



Online Safety

Beavers



Cubs



Scouts



Ventures



Rovers



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Introduction

E-safety or electronic safety is about utilising electronic devices or e-technologies in a safe and responsible way. It is mainly concerned with the safeguarding of children and young people in the digital world and educating them so they feel safe when accessing e-technologies. [NCB NI definition]

Young people's extensive use of e-technologies leaves no doubt over the importance of e-safety and the need for young people, and those who care for or work with them, to be able to take appropriate preventative action to minimise the associated risks.

These risks have been defined in various ways and are becoming more commonly categorised as follows:

- Content risks:** The child or young person is exposed to harmful material;
- Contact risks:** The child or young person participates in adult initiated online activity;
- Conduct risks:** The child or young person is a perpetrator or victim in peer-to-peer exchange;
- Commercial risks:** The child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

How to use this resource

This resource uses activities from the websites listed on page 29.

This resource is designed to be used by Scouters with their groups. Each section of the booklet has activities to introduce the issues relating to online safety. The content of the booklet takes account of the wide age range in Scouting. Each activity has a guide to indicate which section the activity is most appropriate for. You know the young people you work with best, so use your own judgement as to what content you will use.



Home Survey



This is an activity that explores families and young people use of technology and the internet.

What you will need

Home Survey - to be completed a week before the session.

What to do

A week before you plan to run this session with your group, hand them out a Home Survey to complete. Ask them to fill it out at home by asking family members the questions on the worksheet. If this is not possible then they could complete the survey from what they already know.

The week of the session - ask the group what they discovered in their home survey. Was there anything that surprised them? How has technology changed since your parents/carers were younger?

Discussion

What did you discover in the home surveys?

What were some of the rules around use of devices? Do they think these rules are useful?

Was there anything that surprised you?



Home Survey



Who in your family uses the internet at home?

Which devices are used in your home to access the internet? Tick all that apply

<input type="checkbox"/>	PC Computer
<input type="checkbox"/>	Laptop
<input type="checkbox"/>	Tablet
<input type="checkbox"/>	Phone
<input type="checkbox"/>	Games Console
<input type="checkbox"/>	TV
<input type="checkbox"/>	Other

Is anyone in your home on social media e.g. facebook, snapchat, twitter, instagram etc?

Are there any rules at home when using the internet or devices?

Do you do anything on devices together with your family?

Is there anyone in your home who needs help with going online/using technology? What do they need help with?

Do you think the internet is a good thing? why?

How do you think we could make the internet a better place?

Do you interact with people on the internet or social media who you do not know in real life?

Anyone Who?



This is a warm up activity to encourage the young people to think about what they love to do online.

What you will need

Parachute or if you don't have one you can use a circle of chairs
The Anyone Who Question list

What to do

If you have a parachute, get the young people to stand in a circle holding the parachute. Read out a question from the list. After the question has been asked Anyone who answers the question 'yes' has to run under the parachute and swap places with someone else who also answered 'yes'.

If you don't have a parachute you can get the young people to sit on chairs in a circle and they have to swap seats if they answer 'yes' to one of the questions.

Anyone Who Question List

- Like to use a computer
- Likes to play games online
- Is on a Social Networking site
- Have ever posted a picture online
- Ever sent a photo on a phone
- Has been contacted by someone they don't know
- Sends text messages on their mobile phone
- Has internet access on their mobile or tablet
- Likes to watch video's on YouTube
- Uses a webcam or FaceTime to chat
- Uses computers in school
- Uses iPads or other tablets in school



You can add your own questions and adapt them so they are most appropriate to your group.

Discussion:

What do the group think about the internet, social media etc - is it good and useful? Risky and harmful? Do they think people spend too much time online?

Quiz



Question 1

When a photo is shared on the internet who might be able to see it?

- Anyone
- Just me, everything is automatically private
- Only the people I choose

The correct answer is: Anyone. When posting something online you usually have the option to control who can see the content. However, anyone that you have allowed to view it could then copy it or share it on further – possibly making it public.

Question 2

One of your teachers slip over on the field and one of your friends filmed it on their phone. It gets sent to you. Do you share it?

- Yes! It was hilarious.
- Wouldn't that be mean?
- Probably, but only to my friends.

The correct answer is: Wouldn't that be mean.

Something that is funny to one person, is not always funny to another. The teacher who fell over may be feeling really embarrassed by what happened and sharing it may only make the situation worse.

Question 3

One of your friends has shared a photo of you that you really don't like. What would you do?

- Share an embarrassing photo of them in return!
- Nothing, it's up to them what they post online.
- Tell an adult and explain why you are unhappy.

The correct answer is: Tell an adult and explain why you are unhappy.

An adult will be able to advise you, and can help you let your friend know that you are feeling unhappy. Together, you can ask them to remove the photo that is upsetting to you, in a polite way.

Question 4

Your friend has been chatting to someone online. They thought the person was a girl their age, but the conversation has started getting a bit weird. Your friend is worried about the information that they have shared with this person. What do you think they should do?

