Stay SMART
Teacher Support Materials and Activities

The Stay SMART follow-up activities provide pupils with opportunities to achieve Key stage 2 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013.

Stay SMART Follow-up activity	Links with the National Literacy and Numeracy Framework in Wales 2013	Links with the PSE Framework for 7 to 19 year olds in Wales	
		Skills	Range

1 Introductory Activities.
   a) Stay SMART Quiz
   b) SMART Game
	L(O)sp
	 L(O)l
	 L(O)c&d
	 L(W)mpr
		• Form personal opinions and make informed decisions	• Take increasing responsibility for their learning

2. Digital Footprints	L(O)sp L(O)l L(O)c&d L(W)mpr	• Use appropriate techniques for personal reflection • Work cooperatively to solve problems	• Take increasing responsibility for their learning

3. (S) SMART
   a) Detective Challenge Activity
 	
  b) Checking in
	L(O)c&d
	 L(R)r&a
		• Contribute to class discussions and take part in debates
		
		 • Identifying links between cause and effect
		
		 • Work cooperatively to solve problems
		
		 • Use ICT safely with appropriate
			• Take increasing responsibility for keeping their mind and body safe and healthy
			
			 • What to do or whom to go to when feeling unsafe
			
			 • The importance of personal

		support and guidance	safety • •
4. (M) SMART Scenarios Activity	L(O)l L(O)c&d L(R)r&a	• Identify links between cause and effect • Form personal opinions and make informed decisions • Express their views and ideas confidently through a range of appropriate methods • Resist unwanted peer pressure and behaviour	• Develop respect for themselves and others • Understand situations which produce conflict and the nature of bullying • That personal actions have consequences • •
5. Online Friends	L(O)l L(O)c&d	• Form personal opinions and make informed decisions • Contribute to class discussions and take part in debate • Work cooperatively to solve problems	• Feel positive about themselves and be sensitive towards the feelings of others • Situations which produce conflict and the nature of bullying • Develop respect for themselves and others
6. Amazing Avatars	L(O)l L(O)c&d	• Form personal opinions and make informed decisions • Ask for personal support and advice	• Take increasing responsibility for keeping the mind and body safe • The importance of personal safety

			• What to do or to whom to go to when feeling unsafe
7. Create a Poster Activity	L(W)mpr L(W)s&o L(W)la	• Techniques for personal reflection • Create and present information and ideas	• Participate in school life • Be honest and fair and have respect for rules, the law and authority

1a. SMART Quiz

Display the PowerPoint (1a) and ask the pupils to select the correct answers and write them down on a piece of paper. Alternatively, the quiz can be printed off (1b) for pair or small group work.

Feedback answers to whole class and reinforce the correct answers. Answers available on (1c).

1b. SMART Game

Set up a circle of chairs and give each pupil the name of one of the SMART Rules (SAFE, MEETING, ACCEPTING, RELIABLE, TELL). Ask one pupil to stand in the middle of the circle and shout out the name of one of the SMART words. Whoever has that rule (or word) must get up and change seats whilst the person in the middle must try and sit on an empty seat. The phrase "SMART RULES" can also be called out and EVERYONE must change seats. The main aim is for there to be a new caller each round. The game can continue by taking away a chair or two with each call until a winner is left in play.

2. Digital Footprint

Divide the class into small groups and distribute the SMART definitions and letter cards (2a). Begin by getting groups of children to match the SMART letters to the definition.   Ask one group to come to the front of the class share what they have done.

Everyone else to check their answers. This will give an opportunity to correct any incorrect answers, discuss the safety messages and dispel any misconceptions.

Next, ask the pupils which are their favourite Internet sites. The responses can be written up on the board as a board blast and be available for the pupils to refer to later. Distribute a large piece of paper to each pupil and ask them to carefully draw around their own foot. Pupils can then write down or draw pictures of the sites they have visited in the last week. This represents their **digital footprint**. Discuss with the class the fact that just like a footprint all the sites they visit leave a 'print'. The visits are recorded.

(This can be used as a teacher assessment so teachers know what level to pitch the Internet work at)

(Safe M A R T)
3a Detective Challenge Activity

To help pupils understand what personal information is, divide the class into small groups and give each group a copy of the picture resource (3a) Ask the pupils the following question:

- What can you tell about this child from looking at this photograph?

Challenge each group to find as much information as they can about the child in the picture in 5 minutes! Feed back to whole class.

The picture gave away – name, address, school, club, interests and hobbies, pictures of the child, family and friends and even a password (on the computer screen) in addition to things like favourite bands, colours, books etc.

Explain that an adult would be able to track and find out information about this child too so it is important to be SMART and keep safe. Turn the webcam off when not in use and keep personal information private.

3b Check-in

Refer back to the School Community Police Officer's lesson and the DVD animation about Rhys and Celyn.

Ask the pupils:

- Where do we check-in? Write the answers up on the whiteboard (Airport, visitors, doctors, on-line, Amazon, shopping Internet sites, football matches, concerts, venues)

Discuss that they are giving information away every time they check in.

