are just as important in the online world.

CURRICULUM LINKS:

1ST & 2ND CLASS SPHE CURRICULUM

Strand: Myself and the wider world

Strand Unit: Media education

Curriculum Objective: Become aware of and learn about the different ways in which information can be communicated.

Extension Activity: Create a laptop/ iPad contract for using devices at school.

CROSS CURRICULAR LINKS:

MATHEMATICS

Strand: Number

Strand Unit: Operations

Curriculum Objectives: Add numbers without and with renaming within 99; subtract numbers without renaming within 99.

Class Activity: Solve the addition and subtraction sums and then use the code key to fill in the corresponding correct letters to break Ruby and Archie's internet safety message.

SOCIAL, ENVIRONMENTAL AND SCIENTIFIC EDUCATION: HISTORY

Strand: Myself and my family

Strand Unit: When my grandparents were young

Curriculum Objective: Compare lives of people in the past with the lives of people today, noting differences and similarities.

Class Activity:

The Take-Home activity in this lesson involves interviewing a grandparent or older person to compare what life was like when they were a child to life for a child now.

Extension Activity:

Create a digital poster/ presentation/ book featuring images and text to show the similarities and differences between what life was like for grandparents or older people growing up and children's lives now especially the difference the internet and digital technology has made.

PRIMARY LANGUAGE CURRICULUM

Strand: Reading

Element: Exploring and using

Learning Outcome 8: Response and author's intent

L.O.8: Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.

Class Activity:

Invite pupils to express thoughts and feelings about the story, 'Dolly and the Internet', and give reasons for their opinions based on the information provided in the text.

CONTINUING THE LESSON WITH THE HTML HEROES: 3RD & 4TH CLASS EDITION

The online safety themes and topics in this lesson are continued in Lesson 1: Welcome to the Internet: www.webwise. ie/lessons/welcome-to-the-internet/.

HTML HEROES

RESOURCES NEEDED:

- Computer connected to projector/whiteboard
- Activity Sheet 1.1: Getting Connected
- Activity Sheet 1.2: Safety Code Breaker
- Activity Sheet 1.2A: Safety Code Breaker (Text-Cypher)
- Webwise Parents/Guardians Take-Home Handout 1
- HTML Heroes Short Story: 'Dolly and the Internet' available at www.webwise.ie/html-heroes

METHODOLOGIES:

Discussion, think-pair-share, double think-pair-share, storytelling, sorting, interviewing, decoding

KEY VOCABULARY:

- **CONNECT** - to join or add a device to the internet so it becomes connected to the internet and you can go online and explore the internet.

- **DEVICE** - in this case referring to an electronic piece of equipment that can connect to the internet e.g., smart phone, tablet, computer, virtual assistant, etc.

- **HTML** (hypertext markup language) - people create websites or web applications known as 'apps' using a code called hypertext markup language, or HTML. Internet browsers read HTML which allows people to view websites and web applications.

- **INTERNET** - a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages. Each website has its own internet address, and lots of these addresses begin with "www", which stands for "World Wide Web".

- **INTERNET BROWSER** - is a software application that allows you to look at websites on the internet. Examples include: Internet Explorer, Microsoft Edge, Google Chrome and Mozilla Firefox.

- **OFFLINE** - not being connected to the internet, when a digital device is turned off.

- **ONLINE** - being connected to the internet through the use of digital technology.

- **SEARCH ENGINE** - search engines are programs that search an index of the world wide web for keywords, making it easier and faster for you to find the address or website you are looking for. Examples include Google, Yahoo! and Bing.

- **WI-FI** - allows you to connect to broadband internet without the use of wires hence the term 'wireless' internet connection.

LESSON ACTIVITIES

ACTIVITY 1.1: GETTING CONNECTED

STEP 1.

Introduce the lesson 'Welcome to the Internet' and explain to pupils that we are going to look at what the internet is and how we use it in our everyday lives, sometimes without even realising it. Begin by asking pupils to brainstorm *what is the internet?* Prompt pupils to include how it works, what we can use to access the internet, and what we can use the internet for. Use think-pair-share to get pupils' feedback on this and collate their answers on the whiteboard.

Explain to pupils that **the internet is a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages. Each website has its own web address, and lots of these addresses begin with "www," which stands for "World Wide Web". People can view websites using internet browsers such as Internet Explorer, Google Chrome or Mozilla Firefox. The internet is a brilliant resource that you can use to do lots of different things.**

STEP 2.

Next, explain to pupils that to use the internet you must first connect to it. You can do this using a lot of different devices. Distribute Activity Sheet 1.1 and read through the Activity Sheet with pupils. Ask them to think about all the different ways they connect to the internet at home to help them answer the Activity Sheet.

STEP 3.

Once pupils have completed Activity Sheet 1.1 and you have gone through the correct answers with them, ask pupils if they have ever heard of the expression 'going online' or 'being online' before. Explain to pupils that when we use the internet it is often called 'going online' or 'being online'. **Being online means being connected to the internet through the use of a digital device**. **When we are not online this can be known as being offline or not being connected to the internet. For example, using a mobile phone to ring someone. Explain to pupils that most devices don't need wires to connect to the internet. They can connect using 'Wi-Fi' or wireless internet connection.**

Next, use the list of connected items on Activity Sheet 1.1 to discuss with pupils; *how the internet can help us in our lives?* Put pupils in pairs and assign them three digital items featured in Activity Sheet 1.1, ensuring that each item is assigned to at least one group. Ask the pupils to think of one way each of their assigned items might help/benefit people? For example, a smart watch can tell us the time but people can also use it to stay healthy, set fitness goals and track how many steps they have walked that day. Use double think-pair-share for this i.e. partners do the traditional think-pair-share brainstorming and after the allotted time, each pair then finds another pair to share answers with and add any new ideas to their lists.

STEP 4.

After getting feedback from pupils and discussing how the internet can help our lives, it's important to explain to pupils that **in order for a lot of these items, listed in Activity Sheet 1.1, to work they collect information from us, for example, personal information when signing up, our location, searching history. This means it's important to check the settings of these items with a parent or guardian and make sure they are set to private and that they are not sharing too much information without realising it or knowing where it is going.**

ACTIVITY SHEET 1.1: GETTING CONNECTED

Connecting to the internet is such a breeze! There are many things that can be found in our homes today that are connected to the internet. These items are often called "smart" because they can give us instant access to information, from ancient times to the latest sensations!

You can have a lot of fun; you can learn, create, play but the number one rule is you gotta STAY SAFE!

FIND AND CIRCLE THE ITEMS BELOW THAT CAN BE USED TO CONNECT TO THE INTERNET.
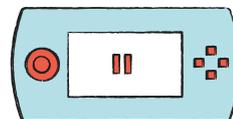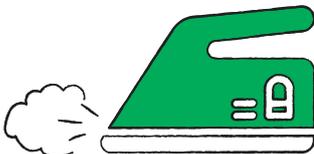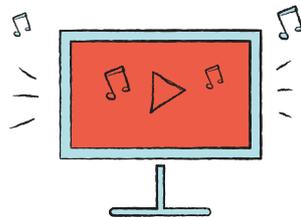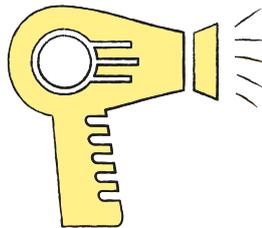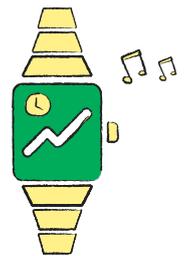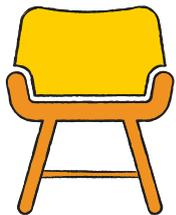
ACTIVITY 1.2: HTML HEROES SHORT STORY – DOLLY AND THE INTERNET'

STEP 1.

Go to www.webwise.ie/html-heroes and display the HTML Heroes short story: *'Dolly and the Internet'* on the whiteboard while you read through the story.

STEP 2.

Once you have finished reading the story, go through the discussion questions to help pupils reflect on the internet safety scenario and safety messages explored in the story.

DISCUSSION QUESTIONS:

1. WHAT WOULD DOLLY OFTEN HEAR THE TEACHER TALK ABOUT?

2. HOW DOES ARCHIE DESCRIBE WHAT THE INTERNET IS TO DOLLY?

3. HOW IS THE LAPTOP CONNECTED TO THE INTERNET?

4. WHAT DID ARCHIE SAY YOU DO WITH A SEARCH ENGINE?

5. WHAT DID DOLLY FIND OUT WHEN SHE SEARCHED FOR INFORMATION ON THE INTERNET?

6. HOW DID DOLLY FEEL AT THE END OF THE STORY?

7. WHAT SHOULD YOU ALWAYS DO BEFORE GOING ON THE INTERNET?

ACTIVITY 1.3: SAFETY CODE BREAKER

STEP 1.

Present Activity Sheet 1.2 to the pupils on the class whiteboard and explain that they need to work out the addition and subtraction sums to crack the HTML Heroes online safety tip for this lesson.

ALTERNATIVE ACTIVITY SHEET FOR PUPILS:

An alternative decoding activity, where addition and subtraction are not necessary skills required, is provided in Activity Sheet 1.2A. This is a text-cypher activity where the code is deciphered by finding the corresponding line number and word from the HTML Heroes short story: *'Dolly and the Internet'*. Please note you will need to complete the text-cypher activity using the short story book and not power point presentation. The safety code message: *'Always check before you connect'* is the same in both activities.

STEP 2.

Once pupils have cracked the safety code message: *Always check before you connect*, remind pupils that you should:

1. **Always ask a parent/guardian/trusted adult first before you go online.**

2. **Stay on websites that you know are safe and have visited with a parent/guardian/trusted adult first.**

3. **Always tell a parent or guardian or trusted adult if you feel like something's just not right online.**

ACTIVITY SHEET 1.3: ONLINE SAFETY CODE BREAKER

Solve the addition and subtraction problems, and then use the code key beneath to fill in the correct letters to break Ruby and Archie's internet safety message.

Use the code key beneath to fill in the correct letters

10-1=	5+2=	5+11=	13-4=	14+10=	12-4=

12+8=	25-2=	9+9=	23-3=	4+7=

7-3=	6+12=	5-2=	4+9=	3-1=	7+11=		12+12=	7+6=	25-4=

17+3=	17-4=	3+3=	4+2=	20-2=	23-3=	7+7=

CODE KEY

A = 9	E = 18	I = 25	M = 10	Q = 22	U = 21	Y = 24
B = 4	F = 3	J = 0	N = 6	R = 2	V = 5	Z = 15
C = 20	G = 1	K = 11	O = 13	S = 8	W = 16	
D = 12	H = 23	L = 7	P = 17	T = 14	X = 19	

Once you have cracked the code write Ruby and Archie's internet safety message in the box below. Make sure to colour in and decorate the message too.

RUBY AND ARCHIE'S INTERNET SAFETY MESSAGE:

ACTIVITY SHEET 1.3A:
ONLINE SAFETY CODE BREAKER (TEXT-CYPHER)

Below is a text-cypher from the HTML Heroes short story: *'Dolly and the Internet'*. The first number is the page number in the story, the second number is the line number from the story and the third number is the word, for example, 7 - 9 - 4 from the story, 'Dolly and the internet', is the word Dolly. Use the text-cypher code (page - line - word) and the HTML Heroes short story: 'Dolly and the internet' as featured in the storybook to fill in the correct letters to break Ruby and Archie's internet safety message.

PAGE: 7
LINE: 4
WORD: 5

PAGE: 13
LINE: 10
WORD: 4

PAGE:10
LINE: 2
**WORD: 2**

PAGE: 9
LINE: 7
WORD: 3

PAGE: 7
LINE: 8
WORD: 6

Once you have cracked the code write Ruby and Archie's internet safety message in the box below. Make sure to colour in and decorate the message too.

RUBY AND ARCHIE'S INTERNET SAFETY MESSAGE:

ACTIVITY 1.4: REFLECTION AND TAKE-HOME HANDOUT

STEP 1.

Use the reflection template in Appendix 1 and ask pupils to write down one thing they learned about the internet today. Invite pupils to share their responses and recap with the following points:

- The internet is a brilliant resource that you can use to do lots of different things.

- The internet is a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages.

- It is just as important to stay safe in the online world as it is the offline world.

Finally, always check before you connect! Ask permission before you use the internet.

STEP 2.

Finally, distribute and go through the Webwise Parents/ Guardians Take-Home Handout 1. Tell pupils that there is a Parents/ Guardians Section for parents to read about what they have learned in class and that there is a Pupils Section for them to complete as homework. Remind pupils that their parents/ guardians are to sign the handout once they have completed the activity and read through the handout.

Ask pupils to consider different ways of recording their interviews. Build upon the ideas they suggest.

The following are some ideas for consideration. Pupils could:

- handwrite or type the most interesting points of information that stand out from the interview.

- record the interview using a phone or tablet device and upload the sound file to their school's digital platform.

- create a simple digital poster or digital book based on the interview (this digital creation could also include photographs that show the similarities and differences between life when their grandparents were growing up and life now).

Encourage pupils to show the difference the invention of the internet and digital technology has made.

WEBWISE PARENTS/GUARDIANS TAKE-HOME HANDOUT 1

WELCOME TO THE INTERNET LESSON SUMMARY

Today in class your child learned about the internet and that it's important to stay safe while being online. Here are some of the main points of today's lesson:

- The internet is a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages.

- The internet is a brilliant resource that you can use to do lots of different things.

- It is just as important to stay safe in the online world as it is the offline world.

HAVE THE CHAT

As your child goes online for the first time, here are some important first steps to help get informed:

- Advice on introducing technology to your child available at www.webwise.ie/parents/the-experts/advice-introducing-technology-child/

- Talking to your child about internet safety available at www.webwise.ie/parents/talking-to-your-child-about-online-safety

- Talk to your child about the importance of asking permission before they just take a device and go online - **Always check before you connect!**

VISIT WEBWISE.IE/PARENTS FOR MORE EXPERT ADVICE, SUPPORT AND RESOURCES.

WEBWISE PARENTS/GUARDIANS TAKE-HOME HANDOUT 1

PUPILS SECTION

TAKE-HOME ACTIVITY: NOW AND THEN – AN INTERVIEW

Interview one of your grandparents or another older person in your life and find out what life was like when they were your age. Use this activity to compare life now to what life was like before the internet was invented.

Pupils can record audio clips using tablets, phones or cameras, instead of writing the answers.

I am _____ years old.

What year was it when you were my age?

_____

How did you keep in touch with friends when not in school?

_____

What was your favourite game to play when you were my age?

_____

How did you watch a movie or listen to music?

_____

How did you find out about the news of the day?

_____

PUPIL'S NAME:

PARENT'S/GUARDIAN'S SIGNATURE:

DATE:

LESSON 2

SEARCHING ONLINE

WHAT CAN I TRUST ONLINE?