- Tell someone they trust
- Block that person
- Make sure their privacy settings are set

The correct answer is: All of the above. You don't have to talk to anyone online that makes you feel uncomfortable. It can be hard to talk about, but telling a trusted adult is really important. Blocking someone is a really great way of staying in control of who you are talking to and privacy settings are a great way of controlling how much information you share and with who. If you think someone is behaving suspiciously toward a young person you should also report it to CEOP.

CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account. They protect children from harm online and offline, directly through National Crime Agency led operations and in partnership with local and international agencies. You can report anything suspicious on their safety centre www.ceop.police.uk/safety-centre/

Question 5

You see a competition online that asks you to put in your mobile phone number to enter. What could happen?

- I could win an iPad!
- It could take money from my phone.
- I could get a virus on my phone.

The correct answer is: It could take money from my phone.

If you give your mobile phone number you could be entering a payment agreement – check over your phone bill or phone credit. Make sure you know what you are spending and when. If you see anything strange question it.

Question 6

What can you do to create a better internet?

- Be aware of the laws relating to the online environment
- Learn how to change your privacy settings
- Know how to report and who to report to

The correct answer is: all of the above

It is really important to know that what is illegal offline is also illegal online, and that online actions can have offline consequences. It is also important to remember that behaviours that are unacceptable offline are also unacceptable online e.g. bullying, nasty comments etc and you can help create a better internet by being positive online.

Knowing how to set your privacy settings and how to report anything you think is suspicious or concerning – help to keep you and others safe online.

Content

Content risks: The child or young person is exposed to harmful material.

What is it children and young people are seeing online. The Internet offers many positive educational and social benefits to young people, but unfortunately there are risks, too. As in any other area of life, children and young people are vulnerable and may expose themselves to danger, knowingly or unknowingly, when using the internet and other digital technologies.

Inappropriate Material

One of the key risks of using the internet, email or chatrooms is that young people may be exposed to inappropriate material. This may be material that is pornographic, hateful or violent in nature; that encourages activities that are dangerous or illegal; or that is just age-inappropriate or biased.

One of the key benefits of the internet is that it is open to all, but unfortunately this also means that those with extreme political, racist or sexual views, for example, are able to spread their distorted version of the world.

This sections helps young people explore some of the risks associated with inappropriate material they may be exposed too online and how to deal with it.

Things you see online – www.thinkuknow.co.uk

This activity supports young people to explore the short- and long-term impact of a range of online content on their peers' thoughts and feelings. It will help to develop young people's awareness of the impact of some kinds of online content on self-esteem and image, sensitivity to the vulnerabilities of others and knowledge of sources of support for those upset by something they have seen online.



Preparation

Ensure there are Content Cards for each small group

There are 2 sets of cards one for beavers and cubs the other for scouts, however you know your group so use whatever you feel is appropriate or make up your own.

ACTIVITY

- Introduce the topic by asking YP how someone their age might feel when: They see that their new profile photo has over 100 'likes' OR Somebody leaves a negative comment about a post they made OR they get a friend request from someone they really like.
- Emphasise how powerfully the internet can affect our emotions and self-image. It often makes us feel really good, but sometimes it can make us feel bad.
- For Beavers and Cubs – ask them to draw the outline of a person – or you could even draw around someone. Ask them to draw/write in the person how their body tells them something is wrong or they are worried or anxious. This could be sweaty hands, get hot, heart racing, quick breathing, feel like crying, jelly legs, butterflies in their tummy etc
- Give each small group of YP a pack of Content Cards, explaining that they all describe things a YP might see online. Give them 3 minutes to read the cards and sort them into groups in whatever way they wish.
- Take feedback from each group about how they've chosen to categorise the cards (e.g. topic, effect on viewer, 'good'/'bad' content etc. Encourage YP to reflect on their responses to the items described.
- Select three items. Ask groups to imagine someone their age seeing that content. For each item ask them to note what that person might A. FEEL and B. THINK. After a few minutes, share ideas.
- Now ask groups to discuss how seeing all of this content every day for a long time might impact on how a young person their age might A. FEEL and B. THINK. Share ideas.
- Discuss what the young people should do if they see something online that worries or upsets them. Who could they turn to for help and support. *You could share some of the helplines in the back of this book such as Childline.*

Selfies: Exposed – www.thinkuknow.co.uk

This activity asks young people to watch and discuss the film *Exposed*, and then write advice for the main character, Dee, whose naked selfie has been shared on social media.

This will support young people to develop their understanding of why someone might take a naked selfie, why it might get shared, and what impact and consequences this could have for them, in order to help them make mature and safe choices in future.

