



dot com digital

# Year 6 Transition Pack

Resources to support Junior Citizenship



[2simple.com/dotcomdigital](https://www.2simple.com/dotcomdigital)

# Included in this pack

Dot Com Digital's free version contains 11 online lessons which cover a range of topics ideal for schools to use with Year 6 as part of transition and PSHE lessons.

To get you started we've included two lessons which cover:

- Loyalty, Fear, and Ethical Decision Making
- Online Safety

For access to the complete set of 11 online lessons, please sign up for the free version [here](#).

## Lessons covered by signing up:



This transition pack is created using resources from Dot Com Digital to support teachers and pupils primarily in Year 6 (the content could also be used with Year 7). The content covered in the pack could be used by teachers to form the basis of a Junior Citizenship or Crucial Crew type series of sessions that schools can teach over the latter half of the summer term.

Dot Com Digital is a partnership approach to help safeguard children from emerging digital threats to their safety and wellbeing. The resource, which is free to schools aims to prevent children becoming victims of online grooming, radicalisation, exploitation and bullying by giving them the confidence and skills to recognise the warning signs and reach out to an adult for help.

The topics included cover a range of emerging threats and safety situations. The sessions in this pack are a sample of what is available. You can sign up to access all 11 lessons online [here](#). The sessions included in this pack contain teacher guidance, resources, aims and success criteria for each session.

As the nature of the content can be sensitive, it is advised that teachers discuss it with SLT and parents and read through all the guidance before delivering the lessons in this pack, in line with their own school policies. The lessons within this pack have been made in collaboration with and supported by Essex Police, The Metropolitan Police and Staffordshire Police.

*“Essex is a safe place but the threats facing young people from grooming, exploitation and bullying sadly, continue. The willingness to seed hatred in young minds and the threat from cybercrime and online exploitation add to the risk of being lured into drug supply, violence and sexual exploitation. But, Dot Com Digital provides the ‘helping hand’ to guide young people to make good choices and a resource for those who support them in an imaginative way using the latest technology. It builds the confidence in young minds to recognise the ‘uh oh’ signs and the knowledge and information to guide the people who can support and help them. It really does help build stronger, safer and more resilient young people.”*

**BJ Harrington, Chief Constable, Essex Police**



# Year 6

# Making Safe Decisions

Below, you will find the session steps and all resources needed for the lesson. You can also access these online (once registered) [here](#).

## Aims

- To empower students to recognise the importance of speaking out against wrongdoing, even in the face of fear or pressure.
- To understand the interplay between loyalty, fear and ethical decision-making.

## Success criteria

- The children will be able to explore challenging scenarios and identify the conflicts between loyalty and doing the right thing.

## Resources

- [Activity 1 & 2 - Scenario Cards \(PDF\)](#).
- Flipchart paper
- Sticky notes.
- Whiteboards

## Activities

1. Begin the lesson by asking the children to define the word loyalty. Children to come up with a definition in their groups. Share these definitions with the class and compare them to this definition - 'Loyalty is a devotion to a country, philosophy, group or person.'
2. What does loyalty look like in everyday life - who are we loyal to?
3. Ask the class: How might fear influence loyalty? Ask them to share their thoughts.
4. Ask the children to consider safety as an overriding priority over loyalty. What is more important? How can pride and peer pressure affect our judgement?
5. **ACTIVITY 1** - Group Discussions. Hand out the Scenario Cards and divide the class into small groups. Provide each group with either one card from the scenario card pile or give them the whole set. Ask the class to discuss the scenario(s) considering both loyalty and fear factors. Encourage them to think about possible outcomes and consequences.
6. **ACTIVITY 2** - Role Playing Activity. Children to choose one scenario from the group discussion to act out in their groups, demonstrating their chosen outcome. In group, children to assign themselves roles thinking about the emotions involved from the character's perspectives. Choose groups to share with the rest of the class. After the role-play, facilitate a discussion about the decisions made and the reasons behind them. Ask the following:
  - Why did you choose the outcome that you did?
  - Is your chosen outcome how you think you would react in that situation?
  - What aspects of loyalty were challenged in your scenario, and who with?
  - What aspects of fear were present?
  - Do you consider the chosen outcome as ethical? Why?

