



dot com digital

# Year 6 Transition Pack

Resources to support Junior Citizenship



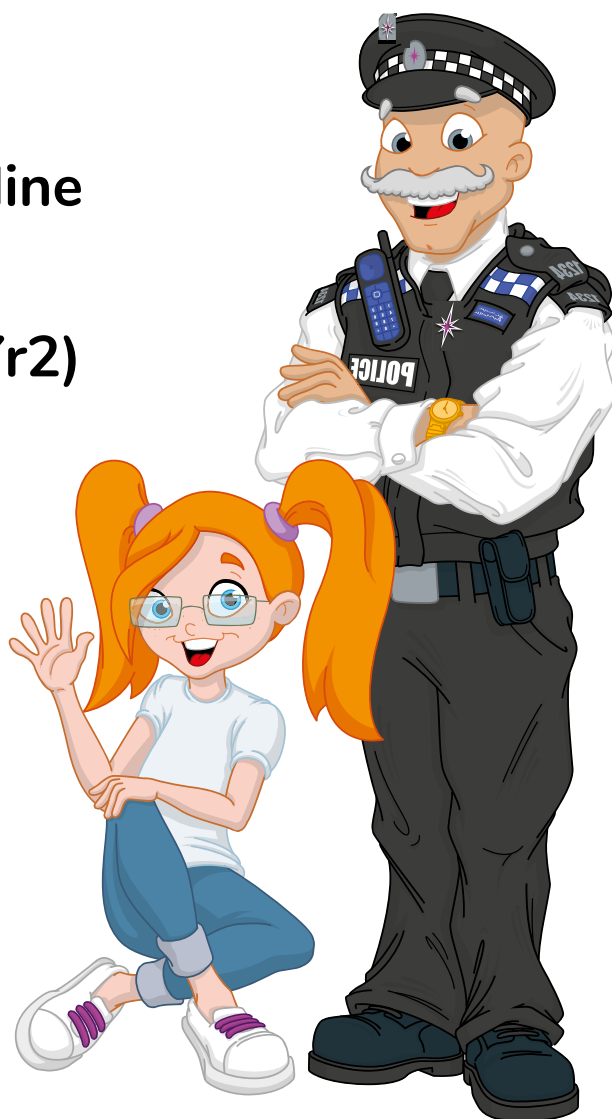
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- County Line (Year 6)
- Hate Crime (Year 6)



# Introduction

This transition pack, using resources from Dot Com Digital, has been created 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.

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 8 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 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**.

“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 ho’ 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**

# Teacher Guidance

# Cannabis Edibles

## Before You Start

The theme of Drugs, Alcohol and Smoking, and more specifically, cannabis edibles, links to the Statutory RSE Framework -Drugs, Alcohol and Tobacco and that by the end of KS2, Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Whilst it isn't statutory to teach specifically about cannabis edibles, we have produced this lesson working in association with Essex Police, adapting guidance from the National Police Chiefs' Council because the theme represents an evolving threat to our young people.

The information in the document aims to provide you with some essential background information. It is advised that you explore the resources before you start in order to ensure appropriateness for your children in line with your school policies.

## Cannabis Edibles

[Further Guidance from Essex Police can be found here.](#)

Cannabis edibles are food products that contain marijuana or THC, the main psychoactive ingredient in cannabis. THC remains illegal in the UK as a class B controlled drug – therefore cannabis edibles are a class B drug.

## What is THC?

- THC is the psychoactive constituent in Cannabis and makes people feel 'high'.
- High doses of THC produce similar psychoactive effects to class A controlled drugs such as Magic mushrooms, LSD and class B psychoactive drugs such as Spice.
- Cannabis edibles usually take between 45 minutes – 2 hours to enter the blood stream and take effect. THC eventually reaches the cannabinoid receptors in the brain and is a far more potent and intense high that lasts far longer than smoking.
- High amounts of THC have much stronger physiological effects and can lead to kidney problems, liver problems, seizures, psychosis, and suicidality. Users are more likely to overdose on edible cannabis due to the strength of the THC, the ease of over-indulging and due to the process of the THC being broken down in the liver into a stronger form.