Introduce the picture of a mobile phone showing a map on screen (3b) and introduce the idea of checking in on a mobile phone.   Ask how many pupils have 'check in' on their phones. Divide the class into small groups. Give each group a copy of the picture (3b) as a stimulus and then ask:

- What information are you giving away when checking-in on your computer or phone? (Your name and location at that time)

Feedback to whole class. Ensure that the pupils understand what checking in refers to.

Checking in means that you are giving your location at that moment and that you can be tracked wherever you go! Mobiles and computers can use GPS (Global Positioning System) to find you. This information is available to everyone in your social network. Discuss with the pupils who you may not want to share this information with. (Stranger, friend you have fallen out with, annoying brother or sister,)

Offer some tips:
- Talk to a responsible adult about the things on your phone
- Turn off GPS on your phone

(S Meeting A R T)

4. Scenarios Activity

Divide the class into small groups and read the following stimulus scenario to the class (4a PowerPoint to be displayed or printed as hard copy)

> You have had a sleepover at your house and one of your friends takes a photo of you in the morning not looking your best. They put this up online for the rest of your class to see.

Ask how many people actually see this photo?

To illustrate the way postings of this kind can spread and get out of control ask each pupil to write their names on a post-it note and place each one on to the middle of a whiteboard. On a different colour post-it ask the pupils to write the names of other friends they have, who are not in the class. Place those names on the board around the first group.

Ask: How many people would see the photo now?

Reiterate that it is important to take a responsible attitude and to keep personal information, including photos private. Divide the class into small groups and distribute a scenario card (4b) to each group, Ask the pupils to discuss the scenario and answer the questions on the card. Feedback to whole class and discuss and reinforce issues arising.

5. Online Friends

Boardblast ideas of what is a good friend online:

A Good Friend	A Bad Friend
Kind messages	Hurtful messages
Thoughtful	Careless
Funny	Cruel
Loyal	Betray
Fair	Unfair
Respectful	Disrespectful
Caring	Making fun
Privacy	Telling and sharing

Place two hoops on the classroom floor with a happy and sad face (5a) in each. Pupils to work in pairs. Distribute one message card (5b) to each pair and ask them to decide where to place the message.   In small classes the pupils can have a message each.

Is it the kind of message you would send if you were a good friend?

Is it the kind of message a bad friend would send?

Messages

- That was an amazing goal today at playtime!
- Are you feeling better now?
- What do you call a man with a spade on his head? Doug!
- Don't take any notice of what they said today. I'll be there for you.
- Because you lost your sweets today I'll save half my packet for you tomorrow.
- Thank you for letting me borrow your book, I'll look after it until next week.
- Had great fun taking those photos today! Don't worry, promise I won't share them with anyone
- I hate your new haircut
- Your new trainers are out of date already!
- I'm off to Louise's party – haven't you had an invite? Oh well!
- Alright specky four eyes!!!!
- I'm not going to be your friend anymore
- We're going to town tomorrow and you're not invited
- Have you seen that picture of Sam? Doesn't he look stupid!
- Haven't you got an x-box yet?
- I'll help you finish your story
- I'll add you to my contacts list tonight ☺

- I would never add you to my contact list!

Discuss that if you post things online the messages can be traced. That means that bullies can be identified. They will be found out.

Ask the pupils to discuss in their pairs what they could do if they received nasty online messages. Next, ask them to share their answers with another pair.

(Tell a teacher, tell a parent or carer, tell an older brother or sister, contact Cybermentors, keep a copy of the message, tell your School Community Police Officer)

Remind pupils that they can help themselves by not accepting messages from people they don't know and that they can remove 'friends' from their contacts if they are bullies or unkind.

(S M A Reliable T)
6. Amazing Avatars

Divide the class into small groups and give each one a picture profile (6a). The profile is a simple form of what might appear on a social networking site such as Moshi Monsters and Facebook.

Ask the pupils to decide what they think the character is like. (Princess, Blue Dragon, Wizard, Boy, Market stall holder, Tarian)

Ask the pupils to feedback their ideas to the class.

Display the PowerPoint slide with the picture of the Pink Princess (6b). Ask which group were discussing her profile. Let the pupils tell the class what they have prepared about her. (If more than one group has used the Pink Princess card, get their feedback too.) Ask the pupils:

- Can we be sure that we know who the person behind the avatar is?
- How can we tell? (We can't!)

Reveal the real person behind the avatar on the PowerPoint.   Ask the pupils to describe the man in the picture. (A man, old, stranger) It doesn't matter how long you've been talking to someone online or playing with them in a game you don't always know who they are in real life.

Remember that the fun of playing games and social messaging should also be mentioned.

Finish by reminding the pupils that if they feel uncomfortable or aren't sure who to accept as a friend they should talk to a trusted adult or report it to www.clickceop.net   or www.cybermentors.org.uk .

(S M A R **Tell**)

7. Create a Poster Activity

Create a poster or a mini presentation to demonstrate and teach the SMART rules during a lesson to another class or assembly. The SMART poster (7a) provided can be used for reference.   The pupils could include characters from Land of Welsh Tales (7b). Alternatively the animation characters could be used to support literacy work. Pupils could develop a storyboard and complete extended writing around the topic.

For recommended additional websites please see the hyperlinks section of www.schoolbeat.org

Think U Know
Click Ceop
Cybermentors
Kidssmart
Wise Kids
Childnet
BBC