Skills, characteristics and staying safe – skills focus

Skills	Risks and behaviours that the skill can mitigate	Characteristics that the skill can help to develop
Critical evaluation of information	Showing poor judgement Giving in to peer pressure Falling for scams, irresponsible advertising, hate sites, suicide/self harm sites Being groomed	Reflective Responsible Making good choices
Empathy*	Spats, arguments, falling out, hate Harassing, bullying, stalking others, creating violent and hateful content Illegal downloading and plagiarism	Sociable Reflective Responsible
Leadership	Spats, arguments, falling out, hate Harassing, bullying, stalking others, creating violent and hateful content Giving in to peer pressure Creating/sending/uploading inappropriate material of self or others	Sociable High self esteem
Conflict avoidance/resolution	Spats, arguments, falling out, hate Giving in to peer pressure Harassing, bullying, stalking others, creating violent and hateful content	Sociable High self esteem Responsible Making good choices
Evaluation	Showing poor judgement Giving in to peer pressure Excessive game playing Excessive viewing of pornography Not protecting personal information Falling for scams, irresponsible advertising, hate sites, suicide/self harm sites, terrorism Creating/uploading inappropriate material of self or others Being groomed Illegal downloading and plagiarism	Reflective Responsible Making good choices

Motivation*	Giving in to peer pressure Addictive behaviour Showing poor judgement Falling for scams, irresponsible advertising, hate sites, suicide/self harm sites	Purposeful Well rounded High self esteem Making good choices Resilience
Predicting cause and effect	Showing poor judgement Giving in to peer pressure Addictive behaviour Harassing, bullying, stalking others, creating violent and hateful content Not protecting personal information Falling for scams, irresponsible advertising, hate sites, suicide/self harm sites Creating/uploading inappropriate material of self or others Illegal downloading and plagiarism	Responsible Making good choices
Risk/hazard identification	Showing poor judgement Giving in to peer pressure Not protecting personal information Creating/uploading inappropriate material of self or others Falling for scams, irresponsible advertising, hate sites, suicide/self harm sites, terrorism Harassing, bullying, stalking others, creating violent and hateful content Being groomed Illegal downloading and plagiarism	Reflective Responsible Making good choices
Social skills*	Spats, arguments, falling out, hate Harassing, bullying, stalking others, creating violent and hateful content Giving in to peer pressure	Well rounded High self esteem Making good choices Resilience
Self-awareness*	Spats, arguments, falling out, hate	High self esteem Reflective Responsible
Self-regulation (managing feelings)*	Spats, arguments, falling out, hate Harassing, bullying, stalking others, creating violent and hateful content	Reflective Responsible Making good choices

(For reference)
Social and emotional aspects of learning (SEAL): Skill definitions (summary)*

Self-awareness
Knowing and valuing myself and understanding how I think and feel. When we can identify and describe our beliefs, values, and feelings, and feel good about ourselves, our strengths and our limitations, we can learn more effectively and engage in positive interactions with others.

Self-regulation (managing feelings)
Managing how we express emotions, coping with and changing difficult and uncomfortable feelings, and increasing and enhancing positive and pleasant feelings. When we have strategies for expressing our feelings in a positive way and for helping us to cope with difficult feelings and feel more positive and comfortable, we can concentrate better, behave more appropriately, make better relationships, and work more cooperatively and productively with those around us.

Motivation
Working towards goals, and being more persistent, resilient and optimistic. When we can set ourselves goals, work out effective strategies for reaching those goals, and respond effectively to setbacks and difficulties, we can approach learning situations in a positive way and maximize our ability to achieve our potential.

Empathy
Understanding others' thoughts and feelings and valuing and supporting others. When we can understand, respect, and value other people's beliefs, values, and feelings, we can be more effective in making relationships, working with, and learning from, people from diverse backgrounds.

Social skills
Building and maintaining relationships and solving problems, including interpersonal ones. When we have strategies for forming and maintaining relationships, and for solving problems and conflicts with other people, we have the skills that can help us achieve all of these learning outcomes, for example by reducing negative feelings and distraction while in learning situations, and using our interactions with others as an important way of improving our learning experience.

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(For reference)
Social and emotional aspects of learning: Skill definitions (detail, Primary)*

Self awareness
   Knowing myself
   • I know when and how I learn most effectively.
   • I can take responsibility for my actions and learning.
   • I feel good about the things I do well, and accept myself for who and what I am.
   • I can recognise when I find something hard to achieve.
   Understanding my feelings
   • I can identify, recognise and express a range of feelings.
   • I know that feelings, thoughts and behaviour are linked.
   • I can recognise when I am becoming overwhelmed by my feelings.
   • I know that it is OK to have any feeling, but not OK to behave in any way I feel like.