## How easy are cannabis edibles to make?

- Cannabis edibles are made by heating cannabis and then combining the extract with oil.
- The THC is extracted by the heat and is then absorbed into the oil.
- The oil is strained of any remaining physical cannabis and is then cooled and "dropped" onto common bought shop sweets or homemade sweets/cakes.
- Cannabis edibles usually look no different to legitimate popular confectionary items.
- Cannabis edibles are then commonly sold in vacuum sealed packets to try and disguise the smell.

## What forms do the edibles take?

There are many forms of edibles including:

- Sweets
- Cakes
- Biscuits
- Syrups
- Butter/spread
- Oils

## What is the dosage?

- One cannabis edible can be equivalent to smoking one full cannabis joint.
- When smoking cannabis, the effects are almost instant (15 seconds - 1 minute). Edibles usually take between 45 minutes – 2 hours to enter the blood stream and take effect.
- Users become impatient for the effects to take place, resulting in them eating more cannabis edibles than is required for them to get any desired effect.
- When smoking, the user has more control of how much they want to smoke, how much they inhale and are therefore obtaining consistent even amounts of CBD and THC.
- THC Edibles however cannot be 'dosed' accurately without professional equipment and are regularly ingested quickly and recklessly by users.

## What are the risks of cannabis edibles?

-Edibles contain much higher doses of THC compared to cannabis joints.

-The common short term side effects of THC are:

- Paranoia
- Memory loss
- Dizziness
- Nausea/sickness
- Difficulty sleeping.

-Consuming too much THC can result in more significant long term health problems such as vertigo and irregular forms of anxiety such as depersonalisation and derealisation.

-Symptoms of this include:

- Feeling detached from real life
- Forgetting personal information
- Becoming easily confused & losing train of thought
- Panic attacks.



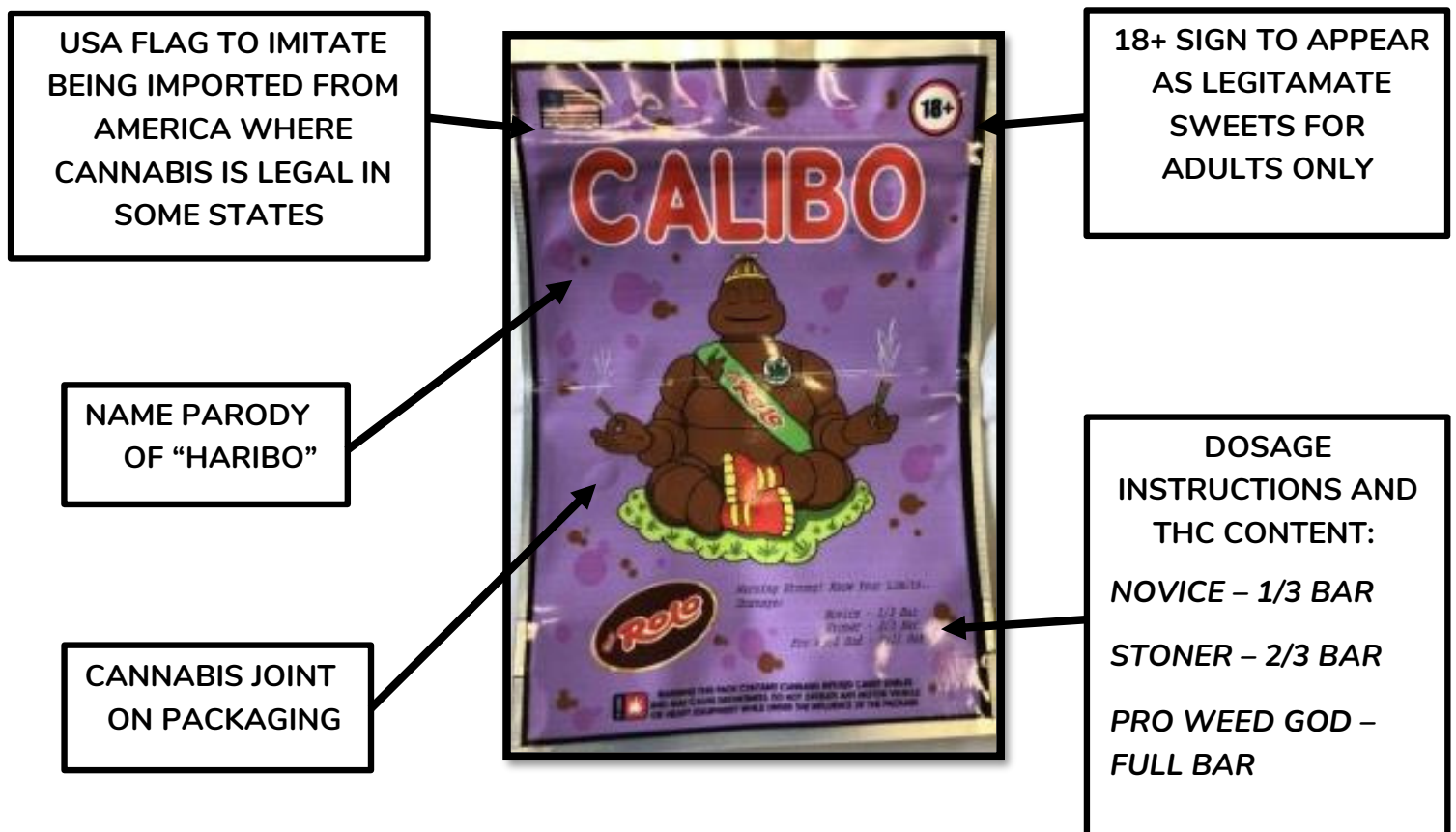
## What are the effects of cannabis edibles on young people?