Preparation

- Get the video *Exposed* - Education film for CEOP from **YouTube**
- Get the Dee's Selfie Cards



ACTIVITY

- Ask the group to think of some celebrities who publish selfies online. Why do they think some individuals choose to share these images with the world. What kind of pictures do they typically share, and what impact does this have on their public image? How controlled is their use of selfies?
- Ask why else someone might share a selfie, either with just one other person or with their friends, encouraging them to think about their peers.
- What are the risks you take when you send a selfie. Write up a list under the heading Risks [e.g. Anyone else could share your picture on any service or website; someone could alter and publish it; people you wouldn't want to see it could see it; it could lead to bullying or unwanted attention].
- Now ask if, with those risks in mind, there are any types of selfie that are riskier than others, and write up a list under Risky Selfies [e.g. naked or semi-naked pictures; pictures which identify you and your location, for example in school uniform; geo-tagged pictures]
- Give the group a set Dee's Selfie Cards. Ask them to place the images in order of how risky it would be, in their view, for Dee to share them online.
- Now ask if it would make a difference if Dee was sharing the pictures privately with her boyfriend, who she trusts. Are there any pictures she shouldn't send him, and why?
- Play Exposed. Pause it at 8 minutes 20 seconds (after Dee's alter-ego has said, 'there will be somebody at school we can talk to').
- Ask YP in small groups to take on the role of a supportive adult (e.g. tutor, teacher, support worker, counsellor) at Dee's school. They are going to write an email giving Dee advice.
- Hand out the paper to write an email on – if they have access to the internet they can go to www.thinkuknow.co.uk to get some tips about useful advice.
- When YP have finished writing, ask them to stick their own email to the wall.
- Play the final few minutes of Exposed.
- Give YP time to circulate and read the advisory emails displayed on the walls. As a whole group, choose the three best items of advice. Use this opportunity to correct any misunderstandings and to emphasise key messages and sources of support.

Discussion:

How they could prevent this happening to them and who they could turn to if this happen. There are some organisations such as Internet Watch Foundation can help remove or hide an inappropriate images online so that no one can find them – however the sooner you report any images that have been shared the easier this will be.

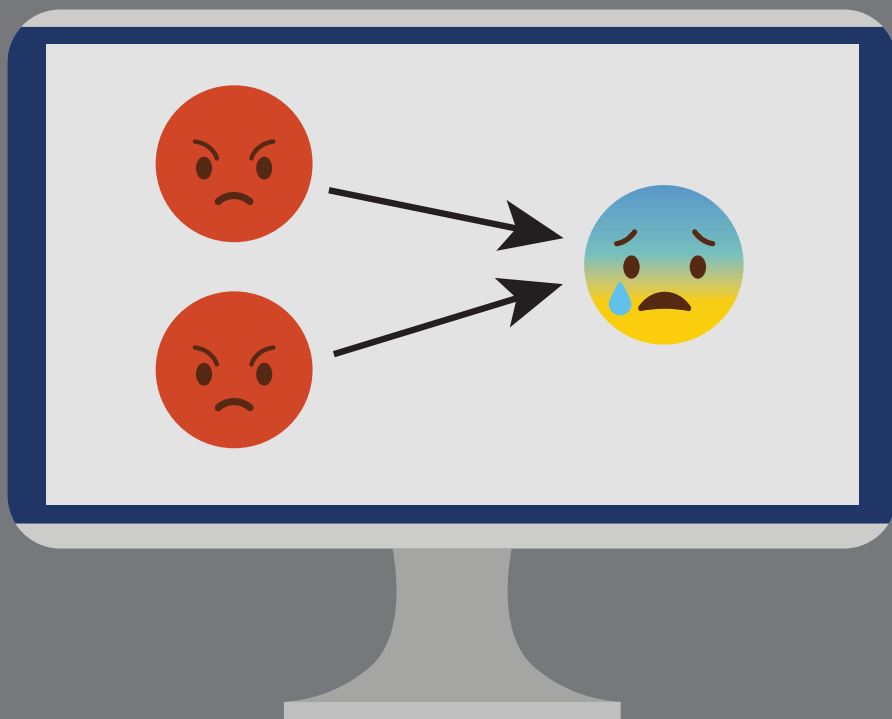
Cyberbullying



This activity can be used to explore with young people the ways in which cyberbullying can occur and what actions you can take if they are worried about it.

Cyberbullying is using technology to bully someone. This can be done through instant messages, social networking, on games platforms, emails, texts etc. It might be useful to first explore with your group 'what is bullying?'

- Cyberbullying can be more hurtful because some of the time we don't know who the bully is.
- Sometimes cyberbullying can seem never ending, this is because you could be bullied through all your devices (laptops, tablets, phones, games consoles etc.) at any time.
- You can feel more alone if you are cyberbullied, there may be no witnesses to see the bullying happening.
- Sometimes it's easier to say things online rather than face to face.



ACTIVITY

Working in small groups use the following story outline, or the young people could make up their own, to make into a role play or a cartoon. These can be really effective tools to allow young people to feel what others may be experiencing. The story is just an outline, older Cubs, Scouts and Ventures can change the story to be more reflective of their and their peers' experiences. They could do a role play about cyberbullying on Instagram or snapchat for example.

John loves to play on his Xbox (you can adjust the name, gender and type of online devise to suit). Sometimes he talks to his friends on his Xbox. Most of the time he is happy talking to his friends. Yesterday some of his friends say unkind things to him, others liked or laughed at the nasty comments, it makes him feel sad. When he comes into school the next day he doesn't know what to do.

