

## The Adventures of Captain Kara, Winston and the SMART Crew

### Part One - Guidance for Educators

#### 1. The structure of the animation.

The animation has 5 short episodes that highlight the five different SMART rules. In each episode, the main characters are faced with a difficult online situation and call on the help of the SMART crew. The SMART Crew are a group of online 'experts', who listen carefully to Kara and Winston and assist them in making safe and responsible decisions online.

[The Adventures of Captain Kara, Winston and the SMART Crew](#) can be viewed in one sitting, or as five separate chapters. Watching each one separately, over the course of a half term programme of study, is preferable; to take full advantage of the suggested SMART follow-up activities, to reinforce the learning that has taken place. The full movie lasts for just over eighteen minutes, and each individual chapter lasts around three and a half minutes.

Educators are invited to think creatively about how to use this resource. It can be used to address several aims of the Computing Curriculum, and there is great scope to embed this resource across the curriculum into many other subjects too such as PSHE, Citizenship and Literacy for example.

#### 2. Before showing the adventures of Captain Kara, Winston and the SMART Crew it is recommended that you:

- **View the animation.** Sensitive subjects are raised, such as communicating with strangers, sharing content online and cyberbullying. These topics, due to previous or on-going experiences, may be of specific concern to your pupils. Please ensure that you and your audience are appropriately prepared.
- **Familiarise yourself with your school's Safeguarding Policies and reporting procedures**, in the event of a disclosure from a pupil as a result of watching the film. Our Suggested Procedures in [Appendix A](#) may help.
- **Before organising your lesson(s), look at the suggested follow-on SMART activities provided**, decide which ones best suit your pupils / if you are going to adapt anything, and plan the teaching accordingly. You have two viewing options: A) watch the chapters separately (5 x 3.5minutes), B) watch the animation in its entirety (18.5 minutes).
- **Balance the messages throughout your use of The Adventures of Captain Kara, Winston and the SMART Crew.** Remember, whilst the resource recognises and addresses online risks that exist, it is also very important to create discussions about the numerous positive opportunities offered by the internet. Your pupils will love the opportunity to talk about their lives online, and the games they play, and it is important to allow them to express their enthusiasm!
- **Provide your pupils with Childnet's SMART Z-cards as a take home resource**, to remind them of the safety messages that they have learnt, and to share with their families. You can order them from: [childnet.com/shop](http://childnet.com/shop).
- **Let parents and carers know what has been / is being taught**, if they are not currently aware of the e-safety learning that has been taking place. This can ensure that the messages will be taken home and can be reinforced further. Example 'Exit Slips' are provided in [Appendix B](#).

### 3. Using the resource with children who have additional needs:

A number of [additional resources](#) have been designed so that all children can access the SMART Crew films and activities. Optional subtitles, a BSL version of the SMART rules, screen captures, picture and symbol resources, and the full script of the animation are available to further explore these key aspects with children.

### 4. Links to the computing curriculum:

**This resource help pupils to meet the following aims:**

- Pupils are responsible, competent, confident and creative users of information and communication technology.
- Pupils understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Pupils use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Pupils use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Part Two - The SMART Rules and supporting advice

### 1. What are the SMART Rules?

**S** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone numbers and passwords.

**M** - Meeting someone you have only been in touch with online can be dangerous; not everyone online is who they say they are. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time. If you like chatting online it's best to only chat to your real world friends and family.

**A** - Accepting emails, instant and direct messages, or opening files, images or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages.

**R** – Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs. Anyone can put information on the internet, so always check by looking at other websites, in books, or with someone who knows.

**T** - Tell a parent, carer or a trusted adult if someone, or something, makes you feel upset, worried or uncomfortable, or if you or someone you know is being bullied online. You can also report the behaviour of others to the sites, games and services that you are using.

