



Post-Primary Safer Internet Day Presentation: Respectful Communication Online Script

Slide 1:

Notes for speaker – brief introduction and welcome.

Explain how long the talk will take and the types of things you will be doing over that time.

For example:

“Today we are joining millions of people around the world in celebrating Safer Internet Day, a day for promoting a safer and better internet for all users, especially young people. During this assembly we are going to talk about being online and using the internet. We will look at the positives and possible negatives of the internet as well as some general advice on how to manage your online wellbeing.”

Slide 2:

Notes: Today's talk has been developed by Webwise the **Irish Internet Safety Awareness Centre** that promotes safer use of the internet by young people

Some of the work Webwise are involved in:

1. Responsible for the promotion and coordination of Safer Internet day in Ireland
2. Develop education resources and programmes for schools to address a range of online safety initiatives
3. Webwise are supported by a Youth Advisory panel made up of second-level students from across Ireland
4. Provide free training programmes to second-level students to support schools engaging in Safer Internet Day
5. Provide information, advice, and tools to parents to support their engagement in their children's online life
6. Students can find more information on the dedicated youth hub:
<http://webwise.ie/youth>

Slide 3:

Notes: Safer Internet Day (SID) is an EU wide initiative to promote a safer internet for all users, especially young people. Safer Internet Day in Ireland is promoted and coordinated by Webwise, the Irish Internet Safety Education Awareness Programme. The Theme for Safer Internet Day is “Together for a Better Internet”.

The aim of the day is a call on all stakeholders - industry, government and the public to join together to make the internet a safer and better place for all, and especially for children and young people.

Safer Internet Day is a day to promote safe and responsible use of the internet, a day for us to consider all the different ways we use the internet and how we can make the internet a safer and better place for all, and especially for children and young people.

Slide 4:

Notes: Safer Internet Day provides an opportunity for students to take the lead in raising awareness of internet safety concerns and issues of young people to the school community including teachers, students and parents/guardians. It provides an opportunity to address the issue of cyberbullying and internet safety by leading awareness-raising campaigns in their clubs, schools, and communities.

There are lots of ideas for SID activities on the Safer Internet Day page:
www.webwise.ie/saferinternetday

Register your school's Safer Internet Day events on the Webwise event's map and see how other schools are celebrating Safer Internet Day here: www.webwise.ie/saferinternetday

Slide 5:

Notes: Today we are going to consider the positives and negatives of the internet and look at respectful communication online.

Let's consider the positives and negatives of the internet?

Ask pupils to list:

- What might be the positive things about the internet?
- What might be the negative things about the internet?

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

Examples of negative effects of the internet might be that the children could see something they don't want to see, cyberbullying, spending too much time online.

Slide 6:

Notes: How can we avoid the negative things on the internet?

- Lead the discussion to how we could prevent the negative things associated with the internet or even lessen their harmful effects.
- You can use this as an opportunity to stress the importance of ground rules when using the internet in school and at home.
- Also, emphasise the point that it can be easy to come across something inappropriate or upsetting on the internet and that if they do it is important to tell an adult about it when it happens.
- Reassure the pupils that they are not to blame if they come across something online that makes them feel uncomfortable.
- Experiencing cyberbullying or online harassment is another issue that can affect anyone.

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

Slide 7:

Notes: Cyberbullying

The focus for today's Safer Internet Day talk is respectful communication. It is important to acknowledge with students the importance and benefits of communicating online and that while the internet is a brilliant resource that you can use to do lots of different things we are going to look at what happens when communication is not respectful, or in some cases turns into harassment and how to deal with that. Go through with students the definition of bullying and cyberbullying with students. It is also important to give them an understanding of the different types of online harassment.

What is bullying?

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conduct by an individual or group against another person (or persons) and which is repeated over time.

What is cyberbullying?

Cyberbullying is defined as "placing a once-off offensive or hurtful public message, image or statement on a social network site or another public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour" (Anti-Bullying Procedures, Department of Education and Skills, 2013).

Slide 8:

Notes: Talk to students about the types of online harassment.