- What should John do? Ensure the role plays or cartoons have advice for John in how he should deal with cyberbullying.
- Ask each group to act their role play or present their cartoon and the advice they give to John.
- Ensure young people know that they should tell someone if anything on the internet worries or upsets them.
- Ensure they are aware of organisations they can contact to support them. (see website and Resources list in the back of this booklet)
- Ask if they know how to ensure they have good privacy settings and can report anything that worries or upsets them online.
- Discuss what they can do if a friend is being bullied



Chatting to Strangers Online

Spot the tactics



This activity is to support children to identify a range of ‘warning signs’ that an individual might be seeking to harm them, to identify things that are risky online and how to avoid taking risks online.

Explain to the group that sometimes people you meet online aren’t what they seem and they will use different tactics to get you to do what they want.

Discuss the following with the group and ask if they can think of examples for each.

They might use;

Flattery – Tell you that you are really good at something, that they love your videos or that you look good.

Bribery – They might tell you that if you do something for them or give them information about you they will give you something in return – this could be gamer points, access to cheats or actual presents.

Offers that are ‘Too Good To Be True’ – they could tell you that they can get a football scout they know to watch you play, or that they know a YouTuber you like and will get them to ‘friend’ you online or that they can get you cheats so you can finish an online game easily.

Threatening – They might tell you if you don’t do what you want they will spread nasty rumours about you or leave nasty comments on your social media.

Pressure – they could keep insisting and trying to persuade you to do something they want – like give them your phone number, send them a picture of you or to come and meet them.

It is important to recognise these behaviours so that you can protect yourself and report them to an adult you trust.

Read out Jennycats and Alexgamesters online conversations and ask the group to spot the tactics that the person they are talking to online is using.

Explain that it is ok to say no to people online if they ask you to do anything especially if it makes you feel uncomfortable or is something you don't want to do.

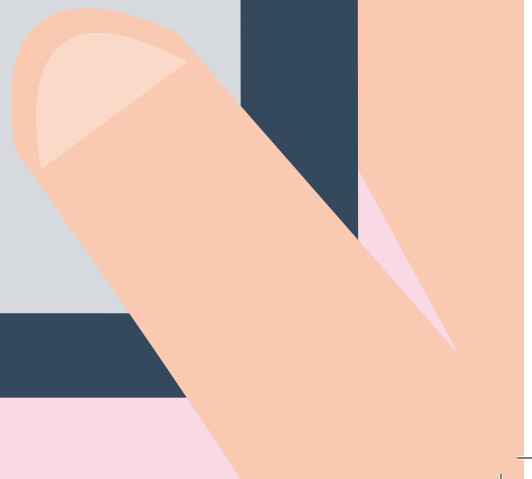
Jennycat didn't feel comfortable giving out a photo of her in her pyjamas. Ask the group – why this would not have been safe for her to do?

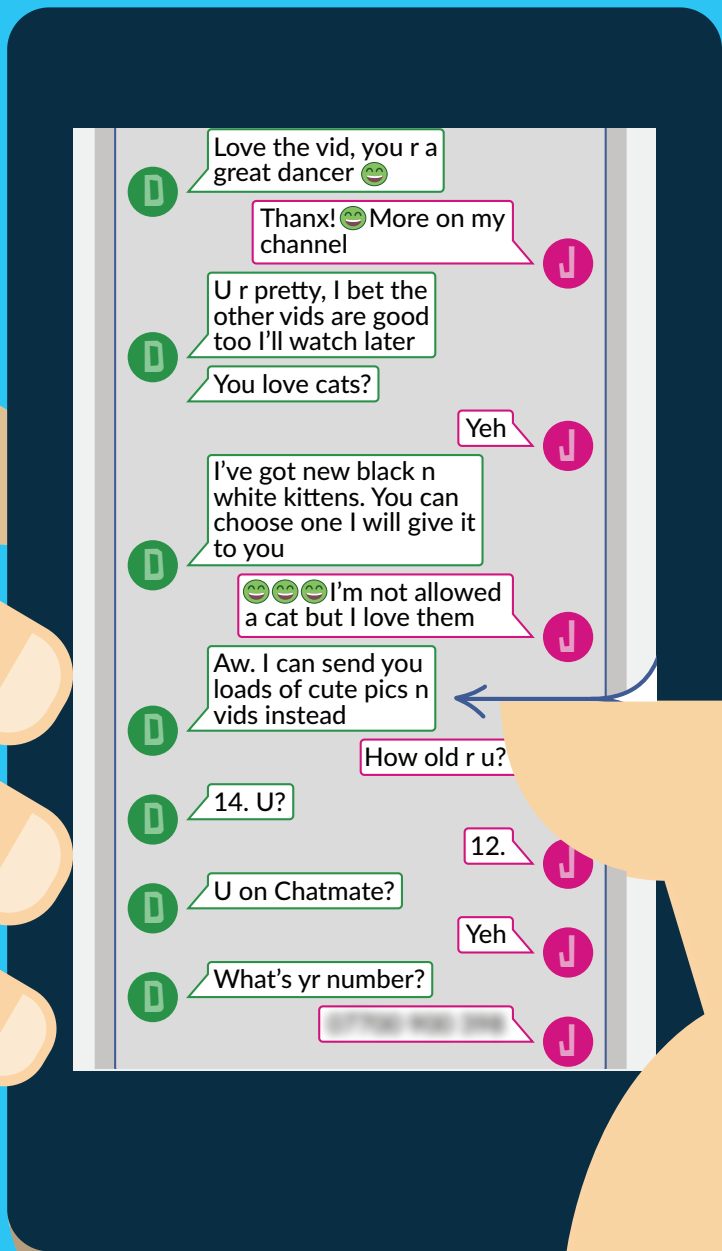
Examples:

- He could post it anywhere or send it to anyone.
- He could use it to bully her e.g. posting it where her friends would see it and writing nasty comments saying she is ugly or looks stupid.
- He might threaten her to get her to send more picture by saying if she doesn't he will send it to your family and tell them you sent it to him.

Ask the group to make a list of some of the information that it would be risky to give out to people they only know online. This list might include: their address, school, photos, mobile numbers, other social media contacts etc

Ask the group who they would turn to for help if someone was using any of these tactics with them online? It might be useful to do the Helping Hands activity at this point.





Love the vid, you r a great dancer 😊

Thanx! 😊 More on my channel

U r pretty, I bet the other vids are good too I'll watch later

You love cats?

Yeh

I've got new black n white kittens. You can choose one I will give it to you

😁😁😁 I'm not allowed a cat but I love them

Aw. I can send you loads of cute pics n vids instead

How old r u?

14. U?

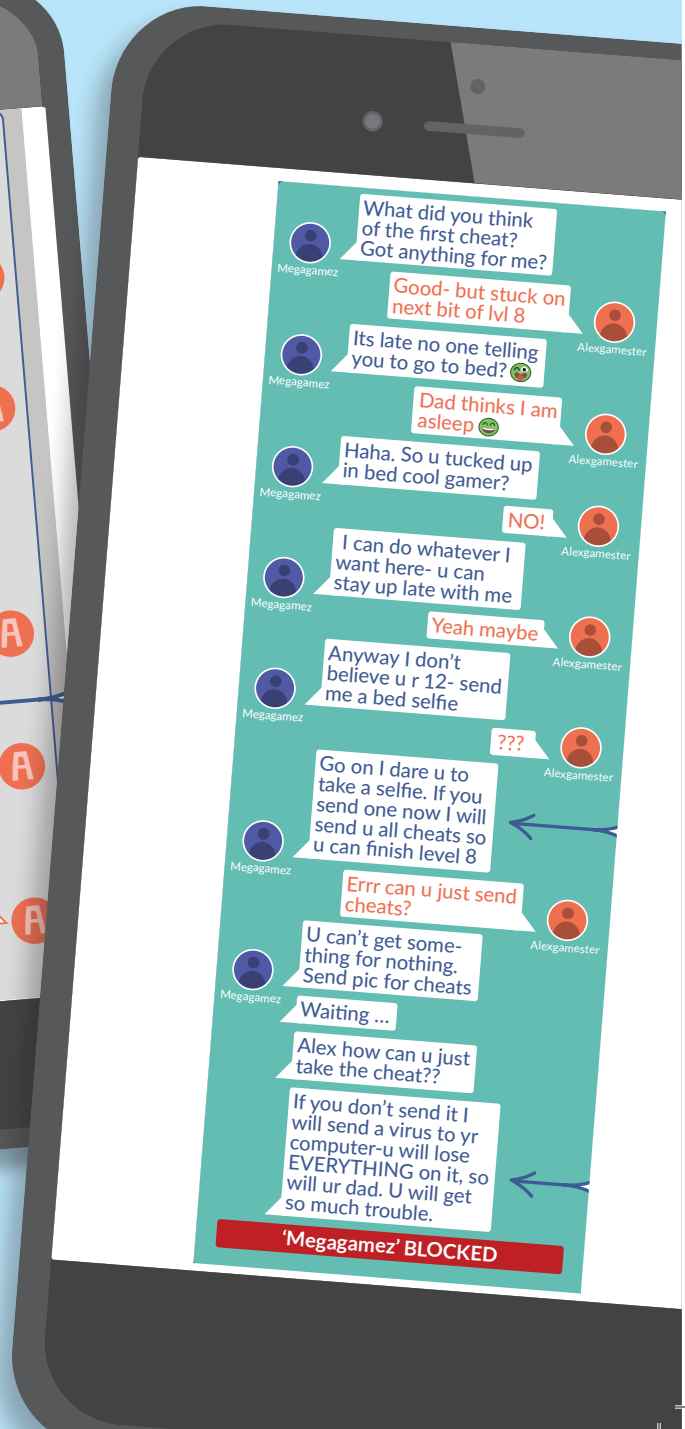
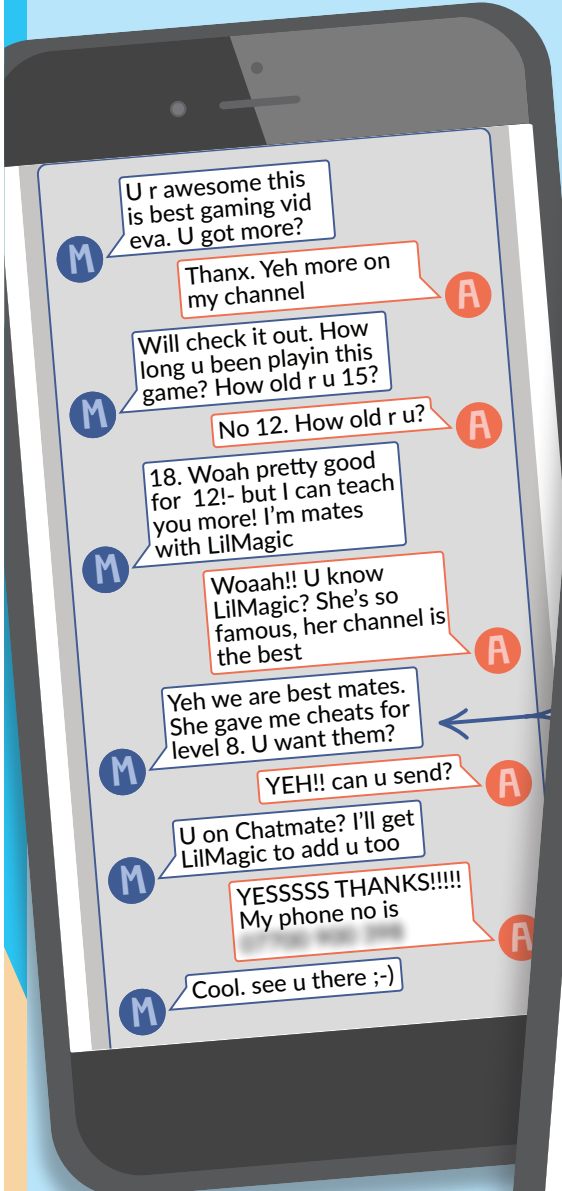
12.