## 2. Background information and supporting advice for each SMART rule

### SAFE

- This SMART rule relates primarily to personal information, and personal content, and helping pupils to decide what is suitable / unsuitable to be shared online. A useful rule of thumb is, 'if you wouldn't share 'it' with a stranger on the street, it is not suitable to be shared online.' It is also important to remember that even if you share content with a chosen audience e.g. those you have selected as 'friends,' a friend may still share your information or content further, and possibly publicly.
- **Personal information:** Your full name, home address, telephone numbers, email addresses, passwords, and school address, are all personal information and should not be shared online. Giving out personal information can make you vulnerable to unwanted contact from people that you don't know, both online and potentially offline. It can also make it easier for someone to commit identity theft or to hijack an account by using the personal information to possibly guess a password, or provide the correct responses to reset a password.
- **Friends:** It is essential that children consider who they choose to accept, or invite, as a friend on their games and social networks, and to ensure that an adult has helped them to utilise any privacy settings available – to control who is able to see the information they are sharing. It is also important to always remember that not everyone online is reliable and some people may lie about who they are. Friends made solely online, must still be treated as strangers. Remember if someone is aggressive or inappropriate to you online, most social networking sites have tools to help you report, block and delete that person.
- **Think before you post:** Another important action for children to consider is, 'think before you post: would you be happy for your Head Teacher or your grandparents to see all of the things you have posted online?' It is important to remember that once you post something online it is potentially there forever. This also relates to content that you post about others; what starts out as a joke or gossip can quickly escalate and cause real pain and upset that can't be taken back. Even with secure privacy settings in place, someone can still take a screen shot of, or show someone else, the content that you have posted.
- **Photos and videos:** Remember, a profile picture is the first impression that someone may have of you online. Think carefully about the photos you choose to share online; do they give away a lot of information about you (e.g. a picture of you in your school uniform)? Also keep in mind that images can be easily copied, changed, shared and used elsewhere. Using a cartoon, or avatar, is a good alternative to using a photo of yourself.

### MEETING

- **Take control:** Remember, people online that you do not know in the real world are still strangers, no matter how long you have been talking to them or how friendly they are. Meeting up with these people can be very dangerous, so you must never arrange to meet up alone, or even with a friend – you could be putting them into a harmful situation too. If you absolutely feel that you must meet a friend that you've made on the internet, a trusted adult must be present with you to meet your friend in person.
- **Understand the tools:** If someone you are talking to online makes you feel uncomfortable or asks you to do anything inappropriate online that you do not wish to do, you must talk to an adult you trust, and you can report it to the police. All reports are taken seriously and a police officer will contact you to advise you on the next steps. To find out more information on grooming, visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk).

- It is essential that you save the messages or conversations that have taken place. An easy way to do this is to use the print screen (PrtScn) button on your keyboard and paste the image into a document. Most mobile devices enable you to take a screen shot with just one or two buttons (usually the home and power buttons simultaneously). Many services have tools that enable you to block and report users who are being abusive or making you feel uncomfortable. Have a look at Childnet's [Need help](#) section of the website, for more information about the services you use.

## ACCEPTING

- **Attachments:** Only accept files, messages and links from people you know and trust in real life. If your pupils are at all unsure about anything they have received, especially if it's from a stranger, then asking an adult to help them delete it is important. If the attachment has come from a friend, it is still worth checking with an adult first. A friend could easily be passing on an unreliable attachment without knowing it.
- **Peer-to-peer sharing:** Using illegal file sharing programmes exposes users to the risk of unwelcome content such as viruses, violent images and pornography. File sharing software can also compromise your privacy and security by opening up your computer or device and sharing what's stored with the outside world.
- **Friends:** Consider who you choose to accept or invite as a friend on your social networks. Once you accept someone as a friend they are usually able to see your content. It's important to always remember that not everyone online can be trusted and some people may lie about who they are. Remember if someone is aggressive or inappropriate to you online, most social networking sites have tools to help you block or delete that person.

## RELIABLE

- **Information:** Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs. Anyone can share information on the internet, through websites, social media, photos and video content. So always check what you've found out by looking at other websites, in books, or with someone who knows.
- **Search engines:** The primary way many people find information online is through websites in the results of an online search. It is important to remember that some things that appear on a page of results may actually be adverts, and that the top results aren't necessarily the most reliable or accurate. Looking at the website's name, address and description in the results can give clues about it, and checking the information on that website against information on other sites is key.