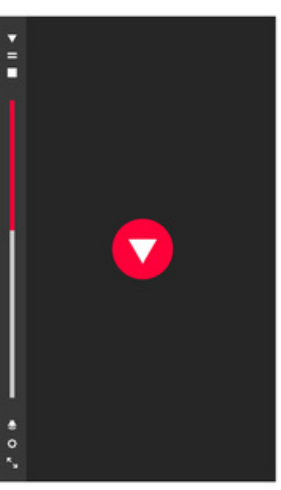
7. **ACTIVITY 3** - Letter to a friend (This can be optional). Ask children to pick one of the people in the scenarios and write to them with advice based on what they've learned in the lesson, encouraging their friend to prioritise safety over blind loyalty. They should include specific examples to illustrate their points and offer guidance on seeking help and support.
8. Summarise the key points discussed during the lesson, emphasizing the importance of speaking out against wrongdoing, even when it's difficult.
9. Address the stigma around reporting wrongdoing (being a 'snitch') and highlighting the difference between betraying trust and ensuring safety.
10. Encourage children to reflect on the activities and how they can apply lessons learned as they transition to secondary school.



# Scenario 1

During a sleepover, Alex's friends pressure him to watch a movie that his parents have forbidden him from watching due to its violent content. Alex is torn between wanting to fit in with his friends and obeying his parents' rules.

- Should Alex give in to peer pressure and watch the movie, risking getting in trouble with his parents and watching potentially upsetting content?
- Should Alex stand up for his values and refuse to watch it?



# Scenario 2

Emily discovers that her classmate, Tom, has been spreading rumours about her behind her back, causing other pupils to treat her differently. Tom threatens Emily, saying that if she tells anyone, the situation will only get worse.

- **Should Emily confront Tom and risk escalating the situation?**
- **Should Emily keep quiet out of fear of retaliation, even though it's affecting her?**



# Scenario 3

Mia's older brother asks her to cover for him while he sneaks out of the house to attend a party without their parents' knowledge. Mia knows that her brother could get into serious trouble if their parents find out, but she's afraid of betraying his trust.

- **Should Mia lie to her parents to protect her brother?**
- **Should Mia tell the truth and risk her brother being annoyed with her?**



# Scenario 4

Jack witnesses a group of older pupils bullying a younger pupil on the way to school every day. The bullies have warned Jack not to intervene, threatening to target him if he gets involved.

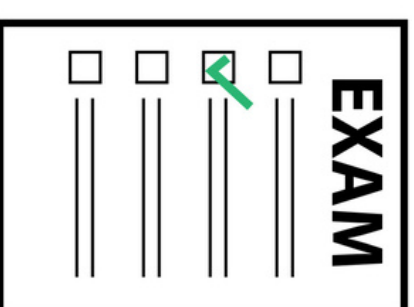
- Should Jack stand up to the bullies and defend the younger pupil?
- Should Jack stay silent and avoid getting involved to protect himself, whilst leaving the younger pupil at risk?



# Scenario 5

Sophie's friend asks her to cover for her during a class test by giving her the answers. Sophie knows that this could get them both in trouble, but she's afraid of losing her friend's trust if she refuses.

- Should Sophie give in and potentially get in to trouble?
- Should Sophie refuse to cheat, even if this could lead to her losing her friendship?



# Scenario 6

On the way home from school, Sam and her friends go into the local shop. She notices that there is group talking to the shop owner while others put things in their pockets and walk out without paying.

- Does Sam do the right thing and report to the shop owner or trusted adult?
- Does Sam keep quiet and not inform anyone?



# Year 6

# The Internet & Social Media

The theme within this session explores information online. Children will understand that information online can be misinterpreted, misleading and simply not true. The underlining theme should always reinforce that sometimes mistakes can happen and it's important we deal with them.

Below, you will find the session steps and all resources needed for the lesson. You can also access these online (once registered) [here](#).

## Aims

- To know that information online can be misinterpreted, misleading and simply not true and that this can have negative consequences.

## Success criteria

- The children will understand the importance of scrutinising information online and not taking for granted that it is truthful.
- The children will be aware of some of the reasons why information online can be fictitious or misleading.
- The children will know that information online, including search engines and content within social media sites is ranked and targeted towards the user accessing it.
- The children will know the importance of being careful when consuming and forwarding on content online.