U on Chatmate?

Yeh

What's yr number?

[Redacted]



Grooming - Kayleigh's Love Story



This is a very emotive story so ensure that they group are aware and can opt out of the activity at any time. Ensure that you make them aware of your duty to safeguard them and that if they need to speak to you for support they can – however, you may need to pass what they tell you on to someone else they or someone else is at risk from harm.

Online grooming refers to the deliberate actions taken by an adult to form a trusting relationship with a child with the intent of later facilitating sexual contact. Sexually explicit messages, images and videos may be exchanged and the offender may entice the child by sending them gifts or money. Grooming can take place in chat rooms, through instant messaging, social networking sites or email. Offenders will contact dozens of young people, communication will quickly become sexually explicit and any positive response will be seized on. The grooming process can take a matter of hours or years.

Watch Kayleigh's Love Story - available on YouTube. You can search for Kayleigh's Love Story on Youtube or scan the QR code.



WARNING: If shown in the cinema this film would have a 15 certificate.

Kayleigh Haywood began speaking to Luke Harlow, a man she had never met, on 31 October 2015. Over the course of 13 days they exchanged 2643 messages. Harlow told the 15-year-old all the things many teenage girls want to hear. He told her she was beautiful, how much he cared for her and that she was special.

Harlow was grooming Kayleigh, along with two other young girls he had also been speaking to. But it was Kayleigh that finally agreed to his requests to spend the night of Friday 13 November 2015 at his house. She spent the next day with him too, and in the early hours of Sunday 15 November, having been held against her will by Harlow and by his next-door neighbour Stephen Beadman, Kayleigh was raped and murdered by Beadman.

Staying safe online is important to stop you from being a target. You should never give out your personal details online to people you don't know. You should never send sexual pictures of yourself and you should never agree to meet up with someone that you've met online, particularly in a private place or without your family knowing. Doing so can make it possible for an online groomer to hurt you.

- Discuss with the group their thoughts and feelings about Kayleigh's Love Story.
- Where they aware of the concept of 'grooming'?
- What could they do to stay safe online?
- Who would they talk to if they felt that they were at risk of being groomed?
- Ensure that the group are aware of the organisations and websites that can give them more knowledge about how to stay safe online or that they can talk to if they need support.

Sharing Private Information



How easy is it to Find Me?

This activity helps the young people explore what information they are putting online and how easy would it be for someone to physically find them from that information.

What you will need

- A large piece of paper
- Markers
- Post its

What to do

Draw the following on your large piece of paper. Ask the group to write different types of information that they might put on social media or might be in the photos they post online that would help a stranger physically find them e.g. what school they go to, where they hang out, age, town, address, email, phone number etc.

Stick the post-it's on the line they think is most appropriate e.g. the country you live in - this information would probably be on the green line as if they only had this information they would be unlikely to be able to find you. Whereas, checking in to your house - this would tell people exactly where you live.





Paper People Pledges - UK Safer Internet Centre

This activity explores behavior on the internet, what is appropriate and not appropriate and online behavior vs behavior when face to face with others.