- Personal threats and intimidation

This behaviour includes receiving threatening messages, posting abusive and threatening comments on the victim's profile or other websites.

- Impersonation

This involves setting up fake profiles and web pages that are attributed to the victim and it can also involve gaining access to someone's social media profile or messaging apps and using it to contact others while impersonating the account or profile owner.

- Stalking or harassment

This can include repeatedly sending unwanted messages, or making phone calls. Using social media or message boards, to repeatedly harass, or to post derogatory or defamatory statements. Tracking a person's activity and collecting information about them.

- Exclusion

This can include blocking an individual from a popular group or community such as a school or class group, deleting them from friends lists, and/or using 'ignore functions'.

- Personal humiliation

This behaviour involves posting images or videos intended to embarrass someone, it can involve users sharing and posting images or videos of victims being abused or humiliated

offline, or users sharing personal communications such as emails or messages with a wider audience than was intended by the sender.

- **False reporting**

This behaviour involves making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted.

Slide 9:

Notes: "sticks and stones may break my bones but words will never hurt me"

Ask students if they have ever heard of the rhyme sticks and stones may break my bones but words will never hurt me before and what they think this means. Typical responses will include a call to rise above insults from our peers, that you might be able to hurt me physically but not by insults. This is the ideal response but is it always the case? Can words hurt us sometimes? Should we perhaps see this as a call to be more mindful of how we treat others? Should we understand it as meaning treat other people with respect?

Slide 10:

Notes: Connected

Connected video: <https://vimeo.com/359094916>

1. Play the Connected video (www.webwise.ie/connected) for students.

Based on real life experiences, Connected is a short film exploring how young people communicate and connect online. The film encourages young people to reflect on why their actions matter and the impact it can have on others. We shape the internet everyday with our interactions. You can play a part in creating a better, connected online world.

2. Ask students again what they understand the rhyme to mean after watching the Connected video. When getting feedback from students draw from key quotes in the Connected video to prompt discussions on treating other people with respect:

"People say things without thinking, not really understanding how it can affect someone."

"People say stuff sometimes and you just want to explode and just write the worst things ever you know, I guess you get back what you put out into the world."

"We're all so connected but what we do with that connection matters."

Let students discuss this for a moment and then suggest, if no students already have, that the sticks and stones rhyme isn't in conflict if we understand it as meaning treat other people with respect: we all want to be treated with respect, but to respect people we sometimes have to understand how they're different from us (such as recognising that what might be considered 'just a bit of fun' might be upsetting and hurtful for others).

Slide 11:

Notes: How would you feel?

As a group, discuss the characters we have seen in the video. Put yourself in their shoes, imagine you had that experience. How would you feel and why? Play the Connected video again for students before asking them to discuss.

Explain that by definition cyberbullying and online harassment takes place online, but that it's important to remember that it impacts the offline world too. The consequences can sometimes be felt in the student's school or local community.

Explain that not every person experiences the same emotions or reacts the same way. There is no right or wrong way to feel as a result of online bullying or harassment. What is important here is how we as a community both in and outside of school support someone who may be going through this.

Slide 12:

Notes: Ask students what respect means for them and what being treated with respect or respecting people looks like, sounds like, feels like. Make sure to explain that you're talking about respect in terms of how you behave towards people (or they behave towards you), not how you feel about someone. You might gain or lose respect for someone depending on what they do, or things you learn about them, but that everyone deserves to be treated with respect at all times. Ask students to think about what respect means in an online context, what behaviours do they associate with being treated with a lack of respect online and in various contexts e.g. social media, sharing possibly upsetting or harmful content, messaging, gaming, uploading media of other people (i.e. pictures, videos, audio).

Emphasise to students that the Connected film is based on real life experiences and encourages young people to reflect on why their actions online matter and the impact it can have on others. It carries an important message to be more mindful in our everyday communications as we shape the internet everyday with our interactions.

Slide 13:

Notes: Quiz time – How does my school and the law protect me?

This is designed to be an informative quiz, not a competitive one. When students are finished the quiz provides feedback on the correct answers. This quiz can be done online: <https://bit.ly/3zvApoF>

There are also FAQs available if the students ask questions that are very detailed.