## Resources

- Activity 1 - Shared Mindmap: Fake News.
- Activity 2 - 30 small strips of paper (1 per a child).
- Activity 3 - Nothing Is Ever Free Story.
- Activity 4 - Fact or Fiction.
- Fake or Fact Checker.
- Activity 5 - Be a Discerning Online Consumer - Leaflet.

## Activities

1. Read the Teacher guidance before starting this session.
2. Share the session aims and success criteria with the children.
3. **ACTIVITY 1** - Fake News Mindmap. Start the session off by asking the children to share what they understand about the phrase “FAKE NEWS”. You can gather their ideas on the shared mind map.

### Focus questioning on the following and discuss:

- **What do we mean by FAKE NEWS?** - Fake news refers to content online that is deliberately fake or content that has errors within it
- **Why is there false/fake information online?** False information online can be deliberate, for example, someone has done this to be malicious about somebody they don't like or that they want lots of people to visit a website which makes money from advertising. Alternatively, it could be partially correct information online that has errors because the 'author' of the content hasn't properly fact-checked.
- **Where can we find false/fake information?** Anywhere online, quite simply it could be a message or picture in a messaging application on a phone or even a trusted news site.
- **Who would create false/fake information?** In most cases, information online that just isn't very accurate is through mistakes by an author of the content, who just hasn't checked their facts and sources, for example, a news writer or a vlogger/blogger. Some people do intentionally create fake content to harm others, be unkind or get consumers of the content to believe something that isn't true, for example, a cyberbully posting false information online or a racist group who is trying to get more people to support their warped, nasty and illegal hatred filled ideas.

4. Share with the children that unfortunately we can never rely on anything we read or see online as being 100% accurate. This includes using apps on phones and social media sites. We must be discerning online users (check the information carefully and compare it with other sources).

5. **ACTIVITY 2** - Hand out a strip of paper to each child and give them a couple of minutes to write one truth and one inaccurate fact based on the truth fact about themselves. They are not to indicate which one is true. Collect these for use at the end of the session. E.g. I have been asked to trial out for the school football team. I have been scouted to trial for a premier league academy team.

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6. **ACTIVITY 3** - Read the story Nothing Is Ever Free to the class. Discuss with the children the following:

- What should Genie have done before clicking the link?
- Why were the children initially so convinced that the site was real?
- What were the real intentions of the creators of the site?
- What could the personal information be used for?
- Why should we never just forward on information/content?
- How was Dot discerning of the information? What did she do to try and
- check out the authenticity of it?

7. **ACTIVITY 4** - Fact or Fiction? Show the Fact or Fiction cards to pairs of children. Ask them to decide on whether each one is true or false.

8. Take feedback from the class and share the answers to each one whilst discussing.

9. Share with the children the Fake or Fact Checker. Explain to them that there is a few things we can always do as a good habit before just consuming information we see online, whether through an app, website or social media platform. Briefly discuss each of the points on it:

- **Type?** What kind of site or app is it? What is its purpose?
- **Credibility Rating?** Now you have identified the type of site or app, you should then have set a personal trust level of how well you can believe or should believe the information it contains. E.g., government website with correct address – High trust level, social media site or messaging app regardless of how well established – Very low trust level until you verify the information with other trusted sources.
- **Information?** Identify who has ‘authored’ (created) the content. Are they a reliable and known source for quality information?
- **Quality?** Are there errors in the information/content? How up to date is the information?
- **Confirm?** Are their links to sources of the information or content that can confirm the content as being truthful? Are these links from reputable sources?

10. **ACTIVITY 5** - Be a Discerning Online Consumer – Leaflet. Explain that you would like the children to create a short information text using a leaflet to share tips on how to be more discerning with online content. The children should use the Fake or Fact Checker discussion to help support their leaflet creations.

11. Ask a few children to share their leaflets.

12. Before you close the session, ask some children to retrieve the slips of paper with the one truth and an inaccurate fact on. Get them to read out to the class and ask others to guess the truth sentences. Was it easy to identify the truth? Why? Apply this to the online world.

13. Remind the children to speak out if they ever feel at risk or uncertain – remind them of their safety networks and Dot Minutes as appropriate.

14. Follow-up activity – We suggest after the session you do an online activity where the children use several different search engines to compare how results are ranked, discussing the differences and why they think this is. Additionally, get them to check the credibility of a given site's content by applying the Fake or Fact checker.