What you will need

- Draw paper people like the ones below – one for each person
- Colouring pens and pencils

What to do

Start by asking the group to tell you what they think are good ways to behave towards others, particularly their peers and friends.

Ask what they think are not good ways to behave.

Do they think people behave differently on the internet – have they heard any stories of or experienced good or bad behavior online?

Give each person a 'Paper Person' and ask them to write on it a positive pledge – something they are going to commit to doing that will create a better internet. They can then decorate the 'Paper People' and then join them all together for a display in your Den.



Choice Wheel



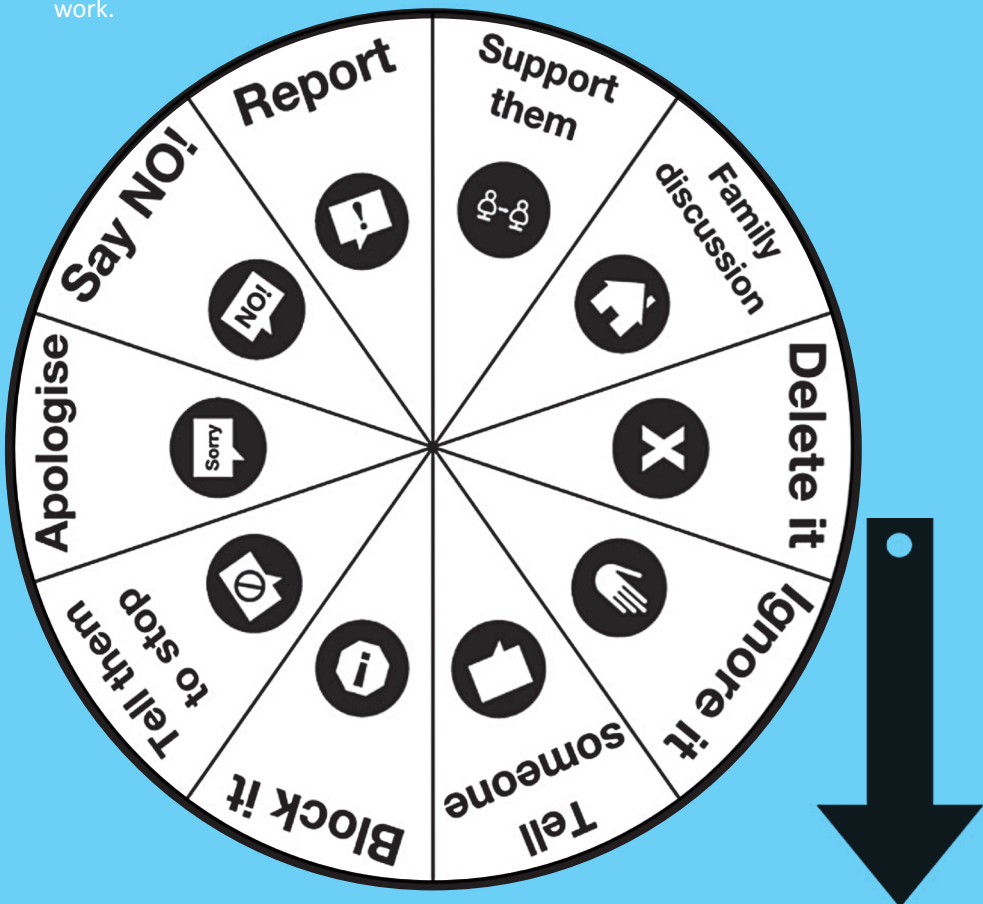
This is an activity that helps young people explore what choices they would make based on dilemmas experienced online.

What you will need

- Photocopy the Choice Wheel – enough for one between two
- Paper fastener to attach the arrows to the Wheel
- Print out the Dilemmas

ACTIVITY

- Get the pairs of young people to make up the Choice wheel
- Read out the Dilemmas and ask the pairs to decide which choice they would make in order to help the situation.
- Discuss and emphasise that there may be more than one positive action that could work.



Dilemmas

Please note that there are a range of dilemmas suitable for all ages. You can add others appropriate to your section. After each pair has fed back their choice – discuss why? What might be going on? The internet is a wonderful resource but not everything on it good. Sometimes there is incorrect information, people who are not very nice and people who might want to trick you. Explain that they also need to decide what type of person they want to be online and whether they are making it a better, safer internet.

What would you do?

- You receive an email containing an upsetting image.
- You receive a message saying something mean about someone you know.
- You click on something by accident and it won't go away. You're worried that you may get in trouble
- Your friend is being bullied at school and is now receiving mean emails.
- You have been chatting to someone on an online game for some time but now they want to meet up with you. You have never met this person in real life.
- You are playing an online game and someone starts chatting to you. They ask you where you go to school, your mobile number and your full name.
- You are playing an online game and a pop up appears. It tells you that you have won lots of money. All you must is click on it.
- Your brother is visiting websites that are far too old for him. Your parents don't know that he is doing this.
- You feel your sister is allowed to spend far more time online than you are.
- Your friend gives you a link to a website they used for facts for this week's homework. You look at it but some of the facts sound like they might not be true.
- A friend of yours has fallen out with someone else in your class. They decide that they are going to send an embarrassing photo of this person to everyone in their class. They are just about to press send.