It is important to point out here that all of these are ways we are protected and not designed solely to punish us but more to ensure we know the limits of our rights so we don't disturb or impact on someone else's rights. They mark the line of acceptable behaviour in our school community and our society as a whole. Emphasise that even though the law gives us some boundaries, any behaviour which is unwanted is unacceptable, regardless of whether it breaks the law or not.

Slide 14:

Notes: What can we do if something goes wrong online?

- **Stop** what you are doing online and don't go any further on a website/app or reply to messages if you are feeling unsure about it.
- **Think** carefully and take a step back to assess the situation. For example, don't assume that a picture or photo is giving you the whole picture.
- **Check** details such as the web address or author and check the details

against other sources to see if it is accurate or true.

- **Block** annoying or harassing you may receive online like pop ups or messages.
- **Tell** an adult if something happens online that upsets, confuses or annoys you. It's important not to keep secrets online.
- **Report any problems** - responsible websites, apps and online games provide ways for their users to report things such as bullying, rude or false material.

Slide 15:

Notes: Continued.

- **Block** annoying or harassing you may receive online like pop ups or messages.
- **Tell** an adult if something happens online that upsets, confuses or annoys you. It's important not to keep secrets online.
- **Report any problems** - responsible websites, apps and online games provide ways for their users to report things such as bullying, rude or false material.

What can students do if they are experiencing online harassment?

- **Don't Reply** to messages that harass or annoy you. Even though you may really want to, this is exactly what the sender wants. Put down your phone or take a step back. Responding immediately can sometimes make the situation even worse, particularly in serious cases of harassment.
- **Keep the Message:** You don't have to read it, but keep it. If you keep getting messages that upset you, you will need to have evidence in order to get help. Website owners, mobile phone companies and the Gardaí will all look for evidence before they will be able to take any action to help you.
- **Block the Sender:** You don't need to put up with someone harassing you. If you are getting messages that upset you, block the person. All popular social networks and messaging apps allow users to block other users. On most social networks this is a straightforward process done through the app setting or by clicking on the user profile. On some mobile phones you can block a caller's number. You might need to check the manual or ask an adult to help you do this.
- **Talk to someone you trust, and get support:** Speaking to your parents/guardian, friends, or someone you trust is usually the first step in dealing with any issue. In the case of school related bullying messages you should also talk to a teacher you trust. If you need to speak to someone straight away please call Childline on 1800 66 66 66. In serious cases of bullying and harassment you should contact the Gardaí. [More services and supports are available from a number of organisations.](#)
- **Report the Problem:** to the people who can do something about it. You can take control, by not putting up with offensive content by reporting it when you come across it. Responsible websites, social networks and mobile phone operators provide ways for their users to report things such as inappropriate content, cyberbullying or hate speech and or other offensive material.

Slide 16:

Notes: What can we do if someone else is being cyberbullied?

Remember to be a good friend and digital citizen, if you see someone being harassed online or are aware of bullying, there are steps you can take to help that person.

If you are worried a friend or someone you know is being bullied online:

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

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

Slide 17:

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

Slide 18:

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

Share your SID activities

We love seeing all your photos from your online safety campaigns and Safer Internet Day activities. Connect with us on:

- Twitter [@Webwise_Ireland](https://twitter.com/Webwise_Ireland)
- Facebook: facebook.com/webwise_Ireland
- Instagram: [webwiseireland](https://www.instagram.com/webwiseireland)
- Share ideas tips/plans using [#SaferInternetDay](https://twitter.com/SaferInternetDay)
- Share your internet safety messages on webwise.ie/saferinternetday

Slide 19:

Notes: Join the conversation on online safety!