# Teacher Guidance

## The Internet & Social Media

This session aims to support children in recognising that not everything online is truthful, that content can be manipulated and misinterpreted, which can be very dangerous to young, impressionable minds. It intends to support them in being more critical in the content that they consume online, from simple messaging applications on a phone to social media content.

Although most social media platforms have age restrictions, often beyond the age of the children in your class, we cannot ignore the fact that some children underage are accessing applications and sites intended for older users. Furthermore, it will not be long until your children will be old enough to access them. Knowing the pitfalls about content before they have started their social media journey can only be a good thing.

We have not sign posted particular external third-party sites for you to access as we can never guarantee the quality nor integrity of the information. However, we do suggest that you make an informed professional judgement, such as allowing your children to compare rankings from searched content on different search engines and identifying reasons for differences in returned results.

Children need to understand that some things are never truly free, and that accurate authenticity of content is incredibly hard to confirm. Perhaps they are aware of or some have even accessed applications such as WhatsApp, TikTok, YouTube, Instagram or Facebook. Although there are always positives to powerful social media platforms, they will always require something in return for the free access they give their users – Personal Data. Personal data is harvested every time a user goes online, and, in most cases, applications run in the background of smartphones gathering everything from location details to information about what the user last saw or accessed online. All of this builds up a Digital Footprint that cannot be easily erased.

The more a user accesses particular themed content online, the more likely it is that a user will see content relevant to them. This can create a skewed interpretation of information, that is unbalanced. Tik-Tok (an online video-sharing application), for example, will show users more content based on previously viewed content.

Additionally, policing of such sites and applications is incredibly difficult, quite simply due to the vast number of users. Applications such as WhatsApp have end-to-end encryption allowing users considerable freedom to forward, share or create misleading, obscene and illegal content.

Your session may lead to you being alerted to safeguarding issues. As with any safeguarding concerns, you must follow school protocol.

# Teacher Guidance

## The Internet & Social Media

It was the Summer Term at Dot's school and the school had allowed children to carry mobile phones to and from school on the condition that when they arrived at school, they handed them into to the office and collected them at the end of the day. Lots of children made their way home from school on their own now and the school recognised that some parents wanted their children to have a mobile phone so they could keep tracks on their safety as they travelled to and from school.

Dot knew there were pros and cons to this, phones could attract unwanted attention from potential thieves, it also meant that you were never 'offline' which could be unhealthy for your mental health.

Pearl, Genie and Dot were huddled around Genie's phone, she was excited. She told them that she would be receiving a year's supply of latest fashions from her favourite designer label along with the chance to show off her free designer clothes at a fashion show with her 'all-time' favourite icon in the audience.

Dot asked, "How have you managed to get all these designer clothes?"

"Well, I haven't got them yet," Genie said, "But Sarah, my aunt, messaged me last night a link that took me to an outlet site, it asked for my details, in return all I have to do is wait for the designer clothes, it's amazing right!?"

Dot thought for a moment, 'It must be true, I mean, her aunt sent her the link.'

