

Session Planner

Week 2: How to be Internet-savvy

Introduction

This session gives parents and carers the opportunity to learn about being smart when navigating the internet. It covers topics such as scams, fake news, AI, algorithms, and influencers.

Parents/carers will start by doing a quiz together with statistics about these themes. They will then choose from the activity sheets to learn and think more about specific topics. They will be encouraged to think about how they navigate the internet as well as supporting their child to do so safely.

There is an optional extra 30 minutes in the session structure to invite the parents/carers' children to attend. Parent/carers and child will fill out activity sheets together and then talk about which top tips they can try together at home.

Outcomes

- Parents and carers learn about being smart when online
- Parents and carers support their child to be smart when online
- Parents and carers share top tips to try at home

Curriculum for Excellence Links

- I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible. TCH 2-02a
- I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure TCH 2-03a

HGIOS 4 Links

- **QI 2.5 Family Learning:** Creatively engaging families in learning; early intervention and prevention.
- **QI 2.6 Transitions:** Better involving families at key stages.
- **QI 2.7 Partnerships:** Development and promotion of partnerships with the Family Learning Team and Glasgow Life Services.
- **QI 3.2 Raising Attainment and Achievement:** Contributing to equity for all learners and supporting the role of parents/carers as key educators.

Session Structure

Time (minutes)	Activity	Resources
0-10	Welcome	Tea, coffee, and sign-in sheet
10-15	Ask parents/carers to answer quiz questions about scams and fake news. You can ask them verbally or give out the printed quiz sheets if preferred. QUIZ ANSWERS: 1.c 2.a 3.b 4.b 5.b 6.c	Quiz questions/sheets
15-45	Parents/carers choose which activity worksheets they would like to try. They can do the activities on their own or in pairs/groups.	Activity sheets 2.1-2.3; pens.
45-55	Parents/carers feedback on which activity/information they found useful and how they could talk to their child about these topics.	White board/flipchart and pen.
55-60	BREAK – ask children to come to session. IF NOT asking children to come to session, use this time to hand out top tips sheet and ask parents/carers to choose on tip to try at home.	Real or Fake Top Tips sheet
60-80	Parent/carer and child choose which activity sheets they would like to try together.	Activity sheets 2.4-2.6; pens.
80-90	Hand out top tips sheet. Ask parents/carers and children to choose one top tip they will try at home this week. Remember to ask parents/carers to fill out the anonymous survey at the end of the last session!	Real or Fake Top Tips sheet ParentCarer Survey OR QR Code Online ParentCarer Survey sheets

Activity Sheets

Activity Sheet	More Information/Answers
2.1 Spot the Scam	Circle the things on this email which tell you it's a scam. ANSWERS: sender's email address doesn't match organisation name; grammar and spelling mistakes (for example, no full stop at end of 1st paragraph, 2nd paragraph missing punctuation, 'with' instead of 'will'); too good to be true (says you're owed money); doesn't address you by your name – just sent to 'recipients'; encouraging you to click on a link; implying you will be asked for personal information (bank details). Which of these do you think are scams? ANSWER: ALL are scams
2.2 Real or Fake?	CONTENT NOTE: weight loss; racism; Islamophobia; violence Which of these social media posts gives real, honest information? Which are 'fake news'? ANSWER: ALL are fake Why do you think people create or share posts like these? POSSIBLE ANSWERS: People create fake news to make money by using the news to sell a product; for clickbait to draw more people to a website to make money from advertising; to spread fear or hatred; to influence politics; because they are sensational or emotionally manipulative; because someone else they trust has shared it; because it appeals to their beliefs or biases. TIP: Fake news is also spread by bots (fake accounts programmed to spread a story to as many people as possible) and trolls (real accounts who like to harass and intimidate other people online). Their aim is to push fake news onto lots of social media timelines. They might do this for money, political gain, or just for fun.
2.3 Algorithms	CONTENT NOTE: child suicide; incel culture; misogyny Which of these describes what an online algorithm is? ANSWER: 2. Read about the real-life cases below. What solutions and actions do the articles suggest? ANSWERS: Sit next to you child to see what's on their feed; talk to your child about what is on their feed; give support to vulnerable children; don't lecture or shame children about beliefs they have

	picked up; create safe spaces for children to talk about their emotions.
2.4 Make Your Own Fake News	Which emotion do you think fake news relies on the most in making people believe it? ANSWER: Fear Which of these are reasons why people create fake news? ANSWER: ALL
2.5 AI: Good or Bad?	Read these examples of AI use. Do you think these are good or bad? 1. Alex uses AI to write his whole book report for him. POSSIBLE ANSWERS: GOOD: Using AI can be good when it helps pupils' learning, e.g., analysing individual performance to tailor lesson plans and homework assignments, using tools like AI chatbots to brainstorm ideas or summarise learning, creating quizzes to help pupils test their knowledge. BAD: Using AI for schoolwork is bad when pupils submit AI-generated work that is not their own or when it stops them learning for themselves because they always use AI instead of building their own knowledge. 2. Sarah feels sad and talks to an AI chatbot, which gives her advice. POSSIBLE ANSWERS: GOOD: This can be good if you need support in the moment to help understand or manage a situation. An AI chatbot can help break down a problem and suggest practical steps to follow. BAD: Asking an AI chatbot for help can be bad if someone does this instead of asking for help from a friend or trusted adult. This can be dangerous if they become reliant on a chatbot or ask for general support with wellbeing that a chatbot can't provide. 3. Police use AI to scan everyone's faces at a football match to find 'troublemakers.' POSSIBLE ANSWERS: GOOD: Could help prevent harm by stopping people who commit crimes. BAD: It's unfair to assume everyone at the football match could be a criminal or doing something wrong; it takes away people's privacy, especially if people don't know they're being watched by AI; AI

	makes mistakes and there is lots of evidence for AI bias against people of colour, women, and younger people. TIP: The most important rules in using AI are never share your personal information with it and be aware that it is not foolproof and can make mistakes.
2.6 Online Influencers	TIP: Shock, anger, and excitement are the most likely emotions to make people engage with content online (this is because these tend to be the most intense emotions).