- Edibles are marketed towards younger people through the packaging and confectionary types that are used by the dealers.
- The drugs appear professional, safe and appetising without any risks or safety issues explained.
- Edibles are seen as being just like smoking cannabis, however the reality is the THC content is far higher – meaning the drug could be compared to class A controlled drugs such as LSD and Magic Mushrooms.
- Younger people usually have a lower tolerance to THC and are more likely to overdose on edibles due to the fact they are not aware of the strength or potency, and do not understand the risks of consuming too much THC.

## How are cannabis edibles usually supplied?

- Edibles are usually sold via social media on apps such as Snapchat and Instagram where users make “stories” that show images that disappear after 24 hours.
- Due to the vacuum packaging, edibles are regularly distributed via the postal service and disguised as legitimate sweets that do not emit any smell of cannabis.
- It is believed that young people are the main target audience via social media for the substance due to the juvenile looking packaging and confectionary forms.

## What do they look like?





# Year 6 Drugs, Alcohol and Smoking

## Guidelines for teaching drug education:

- Set up ground rules which include: no-one will have to answer personal questions.
- Depersonalise questions, answers and statements by using Protective Behaviours strategy of 'one-step removed' which uses third person or characters . Also provide a box for questions before the lesson.
- Direct a question from a pupil to the whole class.
- If a question or statement from a pupil is inappropriate for the class situation, then acknowledge what has been said and agree to meet after the lesson to discuss it further (use Dot Minute).
- If you feel concerned that a pupil may be at risk from drug misuse directly or indirectly, then follow the school child protection procedures.

Information on cannabis edibles has been provided in association with Essex Police, adapting guidance from the National Police Chiefs' Council as the theme represents an evolving threat to our young people. It is advised that you explore the resources before you start in order to ensure appropriateness for your children in line with your school policies.

## Aims

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To gain a basic understanding of drugs and the reasons why some people use them.

To understand the term 'cannabis edibles' and the effect these can have on the body.

## Success Criteria

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- The children will be able to know the consequences of taking drugs in terms of short and long term use.
- The children will be able to have an understanding of the effects of taking illegal drugs.

## Resources

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- [Teacher Guidance - Cannabis Edibles \(PDF\)](#).
- [Activity 1 - Drugs Mindmap \(Online Resource\)](#).
- [Activity 2 - Pictures of Cannabis Edibles \(PDF\)](#).
- [Activity 3 - Looking at Risk to My Body \(Online Resource\)](#).