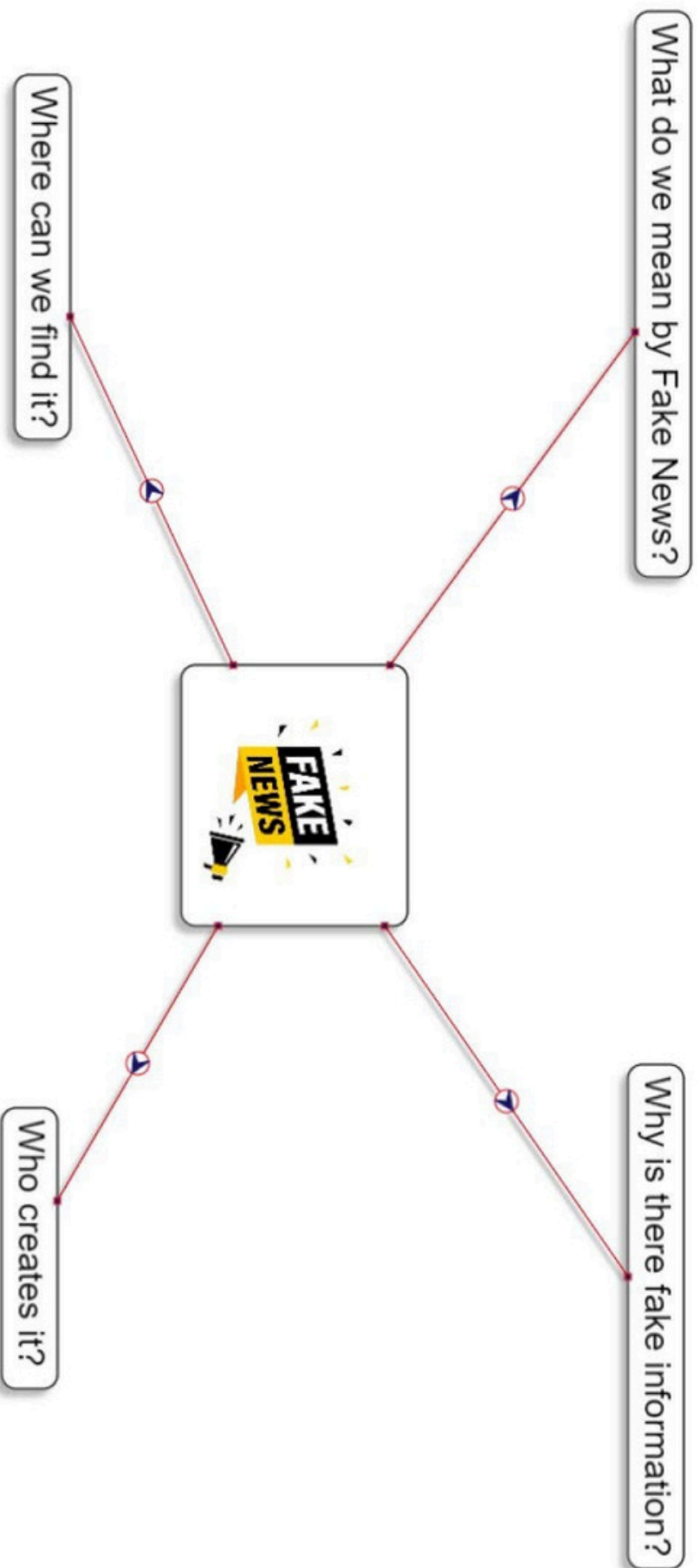
"So has your aunt got the designer clothes too?" asked Pearl.

"No, silly, it's for children, she just forwarded me the information, she found it online, it was an advert on one of her shopping sites," replied Genie. "Look, I even have an official email from the company." Genie showed them her email on her phone.

The girls gasped, "That's so awesome." Without hesitation, Pearl asked Genie to forward the message to her.

The next day, all the children were talking about the site, it had gone 'class viral'. Slam blurted out in the playground, "I'm going to look the best out of all of you once I get my designer clothes on."

## Activity 1 - Fake News Mind Map



# Nothing is Ever Free

It was the Summer Term at Dot's school and the school had allowed children to carry mobile phones to and from school on the condition that when they arrived at school, they handed them into to the office and collected them at the end of the day. Lots of children made their way home from school on their own now and the school recognised that some parents wanted their children to have a mobile phone so they could keep tracks on their safety as they travelled to and from school.

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Dot hadn't partaken in this; she was slightly unsure. She always remembered what Nanny Com had told her: 'if something is too good to be true, that's usually because it is.'

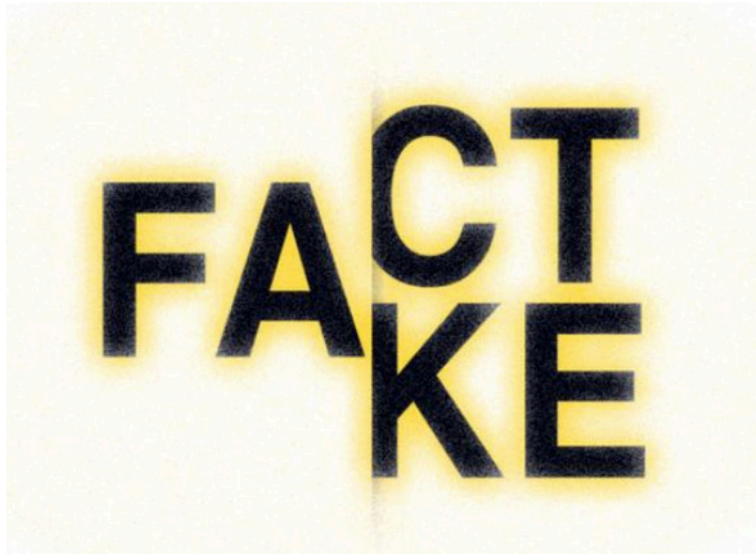
Later that evening, Dot decided to do some research about the alleged free designer clothes and fashion show. She remembered what she had been taught in school; always be discerning, check and compare information from multiple sources, question everything online. She used different search engines to look up more information about this site. It wasn't long before she discovered that the whole thing was an elaborate hoax.

