

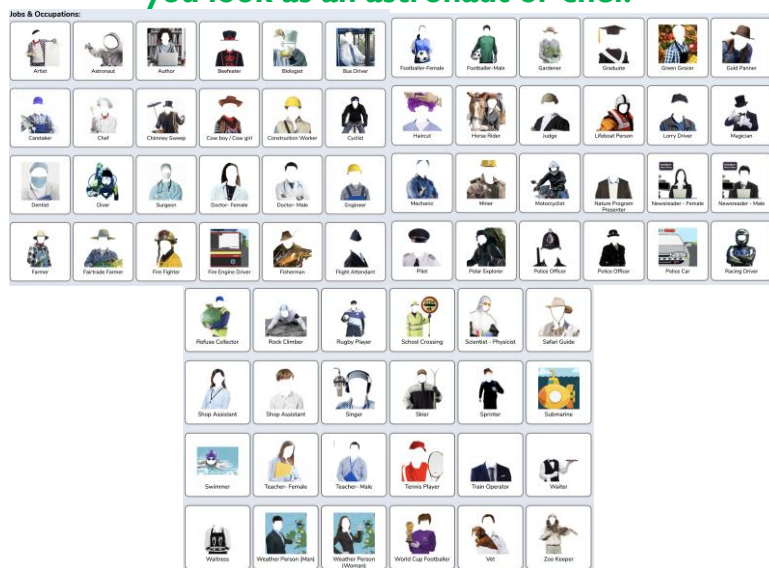
## OUR ONLINE SAFETY CURRICULUM

Term 1: Our online safety theme this term is **'Self-Image and Identity.'** We will be exploring how our offline and online identities are shaped and how media impacts on gender, stereotypes, and our emotions. We will discuss our own identities and how people represent themselves in different ways online whether this is real or edited and how this can affect our own behaviour.



ProjectEvolve

To support this, you could try to use Purple Mash's 'Mashcam' and see how you look as an astronaut or chef!



## This term we will be focusing on the 'S' in our online safety SMART rules.

Talk to your child about what they understand this to represent. What do they know?

**BE SMART ONLINE**

**S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

**M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

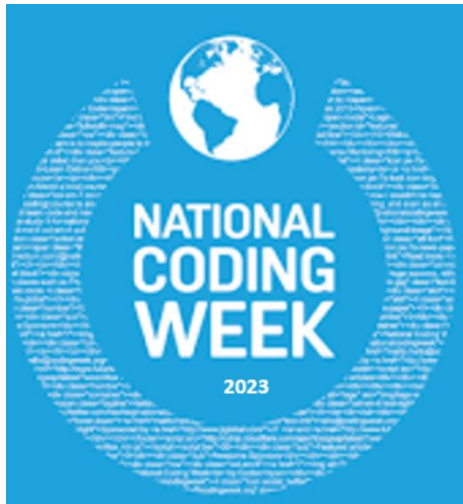
**R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

**T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)

**BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried upset by anything that happens online.

[WWW.CHILDNET.COM](http://WWW.CHILDNET.COM)





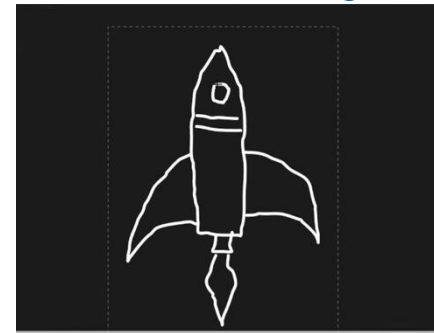
It has been National Coding Week!

The focus this year is Artificial Intelligence. We talked about the pros and cons of using AI and how it is already being used today.

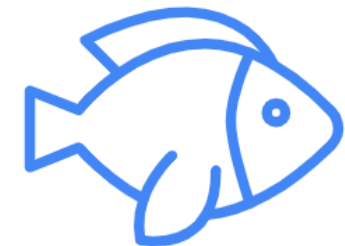
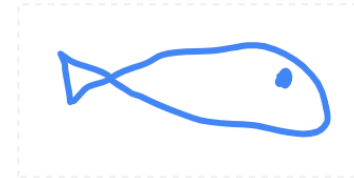
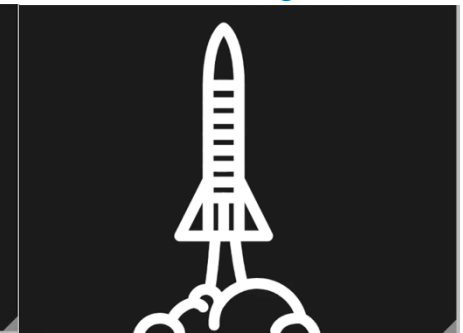
We tried using this AI app <https://www.autodraw.com/> to see how pattern and coding recognition helps create drawings.

Here are some AI generated drawings created.