PURPOSE:

This lesson aims to help pupils establish safe searching practices and develop pupils' critical thinking skills by encouraging them to question what they see on the internet. Pupils will explore website functions and features and develop strategies to identify reliable sources of information online. Pupils will also learn what to do if they come across upsetting/ inappropriate content online.

LEARNING OUTCOMES:

When they have finished this lesson, pupils will be able to:

- Identify features of a website/app that indicate whether it is secure and trustworthy or not.

- Know how to search safely online for age appropriate content and recognise there is a difference between content online for children and for adults.

- Recognise that not everything they see on the internet is real, reliable or accurate.

- Understand the importance of checking content online (especially new content) with a trusted adult before viewing or browsing a website/video.

CURRICULUM LINKS:

1ST & 2ND CLASS SPHE CURRICULUM

Strand: Myself

Strand Unit: Safety and protection

Curriculum Objectives:

- Recognise and explore situations where children feel safe and those where safety might be at risk.

- Discuss and practise appropriate strategies for dealing with these situations.

Strand: Myself and the wider world

Strand Unit: Media education

Curriculum Objective:

- Become aware of and learn about the different ways in which information can be communicated.

- Begin to distinguish between fact and fiction in stories or situations in different media forms.

1ST & 2ND CLASS STAY SAFE PROGRAMME

The Stay Safe programme is a personal safety skills programme for primary schools. Stay Safe is a mandatory resource and must be used within the context of the SPHE curriculum to cover relevant content objectives.

Topic 1. Feeling Safe and Unsafe

- Lesson 2. Sometimes I feel safe, sometimes I feel unsafe
- Lesson 3. What to do if I feel unsafe

CONTINUING THE LESSON WITH THE HTML HEROES: 3RD & 4TH CLASS EDITION

The online safety themes and topics in this lesson are continued in:

- Lesson 2: Searching the Internet, further lesson activities here: https://www.webwise.ie/lessons/2-searching-the-internet/
- Lesson 3: What can I trust online?, further lesson activities here: https://www.webwise.ie/lessons/3-what-can-i-trust-online/

CROSS CURRICULAR LINKS:

PRIMARY LANGUAGE CURRICULUM

Strand: Reading

Element: Exploring and using

Learning Outcome 10: Fluency and self-correction

L.O.10: Read instructional and independent-level texts in a range of genres with reasonable pace and understanding, and self-correct independently.

Class Activity: Adapt the story, *'Jimmy the Jigsaw Piece'*, into a Reader's Theatre activity. Divide class into small groups, identify speaking parts for pupils and allow time to practice lines (this could also be part of homework). Have the small groups read the story out loud for the class.

RESOURCES NEEDED:

- Computer connected to projector/whiteboard
- Activity Sheet 2.1: Finding Information Online - Cards
- Activity Sheet 2.3: Padlock Protected - Is it safe for me?
- Checklist 2.4: Ruby & Archie's Top Tips - How to Search Safely Online
- Webwise Parents/Guardians Take-Home Handout 2
- HTML Heroes Short Story: *'Jimmy the Jigsaw Piece'* available at www.webwise.ie/html-heroes

METHODOLOGIES:

Discussion, storytelling, ranking, group work

KEY VOCABULARY:

- **ADVERTISEMENT** (also known as an **advert** or **ad** for short) - something that draws attention to an event, product or service with the hope that people will be more likely to want to buy the product/ service or go to the event.

- **FAKE** - something that is not really what it is or is pretending to be something else, something that is false or not true.

- **KEYWORDS** - words that are key or important in understanding the specific meaning of a word or sentence. In this case using key words or the most important words to help you find exactly what you are looking for on the internet.

- **PADLOCK** - here we are referring to the padlock icon at the beginning of a web address. It shows that a website is secure and any information you give to this site is protected.

- **POP-UP** - a pop up is a small window that can appear on your screen, even when you haven't done anything. Sometimes pop ups appear because the website is letting you know about their privacy policy or they want to get you to join a mailing list. But some pop ups are advertisements, they are usually trying to get you to buy something or see something nasty and some of them try to put a virus on your computer. If a pop up appears on your screen while browsing a website and you are not sure about it, close it down by clicking the X button and tell an adult as soon as possible.

- **RATING** - a way of ranking/putting things in order on a scale. For example, a game or tv show will get an age rating to decide who the right audience for it is.

- **SECURE** - to make something safe, for example; your personal information.

- **TRUSTWORTHY** - something you can trust to be true and honest.

LESSON ACTIVITIES

ACTIVITY 2.1: FINDING INFORMATION ONLINE

STEP 1.

Ask pupils to think about the kind of information we can find on the internet. Invite them to share their thoughts with a partner. Elicit responses from pupils and record on the whiteboard. Highlight that the internet is a brilliant tool that we can use to search for information to help with school work, to learn about something we're interested in or to check the news or weather forecast. Inform pupils that they will learn more how we find information and things that interest them on the internet in today's lesson.

STEP 2.

Divide your class into groups of three or four and give each group a set of cards from Activity Sheet 2.1. Explain to pupils that each card shows a way of finding out information about something. First, ask the pupils to arrange the cards in order of the fastest way of finding information about a topic to the slowest. Pupils can arrange their cards in a straight line or build up tiers. Allow 1 minute for this. Ask each group to hold up the card they chose as the fastest and get feedback from groups on how they ranked their cards from fastest to slowest and why.

STEP 3.

Next, ask pupils to arrange the cards in order of which they think can give you the most/largest amount of information from each source of information to the least. Allow 1 minute for this. Ask each group to hold up the card they think provides the most/largest amount of information and get feedback from groups on how they ranked their cards from most to least amount of information available.

STEP 4.

Ask the pupils to consider what trustworthy information is. Elicit opinions. Explain that it means you can trust the information to give you the facts and not make things up or lie to you. The information is truthful and reliable. Ask the pupils why it is important for sources of information to be trustworthy. Offer prompts, for example, if a website was providing you with false information, it could lead you to believe something is true when it is not and, as a result, you could end up making a poor decision to do something or buy something online. Explain to pupils that just because something is on the internet does not mean it is true - some websites can contain false information like *fake news* stories which could lead you to believe something is true when it is not.

Reinforce the point that it is important that the source you use to find information about something is trustworthy and reliable so you can have all the facts about something to be able to make the right decision.

Next, ask pupils to arrange the cards in order of which gives you the most trustworthy information about something to least trustworthy. Allow 1 minute for this. Again, ask each group to hold up the card they chose as most trustworthy and get feedback from groups on how they ranked their cards from most to least trustworthy and why. Probe pupils answers by asking how the sources of information are similar and how they are different.

STEP 5.

Finally, highlight again that while the internet is a great benefit to us in providing a fast and easy way to find lots of information about things that interest us, for example; news, videos, music, etc. That doesn't mean that all websites are the same; some are more trustworthy, safe and reliable sources of information than others. Reassure pupils that there are some things we can look out for to help us find the good and trustworthy websites and avoid the bad ones that might give the wrong information. In today's lesson we will look at how to tell if something online is trustworthy and right for us online.

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ACTIVITY SHEET 2.1:
FINDING INFORMATION ONLINE - CARDS

TEACHER
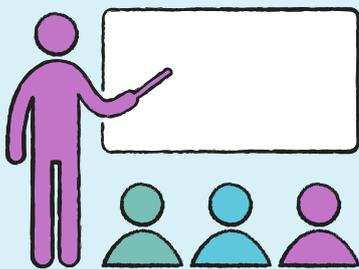
LIBRARY
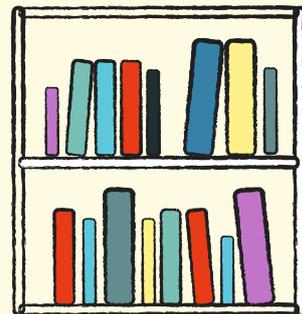
TEXTBOOK
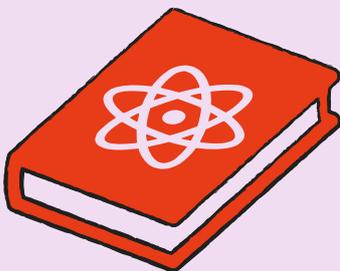
DICTIONARY
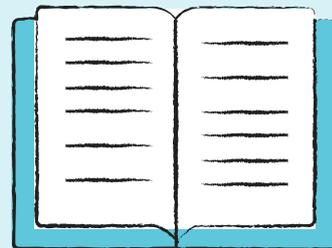
SEARCH ENGINE
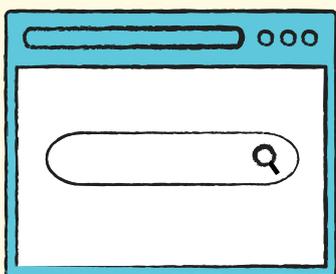
NEWSPAPER
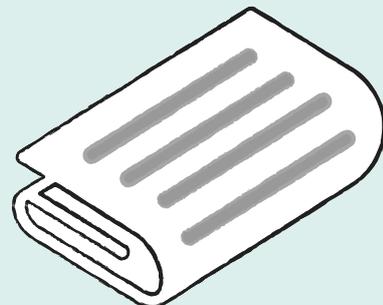
ACTIVITY 2.2: HTML HEROES SHORT STORY

STEP 1.

Go to www.webwise.ie/html-heroes and display the HTML Heroes short story: *'Jimmy the Jigsaw Piece'* on the whiteboard while you read through the story.

STEP 2.

Once you have finished reading the story, go through the discussion questions to help pupils reflect on the internet safety scenario and safety messages explored in the story.

DISCUSSION QUESTIONS:

1. WHAT USEFUL TIP DID RUBY SHARE WITH JIMMY WHEN SEARCHING FOR INFORMATION ONLINE?

2. WHAT SHOULD YOU DO IF YOU SEE A POP-UP AD WHEN USING THE INTERNET?

3. WHAT ARE THE THREE WAYS TO KNOW IF A WEBSITE IS SAFE?

4. DO YOU THINK JIMMY HAD AN ENJOYABLE EXPERIENCE ONLINE? WHY OR WHY NOT?

5. DO YOU THINK JIMMY IS READY TO GO ONLINE BY HIMSELF NEXT TIME? WHY OR WHY NOT?

ACTIVITY 2.3: PADLOCK PROTECTED: IS IT SAFE FOR ME?

STEP 1.

Explain to pupils that this next activity will help them identify what to look out for when deciding whether a website or app is suitable and safe for them to use. Ask pupils how might they know whether a website is safe and secure online? Demonstrate this on the whiteboard for pupils by showing them a secure website online with safety features such as a **padlock and https at the beginning of a website address.** Next explain that these features help us identify whether a website is safe and secure but they do not look at whether what's on the website (its contents) is safe and appropriate for children. The padlock helps us identify safe websites for all ages from children to adults but there are extra things to look out for to be able to identify whether a website is safe and meant for children which they will go through in this activity.

STEP 2.

Distribute Activity Sheet 2.3 to pupils and go through the instructions for the Activity Sheet. Please note, some children may expect to see different coloured padlocks to help them identify safe websites when browsing on the internet. Ensure you clarify that the different colour padlocks are just for this activity and are a way for us to represent different levels of safety for websites similar to a traffic light system, i.e., whether a website is: safe for children, may require some caution/ adult supervision or is not appropriate for children.

STEP 3.

Once pupils have completed Activity Sheet 2.3, go through their answers on whether each website and app was padlock protected or not and why. Remind pupils that:

1. **The internet is a big space with lots of different websites and apps and sometimes you might come across something you didn't mean to.**

2. **STOP, THINK, and CHECK with a parent or trusted adult before clicking on something new online.**

3. **You can always click the X button at the corner of your screen to get rid of things you don't want to see.**

4. **It's important not to keep secrets online - Always tell a parent or guardian if you see something mean or upsetting online.**

An additional extension for this activity might be that the children search for something specific on school devices if available, using the padlock protection guidelines, so long as this is in the school's Acceptable Usage Policy.

ACTIVITY SHEET 2.3:
PADLOCK PROTECTED: IS IT SAFE FOR ME?

Look at the examples below of different things we can do online. Decide how safe each of the websites/apps are for you to use by colouring in the matching padlock and give one reason how you know this in your notebook.

Use the Padlock Protected: *Is it safe for me?* table below to help you decide.

PADLOCK PROTECTED: IS IT SAFE FOR ME?

GREEN MEANS GO

This website/app is safe and appropriate for me to use.

It has:
- words I understand.
- not a lot of ads / pop up chats.
- a padlock and https at the beginning of the web address.

ORANGE MEANS SHOW

This is a website/app you're not sure about whether it is safe for you.

You should wait and check with a parent/trusted adult first before going ahead.

This website/app can:
- have words you don't understand.
- ask for personal details e.g., home address, phone number.
- ask for bank or card details.
- have some pop up ads.

RED MEANS NO

This website/app is not safe for you to use.

If anything on a website / app doesn't feel right or makes you uncomfortable, step away and tell a parent/trusted adult immediately.

It has:
- everything listed in orange.
- pictures and videos for adults.
- lots of pop up ads that you have to close before you can view the website.
- pop up chat invitations from strangers.
- a web address that does not begin with a padlock or https.