It had been identified as fake news and the creators behind it had made this hoax to get people to visit their site. Every time someone went on their site or clicked on their link, the creators would receive money from the advertisements from 3rd party sites on their site. They had even put pictures of celebrities on the site with quotes from them.

It was all one very clever con and to top it off, Dot had found a few news articles online that have confirmed the site was also selling all the data the users had been entering into the site to untrusted companies. Legal proceedings from celebrities who hadn't given permission to use their photos were also being pursued. This was really bad; Dot spoke with her parents who then contacted the school.

Dot went to sleep that evening, feeling that she had got off lightly, but worried about everyone else who was tricked and had submitted their personal details... she wondered if anything bad would happen to them....

# Fake or fact Checker



**Type?** What kind of site or app is it? What is its purpose?

**Credibility Rating?** Now you have identified the type of site or app, you should then have set a personal trust level of how well you can believe or should believe the information it contains. E.g., government website with correct address – High trust level, social media site or messaging app regardless of how well established -Very low trust level until you verify the information with other trusted sources.

**Information?** Identify who has 'authored' created the content. Are they a reliable and known source for quality information?

**Quality?** Are there errors in the information/content? How up to date is the information?

**Confirm?** Are their links to sources of the information or content that can confirm the content as being truthful? Are these links from reputable sources?

## Activity 4 - Fake or Fiction?

1. Occasionally, information online can be false or misleading. Most of the time, including on social media sites, information and content is accurate and can be verified

2. Nearly half of the UK population encounters false information everyday whilst they are online

3. Social media companies are doing more to combat fake news content each year.

4. Search engines provide a user with the most accurate content first. This is not based on users' previous searches online or online history from other devices

5. When someone posts content to social media sites, they can be assured that the content can easily be removed by them.

6. Search engines and social media sites share data to present targeted advertisements and content that they believe a user will want to see more of.



# Teacher Page

## Activity 4 - Fake or Fiction?

**Sources:** IPSO (Independent Press Standards Organisation, Stanford University, Google Trends, Facebook.

### Teacher Answers:

1. False - it can be very hard to verify content online, particularly content on social media sites as lots of it is user generated from unknown sources.
2. True - 45% of online users have responded to a survey in 2019 that they feel they see fake news every day online.
3. True - A leading Social media company reported a drop of 130 million from 2016 to 2018 in issues they had to deal with. This is partly because online consumers are more aware of fake news and don't allow themselves to consume the content as true.
4. False - The most well-known search engines use complex algorithms to provide ranked content which will also include content based on search history.
5. False - A user maybe able to delete content from their social media page, but this content is never truly gone. It could have been forwarded, copied and often the social media platforms will retain data. Furthermore, many online companies share data and are integrated with other sites. A user may have deleted content from one site but doesn't mean it won't appear somewhere else.
6. True - Content providers need to make money to continue to operate. The main source of revenue is from advertisement.



# Dot Com Digital - full version

These free resources are part of **Dot Com Digital**.

Dot Com Digital houses over 24 themes and over 170 lessons enabling schools to fulfil a rich PSHE curriculum, whilst fulfilling the requirements of the 2020 RSE framework. The programme supports the tracking of ages 5-11 and includes overviews, videos, lesson plans and activities, some of the themes include:



The platform includes a Digital Dot Minute, that children can use if they're feeling worried or afraid of something. This can provide a safe way for children to report worries and allows them to raise issues with the teacher in a confidential way.

Created by Sharon Doughty, Dot Com Digital is an enhanced digital version of the Dot Com safeguarding programme which has been developed by children and safeguarding leads with input from Essex Police and the National Police Chief Council Lead for Internet Intelligence and Investigations.

Dot Com Digital costs **£500+VAT** per annum for a whole school license. There's no setup cost or user limit and you'll get unlimited access to our telephone and email support service.

For more information about Dot Com Digital visit:  
<https://www.2simple.com/dot-com-digital/>