Raw Drawing



AI Drawing



## Some tips about technology from NOS...



All National Online Safety, we believe in empowering parents, carers and trusted adults with the information to help an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

### 12 Top Tips for USING GENERATIVE AI IN THE CLASSROOM

Since the launch of ChatGPT in late 2022, the education community has already begun to see the enormous potential of generative AI as a tool for planning, organising, content creation and learning support. The problem? The technology is accelerating so fast that many teachers have no idea how to begin making the most of it. Our expert's top tips could help you to start integrating AI into your classroom (or the coming academic year).

#### ASK WHAT IT NEEDS

With ChatGPT, you could begin by asking what it needs you to initially input to provide the best response. So, something like: "I want you to act as a history teacher. I will provide me with a scheme of work. First of all, tell me what you need to know from me to create an excellent, differentiated scheme of work."

#### WHAT IS GENERATIVE AI?

Generative AI encompasses the family of artificial intelligences which are capable of creating content. This includes large language models such as ChatGPT and Google Bard; text-to-image diffusion models including Midjourney and Stable Diffusion; the newer crop of apps which can create videos from text like RunwayML; and music-focused software such as Google's MusicLM.

#### THINK BEYOND 'THE NORM'

Gamma is an app which uses AI to plan presentations, while Notion solves core employability skills. At a glance, the tone and length of text, and explore ideas. Even without the AI elements, however, both would be worthwhile additions for any school as online alternatives to Google or Microsoft applications (such as Word and PowerPoint) and are free to use, with free AI credits included.

#### START BROAD AND ZOOM IN

If you ask ChatGPT to give you a fully differentiated and resourced scheme of work or lesson plan from just one prompt, you'll probably be disappointed. Instead, begin by requesting a weekly outline, then a daily breakdown, then a single lesson, then the resources. That way, you'll get a lot more detail and can tweak the output if it's not quite right.

#### TODAY'S LESSONS:

ROBO-POETRY  
ADVANCED AI  
INVENT TO  
ASTRO-

#### SET UP AN 'ASK THE AI' STATION

Currently, it's hard for school-age children to engage with ChatGPT, as signing in requires a phone number and two-factor authentication. It's a pain for many with data protection in many countries. Instead, you could set up one or two laptops in the classroom as 'ask ChatGPT' workstations, which you can direct your students to use at appropriate moments.

#### ROLES HELP TO TACKLE TASKS

Because language models like ChatGPT are trained on human data, they're good at roleplaying. Asking it to assume a specific role – and telling it the tone you wish it to take – will likely make its output closer to what you're looking for. For example: "You will take the role of an expert AQA GCSE maths teacher. Write a syllabus guide for AQA GCSE maths in a friendly, reassuring tone."

#### BE CRITICAL USERS

Because they sound so convincing, generative AI's occasional hallucinations can cause problems. Teach your students to think critically about what AI tells them – and fact-check its responses, particularly those involving references. Models like Google Bard, while good for ideation, have already garnered a reputation for confidently making up references and even website URLs.

#### GENERATE LOTS OF IDEAS

When exploring a topic with ChatGPT, ask it to generate 10, 20 or even 50 ideas around the theme. For example: "Give me ten interesting or unusual lesson starters to hook my Year 6 class into the water cycle." You can then overlay your human intelligence and choose the best option for your class. Some won't be great, but you only need one that is!

#### CREATE 'CHARACTER' BOTS

You can create your own chat bots for students to have free access to ChatGPT without logging in. On [zapier.com](http://zapier.com), choose 'interfaces', then select 'Chatbot'. Filling in the fields allows you to customise the chatbot's persona (to 'helpful teacher' or 'literary analyst', for example) and create an action that copies the response to the clipboard. You can then release this to your students.

#### AVOID PLAGIARISM DETECTORS

We'd advise caution in using AI plagiarism checkers as they aren't reliable yet: they're easy to fool and often give false positives. Some students have already been wrongly accused of cheating, which has destroyed their relationship with their teacher. It's better to use your own judgement (or your own or other students' style) or consider other options such as controlled assessments.

#### TAILOR YOUR RESOURCES

ChatGPT is excellent for differentiating resources to fit specific audiences, as it can rewrite any simple text to better suit a different age information. You could also ask it for alternative ways to present information, such as explaining a complex concept in the style of a blockbuster movie scene or giving three simpler analogies that a much younger pupil will be more likely to understand.

#### TRY THE OPEN AI PLAYGROUND

On platform [openai.com](http://openai.com), go into 'Playground'. Choose the chat option from the drop-down menu, and then select the 'tik tok model'. This will truncate the token size (or memory), meaning that you can paste in an entire chapter or a novel, act from a play or section of a textbook and ask the AI questions about it. This makes the GPT model so much more useful.

#### DIFFERENT TOOLS FOR DIFFERENT JOBS

ChatGPT is impressive, but it's not the only tool in the box. Perplexity is a simple to use web-enabled AI that runs the most up-to-date version of ChatGPT in the background – while Pi is a friendlier-sounding chatbot that students can get into discussions with on almost any subject. Try both, encourage learners to go deeper by asking probing questions or suggesting ways to explore a topic.

#### MEET OUR EXPERT

Darren Coomb is Chief Operating Officer for Artius Education, a privately-owned company with nine A-Level international schools in the Midlands East and North East region. A teacher and leader for 25 years, Darren is a blogger and thought leader on AI in education, who writes that educators need to start this year to well publish *Re-Generate*, a book on how AI is set to change the education world.