## TELL

- **Cyberbullying:** This can unfortunately happen anywhere, anytime. The person cyberbullying may never be in the same physical space as their target and may attempt to appear anonymous. Due to the viral nature of technology and networking, cyberbullying can have a large audience and a rapid reach. It can be difficult to control electronically circulated messages, images or videos and this means the scale and scope of cyberbullying can be greater than other forms of bullying.
- **"It's just a joke!"** Some instances of cyberbullying can be unintentional. It can be the result of not thinking, for example something sent as a joke may be upsetting or offensive to the recipient.

- **Evidence trail:** Many cyberbullying incidents can themselves act as evidence. A trail of evidence can be gathered from online and mobile communications, by saving messages and screen shots etc.
- **Think before you post:** Whatever you send can be made public very quickly and could stay online forever. It is important to always respect others, be careful what you say online and think about the images you send.
- **Block and report the bully:** Learn how to block or report someone who is behaving badly. Most social networking sites have a reporting feature in place. If something or someone has broken the social networking site's terms of use and are upsetting or harassing you, then you are able to make a report. All reports are anonymous and will be responded to promptly. Visit Childnet's [Need help](#) section online, for advice on reporting to the sites, games and services that you like to use. If you wish to report content that a friend has posted, it is a good idea to have a conversation with them first and ask them to take down the content. Let them know that the comment they made or the photo they posted was hurtful or embarrassing so that they think more carefully about their online actions in the future.
- **Tell someone:** If you are the target of online bullying, don't retaliate or reply! Instead, tell a parent/carer or an adult you trust. This could be a teacher or someone else at school, such as the anti-bullying coordinator. Remember you can visit [ChildLine](#) to chat to a counsellor online, or call 0800 1111. Finally, be an upstander, not a bystander; if you see cyberbullying going on, support the victim and report the bullying!
- **Cyberbullying and the law:** Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour. Some cyberbullying actions can be criminal offences under a range of different laws including the Protection from Harassment Act 1997, Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986.

### Part Three - Using the animations; lesson planning and activities

**Begin with some introductory questions for your pupils, to get a feel for what they like doing online. (Whole class – 5 minutes).**

- Who uses the internet?
- What are your favourite sites and services?
- Have you been online already today or last night to do anything at all?
- How many of you like to search for information online perhaps for homework or about your favourite singer or football player
- Who likes to play games online?
- Who likes to watch funny videos online?

Hands up if...

- You think you know more about the internet than your parents?
- You think you know more about the internet than me?

**Initial assessment of knowledge and understanding. (Small groups - 7 minutes).**

Ask your pupils to decide on up to 3 top tips that they would give to someone, who has never used the internet before, to help them get the best out of the internet. E.g. to help them to stay safe and enjoy themselves. (Try not to give too many examples). This gives you the opportunity to really see what your children know about online safety and behaviour.

**Watch the episode of your choice. (Whole class – 5 minutes)**

All episodes can be viewed and downloaded from the Childnet site:

<http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

**Quick recap. (Whole class – 5 minutes).**

- Define the SMART rule that you have just watched. Pupils give a short definition.
- What happened to Kara and Winston in this episode?
- How were they connected to the internet? I.e. What device were they using when they needed help?
- What did the SMART Crew say? Can they remember all the advice that was given? (See **Film Transcript** for additional help).

**S** - Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone numbers and passwords.

**M** - Meeting someone you have only been in touch with online can be dangerous; not everyone online is who they say they are. Only do so with your parents' or carers' permission and even then only when they can be present. Remember online friends are still strangers even if you have been talking to them for a long time. If you like chatting online it's best to only chat to your real world friends and family.



**A** - Accepting emails, instant and direct messages, or opening files, images or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages.

**R** – Information on the internet may not always be true; it may be factually incorrect, out of date, or reflect someone's personal opinion or beliefs. Anyone can put information on the internet, so always check by looking at other websites, in books, or with someone who knows.

**T** - Tell a parent, carer or a trusted adult if someone, or something, makes you feel upset, worried or uncomfortable, or if you or someone you know is being bullied online. You can also report the behaviour of others to the sites, games and services that you are using.