## Session Steps

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1. Share the session aim and success criteria with the children.
2. Ask the children to free-think with the person sitting next to them what a drug is – allow approx one minute, then take their ideas and compare them with the definitions below.
  - ***A drug is a substance people take to change the way they feel, think or behave (United Nations Office on Drugs and Crime).***
  - ***A drug is any substance that causes a change in a person's physical and/or mental state (Anon).***
3. Bear in mind that the United Nations Office on Drugs and Crime do not include medicines in their definition otherwise they would have had to include 'and how the body functions'. If the children have mentioned that drugs affect how the body works, then you can include it in the definition because all drugs will have an effect on the body and not just the mind.
4. **ACTIVITY 1 - Drugs Mindmap.** In pairs or small groups (can set individually too), ask the children to think of and write down as many drugs as they can think of (Medical or illegal).
5. Collect the children's answers and collate them on the whiteboard.
6. In the same groups, ask the children how these drugs could be sorted. Take ideas. Often they suggest good and bad drugs, but the problem with this grouping is that the 'good' (medicine) drugs can sometimes be bad. You can challenge them by asking why and when can medicines be bad.
7. If they have not come up with the following idea, suggest that the easiest way to understand drugs is to sort into medicine drugs and non-medicine drugs. Circle those which are non-medicine drugs.
8. Then explain that the non-medicine drugs can be divided into legal and illegal drugs. Discuss with the whole class which drugs belong to which group and remember to explain that there are laws governing alcohol, solvents (known also as volatile substances) and nicotine even though they are legal. Ask the children just because certain drugs are legal does it mean they are safe?

9. Alcohol and nicotine can cause many physical and social problems. Explain that with solvent abuse a person can die the first time they use them. Drugs can exist in many states – tablets, powders, liquids, capsules – and they can be taken in a number of ways: either by inhaling, swallowing or injecting depending on the type of drug. What mistakes might people make?

10. Introduce the term 'cannabis edibles' and ask the class if anyone has heard of this term? Using [Teacher Guidance](#), discuss with children why it is harmful and the effects it can have on the body.

11. **ACTIVITY 2** - Show images of [Cannabis Edibles](#) on the screen - ask children to look at the images and discuss how they can spot the signs that packets may contain cannabis. Use the [Teacher Guidance](#) for ideas to lead discussion.

12. Ask why might someone choose to put something in their body that could harm it? Take their answers and discuss.

13. **ACTIVITY 3 - Looking At Risk To My Body.** Children complete the writing activity where they write about the consequences of taking illegal drugs and what to do if they are offered drugs by anyone.

14. Drugs will get into the bloodstream and be transported to the brain whichever method is used! Look at the definition for what they can do to a person. If a drug changes the way a person thinks and feels then it will change the way they behave. It also means the person is not in control and they could do things they would not normally do. But whatever they do, they have to take responsibility for their actions even though they were not in control. Taking drugs is not an excuse for their behaviour.

15. Ask the children why do they think there are drug laws?

16. Summarise the lesson by saying that all medicines are drugs but not all drugs are medicines, also that all drugs can be dangerous. At some time in their life, people will need a medicine drug either to help them get better, improve their life e.g. insulin for diabetes, asthma medicines or even to save their life. No-one needs non-medicine drugs. They will not help a person in the same way medicinal drugs can. Taking non-medicinal drugs can cause people to get in trouble with the law. There are many reasons why people take non-medicinal drugs, but they cannot be used as excuses for behaviour. Alternative activities like sport, music, art etc. can give a drug-free high. (You could show pictures of people experiencing fun from legal activities!)

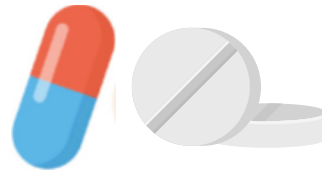
17. Ask the children to think about one of the risks they have learnt about that they would tell their friend to help them keep safe from drugs.

# Cannabis Edibles



Pictures provided by Essex Police

Drugs



# Looking At Risk To My Body

Write down the names of some illegal drugs.

What could be the consequences of taking illegal drugs?

What should someone do if they are offered illegal drugs or a substance that isn't age appropriate?

What must someone do if asked to look after illegal drugs or a substance that isn't age appropriate?



# Teacher Guidance

## Knife Crime

This theme could be considered quite a daunting theme to explore with your children. It isn't statutory that you teach it and you might find for your cohort of children, it isn't required. However, like County Lines, knife crime is becoming more and more prevalent, with the majority of persecutors and victims, children or young adults. If children can understand from a young age the risks associated with knife crime, they will have more of a chance of making better choices.

You can cherry pick what you like from the session and you might find that you explore particular avenues further. If you do decide to use this theme, it's imperative you have a sound understanding of knife crime in order to suitably respond to discussions with the children.

