Post-Primary Safer Internet Day Presentation: Online Wellbeing Script

Slide 1:
Notes for speaker – brief introduction and welcome.
Explain how long the talk will take and the types of things you will be doing over that time.
For example:
"Today we are joining millions of people around the world in celebrating Safer Internet Day, a day for promoting a safer and better internet for all users, especially young people. During this assembly we are going to talk about being online and using the internet. We will look at the positives and possible negatives of the internet as well as some general advice on how to manage your online wellbeing."

Slide 2:
Notes: Today's talk has been developed by Webwise the **Irish Internet Safety Awareness Centre** that promotes safer use of the internet by young people
Some of the work Webwise are involved in:
1. Responsible for the promotion and coordination of Safer Internet day in Ireland
2. Develop education resources and programmes for schools to address a range of online safety initiatives
3. Webwise are supported by a Youth Advisory panel made up of second-level students from across Ireland
4. Provide free training programmes to second-level students to support schools engaging in Safer Internet Day
5. Provide information, advice, and tools to parents to support their engagement in their children's online live
6. Students can find more information on the dedicated youth hub: http://webwise.ie/youth

Slide 3:
Notes: Safer Internet Day (SID) is an EU wide initiative to promote a safer internet for all users, especially young people. Safer Internet Day in Ireland is promoted and coordinated by Webwise, the Irish Internet Safety Education Awareness Programme. The Theme for Safer Internet Day is "Together for a Better Internet".
The aim of the day is a call on all stakeholders - industry, government and the public to join together to make the internet a safer and better place for all, and especially for children and young people.
Safer Internet Day is a day to promote safe and responsible use of the internet, a day for us to consider all the different ways we use the internet and how we can make the internet a safer and better place for all, and especially for children and young people.

Slide 4:
Notes: Safer Internet Day provides an opportunity for students to take the lead in raising awareness of internet safety concerns and issues of young people to the school community including teachers, students and parents/guardians. It provides an opportunity to address the issue of cyberbullying and internet safety by leading awareness-raising campaigns in their clubs, schools, and communities.
There are lots of ideas for SID activities on the Safer Internet Day page:
www.webwise.ie/saferinternetday
Register your school's Safer Internet Day events on the Webwise event's map and see how other schools are celebrating Safer Internet Day here: www.webwise.ie/saferinternetday

Slide 5:
Notes: Today we are going to consider the positives and negatives of the internet and look at ways to manage your online wellbeing.
Let's consider the positives and negatives of the internet?
Ask pupils to list:
- What might be the positive things about the internet?

- What might be the negative things about the internet?

Examples of the benefits of using the internet might be; communicating with friends who live far away, instant access to music or films you want to watch, researching for homework/project work, developing and learning new skills or creating content.

Examples of negative effects of the internet might be that the children could see something they don't want to see, cyberbullying, spending too much time online. This lesson also gives the class and teacher a chance to recap on the Stay Safe programme and Stay Safe rules.

Slide 6:
Notes: How can we avoid the negative things on the internet? Lead the discussion to how we could prevent the negative things associated with the internet or even lessen their harmful effects. You can use this as an opportunity to stress the importance of ground rules when using the internet in school and at home.

Also, emphasise the point that it can be easy to come across something inappropriate or upsetting on the internet and that if they do it is important to tell an adult about it when it happens. Reassure the pupils that they are not to blame if they come across something online that makes them feel uncomfortable. Experiencing cyberbullying or online harassment is another issue that can affect anyone.

Experiencing online harassment can have a huge impact both emotionally and physically on the victim, but there are ways to deal with it, and supports are available to people.