COLOUR IN WHAT LEVEL OF PADLOCK PROTECTION EACH EXAMPLE IS AT AND WRITE ONE REASON WHY IN YOUR NOTEBOOK. EXAMPLES INCLUDE:

www.JuniorPlay.com

Watch   Listen   Play

BOOK CLUB   ACTIVITIES

MATHS FUN   SPELLING SAFARI

MAKE MUSIC   COLOUR ME IN

www.KidsTV.com

Categories

FILM

TV SHOW

ADVENTURE
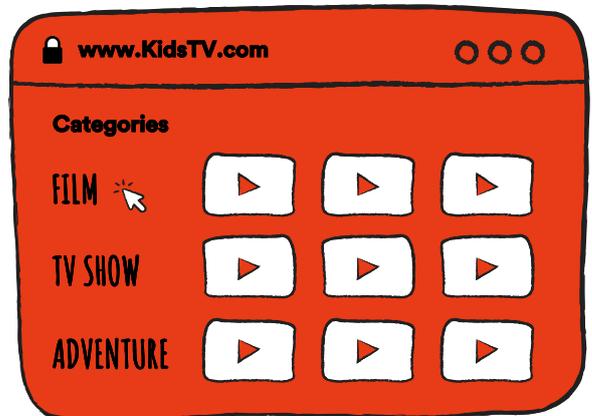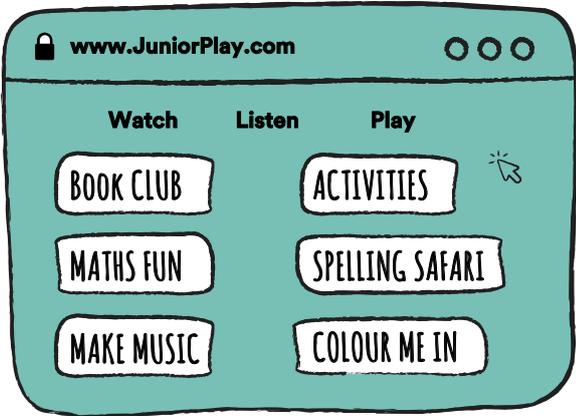
A. Educational website/games

B. Streaming service

14:51

InstaFace

MN   OPEN

Meme Nation contains ads
In-App purchases

4.4 *   18 +   !
112M   Downloads   Parental
reviews   Guidance
                           Recommended

14:51

Roboworld

RW   OPEN

Roboworld contains ads
In-App purchases

4.4 *   18 +   !
112M   Downloads   Parental
reviews   Guidance
                           Recommended
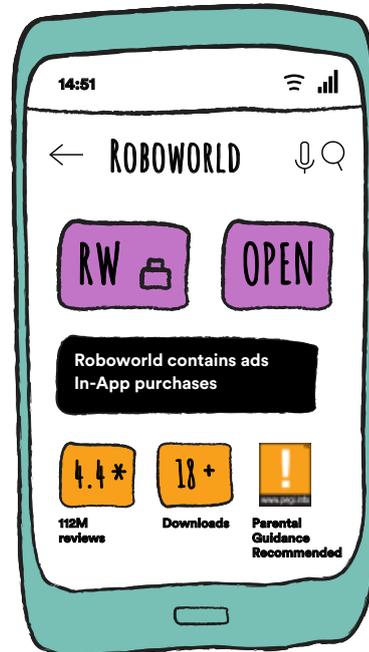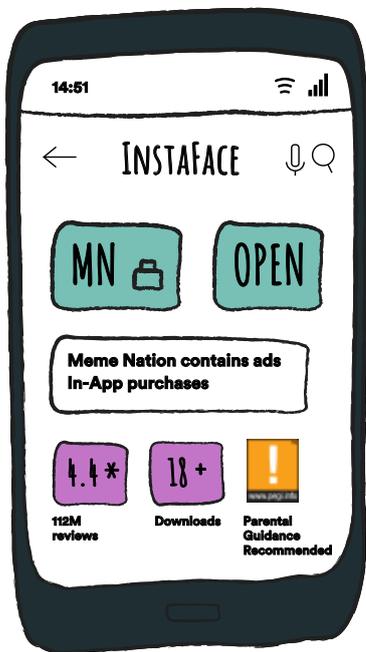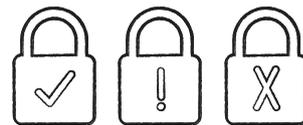
C. InstaFace (a social media app)

D. Roboworld game

ACTIVITY 2.4:
HOW TO SEARCH SAFELY ONLINE

STEP 1.

Read through the Checklist 2.4: *Ruby & Archie's Top Tips* for how to search safely online with pupils. Demonstrate the key points listed in the checklist with pupils through displaying your screen on the whiteboard.

STEP 2.

Demonstrate safe searching using reliable websites such as WorldBookOnline.com and dkfindout.and highlight the key points in the checklist.
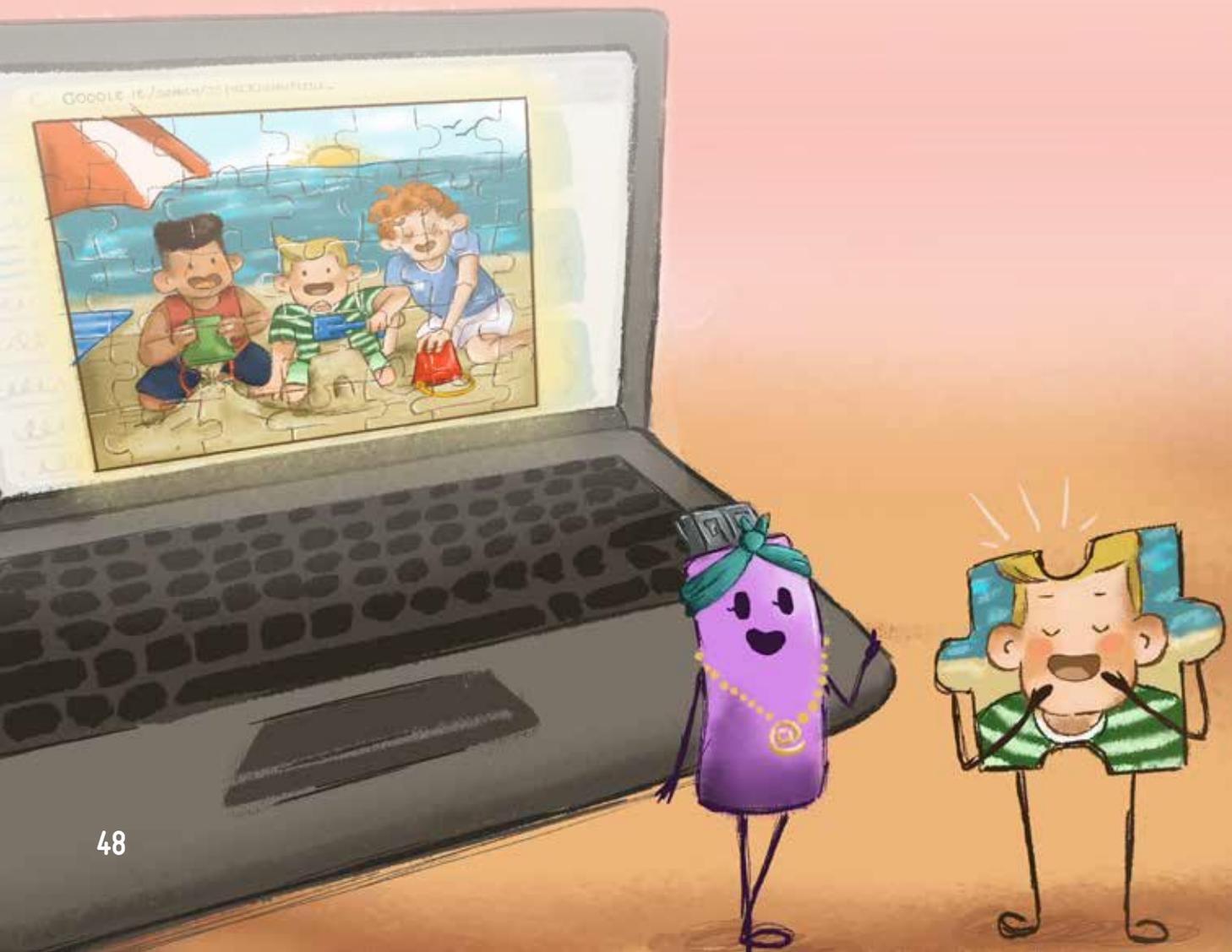
CHECKLIST 2.4: RUBY & ARCHIE'S TOP TIPS - HOW TO SEARCH SAFELY ONLINE

You can use the internet to search for lots of different things online. To get the most out of what you search for on the internet and leave out all the nasty stuff, use these top tips and you'll be just fine.

Use Keywords - keywords are the words that are most important to the thing you are searching for. For example, if you want to find out information about the planet Mars, entering the word planet into the search box will give better results than just entering Mars.

Take care to **spell correctly**.

Stick to sites that are **secure** - look out for the **padlock** and **https (the 'S' stands for secure)** at the beginning of the website address.

Check the age rating - apps and games online have age ratings so you can know if it's meant for you or not.

Try child friendly search engines like **www.kiddle.co** and **www.kidrex.org** to search for information. **Worldbookonline.com** and **dkfindout.com** are also great websites to use for finding out information about things.

If you're not sure if something you find online is fake, true or meant for you. **STOP, THINK, and CHECK** with a parent, guardian or trusted adult - they'll know what to do!

ACTIVITY 2.5: REFLECTION

STEP 1.

Use the reflection template in Appendix 1 and ask pupils to write down one thing they learned about searching online today. Invite pupils to share their responses and recap with the following points:

- The internet provides us with a fast and easy way to find information about just about everything.

- Not all websites and apps are the same; some are more trustworthy, safe and reliable sources of information than others.

- When looking for information online, we should:

- Use Keywords and **spell correctly**.

- Stick to sites that are **secure** - look out for the padlock and **https (the 'S' stands for secure)** at the beginning of the website address.

- Check the age rating - apps and games online have age ratings so you can know if it's meant for you or not.

- Try child friendly search engines.

- **STOP, THINK, and CHECK with a parent, guardian or trusted** adult if you are not sure if something online is fake, true or meant for you.

STEP 2.

Finally, distribute and go through the Webwise Parents/Guardians Take-Home Handout 2. Tell pupils that there is a Parents/Guardians Section for parents to read what they have learned today in class and there is a Pupils Section with a Take-Home activity for them to complete as homework. Remind pupils that their parents/guardians are to sign the handout once they have completed the activity.

WEBWISE PARENTS/GUARDIAN HANDOUT 2 (PAGE 1)

SEARCHING ONLINE: STOP / THINK / CHECK

LESSON SUMMARY

Today in class your child learned about how to search the internet safely for things and stay in online spaces that are just right for children. Here is a summary of today's lesson:

- The internet provides us with a fast and easy way to find information about just about everything.

- However, that doesn't mean that all websites and apps are the same; some are more trustworthy, safe and reliable sources of information than others.

- Here are some tips to help find the good and trustworthy websites and avoid the bad ones that might give you the wrong information:

Use **Keywords** and s**pell correctly.**

Stick to sites that are **secure** - look out for the padlock and h**ttps (the 'S' stands for secure)** at the beginning of the website address.

Check the age rating - apps and games online have age ratings so you can know if it's meant for you or not.

Try child friendly search engines like w**ww.kiddle.co** and w**ww. kidrex.org** to search for information. **Worldbookonline.com** and **dkfindout. com** are also great websites to use for finding out information about things.

WEBWISE PARENTS: ADVICE

Help your child safely navigate the internet to find content they enjoy and develop the skills to recognise the pitfalls to avoid here:

- *How to Google SafeSearch for Parents and Teachers* available at https://www.webwise. ie/parents/how-to-google-safesearch-for-parents-and-teachers/

- *False Information - Advice for Parents* available at https://www.webwise.ie/parents/false-information-advice-for-parents/

- *Using tablets for the first time - Advice for Parents* available at https://www.webwise.ie/parents/advice-for-first-time-tablet-use/

- **Talk to your child about the advice to STOP, THINK, and CHECK with a parent, guardian or trusted adult if they are not sure if something online is fake, true or meant for you.**

VISIT WEBWISE.IE/PARENTS FOR MORE EXPERT ADVICE, SUPPORT AND RESOURCES.

WEBWISE PARENTS/GUARDIAN HANDOUT 2 (PAGE 2)

BE MEDIA SMART

The advice outlined in this lesson to **STOP, THINK and CHECK** comes from the Be Media Smart campaign initiative of Media Literacy Ireland to enhance people's understanding of, and engagement with media, while also empowering them with the skills to evaluate content across all platforms.

For more information on the Be Media Smart visit www.bemediasmart.ie. Information is everywhere and sometimes it can be difficult to judge how accurate or reliable information is. To ensure what you are seeing, reading or hearing is accurate and reliable, always try to:

STOP ✋

Read more than the headline.

Don't assume that a picture or photo is giving you the whole picture.

Just because information goes viral or is trending, doesn't mean it's accurate.

THINK ❓

Think carefully about what the information is for.

Consider your own biases.

See if the information is being repeated anywhere else.

CHECK ✅

Look closely at the web address.

Find out who the author, producer, publisher is.

Look at the details to check for accuracy.

Ask the experts, for example fact-checking sites such as snopes.com and factcheck.org. For pictures, you can do a reverse search for images at tinyeye.com and images.google.com

PUPILS SECTION

PUPIL TAKE-HOME ACTIVITY: STOP, THINK, CHECK

1. Always remember to **STOP, THINK, and CHECK with a parent or trusted adult** before clicking on something new online.

2. The internet has lots of information, sometimes you might come across something you didn't mean to. Click the X button at the corner of your screen to get rid of things you don't want to see.

3. It's important not to keep secrets online - always tell a parent or guardian if you see something mean or upsetting online.

STAY SAFE – TELL 5

Remember to stay safe and tell and keep telling until you get help. In the hand below write below the names of 5 trusted adults you could tell if you see something mean/upsetting online.
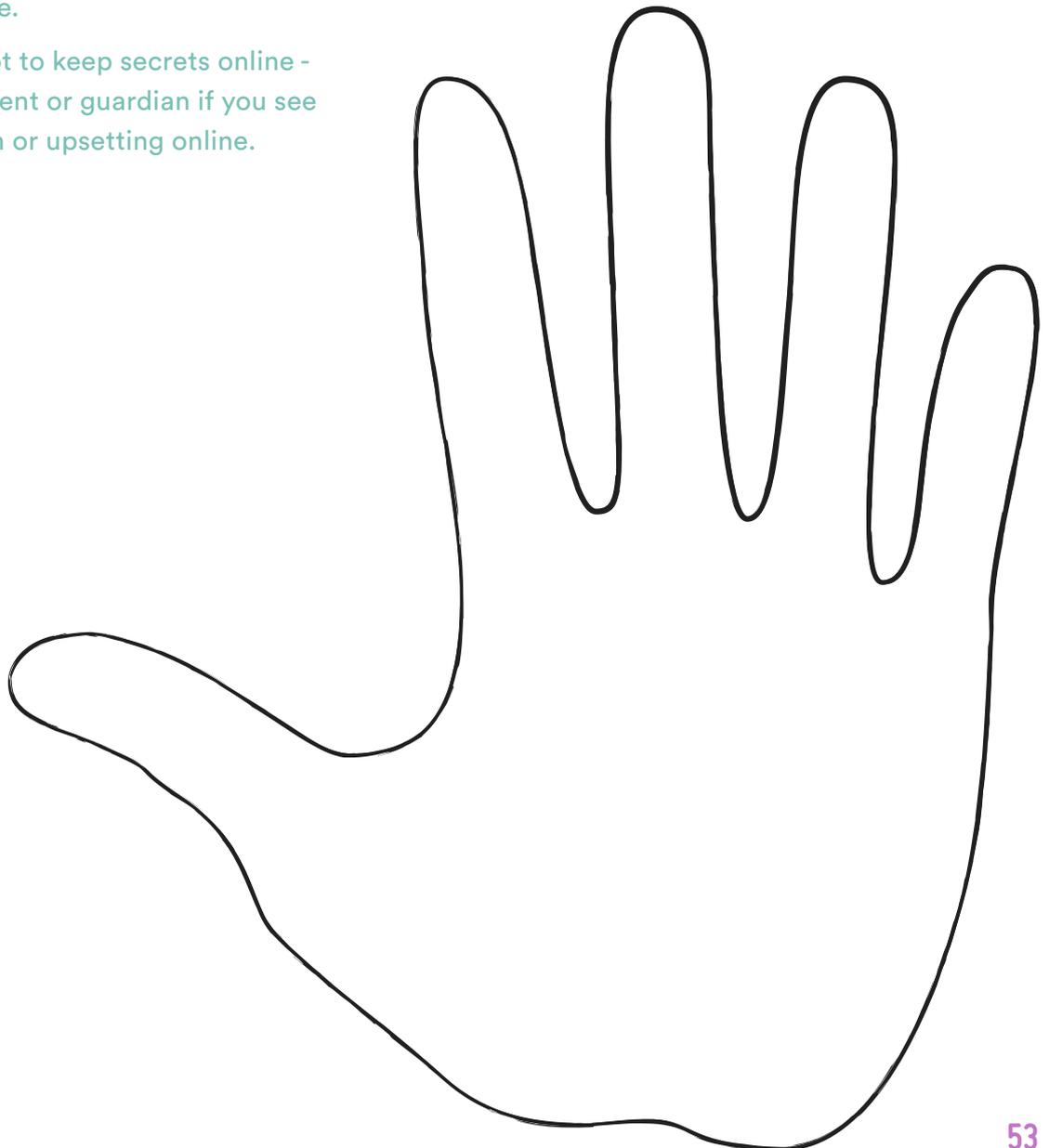
TAKE-HOME ACTIVITY: PADLOCK PROTECTION AT HOME

Always remember to **STOP, THINK, and CHECK** before clicking on something new online.