\*Statistics and guidance from Knife Crime In England and Wales - Parliamentary briefing report - September 2019



### Key Statement For Educators

We recommend that schools work closely with their local police in order to establish an accurate assessment of local behaviour. In teaching it is important not to 'over dramatise' the carrying of knives. It can be easy to inadvertently 'glamorise' the carrying of knives. Instead teaching should focus on helping young people to develop the understanding needed to recognise when a situation is becoming dangerous, the language and skills required to stay safe, an understanding of the law and an appreciation of the full extent of the consequences of a knife crime.

### Background

"Knife" crime, crime involving an object with a blade or sharp instrument, is a persistent and worrying concern, especially as it impacts particularly upon young people and the disadvantaged, and various remedies have been tried over the years. Knife crime is a term used commonly in the media to refer, primarily, to street based knife assaults and knife-carrying. However, there are many different criminal offences relating to knives.

For example:

- It is an offence to threaten or cause harm to a person with a bladed weapon.
- Some bladed weapons are prohibited from being sold or purchased, including to anyone under the age of 18.
- Offences such as robbery or assault can be aggravated if a knife is involved.
- It is also an offence to carry a knife in a public place without good reason.

## Possession Offences

- It is an offence under Section 1 of the Prevention of Crime Act 1953 for a person to have with him in any public place any offensive weapon without “lawful authority or reasonable excuse”. Section 1(4) of the 1953 Act defines “offensive weapon” as: “any article made or adapted for use for causing injury to the person, or intended by the person having it with him for such use by him or by some other person.”

- Under Section 139 of the Criminal Justice Act 1988, it is an offence for a person to have with him in a public place any article which has a blade or is sharply pointed, except a folding pocket knife with a cutting edge of three inches or less, without good reason or lawful authority.

- Under Section 139A of the Criminal Justice Act 1988, it is an offence for a person to have an offensive weapon or a bladed or pointed article on school premises without good reason or lawful authority. The above offences are all “either way” offences, meaning they can be tried in either the magistrates’ court or the Crown court depending on the seriousness of the offence. The maximum sentence for each of these offences is up to six months’ imprisonment and/or a fine following summary conviction in the magistrates’ court, or up to four years’ imprisonment and/or a fine following conviction on indictment in the Crown Court. Mandatory minimum custodial sentences apply if an offender is aged 16 or over.

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## Key Statistics

In the year ending March 2019, there were around 47,000 (selected) offences involving a knife or sharp instrument in England and Wales. In the year ending March 2018, there were 285 homicides (currently recorded) using a sharp instrument, including knives and broken bottles, accounting for 39% of all homicides – a rise from the 212 recorded in the year ending March 2017.

- 5-8% of all violence involves a knife in England and Wales – this has not changed since 1995, and overall violence has reduced notably since peaking in the mid 1990's.
- This proportion rises for financially motivated/acquisitive crimes where knife is used as a threat, but does not cause physical harm.
- 1 in 20 patients to A&E with knife wounds are under 16, 1 in 10 patients are aged 16-18.
- The significant majority of physical violence resulting in knife wounding and A&E attendance involves adults.

These statistics might be helpful in demonstrating that knife use for physical violence has always been relatively rare, and the risk to young people (under 16) is rare (that is unless young people are leading a risky lifestyle, participating in drug criminality, associating with other risky people and become involved in conflicts).

The average age of people involved in knife related investigations (possession, threats or assault with a knife) in 2019 was 29 years old. The youngest children were 7 and 8 years old, these involved threats to others including threats at school. In 2019 there were 470 knife related investigations where the person was aged 17 and under. These investigations were county-wide.

## Knife Carrier (10 to 17 years old)

With regards to the law, where the carrier of the knife is 10-17 years old, they will automatically be referred to the Youth Offending team – a charging decision will be made by a multi-agency panel, based on a range of factors relevant to the incident. Outcomes vary and range from participation in a 20 week programme to educate and prevent repeated behaviour, to being sent to court. Where a young person is found in possession of a knife for a second time, the case will automatically be sent to court.

## Reasons For Carrying A Knife

There are many reasons that pupils may carry knives, some common factors known to influence young people to carry knives are:

- County lines – organised drug networks.
- Gang affiliation – protection/status.
- Media attention/glamorisation.
- Fear of crime – being attacked/self-protection.
- Victim on bullying – self-protection.
- Peer pressure – perception that most young people carry knives.