**Choose a SMART activity to reinforce the learning that has taken place. (20 minutes – individually or small groups).**

- **Journal entries:** Write Kara's, Winston's, or Cookie's journal entry from each episode, explaining what happened that day and the advice that the SMART Crew gave.
- **Postcards home:** Similar to the journal entries, write a very brief description of what happened in each episode, and the advice given, in the form of a postcard home (from Kara, Winston or Cookie). Complete the front of the postcard with a picture too.
- **A helping hand:** List five trusted adults who could help you if you had difficulties online. Complete each finger of the helping hand with their names.
- **Digital footprints:** Complete the digital footprint poster with logos or pictures to represent all the things you enjoy doing online.
- **Three stars and a wish:** Write three things that you are already doing online to keep yourself safe, and set one additional target for yourself (a 'wish' in the cloud) that you can put into place to improve your experience online.
- **Recipe for a better internet:** What key points (main ingredients) would you use to create a better internet? Complete in the form of a recipe. Once completed, this could be recorded as a vlog. (Additional template provided for Lower KS2).
- **Online rights charter (Upper KS2):** As a class, or in small groups, start a discussion regarding what it is that the pupils like about the internet, and what it is that may stop this from happening. E.g. "we love to play games on the internet, but some games require membership and so not everyone can play" or, "we love to chat to our friends on the internet but sometimes people say unkind things and so it's not very fun" etc.

Then, in pairs, using the cut out prompts as examples, create a list of the top 10 most important Online Rights and Responsibilities that reflect your pupils' online behaviours and activities. These statements are the things that would help to make the internet a better place for all users. There are more than 10 example statements, and blank prompt cards are also provided, for the pupils to list any additional rights and responsibilities that may be raised.



Pairs will have to work collaboratively, giving reasons for their choices, to compile their top 10 between them. Afterwards, as a class, tally the most popular top 10 overall. This will create your Class Charter. Decide how and where you are going to display it, and ask each child to sign it.

- **Choice wheel:** Print out the wheels provided. In pairs, ask your pupils to colour in each section. Assemble the arrow using a paper fastener. Read out the digital dilemmas and invite pupils to move the arrow to find a solution that could help solve the problem. Discuss and emphasise that there may be more than one positive action that could work. Alternatively, if you have the space to move around in a school hall for example, write each 'choice' (block, report etc.) on a sheet of A3 paper and place them around the room. Then read each dilemma aloud and ask pupils to move to their chosen response and be prepared to explain why they have selected that option.
- **SMART Quiz:** Test your knowledge and skills to see how [SMART you are online!](#)
- **SMART 'School Crew':** In groups of 5, ask the pupils to record their own video clips of advice for each SMART Crew insert, either using the film transcript provided or in the children's own words, for your school website. Think about the room setting, any background images or devices to include, to make your videos as interesting as possible. This could be a longer running project.

#### Plenary activity. (8 minutes – whole class)

Depending on the activities that you have chosen, recap the learning that has taken place. Encourage the class to share their ideas and explain what they have written / produced. Would they change their top tips written before viewing the animations? Decide how to disseminate their learning to their peers, families and wider school community.



## Appendix A

### Responding to disclosures from children and young people

If a child in your care discloses something to you, related to the internet and the use of technology, then the same reporting procedures used for incidents offline can and should be followed in a workplace environment.

- If you are worried about a young person for any reason then it is important to tell someone straight away.
- Ensure that you are familiar with reporting procedures in your workplace and that confidentiality is not promised to the child in question.
- Report immediately to the designated person, for example the Child Protection Officer or Designated Safeguarding Lead, so that the correct steps are taken from the start.
- Ensure that the child's own words are used and are not changed in any way.
- The child or young person in question may want to accompany you when you make your report, to be part of the process.

### Where to report online concerns or risks

#### Grooming or other illegal behaviour

If you want to report someone who is behaving suspiciously online towards a child, you should in an emergency contact the emergency services by calling 999, or otherwise make a report to the [NCA's CEOP Command](#), formerly the Child Exploitation Online Protection Centre.

#### Criminal content online

If you encounter criminal content online, you should report this to the [Internet Watch Foundation](#) (IWF). Criminal content in the UK includes child sexual abuse images, criminally obscene adult content as well as non-photographic child sexual abuse images.

Online content which incites hatred on the grounds of race, religion and sexual orientation should now be reported to [True Vision](#), which tackles all forms of hate crime, including those on the grounds of disability and transgender identity. True Vision will give you information on content which indicates hatred and how to report it.