Commercialism



Commercial risks: The child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Exposure of minors to inappropriate commercial advertising. They can also be attracted to Online gambling, get lured into commercial and financial scams and be tricked into divulging personal information. It is important to remember to never give out personal and financial information online and to be aware of scams pretending to be from tax office or your bank – they will never send an email asking for information.

Also, for older young people shopping online can be a convenient and useful experience - but it is not without risks.



Safe Online Shopping and your consumer rights

Shopping online is very convenient and the main way more and more people shop. However, there can be risks as you are sharing sensitive information online and buying good you haven't seen other than in a photo.

ACTIVITY

Below are 4 key messages about safer shopping online. Split the group into 4 and give each group a key message. Ask them to design a presentation, a poster, put on a play or write a poem that will convey the key points for the message to the rest of the group.

Once all the groups have shared their key message – ask the group if were aware of all the messages before and ask if it will change how they shop online.

Message 1: How to protect yourself when shopping online.

There are a number of ways you can protect yourself when shopping online such as;

- Before entering your payment details look for the 'https' appearing in the browser bar. The 's' stands for secure;
- Ensuring the padlock icon appears in the browser bar of a website; and
- Doing your research before buying from a website you have not used before. Check reviews or previous customers' feedback.

Message 2: The do's and don'ts for shopping safely online.

There are a number of ways you can protect yourself when shopping online such as;

- Do keep a copy of your order confirmation and check your credit and debit card statements to make sure you have been charged correctly;
- Do return unused items within 14 days to receive a full refund when you buy online; and
- Do not click on a web link from an email you receive as it could take you to a fake website selling fake goods.

Message 3: Cancellation rights;

If you buy something online and then change your mind it is important to know the following;

- You have a 14 day 'cooling-off period' from the date you receive the goods or when the service contract is agreed;
- Refunds to consumers must be issued within 14 days of the seller receiving the returned goods;
- Refunds for good bought online, by catalogue, phone or other forms of distance selling can be withheld until the consumer has returned the goods; and
- Traders can deduct money from the refund if it appears the item has been used.

Message 4: Fake goods.

Not everything on the internet is real and websites don't always tell the truth, even if they appear genuine. If you see an offer promising expensive items at an incredibly low price, ask yourself, why? Remember:

- If it seems too good to be true it probably is
- It may seem like a bargain on a website but you could in fact be dealing with a copycat website selling fake goods;
- You have no legal rights if something goes wrong with fake goods;
- Fake goods may also be unsafe to use; and
- Fake goods can support criminal activity

Helping Hands



This activity can be used to discuss who young people can turn to for help when they encounter a problem online.

The internet can be an extremely useful tool for everyone and especially young people. However, it is not without its problems and dangers.

ACTIVITY

Start by asking the group what are the dangers/risks or problems they are aware of in regards to the internet. These may vary from friendship issues e.g. a player in an online game not playing by the rules. The group may also raise technical issues e.g. websites not loading, forgetting passwords, breaking devices or no wifi.

Discuss with the group what they did to solve the issue:

- Did they ask someone for help?
- Did they ignore it?
- Did they sort it out by themselves?

For all the above it is important to stress that turning to someone for help is always a positive step to help solve any problems.

Explain to the group that you are going to create Helping Hands. Ask them to draw around their hands and write the name of a person on each finger that they could turn to if they were worried about anything they experienced or encountered online.

Typical answers may include:

- Parent/Guardian
- Sibling
- Other family member
- Friends
- School staff
- Scouter
- Other trusted adult
- Police
- Helpline/Website e.g. Childline

Some of the answers may prompt further discussion, particularly if the young people have an awareness of report/help tools that exist on some social media sites, online games etc.

Websites and Resources

The activities used throughout this booklet are taken from the websites listed below.

www.h2bsafetycentre.com

The how to be (h2b) Safety Centre provides the most up-to-date information to help you stay safer online – it contains information on all social media apps – the risks and how to use them safely including how to set privacy settings.

www.saferinternet.org

Are a partnership of three leading organisations: SWGfL, Childnet International and Internet Watch Foundation with one mission - to promote the safe and responsible use of technology for young people.

www.disrespectnobody.co.uk

Healthy relationship website for 14 years +. This website has information on sexting including what the consequences could be.

www.childnet.com

Online safety resources for young people and educators.

www.google.co.uk/safetycentre

Online safety tips

www.net-aware.org.uk

Guidelines for parents on social websites their children use.

www.thinkuknow.co.uk

Resources and information for ~Children and young people aged 5+, parents and professionals on issues relating to online safety.

www.ikeepsafe.org

Cybersecurity resources – including resources for scouting developed with the Boy Scouts of America.

www.childline.co.uk and www.childline.ie

Childline is here to help anyone under 19 with any issue they're going through. Whether it's something big or small, our trained counsellors are here to support you.

Notes

A large grid of graph paper for taking notes, consisting of a uniform pattern of light green lines forming small squares across the page.

Notes