It is essential that young people understand the true extent of the carrying of weapons in their community in order to ensure lessons help them to recognise real risks whilst not creating inappropriate anxieties that may increase rather than decrease the carrying of weapons.

# Year 6 Knife Crime

Before you start this session, you should have read the associated teacher guidance. It is vital that you are clear about the content of this session due to the nature of the topic. It is advised before teaching any parts of the session, that teachers inform parents of the content of the session in line with school policy.

Below, you will find the session outline and suggested resources.

## Aims

- To understand the term Knife Crime.
- To understand the role of the bystander.
- To understand that the responsibility to protect others from harm may come before being seen to be a good friend.
- To understand the legal implications of carrying a knife.
- To understand that carrying a knife is not a good strategy for staying safe; it increases the chances of being involved in a violent incident and the chances are that if the knife is drawn it will be used against the person carrying it.

## Success criteria

- The children will understand the term knife crime and understand the legal implications of carrying a knife.
- The children will understand that this could potentially happen in any community and involve a mixture of people and ages –there is no stereotypical person(s) involved.
- The children will understand how to help a friend and advice to give to a friend.

## Resources

- Activity 1 - Advice & Consequences.
- Ben's Story.
- Activity 2 - Letter writing.

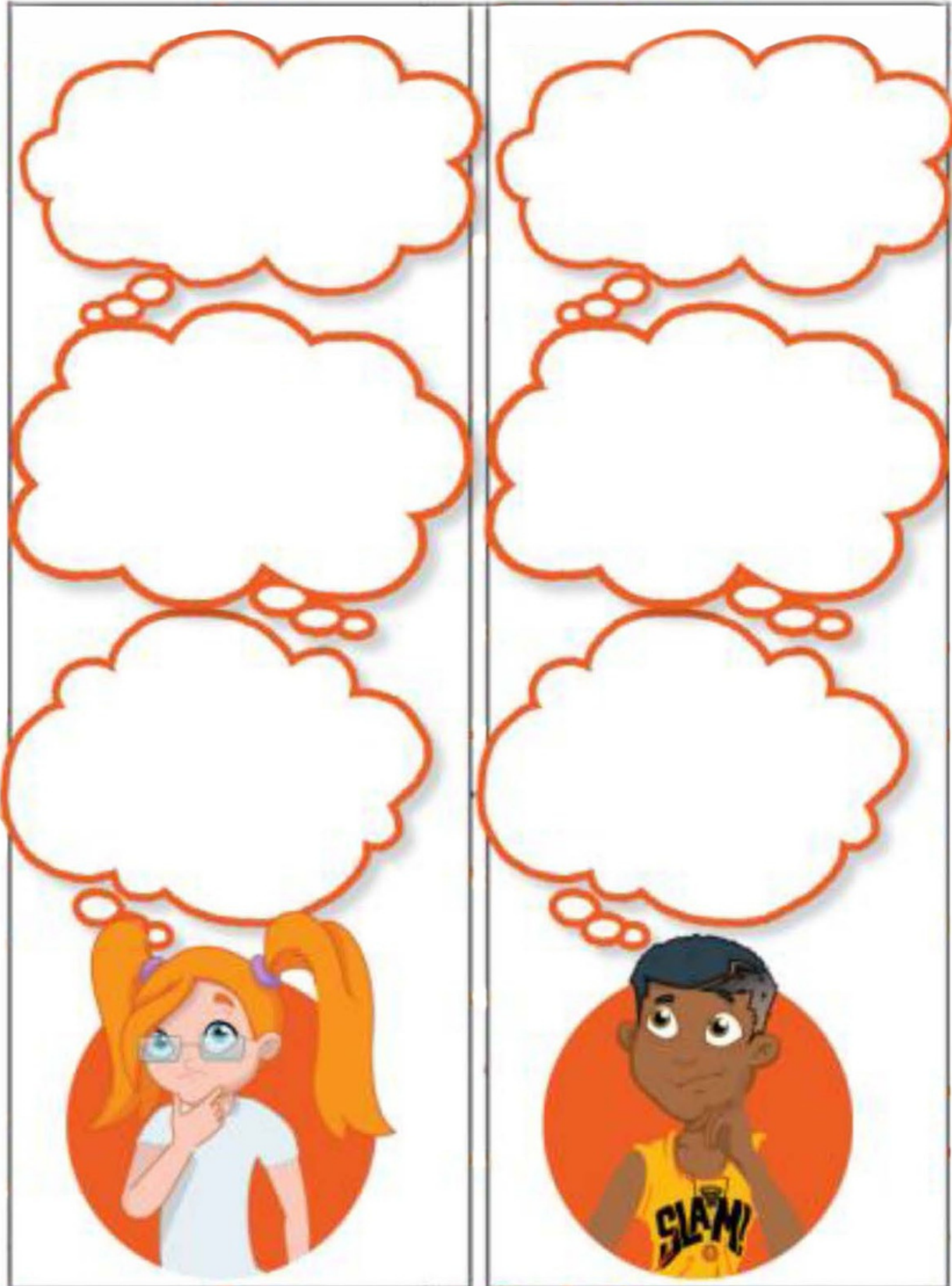


## Activities

1. Share the aims of the session with the children.
2. What do they understand by the term knife crime, what does this refer to and who does it affect? Are all knives illegal? - Give children time to discuss this and feedback.
3. Explain to the children what the law says with regards to knife crime. It is illegal to:
  - Sell a knife of any kind to anyone under the age of 18.
  - Buy a knife if you are under the age of 18.
  - Carry a knife in public without good reason - unless it's a knife with a folding blade three inches long or less, e.g. a Swiss Army knife (A good reason for carrying a knife would be for professional use or exhibit reasons, e.g. displaying in a museum).
  - Use any knife in a threatening way (including with any legal knife).
4. Why then might young people carry knives? In a group, children to discuss reasons why someone might carry a knife - feedback and discuss.
5. Set the scenario that Dot and Slam have overheard a boy saying that he wants to take a small knife to school to feel safe. Discuss whether carrying a knife is a good strategy to staying safe? Discuss in groups.
6. **ACTIVITY 1** - Children to write down reasons for not carrying a knife and the consequences of doing so. Remind the children it doesn't matter if it is a small knife, it can still kill.