PADLOCK PROTECTED: IS IT SAFE FOR ME?

GREEN MEANS GO

This website/app is safe and appropriate for me to use.

It has:
- words I understand.
- not a lot of ads/pop up chats.
- a padlock and https at the beginning of the web address.

ORANGE MEANS SHOW

This is a website/app you're not sure about whether it is safe for you.

You should wait and check with a parent/trusted adult first before going ahead.

This website/app can:
- have words you don't understand.
- ask for personal details e.g., home address, phone number.
- ask for bank or card details.
- have some pop up ads.

RED MEANS NO

This website/app is not safe for you to use.

If anything on a website or app doesn't feel right or makes you uncomfortable, step away and tell a parent/trusted adult immediately.

It has:
- everything listed in orange.
- pictures and videos for adults.
- lots of pop up ads that you have to close before you can view the website.
- pop up chat invitations from strangers.
- a web address that does not begin with a padlock or https.

DRAW A SOMETHING YOU LIKE TO WATCH/DO/PLAY ONLINE:

Use the Padlock Protected: Is it Safe for me? to colour in the padlock you think best describes how safe this website/app is.

Give one reason why you chose this padlock protection level?

_____

_____

PUPIL'S NAME: _____

PARENT'S/GUARDIAN'S SIGNATURE: _____

DATE: _____

LESSON 3

PLAYING AND LEARNING ONLINE

PURPOSE:

This lesson will provide further opportunities for pupils to learn about the benefits of the internet. It will demonstrate how the internet can be used to learn, create and play. Pupils will explore different online activities; using the internet to create pictures, watch videos, learn, solve problems and play. The lesson will also introduce pupils to commercial aspects of the internet and gain an understanding that not everything on the internet is free. They will also be reminded of the importance of asking permission before going online.

LEARNING OUTCOMES:

When they have finished this lesson, pupils will be able to:

- List some of the ways you can learn and play online and the benefits of this.

- Identify different types of games available to play online including educational games, single player downloadable games and multiplayer option online video games.

- Identify situations where their safety may be put at risk while playing games online e.g., playing inappropriate games, in-app purchases.

- Discuss how to stay safe while playing online including the importance of telling a trusted adult, even when you feel you may have done something wrong.

CURRICULUM LINKS:

1ST & 2ND CLASS SPHE CURRICULUM

Strand: Myself

Strand Unit: Safety and Protection - *Personal safety*

Curriculum Objectives:

- Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing

- Discuss and practise appropriate strategies for dealing with these situations

- Recognise and explore situations where children feel safe and those where safety might be at risk

Extended Class Activity:

- Create a mind map outlining ways to keep safe online.

- Create a cybersafety superhero and bring the superhero to life through animation or through text, captions, speech bubbles and images in a comic book. There are many content creation apps that could be used for this activity. ChatterPix and Book Creator are two age-appropriate examples.

1ST & 2ND CLASS STAY SAFE PROGRAMME

The Stay Safe programme is a personal safety skills programme for primary schools. Stay Safe is a mandatory resource and must be used within the context of the SPHE curriculum to cover relevant content objectives. This HTML Heroes Programme can be used as an additional support when teaching the prescribed Stay Safe Programme content.

Topic 1. Feeling Safe and Unsafe

Topic 4. Secrets and Telling

CROSS CURRICULAR LINKS:

VISUAL ARTS

Strand: Fabric and Fibre

Strand Unit: Creating in fabric and fibre

Curriculum Objective: Invent a costume

Class Activity: Invite pupils to consider their favourite computer/online game or activity and visualise a character and backdrop in one scene. Ask them to draw or record ideas for designing an alternative costume for the character in this scene. Explore and experiment with different fabrics to create a new costume.

PRIMARY LANGUAGE CURRICULUM

Strand: Reading

Element: Understanding

Learning Outcome 6: Vocabulary

L.O. 6: Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.

Class Activity: Demonstrate understanding of new vocabulary acquired by listening to the teacher and by filling in the missing words using the word bank to complete Archie and Ruby's Top Tips for Playing Online and talking about their meaning.

Strand: Reading

Element: Understanding

Learning Outcome 8: Response and author's intent

L.O.8: Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.

Class Activity: Express thoughts and feelings about the story, *'Andy Ambulance Loves Castles'*, and give reasons for their opinions based on the information provided in the text.

CONTINUING THE LESSON WITH THE HTML HEROES: 3RD & 4TH CLASS EDITION

The online safety themes and topics in this lesson are continued in *Lesson 5: My Information Online*. For further lesson activities and more information visit https://www.webwise.ie/lessons/5-my-information-online/

RESOURCES NEEDED:

- Computer connected to projector/whiteboard
- Soft ball
- Activity Sheet 3.4: Ruby & Archie's Top Tips for Playing Online Games
- Webwise Parents/Guardians Take-Home Handout 3
- HTML Heroes Short Story: *'Andy Ambulance Loves Castles'* available at www.webwise.ie/html-heroes
- BBC Learning - What is the internet video available here: https://www.youtube.com/watch?v=VBKa9Ay8ebs
- For Web-Quest Activity: https://www.worldbookonline.com/kids/home#animalsworld

METHODOLOGIES:

Discussion, throw the ball, storytelling, group work, teacher demonstration, web-quest

KEY VOCABULARY:

- **DOWNLOAD** - an act of copying or transferring information or a program from one computer to another. For example, to download music from the internet onto a computer.

- **IN-APP PURCHASES** - also known as pay to play: Many online games are free to download. However, once the game is live, these games can offer additional functions which users can purchase. Users typically make an in-app purchase in order to access special content or features in an app such as restricted levels, virtual money, special characters, boosts, etc. They are typically a hidden cost found in "free" apps. It can be very easy for players to inadvertently run up bills on these games. To avoid this, parents/guardians should ensure that they have a password set on their phone/device for in-app purchases or that they switch off this option on the phone/device; this can normally be done within the app/mobile settings.

- **PERSONAL INFORMATION** - this means information that could be used to identify you, for example your name, address, telephone number, your age, what you look like, your interests. Our personal information is what makes us unique. As this information is so special we should be careful about who we share it with when we meet people online and offline. Pupils should be advised to never share it without asking a parent or guardian first.

- **RATING** - a way of ranking/putting things in order on a scale, in this case, referring to apps and games. Most online services, apps, music, films and games require an age rating to be clearly stated on the cover. This is a useful way to identify what audience and age group the product or service is safe and appropriate for. The PEGI rating is primarily used in Europe for game apps. **The PEGI rating considers the age suitability of a game, not the level of difficulty.** More information about these ratings can be found here: https://pegi.info/what-do-the-labels-mean

3 www.pegi.info — PEGI 3
suitable for all ages.

7 www.pegi.info — PEGI 7
suitable for young children.

12 www.pegi.info — PEGI 12
suitable for children 12.

16 www.pegi.info — PEGI 16
suitable for children 16
and over.

18 www.pegi.info — PEGI 18
only suitable for adults.

! www.pegi.info — Parental Guidance
Recommended - users interact,
shares info, shares location.

- **REPORT** - this is a report button or feature that allows you to report directly to the game moderator if children see rules being broken or bad content they should tell their parents/guardians immediately so they can report it.

When reporting abuse, be sure to report the specific chat, private message, game or other content that violates the rules.

TEACHERS NOTE:

It is recommended that activity 3.4 of this lesson is appropriate for 2nd class only. Teachers are advised to ascertain what the pupils' levels of engagement with various online tools are and to adapt the delivery of the resource accordingly. For example, a school might survey parents and/or pupils to find out if they play online games or have social media accounts. If a significant number of pupils are playing games online, this activity will be very useful. If no child in the class is gaming online, this activity might be better held for an older age group.

LESSON ACTIVITIES

ACTIVITY 3.1: LEARNING ONLINE

STEP 1.

Inform pupils that we are going to look at the benefits of learning and playing online and how we can have fun and stay safe while learning and playing online. Ask pupils to write a list of keywords/phrases that they remember from the last lesson. Suggestions of keywords/ phrases from lesson 2 include: age rating, child friendly search engines, using keywords, secure, trustworthy, padlock, Stop, Think and Check. Ask pupils to share what they have written.

Complete as an oral activity if it is too time-consuming to have pupils write their words/phrases or if the task is too challenging. Remind pupils that in the previous lesson we learned how we can use the internet to help us find information and search safely for things online and inform them that in this lesson, we are going to explore how the internet can help us learn.

STEP 2.

Ask pupils to think of their favourite hobby and then brainstorm ways the internet could help them learn more about their hobby. Suggested examples could include watching a video that explains or demonstrates how to do something like play a song on an instrument, draw a cartoon character, hand pass a ball using the correct technique, create a digital party invitation or birthday card using an app etc.

Explain to pupils that because the internet holds so much information on just about everything, it is a great tool we can use to help us learn. A lot of pupils used the internet to continue learning from home when schools were closed due to Covid 19. Make reference to your pupils' experience during school closure and how teaching and learning continued. For example, the internet helped teachers keep in contact with pupils/parents, set lesson tasks/homework, demonstrate a lesson through video, recommend something to read or watch to learn more about a topic.

Demonstrate for pupils that if you wanted to learn more about something, for example, what the internet is you could watch a video to help learn more. Demonstrate this by searching for the *BBC Learning - What is the internet* video available here: https://www.youtube.com/watch?v=VBKa9Ay8ebs and play the video for pupils.

STEP 3.

Tell pupils that for their next task, they will have the opportunity to use the internet with a partner to learn about an animal of their choice. First, using your laptop or mobile device connected to your class projector/ interactive whiteboard, demonstrate the steps they will follow to find safe and reliable information about animals online: go to worldbookonline.com → Kids → World of Animals (the following link will take you directly to this section: www.worldbookonline.com/ kids/home#animalsworld).

Select a category, choose two animals to compare and click the option, "Compare Now!". Quickly scan the information presented and choose a number of points to focus on: the name of the animal, where they live, what they like to eat and one fun fact. Explain keywords as necessary and, where possible, use a world map to highlight where the animals live in the world. Once the pupils are clear about the information that they need to find, distribute devices to each pair.

Once again, demonstrate the steps the pupils need to follow to find World of Animals on worldbookonline.com. Once on this page, ask pupils to look up their favourite animal and find out the following information (write these points on the whiteboard for pupils):

1. Name of animal

2. Where they live

3. What they like to eat

4. One fun fact

After pupils have handwritten their answers to the above points, either elicit the information orally or ask them to type their information using a web-based tool so that it can be collected, organised and saved in one place for everyone to see. Choose a tool that your pupils are already familiar with such as Mentimeter or Padlet. Display and go through pupils' answers on the whiteboard.

ACTIVITY 3.2: HTML HEROES SHORT STORY

STEP 1.

Go to www.webwise.ie/html-heroes and display the HTML Heroes short story: *Andy Ambulance Loves Castles* on the whiteboard while you read through the story.

STEP 2.

Once you have finished reading the story, go through the discussion questions to help pupils reflect on the internet safety scenario and safety messages explored in the story.

DISCUSSION QUESTIONS:

1. WHAT WAS ANDY AMBULANCE HOPING THE INTERNET COULD HELP HIM DO?

2. WHAT DID RUBY AND ANDY SEARCH FOR AND USE ON THE INTERNET TO HELP ANDY DRAW AND CREATE CASTLES?

3. (A) WHAT DID RUBY TELL ANDY TO CHECK BEFORE DOWNLOADING A GAME ONLINE?

   (B) WHY IS THIS IMPORTANT?

4. HOW DID THE INTERNET HELP ANDY LEARN ABOUT CASTLES AND PLAY WITH CASTLES?

5. (A) AFTER PLAYING THE GAME FOR A WHILE, WHAT DID ANDY SAY HE'D LIKE TO DO?

   (B) WHY DID RUBY SAY THIS WAS A GOOD IDEA?

ACTIVITY 3.3: PLAYING ONLINE

STEP 1.

Invite pupils to stand or sit in a circle. Explain to pupils that you are going to throw or roll the ball to a pupil and then ask a question. The pupil with the ball must then give one answer to the question and then pass the ball to another pupil. The recipient must catch the ball and respond to the same question. If a pupil is uncomfortable answering, he or she may pass the ball, knowing that it will eventually come back. The question for this round will be; *name a game you like to play and one thing you like about playing that game?* Explain that you may intercept the soft ball at any time to ask a new question and start a new round.

Start a final round with the question; n*ame one benefit or good thing about playing games*. After the game has concluded and pupils are sitting at their seats, emphasise that playing games can be fun and entertaining; they let you use your imagination to create worlds and characters and tell stories; they encourage you to think creatively and to solve problems; they give you a chance to play with other people and learn to work together as a team.

STEP 2.

On the whiteboard, demonstrate the steps involved to access RTE Junior's Play section (available at rtejr.rte.ie/play/).

Choose one of the educational games on the website (e.g. Maths Superstar or Spelling Adventure) and play the game with the help of the class. If you have access to pupil devices, inform pupils that they will now play one of the educational games on this website. Distribute the devices, help pupils to access the website and allow them to choose an educational game of their choice to play.
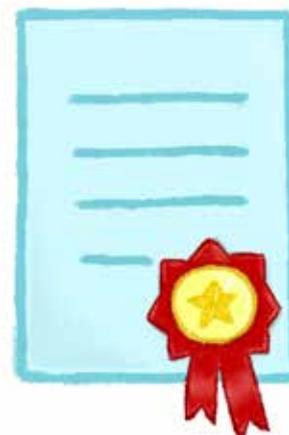
STEP 3.