Types of Online Harassment

- **Personal threats and intimidation:** This behaviour includes receiving threatening messages, posting abusive and threatening comments on the victim's profile or other websites.
- **Impersonation:** This involves setting up fake profiles and web pages that are attributed to the victim and it can also involve gaining access to someone's social media profile or messaging apps and using it to contact others while impersonating the account or profile owner.
- **Stalking or harassment:** This can include repeatedly sending unwanted messages, or making phone calls. Using social media or message boards, to repeatedly harass, or to post derogatory or defamatory statements. Tracking a person's activity and collecting information about them.
- **Exclusion:** This can include blocking an individual from a popular group or community such as a school or class group, deleting them from friends lists, and/or using 'ignore functions'.
- **Personal humiliation:** This behaviour involves posting images or videos intended to embarrass someone, it can involve users sharing and posting images or videos of victims being abused or humiliated offline, or users sharing personal communications such as emails or messages with a wider audience than was intended by the sender.
- **False reporting:** This behaviour involves making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted.

Slide 7:
Notes: 'Who would you tell if you saw something on the internet that you didn't like or that made you feel unsafe?'.
They can discuss this in their pairs and feedback to you when they have finished.

Slide 8:
Notes: What can students do if they are experiencing online harassment?

- Don't Reply to messages that harass or annoy you. Even though you may really want to, this is exactly what the sender wants. Put down your phone or take a step back. Responding immediately can sometimes make the situation even worse, particularly in serious cases of harassment.
- Keep the Message: You don't have to read it, but keep it. If you keep getting messages that upset you, you will need to have evidence in order to get help. Website owners, mobile phone companies and the Gardaí will all look for evidence before they will be able to take any action to help you.
- Block the Sender: You don't need to put up with someone harassing you. If you are getting messages that upset you, block the person. All popular social networks and messaging apps allow users to block other users. On most social networks this is a straightforward process done through the app setting or by clicking on the user profile. On some mobile phones you can block a caller's number. You might need to check the manual or ask an adult to help you do this.
- Talk to someone you trust, and get support: Speaking to your parents/guardian, friends, or someone you trust is usually the first step in dealing with any issue. In the case of school related bullying messages you should also talk to a teacher you trust. If you need to speak to someone straight away please call Childline on 1800 66 66

66. In serious cases of bullying and harassment you should contact the Gardai. More services and supports are available from a number of organisations.

- Report the Problem: to the people who can do something about it. You can take control, by not putting up with offensive content by reporting it when you come across it. Responsible websites, social networks and mobile phone operators provide ways for their users to report things such as inappropriate content, cyberbullying or hate speech and or other offensive material.

What to do if a friend is being bullied online?
Remember to be a good friend and digital citizen, if you see someone being harassed online or are aware of bullying, there are steps you can take to help that person.
If you are worried a friend or someone you know is being bullied online:

- Let your friend know you are there for them.
- Don't join in or share any comments, posts or pictures that may hurt others.
- Report the bullying to someone who can help – a parent or teacher.
- If you see offensive comments online report them to the platform.

No one should ever experience harassment online, we can all help make the internet a better place by standing up to online harassment and bullying.

Slide 9:
Notes: Our overall wellbeing is based on the emotional and physical experiences we have. As technology is a significant part of life, it is also important to recognise the impact it can have on how we feel. This is called our 'digital or online wellbeing', and is essentially about being aware of how being online can make us feel, and making sure that we look after ourselves and other people. This can include paying attention to the impact it has on our mental, or physical health, and knowing how to cope with difficult experiences - which is what we will explore in the next couple of slides.

Slide 10:
Notes: Now we are going to look at the idea of what digital stress means. Experiencing digital stress refers to stress we get from using digital devices (e.g. smartphones, laptops, tablets, game consoles) and digital media (e.g. social media, online games, messenger apps).
Suggestions on what causes digital stress e.g. mean or harassing comments on social media, impersonation, constantly checking social media for fear of feeling left out, or social media makes you feel like other people are having more fun or living better lives than you.
Emphasise that some level of digital stress is to be expected if you use technology and that these lessons will help us to identify and employ strategies to cope with that stress.

Slide 11:
Notes: Next we will consider resilience and what it means to be resilient. We will do this by comparing 3 different types of balls: a foam ball, a ping pong ball and a rubber ball. Ask the students to decide which ball they think is the most resilient and ask for an explanation for their choice.