7. Children to share their outcomes - Advice and Consequences.
8. Share with children Ben's story.
9. **ACTIVITY 2** - Children to use this example to write their own letter to the PM to stop knife crime and research (especially for local facts and figures).
10. Share some of the letters with the class.
11. Remind children of Crime Stoppers and Childline Number.

# Advice and Consequences

## Activity 1 - Advice and Consequences



# Bens Story

Ben Kinsella was just 16 years old when he was stabbed to death, in a horrific act of senseless violence on the 29th June, 2008 in Islington, London. Ben went to Holloway school and was a normal teenager who loved art, music football and girls. Having finished his GCSE's, he went out to a local bar to celebrate with friends. During the evening, there was an altercation in the bar between friends of Ben and 3 other teenagers, Ben was not involved in the incident in anyway. On his way home, Ben and his friends realised that they were being followed. They split up, and whilst his friends decided to run, Ben calmly carried on his way home. Ben was the first person the 3 teenagers found and in an unprovoked attack, Ben was stabbed to death. Sadly, Ben never got to open his GCSE results which were the best of all his friends and would have taken him on to a high achieving and fulfilling life. Since Ben's murder in 2008, the Kinsella family have spoken out about knife crime and campaigned for change; from the People's March in 2008, to being instrumental in changing the minimum tariff for knife murders in 2010, to setting up The Ben Kinsella Exhibition in 2012.

After his death, Ben's parents found a letter in a school book he had written to the Prime Minister as part of his English GCSE coursework about knife crime prevention - suggesting parenting classes, curfews and youth clubs as possible solutions to the growing problem. Ben accused the Government of standing by while teenagers were being killed on the streets, and said violence was becoming 'part of our culture'. He wrote: 'Problems like this will continue to grow unless change starts to happen. 'Society needs to see a difference before it's too late.' Ben's letter began with the words: 'Youth violence hits deadly peak. When will it stop?' He set out figures to highlight the extent of the problem and said a key factor was the lack of respect and trust between parents and children, which could lead to youths staying out on the streets late into the night and getting involved in violence. The teenager asked Mr Brown (the then Prime Minister) to follow the example of New York, which under the leadership of mayor Michael Bloomberg was made safer. In a poignant end to the letter, Ben appealed to Mr Brown, writing: 'Let's not think about what it will lead to in the future. 'Let's think about how we can change this now.



