

#freetobe Safer Internet Day 2020

Oxfordshire Inclusion & Digital Safeguarding Schools and Settings Pack

The banner features a central white area with various icons and text. At the top left is the hashtag #FreeToBe... in blue and orange. Below it are icons for a heart (labeled ...kind), a speech bubble with a checkmark (labeled ...honest), a person icon (labeled ...yourself), a thumbs up (labeled ...respectful), a smiley face (labeled ...happy), and a plus sign in a square (labeled ...different). A blue speech bubble on the right says "Let's create an internet where we are free to be ourselves". At the bottom center is the "Free to be ME Exploring identity online" logo. The bottom of the banner contains logos for Safer Internet Day 2020, UK Safer Internet Centre, #SaferInternetDay, saferinternetday.org.uk, and the European Union flag with the text "Co-financed by the Connecting Europe Facility of the European Union".

Safer Internet Day 2020 Tuesday 11 February

#Free to be...

...creative

Let's create an internet where we are free to be ourselves

...kind

...honest

...yourself

...ourselves online

...respectful

...happy

...different

Free to be ME Exploring identity online

Safer Internet Day 2020 | Tuesday 11 February
Together for a better internet

UK Safer Internet Centre

#SaferInternetDay
saferinternetday.org.uk

Co-financed by the Connecting Europe Facility of the European Union

Safer Internet Day aims to empower young people to take control of their digital lives. For 2020 the focus is on online identity and asking young people to consider whether they and their peers are truly free to be themselves online.

Safer Internet Day is on the 11th February 2020, but activities can take place whenever is convenient for your school or setting.

How to get involved

Here's your 123 for Safer Internet Day!

1. Plan an activity at your school or setting for Safer Internet Day – there are ideas here, on the website, or you can do your own thing.
2. [Register as a Safer Internet Day Supporter](#) (this is free!)
3. Do a Safer Internet Day activity at your school or setting.

We'd love it if afterwards you would get in touch with us to tell us what you did – and if your activity involved creating pictures, videos or anything else you can enter it in the Oxfordshire #freetobe competition.

Lessons, sessions and activities

Schools and services have lots of great internet safety activities, sessions and lessons already and it is fine to do one of these for Safer Internet Day.

But this year's theme is quite interesting and a little bit new – looking at the freedom young people have to express themselves and be themselves online in a safe, positive and inclusive environment, and the UK Safer Internet Centre have made loads of great new activities and films available for free on their website.

Safer Internet Day official resources

If you haven't already downloaded your free resource pack from the Safer Internet Day website, here are quick links to the key content:

- [UK Safer Internet Day Educator Portal](#) View all the Safer Internet Day videos and download lesson plans, assemblies, quick activities, presentations, posters and more for all ages, along with parent and community resources
- Download the [Safer Internet Day Resource Pack for Ages 7-11](#) and watch the [What does my avatar say about me?](#) film.
- Download the [Safer Internet Day Resource Pack for Ages 11-14](#) and watch the [Are you #freetobe yourself online?](#) film

What are our favourite activities?

Jeremy: My favourite activity is in the [14-18 Digipack](#), and it's **Mini presentation 1 - Are all identities equal online?** As well as exploring online misrepresentation, it's a useful refresher on protected characteristics and the Equality Act 2010!

Clare: I really like the "This is me" bunting. This is an activity in the Whole school and Community Activities in the [7-11 Digipack](#) and it's a really simple way of celebrating everyone's individuality.

Shorter Activities Please!

Not everyone has time for a lesson or assembly. Read on for some super-quick one-page activities that you can do for Safer Internet Day in your school or setting. They are all about helping young people improve their online relationships – with themselves, with their friends and with the wider world.

And if you only have a really small amount of time there is a poster template at the end of the pack which can be used to make your own digital safety posters.

Here's hoping you all have an amazing Safer Internet Day!



Jeremy Day, Digital Safeguarding Lead



Clare Pike Lead for Learner Engagement

Safer Internet Day Quick Activity 1: #freetobe ... me

- Promotes healthy online behaviour and better online self-concept.

Digital Media lets people reinvent themselves online. This is exciting, freeing, and fun. But it can also lead to them doing things online that they wouldn't offline.

Discussion point: What sort of behaviours happen online, especially when people are anonymous, that they wouldn't do face to face?

You are likely to get negative suggestions. But research has found that people may act online in a way that is more generous, open, reciprocal, caring and accepting. There is also some evidence that they may be less prejudiced and judgemental.

A Digital Self that drifts a long way from your offline self can be a problem. People whose online behaviour and self-presentation drifts a long way from their offline can get stressed and anxious. They may also be more inclined to do risky things online – and less likely to tell people when they need help.

Discussion point: Some people pretend to be older or younger, change their appearance, try to seem more or less wealthy or otherwise change themselves online. Why do they do this, and what are the risks?