We love seeing your online safety campaigns and Safer Internet Day activities. Connect with us on:

- Twitter [@Webwise_Ireland](https://twitter.com/Webwise_Ireland)
- Facebook: facebook.com/webwise_Ireland
- Instagram: [webwiseireland](https://www.instagram.com/webwiseireland)
- Share ideas tips/plans using [#SaferInternetDay](https://twitter.com/SaferInternetDay)
- Share your internet safety messages on webwise.ie/saferinternetday

Slide 20:

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

Slide 21:

Notes: These following supplementary extended Safer Internet Day slides are available for teachers to use to support the SID talk they will have just heard. These activities are to be completed in the classroom to continue the discussion on how to stay safe online. The following slides contain instructions and links to worksheets which can be downloaded and completed by students.

Slide 22:

Notes: Crossing the line

Rewatch the Connected film with students. Play The Connected video (<https://www.webwise.ie/connected-campaign/>) for students.

This slide is a placeholder for you to explain the instructions for the activity. If you jump ahead to the scenarios the students will miss out on the instructions and not complete the activity well.

Not all nasty messages constitute bullying. A lot of cyberbullying occurs when we lose sight of the consequences of our actions. Some people don't think sending messages which they see as "just messing" or "joking" is bullying, and don't understand how it can hurt someone. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. This is where we all need to play a role in protecting each other. In the next activity I will present some scenarios and, in your groups, you will decide if the actions involved have crossed the line. Be prepared to explain your answer!

Slide 23:

Notes: Crossing the line scenarios

Divide students into groups of 3 and allocate one scenario per group. Distribute copies of Worksheet 3: Crossing the Line Scenarios to each group. Give the students time to read and discuss their scenario. Instruct students that they are to read through their scenario and answer the following:

- Whether they believed it to be over the line aka unacceptable behaviour or not?
- Suggest advice or a coping skill to the young person in this scenario for how to deal with this form of online harassment.

Depending on their ability level it should take between 5-8 minutes. When students have completed the task go through each of the scenarios asking for feedback on their responses.

Note: We are attempting to make an analogy here, it is our duty to stand up and say something when we see unacceptable behaviour online.

Suggested answers may include:

A: Keyshia has had her image published without her consent. This is persistent unwanted behaviour and would be considered cyberbullying. Advice may include speaking with Sophie about why she does not want to be tagged in her posts/pictures, report Sophie's posts to the social media app.

B: Shane has had his image manipulated and shared without his consent. He has asked for it to stop, it has not. This is persistent unwanted behaviour and would be considered cyberbullying. Advice for Shane may include save the evidence and speak with a trusted teacher about the video clip, offer support and remind Shane that it is not his fault,

reporting the clip and requesting it be taken down from the social media platform.

C: David is receiving threatening and intimidating repeated behaviour whenever the anonymous player joins the game. It is persistent and results in David receiving threatening and harassing messages and not feeling like he can play the online game he enjoys safely without being harassed. Suggested advice for David includes don't respond to the messages, keep and screenshot the evidence or messages, and report the user to the gaming platform.

Slide 24:

Notes: Continued:

- Whether they believed it to be over the line aka unacceptable behaviour or not?
- Suggest advice or a coping skill to the young person in this scenario for how to deal with this form of online harassment.

D: While Laura is not at fault in this scenario she is a member of a messaging group where someone is being talked about unkindly. This is an example of Relational or Social Bullying. Rather than be a bystander to this Laura needs to be an upstander. What could Laura do? This links to the next slide. Advice for Laura includes: be an upstander and show friendship and support to the girl and ask the group to stop these nasty comments, save the evidence and confide in a trusted teacher or adult.

E: Sarah has created a fake social media profile of Rachel to specifically target and impersonate her and is using social media to tarnish Rachel's good name and reputation by publishing false information. This is a form of cyberbullying. Advice for Rachel includes don't retaliate by doing the same to Sarah, speak with a trusted adult, screenshot the evidence and report it to the social media platform, block Sarah from all social media accounts, protect your social media accounts by setting new, stronger passwords

F: Raj is being harassed, humiliated and body shamed by his classmates. It is intentional and constitutes cyberbullying. Advice for Raj includes speaking with a trusted adult and reporting it to teachers and the social media platform, save the evidence, don't retaliate and know it is not your fault, seek support from trusted friends. Remind students: If ever you need us, any of your local Gardaí would be happy to help.



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