# 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 under age 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, 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, Tik-tok, 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 smart phones 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. Application 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 waexcited. 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."



# 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 outline and suggested resources.

## 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 mindmap.

### 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 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 in 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.

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 are a few things we can always do as a good habit before just consuming information we see online, whether through an app or 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.

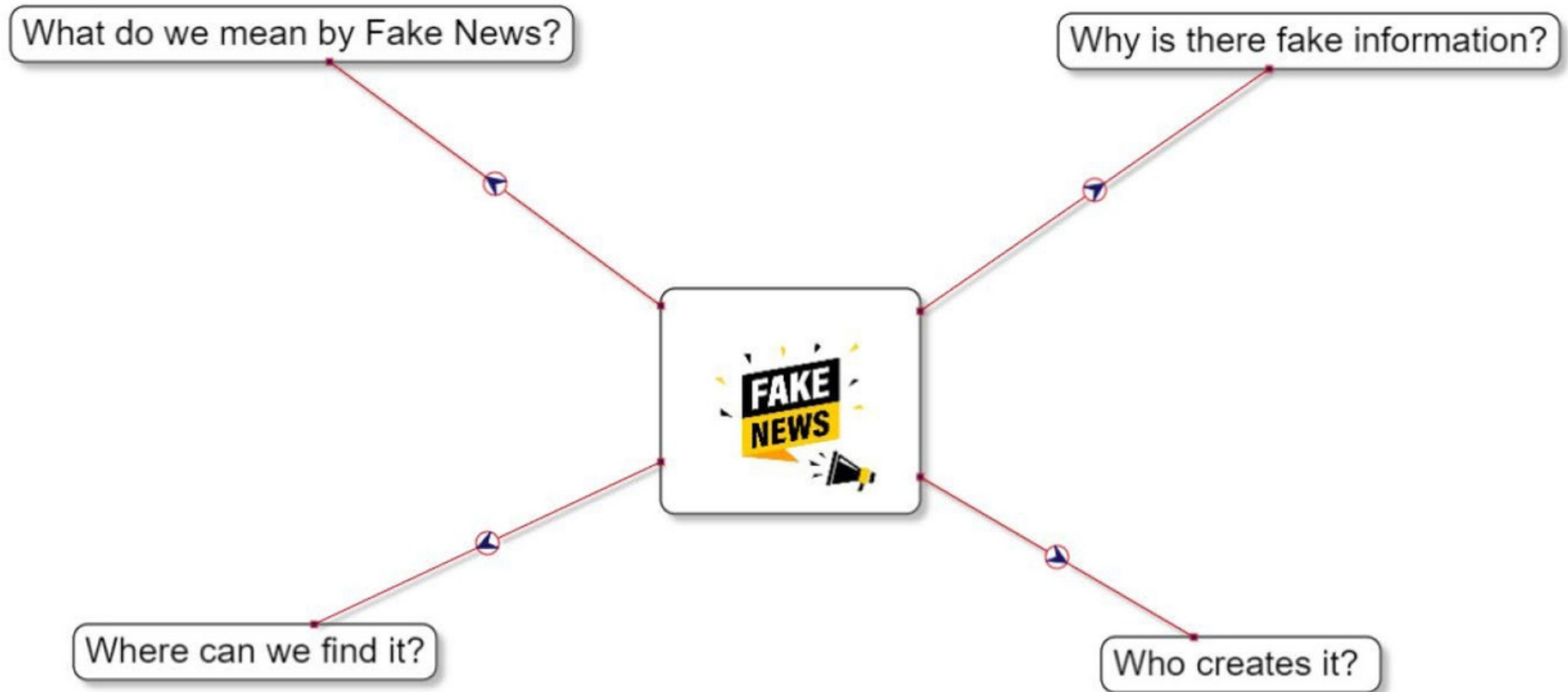
11. Ask a few children to share their leaflets.

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 of speaking 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.

## 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.

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."

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.

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**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.



FACT  
FAKE

# 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 everyday 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 Dot Digital - full version

Dot Com Digital houses over 24 themes, which enables schools to fulfil a rich PSHE curriculum, whilst fulfilling the requirements of the 2020 RSE framework. The programme supports the teaching 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 by 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 licence. There's no setup cost or user limit and you'll get unlimited access to our telephone and email support service.**