After playing the game online, ask pupils what they enjoyed about using a game to learn maths or spelling and how they think playing educational games like these could help them in their learning. Next, explain to pupils **that there are many different types of games available to play online including educational games that help you improve things like your maths and reading skills like the ones they just played, and games that allow you to create a new world or build something.**

There are also games that are designed for entertainment, these can include downloadable games and apps for devices that we can play on our own and finally, online gaming where you can play video games online with other people. Write these different types/categories of games on the whiteboard: Educational Games; Content Creation Games; Entertainment Games; Online Gaming. Ask pupils if they are aware of any examples that might fit into each of these categories of games available to play online and record.

STEP 4.

Finally, remind pupils that **the internet is a brilliant resource that allows you to play and learn. You can explore new worlds, be creative or learn something new but when we play games online we can't always control what is going to happen. A lot of apps and games make money by getting players to pay for the game meaning their parents have to pay for the game for them to play it. They could choose a game that's not meant for children but rather for older teenagers or adults.** Just in the story with Andy Ambulance and Ruby **it is important that we check with our parents/guardians first and ask permission before deciding to download or buy a game online.**

ACTIVITY 3.4: PLAYING ONLINE (2ND CLASS ONLY)

TEACHER'S NOTE:
It is recommended that the following lesson activity is appropriate for 2nd class only.

STEP 1.

Highlight for pupils that while playing games online can be fun and entertaining just like everything else on the internet we need to make sure we choose the games that are suitable and safe for children to play online. Explain to pupils that many games online are free to download. However, these games can offer additional functions when you are playing the game such as access to higher levels, virtual money, special characters, boosts, etc. These are features you have to pay for within the app and it can be very easy for players to run up bills on these games without realising. That's why **it is important to always check with a parent/ guardian or trusted adult before selecting additional features within an app that you might have to pay for.**

Present Activity Sheet 3.4 on the whiteboard for pupils to see. Explain that their task is to read each sentence and consider which word in the 'Word Bank' is the correct missing word in each of the sentences. Distribute Activity Sheet 3.4 and allow time for pupils to complete. Suggest for pupils who may not be able to write the words to draw a line to the correct matching word.

STEP 2.

Once pupils have finished, go through the answers to check their understanding.

ACTIVITY SHEET 3.4: ARCHIE AND RUBY'S TOP TIPS FOR PLAYING ONLINE

Match the missing words using the word bank below to complete Archie and Ruby's Top Tips for Playing Online.

1. ASK _____ FROM YOUR PARENTS/GUARDIAN FIRST BEFORE DOWNLOADING A GAME.

2. ALWAYS CHECK THE AGE _____ OF THE GAME/APP BEFORE YOU PLAY.

3. NEVER _____ A GAME OR PAY FOR ANYTHING IN THE GAME WITHOUT GETTING PERMISSION FROM YOUR PARENT/GUARDIAN FIRST.

4. ASK YOUR PARENTS/GUARDIAN TO HELP YOU SET UP A PROFILE IF REQUIRED FOR THE GAME. WHEN CREATING A PROFILE MAKE SURE:
   A. IT IS SET TO _____.
   B. DO NOT USE _____ PHOTOS OR YOUR FULL NAME.

5. YOUR _____ HOLDS THE KEY TO YOUR PERSONAL INFORMATION ONLINE – KEEP IT PRIVATE AND ONLY SHARE IT WITH YOUR PARENTS/GUARDIAN.

6. IF YOU SEE ANY BAD STUFF OR RULES BEING BROKEN, ALWAYS _____ A PARENT OR TRUSTED ADULT, EVEN WHEN YOU FEEL YOU MAY HAVE DONE SOMETHING WRONG.

WORD BANK	A. Rating	C. Private	E. Tell	G. Buy
	B. Permission	D. Real	F. Password	

ACTIVITY 3.5: REFLECTION

STEP 1.

Use the reflection template in Appendix 1 and ask pupils to write down one thing they learned about playing online today. Invite pupils to share their responses and recap with the following points:

- The internet is a great tool to help us learn more about our hobbies, our interests and the world around us.

- Playing games online can be fun and build important skills like team building and problem solving.

- Always get permission and check the age rating of a game/app with a parent/guardian before you download or play it.

For 2nd Class Only.
It's important to stay safe if playing games online. When playing online:

- Check before you connect! Get permission and always check the age rating of the game with a parent/guardian before you play.

- Your password holds the key to your personal information online - Keep it private and only share it with your parents/guardian.

- Never buy a game or pay for anything in the game without getting permission from your parents/guardians first.

- Always tell an adult if something happens online that upsets, confuses or annoys you.

STEP 2.

Finally, distribute and go through the Webwise Parents/ Guardians Take-Home Handout 3. Tell pupils that there is a Parents/ Guardians Section for parents to read what they have learned today in class and there is a Pupils Section with a Take-Home activity for them to complete as homework. Remind pupils that their parents/ guardians are to sign the handout once they have completed the activity and read through the handout.

SAFER INTERNET DAY EXTENSION ACTIVITY

Using an online tool or app, design a digital poster that is inspired by and includes the key safety message: Stop, Think, Check. Webwise would love to see your Safer Internet Day posters! Send a picture of them to us via email at: internetsafety@pdst.ie or keep an eye out for our Safer Internet Day competition on webwise.ie/ saferinternetday and your school could win prizes!

REMINDER:
Teachers should check with school management around permissions for recording pupils and seek parental consent.

WEBWISE PARENTS/ GUARDIANS TAKE-HOME HANDOUT 3

PARENTS/ GUARDIANS SECTION — PLAYING ONLINE

LESSON SUMMARY:

Today in class your child learned about how to stay safe while playing games online. Here is a summary of today's lesson:

- The internet is a great tool to help us learn more about our hobbies, our interests and the world around us.

- Playing games online is fun and can build important skills like team building and problem solving.

There are a lot of options of games to play and people you could meet so it's important to stay safe while playing games online.

Playing Online - Advice for Parents

If your child decides they want to play a game online, help them set up a profile. Here are some helpful tips to discuss with your child:

- Always check the age rating of the game before you play.

- Always get permission before downloading a game.

- Keep your profile private and don't use real photos or your full name.

- Don't give out personal information to people you only know online.

- Your password holds the key to your personal information online - Keep it private and only share it with your parents/guardian.

- If something happens on a game that upsets, annoys, confuses you online, tell someone (parent/guardian/teacher). If your child comes to you about seeing any bad stuff or rules being broken, help your child block the profile and report it.

> **Remind your child not everything on the internet is free, some free games have hidden costs. Parents/guardians can switch off in-app purchases in phone/app settings.**

HAVE THE CHAT

Start the conversation with your child about staying safe while playing online games using these helpful tips and talking points:

- *Play it Safe - An Introductory Guide to Online Gaming for Parents* available here: www.webwise.ie/parents/play-it-safe-an-introductory-guide-to-online-gaming-for-parents/

- *Talking Points: Online Gaming* available here: www.webwise.ie/parents/online-gaming-talking-points-parents/

- *Apps Explained:* Keep up to date with the latest games and apps here: www.webwise.ie/category/parents/explainers/

**Visit webwise.ie/parents for more expert advice, support and resources.**

PUPILS SECTION

TAKE-HOME ACTVITY - PLAY SAFE, STAY SAFE

Help Ruby find her way through the Robowarrior game and avoid any unsafe situations that might pop up during the game. Trace the safest route through the game.

START

GET OFF THIS GAME NOW!

FINISH
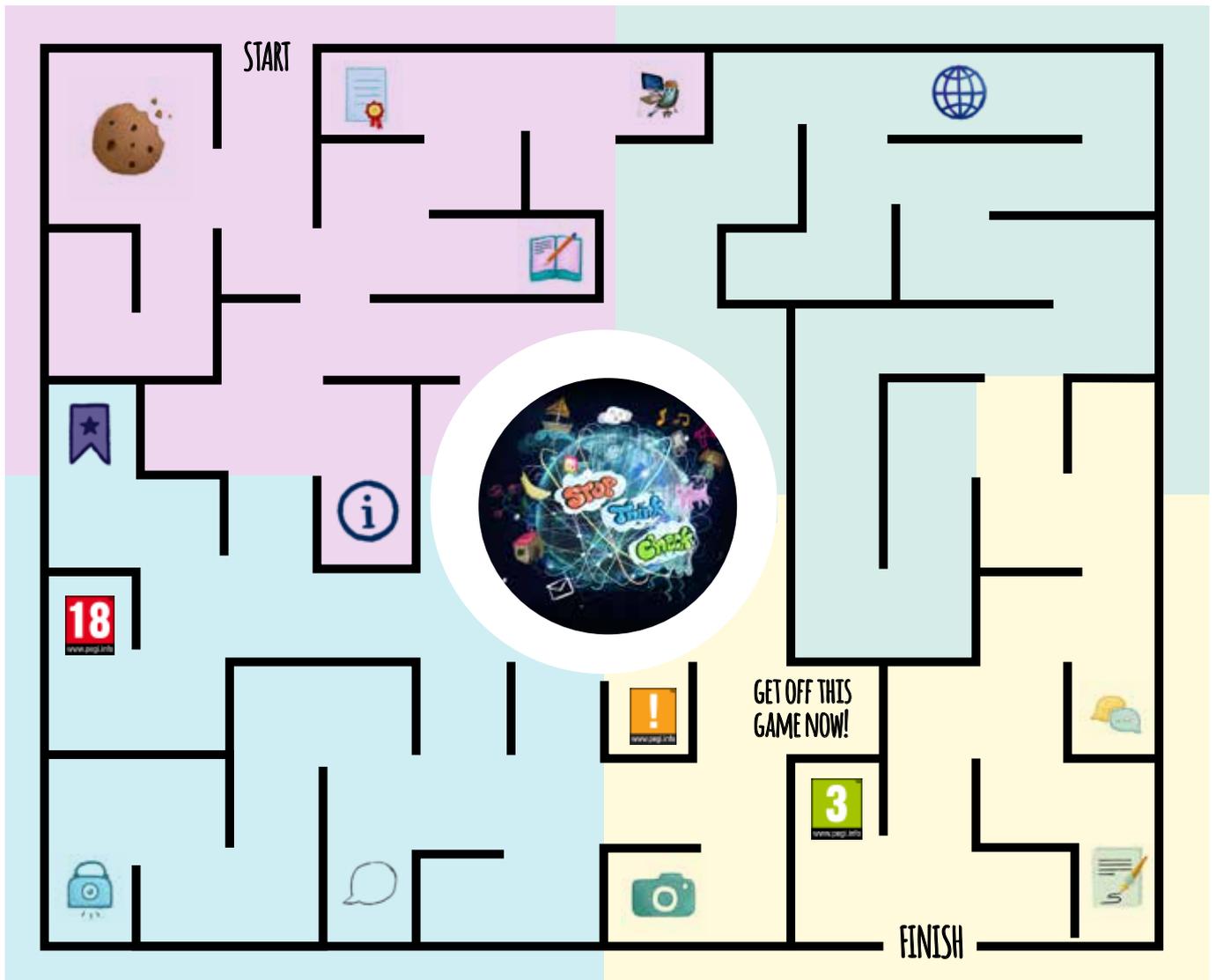
PUPIL'S NAME:

PARENT'S/GUARDIAN'S SIGNATURE:

DATE:

LESSON 4

CHATTING ONLINE
SAFE, RESPECTFUL ONLINE COMMUNICATION

PURPOSE:

In this lesson pupils will explore how the internet can be used to connect and communicate. Pupils will learn about different forms of communicating online (email, message, video, etc.) and the benefits of connecting online. This lesson also introduces pupils to the concept of being safe, kind and respectful when communicating online.

LEARNING OUTCOMES:

When they have finished this lesson, pupils will be able to:

- Identify ways we can communicate online.
- Identify the tools that help us communicate online.
- Identify the benefits of talking/connecting online (talk with family, friends, school work, playing, learning, etc).
- Recognise we must be careful when we communicate online and always get permission before going online.
- Recognise that how you treat people doesn't change in the online world - being kind and showing respect to friends and others is just as important when communicating online as it is offline.

CURRICULUM LINKS:

1ST & 2ND CLASS SPHE CURRICULUM

Strand: Myself and others

Strand Unit: My friends and other people

Curriculum Objectives:

- Know how to treat people with dignity and respect.

Strand: Myself and the wider world

Strand Unit: Media education

Curriculum Objective:

- become aware of and learn about the different ways in which information can be communicated
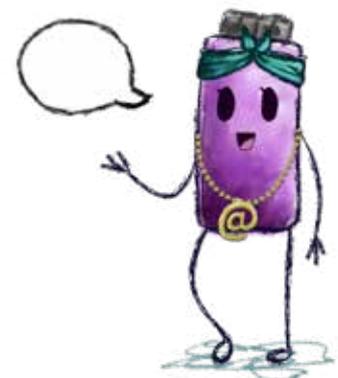
1ST & 2ND CLASS STAY SAFE PROGRAMME

The Stay Safe Programme is a personal safety skills programme for primary schools. Stay Safe is a mandatory resource and must be used within the context of the SPHE curriculum to cover relevant content objectives. This HTML Heroes Programme can be used as an additional support when teaching the prescribed Stay Safe Programme content.

- Topic 2. Friendship and Bullying

CROSS CURRICULAR LINKS:

VISUAL ARTS

Strand: Paint and Colour

Strand Unit: Painting

Curriculum Objective: Explore colour with a variety of materials and media

Class Activity: Design a colourful poster using paint and materials or digital tools to celebrate Internet Safety Day and enter the Webwise competition.

PRIMARY LANGUAGE CURRICULUM

Strand: Oral Language

Element: Understanding

Learning Outcome 5: Vocabulary

L.O.5: Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualised language.

Class Activity: Identify the key vocabulary for the lesson (*e.g. kindness, respect, emoji, email communication*). Prepare child-friendly definitions of the selected vocabulary. Write the target word on one side of a flashcard and the definition on the other and create a visual display to focus attention on the words and as a writing scaffold. Promote active participation by encouraging pupils to discuss and share their thinking and experiences in relation to the words.

Provide opportunities for pupils to play with the words:
- In pairs or small groups, pupils record synonyms and antonyms for the target words.
- Word Bingo: Make bingo sheets and add words to each square. Pupils mark the correct word when it's called out.
- Synonym/ Antonym Bingo: Call out synonyms/ antonyms of words on their bingo cards and see how many pupils get.
- Sentence stems: Provide sentence stems for pupils to complete.

Display the words and revise periodically. Activities could include:
1. choosing three words at random and asking pupils to connect them orally or in writing
2. choosing a word and challenging pupils to provide a definition or use it in a sentence.