Sources: [chat.openai.com](http://chat.openai.com) | [platform.openai.com](http://platform.openai.com) | [zapier.com](http://zapier.com) | [perplexity.ai](http://perplexity.ai) | [gamma.app](http://gamma.app) | [notion.so](http://notion.so) | [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)

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## has launched a new 4-7s website and guide for parents & carers

Featuring characters and messages from the CEOP Education [Jessie & Friends resource](#), the [new 4-7s website](#) helps children to develop the skills and knowledge they need to stay safer online.

Designed for children to visit with their parents, carers or other supervising adults, users complete 'badges' where they help the characters, Jessie, Tia and Mo, to identify when to 'Tell a Grown Up' (TAG) in different situations online.

Each badge asks a series of questions, aimed at helping children to recognise worrying or frightening situations online. These topics were chosen by professionals as being the most valuable. Answering each question correctly earns a star. When children have answered all the questions in a badge and collected three stars, they will get a certificate to download or print and colour in.

The four badges children can play are:

- Watching Videos
- Sharing Pictures (6-7 year olds only)
- Online Gaming (6-7 year olds only)
- Chatting Online (6-7 year olds only)

### CEOP Education 4-7s Website A guide for parents and carers



[www.thinkuknow.co.uk/4\\_7](http://www.thinkuknow.co.uk/4_7)

The 4-7s website from CEOP Education supports you to equip your child with the knowledge, skills and confidence to stay safer online.

#### About the 4-7s website

The new 4-7s website is designed around the three-episode [Jessie & Friends](#) animated series. Jessie & Friends follows the adventures of Jessie, Tia and Mo as they begin to navigate the online world.

The website provides the building blocks of understanding and resilience to help protect children from dangers they might encounter while watching videos, sharing pictures, playing games and chatting online.



It's never too early to talk to your child about what they do online and who to tell if they come across anything online that makes them feel worried, scared or sad.

The website is divided into age sections for 4-5 and 6-7 year olds and features educational, online safety badge games. The badge games replicate various online situations to help children recognise when something isn't right and reinforce the key message that they should [Tell A Grown Up \(TAG\)](#) when something happens online that makes them feel worried, scared or sad.

The website is intended to be used by 4-7 year olds alongside their parents and carers. By helping your child to understand and identify what the dangers are online, you help to prevent potential harms.

#### How to use the website with children

4-7 year olds should always be supervised by an appropriate adult while they are using a device or playing online. The 4-7s website is designed to help you and your child learn and explore online safety topics together.

#### Tips for getting started



- 1 Introduce Jessie, Tia and Mo and pick a badge to play.
- 2 Play the badge(s) - answer questions to help Jessie, Tia and Mo know when to tell an adult they trust about something that has happened online.
- 3 Collect 3 stars to complete the badge. Download the certificate to keep or print and colour in, and choose which badge to play next!

### CEOP Education 4-7s Website A guide for parents and carers



[www.thinkuknow.co.uk/4\\_7](http://www.thinkuknow.co.uk/4_7)

#### The Badges



##### Watching Videos (4-5 and 6-7 year olds)

The [Watching Videos](#) badge asks players to identify whether Jessie is feeling 'OK' while watching videos on her tablet or whether to TAG. This helps your child to know when to tell a grown up about something they have watched online that has made them feel worried, scared or sad.

**Conversation starter:** Ask your child what things might show how Jessie is feeling (for example, crying or laughing).

**What next?** Watch [Jessie & Friends Episode 1 - Watching Videos](#).

##### Sharing Pictures (6-7 year olds)

The [Sharing Pictures](#) badge asks players to decide whether Tia should TAG or 'reply' to the pictures she has been sent online. This is to help your child recognise when they should tell a trusted adult about something that has been shared with them that worried, scared or upset them.



**Conversation starter:** Ask your child how each of the pictures make them feel and why some pictures would be ok to reply to but others are not (for example, explain that sharing pictures of someone without their permission is not ok).

**What next?** Watch [Jessie & Friends Episode 2 - Sharing Pictures](#).



##### Online Gaming (6-7 year olds)

The [Online Gaming](#) badge asks players to decide which messages the characters should reply to in an adventure game. This helps your child understand when is appropriate to respond to other users in an online game and when they should TAG.

**Conversation starter:** Talk about how people can pretend to be friendly online to trick young people into doing something (for example, saying they will help you win the game if you give them your password).

**What next?** Watch [Jessie & Friends Episode 3 - Playing Games](#).

##### Chatting Online (6-7 year olds)

The [Chatting Online](#) badge asks players to choose which of the online messages that Mo has received he should TAG about. This is to help your child identify potentially inappropriate messages online and when they should tell a trusted adult about what they have received.



**Conversation starter:** Discuss why your child thinks some messages should not be replied to (for example asking for personal information or to keep secrets).

**What next?** Download the [Jessie & Friends Storybooks](#) to keep the conversation going.

For more information and guidance visit our Parents & Carers website: [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)