When people dress up as characters online, either in games or social networking, they can sometimes act in a way that is out of character or embarrassing. This is called the Online Disinhibition effect – or sometimes the Mardi Gras effect, because when people put on masks, they feel anonymous and act differently.

Discussion point: If you could pretend to be anyone else online, who would it be? Would you behave differently?

Follow on Activity: Create/Curate your own online selves

Using the people templates attached, create your best and/or worst online selves. You can draw, write things down, collage or anything else. What are they saying?

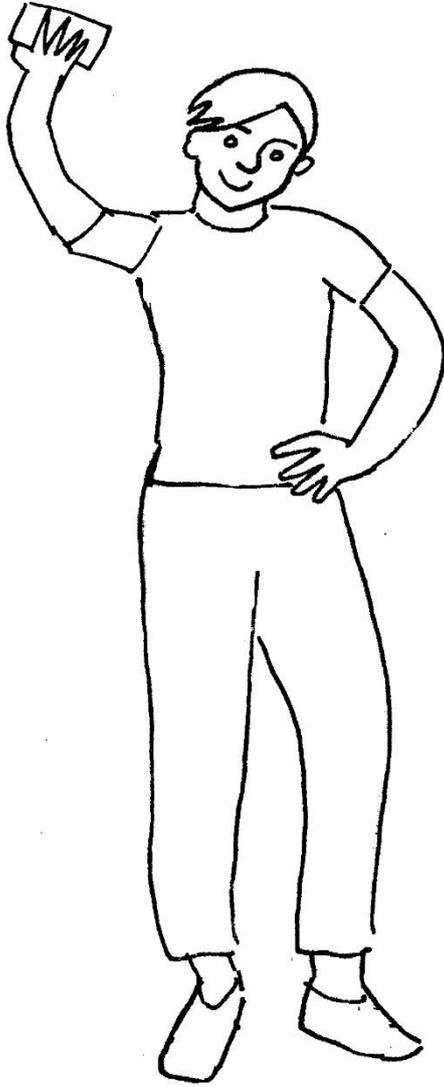
Using the mask template, create your own online perfect identity. What is your mask thinking, saying, doing online? Do you feel different when you wear it?

- Why not enter your image into our competition? Email scans or photos through to oxme@oxfordshire.gov.uk with Competition 2019 as the title

Take-away activity

Take care of your digital self – pick an online identity and give it a thorough check. Does it still reflect you properly? Check profile, friends, privacy and anything else.

Keywords: Masks and avatars | My best Digital self | Identity drift away from yourself | Online worst self | dissociation | self harming | self bullying | Relationships with yourself | core identity



**My Best
Digital Self**



**My Worst
Digital Self**



Safer Internet Day Quick Activity 2: #freetobe... social

Aims to promote healthier online behaviour and better and safer online communication with peers and others.

- **Question:** How long is it OK to wait before replying to a message?
- **Question:** Do I say things differently when the person isn't there?

Gather ideas as quickly as possible from everyone present.

Follow on Activity: Messaging - how it feels vs. reality

Take 2 students and sit them down face to face. Ask one to tell the other a message. You can use the pre-done conversation attached if you want or they can create their own. Then repeat, but:

1. With eyes closed
2. Back to back
3. Write it down and pass the note hand to hand
4. Write it down, pass to someone else who passes it to the other person
5. Copy out the message three times, put one in your pocket, pass the other to the teacher, and the third pass around the whole classroom until it gets back to the recipient

Messaging feels like #1, but it is actually closer to #5. The copy in your pocket is the cached message on your own device. Deleting messages is not reliable; as well as the copy held by the other person, cached copies can remain on your device even after deletion. Systems which use end to end encryption cannot be accessed while they are being transferred, but they can be accessed in any receiving devices. Security breaches, accidentally forwarding a message to the wrong person, or content circulating in group chats are all ways content can quickly get out of control.

Take Away activity: Conversation Control & Thinking Time

Do you respond to messages in a flash? Have you ever ended up saying something you have regretted? Going faster than your **optimum response time** can lead to communication errors. Your optimum response time may vary from person to person and conversation to conversation, but it should always:

1. Give you enough time to think about the message.
2. Not take priority over anything else you are doing.
3. Allow you time to consider and compose your response.
4. Not make you feel pressured, anxious or obliged.
5. Allow you to do other things as well as messaging.

A good way to find out your optimum response time is to experiment with waiting an hour, three hours or even a day before you reply to a message. How does it feel?

Keywords: Online self-regulation | online privacy | slow living

Sample conversation
– or make your own
by typing into the
speech balloons

Hi, what are you doing this evening?

I thought I would do my homework

Anything apart from that?

I don't know did you have an idea?

Thought we might watch a film?

Not coming round yours it's raining

No that's fine we can both watch at home

Ok that sounds like fun what film?

Don't know what do you want to watch

I've got a list of films somewhere

Okay I'm waiting

Safer Internet Day Quick Activity 2: #freetobe... safe

Everywhere we go we leave digital traces. These can be part of your digital footprint – things that you have posted, or post about you. Or they can be digital traces, left by tracking cookies, location services, check ins, sign ins, preferences and more.

