



**ARTICLE OF THE WEEK**

# INSTRUCTIONS

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out non-relevant slides or tasks** before sharing with students. Please check the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

This pack also provides links to learning resources from third parties and from the UK Committee for UNICEF (UNICEF UK) that you can access for free.

**Slide 3 – Introducing Safer Internet Day**

**Slide 4 – Introducing the articles**

**Slide 5 – Exploring Safer Internet Day**

**Slide 6 – Exploring Safer Internet Day  
answers**

**Slides 7&8 – Primary Activities**

**Slides 9&10 – Secondary Activities**

**Slide 11 – Reflection**

# INTRODUCING SAFER INTERNET DAY

Gerry McMurtrie, RRSA Senior Professional Adviser, introduces Safer Internet Day



Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people.

Safer Internet Day 2022 will be celebrated on 8th February with the theme *'All fun and games? Exploring respect and relationships online'*.

The UN Convention on the Rights of the Child is all about ensuring the best possible childhood for every child and young person. All of the rights apply, all of the time, and this includes the time a child spends on the internet. This week's activities will explore the broad themes of Safer Internet Day with some of the activities linking to the right to relax and play (Article 31), protection from harm (Article 19) and to the importance of respect and dignity.

Your school can register your support for Safer Internet Day [here](#). If you share things you have done, please mention your links to children's rights.



Click [here](#) to watch on YouTube



**RIGHTS  
RESPECTING  
SCHOOLS**

# LINKED UNCRC ARTICLES



19

PROTECTION FROM  
VIOLENCE



31

REST, PLAY,  
CULTURE, ARTS

**Article 19 (protection from violence, abuse and neglect):** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 31 (leisure, play and culture):** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

# EXPLORING SAFER INTERNET DAY



When you think of the internet and being online, how many **different rights** are connected with this?

Note your ideas down or discuss them in a group and then compare your thoughts with the next slide.

# HOW MANY OF THESE DID YOU GET?

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- Article 19 – the right to be protected from all forms of harm
- Article 17 – the right to access reliable information
- Articles 28 & 29 – the right to an education and to develop talents and abilities
- Article 8 – the right to your identity being protected
- Article 31 – the right to relax and play
- Article 16 – the right to privacy
- Article 15 – the right to meet with others and join groups
- Article 13 – the right to express your opinions

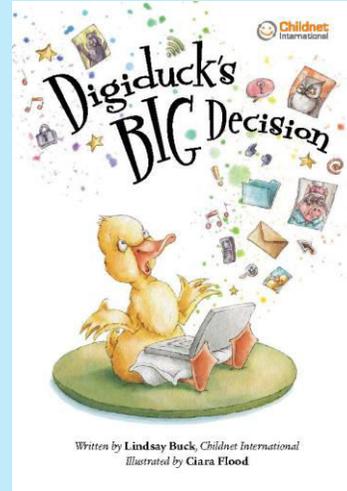
Did you find other articles that are connected too?

# PRIMARY ACTIVITIES: lower primary

You do not need to complete every activity but if you have time you can try to complete more than one.



Draw a picture of your favourite online game or character. Discuss the sort of helpful message they might give to you and other children. You could add these to the pictures as speech bubbles.



Read 'Digiduck's Big Decision' - there is an [online version](#) which would work on your class screen. Discuss the lessons from the story about friendship and respect online. (You can also explore [other resources from this series](#).)

Your right to be safe and protected is always important, including when you use computers, phones and the internet. Can you think of three top tips for staying safe online? Use [thinkuknow.co.uk](http://thinkuknow.co.uk) to help. Discuss this with adults in your house or share with your class.

Have a discussion (and perhaps create a display) about **safe play and friendship** in the **playground** and safe play and friendship **online**.

# PRIMARY ACTIVITIES 2: upper primary

You do not need to complete every activity but if you have time you can try to complete more than one.



Think about how **your actions and words online** can make others laugh and smile, instead of feeling hurt or angry. Work with a partner to design an advice leaflet about this for the class younger than you. Mention relevant rights.

Watch [this video](#) about safe and respectful relationships online. Talk about the lessons you learned from watching it. Could you make your own class version of the video or act out your own version for an assembly? The children in the video don't mention their rights – you could!



Talk about how things might go wrong with **friendships online**. Try to make up some examples and then work out ways of resolving or sorting out the difficulties. Remember that some situations might require adult help. Work as a class to design an advice guide to share your ideas.

How does time online support your **right to relax and play**? Talk about this and create a list of examples.

# SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



Explore the theme of this year's Safer Internet Day: 'All fun and games? Exploring respect and relationships online'. What might make games online stop being fun? What should people look out for, are there clues and signs? Try to agree a list of 'things to be aware of' when gaming. Find a way of sharing this in school.



Watch [this video](#) about this year's Safer Internet Day. The students are talking about 'top tips' to support positive and respectful relationships online. Inspired by this, work with friends to create your own 'top tips'. Try to mention some relevant rights.

The internet, social media and being online was a huge help to many people during lockdowns and times away from school. It helped support friendships in many ways but for some there was a downside. In a group, discuss this and write a list of **pros & cons**. Which list is longer?

**How many hours or times in a day do you use the internet?** Discuss with a group if you think this is **healthy**. Research shows using the internet or being on electronic devices interrupts sleep patterns. Why do you think this is?

# SECONDARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



Learn about **Kindly**, a digital solution aiming to end cyberbullying, created by 15 year-old Gitanjali Rao, [TIME's first ever Kid of The Year](#). UNICEF is now developing this as a [Digital Public Good](#).

And you can help – learn more on [UNICEF website](#).



Have a look at the Safer Internet Day [website](#). Explore some of the key messages. How could you promote their advice in school? Could the parental guidance be shared via a newsletter or on your school's website?

Use your drama skills to create a very short **scene of a situation where someone is being disrespected or treated badly online**.

Take it in turns for each character to talk about how they and others may be feeling. Discuss possible solutions and conflict resolutions that may be able to change the situation. Try to use the language of rights, respect and dignity.

Create leaflets, posters or a page on your school's website signposting all pupils to **charities and organisations** who can **help people experiencing things that worry or upset them online**.

# REFLECTION



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Create some quiet time and find a safe and comfortable space. Read the following questions slowly and think about your responses.

- **What do you enjoy** most about being online – what makes you smile?
- How do you show **friendship and support** to others online?
- What could you do to **encourage more respect** online?

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# MORE INFO...

## RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking the link below

[CLICK HERE](#)



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**THANK YOU**