Managing feelings
   Managing how I express my feelings
   • I can stop and think before acting.
   • I can express a range of feelings in ways that do not hurt myself or other people.
   • I understand that the way I express my feelings can change the way other people feel.
   • I can adapt the way I express my feelings to suit particular situations or people.
   Managing the way I am feeling
   • I can calm myself down when I choose to.
   • I have a range of strategies for managing my worries and other uncomfortable feelings.
   • I have a range of strategies for managing my anger.
   • I understand that changing the way I think about people and events changes the way I feel about them.
   • I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.
   • I know that I can seek support from other people when I feel angry, worried or sad.
   • I know what makes me feel good and know how to enhance these comfortable feelings.

Motivation
   Setting goals and planning to meet them
   • I can set a challenge or goal, thinking ahead and considering the consequences for others
   and myself.
   • I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.
   Persistence and resilience
   • I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.
   • I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.
   • I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.
   Evaluation and review
   • I know how to evaluate my learning and use this to improve future performance.

Empathy
Understanding the feelings of others
- I can recognise the feelings of others.
- I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances.
- I can understand another person's point of view and understand how they might be feeling.

Valuing and supporting others
- I value and respect the thoughts, feelings, beliefs and values of other people.
- I can be supportive to others and try to help them when they want it.
- I know that my actions affect other people and can make them feel better or worse.

Social skills
Belonging to a community
- I feel that I belong to and am valued in my class, school and community.
- I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone.

Friendships and other relationships
- I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people.
- I recognise 'put-downs' and know how they affect people, so I try not to use them.
- I can make, sustain and break friendships without hurting others.

Working together
- I can work well in a group, cooperating with others to achieve a joint outcome.
- I can tell you what helps a group to work well together.

Resolving conflicts
- I can resolve conflicts to ensure that everyone feels positive about the outcome.

Standing up for myself
- I can be assertive when appropriate.

Making wise choices
- I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.
- I can make a wise choice with work or behaviour.

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Skills, characteristics and staying safe – risk focus

On-line high risk behaviours and situations	Characteristics that mitigate the risk	Skills that mitigate the risk	Other education that mitigates the risk
RELATIONSHIPS and CONFLICT AVOIDANCE/RESOLUTION Spats, arguments, falling out, hate Harassing, bullying, stalking others, creating violent and hateful content	Sociable High self esteem, confident	Empathy* Social skills* Self-awareness* Self-regulation* Leadership Conflict avoidance/resolution Handling peer pressure	Awareness of how to get support when needed
Being harassed, bullied, stalked	High self esteem, confident Resilient	Conflict avoidance/resolution Self-awareness*	Awareness of how to get support when needed
Being groomed	High self esteem, confident	Critical evaluation of information Risk/hazard awareness	Awareness of how to get support when needed
BODY IMAGE AND RELATIONSHIP ISSUES Viewing pornography, young person as creator or actor	High self esteem, confident	Self-awareness* Self-regulation* Motivation* Handling peer pressure	Sex and relationship education. Awareness of the legal aspects of sharing pornography of those under age.
SHOWING OFF Showing off, self promotion, creating/uploading inappropriate material, seeking acceptance	High self esteem, confident	Self-regulation* Motivation* Handling peer pressure Evaluation Good judgement	Awareness of the nature of publishing to the internet Awareness of how to get support when needed
BEING DUPED Adverts, spam, scams Tracking/harvesting personal information Hate sites, terrorism Self-harm/suicide sites	High self esteem, confident Reflective	Self-awareness* Critical evaluation of information Risk/hazard awareness Good judgement	Awareness of the range of different scams that have been attempted. Awareness of how to get support when needed
ADDICTIVE BEHAVIOUR Viewing pornography, excessive game playing	High self esteem, confident Well-rounded, range of interests	Empathy*	Awareness of how to get support when needed Awareness of issues
COPYRIGHT INFRINGEMENT AND COMPUTER MISUSE Illegal downloading, copying, plagiarism Hacking	Responsible Reflective	Self-regulation* Good judgement	Awareness of possible consequences

Some resources

Resource	Age, phase	Link	Comments
Childnet			
The Early Surfers' Zone	3-7 years	http://www.kidsmart.org.uk/teachers/ks1/	Specifically the stories "Smartie the Penguin" and "Digiduck's Big decision" covering telling an adult and being a good friend
Kidsmart "Being SMART rules"	8-11 years	http://www.childnet.com/kia/primary/	Covering personal information, downloading, cyberbullying, friendship, meeting up, and critical thinking / reliability
Secondary KIA Toolkit	Secondary	http://www.childnet.com/kia/toolkit/	Grooming, cyberbullying, social networking, plagiarism, downloading and digital citizenship
Secondary KIA Toolkit (Advanced)	Upper secondary	http://www.childnet.com/kia/secondary/toolkit-advanced/secondary-advanced-project.aspx	Sexting and further skill development
Digizen	Teachers, parents & kids sections	www.digizen.org	Advice relating to social networking, cyberbullying behaviour and digital citizenship
Education Vision Consultancy	Various	http://atschool.eduweb.co.uk/mbaker/evc/esafetylinks.pdf	A varied collection of links to resources for teachers, parents, children, etc.
SWGfL and Common Sense Media	KS 1-5	http://www.swgfl.org.uk/digitalliteracy	Digital literacy curriculum