CONTINUING THE LESSON WITH THE HTML HEROES: 3RD & 4TH CLASS EDITION

The online safety themes and topics in this lesson are continued in:

- *Lesson 6: Respectful Communication Online*, further lesson activities here: https://www.webwise.ie/lessons/6-respectful-communication-online/

- *Lesson 7: Anonymous Online*, further lesson activities here: https://www.webwise.ie/lessons/7-anonymous-online/

RESOURCES NEEDED:

- Computer connected to projector/whiteboard
- Activity Sheet 4.1: Communication Online
- Checklist 4.3: Ruby & Archie's Top Tips for Safe Online Communication
- Webwise Parents/Guardians Take-Home Handout 4
- HTML Heroes Short Story: *'Dolly Video Calls her Granny'* available at www.webwise.ie/html-heroes

METHODOLOGIES:

Discussion, think-pair-share, brainstorm, storytelling, group work, independent or collaborative writing

KEY VOCABULARY:

- **COMMUNICATION** - is the sending and receiving of a message, information or ideas - this includes talking or writing, and listening or reading. It can also include face and body movements and art to express thoughts or emotions.

- **CONNECT** - to join or add a device to the internet so it becomes connected to the internet and you can go online and explore the internet.

- **DEVICE** - in this case referring to an electronic piece of equipment that can connect to the internet e.g., smart phone, tablet, computer, virtual assistant, etc.

- **EMAIL** - a way of communicating online; people who have email addresses can send and receive electronic letters.

- **EMOJI** - is a small digital image or icon used to express an idea or emotion.

- **KINDNESS** - being considerate and showing concern for the wellbeing and feelings of others.

- **RESPECT** - treating someone with care and kindness and giving your attention to them; someone who is well liked or thought of.

TEACHER'S NOTE:

It is recommended that activity 4.4 of this lesson is appropriate for **2nd class only.** Teachers are advised to ascertain what the pupils levels of engagement with various online tools are and to adapt the delivery of the resource accordingly. For example, a school might survey teachers, parents and/or pupils to find out if they play online games or use messaging apps. If a significant number of pupils are using the internet for messaging/communication, this activity will be very useful. If no child in the class is using messaging apps, this activity might be better held for an older age group.

LESSON ACTIVITIES

ACTIVITY 4.1: CHATTING ONLINE

STEP 1.

Begin by telling pupils that in today's lesson we are going to look at how we can use the internet to communicate and connect with family, friends and the wider world. First, ask pupils to brainstorm what are the different ways we can talk, keep in touch and share or send information to someone else. Elicit responses and record on the whiteboard. Suggestions may include talking on the phone, writing a letter, sending a text or video message, hand signals. Next, ask pupils to focus on the tools we use to help us stay in touch. Examples of everyday tools we use to communicate include pencil, paper, telephone, camera, our voice, body/facial expressions, etc.

Explain to pupils that the word we use to describe all the different ways we can talk or send or share a message with someone is known as "communication".. Write the following definition of communication on the whiteboard: **communication is the sending and receiving of a message, information or ideas - this includes talking or writing, and listening or reading. It can also include face and body movements and art to express thoughts or emotions.** Refer to the examples of communication recorded on the whiteboard that pupils identified at the beginning of the lesson. Share additional examples as necessary e.g. sign language, a picture, music, art, body signals e.g. hand gestures when cycling.

STEP 2.

Now ask pupils to consider the ways we can communicate online through the internet. Distribute Activity Sheet 4.1 and go through the instructions with pupils. Once pupils have completed the activity sheet go through their answers. Suggested examples of types of communication could include sending an email, messaging, video calls, voice calls, videos, pictures. Explain to pupils that online communication is still the sending and receiving of a message, information or ideas. The only thing that changes is that we are talking about **sending and receiving messages through the use of a digital device such as a smartphone or computer that is connected to the internet.**

STEP 3.

Next, ask pupils what they think are some of the benefits of being able to use the internet to communicate or talk with friends, family, school and the wider world. Elicit responses. Ask pupils to consider how we communicated or stayed in contact with friends and family during Covid-19 when we couldn't meet up in person. What tools did we use to communicate and how did they help us stay in touch with loved ones? Elicit responses. Answers might include being able to see family who live far away, instant communication for example sending a text message, to be able to work in the case of adults or pupils to help them do their school work.

ACTIVITY SHEET 4.1: HOW WE TALK ONLINE

1. Find and circle the tools below that can be used to communicate online using the internet.
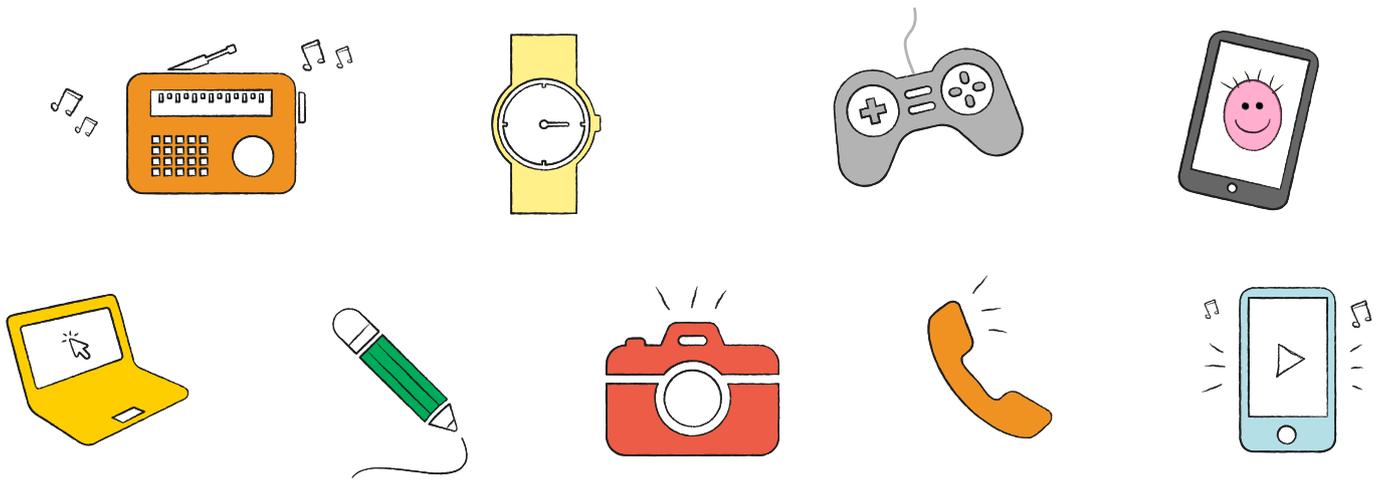
2. Then pick 3 of the tools you can use to communicate online and list one way you can communicate online.

An example is given for you here:

TOOL: Computer
_____

TYPE OF
COMMUNICATION:
Send an email
_____

1.TOOL:
_____

TYPE OF
COMMUNICATION:
_____
_____
_____

2.TOOL:
_____

TYPE OF
COMMUNICATION:
_____
_____
_____

3.TOOL:
_____

TYPE OF
COMMUNICATION:
_____
_____
_____

ACTIVITY 4.2: HTML HEROES SHORT STORY

STEP 1.

Go to www.webwise.ie/html-heroes and display the HTML Heroes short story: Dolly Video Calls her Granny on the whiteboard while you read through the story.

STEP 2.

Once you have finished reading the story, go through the discussion questions to help pupils reflect on the internet safety scenario and safety messages explored in the story.

DISCUSSION QUESTIONS:

1. LIST THE WAYS USES THE INTERNET TO COMMUNICATE WITH HER GRANNY.

2. (A) WHAT IS AN EMAIL?

   (B) WHAT IS A VIDEO CALL?

3. WHAT DID DOLLY INCLUDE IN HER EMAIL TO HER GRANNY ABOUT HER BIRTHDAY?

4. WHY DO YOU THINK IT WAS IMPORTANT THAT ARCHIE'S PARENTS WERE PRESENT WHEN DOLLY CALLED HIS GRANNY?

5. (A) HAVE YOU EVER USED THE INTERNET TO COMMUNICATE WITH A FAMILY MEMBER OR FRIEND?

   (B) HOW DID YOU COMMUNICATE WITH THEM ONLINE?

6. DESCRIBE ONE BENEFIT OF USING THE INTERNET TO COMMUNICATE.

ACTIVITY 4.3: SAFE ONLINE COMMUNICATION

STEP 1.

Ask pupils what were the important lessons that Dolly learned about how to stay safe while communicating online in the story Dolly Video Calls her Granny. Elicit responses. Examples might include: Archie told Dolly she should only chat on the video call if an adult is present and that you should only talk to people online that you know in real life. Ask pupils to consider what other safety lessons from previous lessons if we decide to chat to someone on the internet. Elicit responses and record. Emphasise the following important points if not already suggested: always check before you connect; **always get permission from a trusted adult before going on the internet; Stop, Think and Check before clicking on a new website or downloading an app; and check with a parent/ guardian first if you are not sure if something online is meant for you.**

STEP 2.

Explain to pupils that we are now going to look at some more of Ruby and Archie's top tips for staying safe while chatting online. Read through the checklist 4.3: Ruby & Archie's *Top Tips for Safe Online Communication* with pupils.

STEP 3.

Give pupils an opportunity to practise safe online communication through one of the following activities:

- Write and publish, under teacher guidance, a class blog including the main points from checklist 4.3 on how to communicate safely online.

- Arrange a video call with another 1st or 2nd class in your school and present the top tips for safe online communication to them.

- Write a class email sharing a thank you message to the local hospital or an email to the President of Ireland about……?.

Note, these activities will depend on technology available to pupils. Teacher demonstration, support and guidance will also be important.

CHECKLIST 4.3: RUBY & ARCHIE'S TOP TIPS FOR SAFE ONLINE COMMUNICATION

The internet is used to connect people and allows us to communicate and share information. It helps us stay in touch with friends and family, learn more about our interests and the world around us.

We must remember that chatting with people doesn't change in the online world - being kind and showing respect to friends and others is just as important when communicating online as it is offline. Ruby and Archie's top tips will help you stay safe, be kind and show respect when chatting online.

STOP, THINK, CHECK! - Always check and get permission from a trusted adult before you decide to connect to the internet to chat with someone online.

Be kind and show respect online. Never make mean and nasty comments about others online. Never respond to mean comments and messages. Show them to a trusted adult.

Only talk to people online that **you already know in real life.**

It's important not to keep secrets online - **always tell** a parent or guardian if you see something mean or upsetting online.

If you want to use a digital device to chat to someone, make sure **an adult is present** while chatting online.

ACTIVITY 4.4: DESIGN A BE KIND ONLINE POSTER (2ND CLASS ONLY)

TEACHER'S NOTE:

It is recommended that the following lesson activity is appropriate for 2nd class only.

STEP 1.

Explain to pupils that while it's great the internet provides lots of different ways for us to communicate, for example, through text and voice note messages, pictures, videos and emojis, sometimes it can feel like chatting on the internet takes on a language all of its own. We must keep in mind that because we can't always see or hear the person as we are communicating with them online like we can in real life, it's easier for things to be misunderstood or taken the wrong way. That's why **it's just as important to make sure we are kind and considerate of other people's feelings when chatting online as we are when chatting to people face-to-face.**

Ask pupils to think about what being kind means to them. What images appear in their mind? Elicit and record feedback on the board. Now ask them what being kind might sound like and share their suggestions with their partner. Elicit feedback and record. Finally, ask them to think about how being kind makes them feel. Invite pupils to share with another person in their group and, again, elicit and record on the whiteboard. Further prompt questions could include asking pupils to think about the last kind thing they did for someone else.

STEP 2.

Next, ask pupils to think about what kindness could look like online. Prompt pupils by asking them to think of a recent example of kindness they saw online - it could be keeping in touch with an elderly relative living on their own, giving someone a compliment, sharing good news with family and friends e.g. a picture or video of a birthday party, doing something for charity, etc.

Again, use the think, pair, share strategy to gather pupils' feedback on this and collate responses on the whiteboard. Conclude by emphasising that **how you treat people doesn't change in the online world - being kind and showing respect to friends and others is just as important online as it is offline. We should never make mean and nasty comments about others online. Never respond to mean comments and messages. Show them to a trusted adult. It's important not to keep secrets online - always tell a parent or guardian if you see something mean or upsetting online.**

STEP 3.

Next, tell pupils that they are going to design a poster to promote being kind and showing kindness when communicating with others online.

The poster must include the phrase 'be kind when chatting online' and can be paper-based or digital. Encourage pupils to be creative and use lots of colour.

STEP 4.

Once pupils have finished their posters, ask one or two pupils to share their work with the class. Encourage them to describe the elements (e.g., pictures/icons/graphics/text etc.) they included on their posters and explain why they decided to add them. Invite other pupils to share what they liked about their classmates' posters. Display the finished posters in the classroom (print, where possible, digital posters). Use the posters as stimuli to remind pupils that we should never make mean and nasty comments about others online or respond to mean comments and messages. Stress the importance of showing hurtful messages to a trusted adult and not keeping secrets online - always tell a parent or guardian if you see something mean or upsetting online.

ACTIVITY 4.5: REFLECTION

STEP 1.

Use the reflection template in Appendix 1 and ask pupils to write down one thing they learned about chatting online today. Invite pupils to share their responses and recap with the following points:

- The internet is used to connect people and allows us to communicate and share information.

- We can communicate via the internet by messaging, sending an email, video, photos, etc.

- We use the internet to communicate with family, friends, school, work, the wider world.

- Remind pupils about safety, and to only connect with people they know.

- Be kind and show respect online.

- STOP, THINK, CHECK - Always check and get permission from a trusted adult before connecting to the internet.

- It's important not to keep secrets online - always tell a parent or guardian if they see something mean or upsetting online.

STEP 2.

Finally, distribute and go through the Webwise Parents/Guardians Take-Home Handout 4. Tell pupils that there is a Parents/Guardians Section for parents to read what they have learned today in class and there is a Pupils Section with a Take-Home activity for them to complete as homework. Remind pupils that their parents/guardian are to sign the handout once they have completed the activity and read through the handout.

WEBWISE PARENTS/ GUARDIANS TAKE-HOME HANDOUT 4

WEBWISE PARENTS: CHATTING ONLINE

LESSON SUMMARY:

Today in class, we spoke about how we can use the internet to communicate and the importance of being kind and respectful when chatting online. Here is a summary of today's lesson:

- The internet is used to connect people and allows us to communicate and share information.

- We can communicate via the internet by messaging, sending an email, video, photos, etc.

- We use the internet to communicate with family, friends, school, work, the wider world.

- **STOP, THINK, CHECK -** Always check and get permission from a trusted adult before you connect to the internet.

- You should only connect with people you know, under the supervision of a trusted adult.

- Always be kind and show respect online.

- Never make mean and nasty comments about others online. Never respond to mean comments and messages. Show them to a trusted adult.

- It's important not to keep secrets online - always tell a parent or guardian if you see something mean or upsetting online.