Discussion point: How many sites have you visited today/this week? What did you do on them? Would you be worried if your family could see what you have done online? What about your friends, teacher, a future employer, a journalist?

Though most people manage to keep their online life quite contained, things can slip out, even if you have good privacy settings. So, when you are online or on your phone, or messaging, you are creating content that might one day haunt you.

News story: Shila Iqbal fired from Emmerdale over racist and homophobic tweets posted 5 years ago - <https://www.bbc.co.uk/news/newsbeat-48028920>

Discuss the story – there are lots of opinions about what she posted and how she was treated. Do you think what happened was fair? She said it was just “banter between mates” but the comments were on a public Twitter stream, where they could be seen by anyone, and cause offense and distress to others.

Shila wasn't prosecuted by the police for her comments because they weren't intentional or malicious or intended to cause distress or offense but they cost her her dream job. People have lots of excuses for making comments, such as:

- well I won't get into trouble with the law, it's just messing around between mates, I have freedom of speech, I'm allowed to say what I want

But what if your mum saw it, or your, your future partner, could you justify what you said? What about your boss, your MP, a journalist? What if it came back later, and cost you the love of your life, the respect of your parents or your dream job?

Follow on Activities: Digital Footprints and Digital Days

Digital Footprints What would you like to see in your digital footprint? What would you like to erase? Do you want to be remembered for your amazing high score or your enormous fights with friends? Fill in your footprint as quickly as you can with things as you have done online (or would like to do online). Then start editing it and improving it until you have the best Digital Footprint you can imagine.

Digital Days Draw or write all the times you go online or use your phone in a day onto your Digital Timeline.

Then go back over it and mark out:

- Things might be risky, or where you need to be careful as **RISK POINTS** 
- Times where you can make online life better for you – and other people as

GOOD DEEDS 

Example of how to fill in a Digital Timeline

Waking up	Breakfast
Check morning messages Check twitter ⚠️ Listen to a song on Youtube Say hi to friends 😊	Chat with friends 😊 Catching up on this morning's videos ⚠️ Arranging what time to meet up
Going to School	Morning Lessons
Showing each other things from the internet ⚠️ 😊 Showing each other photos, taking photos Updating social media	Thinking about notifications piling up ⚠️ Researching stuff online for school 😊

You might need to change headings depending on how your day goes, or you might want to do another one for weekends and holidays.

- Why not enter your image into our competition? Email scans or photos through to oxme@oxfordshire.gov.uk with Competition 2019 as the title

Take Away activity: Digital Detox and T.O.D.

T.O.D. means **time on device** – how much time do you spend on your device in a day? The answer might surprise you. Maybe it's time for a Digital Detox? You might have read about people deleting all their social media or getting rid of their phone. But that isn't practical for most people. Try simple everyday actions instead like:

- Switching off your phone for the hour before bed
- Leave your phone downstairs overnight
- Put your phone away while you're doing something else

My Digital Footprints



Remember your risk points! 

My Digital Timeline

 Remember your good deeds!

Waking up	Breakfast
Going to School	Morning Lessons
Break time	Morning Lessons
Lunch time	Afternoon lessons
After School	Extra Space
Going home	Dinner
Evening	Bed Time

Resources and References

The activities in this pack address common concerns about how young people use the internet, informed by current research on internet behaviours and problems.

Background and Research

The Online Disinhibition Effect (Suler) – find out why people act out of character online. <https://www.learning-theories.com/online-disinhibition-effect-suler.html>

The Data Detox Kit – Find out more about online privacy from Tactical Tech <https://datadetoxkit.org/>

About 1 in 4 young people show problematic smartphone use (PSU) – read the study here <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/s12888-019-2350-x>

Self acceptance and being kind to yourself online

Body Image in a Digital World from Public Health England <https://campaignresources.phe.gov.uk/schools/resources/body-image-lesson-plan-pack>

BBC Own it! body image positivity subject set (lots of celebrities!) <https://www.bbc.com/ownit/curations/be-body-kind>

Myth vs Reality – online pornography, online body image, and healthy relationships, with films, lesson plans, guidance and worksheets <https://www.childnet.com/resources/pshe-toolkit/myth-vs-reality>

Special Educational Needs

Safe Sharing in the STAR Toolkit – updated for 2019 <https://www.childnet.com/resources/star-sen-toolkit>

Love Life: Resources for young people with learning disabilities <https://learning.nspcc.org.uk/research-resources/schools/love-life/>

Quick activities

Love My Selfie - <https://www.youngsocialinnovators.ie/resources/alms-classroom-activities/love-my-selfie/>

Be kind to your #5Yearoldselfie - <https://youngminds.org.uk/blog/be-kind-to-yourself-with-5yearoldselfie/>

Whatever you do for Safer Internet Day 2020, have fun!