Prompts for the students to consider are:
        — Is the rubber ball resilient or just solid?
        — What happens to a ping pong ball if it gets a dent or crack in it?
        — Which ball can recover the most?
        — Which ball best represents us as human beings?

Get feedback from students on which ball they think is the most resilient out of the 3. Sample answers may include: the rubber ball is the most resilient because it just keeps bouncing, the ping pong ball is not very resilient because you cannot fix them if they crack or dent, and the foam ball is not very resilient because it can be broken up.
Discuss with students what resilience means to them.

Slide 12:
Notes: Clarify that resilience is not just the ability to bend and take knocks at times, but also being able to adapt and recover. Ask them if this has changed their opinion on which ball is the most resilient.

Slide 13:
Notes: Read through the definition of digital resilience. Explain to students that they have identified different types of digital stress we face, and will now look at how having digital resilience can help us deal with it effectively. When we go online it can be like a ball being bounced around, most of the time it is great fun, but there are bound to be some bumps along the way.

So ...how do you become more digitally resilient? Suggestions:
1. Build a support network

2. Give yourself a break

3. Make some lifestyle changes

4. Look after your physical health

We will explore how to do this now...

Slide 14:
Notes: There are three main ways of managing your online wellbeing. The first is recognising it's important to make time for rest and reflection so that you have a healthy balance of activities in your life on and offline. The second is through changing your habits and attitudes to make the most of your time online. Finally, by being mindful of your time management: if your time is better organised, your online life won't get in the way of other things you need to do.

Slide 15:
Notes: Making time for rest and reflection means recognising it's important to make time for rest and reflection so that you have a healthy balance of activities in your life on and offline.

- Turn off your notifications.

- Play a game of "phone stack" with your friends: when you're hanging out together, everyone puts their phones (or any other digital device) in a pile. Whoever can last longest without picking theirs up wins!
- Log out of all your social networks, turn off wi-fi or turn off your phone at bedtime.
- Schedule screen free times e.g. things like going for a walk, exercising, or spending time with a friend can do a lot to relieve stress.
- Take an occasional break from social media and digital devices.

Slide 16:
Notes: The second way for managing your online wellbeing is through changing your habits and attitudes to make the most of your time online.
That means:

- Don't compare yourself to people you see online – including your friends.
- Be in the moment. Enjoy what you're doing and don't worry about getting pictures of it!
- Accept that you can't be there for everything – even virtually. Trying to keep tabs on everything will just stress you out.

Don't take it personally. Odds are, your friends aren't posting things to make you jealous: they're trying to make themselves and their lives look good, just like you.

Slide 17:
Notes: Finally, if your time is better organised, your online life won't get in the way of other things you need to do.
Being mindful of your time management means understanding:

- You can't do everything. Think about the things that are most important to you (School? Family? Hobbies? Work?) and make sure to put those first.
- Make a to-do list of things you need to do and use a planner to keep track of them.
- Put an alarm on when playing games online to show you how long you have been playing for and to take a break from the screen.
- Decide specific times when you're going to check social media.

Slide 18:
Notes: Webwise love seeing all your photos from your online safety campaigns and Safer Internet Day activities. Send in your photos, videos and posters to Webwise and you could be in with a chance of winning some great prizes. Just email: **internetsafety@pdst.ie**

Slide 19:
Notes: Join the conversation on online safety!
We love seeing your online safety campaigns and Safer Internet Day activities. Connect with us on:
  • Twitter @Webwise_Ireland
  • Facebook: facebook.com/webwise_Ireland
  • Instagram: webwiseireland

- Share ideas tips/plans using #SaferInternetDay
- Share your internet safety messages on webwise.ie/saferinternetday

Slide 20:
Notes: Webwise would encourage you to download copies of the ***Parents' Guide to a Better Internet*** booklets and or Parent's checklists to distribute to pupils to take home to their parents. The booklet can be ordered for free at webwise.ie/parents