HAVE THE CHAT

Talk to your child about how we use the internet to connect and communicate with others online. Explain to them that it is just as important to be kind and show others respect when communicating online as it is in the real world. It's important to recognise when a message or comment online has upset us and reassure them that they can talk to you about how they are feeling and how to deal with receiving nasty messages. Here is some advice on:

- *How to Deal with Cyberbullying* available at https://www.webwise.ie/videos/ videos-for-parents/how-to-deal-with-cyberbullying-2/

- *How to set up Parental Controls on all Devices* available at https://www.webwise. ie/parents/parental-controls-2/

Visit webwise.ie/parents for more expert advice, support and resources.

PUPILS SECTION

TAKE-HOME ACTIVITY - KIND COMMUNICATION

When we are kind to others, we can make someone feel happy and when we are unkind or mean to someone, this can make them feel unhappy and sad. it is important to remember that how you treat people doesn't change in the online world - being kind and showing respect to friends and others is just as important online as it is offline.

Look at the four examples below: draw a happy emoji beside each comment you think is an example of kind communication or being kind while chatting to someone and draw an unhappy emoji beside each one you think is an example of being unkind or mean while chatting to someone.

1. "You can't play with that, it's mine!"

2. "I am having a birthday party next week - you have to come!"

3. "That hat looks silly on you."

4. "Hi grandad, how are you? We all love and miss you and will visit you this weekend"

An emoji is a small digital image or icon used in a message to express an idea or emotion. Here are examples of a happy and unhappy emoji.

HAPPY   SAD

PUPIL'S NAME:

PARENT'S/GUARDIAN'S SIGNATURE:

DATE:

LESSON 5

MY TIME ONLINE

PURPOSE:

In this lesson pupils will consider the positive, creative and collaborative uses of the internet when using websites, apps, games, videos and streaming platforms. It will also discuss the importance of maintaining a healthy balance of online and offline activities and help pupils develop good habits to manage their time online. This lesson will also conclude with an online safety code for 1st and 2nd class pupils based on online safety advice discussed in all previous lessons.

LEARNING OUTCOMES:

When they have finished this lesson, pupils will be able to:

- Describe the benefits of using the internet e.g., to provide entertainment, for communication, finding information on lots of different topics, etc.

- Understand the importance of maintaining a healthy balance between their use of technology and time online with communicating and playing in person.

- Identify times when it is and isn't appropriate to be online e.g. mealtimes, bedtime and recognise how bad screen habits e.g., spending too much time in front of a screen can impact other parts of our life.

- Learn, understand and recite Archie and Ruby's Online Safety Code.

CURRICULUM LINKS:

1ST & 2ND CLASS SPHE CURRICULUM

Strand: Myself

Strand Unit: Self-Identity

Curriculum Objectives:

- Discuss the factors that may influence personal decisions or choices.

- Recognise and reflect on choices that are made every day.

Extension Activity: Give pupils an opportunity to reflect on the amount of screen time they participate in each day. Discuss the importance of maintaining a healthy balance of online and offline activities and identify alternatives to screen time.

Use the calming breathing techniques, written activities and guided visualisations documented in *'Breathe - Self-Regulation and Relaxation Techniques for Children'* (created by the PDST Health and Wellbeing team) that children can use to bring about a sense of peace and comfort in any situation.

1ST & 2ND CLASS STAY SAFE PROGRAMME

The Stay Safe programme is a personal safety skills programme for primary schools. Stay Safe is a mandatory resource and must be used within the context of the SPHE curriculum to cover relevant content objectives. This HTML Heroes Programme can be used as an additional support to translate the safety messages contained within the Stay Safe Programme to the online environment.

- Topic 1. Feeling Safe and Unsafe
- Topic 4. Secrets and Telling
- Topic 5. Strangers

CROSS CURRICULAR LINKS:

MATHS

Strand: Data

Strand Unit: Representing and interpreting data

Curriculum Objectives:

- represent and interpret data in two, three or four rows or columns using real objects, models and pictures (1st class)
- represent, read and interpret simple tables and charts (pictograms) (2nd class)

Extension Activity: Carry out a survey to find out the favourite indoor and outdoor activities of children in the class. Organise the results in a table and create a simple graph to represent the data collected.

Carry out a survey to find out how long children spend using technology over the course of a week. Organise the results in a table and use this information to create a graph that shows their use over time.

MUSIC

Strand: Performing

Strand Units: Song singing

Curriculum Objectives: Recognise and sing with increasing vocal control and confidence a growing range of songs and melodies.

Relevant lesson activity: Activity 5.3 provides an opportunity to learn and sing the *'Online Safety Code'* song.

Strand: Listening and Responding

Strand Unit: Listening and responding to music

Curriculum Objectives: Respond imaginatively to pieces of music through movement.

Extension Activity: Invite pupils to get creative and come up with actions/ dance moves to accompany the *'Online Safety Code'* song. Record and reflect on the pupils' performance.

VISUAL ARTS

Strand: Paint and Colour

Strand Unit: Painting

Curriculum Objective: Explore colour with a variety of materials and media

Extension Activity: Use the story as inspiration for creating multimedia or paper-based posters to share with younger pupils reminding them of the activities they can do that don't involve a screen.

Make a persuasive digital or paper-based poster/ infographic/ cartoon image to encourage people to use technology safely and responsibly.

PRIMARY LANGUAGE CURRICULUM

Strand: Oral Language

Element: Exploring and using

Learning Outcome 11: Information giving, explanation and justification

L.O. 11: Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.

Class Activity: Walking debate with statements connected to the pros and cons of using technology. The following are sample statements: we should spend more time on our devices/8 year olds should have a mobile phone/digital technology makes children's lives better/digital technology helps children's learning/digital technology distracts children and stops them paying attention. Please use these statements at your discretion and modify as needed.

- Step 1: Display posters with the words 'I AGREE' and 'I DISAGREE' at either end of a room (you might also like to place a third poster with 'I AM NOT SURE' in the middle of the room).
- Step 2: Ask pupils to stand in the middle of the room and read out each statement
- Step 3: Invite pupils to move to either end of the room according to how much they agree or disagree with each statement or to remain in the middle if they are unsure.
- Step 4: Ask pupils to explain their reason for choosing where to stand. During the discussion, they may move if someone makes a point that changes their opinion on the topic.

Strand: Reading

Element: Exploring and using

Learning Outcome 8: Response and author's intent

L.O. 8: Discuss and share thoughts and opinions on texts in a range of genres across the curriculum. Consider and discuss the author's intent.

Class Activity: Express thoughts and feelings about the story, *'Archie and the Two-Headed Lizard King'*, identify the main idea in the text and give reasons for their opinions based on the information provided in the text.

CONTINUING THE LESSON WITH THE HTML HEROES: 3RD & 4TH CLASS EDITION

The online safety themes and topics in this lesson are continued in Lesson 1: Welcome to the Internet. For further lesson activities and more information visit https://www.webwise.ie/lessons/welcome-to-the-internet/

RESOURCES NEEDED:

- Computer connected to projector/whiteboard
- Lyrics Sheet: Ruby and Archie's Online Safety Code Song
- Safer Internet Day Activity: Design an Internet Safety Superhero Emoji
- Activity Sheet 5.5: Online Safety Code Quiz
- Online Safety Code Certificate
- Webwise Parents/Guardians Take-Home Handout 5
- HTML Heroes Short Story: *'Archie and the Two-Headed Lizard King'* available at www.webwise.ie/html-heroes
- Ruby and Archie's Online Safety Code Song available at www.webwise.ie/html-heroes
- HTML Heroes Colouring Sheet: Stop, Think, Check (available in Appendix 4)

METHODOLOGIES:

Discussion, storytelling, group work, song singing, quiz

KEY VOCABULARY:

- **BALANCE** - to give things equal amounts of importance and time to opposite things - in this case online and offline activities.
- **CODE** - a system of rules or code of conduct.
- **CONNECT** - to join or add a device to the internet so it becomes connected to the internet and you can go online and explore the internet.
- **DEVICE** - in this case referring to an electronic piece of equipment that can connect to the internet e.g. smart phone, tablet, computer, virtual assistant, etc.
- **HABIT** - an action or behaviour that you do regularly.
- **HOBBY** - an interest or activity you do in your spare time because you think it's fun and you enjoy it.
- **OFFLINE** - not being connected to the internet, when the digital technology is turned off.
- **ONLINE** - being connected to the internet through the use of digital technology.
- **WELLBEING** - is about how well we are feeling, and being healthy, happy, safe and comfortable.

LESSON ACTIVITIES

ACTIVITY 5.1: HOBBIES ONLINE

STEP 1.

Ask pupils to either write a list or draw pictures of the activities they enjoy doing that involve using the internet.

STEP 2:

Invite pupils to share what they have recorded with their partner. Elicit responses from a number of pupils. Examples of activities they might enjoy could include listening to music, playing games, watching tv programmes, watching videos, talking with family, etc.

STEP 3:

Highlight that **it's great the internet can help us do so many things we enjoy but it's also important to keep a healthy balance between our use of technology and time online with offline activities like chatting and playing in person.**

ACTIVITY 5.2: HTML HEROES SHORT STORY

STEP 1.

Go to www.webwise.ie/html-heroes and display the HTML Heroes short story: *'Archie and the Two-Headed Lizard King'* on the whiteboard while you read through the story.

STEP 2.

Once you have finished reading the story, go through the discussion questions to help pupils reflect on the internet safety scenario and safety messages explored in the story.

TEACHER'S NOTE:

Discussing Managing Time Online

It is important to be careful, avoid judgement and show sensitivity when discussing times it is and isn't appropriate to spend time online as many families take different approaches to technology use in the home.

DISCUSSION QUESTIONS:

1. HOW WAS ARCHIE BEHAVING AT THE BEGINNING OF THE STORY?

2. HOW DID ARCHIE'S FRIENDS FEEL IN THE STORY? HOW DO YOU KNOW?

3. IN WHAT WAY DID RUBY HELP HER FRIEND?

4. HOW WAS ARCHIE FEELING AT THE END OF THE STORY?

5. SUGGEST SOME WAYS YOU COULD HELP TO BALANCE YOUR TIME ONLINE WITH YOUR TIME OFFLINE, FOR EXAMPLE; DOING YOUR HOMEWORK, PLAYING OUTSIDE AND DOING YOUR CHORES?

6. IMAGINE THAT THERE WAS A POWER CUT AT YOUR HOME OR SCHOOL. HOW WOULD THIS CHANGE YOUR DAY?

ACTIVITY 5.3: HTML HEROES RUBY AND ARCHIE'S ONLINE SAFETY CODE SONG

STEP 1.

Remind pupils that the internet is a brilliant tool we can use to do so many things like play games, create, watch videos, listen to music and chat with friends and family but because there is so much to see and do in the online world, it's easy to get lost and end up somewhere you did not mean to go.

STEP 2.

Play the song, Ruby and Archie's Online Safety Code Song, for the pupils to listen to and enjoy. Before playing the song a second time, invite the pupils to join in and sing along by reading the subtitles on the screen.

STEP 3:

Give each pupil the lyrics sheet of the song. Discuss the keywords.

STEP 4:

You can repeat the song for the pupils as many times as necessary until they are able to sing along with all the words.
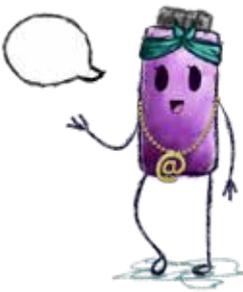
SAFER INTERNET DAY EXTENSION ACTIVITY

A nice extension to this activity would be to come up with actions / dance moves to accompany the song. Webwise would love to see your unique performance of Ruby and Archie's Online Safety Code Song! Record the pupils performance of the song and teach it to pupils in another class.

Send it into us via email at internetsafety@pdst. ie or keep an eye out for our Safer Internet Day competition on webwise.ie/saferinternetday and your school could win prizes!

Reminder: Teachers should check with school management around permissions for recording pupils and seek parental consent.

LYRICS SHEET: RUBY AND ARCHIE'S ONLINE SAFETY CODE SONG

Before you connect,
Stop Think Check!
When you're on the Net,
Stop Think Check!
Searching for content,
Stop Think Check,
Stop Think Check!

The internet - such a wonderful thing,
For playing, creating, listening.
But so much to do in the online space,
You could take a turn into an unknown place.
Wind up lost, wrong address?
Go to the corner of the screen, hit 'X'.
Cos we've gotta code that you all should know,
It's called the **Online Safety Code**, it goes...

Before you connect,
Stop Think Check!
When you're on the Net,
Stop Think Check!
Searching for content,
Stop Think Check,
Stop Think Check!

Before you click on something new,
You gotta stop-think-check before you do.
Stay in the zones that are meant for you,
So if it's new, you should check - with your
Mam or Dad too.
Don't forget that on the internet, never be
mean, say words you may regret,
Be nice to each other when you're on the web,
be cool, be kind and show respect.

Before you connect,
Stop Think Check!
When you're on the Net,
Stop Think Check!
Searching for content,

Stop Think Check,
Stop Think Check!

If you see something you don't like
Mean things, bad things that don't seem right
Just tell an adult that you trust,
Your guardian, your parents, when you're online
you just... STOP.

Your password you should never tell, it's a lock
and a key and it's personal
Your information belongs to you, keep it safe,
it's what makes you, you!
If you see on the web someday, a game you can
download and want to play
Ask your parents if it's ok, before you click, you
need to wait, hold up, say...

Before you connect,
Stop Think Check!
When you're on the Net,
Stop Think Check!
Searching for content,
Stop Think Check,
Stop Think Check!

Yeah, the world wide web is an amazing place,
But the world outside is where we really play,
Read some books, play sports and run,
Take a break offline, go out and have some fun.
Always remember to look after your health,
Balance your time, you can be your best self.

Before you connect,
Stop Think Check!
When you're on the Net,
Stop Think Check!
Searching for content,
Stop Think Check,
Stop Think Check!

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ACTIVITY 5.4: REFLECTION

STEP 1.

Use the reflection template in Appendix 1 and ask pupils to write down one thing they learned about spending time online today. Invite pupils to share their responses and recap with the following points:

- Make the most of your time online - play, learn, create!

- Don't forget to make time for friends, family, playing, creating and reading offline too.

- There are times when it is okay to be online and times when it is not okay to be online, e.g., mealtimes and when going to bed.

- A healthy balance between online and offline activity is key to your wellbeing.

- Develop good device habits e.g. looking up from your screen when someone is talking to you, sharing your screen device if with a friend, devices off before bedtime.

SAFER INTERNET DAY EXTENSION ACTIVITY

Webwise would love to see your Internet Safety Superhero Emoji! Use the Safer Internet Day Activity Sheet to design your Internet Safety Superhero Emoji and send a picture of them to us via email at: internetsafety@pdst.ie or keep an eye out for our Safer Internet Day competition on webwise.ie/saferinternetday and your school could win prizes!

Reminder: Teachers should check with school management around permissions for recording pupils and seek parental consent.

SAFER INTERNET DAY ACTIVITY: DESIGN AN INTERNET SAFETY SUPERHERO EMOJI

An emoji is a small digital image or icon used in a message to express an idea or emotion. Here are some examples of emojis and the emotions they show.

LOVE   **HAPPY**   **SAD**

ANGRY   **CONFUSED**   **SHOCKED**

Create an internet safety superhero emoji in the box. The internet safety superhero promotes being safe on the internet especially when learning, playing and communicating online.

Give your internet safety superhero a superhero name. Give your emoji accessories to help them keep people safe on the internet and add a background.

PUPIL'S NAME:

PARENT'S/GUARDIAN'S SIGNATURE:

DATE:

ACTIVITY 5.5: ONLINE SAFETY CODE QUIZ

STEP 1.

Next, tell pupils that they are going to complete a short online safety quiz as a way to recap on all they have learned about staying safe online over the past 5 HTML Heroes lessons. Distribute Activity Sheet 5.5 for pupils to complete.

STEP 2.

Once pupils have completed the quiz, collect their answer sheets.

STEP 3.

Distribute the Webwise Parents/ Guardians Take-Home handout to pupils and go through the Online Safety Code Promise with pupils. Pupils are to take this home, read through it with their parents/ guardians, agree on terms listed and sign it. Inform pupils that when they return their signed Online Safety Code Promise, you will present them with a certificate to acknowledge their completion of the online safety code lessons and in recognition of their agreement to follow the safety code on how to safely use the internet.

ACTIVITY SHEET 5.5: ONLINE SAFETY CODE QUIZ

NAME:

1. The internet is a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages.

☐ **TRUE** ☐ **FALSE**

2. Tick which of the following you should see at the beginning of a web address to tell if a website is safe and secure?

☐ **A. WWW.**

☐ **B. A PADLOCK AND HTTPS**

☐ **C. A POP UP AD WARNING**

3. It is important to use keywords when searching for something on the internet. Keywords are words that are the key or the most important words to help you find exactly what you are looking for on the internet.

☐ **TRUE** ☐ **FALSE**

4. What should you do if something upsets /annoys or confuses you on the internet?

_____

_____

5. If you want to chat to someone online you should:

☐ **A. CHECK BEFORE YOU CONNECT.**

☐ **B. ONLY TALK TO PEOPLE YOU ALREADY KNOW IN REAL LIFE.**

☐ **C. MAKE SURE A TRUSTED ADULT IS PRESENT WHEN CHATTING ONLINE.**

☐ **D. ALL OF THE ABOVE.**

6. Fill in the missing words for the online safety advice below:

If you're not sure if something you find online is fake, true or meant for you.

S_ _ _, T_ _ _ _, AND C_ _ _ _ WITH A PARENT OR TRUSTED ADULT

- they'll know what to do!

WEBWISE HTML HEROES
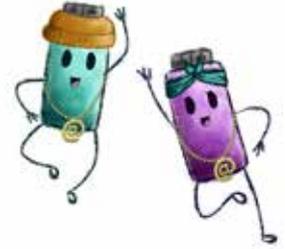
ONLINE SAFETY CODE CERTIFICATE

CONGRATULATIONS

YOU KNOW THE ONLINE SAFETY CODE!

You can recognise if a website, app, game is just right for you.

You know what to do if you come across anything that worries you.

You have agreed to follow the HTML Hero's Online Safety Code about internet use and promise to always be your best online.

DATE: _____

SIGNED: _____

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WEBWISE PARENTS/GUARDIANS TAKE-HOME HANDOUT 5

PARENTS/GUARDIANS SECTION - ONLINE WELLBEING

LESSON SUMMARY:

In class we spoke about online wellbeing and the importance of maintaining a healthy balance between technology use and time online with "recharging" yourself outside, communicating and playing in person. Here is a summary of today's lesson:

- Make the most of your time online - play, learn, create! But don't forget to make time for friends/family/playing/creating/reading offline too.

- There are times when it is okay to be online and times when it is not okay to be online, e.g., mealtimes and when going to bed.

- A healthy balance between online and offline activity is key to your wellbeing.

- Develop good device habits, e.g., looking up from your screen when someone is talking to you, sharing your screen device with a friend, devices off before bedtime.

Advice on Managing Time Online

As digital media become integrated into all aspects of daily life, it is important to set clear guidelines and boundaries and set a good example. Children use the internet for lots of different reasons - to learn, to play, chat and have fun. Here is some advice on starting the conversation on managing screen time and striking a healthy balance:

- *Screen Time - Advice for Parents* available at https://www.webwise.ie/parents/screen-time-advice-for-parents/

- *Is my child spending too much time online?* Video available at https://www.webwise.ie/parents/is-my-child-spending-too-much-time-online/

- *Dealing with Conflict around Technology* use in the Home Video available at https://www.webwise.ie/parents/dealing-conflict-around-technology-use-home/

Visit webwise.ie/parents for more expert advice, support and resources.

PUPILS SECTION

MY ONLINE SAFETY CODE AGREEMENT

I: _____

AGREE TO THE FOLLOWING:

✔

- I will always check before I connect and get permission from my parents/guardians before using the internet.

- I will remember to STOP, THINK and CHECK with a parent/guardian before clicking on a new website/game/app online.

- I will share all the fun material I find online with my parents/guardians.

- I will check with my parents/guardians first before downloading or buying anything online.

- I will only chat online with people I know in real life.

- I will be kind to others online and treat them the same way I would like to be treated.

- I will follow these rules regardless of where I am online.

✘

- I will not let my activity online get in the way of my sleep, school work, chores or my relationships with family and friends.

- I will not share my password with anyone except my parents/guardians.

- I will not keep secrets online and always tell a parent/guardian about anything mean/upsetting/frightening I find online.

SIGNED BY: _____

PUPIL'S NAME: _____

PARENT'S/GUARDIAN'S NAME: _____

DATE: _____

APPENDICES

APPENDIX 1: PLENARY ACTIVITY SHEET

Below is a sample plenary Activity Sheet you may use to capture pupil's feedback and review their learning at the end of the lesson.

You can also use digital tools such as Kahoot or Classroomscreen.com to capture pupil's feedback and review their learning at the end of the lesson.

EMOJI EXIT TICKET ✔

NAME: _____

DATE: _____

Circle the emoji that best reflects how you feel about today's lesson:

I choose this emoji because:

_____

_____

_____

Name one thing you learnt this lesson:

_____

_____

_____

THE HTML HEROES TOP TIPS FOR PLAYING GAMES ONLINE

webwise.ie

There are a lot of options of games to play and people you could meet so it's important to stay safe while playing games online. Here are some tips to help:

ALWAYS CHECK THE AGE RATING OF THE GAME BEFORE YOU PLAY.

KEEP YOUR PROFILE PRIVATE AND DON'T USE REAL PHOTOS OR YOUR FULL NAME.

DON'T GIVE OUT PERSONAL INFORMATION TO PEOPLE YOU ONLY KNOW ONLINE.

YOUR PASSWORD HOLDS THE KEY TO YOUR PERSONAL INFORMATION ONLINE – KEEP IT PRIVATE AND ONLY SHARE IT WITH YOUR PARENTS/GUARDIAN.

IF YOU SEE ANY BAD STUFF OR RULES BEING BROKEN, REPORT IT.

NEVER BUY A GAME OR PAY FOR ANYTHING IN THE GAME WITHOUT GETTING PERMISSION FROM YOUR PARENTS/ GUARDIAN FIRST.

APPENDIX 4: HTML HEROES ONLINE SAFETY CODE COLOURING SHEET

STOP

Think

Check

APPENDIX 4: GLOSSARY OF TERMS

Advertisement: something that draws attention to an event, product or service with the hope that people will be more likely to want to buy the product/service or go to the event.

App: an app (application) is a software program. An app typically refers to software used on smartphones, tablets or other mobile devices. Some apps are free while others must be bought.

Bystander: someone who sees something that is wrong but simply "stands by" and doesn't do anything to support someone or speak up. A bystander will witness a situation/ behaviour but take no action.

Clickbait: refers to the headlines used in articles and video titles you see on the internet. These headlines are designed to get you, the reader, to click on the link and visit the website or watch or subscribe to the video channel. The headline may not reflect the contents of the article. Clickbait stories use sensationalist headlines to grab attention and drive click-throughs to the publisher website, normally at the expense of truth or accuracy.

Connect: to join or add a device to the internet so it becomes connected to the internet and you can go online and explore the internet.

Cyberbullying: is using digital technology to hurt or bully someone deliberately. Digital technology can include devices such as a smartphone, computer, tablet, game console.

Data: facts, figures, information collected together and stored in or used by a computer.

Device: in this case referring to an electronic piece of equipment that can connect to the internet e.g. smart phone, tablet, computer, virtual assistant, etc.

Emoji: is a small digital image or icon used to express an idea or emotion.

Exclude: in an online context exclusion could involve blocking someone from a popular group such as a school or class group in WhatsApp or Snapchat, deleting them from friendship lists, and/or using 'ignore functions'.

False Information: news, stories or hoaxes created to deliberately misinform or deceive readers. The story itself is fabricated, with no verifiable facts, sources or quotes. It's possible that some elements are true but it is presented in a false way.

General Data Protection Regulation (GDPR): an EU law on data protection and privacy which gives all individuals within the European Union rights to know how their data is being used and why.

HTML (hypertext markup language): people create websites or web applications known as 'apps' using a code called hypertext markup language, or HTML. Internet browsers read HTML which allows people to view websites and web applications.

HTML HEROES

In-app purchases: also known as pay to play: Many online games are free to download. However, these games can offer additional functions, once the game is live, which users can purchase. Users typically make an in-app purchase in order to access special content or features in an app such as restricted levels, virtual money, special characters, boosts, etc. They are typically a hidden cost found in "free" apps. It can be very easy for players to inadvertently run up bills on these games. To avoid this, parents should ensure that they have a password set on their phone/device for in-app purchases or that they switch off this option on the phone/device; this can normally be done within the app/mobile settings.

Internet: a network or 'web' that connects all computers worldwide. Information on the internet is arranged in websites or web pages.

Internet Browser: is a software application that allows you to look at websites on the internet. Examples include: Internet Explorer, Google Chrome and Mozilla Firefox.

Offline: not being connected to the internet, when the digital technology is turned off.

Online: being connected to the internet through the use of digital technology.

Online gaming: playing video games on the internet. This includes web games or apps that can be downloaded on smartphones or consoles like PlayStation or Xbox.

Padlock: here we are referring to the padlock icon at the beginning of a web address. It shows that a website is secure and any information you give to this site is protected.

Personal Information: this means information that could be used to identify you, for example your name, address, telephone number, your age, what you look like, your interests. Our personal information is what makes us unique. As this information is so special we should be careful about who we share it with when we meet people online and offline. Pupils should be advised to never share it without asking a parent or guardian first.

Pop Up: a Pop Up is a small window that can appear on your screen, even when you haven't done anything. Sometimes pop ups appear because the website is letting you know about their privacy policy or they want to get you to join a mailing list. But some pop ups are advertisements, they are usually trying to get you to buy something or see something nasty and some of them try to put a virus on your computer. If a pop up appears on your screen while browsing a website and you are not sure about it, close it down by clicking the X button and tell an adult as soon as possible.

Rating: a way of ranking/putting things in order on a scale, in this case, referring to apps and games. Most online services, apps, music, films and games require an age rating to be clearly stated on the cover. This is a useful way to identify what audience and age group the product or service is safe and appropriate for. The PEGI rating is primarily used in Europe for game apps. The PEGI rating considers the age suitability of a game, not the level of difficulty. More information about these ratings can be found here: https://pegi.info/what-do-the-labels-mean

Report: this is a report button or feature that allows you to report directly to the game moderator if you see rules being broken or bad content. When reporting abuse, be sure to report the specific chat, private message, game or other content that violates the rules.

Screen Time: describes time spent in front of a screen, e.g. watching TV, playing games, etc. As screen time does not typically involve much physical movement very little energy is used during screen time.

Search Engine: search engines are programs that search an index of the world wide web for keywords, making it easier and faster for you to find the address or website you are looking for. Examples include Google, Yahoo! and Bing.

Targeted Advertising: when apps or websites use your personal data, (e.g. social media, browsing, consumer history) information they have collected about you to show you certain types of advertisements for products they predict you will like.

USB: A small portable memory device that can be plugged into many different types of computers. A USB key allows for information to be easily stored and transferred between different devices.

Upstander: someone who not only recognises when something is wrong, but as a result, stands up for his/her beliefs by taking action. An upstander will help/support whomever is being hurt, or will speak up to correct the situation/make it right.

Wi-Fi: allows you to connect to broadband internet without the use of wires hence the term 'wireless' internet connection.

ABOUT US

The Webwise initiative is part of the PDST Technology in Education team. This team promotes and supports the integration of Digital Technologies in teaching and learning in first and second level schools in Ireland. The main functions of PDST Technology in Education is the provision of a range of ICT-related supports to schools including ICT policy development, advice, professional development, content and exemplar functions.

The PDST is a cross-sectoral support service managed by Dublin West Education Centre (DWEC) under the remit of the Teacher Education and ICT Policy sections of the Department of Education and Skills (DES) and offers professional development support to primary and post-primary teachers and principals. The work of the PDST contributes to school improvement by providing high quality CPD on curricular and educational issues and by fostering reflective practice and ongoing development among teachers.

PDST was established in September 2010 as a new, generic, integrated and cross-sectoral support service for schools. The establishment of PDST marked the culmination of an amalgamation of a number of stand-alone support services. Today, PDST encompasses the supports previously supplied by other support services and programmes, including the National Centre for Technology in Education (now known as PDST Technology in Education). PDST Webwise also works closely with the Health and Wellbeing team in the PDST.

This team provides support for school leaders and teachers in prevention and intervention for bullying. They also support the implementation of SPHE in primary and post-primary schools.

Historically, the National Centre for Technology in Education (NCTE) had been a partner in a succession of EU funded Safer Internet Programmes since 2000. The NCTE set up the PDST Webwise initiative in 2005 to act as the Irish national internet safety awareness centre funded by the EU Safer Internet Programme and the Department of Education and Skills. PDST Webwise has been the Irish member of the Insafe network ever since. The role of the national awareness centre has been to promote a safer, more effective use of the internet by children in Ireland.

The Safer Internet Ireland Centre provides safer internet awareness, Hotline and helpline functions and activities as the Safer Internet Centre for the Republic of Ireland. Awareness raising is carried out by the PDST through its Webwise initiative.

The project is a consortium of industry, education, child welfare and government partners that provide Safer Internet awareness, hotline and helpline functions and activities for the Republic of Ireland. The Professional Development Service for Teachers (PDST) through its Webwise initiative, Childline, the National Parents Council, and the Internet Service Providers Association of Ireland are the partners in the consortium.

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The project is coordinated by the Department of Justice to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable, particularly children, against the downside of the Internet. This consortium builds on the experience gained from the previous highly successful but independently run Safer Internet projects.